2026-2027



PANAMA-BUENA VISTA UNION SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN

SUPERINTENDENT
Katie Russell, Ed.D.

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Panama-Buena Vista Union School District

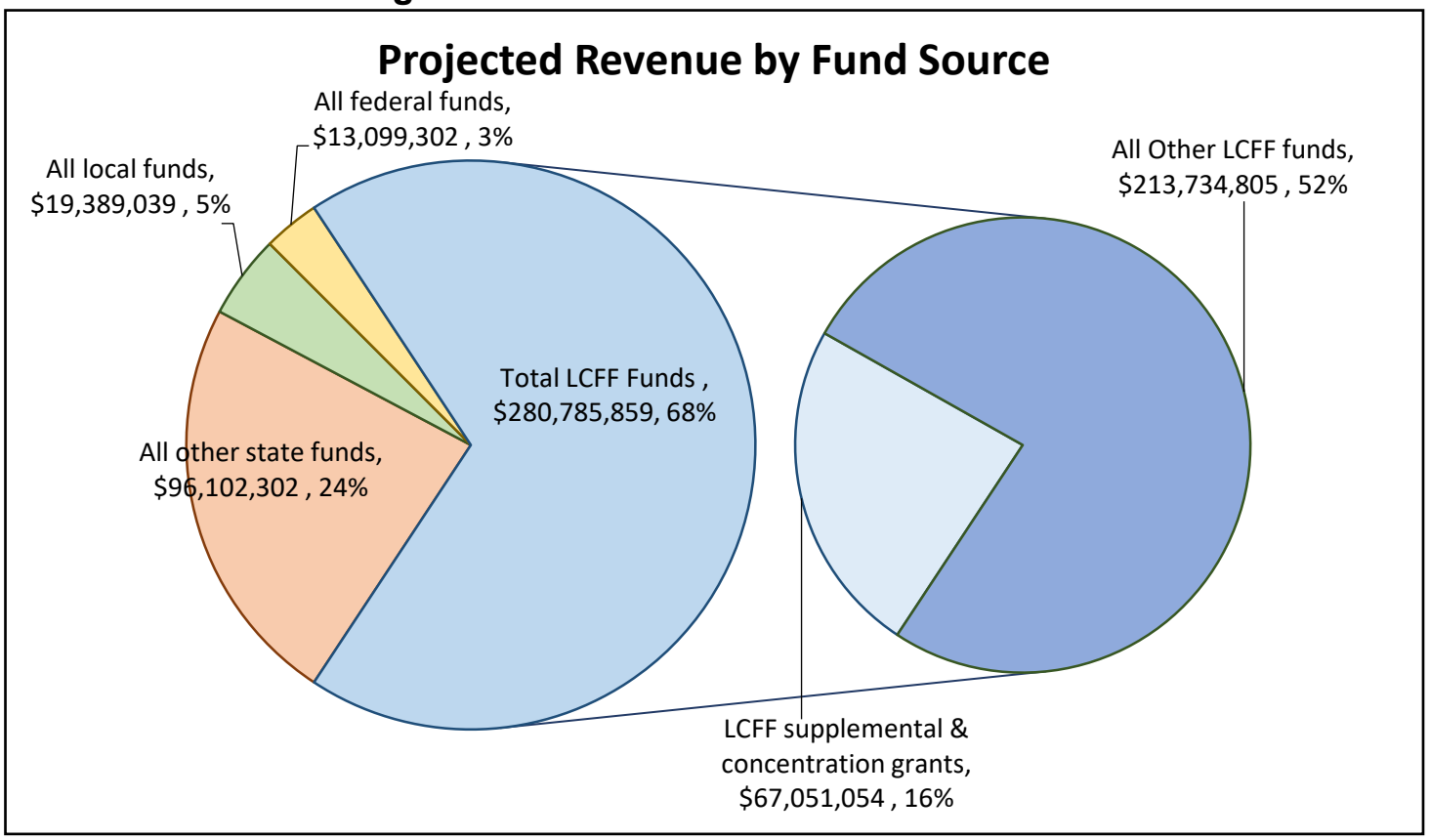
CDS Code: 15-63362

School Year: 2026-27

LEA contact information: Katie Russell, Superintendentkrussell@pbvusd.k12.ca.us(661) 831-8331

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

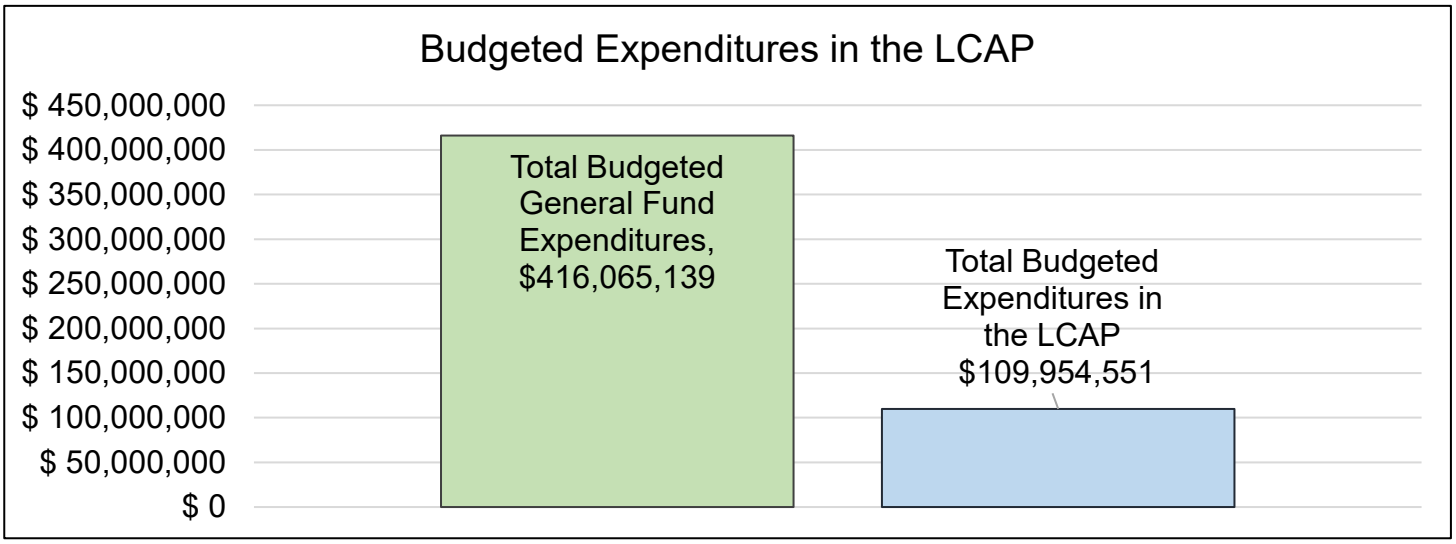


This chart shows the total general purpose revenue Panama-Buena Vista Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Panama-Buena Vista Union School District is $409,376,502.00, of which $280,785,859.00 is Local Control Funding Formula (LCFF), $96,102,302.00 is other state funds, $19,389,039.00 is local funds, and $13,099,302.00 is federal funds. Of the $280,785,859.00 in LCFF Funds, $67,051,054.00 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 Panama-Buena Vista Union 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: Panama-Buena Vista Union School District plans to spend $416,065,139.00 for the 2026-27 school year. Of that amount, $109,954,551.00 is tied to actions/services in the LCAP and $306,110,588.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

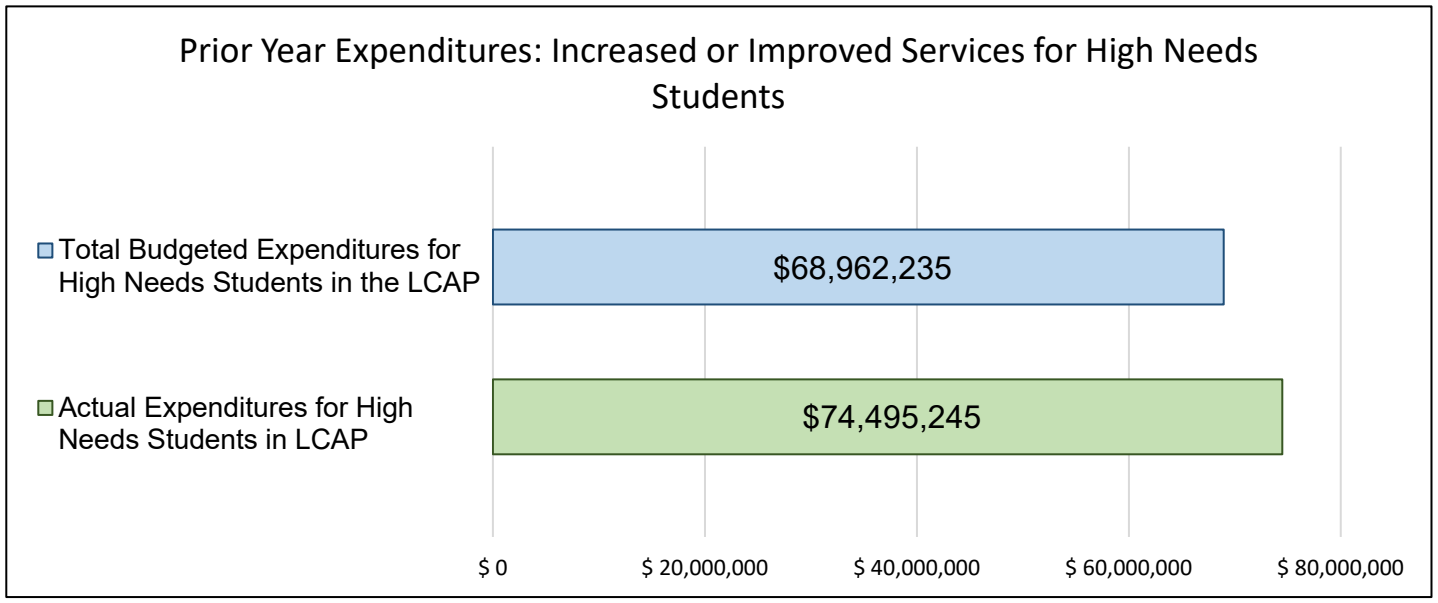
Expenditures not included in the LCAP, comprised of salaries, benefits, supplies, other operating and capital outlay costs, are aligned with the District's academic priorities to provide a safe, supporting learning environment for all students.

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

In 2026-27, Panama-Buena Vista Union School District is projecting it will receive $67,051,054.00 based on the enrollment of foster youth, English learner, and low-income students. Panama-Buena Vista Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Panama-Buena Vista Union School District plans to spend $80,455,940.00 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 Panama-Buena Vista Union 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 Panama-Buena Vista Union 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, Panama-Buena Vista Union School District's LCAP budgeted $68,962,235.00 for planned actions to increase or improve services for high needs students. Panama-Buena Vista Union School District actually spent $74,495,245.00 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.

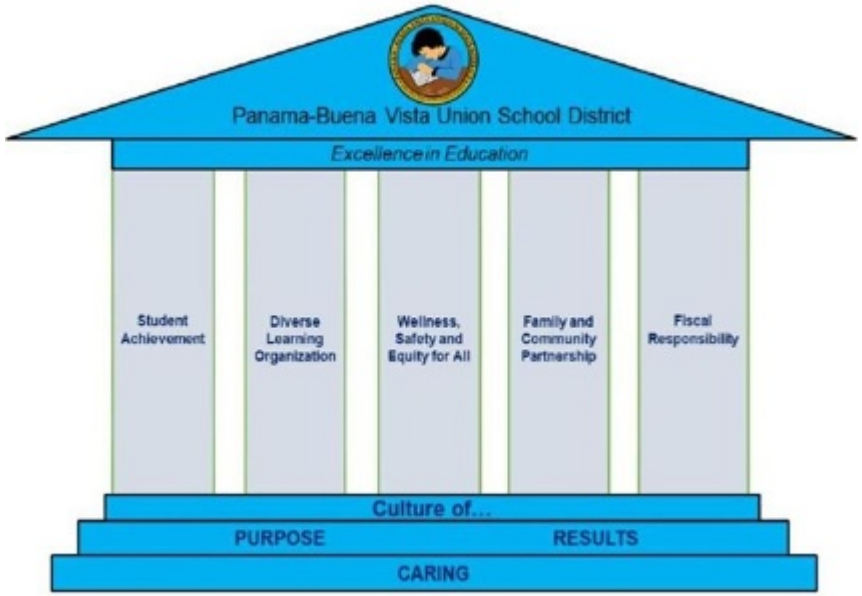
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Panama-Buena Vista Union School District	Katie Russell Superintendent	krussell@pbvusd.k12.ca.us 661-831-8331

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.

Located in the heart of the San Joaquin Valley, Panama-Buena Vista Union School District (P-BVUSD) serves over 20,000 children each year with an enriched standards based curriculum delivered through quality instruction at each of our 26 schools. Our transitional kindergarten through eighth-grade students reflect the widespread diversity of our region and the programs we provide;



SCHOOLS		19,681 STUDENTS
TK-6 Elementary Schools	19	• African American students -7.4% (1,467) • Asian students - 11.0% (2,183) • Hispanic students - 62.2% (12,247) • White/Caucasian students - 12.2% (2,414) • English Learners - 11.0% (2,166) • Students with Disabilities (SWD) - 16.6% (3,277) • Foster Youth - .8% (148) • Unhoused students - 1% (238) • Socio-Economically Disadvantaged students (SED) - 78.4% (15,441)
TK-8 Elementary Schools	2	
Junior High Schools	5	
Alternative Education Programs	1	

The community within P-BVUSD boundaries consists of single and multiple family residences representing a diverse student population. The business community surrounding the District encompasses large agricultural and industrial companies in addition to low to high-end commercial and retail business properties. The Panama-Buena Vista Union School District is proud of its well-defined heritage, which strongly correlates with our dedication to preserving our past, creating strong instructional classrooms and a robust emphasis on career and technical education to support the ever-changing economy in the San Joaquin Valley. The Panama-Buena Vista Union School District is dedicated to empowering our diverse community through a safe and inclusive environment that promotes academic excellence and personal growth. We prepare all students for future challenges with a commitment to innovation and strong partnerships, enabling everyone to thrive and contribute positively to society. We pride ourselves on our history of managing our resources carefully and leveraging district resources

with strategic community partnerships to ensure that all of our children have the opportunities needed for maximum academic and social-emotional growth. The District has embedded an equity lens into established leadership structures to support our motto “Excellence in Education.” Through the District’s Strategic Pillars, we are committed to a cycle of continuous improvement and reflection to break down barriers to learning and supporting a culture of PURPOSE, CARING, AND RESULTS.
We believe that working with parents and guardians as invaluable partners is essential to the success of students and their schools. The District is committed to providing a Community & Family Engagement Department to enhance family engagement and provide continual communication and outreach efforts to bridge the gap between home and school. Programs such as these will help parents and guardians to become strong educational partners and remain engaged in the educational opportunities of their students from TK all the way through junior high.
Keeping with the commitment to the District’s Pillars of Excellence, we also believe working with educational partners to build strong community relationships will support each layer of the organization. Our partnerships with local universities to support the hiring of highly qualified teachers has cultivated a robust New Teacher Support program to ensure all students receive a high quality educational experience. Additionally, professional learning opportunities are provided through our university partners to support the development of a pre-Career Technical Education (CTE) pathway program we are developing in all junior high schools. Furthermore, we partner with feeder high schools in Kern High School District to ensure we are equipping our students with appropriate skills, knowledge, interventions and supports to ensure a successful and meaningful high school experience as well.
The Panama-Buena Vista Union School District’s Local Control and Accountability Plan (LCAP) is primarily funded through the Local Control Funding Formula (LCFF), which includes Base, Supplemental, and, where applicable, Concentration Grant allocations. These funds are used to support actions and services aligned with the needs of our students, especially those who are low-income, English learners, and foster youth (collectively known as unduplicated students).
As of the 2026-2027 school year, Panama-Buena Vista Union School District received Equity Multiplier funding for Wayne Van Horn Elementary, a state funding stream designed to support school sites with a high proportion of socioeconomically disadvantaged students and high student mobility or non-stability rates, per Education Code Section 42238.024. This following school has been identified as receiving Equity Multiplier funding: Wayne Van Horn Elementary. Focus Goals 5, 6, and 7 describes how these funds are being used at Van Horn Elementary.

Reflections: Annual Performance

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

Each year, an annual reflection is conducted to identify areas of growth and need in the district. We utilize multiple measures to ensure we are capturing the needs of the whole child and embracing the priorities of our Strategic Plan around Student Achievement; Diverse Learning Organization; Wellness, Safety and Equity for All; Family and Community Partnerships and Fiscal Responsibility. To do so, we rely heavily on the state priorities to guide our process, along with the following state and local data measures:

	STATE PRIORITY	STATE DATA	LOCAL DATA
1	BASIC SERVICES		• Teacher Mis-assignment Reports • Facilities Incident Reports • Surveys
2	IMPLEMENTATION OF STATE STANDARDS		• Star ELA • Star Math • ELA IAB • Math Next Gen Benchmarks • Amplify mClass Reading Screener
3	PARENT & FAMILY ENGAGEMENT		• Parent & Family Engagement Nights • LCAP Input Sessions • Advisory Meeting Participation • Surveys
4	STUDENT ACHIEVEMENT	• CAASPP ELA & MATH • CA Science Test • English Learner Proficiency Assessment (ELPAC) • Reclassification Rates	
5	STUDENT ENGAGEMENT	• Attendance Rates • Chronic Absenteeism Rates	
6	SCHOOL CLIMATE	• Suspension Rates • Expulsion Rates • School Connectedness Survey	
7	ACCESS TO BROAD COURSE OF STUDY		• AVID Courses • Pre-CTE Courses • Spanish Courses
8	OTHER PUPIL OUTCOMES		• SWIFT FIA

During the 2025-2026 school year, Panama-Buena Vista Union School District experienced success in the academic performance of students, the development of a broader curricular program, and the expanded implementation of social and emotional health initiatives including adopting a universal SEL curriculum, Positive Behavior Intervention and Supports (PBIS) and the decrease in chronic absenteeism. In each LCAP goal, P-BVUSD has demonstrated progress as measured by both state and local indicators and through

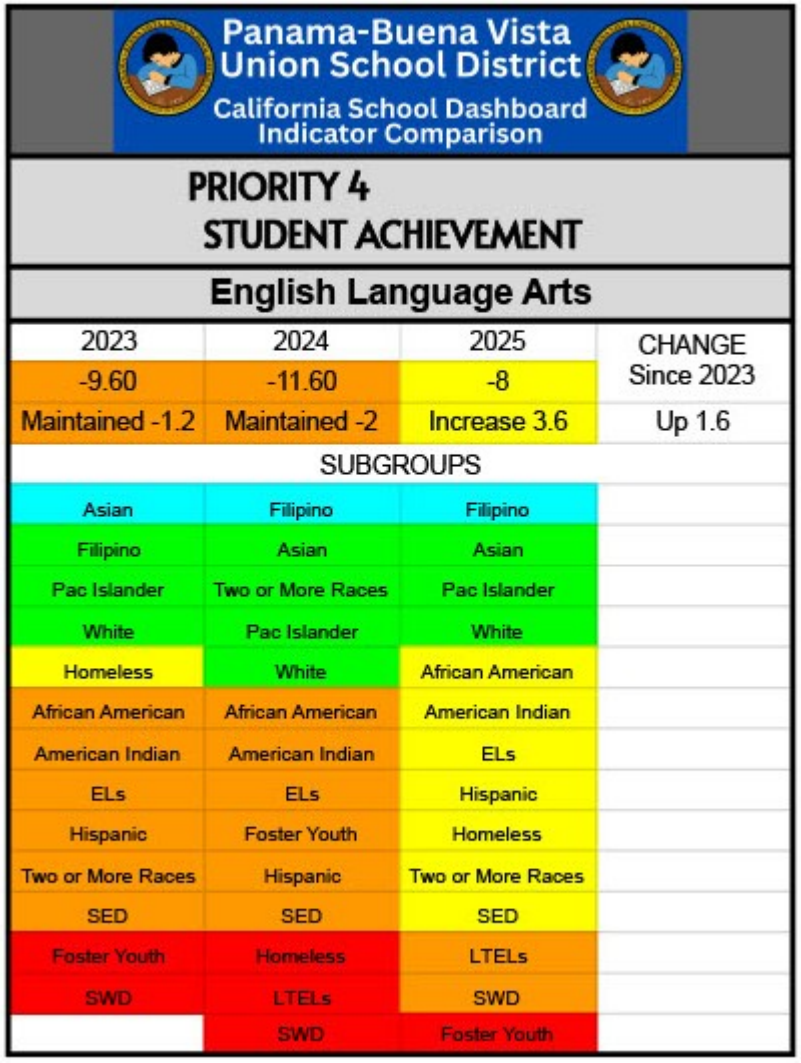
feedback received from educational partners. All P-BVUSD students receive instruction in English Language Arts (ELA), Mathematics, Social Sciences, Science, Visual and Performing Arts, and Physical Education. At all junior high schools, students are additionally enrolled in electives based on student interest aligned to the Common Core State Standards, including Spanish as a second language and the standards for pre-Career Technical Education (CTE).

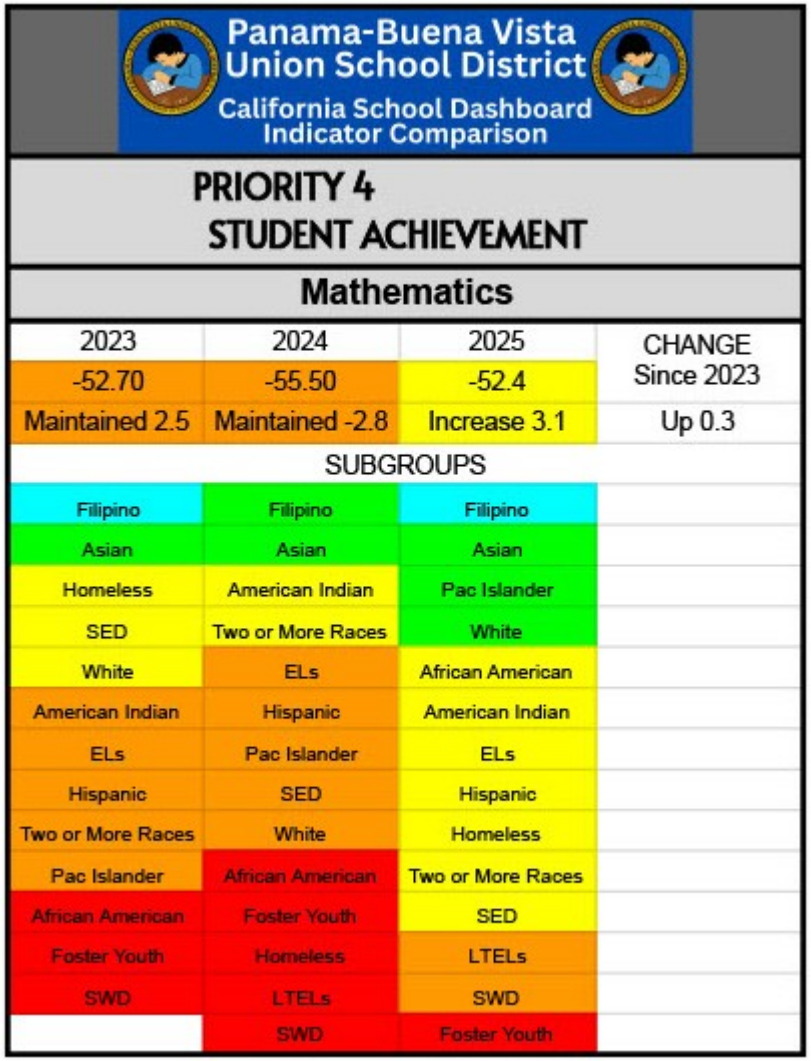
Based on the state priorities and the continual improvement process, we found the following to be driving data points:

PRIORITY 4- STUDENT ACHIEVEMENT- STATE AND LOCAL DATA

SUCCESSES:

The California School Dashboard's academic indicators in ELA and Math measure specific successes and challenges for each state priority and student group within P-BVUSD:


Panama-Buena Vista Union School District
California School Dashboard Indicator Comparison
PRIORITY 4
STUDENT ACHIEVEMENT
English Language Arts
2023
2024
2025
CHANGE Since 2023
-9.60
-11.60
-8
Maintained -1.2
Maintained -2
Increase 3.6
Up 1.6
SUBGROUPS
Asian
Filipino
Filipino
Filipino
Asian
Asian
Pac Islander
Two or More Races
Pac Islander
White
Pac Islander
White
Homeless
White
African American
African American
African American
American Indian
American Indian
American Indian
ELs
ELs
ELs
Hispanic
Hispanic
Foster Youth
Homeless
Two or More Races
Hispanic
Two or More Races
SED
SED
SED
SED
Foster Youth
Homeless
LTELs
SWD
LTELs
SWD
SWD
Foster Youth



Based on the results of the California Assessment of Student Performance and Progress (CAASPP) taken in the Spring of 2025, 47.6% of students were proficient in ELA. This was an overall increase of 1.4% from 46.2% in 23-24. Midyear STAR ELA data indicated 46% of students were scoring at or above the 40th percentile, nearly meeting our 2024-2025 desired outcome. Based on STAR student growth percentile reports, 62.9% of students were meeting standard. With 100% of our students having access to a broad course of study and access to instructional materials, we expect to see at most minimal growth.

Students in most major subgroups showed significant increases in mathematics performance when compared to the 2024-2025 school year. African Americans made the most progress with a 3.1 point increase.

The Winter 2025 STAR Math data indicates that 34.1% of students were meeting or exceeding state standards in mathematics, which represents a 1% decrease from Winter 2024. This decline occurred despite 61.3% of students demonstrating standard-level growth on the STAR student growth percentile reports. One factor that contributed to this shift was the district has a significant number of newly hired teachers, including in math-related content areas. While this influx of new talent helps address vacancies, new teachers often require additional time and support to build instructional expertise, particularly in delivering rigorous, standards-aligned math instruction.
Based on our English Learner Performance Indicator (ELPI), students decreased by 4.2 points on the 5 x 5 grid, placing our English learners in the Orange performance band (low status), in comparison to Yellow status in 2024. However, our local indicators show 12.5% of English learners met or exceeded state standards on Star Reading (Winter 2025). All English learners receive English Language Development (ELD) based on their English fluency level. At all middle schools, students are enrolled in English Language Arts (ELA), math, science and physical education/health. Students also enroll in electives based on student interest. Middle school schedules continue to allow English learner students to enroll in an elective, as well as receive their English Language Development (ELD) time and support. In addition, the rich variety of electives which students can choose from increased to provide access to courses in foreign language, visual or performing arts, applied arts or career technical education. With the adoption of a supplemental ELD program, students receive designated ELD or intervention support through a state-approved supplemental program during their second period of support, leaving time in the day for an elective.

CHALLENGES:

Challenges in English Language Arts (ELA) persist, particularly among our English Learners, Foster Youth, and Students with Disabilities, as evidenced by recent assessment outcomes and classroom observations. While a foundational baseline for designated English Language Development (ELD) instruction has been successfully established and maintained across most school sites, significant gaps remain in the transition from designated to integrated ELD.

This transition continues to pose challenges for many educators, especially when adapting ELD strategies into rigorous, standards-aligned core content instruction. Additionally, the growing population of newcomer students has added complexity to the instructional landscape. Schools are working to provide differentiated language supports, but the capacity to integrate ELD meaningfully across all subject areas remains a challenge.

To address these persistent needs, the district will continue to offer targeted professional learning opportunities with a renewed focus on implementation fidelity. Instructional coaching, model lessons, and collaborative planning will support teachers in deepening their understanding and application of integrated ELD strategies. Further, supports will be differentiated to meet the unique needs of sites with higher newcomer enrollment, ensuring that all English learners receive linguistically and academically appropriate instruction across the curriculum.

ELA

Conducting an analysis at the district level to identify gaps in instructional alignment identified the following: 1) a need for consistent use of the guaranteed and viable ELA curriculum across all schools, 2) alignment of the standards to ensure equitable access to instruction for all

students, and 3) robust Tier I instruction and aligned assessments to help address disparities in learning outcomes. By addressing these challenges, we can ensure that all students have access to high-quality instruction.

Based on the most recent California School Dashboard data identified several student groups across the district with "Low" or "Very Low" performance levels in English Language Arts (ELA). In response, the district will provide targeted literacy and language development supports aligned with the ELA/ELD Framework, supported by professional learning and site-specific strategies.

The following student groups have been identified as performing in the Low or Very Low performance levels in ELA:
-Low: American Indian, English Learners, Socioeconomically Disadvantaged, African American, Hispanic, Foster Youth
-Very Low: Homeless, Long-Term English Learners (LTELs), Students with Disabilities (SWD)

School site-level data further highlighted persistently low outcomes among ELs, SWDs, and African American students at schools such as Berkshire Elementary, McAuliffe Elementary, Castle Elementary, Stine Elementary, Seibert Elementary and Wayne Van Horn Elementary.

In response, the District implemented targeted ELA support in 2024-25 focused on professional learning and site-level intervention planning. Specifically:
-Literacy-focused professional development was provided monthly to school site administrators, with an emphasis on differentiated instruction, early literacy intervention, progress monitoring, and data-driven practices.
-Schools with high populations of underperforming students embedded targeted strategies into their School Plans for Student Achievement (SPSA).

In response, the district will provide targeted literacy and language development supports aligned with the ELA/ELD Framework, supported by professional learning and site-specific strategies:
-Sustain and Expand Literacy PD: Continue monthly differentiated instruction training, expand culturally responsive strategies, and embed ELD/ELA framework alignment.
-Intensify Support at Identified Sites: Provide site-based coaching at Berkshire Elementary, McAuliffe Elementary, Castle Elementary, Stine Elementary, Seibert Elementary and Wayne Van Horn Elementary for ELs, SWDs, and AA.
-Data Monitoring and Student Progress: Use formative assessments and benchmark ELA data to monitor subgroup progress and adjust interventions quarterly.
-Parental and Community Engagement: Increase engagement of educational partners, especially families of ELs and African American students, to co-develop site literacy strategies.
-Systemic Supports for Very Low Groups: Implement evidence-based literacy interventions for SWD, LTELs, and Homeless youth, with designated funding and staffing supports.

This plan will guide the District’s efforts to improve literacy outcomes and ensure equitable ELA access and achievement for all students, with a clear focus on our most underserved groups.

MATH

Gaps in the use of curriculum, multiple supplemental materials, and ensuring consistent instruction aligned with assessment and curriculum maps in the area of math was identified across all schools. This inconsistency, partnered with the new California Math Framework, leaves the district and schools with many challenges: 1) a need for consistent use of the guaranteed and viable math curriculum across all schools, 2) alignment of the standards to ensure equitable access to instruction for all students, 3) robust Tier I instruction to include interactive teaching strategies, and 4) inquiry based lesson design to help address disparities in learning outcomes.

The 2024-25 California School Dashboard and internal assessment data identify a persistent need for targeted mathematics support among multiple student groups and schools within the district. Overall, only 31.3% of students met or exceeded standards in math, a slight improvement of 1.1 percentage points from 2023-24. However, specific student groups and campuses continue to perform at the Low and Very Low levels.

Overall dashboard performance by Student Group indicates:
-Very Low: Students with Disabilities (SWD), Long-Term English Learners (LTEL), Foster Youth (FY), African American (AA), Homeless
-Low: English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic, Pacific Islander, White

Identified schools performing very low or low Math status are identified as the following:
-Very Low Performance (Multiple Subgroups): Actis Jr. High: HIS, Berkshire: EL, SWD, AA, Charles H. Castle: AA, Seibert: SWD, AA, Stine: SWD, AA, Tevis: AA, Wayne Van Horn: EL, AA, Earl Warren Jr. High: SWD, LTELs, and Whitley TK-8, Williams, Loudon, McAuliffe, and Douglas Miller: SWD.
-Low Performance (Multiple Subgroups): Actis Jr. High, Berkshire, Hart, Laurelglen, Loudon, McAuliffe, Old River, Panama, Reagan, Sandrini, Seibert, Stine, Stockdale, Stonecreek Jr. High, Tevis Jr. High, Thompson Jr. High, and Wayne Van Horn.

The district will implement a multi-tiered approach to address persistent math underperformance through targeted instructional support by student groups at each site, as indicated in each School Plan for Student Achievement. For students with Disabilities (SWD), the focus sites are: Berkshire, Seibert, Stine, Earl Warren Jr. High, Whitley TK-8, Williams, Loudon, McAuliffe, and Douglas Miller. Through ongoing professional learning in the shifts in the mathematical framework. Through ongoing professional learning in the shifts in the CA Mathematics Framework, academic discourse in math, and building procedural fluency from conceptual understanding strategies to support access and equity in instructional practices for all students to have academic success in mathematics.

For identified English Learners and Long-Term English Learners, math instruction aligned with the ELD Framework, emphasizing mathematical language routines, scaffolded problem-solving, and sentence frames to support reasoning. For identified African American students, math PD will integrate culturally responsive teaching, affirming student identity while addressing misconceptions and strengthening math confidence through a sense of belonging. Identified Hispanic and Socioeconomically Disadvantaged students will be exposed to the use of contextualized and real-world math problems, frequent checks for understanding, and targeted intervention as outlined in the SPSA.

Monthly site administrator training will address:
-Instructional Consistency: Implementation of updated math curriculum maps, shifts in the CA Mathematics Framework, mathematical discourse and building procedural fluency from conceptual understanding to ensure alignment and instructional coherence.

-Curriculum Alignment: Deepen understanding of the 2023 California Mathematics Framework and district-adopted materials to ensure standards-based delivery.
-Supplemental Materials Review: Identify and approve supplemental materials aligned to student needs and standards—particularly for SWD and ELs.
-Coaching and Monitoring: Deploy site-based instructional coaching to support fidelity and adjust interventions based on formative data.

ELD

The District continues to prioritize equitable access to high-quality English Language Development (ELD) for all English learners (ELs), especially in light of concerning performance data reflected in the 2025 California School Dashboard. While 47% of English learners demonstrated progress on the English Learner Progress Indicator (ELPI), only 34% maintained their level and 4.2% declined—underscoring a substantial gap in consistent language development. Long-Term English Learners (LTELs) remain a particularly vulnerable subgroup, showing a 53.8% ELPI progress rate but scoring in the Yellow performance band alongside Students with Disabilities and Homeless Youth.

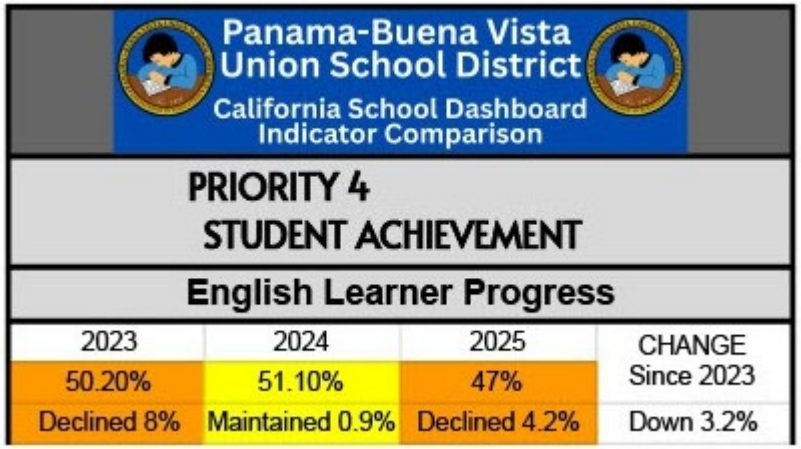
In 2023–24, the District launched a systemic ELD needs assessment that revealed key implementation gaps:
-Inconsistent teacher familiarity with the district-adopted designated ELD curriculum.
-Limited understanding of the spiraling design embedded in the curriculum's scaffolded resources.
-Insufficient integration of language objectives alongside content objectives in core subjects.

A rise in Newcomer enrollment requiring urgent support at both the instructional and systems levels. To address these gaps, the District will expand its 2026-27 strategic efforts to include:
-Targeted Support to Schools in Red ELPI Status: Bill L. Williams Elementary, Charles H. Castle Elementary, Fred L. Thompson Junior High, Laurelglen Elementary, Louise Sandrini Elementary, Panama Elementary, Amy B. Seibert Elementary, Berkshire Elementary, and Stine Elementary will receive priority for language and literacy-focused interventions. Each school has embedded aligned actions within their SPSAs to promote EL achievement in both designated and integrated ELD contexts..

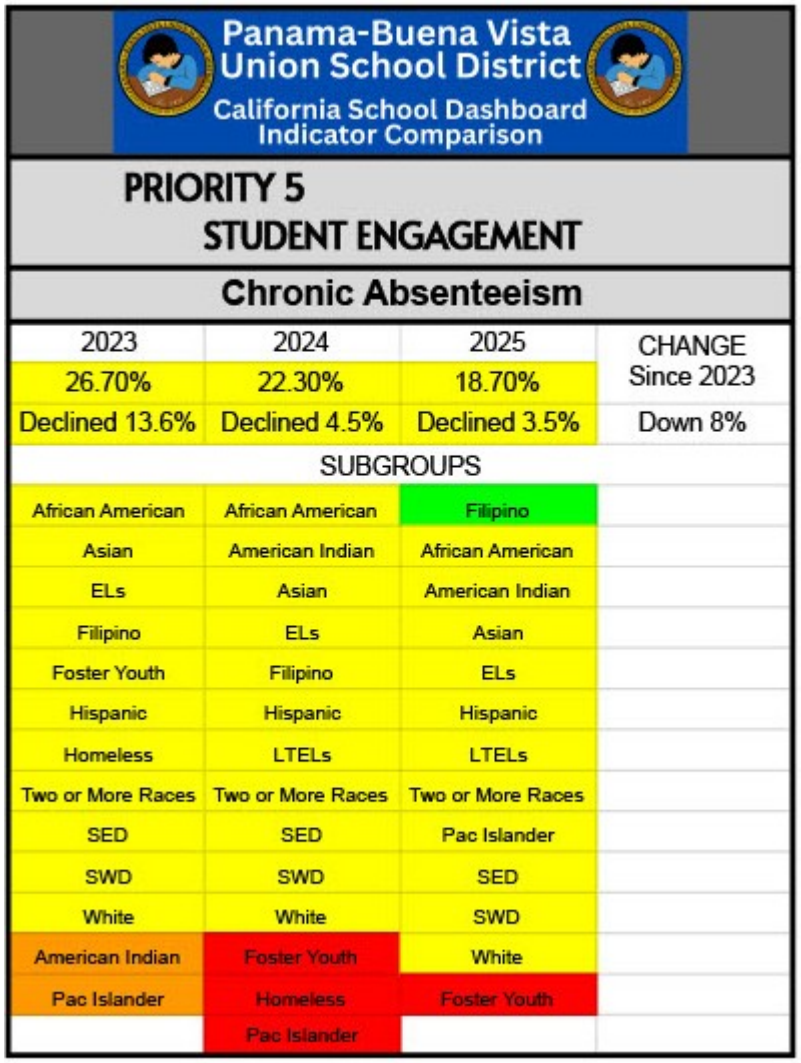
Districtwide Leadership Capacity Building: Monthly professional learning sessions for administrators will emphasize:
-Consistency in Instruction: Ensuring daily delivery of the adopted curriculum across all sites.
-Curriculum Alignment: Training leaders to monitor intentional spiraling and standards alignment through newly developed curriculum maps.
-Integrated ELD Practices: Supporting teachers in embedding language development into all content areas with clear language objectives.
-Supplemental Materials Review: Assessing and curating ELD supplements to fill learning gaps while ensuring curricular cohesion.

Support for Newcomers: Schools with high Newcomer populations will receive differentiated coaching and instructional materials aligned to foundational English proficiency and cultural orientation.
On-Site Coaching and Monitoring: Instructional coaches and ELD experts will provide sustained site-level modeling, feedback loops, and teacher training anchored in the ELA/ELD framework to boost classroom implementation and student outcomes.

This ELD plan is a core pillar of the District's commitment to improved services for EL's and will be measured using ELPI trends, site benchmark data, and EL reclassification rates. This ensures that every English learner—particularly those in the red performance band—has access to effective instruction and resources needed to succeed.



PRIORITY 5- STUDENT ENGAGEMENT- STATE AND LOCAL DATA



SUCCESSES:

Building upon prior success, the 2025 California School Dashboard data affirms the District's continued momentum in improving student engagement, particularly in reducing chronic absenteeism. In 2025, student groups meeting the criteria for Red/High performance on the Chronic Absenteeism Indicator decreased from three groups to one. The overall chronic absenteeism rate decreased by 3.5%, maintaining the "All Students" group in the Yellow performance band, demonstrating sustained district wide improvement.

Significant reductions were observed among key unduplicated pupil groups:
-English Learners improved by 3.9%, now reporting a 16.4% rate – maintaining their status in the Yellow band.
-Socioeconomically Disadvantaged (SED) students improved by 4%, maintaining Yellow/Medium performance with a 21.1% rate.

-Long-Term English Learners (LTEL) improved by 3.4%, reaching a 20.6% rate and maintaining Yellow status despite ongoing challenges.

This continued progress reflects the effectiveness of site-level implementation of a Multi-Tiered System of Support (MTSS) framework for attendance. District leadership continued to support all school sites in sustaining efforts across the three tiers, including:
-Activation of dedicated attendance teams and/or integrating attendance into Culture and Climate Team efforts
-Implementation of relationship-based interventions to strengthen student connection to school
-Use of case management to identify and address barriers to attendance
-Promotion of attendance awareness campaigns with students and families

For 2026-2027, the District will deepen its commitment by:
-Expanding professional learning for site teams on chronic absenteeism data analysis and equity-driven attendance strategies
-Leveraging attendance trend data to proactively target schools and subgroups with disproportionate absenteeism
-Enhancing collaborations with site-based liaisons to reduce systemic barriers and promote daily attendance for Foster and Unhoused Youth

These strategies are embedded in Goal 3 actions under Priority 5 and will be monitored via disaggregated chronic absenteeism data and local attendance engagement metrics.

CHALLENGES:

While the District celebrates overall reductions in chronic absenteeism in 2025, Foster Youth remains a persistent student group in the Red performance band at the LEA level with a 26.6% chronic absenteeism rate– over 7% higher than “all students”. The 2025 Dashboard also reveals other persistent disparities at the school and subgroup levels that demand focused attention and refinement of strategies. Chronic absenteeism remains a critical challenge despite growth. For instance, despite a decline of 14%, Homeless students remain in the Red performance band with a 40.7% rate—over 22% higher than all students. Additionally, despite a decline of 3.4%, Students with Disabilities remain in the Red performance band with a 26.4% rate—over 7% higher than all students. Additionally, 2025 Dashboard data has identified several schools requiring urgent support due to Red indicators in Chronic Absenteeism for specific student groups. These include:

-Laurelglen Elementary
-Wayne Van Horn Elementary

Key student groups impacted at these sites include English Learners, Hispanic, African American, and Asian students, indicating a need for targeted and culturally responsive engagement strategies.

District analysis affirms that while structures such as attendance teams and MTSS-based tiered supports are in place, there is a continued need to refine and reinforce practices, particularly in the following areas:
-Attendance Awareness Campaigns: Greater emphasis on proactive, culturally tailored outreach to families and students.
-Clarity of Roles: Need for explicit definitions of staff responsibilities and interdepartmental collaboration.
-Protocols and Tools: Uniform, districtwide systems for assessing attendance trends and intervening across all three tiers.
-Professional Learning: Ongoing district-led training focused on evidence-based attendance interventions and progress monitoring.

To address these challenges, District leadership—including Principal Supervisors—will provide direct support to the schools listed above. Supports will include:
-Root cause analysis of site-specific chronic absenteeism patterns
-Guidance on implementing evidence-based strategies such as culturally relevant engagement and individualized case management
-Training and coaching to build site capacity for progress monitoring of targeted subgroups
Each identified school has incorporated aligned attendance improvement strategies into their School Plans for Student Achievement (SPSAs), and district oversight will ensure coherence, implementation fidelity, and equity-driven monitoring throughout the 2026-2027 school year.

PRIORITY 6- SCHOOL CLIMATE- STATE AND LOCAL DATA

Panama-Buena Vista Union School District

California School Dashboard Indicator Comparison

PRIORITY 6

SCHOOL CLIMATE

Suspension Rate

2023	2024	2025	CHANGE Since 2023
2.70%	2.20%	1.50%	
Maintained 0.1%	Declined 0.6%	Declined 0.4%	Down 1.2%
SUBGROUPS			
American Indian	Asian	American Indian	
Asian	ELs	Asian	
White	Hispanic	ELs	
ELs	Pac Islander	Hispanic	
Filipino	SED	Pac Islander	
Hispanic	African American	SED	
Homeless	LTELs	White	
Two or More Races	Two or More Races	Foster Youth	
Pac Islander	SWD	Homeless	
SED	White	LTELs	
SWD	American Indian	Two or More Races	
African American	Filipino	SWD	
Foster Youth	Foster Youth	African American	
	Homeless	Filipino	

SUCCESSES:

The District continues to demonstrate growth in fostering supportive, inclusive, and responsive school climates, as evidenced by performance on the 2024 California School Dashboard Suspension Rate Indicator. In 2025, the District maintained a 1.8% suspension rate for all students, classified as Green/Low, reflecting a decline of 0.4%. Additionally, there were declines in suspension rates among several groups, including Foster Youth (-3%), Unhoused Youth (-5.5%), and Students with Disabilities (-1.1%). These declines indicate notable achievement which reflects strengthened districtwide climate practices. Additionally, there are no student groups performing in the Red/High band in P-BVUSD.

Other student groups maintaining or improving suspension outcomes include:
-English Learners: Green/Low status, improving by 0.4% to a 1.1% suspension rate.
-Socioeconomically Disadvantaged (SED): Green/Low status, improving by 0.5% to 2%.
-Long-Term English Learners (LTEL): Despite being in the Yellow performance band, there was a 0.9% improvement in suspensions, maintaining a 3.6% suspension rate.
-American Indian: Green/Low status, improving by 1.5% to a 1.4% suspension rate.

These outcomes are the result of deliberate district and school site efforts to address the multifaceted needs of students beyond academics—particularly through a Multi-Tiered System of Support (MTSS) that prioritizes equity, trauma-informed practices, and social-emotional learning. District leadership has led initiatives to expand Tier 1 universal supports, provide trauma and SEL-aligned training, and equip school teams to proactively support student behavior and well-being.

To sustain and deepen this progress in 2026-2027, the District will:
-Expand targeted engagement protocols for at-risk youth (e.g. Foster Youth, Homeless Youth)
-Expand resources and support, particularly among new teachers and in intermediate grades prioritizing relational practices and calming strategies
-Provide coaching and capacity-building for site administrators in analyzing discipline data and reducing disproportionality using student inquiry cycles
-Increase opportunities for student voice in improvement efforts
This comprehensive climate improvement approach remains a cornerstone of the District’s LCAP, ensuring that all students feel safe, supported, and ready to learn

CHALLENGES:

Despite continued progress in some areas of school climate, district-level analysis of the 2025 California School Dashboard reveals persistent and emerging challenges that underscore the need for further system refinement and targeted intervention. Most notably, Foster Youth (10.4%) and African American students (5.4%), continue to experience significant disproportionality compared to all students with a 1.8% suspension rate. Additionally, Long-Term English Learners (LTELs) have a 3.6% suspension rate and Unhoused Youth have a 3.4% suspension rate, also signaling an urgent need for deeper behavioral support and engagement strategies.

The following school sites is identified for focused district support due to Red indicators in suspension:

-Wayne Van Horn Elementary

This school has shown suspension disparities for specific student groups as indicated in their School Plan for Student Achievement.

To address these challenges, district leadership has recognized the need for:
-Refining MTSS structures to clarify team roles, protocols for identifying student needs, and systems for matching interventions to those needs.
-Strengthening progress monitoring across all schools to ensure consistent follow-up and data-driven adjustments.
-Enhancing professional learning centered on proactive, instructive, and restorative practices as alternatives to suspension.
-Implementing Social Emotional Learning (SEL) strategies districtwide to cultivate strong relationships and emotional safety across school communities.

In response, the Principal Supervisor will provide targeted coaching and capacity-building to the identified schools by:
-Conducting root cause analyses of discipline data
-Facilitating professional learning communities (PLCs) on restorative practices and trauma-informed approaches
-Supporting implementation of site-level strategies identified in each school's School Plan for Student Achievement (SPSA)
-Coordinating with counseling and wellness teams to embed tiered behavioral and SEL supports

The district is especially committed to ensuring that Unhoused Youth and Foster Youth receive relationally grounded, proactive support. Professional development will emphasize evidence-based strategies to reduce disproportionality and promote inclusive school climates where all students thrive and have a sense of belonging.
Through the above mentioned work, we have identified each school site and area of need, to include the corresponding state priority, goal and action that will support the necessary work needed to mitigate the challenges and create a growth model within our infrastructure:

LEARNING RECOVERY AND EMERGENCY BLOCK GRANT FUNDS:

The District anticipates having approximately $15 million available in Learning Recovery Emergency Block Grant funds for the 2025-26 through 2027-28 school years. For the 2025-26 school year, approximately $5 million will be allocated to Goal 1, Goal 2, Goal 3 and Goal 4. The P-BVUSD needs assessment substantiated findings from the 2024 Dashboard related to academic outcomes in ELA, Math and chronic absenteeism.
A review of state and local data indicates significant academic needs in the areas of ELA and Math, among Students with Disabilities, African American students, English Learners, Socioeconomically Disadvantaged students, Foster Youth and Homeless/Unhoused Youth. Based on this, Goal 1: Actions 1.4, 1.5, 1.9, 1.12, Goal 2: Action 2.3, and Goal 4: Action 4.2 directly address the need to provide additional supports through materials, interventions, and professional development to ensure student learning needs are met, increasing engagement in school and closing achievement gaps.
GOAL 1

-1.4 (Professional Learning & Instructional Materials - $750,000), 1.5 (Math Curriculum and Materials - $1,500,000) and 1.9 (ELA & Math Supplemental Materials - $500,000): Funds will be used to provide Professional Development for the new Math Framework, the ELA/ELD Framework, and to support the co-teaching model in our Junior High Schools.
-1.12 (Intervention Support - $500,000): Funds will be used to provide extra duty funds to support early intervention for our unduplicated students, African American students, unhoused students, and our students with disabilities.
GOAL 2
-2.3 (Foundational Literacy Training - $500,000): Funds will be used to provide training for teachers to support foundational literacy skills, including the purchase of UFLI curriculum and supplies.
GOAL 4
-4.2 (Professional Learning - Newcomer Supports - $500,000): Funds will be used to provide access to additional professional learning to increase the capacity of our certificated staff in order to support our English Learners.

A review of state and local data indicates significant chronic absenteeism among Students with Disabilities, African American Students, English Learners, Socioeconomically Disadvantaged Students, Foster Youth and Homeless/Unhoused Youth. Based on this, Goal 3: Actions 3.3 and 3.7 directly address the need to motivate students to engage more consistently in their education and provide accessible counseling, crisis intervention and professional development to support students in building resilience, develop coping strategies and managing the emotional toll of their current circumstances.
GOAL 3
-3.3 (MTSS - $250,000): Funds will be used to purchase software and supplies to support Assistant Principals and other staff such as Impact Teachers, to provide substance abuse counseling services for students, to provide a consultant to facilitate the MTSS advisory team and enhance restorative disciplinary practices, and to purchase Tier 1 and possibly Tier 2 curriculum and training to support our most needy students.
-3.7 (Professional Learning - SEL & MTSS - $500,000): Funds will be used to provide access to additional professional learning for our administrators, teachers and classified staff to enhance our school-based supports for all students, but especially our most vulnerable populations.

Reflections: Technical Assistance

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

In 2025-2026, P-BVUSD became eligible for Differentiated Assistance (DA) for Foster Youth in the areas of CAASPP and Chronic Absenteeism. Although Foster Youth have persisted as a targeted group since 2022, intentional District efforts to focus efforts on targeted groups has resulted in decreasing from four identified focus groups to one. During the 2025–26 school year, the district participated in the Individual Improvement Pathway and continued implementation, refinement, and scaling of its Multi-Tiered System of Supports (MTSS) framework, with a specific focus on improving supports and outcomes for foster youth. Efforts included strengthening intervention systems, monitoring student needs, and building staff capacity to provide targeted academic, behavioral, and social-emotional supports for identified student groups. The identified problem of practice from previous CIP efforts continues to remain: “P-BVUSD inconsistent district and school-

based implementation of social-emotional & behavioral supports for all students, leading to poor academic achievement, particularly for our most vulnerable students."

Root causes still included:
1) A multi-year district-wide MTSS strategic plan, which includes social-emotional, behavioral and academic supports, has not yet been created.
2) MTSS implementation expectations have not been clearly defined and communicated across district and site leadership.
3) A process to progress monitor the fidelity of MTSS implementation has not yet been established.
Through our work with KCSOS, the analysis of achievement data, review of educational partner feedback, and review of the needs assessment, actions were created to address the unique learning needs of our Foster Youth students. Through analysis of educational partner feedback and review of the needs assessment, LCAP actions were revised to address these specific needs. The following action was developed: "P-BVUSD will strengthen the implementation of Tier II social-emotional and behavioral interventions by applying implementation evidence-based practices, clearly defined intervention teams, and coordinated use of district and site resources, ensuring students requiring targeted supports receive timely and effective interventions."

Examples of expanded support for schools in 2026-2027 specific to Foster Youth include:

1) Maintaining an FTE District Foster and McKinney-Vento Liaison who will dedicate time for participating in county networks and ensuring timely implementation of best practices
2) Designating Assistant Principals as site-based liaisons and providing targeted guidance and/or PL and technical assistance opportunities to address the unique needs of Foster Youth
3) Ongoing Chronic absenteeism progress monitoring and action planning for Foster Youth

SUSPENSIONS- RED INDICATORS IMPLEMENTATION

GOAL 3:
Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

STATE PRIORITY 6		Supporting Actions: 3.3, 3.4, 3.5, 3.7	
STUDENT GROUP	2023 SCHOOLS RED Dashboard Indicator	2024 SCHOOLS RED Dashboard Indicator	2025 SCHOOLS RED Dashboard Indicator
All Students	Seibert Elem., Stonecreek Jr. High		Van Horn Elem.
Foster	District, Seibert Elem., Stonecreek Jr. High	District	
English Learner	Seibert Elem. Stonecreek Jr. High		
Long-Term English Learner			
Homeless	Seibert Elem. Stonecreek Jr. High	District	
African American	District, Actis Jr. High, Seibert Elem., Hart Elem., Stonecreek Jr. High, Tevis Jr. High, Thompson Jr High	Seibert Elem., Hart Elem.	Berkshire Elem., Castle Elem., Miller Elem., Stockdale Elem., Thompson Junior High, Van Horn Elem.
Hispanic	Seibert Elem., Stonecreek Jr. High	Seibert Elem.	
Students with Disabilities	Stine Elem., Seibert Elem., Stonecreek Jr. High		
Low Income/SED	Seibert Elem., Stonecreek Jr. High	Hart Elem.	Van Horn Elem.
White	Seibert Elem., Berkshire Elem., Stonecreek Jr. High		Old River Elem.

CHRONIC ABSENTEEISM- RED INDICATORS IMPLEMENTATION

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

STATE PRIORITY 5		Supporting Actions: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7		
STUDENT GROUP	2023 SCHOOLS RED Dashboard Indicator	2024 SCHOOLS RED Dashboard Indicator	2025 SCHOOLS HIGH/VERY HIGH Dashboard Indicator	
			HIGH	VERY HIGH
All Students		McAuliffe Elem., Hart Elem., Old River Elem., Panama Elem., Seibert Elem., Berkshire Elem., Castle Elem., Laurelglen Elem., Sandrini Elem., Loudon Elem., Sing Lum Elem., Van Horn Elem., Tevis Jr. high, Thompson Jr. High, Actis Jr. High	Castle Elem., Highgate Elem., McAuliffe Elem., Stockdale Elem., Actis Jr. High	Laurelglen Elem., Van Horn Elem.
English Learner	Old River Elem., Tevis Jr. High, Warren Jr. High		Berkshire Elem., Castle Elem., Laurelglen Elem., McAuliffe Elem., Old River Elem., Sandrini Elem., Stockdale Elem., Tevis Jr. High, Thompson Jr. High, Van Horn Elem., Warren Jr. High, Whitley TK-8,	Actis Jr. High
Long Term English Learner		District	Actis Jr. High, Tevis Jr. High, Thompson Jr. High, Warren Jr. High, Whitley TK-8,	
Foster		District		District
Homeless		District		
Students with Disabilities		District	Hart Elem., Highgate Elem., Laurelglen Elem., Loudon Elem., McAuliffe Elem., Miller Elem., Sandrini Elem., Seibert Elem., Tevis Jr. High, Thompson Jr. High, Van Horn Elem., Warren Jr. High, Whitley TK-8,	Actis Jr. High, Castle Elem., Stine Elem., Stockdale Elem.,
Low Income/ SED		District	Actis Jr. High., Castle Elem., McAuliffe Elem., Stockdale Elem., Van Horn Elem.,	Laurelglen Elem.

CHRONIC ABSENTEEISM- RED INDICATORS IMPLEMENTATION (Continued)

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

STATE PRIORITY 5		Supporting Actions: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7		
STUDENT GROUP	2023 SCHOOLS RED Dashboard Indicator	2024 SCHOOLS RED Dashboard Indicator	2025 SCHOOLS HIGH/VERY HIGH Dashboard Indicator	
			HIGH	VERY HIGH
African American	Loudon Elem., Williams Elem.	District	Berkshire Elem., Buena Vista Elem., Loudon Elem., Sing Lum Elem., Miller Elem., Old River Elem., Sandrini Elem., Seibert Elem., Stine Elem. Thompson Jr. High	Actis Jr. High, Castle Elem., Hart Elem., Laurelglen Elem., McAuliffe Elem., Van Horn Elem.
Hispanic	Tevis Jr. High	District	Castle Elem., Highgate Elem., McAuliffe Elem., Stine Elem. Van Horn Elem., Warren Jr. High, Whitley TK-8	Actis Jr. High, Laurelglen Elem., Stockdale Elem.
Asian	Reagan Elem.		Sing Lum Elem., Stonecreek Jr. High	Highgate Elem., Old River Elem., Panama Elem.
More Than Two Races	Warren Jr. High	District	Laurelglen Elem., Loudon Elem., Old River Elem., Stockdale Elem., Tevis Jr. High, Van Horn Elem., Williams Elem.	Sandrini Elem.
White			Reagan Elem., Sandrini Elem., Thompson Jr. High	Berkshire Elem.
Pacific Islander		District		
American Indian				

ELA- RED/LOW/VERY LOW INDICATORS IMPLEMENTATION (CONTINUED)

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.	GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

STATE PRIORITY 4 Supporting Actions: 1.2, 1.4, 1.9			STATE PRIORITY 4 Supporting Actions: 2.1, 2.3, 2.4	
STUDENT GROUP	2023 SCHOOLS RED Dashboard Indicator	2024 SCHOOLS RED Dashboard Indicator	2025 SCHOOLS Dashboard LOW/VERY LOW INDICATOR	
			LOW	VERY LOW
Students with Disabilities	District, Actis Jr. High, Berkshire Elem., Buena Vista Elem., Castle Elem., Loudon Elem., Panama Elem., Seibert Elem., Stonecreek Jr. High, Van Horn Elem., Whitley TK-8., Williams Elem.	District, Actis Jr. High, Berkshire Elem., Williams Elem., Castle Elem., Thompson Jr. High, Loudon Elem., Sing Lum Elem., Stine Elem., Whitley TK-8, Miller Elem., Laurelglen Elem., Sandrini Elem., Van Horn Elem., Seibert Elem.	District, Castle Elem., Highgate Elem, Sing Lum Elem., Old River Elem., Reagan Elem., Seibert Elem., Stine Elem., Stockdale Elem., Stonecreek Junior High, Tevis Junior High, Thompson Junior High, Van Horn Elem.	Actis Junior High, Berkshire Elem., Laurelglen Elem., McAuliffe Elem., Miller Elem., Sandrini Elem., Warren Junior High, Whitley K-8, Williams Elem.
American Indian				
Homeless		District		
Socio-Economically Disadvantaged			Actis Junior High,Berkshire Elem,, Laurelglen Elem., McAuliffe Elem., Old River Elem., Sandrini Elem., Seibert Elem., Tevis Junior High, Van Horn Elem,, Williams Elem.	
White		Seibert Elem.	Berkshire Elem.	

MATH- RED/LOW/VERY LOW INDICATORS IMPLEMENTATION

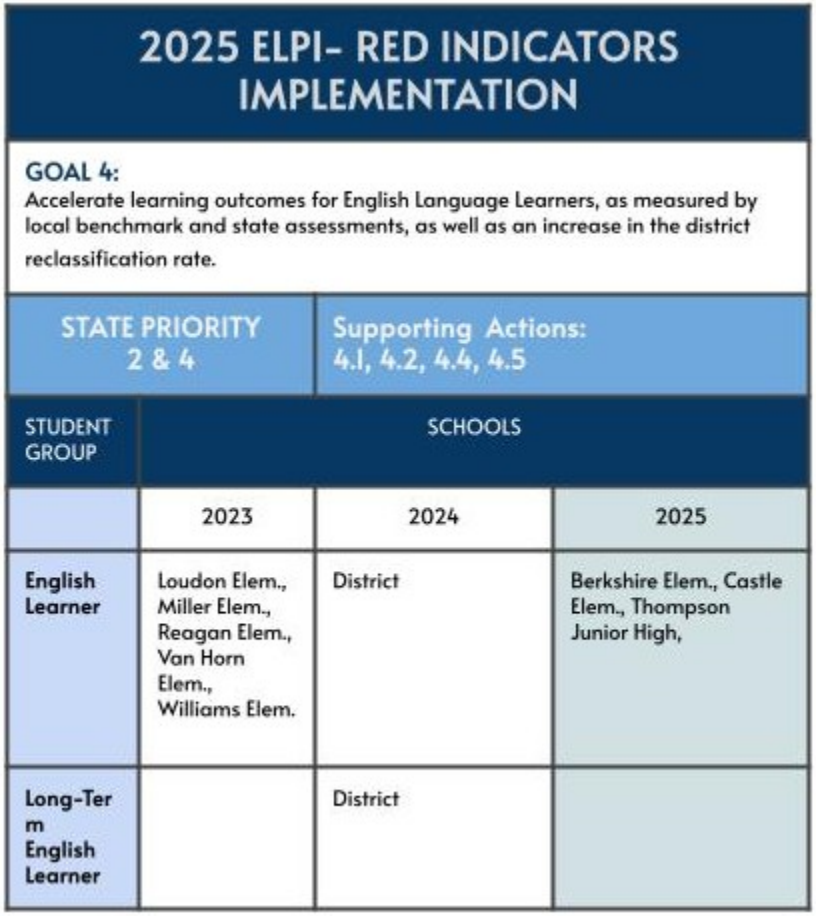
GOAL 1:
Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2:
Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

STATE PRIORITY 1 & 2		Supporting Actions: 1.2, 1.4, 1.5	Supporting Actions: 2.1	
STUDENT GROUP	**2023 SCHOOLS RED Dashboard Indicator**	**2024 SCHOOLS RED Dashboard Indicator**	**2025 SCHOOLS Dashboard LOW/VERY LOW INDICATOR**	
			LOW	**VERY LOW**
All Students	Thompson Jr. High		Berkshire, Laurelglen, Loudon, McAuliffe, Sandrini, Seibert, Stine, Van Horn, Williams, Whitley TK-8, Thompson Junior High, Warren Junior High	Actis Junior High
Foster	District, Thompson Jr. High	District		District
English learners	Actis Jr. High, Castle Elem., Tevis Jr. High, Thompson Jr. High	Actis Jr. High, Castle Elem.,Thompson Jr. High, Seibert Elem.	Actis Junior High, Laurelglen, Loudon,Old River, Panama, Sandrini, Stine, Tevis Junior High, Thompson Junior High, Whitley TK-8, Williams	Berkshire, Van Horn
Long-Term E.L.		District, Actis Jr. High, Thompson Jr. High,	District, Actis Junior High, Stonecreek Junior High, Tevis Junior High, Thompson Junior High	Warren Junior High
Homeless	Thompson Jr. High			District
African American	District, Actis, Castle Elem., Stine Elem., Stonecreek Jr. High, Tevis Jr. High, Thompson Jr High	District, Actis Jr. High, Castle Elem., Thompson Jr. High, Loudon Elem., Stine Elem., Van Horn Elem., Seibert Elem.	Actis Junior High, Hart, Old River,Thompson Junior High,	District, Berkshire, Castle, Seibert, Stine, Tevis Junior High, Van Horn

MATH- RED/LOW/VERY LOW INDICATORS IMPLEMENTATION (CONTINUED)

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.			GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.	
STATE PRIORITY 1 & 2		Supporting Actions: 1.2, 1.4, 1.5	Supporting Actions: 2.1	
STUDENT GROUP	2023 SCHOOLS RED Dashboard Indicator	2024 SCHOOLS RED Dashboard Indicator	2025 SCHOOLS Dashboard LOW/VERY LOW INDICATOR	
			LOW	VERY LOW
Hispanic	Stonecreek Jr. High, Thompson Jr. High	Actis Jr. High, Thompson Jr. High,	District, Berkshire, Loudon, McAuliffe, Old River, Panama, Reagan, Sandrini, Seibert, Stine, Thompson Junior High, Van Horn, Whitley TK-8, Williams	Actis Junior High
Students with Disabilities	District, Actis Jr. High, Berkshire Elem., Castle Elem., Miller Elem., Panama Elem., Seibert Elem., Sing Lum Elem., Stonecreek Jr. High , Tevis Jr. High, Thompson Jr. High, Van Horn Elem., Warren Jr. High, Whitley TK-8., Williams Elem.	District, Actis Jr. High, Berkshire Elem., Castle Elem., Thompson Jr. High, Loudon Elem., Sing Lum Elem., Stine Elem., Whitley Elem., Miller Elem., Sandrini Elem., Van Horn Elem., Seibert Elem.	District, Actis Junior High, Castle, Hart, Sing Lum, Old River, Reagan, Sandrini, Stockdale, Stonecreek Junior High, Tevis Junior High, Thompson Junior High, Van Horn	Berkshire, Loudon, McAuliffe, Miller, Seibert, Stine, Warren Junior High, Whitley K-8, Williams
Socio-Economically Disadvantaged	Stonecreek Jr.High, Thompson Jr. High	Actis Jr. High, Thompson Jr. High,	Actis Junior High, Berkshire, Hart, Loudon, McAuliffe, Old River, Sandrini, Seibert, Stine, Thompson Junior High, Van Horn, Warren Junior High, Whitley TK-8, Williams	
White	Thompson Jr. High	Actis Jr. High, Thompson Jr. High,	Berkshire, Laurelglen, Tevis Junior High, Williams	
Two or More			District	
Asian			Berkshire	



2025 ELPI- RED INDICATORS IMPLEMENTATION

GOAL 4:
Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

STATE PRIORITY 2 & 4	Supporting Actions: 4.1, 4.2, 4.4, 4.5		
STUDENT GROUP	SCHOOLS		
	2023	2024	2025
English Learner	Loudon Elem., Miller Elem., Reagan Elem., Van Horn Elem., Williams Elem.	District	Berkshire Elem., Castle Elem., Thompson Junior High,
Long-Term English Learner		District	

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administration, Principals, Teachers	Conducted our annual Leadership Summit during the summer of 2025 to promote the District's priorities focused around the goals outlined in the 2025-2026 LCAP. District divisions were present to support the identified goals and provide opportunities to engage in collaborative exchange. During the district's All Staff meeting in August, the superintendent reviewed strategic priorities for 2025-2026, aligned to the LCAP [July, August 2025]
LCAP Student Advisory Committee	Met with members of the Student Advisory Board to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. [October 2025, December 2025, March 2026, May 2026]
Administration, Principals, Teachers, other Personnel, Bargaining Unit(s), Students, Parents and Broader Community Members.	In developing the 2026–2027 LCAP, the district engaged educational partners through site and divisional focus groups using guiding questions aligned to LCAP priorities. Additional input was gathered through student, staff, and family surveys to ensure broad participation. All feedback was reviewed and analyzed to inform proposed revisions to the LCAP. These updates were shared through a comprehensive video, site-based parent meetings, district email, and ParentSquare to ensure transparency and accessibility. [February - May 2026: 92 site and division meeting opportunities]
All Staff, Families and Students	Surveys were administered to educational partners to gather input on student needs, potential actions, and proposed updates for the 26-27 LCAP. To ensure broad access and participation, the survey was also posted on the district website and shared with staff, students and

Educational Partner(s)	Process for Engagement
	families through text alerts, ParentSquare and email [February-April 2026]
All Staff	All site administrators conducted LCAP review sessions at all sites to review the current LCAP goals and actions and allow all staff an opportunity to provide input for the 2026-2027 LCAP, a survey link was provided weekly. [March-April 2026]
Bargaining Units	Communicated with CSEA, P-BVTA, and Teamsters to request feedback to inform the LCAP development. [February-March, May 2026]
Students and Parents	Students and families were provided multiple opportunities to engage in the LCAP development process through focus groups, surveys, and site-based meetings. Their input on student needs, programs, and priorities was collected and used to inform proposed updates. Ongoing communication ensured access to information and opportunities for continued feedback. Technology was provided for parents to access the survey link at school sites, as well as a QR code. [February- March 2026]
Parent Advisory Committee: English Learner Parent Advisory Committee, District Advisory Committee	Presented the 2025-2026 LCAP to the District Advisory Committee [March 2026] and the English Learner Parent Advisory Committee [March 2026]. The survey link was provided for initial feedback to inform the changes to the new 2026-2027 LCAP. Presented the 2026-2027 LCAP to the District Advisory Committee [May 2026] and the English Learner Parent Advisory Committee [May 2026]. No questions were submitted requiring Superintendent response. [May 2026]
SELPA administrator	Met monthly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of teachers and administrators serving

Educational Partner(s)	Process for Engagement
	SWD. [October 2025, December 2025, February 2026, March 2026, April, 2026, May 2026]
CAC Advisory Committee	Presented the 2025-2026 LCAP to the SELPA Community Advisory Committee [April 2025]. The survey link was provided for initial feedback to inform the changes to the new 2026-2027 LCAP. Presented the 2026-2027 LCAP to the SELPA Community Advisory Committee [May 2026].
LCAP Advisory Committee	Met monthly to monitor the goals and actions within the 2025-2026 LCAP using the identified metrics. The team employed the continuous improvement process to develop the new goals and actions for the 2026-2027 LCAP and identify opportunities needed to communicate the plan. [August 2025-June 2026]
Equity Multiplier- Van Horn Elementary	Met with parents, staff and students to gain feedback regarding the addition of the Equity Multiplier funding support. Provided an overview of the data and allowable use of the funding, followed by a scheduled needs assessment to identify the specific areas of need aligned to identified subgroups. Completed a follow up meeting with site admin to develop goals and actions. [April, May 2026)
All Educational Partners	Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed in the new LCAP [June 2026]
All Educational Partners	Adopted the LCAP, LCAP Federal Addendum and the budget at the board meeting and presented Local Indicator data as a non-consent item [June 2026]
All Educational Partners	Posted the adopted LCAP prominently on our district web page [July 2026]

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

EDUCATIONAL PARTNER FEEDBACK 3 Year Growth Comparison			
EDUCATIONAL PARTNER OPPORTUNITY	2023-2024	2024-2025	2025-2026
Staff Surveys	676	873	1,110
Families/Home Surveys	486	395	908
Students Surveys (Gr 3-8)	N/A	N/A	6,752
Site & District Focus Groups	17	36	66

EDUCATIONAL PARTNER OVERALL TRUST INDEX			
EDUCATIONAL PARTNER GROUP	OVERALL TRUST INDEX	HIGHEST-RATED ELEMENT	LOWEST-RATED ELEMENT
Students (Gr 3-8)	78%	Teacher Caring (86%)	Restroom Cleanliness/Adult Responsiveness (66%)
Families	80%	Staff Caring (87%)	Opportunity to Participate (71%)
Staff	74%	Feeling Physically Safe (85%)	Systems to Notice & Respond When Absent (62%)

Data provided by ThoughtExchange and Annual LCAP Survey Feedback

As a district, we value the voice and feedback our educational partners provide and the role they play in identifying the needs of the students in the district. Our Strategic Plan focuses on creating meaningful partnerships with families, community organizations, higher education institutions and businesses to achieve the District's vision of “Excellence in Education.” For this reason, we strive to engage all educational partners in the process of developing and annually updating our LCAP. This year, the district provided all surveys and informational material in English, Spanish, and Punjabi. In addition, all students in 3rd - 8th grade were given the opportunity to provide feedback through the first LCAP Student Survey, as well as the Student Advisory Board provided student voice in the process of analyzing and updating the 2025-2026 LCAP. We will continue to engage our students in this ongoing improvement cycle and shared decision making.

Educational partner feedback gathered through surveys, focus groups, Parent University events, and informational forums influenced the development of the 2026–27 LCAP. Students, families, and staff identified the need for expanded tutoring opportunities, stronger Tier 2 academic supports, improved supervision and restorative practices, increased social-emotional supports, and enhanced services for English learners and newcomer students.
Educational Partners expressed:

GOAL 1: Conditions of Learning (Qualified staff, facilities, instructional materials, technology)
Progress perceived:

-Many students and families “Agree” that what is taught is high quality and that instructional supplies are adequate. Staff members highlighted “Adequate supplies and materials” and “Well-trained staff.”
-Students frequently report they know where to go for help; staff echo that parents/guardians know where to access support.
-Technology access is visible, but reliability is uneven; several students cite slow/freezing Chromebooks and Wi-Fi outages.

Challenges noted:

-Facilities: Numerous students report restroom cleanliness as an issue, lack of mirrors, and insufficient supplies (e.g., menstrual products).
-Food services: Students describe unfavorable food choices and request vegan options; a family asked for nutrition education and less food waste.
-Technology use: Some students report adult cell phone use during class time and call for modeling expectations.

Educational Partner voice:
-Student: “The bathrooms look like they need cleaning.”
-Student: “Chromebooks are slow."
-Staff: “Need science supplemental material in print version.” “Lower class sizes.”

GOAL 2: Standards-aligned instruction, robust/rigorous experiences (literacy, math, VAPA, GATE, AVID/Pre-CTE, sports)

Progress perceived:
-Students value VAPA and music; students noted creative ways to learn hoe to tune instruments in orchestra.
-Many students report access to extracurriculars and specialized programs; families prioritize extended learning (music, GATE, summer learning).
-Focus groups affirm enrichment and structured activities keep students engaged and build social skills.

Challenges noted:
-Tutoring and Tier 2 supports vary by site; students request “after school classes,” “lunch study,” and “more tutoring by teachers not students.”
-Parents reported a lack of onsite tutoring/WINN supports; staff at the junior highs ask for an after-school tutoring/ACES program.
-Some students perceive uneven grading practices or delayed feedback.

Educational Partner voice:
-Student: “Having more tutoring by teachers… and more access to online learning resources.”
-Parent: “Sites need more individualized support … no onsite tutoring.”
-Staff: “Adding an after school tutoring/ACES program at the junior highs.”

GOAL 3: Healthy, safe, inclusive environments; engagement, attendance, and communication

Progress perceived:

-Many students “Agree” they feel physically and emotionally safe; families often “Agree” schools are clean and safe; several students praised caring teachers and counselors.
-Attendance awareness: Many students and families “Agree” an adult notices absences; staff confirm systems are in place to notice/respond when an employee is absent and that parents know where to go for help.
-Family engagement: Families report participation in Parent University and resource fairs and value family events; Spanish-speaking families participated in multiple district engagement offerings.

Challenges noted:

-Supervision: Restrooms repeatedly cited as uncomfortable; students request more yard aides and attentiveness to safety concerns.
-Behavior and climate: Some report bullying and inappropriate comments not consistently addressed; students want stronger, more consistent interventions and clearer policies.
-Student phone use: Students and staff report phones as a distraction; many support phones off/stored or break-only use; a minority advocate for teacher-permission use in class.
-Communication/access: Some families cite late or insufficient notice for events; common barriers include event timing, childcare, and transportation.

Educational Partner voice:
-Student: “I don’t feel comfortable in restrooms.” “Bullying needs to be taken more seriously… parents should be contacted.”
-Parent: “Time of day of events” and “Lack of child care services” prevent participation.
-Staff: “Need stronger [SEL] program.” “Need full-time dedicated social worker at each site.”

GOAL 4: English Learners (ELD, newcomer supports, biliteracy, monitoring)

Progress perceived:
-Some students report ELD is helping: “ELD has helped me a lot”; families in Spanish noted satisfaction with supports.

Challenges noted:
-Staff feedback varies; several staff mark “Disagree” that the EL program is helping; educators request “Language support for those new to the country (individualized or small group)” and more training for newcomer strategies.
-Families and staff emphasize the value of culturally and linguistically responsive outreach; interest in dual immersion and biliteracy approaches is noted in the plan, with community momentum for multilingual pathways.

Educational Partner voice:

-Staff: “Language support for those new to the country (individualized or small group) for an introductory period of time.”
-Student: “ELD has helped me a lot and my teachers have taught me stuff.”

Overall Recommendations (grounded in stakeholder voice) will focus on:

Expanding site-based tutoring (Goals 2.1–2.4, 3.3),
Teacher-led tutoring (after school and lunch);
Align with MTSS data to prioritize students, and advertise in multiple languages.
Strengthen supervision and restorative responses (Goals 3.1, 3.3, 3.7);
Provide targeted training for yard aides/support staff in positive supervision and de-escalation practices;
Clarify reporting pathways for behavioral incidents and commit to timely follow-up;
Adopt a districtwide policy centered on cell phones policy, include clear classroom/supervision prompts, modeling by adults, and teaching of digital citizenship(Goal 3; Goal 1.8);
Bolster newcomer/EL supports (Goal 4.1–4.5);
Make EL supports and data-monitoring routines more visible to families and teachers.

As a result, the district included actions to expand teacher-led tutoring, strengthen MTSS intervention supports, improve student supervision and school climate systems, and provide additional professional learning related to restorative practices and SEL. Feedback regarding English learner and newcomer supports informed actions focused on language acquisition strategies, progress monitoring, and family communication. Concerns related to bullying, restroom supervision, technology reliability, and family access to events also informed actions connected to school climate, student engagement, and campus conditions.

The district will continue using educational partner feedback to monitor implementation effectiveness and refine supports to better meet the academic, behavioral, and social-emotional needs of students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1 was developed in alignment with the P-BVUSD Strategic Plan and the five pillars: Student Achievement; Diverse Learning Organization; Wellness, Safety and Equity for All; Family and Community Partnerships; and Fiscal Responsibility as well as in response to the needs identified through data analysis and input from educational partners.

Feedback from our educational partners indicates the need for:

-Well-trained administrators and teachers
-Academic supports for the diverse learning needs of our students
-Access to specialized academic programs
-Job-specific professional development
-Opportunities for professional development regarding district-adopted instructional materials

These needs are echoed in local data. Local data indicates:

-Currently 9% of teachers in P-BVUSD are not fully credentialed. There is a need to plan to recruit and sustain highly-qualified teachers.
-Inconsistent implementation of standards-based curriculum across the district based on observational data
-Inconsistent implementation of designated ELD curriculum across the district based on observational data

The district plans to improve access to equitable conditions of learning through actions that support and improve student learning. By providing equitable conditions, students will have the resources and accommodations needed to reach their full potential, regardless of any unique circumstance- including race, gender, disability, language, income or any other variable that might impair learning outcomes. These actions will support the development of critical skills, achieving academic goals and provide a sense of belonging.

Progress toward this goal will be measured using the metrics, actions and positions identified below:

26-27 POSITIONS SUPPORTING GOAL

GOAL 1:
Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

ACTION	POSITION	FTE QUANTITY
1.1	Admin. Support Asst. Director, Inst. Services	1 2
1.2	Academic Coaches	35
1.3	• Curr. Lab Clerk • Library Media Clerks • Educational Materials Clerk	1 26 1
1.4	• Instructional Services Clerical • Coordinator, Instructional Services • Director, Professional Development • Director, Instructional Services	1 1 1 1
1.7	Computer Technician IST User Support Technician	12 2
1.11	• Director, Maintenance, Operations, Grounds (MOG) • Acct. Technician- MOG • Admin. Support Assistant- MOG • Groundskeeper • Landscape & Garden Supervisor • Lead Maintenance Technician • Maintenance Supervisor • Maintenance Technicians • MOG Manager	1 1 1 13 1 2 1 25 1
1.12	• Instructional Intervention Teachers (.5 FT) • Instructional Intervention Aides (3 hr)	17 63.8

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of teachers not fully credentialed Source: CALPADS staffing report State Priority: 1A	2023-2024: 9.2%	2024-2025: 4.96%	2025-2026: 2.75%	2026-2027: 3%	There is a -6.45% difference from Baseline.
1.2	Rate of teachers considered inexperienced or ineffective in Title I schools Source: CALPADS staffing report State Priority: 1A	2023-2024: 9.5% of Title I teachers are ineffective 22% of Title I teachers are inexperienced	2024-2025: 7.45% of Title I teachers are ineffective 20.07% of Title I teachers are inexperienced	2025-2026: 4.96% of Title I teachers are ineffective 12.46% of Title I teachers are inexperienced	2026-2027: 6% of Title I teachers-ineffective 18% of Title I teachers-inexperienced	There is a -4.54% difference from Baseline of Title I teachers that are ineffective. There is a -9.54% difference from Baseline of Title I teachers that are inexperienced.
1.3	Implementation of state board adopted academic content and performance standards for all students Source: Ratings for Local Indicator Priority 2 Self-Reflection Tool State Priority: 2A	2023-2024: Ratings of: 5- Full implementation and Sustainability in ELA, ELD, and Mathematics 4- Full Implementation in Next Generation Science Standards and History-Social Science	2024-2025: Ratings of: 5- Full implementation and Sustainability in ELA, ELD, and Mathematics 4- Full Implementation in Next Generation Science Standards	2025-2026 Ratings of: 5- Full implementation and Sustainability in ELA, ELD, and Mathematics 4-Full Implementation in Next Generation Science Standards	2026-2027: Ratings of 5- Full implementation and Sustainability in all content areas.	There is no difference from Baseline-metric met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and History-Social Science	and History-Social Science		
1.4	EL Access to California Common Core State Standards and California ELD Standards Source: Ratings for Local Indicator Priority 2 Self-Reflection Tool State Priority: 2B	2023-2024: Rating of 5- Full Implementation and Sustainability in English learners having access to instruction in ELD aligned to ELA standards 100% of English learners receive designated and integrated ELD daily instruction.	2024-2025: Rating of 5- Full Implementation and Sustainability in English learners having access to instruction in ELD aligned to ELA standards 100% of English learners receive designated and integrated ELD daily instruction.	2025-2026 Rating of 5- Full Implementation and Sustainability in English learners having access to instruction in ELD aligned to ELA Standards 100% of English learners receive designated and integrated ELD daily instruction.	2026-2027: Maintain: Rating of 5- Full Implementation and Sustainability in English learners having access to instruction in ELD aligned to ELA standards 100% of English learners receive designated and integrated ELD daily instruction.	There is no difference from Baseline-metric met.
1.5	Library circulation Source: Destiny Circulation Report State Priority: 8	2023-2024: Average of 0% books checked out to unduplicated students.	2024-2025: Average of 19.2 books checked out to unduplicated students.	2025-2026: Average of 15.48 books checked out to unduplicated students.	2026-2027: Average of 34 books checked out per student. The total will depend on number of enrolled students.	There is a 15.48 difference from Baseline.
1.6	Rate of course offerings for students with exceptional needs Source: CALPADS	2023-2024: SWD: Indicator 5a: 60.35% of Students with Disabilities participated	2024-2025: SWD: Indicator 5a: 59.95% of Students with	2025-2026: SWD: Indicator 5a: 58.22% of Students with	2026-2027: SWD: Indicator 5a Goal: 66.4% of Students with Disabilities will	Indicator 5a: There is a -2.13% difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 7C	in general education for at least 80% of the day. Indicator 5b: 26.43% of Students with Disabilities participated in general education for less than 40% of the day.	Disabilities participated in general education for at least 80% of the day. Indicator 5b: 28.61% of Students with Disabilities participated in general education for less than 40% of the day.	Disabilities participated in general education for at least 80% of the day. Indicator 5b: 31.67% of Students with Disabilities participated in general education for less than 40% of the day.	participate in general education for at least 80% of the day. Indicator 5b Goal: 23.8% of Students with Disabilities will participate in general education for less than 40% of the day.	Indicator 5b: There is a 5.24% difference from baseline.
1.7	Percent of students in grades 1-8 with one-to-one access to Chromebooks. Source: ITS report State Priority: 1B	2023-2024: 100%	2024-2025 100%	2025-2026 100%	2026-2027: 100%	There is no difference from Baseline-metric met.
1.8	Facilities receive “Good Repair” classification Source: Facility Inspection Tool (FIT) State Priority: 1C	2023-2024: All schools score a “Good Repair” classification on the FIT.	2024-2025 All schools score a “Good Repair” classification on the FIT.	2025-2026 All schools score a “Good Repair” classification on the FIT.	2026-2027: All schools maintain a “Good Repair” classification on the FIT.	There is no difference from Baseline-metric met.
1.9	Percentage of students that have access to and	2023-2024: 100%	2024-2025 100%	2025-2026 100%	2026-2027: 100%	There is no difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrolled in a broad course Source: SIS State Priority: 7A					Baseline-metric met.
1.10	Programs and services developed and provided to Foster Youth, Socioeconomically Disadvantaged, English learners students Source: SIS- Master Schedules & Class Rosters State Priority: 7B	2023-2024: 100% of Foster Youth, Socioeconomically Disadvantaged, and English learners have access to enroll in programs and services developed and provided to unduplicated pupils.	2024-2025: 100% of Foster Youth, Socioeconomically Disadvantaged, and English learners have access to enroll in programs and services developed and provided to unduplicated pupils.	2025-2026: 100% of Foster Youth, Socioeconomically Disadvantaged, and English learners have access to enroll in programs and services developed and provided to unduplicated pupils.	2026-2027: Maintain: 100% of Foster Youth, Socioeconomically Disadvantaged, and English learners have access to enroll in programs and services developed and provided to unduplicated pupils.	There is no difference from Baseline-metric met.

Goal Analysis [2025-26]

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

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

Challenges and Considerations: While most actions were successfully implemented, the district continues to refine curriculum implementation fidelity and cross-site support for specialized programs. Recruiting and onboarding in high-need areas, such as special education, remains a challenge that will require renewed focus in 2026–27.

Action 1.1 Fully Credentialed Teachers-This action was partially implemented during the 2025-2026 school year. The district successfully executed the full implementation of the teacher induction program, ensuring early-career educators received targeted mentoring and support aligned with professional growth goals. Additionally, the targeted professional development for administrators and academic coaches was

fully delivered, focusing on instructional leadership, data-driven coaching, and support for priority student groups. The district was successful in placing and retaining effective teachers at schools with the highest needs.

Action 1.2 Academic Coaches- This action was fully implemented. Coaches served as instructional leaders at their school sites. Monthly coaching professional development meetings provided by the district provide them with the professional development that they will provide to their staffs. Coaches were highly involved in the coaching cycle with the teachers are their school sites. They served as instructional leaders alongside their administrators. All coaches served as SST coordinators at their school sites, ensuring their support of Tier 1 and Tier 2 instruction. Coaches have received monthly, full-day professional development focused on stated priorities. This professional development was provided by various departments to ensure that priorities were addressed.

Action 1.3 Library Media Clerks- This action was partially implemented. Expanded library hours and access due to staffing and scheduling limitations, which created inconsistent before-school and lunch access for students with the greatest need for quiet reading spaces and high-quality literature.
The District fully implemented monitoring of library circulation and the purchase of high-interest, diverse print. These fully implemented components increased the District's ability to track student use of library resources and align future purchases to student interests and literacy needs, particularly for unduplicated pupils, African American students, unhoused students, and students with disabilities.

Action 1.4 Professional Learning and Instructional Materials- This action was fully implemented. Professional learning strengthened Tier I instructional practices through targeted professional development, instructional leadership collaboration, and aligned instructional supports. It was focused on instructional design, small group instruction, SEL, assessment data analysis, and implementation of the California Math Framework to better support unduplicated students, African American students, unhoused students, and students with disabilities. The district also ensured all teachers had access to standards-aligned instructional materials, adopted curriculum, textbooks, and updated curriculum maps to support consistent, high-quality instruction across all classrooms.

Action 1.5 Math Curriculum and Materials- This action was fully implemented. Professional learning was provided to administrators and academic coaches that built foundational knowledge and instructional leadership capacity in Mathematics. Successfully provided professional learning to the Math Adoption team to build capacity by selecting curriculum from the state-adopted list to pilot for one unit in the classroom.

Action 1.6 Science Curriculum and Materials-This action was partially implemented by incorporating phenomena in each unit of the district adopted curriculum from Kindergarten through eighth grade. The curriculum maps designed in Year-1 have allowed for streamlined and consistent use in the classroom.

Action 1.7 Access to Instructional Technology Resources- This action was fully implemented by successfully providing up-to-date and accessible internet-connected devices to all students, to ensure all students have access to the necessary technology for academic success. In addition, teachers were provided with the technological tools to help monitor data, support academic growth and guide instructional effectiveness.

Action 1.8 Technology Use- This action was partially implemented, recognizing the need for additional professional development to support screen time guidance.

Action 1.9 ELA and Math Supplemental Materials - This action was fully implemented. Teachers of students with disabilities (SWD) in grades TK–8 have demonstrated full implementation of district-adopted instructional materials and appropriate supplemental resources in Mathematics and English Language Arts was provided to teachers of students with disabilities in grades TK–8. Instruction is consistently aligned with each student's Individualized Education Program (IEP), including goals that are directly correlated with the Common Core State Standards, thereby ensuring access to grade-level content and standards-based instruction.

Action 1.10 Spec Ed Teacher Residency - This action was not implemented. Year 1 Pre-Implementation was to involve convening a task force and exploring partnerships with universities to support internal teacher candidates, particularly classified staff, in earning their special education credentials. This action was not implemented due to limited availability of district administrators and program specialists, who were engaged in other high-priority initiatives, the task force was not convened, and partnership discussions with universities did not take place.

Action 1.11 District Facilities- This action was fully implemented. Successfully continued its commitment to providing safe, clean, and well-maintained learning environments by conducting frequent inspections and addressing identified concerns in a timely manner. These efforts included scheduled maintenance cycles, real-time response systems, and collaboration with site administrators to prioritize facility needs.

Action 1.12 Intervention Support- This action was fully implemented. All schools delivered targeted small group instruction, designed to address foundational literacy gaps and accelerate progress for students performing below grade level. Intervention specialists and classroom teachers collaborated to ensure that instruction was aligned with core literacy standards and differentiated based on student needs. Quarterly professional development was provided to all certificated staff, focusing on evidence-based literacy strategies, intervention frameworks, and the use of data to inform instruction.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2025-26 LCAP Goal 1 was $28,931,610. The estimated actual expenditures for the 2025-26 LCAP Goal 1 was $38,983,052. The difference between Budgeted and Estimated Actual Expenditures for all projections related to personnel is primarily due to contract negotiations settlements occurring late in the fiscal year, with the majority of staff receiving a 2.5% on-schedule salary increase. This increase in personnel costs was not accounted for in the original LCAP budget projections.

Other Non-Personnel differences were primarily due to:

Action 1.5- Math Curriculum Materials: The District was able to purchase the new Math Curriculum adoption within the 2025-26 fiscal year, instead of deferring to the 2026-27 fiscal year. The majority of the funding for this textbook adoption will be coming from one-time block grant funds intended for this purpose.

Action 1.7- Instructional Technology Resources: The District was able to purchase additional student and staff technology resources, including new Chromebooks, Z-Book laptops, and Promethean boards. The originally unbudgeted portion of these purchases was made with the Arts, Music & Instructional Materials Block Grant funds that expired on June 30, 2026.

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

Action 1.1 Fully Credentialed Teachers- This action was effective. The district continued to support sub-credentialed teachers through twice-yearly advisement meetings for teachers holding PIPs, STSPs, intern credentials, and waivers to support progress toward full credentialing status. Ongoing professional development and instructional support were provided throughout the year to strengthen teacher effectiveness and instructional practices. Peer observation implementation remained strong during 2025–26, with 154 peer observations completed as part of the district's ongoing support and coaching structures. The district also continued reviewing and addressing COI classes at the junior high level and refined teacher staffing processes to improve alignment between teacher credentials and course assignments. Credential match data and Title I teacher placement reports supported continued focus on equitable teacher placement practices, particularly at high-need school sites. Additionally, targeted professional development for administrators and academic coaches was fully implemented throughout the year, with strong participation and attendance rates. Training focused on instructional leadership, data-driven coaching practices, and strengthening supports for priority student groups to improve consistency of instructional implementation across school sites. There was effectiveness for some subgroups as evidenced by the ELA CAASPP scores for Socioeconomically Disadvantaged students, English Learners, and Foster Youth. These groups had an increase of 3.7 and 4.4 points, respectively, while Foster Youth had a 5.8% decrease in their ELA state test scores. Foster Youth are 85 points below standard, Socioeconomically Disadvantaged students are 21.9 points from standard, and English learners are 38.6 points below standard. The Math CAASPP metrics evidenced Foster Youth are 133.5 points from standard and decrease 1.7 points, Socioeconomically Disadvantaged students are 66.6 points from standard but showed a 3.3% increase and English Learners are 74.9 points from standard, increasing 5.9 points from the previous year.

Action 1.2 Academic Coaches- This action was effective. The district continued to provide monthly professional development for academic coaches through monthly coaches meetings focused on implementing the coaching cycle, strengthening instructional leadership, and supporting district and LCAP priorities. Attendance records and coaching logs by school site demonstrated consistent participation and implementation of coaching supports across the district. In addition, 100% of newly assigned coaches received onboarding professional development to strengthen consistency in coaching practices and site-level support systems. Academic coaches also led the Student Success Team (SST) process at all school sites, supporting MTSS implementation and coordination of Tier 1 and Tier 2 instructional supports for students requiring additional academic intervention. Professional development provided through monthly coaches meetings focused on literacy and mathematics instructional support, coaching and mentoring teachers, and strengthening MTSS systems. These actions contributed to improvement in CAASPP ELA Average Distance from Standard (DFS) for all identified subgroups, including Foster Youth (+8.8 points), English learners (+5.4 points), and Socioeconomically Disadvantaged students (+1.3 points). Student Growth Percentile (SGP) data in STAR Reading also showed growth for English learners (+4.1%) and Socioeconomically Disadvantaged students (+4.4%). In mathematics, CAASPP Average Distance from Standard (DFS) improved for English learners (+4.4 points) and Socioeconomically Disadvantaged students (+0.3 points). While Foster Youth and some subgroup STAR Math growth measures declined or showed minimal growth, the district will continue focusing professional development, instructional coaching, and MTSS supports on strengthening mathematics instruction and intervention systems for identified student groups.

Action 1.3 Library Media Clerks- This action was partially effective. During the 2025-2026 school year an average of 15.48 books were checked out by unduplicated students in the district, for a total of 303,749 books circulated. This reflects a decline in the number of books checked out to students and this indicator did not meet the Year 3 LCAP target of a 7% yearly increase in books checked out. This decrease is due to a number of schools updated the age of their libraries and vetting new titles for purchase. With the use of site funds, each school has committed to updating the average age of the library by weeding outdated materials and vetting more diverse selections to reflect the demographics of the school. There was effectiveness for some subgroups as evidenced by the ELA CAASPP scores for Socioeconomically Disadvantaged students, English learners, and Foster Youth. These groups had an increase of 3.7 and 4.4 points, respectively, while Foster Youth had a 5.8% decrease in their ELA state test scores. Foster Youth are 85 points below standard, Socioeconomically Disadvantaged students are 21.9 points from standard, and English learners are 38.6 points below standard. The Math CAASPP metrics evidenced Foster Youth are 133.5 points from standard and decrease 1.7 points, Socioeconomically Disadvantaged students are 66.6 points from standard but showed a 3.3% increase and English learners are 74.9 points from standard, increasing 5.9 points from the previous year.

Action 1.4 Professional Learning and Instructional Materials- This action was effective. Professional development was successfully provided to district staff. There was effectiveness for some subgroups as evidenced by the ELA CAASPP scores for Low Income, English Learners, and Foster Youth. These groups had an increase of 3.7 and 4.4 points, respectively, while Foster Youth had a 5.8% decrease in their ELA state test scores. Foster Youth are 85 points below standard, Low Income are 21.9 points from standard, and English learners are 38.6 points below standard. The Math CAASPP metrics evidenced Foster Youth are 133.5 points from standard and decrease 1.7 points, Socioeconomically Disadvantaged students are 66.6 points from standard but showed a 3.3% increase and English Learners are 74.9 points from standard, increasing 5.9 points from the previous year.

Action 1.5 Math Curriculum and Materials- This action was partially effective. Successfully provided a structured professional learning framework to build leadership and instructional capacity aligned to two district math goals: strengthening mathematical language through discourse and building procedural fluency from conceptual understanding. Principals, assistant principals, and academic coaches participated in district training focused on these priorities and strategies to support classroom implementation. Following the training, principals facilitated a discourse professional learning module with their site staff and established expectations for the use of mathematical language and student discourse in instruction. In addition, the district Math Adoption Team engaged in professional learning on the instructional shifts outlined in the 2023 California Math Framework and the characteristics of high-quality instructional materials. Using evaluation rubrics aligned to these shifts, the team collaboratively reviewed state-adopted curriculum programs and narrowed the selection to two programs for a pilot. Teachers implemented the materials for one unit of instruction, providing feedback on how well the programs supported conceptual understanding, procedural fluency, and opportunities for student discourse, informing future curriculum adoption decisions. The baseline Star math data was 31.9% and now it is 34%, showing effectiveness of this action. Educational partner feedback noted a need for strong math support as we move into implementation year.

Action 1.6 Science Curriculum and Materials- This action was partially effective. Science curriculum and materials was effectively implemented by ensuring all schools were allotted designated weekly instructional minutes for science, providing students with consistent access to standards-aligned instruction aligned to the California Next Generation Science Standards. The first baseline results from the California Science Test (CAST), as reported on the California School Dashboard, established a starting point for monitoring student

performance in science. The 2025-2026 baseline is yellow/51.3 science points. These baseline results will guide future instructional planning and support continued improvement in science teaching and learning across the district.

Action 1.7 Access to Instructional Technology Resources- This action was effective as indicated by 100% of 1st - 8th grade students have access to 1-1 devices. The district continues to provide up-to-date and accessible internet-connected devices to all students, to ensure all students have access to the necessary technology for academic success. In addition, teachers were provided with the technological tools to help monitor data, support academic growth and guide instructional effectiveness. On the Star Reading assessment, Socioeconomically Disadvantaged students have a 41% proficiency, Foster Youth have 25% proficiency rate, and English learners have a 13% proficiency rate.

Action 1.8 Technology Use- This action was partially effective. We improved practices in monitoring delivery and completion of Digital Citizenship lessons through 100% of 1:1 chromebook access in grades 1st-8th. Created an implementation timeline for digital citizenship from the beginning of the year for student use all year long. While access to technology remained strong, educational partner feedback and implementation observations identified a need for clearer technology guidance and expectations related to screen time, appropriate instructional use, and student device management during the school day. The district will continue refining technology use practices to ensure instructional technology is used purposefully to support student engagement and academic achievement.

Action 1.9 Special Education Curriculum - This action was effective. P-BVUSD has achieved full implementation of a standards-based framework ensuring that all students with disabilities receive instruction aligned to the CCSS. Through the adoption of aligned curriculum, targeted professional development, and systematic progress monitoring, the District has ensured that all IEPs include measurable, standards-based goals. The incorporation of the Common Core Connectors further supports access for students with significant cognitive disabilities. These actions have resulted in consistent instructional practices and positive educational partner feedback reflecting improved access, alignment, and coherence.

Action 1.10 Special Education Teacher Residency - This action was not effective in meeting its intended outcomes. Advancement beyond the planning phase was limited due to constraints associated with external grant funding opportunities, including restrictive eligibility criteria and compressed application timelines that precluded submission during the current cycle. Notwithstanding these challenges, the District has developed a solid framework and remains well-positioned to pursue future funding opportunities and continue implementation aligned with workforce needs and increasing demands for special education services.

Action 1.11 District Facilities- This action was partially effective in maintaining safe and well-functioning learning environments across the district. The Facility Inspection Tool (FIT) was utilized at 100% of school sites, ensuring that all facilities met state standards for cleanliness, safety, and operational condition. FIT results were consistently reviewed and used to inform maintenance priorities and timely response to facility needs, with 100% of schools in “Good Repair.” However, educational partner feedback, particularly from students, identified ongoing concerns related to restroom cleanliness, availability of supplies, and overall restroom conditions at several school sites. As a result, the district will continue refining site cleaning procedures, supervision practices, and maintenance response systems to improve student perceptions of campus cleanliness and safety.

Action 1.12 Intervention Support- This action was effective in providing targeted intervention supports across the district. Dedicated staff were assigned to deliver literacy-based intervention and small group instruction to ensure that students with the greatest academic needs received

focused, differentiated support. However, implementation varied across school sites due to inconsistencies in the intervention materials used and the processes for identifying students in need of support. As a result, the district observed a 1% increase in reading proficiency on the Star assessment. On the Star assessment Foster Youth had a 25% proficiency rate, English Learners were 13% proficient and Low Income were 41% proficient. On the Star assessment these subgroups scored 39.9, 47.2, and 48.4 on the student growth percentile metric. While this reflects some growth, it did not meet the Year 3 LCAP target of a 6% yearly increase in reading proficiency. On the ELA CAASPP, Socioeconomically Disadvantaged students and English Learners had an increase in scores, with a 3.7 and 4.4 point increase, respectively, while Foster Youth had a 5.8 point decrease in their ELA proficiency. Foster Youth are 85 points below standard, Socioeconomically Disadvantaged students 21.9 points from standard, and English Learners are 38.6 points below standard. These results indicate a need for greater consistency in intervention materials, student identification practices, and implementation across sites to improve the effectiveness of this action. In addition, educational partner feedback noted a strong desire for more tutoring and instructional support for their students.

Despite these challenges, the district continues to view these actions as a high-value investment for future implementation.

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.

Goal 1 – Changes Based on Reflection: The district made targeted refinements to several actions under Goal 1 based on stakeholder feedback, implementation progress, and outcome data from 2025. While most metrics and target outcomes remain in place for 2026–27, adjustments were made to improve alignment with new state frameworks and increase internal capacity for future initiatives.

Action 1.1 - The increase in Action 1.1 is primarily the result of better aligning the budget with the work being performed. This year's budget includes contracted salaries and projected extra duty that were not fully reflected last year. We also updated the staffing assigned to this action and where needed to better support the goals and services.

Action 1.2, 1.3, 1.4, 1.9 - No changes were made to the planned action, metrics, or targets, as current implementation structures were deemed appropriate based on review of outcomes. The District will continue implementation of this action in 2025–26

Action 1.5 Math Curriculum and Materials- In response to staff feedback and in preparation for alignment with the 2023 California Mathematics Framework and the newly adopted math curriculum, an implementation progress monitoring tool and continued professional development will be employed to ensure strong implementation of the new math curriculum in all Kindergarten-8th grade classrooms. The decrease in Action 1.5 is due to a shift in how expenditures are budgeted. The prior year's budget included the anticipated cost of the new math adoption. For FY 2026-27, the instructional materials purchase is funded through the Learning Recovery Emergency Block Grant (LREBG), while this action includes only the salary and benefits costs to support implementation of the new math curriculum.

Action 1.6 Science Curriculum and Materials- Assess the use of Amplify science curriculum to determine next steps for integration and progress monitoring of California Science Test (CAST) interims.

Action 1.7 Access to Instructional Technology Resources- Educational partner feedback named well-trained staff as a strength and we want to continue that professional development to help monitor data and support academic growth.

Action 1.8 Technology Use- Staff will utilize and implement suggested board approved screen time guidance with students in their classrooms.

Action 1.10 Special Education Residency Pilot- No substantive changes have been made to the overarching goals; however, the timeline has been adjusted to continue into Step 2 (Initial Implementation), focusing on development of program infrastructure and pre-service training in collaboration with a local university. This adjustment strengthens the approach by allowing additional time for program design, alignment with university requirements, and identification of sustainable funding sources to support long-term implementation.

Action 1.11 District Facilities- With the strong feedback from Educational Partners, as funds become available, restrooms and outdated fixtures will be improved on an as needed basis to support the high volume usage and need to support restroom cleanliness. The change is primarily due to the completion of one-time facility improvement projects that were included in the prior year's budget. The FY 2026-27 budget continues to support routine facility inspections, Williams Act compliance, and ongoing safety improvements, while reflecting the facility projects planned for this year.

Action 1.12 Intervention Support- The action will include mClass DIBELS data monitoring as it is more appropriate for intervention as it gives more targeted information to support with growth. Also, through the use of LREBG funds, schools will have the ability to provide additional tutoring. This change reflects a more complete alignment of the staff and resources supporting literacy intervention and small group instruction. For FY 2026-27, additional certificated and classified staffing costs were included to better capture the full cost of implementing this action. The action also continues to be supported by approximately $500,000 in Learning Recovery Emergency Block Grant funding.

Metric 1.6 - Baseline, Year 1 Outcome, and Year 2 Outcome were changed due to errors that were discovered. The changes now accurately reflect the correct percentages of Students with Disabilities who participated in general education for at least 80% of the day and also for less than 40% of the day.

Overall, these adjustments reflect the district’s commitment to continuous improvement, alignment with state frameworks, and the strategic phasing of high-priority initiatives based on organizational capacity.

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	Fully Credentialed Teachers	District staff will ensure students have access to fully credentialed teachers by:	$2,080,527.18	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Providing an induction program for first-year and second-year teachers to help them achieve their professional clear credentials and support them in becoming fully credentialed. b) Ensuring certificated staff members possess the appropriate teaching credentials for the class/section. c) Placing effective and experienced teachers at schools with high percentages of low income and minority students. d) Providing targeted professional development for administrators and academic coaches at schools with low income and minority students to ensure teachers are providing students with instruction in rigorous California aligned state standards.		
1.2	Academic Coaches	Academic Coaches will: a) Provide professional development and support b) Coach and mentor teachers in improving instructional practices to meet the needs of students who are not meeting grade level proficiency c) Assist with support for MTSS Tier 1 and Tier 2, in order to improve academic achievement for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. d) Receive ongoing professional development aligned to identified LCAP and district priorities.	$5,998,701.65	Yes
1.3	Library Media Clerks	District staff will ensure: a) Ongoing library access to diverse reading collections both in print and online to increase the literacy levels for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, unhoused, and students with disabilities and teaching staff.	$2,548,808.06	Yes

Action #	Title	Description	Total Funds	Contributing
		b) Libraries will be accessible before school and during lunch to ensure the District's least resourced students have access to high quality literature.		
1.4	Professional Learning and Instructional Materials	District staff will work to provide professional learning opportunities focused on district adopted curriculum, Professional Learning Communities, and research-based teaching and learning strategies to: a) Strengthen collective efficacy and accountability through the Stages of Implementation, utilizing high leverage instructional strategies based on current data outcomes to ensure an equitable baseline across the district for all learners who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities. b) Align grade level standards and identify key learning progressions ensuring educational equity and strong Tier I instructional practices. The District will provide all staff with materials, textbooks, and all adopted curriculum to provide quality instruction to all students. This Action will be supported with approximately $750,000 in Learning Recovery Emergency Block Grant funding. Research identifies data-based individualized plans supporting weekly intervention through a systematic approach have a high effect size on students outcomes (Essentials of Intensive Intervention, Edmonds, Gandhi & Danielson).These actions align to the allowable use of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports in ELA and Math. Metrics used to measure the effectiveness of the identified supports are: -CAASPP ELA Assessments (Metric 2.1) -CAASPP MATH Assessments (Metric 2.2)	$1,732,814.53	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Math Curriculum and Materials	District staff will support the new Math Framework with a 3 year integration and implementation plan to support administrators and teachers with the implementation of the new framework: a) Year 1: Pre- Implementation (Change in Knowledge)-Provide math tasks aligned to the curriculum maps, providing ongoing professional learning through the Trainer of Trainer model. b) Year 2: Initial Implementation (Change in Practice)-Provide a structured professional learning framework that builds foundational knowledge and instructional capacity by implementing a pilot program of state-adopted curriculum materials. c) Year 3: Full Implementation(Change in Student Outcomes)- To support the math adoption, continued professional development will be provided, curricular-aligned materials and ongoing progress monitoring of implementation effectiveness. This Action will be supported with approximately $500,000 in Learning Recovery Emergency Block Grant funding. Research identifies data-based individualized plans supporting weekly intervention through a systematic approach have a high effect size on students outcomes (Essentials of Intensive Intervention, Edmonds, Gandhi & Danielson).These actions align to the allowable use of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports in ELA and Math. Metrics used to measure the effectiveness of the identified supports are: -CAASPP ELA Assessments (Metric 2.1) -CAASPP MATH Assessments (Metric 2.2)	$597,615.59	No
1.6	Science Curriculum and Materials	District Staff will support a Next Generation Science (NGSS) 3 year integration plan to support teacher understanding and implementation of NGSS science practices in lesson design and utilization of adopted science materials. Year 1: Pre- Implementation (Change in Knowledge)-Integrating Amplify resources on ELA curriculum maps	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Year 2: Initial Implementation (Change in Practice)-Integrating Phenomena into literacy and the use of the adopted science materials. Year 3: Full Implementation(Change in Student Outcomes)-Assess the use of Amplify to determine next steps for integration and progress monitoring of California Science Test (CAST) interim assessments.		
1.7	Access to Instructional Technology Resources	District staff will provide up-to-date and accessible internet-connected devices to all students, particularly for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities to ensure all students have access to the necessary technology for academic success. In addition, provide teachers with the technological tools and professional development to help monitor data, support academic growth and guide instructional effectiveness. Targeting Foster Youth, Low-Income, English learners students provides them with access to technology and resources that may not be otherwise available to them. a) Technology refresh plan as needed b) Go Guardian subscription for all student computers c) Digital subscriptions and data analysis tools (Renaissance, Next Gen Math, Lexia, Learning Genie, DnA Illuminate, KiDS)	$1,541,006.24	Yes
1.8	Technology Use	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, and appropriate age level permissions and suggested screen time guidance. All grades will implement a minimum of two digital citizenship lessons during the school year.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	ELA and Math Supplemental Materials	Teachers of Students with Disabilities in grades TK-8 will consistently utilize district-adopted intervention materials and supplemental resources for Mathematics and English Language Arts, aligning with Individualized Education Program (IEP) goals directly correlated with Common Core State Standards (CCSS). This Action will be supported with approximately $500,000 in Learning Recovery Emergency Block Grant funding. Research identifies data-based individualized plans supporting weekly intervention through a systematic approach have a high effect size on students outcomes (Essentials of Intensive Intervention, Edmonds, Gandhi & Danielson).These actions align to the allowable use of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports in ELA and Math. Metrics used to measure the effectiveness of the identified supports are: -CAASPP ELA Assessments (Metric 2.1) -CAASPP MATH Assessments (Metric 2.2)	$500,000.00	No
1.10	Pilot Special Education Teacher Residency	District staff will: a) Year 1 Pre- Implementation (Change in Knowledge): The district will integrate the pre-implementation tasks—specifically, the convening of a planning task force and the establishment of partnerships with university programs—into the first semester of Year 2 (2025-26). These foundational steps will occur concurrently with initial recruitment efforts for internal candidates. b) Year 2 Initial Implementation(Change in Practice): Develop preparation material for residency candidates and provide residency candidates with pre-service training. c) Year 3 Full Implementation(Change in Student Outcomes): The district will continue advancing sustainable special education staffing efforts	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		through workforce development initiatives that support credential attainment and special education authorization.		
1.11	District Facilities	The District will maintain facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to the Williams Act and Educational Partner feedback. Additionally, the District will continue to address safety hazards by upgrading facilities (e.g. loading zones, restrooms, outdated fixtures).	$5,230,786.13	No
1.12	Intervention Support	The District will maintain certificated and classified staff to support literacy-based intervention and small group instruction, for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities to close achievement gaps in Tier 2, which will allow students to be successful in Tier 1. Through the use of LREBG funds, schools will have the ability to provide additional tutoring. This Action will be supported with approximately $500,000 in Learning Recovery Emergency Block Grant funding. Research identifies data-based individualized plans supporting weekly intervention through a systematic approach have a high effect size on students outcomes (Essentials of Intensive Intervention, Edmonds, Gandhi & Danielson).These actions align to the allowable use of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports in ELA and Math. Metrics used to measure the effectiveness of the identified supports are: -CAASPP ELA Assessments (Metric 2.1)	$14,320,084.79	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed in alignment with the P-BVUSD Strategic Plan and the five pillars: Student Achievement; Diverse Learning Organization; Wellness, Safety and Equity for All; Family and Community Partnerships; and Fiscal Responsibility as well as in response to the needs identified through data analysis and input from educational partners.

The analysis of the 2023 California School Dashboard data indicates a clear need to continue supporting English Language Arts, Mathematics and English Language Development (ELD).
For ELA:

-9.6 points below standard for ELA with a dashboard color status of orange
-Foster Youth scored 93.8 points below standard with a dashboard color status of red
-Students with disabilities scored 91.5 points below standard with a dashboard color status of red
-African American students scored 49.3 points below standard with a dashboard color status of orange
-English learners scored 44 points below standard with a dashboard color status of orange
-Socioeconomically disadvantaged students scored 23.2 points below standard with a dashboard color status of orange

For Math:
-52.7 points below standard for Math with a dashboard color status of orange
-Students with disabilities scored 126 points below standard with a dashboard color status of red
-Foster Youth scored 131.4 points below standard with a dashboard color status of red
-African American students scored 96.9 points below standard with a dashboard color status of red
-English learners scored 79.3 points below standard with a dashboard color status of orange
-Socioeconomically disadvantaged students scored 66.9 points below standard with a dashboard color status of yellow

For English language development (ELD):
-50.2% of students making progress toward English language proficiency
-English learners scored 44 points below standard in ELA with a dashboard color status of orange
-English learners scored 79.3 points below standard in Math with a dashboard color status of orange

Educational partners identified the need for:
-Ongoing professional development for ELA, ELD, Math, and Science
-Need for diagnostic literacy assessment
-Opportunities for career pathways

The use of standards aligned curriculum to ensures that teaching practices deliberately focus on agreed upon learning targets, paired with expectations for student learning that are mapped out with each prescribed standard and the road map to mastery is clearly defined within the adopted curriculum across the district will allow for equitable access and a rigorous learning experience for each child withing the Panama-Buena Vista Union School District.

Each action within the goal will support the road map, creating continuity and providing rigorous, relevant, and responsive learning experiences for all and is supported by the following positions:

26-27 POSITIONS SUPPORTING GOAL

GOAL 2:
Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

ACTION	POSITION	FTE QUANTITY
2.5	• VAPA Administrator • Administrative Secretary II • Theater Teacher • Career Specialist Teacher • Music Teacher Elementary • Music Teacher High School	1 .10 5.6 16.7 22 9
2.6	GATE Teachers	3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA Dashboard State Priority: 4A	2023-2024: All students: Orange -9.6 Foster Youth: Red -93.8 Students with Disabilities: Red -91.5 African American: Orange -49.3 English learners: Orange -44 Socioeconomically Disadvantaged: Orange -23.2	2024-2025: All students: Orange -11.6 Foster Youth: Orange -79.1 Students with Disabilities: Red -90.7 African American: Orange -50.2 English learners: Orange -42.9 Socioeconomically Disadvantaged: Orange -25.6	2025-26: All students: Yellow -8 Foster Youth: Red -85.0 Students with Disabilities: Orange -86.1 African American: Yellow -45.5 English Learners: Yellow -38.6 Socioeconomically disadvantaged: Yellow -21.9	2026-2027: All Students: Green 5.4 Foster Youth: Yellow -58.8 Students with Disabilities: Yellow -56.5 African American: Yellow -21.3 English learners: Yellow -16 Socioeconomically disadvantaged: Green -2.2	Difference from Baseline is as follows: All Students: +1.6 Foster Youth: +8.8 Students with Disabilities:+5.4 African American: +3.8 English learners: +5.4 Socioeconomically Disadvantaged: +1.3
2.2	Average Distance from Standard (DFS) on CAASPP Math Assessment Source: CA Dashboard State Priority: 4A	2023-2024: All students: Orange -52.7 Foster Youth: Red -131.4 Students with Disabilities: Red -126 African American: Red -96.9	2024-2025: All students: Orange -55.5 Foster Youth: Red -131.9 Students with Disabilities: Red -123.9 African American: Red -101.9	2025-2026: All students: Yellow -52.4 Foster Youth: Red -133.5 Students with Disabilities: Orange -120.4 African American: Red -99.1	2026-2027: All students: Yellow -37.7 Foster Youth: Yellow -95 Students with Disabilities: Yellow -90 African American: Yellow -65	Difference from Baseline is as follows: All Students: +.3 Foster Youth: -2.1 Students with Disabilities: +5.6 African American: +2.2 English learners: +4.4 Socioeconomically Disadvantaged: +.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners: Orange -79.3 Socioeconomically Disadvantaged: Yellow -66.9	English learners: Orange -80.8 Socioeconomically Disadvantaged: Orange -69.9	English learners: -74.9 Socioeconomically Disadvantaged: Yellow -66.6	English learners: Yellow -45 Socioeconomically Disadvantaged: Yellow -28	
2.3	California Alternate Assessments Source: Smarter Balanced Reporting System State Priority: 4A	2023-2024: ELA: 24.88% Met Level 3 Math: 12.94% Met Level 3	2024-2025: ELA: 17.36% Met Level 3 Math: 9.42% Met Level 3	2025-2026: ELA: 17.8% Met Level 3 Math: 6.9% Met Level 3	2026-2027: ELA: 35% Met Level 3 Math: 23% Met Level 3	Difference from Baseline is as follows: ELA: -7.08% Math: -6.04%
2.4	Rate of proficiency on universal screeners Source: Star Reading (State Benchmark) State Priority: 8	2023-2024: All students: 42.2% Foster Youth: 28.7% Students with Disabilities: 15.3% African American: 31.6% English learners: 12.6% Socioeconomically Disadvantaged: 36.7%	2024-2025: All students: 43.7% Foster Youth: 24% Students with Disabilities: 16% African American: 33% English learners: 13% Socioeconomically Disadvantaged: 39%	2025-2026 All students: 43.5% Foster Youth: 24% Students with Disabilities: 15% African American: 29.7% English learners: 12.6% Socioeconomically Disadvantaged: 41%	2026-2027: All students: 50% Foster Youth: 43% Students with Disabilities: 25% African American: 47% English learners: 30% Socioeconomically Disadvantaged: 50%	Difference from Baseline is as follows: All students: +1.3% Foster Youth: -4.7% Students with Disabilities: -.3% African American: -1.9% English learners: 0% Socioeconomically Disadvantaged: +4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Rate of proficiency on universal math screeners Source: Star Math (State Benchmark) State Priority: 8	2023-2024: All students: 31.9% Foster Youth: 15.1% Students with Disabilities: 12.2% African American: 19.1% English learners: 14.3% Socioeconomically Disadvantaged: 26.8%	2024-2025: All students: 32.1% Foster Youth: 14% Students with Disabilities: 12% African American: 19% English learners: 15% Socioeconomically Disadvantaged: 27%	2025-2026 All students: 32.1% Foster Youth: 24% Students with Disabilities: 30% African American: 18.7% English learners: 14.2% Socioeconomically Disadvantaged: 30%	2026-2027: All students: 41% Foster Youth: 30% Students with Disabilities: 28% African American: 36% English learners: 30% Socioeconomically Disadvantaged: 41%	Difference from Baseline is as follows: All students: +.2% Foster Youth: +8.9% Students with Disabilities: +17.8% African American: -0.4% English learners: -0.1% Socioeconomically Disadvantaged: +3.2%
2.6	Number of students taking Star CBMs Source: Renaissance Analytics State Priority: 8 Percent Proficient on mCLASS DIBELS 8	2023-2024: 341 K-2 Students of 5,743 16.8%	2024-2025 5248 K-2 Students of 5667 92.6%	2025-2026 5434 K-2 Students of 5607 96.9%	2026-2027: 100% of K-2 students 80% Proficient for all subgroups	Difference from Baseline is: +5,093 students +80.1%
2.7	Percent of unduplicated students participating in GATE	2023-2024: Unduplicated: Students participating in	2024-2025 Unduplicated: Students	2025-2026 Unduplicated: Students	2026-2027: Unduplicated: Increase	Difference from Baseline is +17.9.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KiDS Demographics Report by Custom Student Group State Priority: 7B	program is 30%	participating in program is 39%	participating in program is 47.9%	participation of students to 55%	
2.8	Student performance on the California Science Test (CAST) Source: Data Quest CAST State Priority: 4A	2023-2024: Grade 5: 28% Grade 8: 27.4%	2024-2025: Grade 5: 26.63% Grade 8: 26.27%	2025-2026: Grade 5: 27.9% Grade 8: 28.3%	2026-2027: Grade 5: 45% Grade 8: 45%	Difference from Baseline is as follows: Grade 5: -.1% Grade 8: +.9%
2.9	Rate of students meeting student growth percentile (SGP) in Star Reading Source: Renaissance (SGP) Report State Priority: 8	2023-2024: All: 48.4% Foster Youth: 47% Students with Disabilities:46% African American: 45% English learners: 46% Socioeconomically Disadvantaged: 48%	2024-2025: All: 45% Foster Youth: 45% Students with Disabilities: 42.5% African American: 42% English learners: 43.1% Socioeconomically Disadvantaged: 44%	2025-2026: All: 60.1% Foster Youth: 38.8% Students with Disabilities: 43.7% African American: 56.9% English learners: 59.1% Socioeconomically Disadvantaged: 48.4%	2026-2027: All: 65% Foster Youth: 65% Students with Disabilities: 65% African American: 65% English learners: 65% Socioeconomically Disadvantaged: 65%	Difference from Baseline is as follows: All Students: +13.1% Foster Youth: -8.2% Students with Disabilities: -2.3% African American: +11.9% English learners: +13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged: +.4%
2.10	Rate of students meeting student growth percentile (SGP) in Star Math Source: Renaissance (SGP Report) State Priority: 8	2023-2024: All: 47% Foster Youth: 48% Students with Disabilities:43% African American: 45% English learners:46% Socioeconomically Disadvantaged: 46%	2024-2025: All: 44.3% Foster Youth: 42.7% Students with Disabilities:38.9% African American: 39.5% English learners: 42.1% Socioeconomically Disadvantaged: 43.5%	2025-2026: All: 57.7% Foster Youth: 43% Students with Disabilities: 41% African American: 51.4% English learners: 56.4% Socioeconomically Disadvantaged: 45.9%	2026-2027: All: 65% Foster Youth: 65% Students with Disabilities: 65% African American: 65% English learners: 65% Socioeconomically Disadvantaged: 65%	Difference from Baseline is as follows: All Students: +10.7% Foster Youth: -5% Students with Disabilities:-2% African American: -5.5% English learners: -3.9% Socioeconomically Disadvantaged: -.1%
2.11	Percent of unduplicated students participating in AVID/pre-CTE courses Source: Synergy Custom Report State Priority: 8	2023-2024: All: 926 students participated 20% of entire student junior high population Unduplicated: 749-81% of students who participated	2024-2025: All: 554 students participated 9.4%of entire student junior high population. Unduplicated:396-71% of students who participated	2025-2026: All: 587 students participated, 13.7% of entire student junior high population. Unduplicated:485-82.6% of students who participated	2026-2027: All: 30% of the entire student junior high population Unduplicated: Increase by 10% to 825 students	Difference from Baseline is as follows: All Students: -339 students & -6.3% of population Unduplicated: -264 students, +1.6 who participated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Percent of unduplicated students participating in Camp KEEP Source: Camp Keep Enrollment Annual Rosters State Priority: 8	2023-2024: All:1825 students of 2166 students participated Unduplicated: 46% of participating students	2024-2025: All:1415 students of 2177 students participated Unduplicated: 74% of participating students	2025-2026: All: 1530 students of 2189 students participated Unduplicated: 55% of participating students	2026-2027: All: 90% of the 6th grade elementary population Unduplicated: Increase to 65% of participating students	Difference from Baseline is as follows: All Students: -295 unduplicated: +9%

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.

Action 2.1 Teacher Leadership Teams- This action was fully implemented. Content-area and grade-level teacher leadership teams that met regularly to strengthen instructional practices and support school sites. These teams supported alignment of district-approved curriculum with the assessment calendar to promote equitable learning opportunities. Teams focused on TK, Math, Science, ELA, dELD, and History.

Action 2.2 Transitional Kindergarten (TK) Training and Professional Development- This action was fully implemented. Transitional Kindergarten Training and Professional Development- Successfully had TK teachers, para-educators, intervention teachers, and administrators engage in professional development provided by consultants and district staff that focused on the unique aspects of a play-based UPK/TK program. This year TK teachers are using Frog Street curriculum fully. The resources are aligned with the 2024 PK/TK Learning Foundations.

Action 2.3 Foundational Literacy Training- This action was partially implemented. TK–6 teachers were provided professional development on foundational literacy using the UFLI Foundational Skills Toolkit and the adopted Reading Difficulties Risk Screener, mCLASS DIBELS 8. Training prepared teachers to implement effective Tier 1 literacy instruction with scaffolding and enrichment, support unduplicated students, and administer the screener to identify students at risk for reading difficulties. trained TK-6th teachers on foundational literacy skills in order to best meet the needs of Foster Youth, Low Income, and English learners to mitigate the increase in referrals for special services. Teachers are implementing best practices in Tier 1 literacy instruction with scaffolding and enrichment to ensure student learning. Training was conducted by Academic Coaches and Intervention teachers who received reading diagnostic training.

Action 2.4 Literacy Diagnostic Screening Tools- This action was fully implemented. The state-approved Reading Difficulties Risk Screener, mCLASS DIBELS 8, was administered to universally assess foundational literacy skills for all K–2 students. Administrators and academic

coaches received training on interpreting screener data and utilizing the mCLASS platform to support targeted intervention instruction and progress monitoring..

Action 2.5 VAPA- This action was fully implemented by offering the opportunity for all students to participate in the VAPA programs. Barriers of cost were removed to benefit our subgroups: unduplicated, African American, unhoused, and students with disabilities, who otherwise may not have been able to participate through the additional purchase of instruments and extended learning opportunities. Support was provided to recruit students as well as parents, to fully understand the VAPA opportunities through multiple communication endeavors. Rosters of students who were provided opportunities were uploaded and maintained by the VAPA department to monitor the participation of unduplicated students.

Action 2.6 GATE- This action was not implemented. GATE teachers attended the California Association for the Gifted (CAG) Conference in Santa Barbara, where they collaborated with other educators and participated in breakout sessions focused on topics such as artificial intelligence, Depth and Complexity strategies, and best practices for supporting gifted learners. Although training was provided for current GATE teachers, this opportunity wasn't offered to additional teachers.

Action 2.7 Extra Curricular Opportunities/Youth Sports Programs-This action was fully implemented by providing opportunities for all students to be part of the recreation program. Under the direction of the district, an appointed Athletic Director ensured various sports are available throughout the school year. Sports are open to all students with priority being given to students that fall within the mentioned categories. Coach and official meetings are held to ensure all partners are aware of their roles as mentors.

Action 2.8 Camp KEEP- This action was fully implemented by offering the opportunity for all 6th grade students to attend Camp KEEP. Barriers of cost were removed to benefit our subgroups: unduplicated, African American, unhoused, and students with disabilities, who otherwise may not have been able to attend. Support was provided to recruit and vet counselors as well as medical shadows. Rosters of students who attended camp were uploaded into KiDS to monitor the attendance of unduplicated students.

Action 2.9 AVID/Pre-CTE- This action was fully implemented by providing all junior high schools Pre-CTE courses to expose students to industry-specific and college and career-ready skills through Career Pathways and/or AVID offerings.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2025-26 LCAP Goal 2 was $10,166,194. The estimated actual expenditures for the 2026-27 LCAP Goal 2 was $10,522,926.

Action 2.5 – The District continues to intentionally braid funds between LCFF, One-Time Grants, and Prop 28 funding to support our award-winning Music Program and expand visual and performing arts offerings to students. As one-time grants expire, the District will monitor the fiscal impact and work to maintain the quality of the program.

Action 2.7 - This reflects a more complete alignment of expenditures supporting extracurricular opportunities through physical education and sports programs. The FY 2026-27 budget includes additional staffing and program costs to better reflect the resources needed to implement this action.

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

Action 2.1 Teacher Leadership Teams- Teacher Leadership Teams-This action was effective as evidenced by updated curriculum maps for ELA, Math, Science, and History that are aligned to the adopted curriculum. The maps were created in response to teacher need for more user friendly standards-aligned curriculum maps. Strong Tier 1 instruction continues to be a focus in all content areas. The performance levels of students were used to inform the creation of the curriculum maps. While students continue to work toward meeting standards in ELA, Math, and Science, there was notable progress in English Language Arts. ELA CAASPP scores improved from last year to this year by 3.6 points overall. The LEA went from orange to yellow in ELA. Several subgroups had positive results as well; African American students moved from orange to yellow with a 4.7 points increase in ELA, Homeless increased 20.7 points in ELA moving from red to yellow, English Learners demonstrated a 4.4 point increase moving from orange to yellow and Socio Economically Disadvantaged students demonstrated growth, increasing by 3.7 points and moving from orange to yellow performance level on the CA Dashboard. This positive movement reflects the ongoing efforts to support student learning within teacher leadership teams. In Mathematics, the CAASPP scores improved by 3.1 points overall moving from orange to yellow. Several subgroups had positive results as well; LTEL's increased 9.7 points, moving from red to orange, Socioeconomically Disadvantaged students increase 3.3 points and English learners demonstrated a 5.9 point increase. In Science on the CAST, among 8th graders, performance showed signs of improvement with all subgroups increasing the percentage of met or exceeding the standard. There was a 1.01% decrease in students not meeting the standard and a 2.13% increase in those nearly meeting the standard on the California Science Test, indicating positive movement toward proficiency.

Action 2.2 Transitional Kindergarten (TK) Training and Professional Development- Transitional Kindergarten (TK) Training and Professional Development- This action was effective. The TK leadership team met quarterly to continually learn about current foundational skills and evaluate the curriculum maps to support quality instruction. The curriculum will support standards-aligned instruction, SEL, and offer resources for teachers to provide developmental play-based centers. Training from Frog Street publisher was provided to all current TK teachers and 13 new TK teachers, or 25% of the TK teaching staff, were trained on the Frog Street curriculum, resulting in 100% of TK teachers being trained.

Action 2.3 Foundational Literacy Training- This action was partially effective. Foundational Literacy Implementation- UFLI and the Reading Difficulties Screener were implemented in all K-2 grade classrooms. The team effectively reached a consensus to provide UFLI as a phonics program for K-2. English Language Arts scores on the CAASPP improved by 3.6 points overall. The LEA went from orange to yellow in ELA. Several subgroups had positive results as well; African American students moved from orange to yellow with a 4.7 points increase in ELA, Unhoused students increased 20.7 points in ELA moving from red to yellow, English learners demonstrated a 4.4 point increase moving from orange to yellow and Socioeconomically Disadvantaged students demonstrated growth, increasing by 3.7 points and moving from orange to yellow performance level on the CA Dashboard. The positive movement reflects the ongoing efforts to support student learning, however, targeted foundational literacy instruction is needed to prepare students for the rigor of reading in grades 3 and up. At the middle of the year assessment window, 52% of K–2 students scored at or above benchmark on the mClass DIBELS Reading Difficulties Screener. Notably, Kindergarten students scored 46% at or above benchmark, First Grade students scored 52% at or above benchmark and Second Grade

students scored 59% at or above benchmark. However, trend in data shows 33% of 3rd-8th grade students still scoring well below benchmark on the Star assessment, prompting a literacy screener to be given. While the primary grades' data demonstrates meaningful progress in foundational reading skills across early grades and indicates a need for continued foundational literacy training and materials in the intermediate grades.

Action 2.4 Literacy Diagnostic Screening Tools- This action was effective. To support this implementation, administrators and academic coaches were trained in interpreting screener data and utilizing the data to inform and support targeted intervention instruction and progress monitoring. Kindergarten, First and Second grade students showed notable gains in proficiency on the mClass DIBELS Reading Difficulties Screener, with increases of 13%, 4%, and 1%, respectively. In ELA, while all subgroups remain below standard, with scores of -8.0 overall, -85.0 for Foster Youth, -86.1 for Students With Disabilities, -38.6 for English Learners, and -21.9 for Low-Income students, there were encouraging signs of progress. ELA scores improved by 4.5 points for English Learners and 4.7 points for Students With Disabilities. Foster Youth showed a decrease of 5.8 points and moved from orange to red performance level on the CA School Dashboard. These outcomes highlight progress made and the continued need for targeted supports, such as the reading difficulties screener, to address persistent gaps and accelerate learning.

Action 2.5 VAPA- The action was effective in that every school site holds an informational meeting regarding music program offerings. Families are made aware of these informational meetings via ParentSquare and by flyers sent home with students. The informational meetings ensure that all families are aware that students will have access to the necessary materials to participate in both instrumental and vocal music. The district provides all required materials - including instruments, uniforms, sheet music, and more - at no cost to families. Currently, 2,752 fifth and sixth-grade students participate in Band, Orchestra, and/or Chorus. Additionally, 1,463 Junior High School students are enrolled in these programs. Fifth and sixth-grade music students perform in a minimum of two concerts at their respective school sites and have additional opportunities to participate in honor ensembles, with. Junior High School music students perform in at least three concerts at the school site, as well as a District-wide concert. They also have the opportunity to audition for and participate in honor ensembles. Effectiveness of this action is evidenced through an increase in average daily attendance for all students (.64%), English learners (.6%) and especially Unhoused students (2.6%).

Action 2.6 GATE- This action was partially effective. GATE implementation of the CogAT led to a 9% increase of unduplicated students in the GATE program. Unduplicated students currently make up 47.9% of the GATE population. Overall CAASPP ELA increased by +1 and Math by +.3 showing the exposure to enrichment increases achievement. We will continue increased efforts to ensure access to GATE for unduplicated students. Attendance for GATE students is 96.8%.

Action 2.7 Extra Curricular Opportunities/Youth Sports Programs- This action was effective. Based on the results of the student LCAP survey, students indicate a strong and consistent demand for expanded student access to sports opportunities, particularly organized afterschool programs. Approximately 50% of all sports-related comments specifically request the creation or expansion of structured teams (e.g., soccer, volleyball, and other competitive sports), while additional responses highlight the need for greater variety beyond existing offerings such as basketball and football. This action helped to improve attendance, as indicated by a .10% increase.

Action 2.8 Camp KEEP- This action was effective. The District was successful in providing equitable access for all 6th grade students to attend Camp KEEP, specifically students who fall into the following subgroups: Foster Youth, Socioeconomically Disadvantaged students,

English learners, African American, Unhoused, and Students with Disabilities, who otherwise may not be able to attend. 74% of the students who attended Camp KEEP were socio-economically disadvantaged. The exposure to hands-on science experiences should increase academic performance on the California Science Test, which was evident as overall 5th and 8th grade students maintained their scores from the previous year on the CAST, with 51.3 science points earned. Baseline of students participating in the program was 39% to current 70%.

Action 2.9 AVID/Pre-CTE- This action was effective. AVID/Pre-CTE- Jr High Schools provided a variety of optional career pathways and/or AVID electives for Jr. High students. We currently have a total of 554 7th and 8th grade students taking AVID and/or CTE courses. Of the 554 students participating, 396 were unduplicated, 71%. Overall CAASPP ELA increased by +1 and Math by +.3 showing the exposure to enrichment increases achievement. Foster Youth increased by +8.8 in ELA and -2.1 in Math , English learners increased by +5.4 in ELA and +4.4 in Math, and Socioeconomically Disadvantaged increased by +1.3 in ELA and -.3 in Math.

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, 2.2, 2.5, 2.7, 2.8, 2.9- No changes were made to the planned actions, metrics, or targets, as current implementation structures were deemed appropriate based on review of outcomes. The District will continue implementation of this action in 2026-–27.

Action 2.3 Foundational Literacy Training- Restructuring the metrics used to accurately measure the impact of the Foundational Literacy Instruction Implementation with UFLI and the outcomes on the Reading Difficulties Screener in K-2 grades. Leadership teams will provide UFLI products and teacher training to support 3rd-8th grade students needing literacy support through small group instruction. The District will continue to support Action 2.3 with approximately $500,000 in Learning Recovery Emergency Block Grant (LREBG) funding to provide foundational literacy training, instructional resources, and related professional learning.

Action 2.4 Literacy Diagnostic Screening Tools- Restructuring the metrics used to accurately measure the impact of the Reading Difficulties Screener in K-2 grades, using mClass data in place of Star Early Literacy and Star CBM. Modified Goal 2.4: LETRS training will be provided to Instructional Intervention Teachers to support strong foundational literacy instruction for all students.

Action 2.5 GATE- Explore teacher professional learning opportunities for GATE certification opportunities and options to ensure equitable access.

Action 2.7 - This reflects a more complete alignment of expenditures supporting extracurricular opportunities through physical education and sports programs. The FY 2026-27 budget includes additional staffing and program costs to better reflect the resources needed to implement this action.

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	Teacher Leadership Teams	Content area and grade level specific teacher leadership teams will meet regularly to deepen their pedagogical understanding and provide support to site teams. The teams will support the alignment of the district-approved curriculum to the assessment calendar to provide equity to all students. The teams will explore and share research-based best practices to meet the needs for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities.	$0.00	No
2.2	Transitional Kindergarten (TK) Training and Professional Development	TK teachers, para-educators, intervention teachers, and administrators will engage in professional development provided by consultants and district staff that is focused on the unique aspects of a play-based UPK/TK program.	$0.00	No
2.3	Foundational Literacy Training	TK-6th teachers will be trained on foundational literacy skills in order to best meet the needs of Foster Youth, Low Income, and English learners to mitigate the increase in referrals for special services. Teachers will implement best practices in Tier 1 literacy instruction with scaffolding and enrichment to ensure student learning through the following plan: a) Year 1- Pre-Implementation (Change in Knowledge)-Provide foundational training to Academic Coaches through the Trainer of Trainer model, based on the recommendations outlined in the California Dyslexia guidelines. b) Year 2- Initial Implementation (Change in Practice)-Provide teacher professional development through various opportunities, focusing on University of Florida Literacy Institute (UFLI) Foundational Toolbox and the adopted Reading Difficulties Risk Screener, mCLASS DIBELS 8. c) Year 3- Full Implementation(Change in Student Outcomes)-Curriculum maps and diagnostic assessments in grades K-2 will reflect the mastery of	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		foundational literacy skills and align with the University of Florida Literacy Institute (UFLI) Foundational Toolbox. Resources will be provided for 3rd - 8th to support targeted small group foundational literacy instruction. This Action will be supported with approximately $500,000 in Learning Recovery Emergency Block Grant funding. The identified LREBG funds will be used in whole to support Goal 2.3. Research has demonstrated the positive effects of systematically teaching phonemic awareness and phonics in kindergarten and first grade, but many commonly used reading curricula do not adequately incorporate these foundational skills (International Literacy Association, 2025). The use of the University of Florida Literacy Foundations (UFLI) toolkit as an explicit and systematic program that teaches students the foundational skills necessary for proficient reading ensures that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence, further creating lifelong readers. GOAL 2 -2.3(Foundational Literacy Training): Funds will be used to provide training for teachers to support foundational literacy skills, including the purchase of UFLI curriculum and supplies. Metrics used to measure the effectiveness of the identified supports are: -Rate of proficiency on universal screeners/STAR Reading Benchmarks (Metric 2.4) -Percent Proficient on mCLASS DIBELS 8 (Metric 2.6) -Programs and services developed and provided to Foster Youth, Low-Income, English learners students (Metric 1.10) These actions align to the allowable us of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports in ELA and Math.		
2.4	Literacy Diagnostic Screening Tools	The District will provide current screening tools to identify a student's basic knowledge of foundational literacy skills:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		a) Year I- Pre-Implementation (Change in Knowledge)- Provide training to Academic Coaches and Intervention Teachers through the Trainer of Trainer model on the use of Star CBMs to universally assess K-2 students in the foundational literacy to support the upcoming 2025 state-approved Reading Difficulties Risk Screener. b) Year 2- Initial Implementation (Change in Practice)- Implement the use of a state-approved Reading Difficulties Risk Screener to universally assess K-2 students in foundational literacy skills. Train administrators and academic coaches on how to interpret the data from the Screeners. c) Year 3- Full Implementation (Change in Student Outcomes)- Use data from the universal screeners as part of the Tier 1 and Tier 2 MTSS process. Reading interventions will be delivered based on identified literacy needs which will result in increased early literacy proficiency. LREBG will support the training of LETRS for Instructional Intervention Teachers (IIT) to support identified Tier II students.		
2.5	VAPA	The District will maintain a visual and performing arts program at all schools, providing opportunities for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, Unhoused, and Students with Disabilities throughout the school day. Targeting Foster Youth, Low Income, and English learners students provides them with access to visual and performing arts opportunities they may not otherwise receive. Actively recruit Foster Youth, Low-Income, English learners students, African American, and Unhoused students to the VAPA program by hosting parent information nights at all sites. a) Inform parents of the instrument program that allows students to acquire music supplies (instruments, uniforms, sheet music, etc.) at no cost. b) Ensure equitable access of equipment and consistent communication to parents through multiple district resources (ParentSquare, district website, etc.).	$8,708,288.71	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff will provide instruction, coordinate performances, and provide opportunities to learn an instrument, participate in choir, take part in performances, and engage in additional performing arts opportunities.		
2.6	GATE, Professional Learning and Certification	The District's elementary Gifted and Talented Education program (GATE), will provide cognitively demanding experiences and opportunities for qualified students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused. GATE will provide challenging, enriching, and advanced learning to enable these pupils to make accelerated progress in school, utilizing project based learning and inquiry-based lesson design. To provide equitable access to the GATE program, the District will implement the following plan: a) Year 1- Pre- Implementation (Change in Knowledge)-Provide a new assessment for GATE qualification in order to provide more equitable access to the program, and increase District efforts to identify Foster Youth, Low-Income, an English learners pupils performing at high levels on local and state assessments. b) Year 2- Initial Implementation (Change in Practice)- Explore teacher professional development through GATE certification opportunities to increase additional GATE offerings across the district. c) Year 3- Full Implementation(Change in Student Outcomes)- Provide ongoing professional learning opportunities and GATE certification options to ensure equitable access to GATE pedagogy, including Low Income, Foster Youth, Unhoused, and English language learners, focusing on the identified behaviors and characteristics of the gifted student.	$471,036.33	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Extra-curricular Opportunities/ Youth Sports Programs	The District will provide opportunities for access to extracurricular experiences in order to increase engagement and attendance through physical education and sports programs, for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, Unhoused, and Students with Disabilities. These programs will support the acquisition of physical education standards, aligned to the California framework. Each program will allow students to build relationships with coaches and officiants to foster a deeper connection between the student and the school setting. Funds will support staffing supervision needs to run these programs at all 25 sites.	$433,536.20	No
2.8	CAMP KEEP	The District will provide equitable access for all 6th grade students to attend Camp KEEP, specifically students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities, who otherwise may not be able to attend. The exposure to hands-on science experiences will increase academic performance on the California Science Test.	$895,346.99	Yes
2.9	AVID/ Pre-CTE	All junior high schools will provide Pre-CTE courses to expose students to industry specific and college and career-ready skills through Career Pathways and AVID offerings.	$296,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 reflects Panama-Buena Vista Union School District's ongoing commitment to a culture of purpose, caring, and results including celebration of our diverse learning organization and community, practices to ensure wellness, safety, and equity for all, and authentic partnerships with family and community as reflected in our District's Pillars of Excellence.

Additionally, an analysis of California School Dashboard and local data indicates a clear need to continue enhancing and expanding support for engagement and school culture/climate to support student achievement.

For Engagement:

-Overall chronic absenteeism rate of 26.70%, defined as medium or yellow on the 2022-2023 CA Dashboard
-Overall attendance rate of 93.6% as recorded in local data as of May 2024

For Culture/Climate:

-Overall suspension rate of 2.70%, defined as medium or yellow on the 2022-2023 CA Dashboard
-Disparities in suspension rates for the following groups
-Suspension rate of 7.8% for African American students, defined as very high or red on the 2022-2023 CA Dashboard
-Suspension rate of 11.9% for Foster Youth, defined as very high or red on the 2022-2023 CA Dashboard
-Suspension rate of 3.10% for Low-Income students, defined as high or orange on the 2022-2023 CA Dashboard
-Suspension rate of 4.30% for Students with Disabilities, defined as high or orange on the 2022-2023 CA Dashboard

-Overall connectedness rate of 70.49% reported by students in grades 3 through 8. Although students who reported a sense of connectedness and belonging increased by 3.21% districtwide during the Fall 2023 administration (70.49%) compared to the Spring 2023 administration (67.28%), this reflects 29.51% of students in grades 3-8 who do not feel a sense of belonging at school.

Specific areas of focus include:

-Educational Equity and Cultural Responsiveness: Goal 3 is anchored in our District's unwavering commitment to ensuring educational equity and cultural responsiveness for all. Acknowledging the diverse backgrounds, experiences, and needs of the P-BVUSD community, Goal 3 emphasizes the cultivation of inclusive learning environments where every individual feels valued, respected, and supported. By prioritizing positive relationships and embracing a Whole Child, Whole Community approach, the District aims to address systemic barriers to learning and ensure that all students have equitable access to high-quality education.

-Meeting the Needs of the Whole Child: Goal 3 also reflects the District's recognition of the multifaceted nature of student well-being and success. Beyond academic achievement, this goal emphasizes the importance of addressing the social, emotional, and physical needs of each child. By fostering a culture of care and support, P-BVUSD aims to promote the holistic development of students, enabling them to thrive academically, socially, and emotionally.

-Shared Responsibility and Authentic Partnerships: Central to Goal 3 is the belief in shared responsibility among all educational partners – including students, staff, families, and the broader community. By cultivating authentic partnerships and engaging partners in decision-making processes, P-BVUSD seeks to leverage collective expertise and resources to maximize academic and social outcomes for each student. This collaborative approach not only strengthens the sense of community within the District but also ensures that the needs and voices of all educational partners are heard and valued.

-Multi-Tiered Systems of Support Framework: Additionally, Goal 3 aligns with the P-BVUSD's commitment to continuous improvement and the implementation of a Multi-Tiered Systems of Support (MTSS) framework. By analyzing state and local data and identifying areas for refinement, the District aims to enhance the effectiveness of tiered support systems, including attendance and behavior protocols, social-emotional learning instruction, and family engagement initiatives. Through evidence-based practices and targeted interventions, P-BVUSD strives to address disparities in student outcomes and promote equity across all levels of the educational system.

Qualitative data from various surveys in the 2023-2024 school year also revealed critical insights that support the LCAP goal of providing healthy, safe, and inclusive learning environments. This goal prioritizes positive relationships, educational equity, and shared responsibility among all educational partners to maximize academic and social outcomes for each student.

Specific areas of focus include:

-Student Connectedness: The Student Connectedness Survey conducted in Spring 2024 highlights a notable disparity in the sense of belonging between elementary and junior high school students. While 71.6% of elementary students report feeling a sense of belonging at school, only 57.6% of junior high students feel the same. This significant drop indicates that junior high students require more targeted

interventions to foster an inclusive and engaging environment that supports their emotional and social needs during this critical transitional period.

-Family and Staff Perceptions of Connectedness/Belonging: According to the LCAP Home/Staff Survey, 82.95% of families and 77.8% of staff feel that families belong when visiting the school. These high percentages reflect positive perceptions but also suggest room for improvement, particularly among staff. Ensuring that all families feel welcomed and included is essential for building a supportive school community that actively engages all members.

-Safety Perceptions: The sense of safety at school is another crucial aspect of a healthy learning environment. The survey data shows that 77.64% of families and 85% of staff report that students feel safe at school. However, disaggregated data reveals a stark contrast between elementary and junior high schools. While 77% of elementary families and 89% of elementary staff feel students are safe, only 68% of junior high families and 71% of junior high staff share this sentiment. These findings underscore the need for enhanced safety measures and support systems in junior high schools to create a more secure environment for students.

-Communication with Teachers and Staff: Effective communication between students and staff is vital for fostering a supportive and responsive educational setting. The survey results indicate that 74% of families and 93% of staff across all schools believe it is easy for students to talk to teachers and staff. Disaggregated data, however, shows a disparity: 76% of elementary families and 94% of elementary staff report ease of communication, compared to only 66% of junior high families and 92% of junior high staff. Additionally, the Student Connectedness Survey reveals that 76.1% of elementary students find it easy to talk to teachers and staff, whereas only 59.75% of junior high students feel the same. These figures highlight the need for improved communication channels and relationships, particularly in junior high schools, to ensure that all students feel heard and supported.

Data clearly supports the need for focused efforts to enhance student connectedness, safety, and communication, particularly in junior high schools. By addressing these areas, the district can create a more inclusive, engaging, and supportive learning environment that aligns with the LCAP goal. Prioritizing positive relationships, educational equity, and shared responsibility among students, staff, families, and the community will ultimately lead to better academic and social outcomes for all students.

Progress toward this goal will be measured using the metrics, actions and positions identified below:

26-27 POSITIONS SUPPORTING GOAL

GOAL 3:
Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

ACTION	POSITION	FTE QUANTITY
3.1	• 5 Hour Yard Aides • Campus Safety Supervisors • HSW Safety Managers • Noontime Assistants • School Aide • Transportation Aide	36.2 11 2 5.25 91.3 24.5
3.2	• Attendance Liaison	1
3.3	• Director, Student Support Services • School Psychologists • School Psychologist Interns • School Social Workers • Program Specialist • Mental Health Clinician • Counselors (Jr. High) • Intervention Counselors (Jr. High) • Behavior Intervention Assistants • Paraeducator II • Administrative Clerk • Administrative Secretary	1 29 2 13 1 4 5 6 45 62.4 3.1 1
3.4	• Assistant Principals	30
3.5	• Director, Innovation & Improvement • Clerical Staff	1 1
3.6	• Director of Community and Family Engagement • Administrative Clerk	1 0.5
3.9	• Director of Communication • District Translator • ESL Interpreter • Student Liaison - Bilingual • Bilingual Site Clerk	1 1 0.88 2 0.88
3.11	• Director HSW • Assistant Director HSW • Licensed Health Services Technician • Paraeducator II • School Nurse • Administrative Assistant • Administrative Clerk	1 1 7.2 7.9 25 1 3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Disaggregated Attendance Rate by student group Source: School Information System State Priority 5a	2023-2024: All: 93.16% English learner: 93.6% Foster Youth: 93.2% Socioeconomically Disadvantaged: 92.7% Students with Disabilities: 91.4% Unhoused: 85.8% AA: 92%	2024-2025 All: 93.8% English learner: 94.2% Foster Youth: 93.2% Socioeconomically Disadvantaged: 93.4% Students with Disabilities: 92.2%, Unhoused: 88.4% AA: 92.9%	2025-2026 All: 94% English learner: 94% Foster Youth: 93% Socioeconomically Disadvantaged: 93% Students with Disabilities: 92% Unhoused: 87% AA: 92%	2026-2027: All: 96.16% English learner: 96.6% Foster Youth: 96.2% Socioeconomically Disadvantaged: 95.7% Students with Disabilities: 93% Unhoused: 91% AA: 96%	The difference from baseline is as follows: All Students: +0.84% English learner: +0.4% Foster Youth: -0.2% Socioeconomically Disadvantaged: +0.3% Students with Disabilities: +0.8% Unhoused: +0.6% AA: no change
3.2	Disaggregated Chronic Absenteeism Rate by student group Source: CA Dashboard State Priority 5b	2023-24: All: 22.3% English learner: 20.4% Foster Youth: 26% Socioeconomically Disadvantaged: 25.1%	2024-2025: All: 28.5% English learner: 27.2% Foster Youth: 34%	2025-2026 All: 18.7% English learner: 16.4% Foster Youth: 26.6%	2026-2027: All: 24.25% English learner: 22.31% Foster Youth: 18.57%	The difference from baseline is as follows: All Students: -3.6% English learner: -3.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 29.8% Unhoused: 54.7% AA: 28.7%	Socioeconomically Disadvantaged: 31.5% Students with Disabilities: 37.9% Unhoused: 55.1% AA: 34.9%	Socioeconomically Disadvantaged: 21.1% Students with Disabilities: 26.4% Unhoused: 40.7% AA: 24.7%	Socioeconomically Disadvantaged: 25.22% Students with Disabilities: 28.51% Unhoused: 33.67% AA: 23.87%	Foster Youth: +.6% Socioeconomically Disadvantaged: +.12% Students with Disabilities: -3.4% Unhoused: -14% AA: -4%
3.3	Middle School Dropout rate Source: School Information System State Priority 5c	2023-2024: 0%	2024-2025: 0%	2025-2026: 0.5%	2026-2027: 0%	The difference from baseline is as follows: +0.5%
3.4	Disaggregated Suspension rate by student group Source: CA Dashboard State Priority 6a	2023-2024: All: 2.2% English learner: 2.51% Foster Youth: 13.4% Socioeconomically Disadvantaged: 2.6% Students with Disabilities: 3.7% Unhoused: 8.8%	2024-2025: All: 1.53% English learner: 0.90% Foster Youth: 10.22% Socioeconomically Disadvantaged: 1.75% Students with Disabilities: 2.68%	2025-2026 All: 1.8% English learner: 1.1% Foster Youth: 10.4% Socioeconomically Disadvantaged: 2.0% Students with Disabilities: 2.6%	2026-2027: All: 1.79% English learner: 1.51% Foster Youth: 6.07% Socioeconomically Disadvantaged: 1.68% Students with Disabilities: 2.86%	The difference from baseline is as follows: All: -0.4% English learner: -1.41% Foster Youth: -3% Socioeconomically Disadvantaged: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 5.5%	Unhoused: 2.89% AA: 4.91%	Unhoused: 3.4% AA: 5.4%	Unhoused:2.2% AA: 4.68%	Students with Disabilities: -1.1% Unhoused: -5.4% AA: -0.01%
3.5	Expulsion rate Source: School Information System Priority 6b	2023-2024: All: 0%	2024-2025: All: 0%	2025-2026: All: 0%	2026-2027: All: 0%	The difference from baseline is as follows: All: No change
3.6	Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school Source: Student Connectedness Survey Priority 6c	Spring 2024 All: 67.01% Elementary: 71.57% Jr. High: 57.62% Response Rate: 73.09%	Spring 2025: All: 67.76% Elementary: 71.76% Jr. High: 59.24% Response Rate: 83.54%	Spring 2026: All: 66.95% Elementary: 70.68% Jr. High: 59.54% Response Rate: 86.62%	Spring 2027: All: 77% Elementary: 80% Jr. High: 70% Response Rate: 100%	The difference from baseline is as follows: All: -0.06% Elementary: -0.89%% Jr. High: +1.92% Response Rate: +13.53%
3.7	Percent of parents/families reporting opportunities to take part in decisions made at their school Source: LCAP Home Survey Priority 3a	2023-2024: 69.2%	2024-2025: 75.85%	2025-2026: 88.03%	2026-2027: 75%	The difference from baseline is +18.83%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Percent of parents/families of unduplicated students reporting family participation opportunities at their school and the District Source: LCAP Home Survey Priority 3b	2023-2024: All: 90.3% Socioeconomically Disadvantaged: 95% EL: 78% FY: 100%	2024-2025: School: 75.85% District: 84.75%	2025-2026: School: 90.16% District: 94.26%	2026-2027: School: at least 80% District: at least 80%	The difference from baseline is as follows: School: -0.14% District: +3.96
3.9	Extent of SWD parent/family participation in District advisory groups (i.e. CAC) Source: Self-reported Priority 3c	2023-2024: Average of 13 participants Average of 32 participants registered for parent educational nights hosted by CAC as of April 2024	2024-2025: Average of 16 participants registered for parent educational nights hosted by CAC.	2025-2026: Average of 14.6 participants registered for parent educational nights hosted by CAC.	2026-2027: Average of 17 participants Increase the average number of participants registered for parent educational nights hosted by CAC by at least 9%.	The difference from baseline is +1.2 participants.
3.10	Extent of SWD parent/family registration for District Parent Education opportunities Source: Self-reported Priority 3c	2023-2024: Average of 32 participants	2024-2025: Average of 17 participants	2025-2026: Average of 0 participants	2026-2027: Average of 39 participants	The difference from baseline is -32 participants.
3.11	Percent of parents/staff reporting families feel like they belong when visiting school	2023-2024: Families: 82.95%	2024-2025: Families: 76.3%	2025-2026: Families: 88.53%	2026-2027: Families: 85%	The difference from baseline is as follows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Home/Staff Survey Priority 3	Staff: 77.8%	Staff: 73%	Staff: 82.2%	Staff: 80%	Families: +5.58% Staff: +4.4%
3.12	Disaggregated percent of parents/staff reporting students feel safe at school by elementary vs. junior high school Source: LCAP Home/Staff Survey Priority 6c	2023-2024: All Schools: Families: 77.64% Staff: 85% Elementary: Families: 77% Staff: 89% Jr. High: Families: 68% Staff: 71%	2024-2025: All Schools: Families: 77.35% Staff: 80.4% Elementary: Families: 76% Staff: 80% Jr. High: Families: 77% Staff: 83%	2025-2026: All Schools: Families: 81.6% Staff: 84.8% Students: 67.9% Elementary: Families: 82.08% Staff: 85% Jr High: Families: 78.6% Staff: 78.66%	2026-2027: All Schools: Families: 85% Staff: 90% Elementary: Families: 80% Staff: 92% Jr. High: Families: 75% Staff: 80%	The difference from baseline is as follows: All Schools: Families: +3.96 Staff: -0.2% Students: n/a Elementary: Families: +5.08% Staff: -4% Junior High: Families: +10.6% Staff: +8.6%
3.13	Disaggregated percent of parents/staff reporting it is easy for students to talk to teachers/staff by elementary vs. junior high school Source: LCAP Home/Staff Survey Priority 6c	2023-2024: All Schools: Families: 74% Staff: 93% Elementary: Families: 76% Staff: 94% Jr. High Families: 66% Staff: 92%	2024-2025: All Schools: Families: 75.7% Staff: 83.2% Elementary: Families: 74% Staff: 83% Jr. High: Families: 70% Staff: 83%	2025-2026: Families: 78.4% Staff: 87.1% Elementary Families: 81% Staff: 88% Jr. High Families:72% Staff: 86%	2026-2027: All Schools: Families: Staff: 95% Elementary: Families: Staff: 95% Jr. High Families: 70% Staff: 95%	The difference from baseline is as follows: Families: +4.4% Staff: -5.9% Elementary Families:+5% Staff:-6% Jr. High Families:+6% Staff: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Disaggregated percent of students reporting it is easy to talk to teachers/staff by elementary vs. junior high school Source: Student Connectedness Survey Priority 6c	Fall 2023: All Schools: 70.65% Elementary: 74.53% Junior High: 62.96% Spring 2024: All Schools: 67.95% Elementary: 71.30% Junior High: 61.06%	Fall 2024: All Schools: 71.30% Elementary: 75.09% Junior High: 62.46% Spring 2025: All Schools: 68.63% Elementary: 70.87% Junior High: 63.46%	Fall 2025: All Schools: 71.73% Elementary: 74.26% Junior High: 68.10% Spring 2026: All Schools: 68.16% Elementary: 70.78% Junior High: 62.98%	Fall/Spring 2026-2027: All Schools: 75% Elementary: 80% Junior High: 70%	The difference from baseline is as follows: Fall All Schools: +1.08% Elementary: -0.27% Junior High: +5.14% Spring All Schools: +0.21% Elementary: -0.52% Junior High: +1.92%
3.15	Alternative Education Enrollment Source: Self-reported Priority 6c	2023-2024: 40 students	2024-2025: 33 students	2025-2026: 47 students	2026-2027: maintain less than 50 students	The difference from baseline: +7 students

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.

Action 3.1 Safety: This action was fully implemented. The District met this goal during Year 3 by continuing to implement comprehensive safety protocols and preparedness measures across all school sites. All schools maintain updated Comprehensive School Safety Plans (CSSP) and conduct ongoing training related to crisis response, suicide risk assessments, anti-bullying policies, child abuse reporting, and emergency preparedness. The District also continues to maintain safety personnel, including campus supervisors, school resource officers,

yard aides, and transportation aides, to support daily monitoring and promote a safe and secure learning environment for students, staff, and families.

Action 3.2 Attendance: This action was fully implemented. Attendance and chronic absenteeism is a focus at each school site with regular guidance from the district's attendance liaison. Each site has documented actions, based on research based practices, in their SPSA to improve attendance and address their chronic absenteeism.

Action 3.3 MTSS-This action was partially implemented. To better integrate needs identified in data and educational partner feedback, we recalibrated our pacing to ensure all strategic MTSS sub-actions are executed with maximum impact and fidelity. While Year 2 planned actions remain in progress and will extend into the Year 3 cycle, their strategic intent remains consistent.

3.3a) MTSS Teams: This action was partially implemented. Strengthening Tier 1 MTSS systems has been a continued focus however, full implementation was limited by the need to prioritize and extend efforts focused foundational Tier 1 structures including SEL implementation. Despite adjustments made, early outcomes include increased MTSS teaming capacity and a reduced suspension rate, positioning the District to deepen Tier 2 supports and improve systemwide fidelity moving forward.

3.3b) Social- Emotional Learning: This action was fully implemented. The District has fully implemented planned actions for SEL, with almost 100% of teachers receiving training on both integrated and designated SEL instruction. All administrators received differentiated training tailored to their roles as the designated leads for SEL implementation at their school sites. Furthermore, the District provided two additional optional professional learning sessions for a deep dive into the newly adopted curriculum, both of which saw high attendance.

3.3c) Restorative Disciplinary Practices: This action was partially implemented. Year 1 Pre-Implementation action was delayed due to leadership transitions and competing district priorities, the District did not establish a formal discipline workgroup until this school year. Currently, the District has a workgroup made up of certificated, classified, management, and district personnel meeting regularly.

Action 3.4 Assistant Principals: This action was fully implemented. The District has fully implemented the staffing goal of at least 1.0 FTE Assistant Principal in all schools, further supported by the launch of a new AP support model this year. The success of this leadership investment is reflected in a 91.4% average attendance at mandatory professional learning and an 82.58% rate for professional learning community opportunities. Most notably, this commitment to internal growth resulted in all new principal vacancies being filled by internal candidates.

Action 3.5 Support for Foster & Unhoused Youth: This action was fully implemented. The Foster and McKinney-Vento District Liaison has been working with other district divisions, school sites, and families to identify and break down barriers. The liaison also works closely with site social workers and community resources to minimize barriers to learning and provide family resources. Liaison has provided professional learning for certificated staff and provides weekly progress monitoring to site SSW's and AP's.
Identification of students eligible for McKinney-Vento services has seen an increase of near 25% comparing 2024-2025 to 2025-2026. Partnerships with KCSOS and DHS, has improved our systems of support for our foster and unhoused youth. Issues regarding School of Origin (SOO), School of Residence (SOR), transportation, and resources are handled quickly. Our liaison utilizes the Best Interest Determination (BID) and Child and Family Team Meeting (CFTM) proactively to address barriers that our students and families face.

Action 3.6 Parent & Family Engagement: This action was partially implemented. The District provided opportunities for family engagement through advisory committees, Parent University offerings, family engagement events, and strengthened partnerships with community organizations to support student success and school climate. Parent resource centers were partially implemented due to a leadership transition due to a temporary absence in key personnel, which impacted the District's ability to fully execute planned activities. The District is actively in progress of developing a comprehensive menu of services to be offered at future Parent Resource Center(s) and is informed by ongoing needs assessments and educational partner input.

Action 3.7 Professional Learning: This action was fully implemented. The District has fully implemented differentiated professional learning for a wide variety of staff roles—such as administrators, teachers, and specialized support staff like nurses and psychologists. Training spanned critical whole-child topics such as 504 plans, Social Emotional Learning, Student Support Team planning, and re-entry protocols. By tailoring content to specific roles, the District achieved a high 4.57 out of 5 relevance rating among site leadership.

Action 3.8 Class-Size Reduction: This action was fully implemented. 65 teachers were funded to maintain class-size reduction across grades K–6, supporting target student-to-teacher ratios and individualized academic and social-emotional needs. Fall-to-fall data shows a 5% increase in student connectedness, reflecting stronger student-teacher relationships and a more supportive learning environment.

Action 3.9 Communications: This action was fully implemented. Clear protocols and consistent messaging practices are in place across departments, ensuring timely and transparent communication with all stakeholders. The District has increased family engagement—particularly among priority student groups—through targeted outreach, improved accessibility, and inclusive opportunities. Nearly all communications are now translated, and redesigned tools, including a more accessible newsletter format, have enhanced language access and usability. Additionally, integrated platform features, such as attendance tools, have streamlined processes and strengthened overall family engagement.

Action 3.10 Alternative Education: This action was fully implemented. The district maintains Alternative Education funding to provide each Junior High with a certificated teacher to run a restorative classroom (IMPACT) in lieu of suspending students for minor, first-time ed code violations, and a district (3rd-8th grade) Alternative Education Program to provide additional behavior interventions to students that are in violation of major or repetitive ed code violations. The district maintains Alternative Education through the funding to offer support at the site and district level.

Action 3.11 Health & Wellness Centers: This action was partially implemented. The District partially met this goal during Year 2. While a permanent Health & Wellness Center has not yet been established, the District expanded community partnerships and piloted health services through a mobile clinic model to increase access to care for students and families, particularly English Learners, Foster Youth, and Low-Income students. The mobile clinic has helped reduce barriers such as transportation, cost, and limited appointment availability, while supporting students in completing required health screenings and accessing needed medical care. Early results indicate a positive impact on student health outcomes, and the District will continue evaluating the pilot while exploring opportunities to expand mobile health services.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2025-26 LCAP Goal 3 was $52,594,697. The estimated actual expenditures for the 2026-27 LCAP Goal 2 was $55,921,584.

The difference between Budgeted and Estimated Actual Expenditures for all projections related to personnel is primarily due to contract negotiations settlements occurring late in the fiscal year, with the majority of staff receiving a 2.5% on-schedule salary increase. This increase in personnel costs was not accounted for in the original LCAP budget projections. Increased staff, including Aides, were added to provide additional support in our efforts to reach this goal.

Other Non-Personnel differences were primarily due to:

Action 3.1 – Safety: The District was able to successfully complete a long awaited project to install security cameras at all 26 school sites during the 2025-26 school year. While this project was funded through one-time block grant funds, it was not originally budgeted to be completed during this school year and therefore shows a significant increase in non-personnel expenditures compared to the budget.

Action 3.3 - MTSS: The district's higher than budgeted expenditures for our Multi-Tiered System of Supports (MTSS) program were due to the strategic use of one-time funding to enhance support for students. These funds were allocated to expand the program and provide additional resources, ensuring targeted academic, behavioral, and social-emotional support for students. Additional staffing was also provided within the scope of this goal which were not included in the original Position Control projections for the 2025-26 school year.

Action 3.5 Support for Foster & Unhoused Youth: The Assistant Principal will be identified as the site-based liaisons to enhance support provided to Foster and McKinney-Vento eligible (Unhoused) youth to increase school engagement and improve educational outcomes through attendance, chronic absenteeism, suspension and academic performance. This change reflects updates to the budget based on the staffing and program needs for FY 2026-27. The current year's budget continues to support services for Foster Youth and students experiencing homelessness, while more accurately reflecting the resources needed to implement this action.

Action 3.6: Actual expenditures varied based on the initial ramp up of the CCSPP Planning Grant . The budgeted amounts were a reflected planned activities, to support Community Schools at four district school sites.

Action 3.10 – Alternative Education: The District worked with our educational partners to develop a final plan of action to provide additional facility support for our Alternative Education program, including moving the site location and creating an entirely new campus. While this move was originally budgeted within the 2025-26 school year, construction won’t begin in earnest until the summer of 2026, with an anticipated move in date of December 2026. Budgeted expenditures have been adjusted to reflect the new timeline.

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

Action 3.1: Safety: This action was effective. 83% of parents and 84.8% of staff report that students feel safe. This sense of physical and emotional safety is reinforced by staff accessibility metrics; parent perceptions of it being "easy to talk to teachers/staff" rose by 6%, while junior high students saw an 8.35% increase in staff approachable. These relationships foster the psychological safety necessary for school engagement, contributing to stable attendance across most target groups and a notable 3% attendance increase for Unhoused students as of March 2026. While elementary students saw a 2% decrease in staff accessibility, the overall data suggests that strengthened adult-student connections are a key driver of site-based safety and student presence.

Action 3.2 Attendance: This action was partially effective. Attendance demonstrated partial effectiveness, as evidenced by a 4% reduction in chronic absenteeism across priority groups and a 14% drop for Unhoused students. Despite these gains, the district has not yet met all LCAP attendance goals; rates for African American (92.9%) and Unhoused (88.7%) students remain below targets, and chronic absenteeism for Unhoused (59.5%) and Foster Youth (33.2%) students continues to significantly exceed the district average (29.6%). While psychological safety efforts and localized supports have successfully reduced barriers for some, these persistent disparities highlight a need for continued, data-driven interventions to ensure equitable attendance outcomes for all student groups.

Action 3.3: Multi-Tiered System of Support (MTSS): This action was partially effective. Our overall MTSS action demonstrated partial effectiveness, as systemic improvements in teaming capacity have yet to eliminate significant data disparities and current impact was limited by a shortage of mental health staff, with some social workers stretched to support three campuses per week. Qualitative data from LCAP surveys strongly echoed these findings, with over 70% of staff comments emphasizing that current mental health support is spread too thin. While overall student connectedness improved to 72.7%, disaggregated outcomes reveal critical gaps: the suspension rate for Foster Youth (10.4%) is nearly six times the district average (1.8%), and chronic absenteeism for Unhoused students (40.7%) and Foster Youth (26.6%) remains disproportionately high compared to all students (18.7%). Furthermore, the attendance disparity for African American students (92.9%) vs. English learners (94.3%) underscores the need to transition from foundational Tier 1 structures to targeted, data-driven interventions that specifically address the unique barriers faced by these vulnerable groups. While assistant principal self-assessments show increased teaming capacity—with the overall average for culture and climate foundations rising from 2.6 to 2.92—scores remain just below the "proficient" threshold. Although most schools are consistently holding monthly Tier 1 meetings, mentor visits to 18 of 26 sites confirmed that data review and input protocols remain in the "developing" range, indicating a need to strengthen data analysis to better inform Tier 1 support system adjustments. Successfully onboarded all schools in CharacterStrong, the new district-adopted SEL curriculum contributing to a measurable increase of approximately 5% in student belonging from 67.8% to 72.7%. Additionally, 86.3% of students and 93.6% of parents reported that students feel physically and emotionally safe at school. While District-wide trends show a positive shift in engagement, only 50% staff reported having ample training to successfully implement CharacterStrong and 12% report they are not implementing at all in a recent LCAP survey.

Action 3.4 Assistant Principals: This action was partially effective. Assistant Principals, through strengthened support systems, evidenced by a districtwide suspension rate of 1.38% (below the 1.79% baseline) and high student reporting of adult care (76.2%). However, significant data disparities persist: suspension rates for Foster Youth (10.4%) remain six times the district average, and chronic absenteeism for Unhoused (40.7%), African American (24.7%), and Foster Youth (26.6%) significantly exceed the 18.7% average indicating a need to enhance targeted support and resources to close these engagement gaps.

Action 3.5 Support for Foster & Unhoused Youth: This action was partially effective. Proactive liaison support led to a 25% increase in student identification and notable gains for Unhoused youth, including a 3% attendance increase and a 14% drop in chronic absenteeism. However, Foster Youth data remains stagnant compared to baselines, and the group's eligibility for Differentiated Assistance for a third consecutive year highlights a persistent performance gap. Despite a 3% reduction in Foster Youth suspensions, the lack of progress in attendance and engagement underscores the need for more intensive, specialized interventions.

Action 3.6 Parent & Family Engagement: This action was effective, as evidenced by 89.9% of families reporting that the District provides participation opportunities, reflecting a 5.7% increase from the prior year on the LCAP home survey. This indicates improved access, as the District structured engagement opportunities aligned to educational partner feedback.

Action 3.7 Professional Learning: This action was effective. Administrative training on whole-child supports (i.e. attendance, SEL, discipline, etc.) led to a 87.9% average attendance rate and high satisfaction (4.57/5). Guidance, tools, and resources provided to administrators contributed to a 4.91 percentage point growth in student belonging and a 4.36 point increase in students feeling cared for. Additionally, MTSS related PL sessions were provided to other support staff (e.g. school social workers, school nurses, behavior intervention assistants, counselors, psychologists, etc.) throughout the school year. While district-wide student outcomes improved overall, the action is partially effective as persistent disparities remain for Foster Youth, Homeless Youth, Students with Disabilities and African American students in chronic absenteeism and suspension.

Action 3.8 Class-Size Reduction: This action was effective, as evidenced by a 5% district-wide increase in student connectedness (District All: 67.8% to 72.7%) and significant gains at the junior high level (59.2% to 67.6%). Students reported high levels of comfort talking to staff, with 74.3% of elementary and 68.1% of junior high students agreeing it is easy to talk to their teachers. Disaggregated attendance data showed marginal growth across target groups including EL (94.3%), Socioeconomically Disadvantaged (93.5%), and African American (92.9%) students compared to 2024-25 baselines. Qualitative data from the new LCAP Student Survey further validated this action, with students specifically citing "my teacher" and "asking a teacher for help" as the primary resources supporting their success.

Action 3.9 Communications: This action was effective. Redesigned communication outreach led to a 4.4% decrease in notification barriers and a 5.6% rise in family sense of belonging. Engagement metrics show 10% more parents felt valued as partners, 84% reported opportunities to participate in school decisions, and 88% of parents/staff felt a sense of belonging when visiting sites. These inclusive strategies contributed to a 0.84% districtwide attendance increase—including a 2% gain for Unhoused students—by fostering a more accessible and psychologically safe environment for all families.

Action 3.10 Alternative Education: This action was effective. Enrollment increased to 53 students (13 above baseline) and a 79.7% non-recidivism rate in the IMPACT program. Disaggregated suspension rates showed improvement, specifically a 3% drop for Foster Youth and 5% for Unhoused students. Furthermore, student sense of belonging increased by 10% at the junior high level and 4% at the elementary level. With only 3 of 23 students returning to the program after exiting, these metrics reflect success in fostering the psychological safety and engagement necessary for the district’s most vulnerable populations.

Action 3.11 Health and Wellness Centers: This action was partially effective. While the mobile clinic pilot increased medical access, significant disparities persist. Chronic absenteeism for Unhoused (40.7%), African American (24.7%), and Foster Youth (26.6%) students

remains high compared to the 18.7% district average. Student belonging increased by 4% at the elementary level (75.44%) and 10% at the junior high level (67.60%). These persistent gaps highlight the need for exploring other school-linked health services models and fully address the wellness barriers facing high-priority groups.

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.

Metric 3.10 Extent of SWD parent/family registration for District Parent Education opportunities-:As a result of restructuring, there were no specialized Special Education District Parent Education opportunities hosted during 2025-2026. However, all Special Education parents were provided an opportunity to attend all District Parent Education opportunities. The average number of parent participants overall who attended District Parent Education opportunities was reported as it is not possible to disaggregate by families of students with IEPs and families of students without IEPS.

Metric 3.12: Disaggregated percent of parents/staff reporting students feel safe at school by elementary vs. junior high school via LCAP Home Staff Survey- In order to accommodate families with children attending multiple school sites, a checkbox option was added for identifying applicable schools on the LCAP Home Survey. As a result, it was not possible to disaggregate elementary school vs. junior high in the same way we did last year. As a result, the percentage noted for families represents families overall. Additionally, due to the identified need for student representation in assessing district needs, a Student LCAP survey was administered this year. Overall student data for this item was included and strengthens triangulation of perceptions from educational partners.

Metric 3.13: Disaggregated percent of parents/staff reporting it is easy for students to talk to teachers/staff by elementary vs. junior high school via LCAP Home Staff Survey- In order to accommodate families with children attending multiple school sites, a checkbox option was added for identifying applicable schools on the LCAP Home Survey. As a result, it was not possible to disaggregate elementary school vs. junior high in the same way we did last year. As a result, the percentage noted for families represents families overall. Additionally, due to the identified need for student representation in assessing district needs, a Student LCAP survey was administered this year. Overall student data for this item was included and strengthens triangulation of perceptions from educational partners.

Actions 3.2, 3.3 b & c, 3.6, 3.7, 3.8, 3.9, 3.10: No changes were made to the planned actions, metrics, or targets, as current implementation structures were deemed appropriate based on review of outcomes. The District will continue implementation of this action in 2026–27.

Action 3.1: Safety- c) Personnel to Support Safety Efforts: The District will maintain safety-related school staff (e.g. student resource officers) safety managers, campus supervisors, yard aides, school aides, transportation aides, etc.) to support school safety efforts. d) Safety-related Materials/Equipment: The District will purchase safety-related materials and equipment (i.e. security cameras, radios, etc.) based on unique school needs. The change reflects updates to the staffing and including FTE increases and related costs needed to support school safety efforts across the District. The FY 2026-27 budget more accurately reflects the personnel and resources dedicated to implementing this action, including campus supervisors and other safety-related staff.

Action 3.3 MTSS Teams: Removal of the teacher on special assignment to support- Year 3: Full Implementation: (Change in Student Outcomes)- the addition of a designated Program Specialist will provide differentiated support for Tier 1 and Tier 2 based on site-needs. Additional two (2) School Social Workers to support all students, with a strong emphasis on our Foster Youth, Socioeconomically Disadvantaged, English learner students, as well as our Unhoused, African American, and Students with Disabilities. This change reflects a more complete budget for the staff and resources needed to support the District's Multi-Tiered System of Supports (MTSS). The FY 2026-27 budget also includes approximately $250,000 in Learning Recovery Emergency Block Grant funding to support evidence-based learning supports and address barriers to student achievement.

Action 3.4 Assistant Principals: The addition of the specific action focused on our Foster and Unhoused Youth-reduce disparities and improve outcomes for vulnerable students identified in data, prioritizing students furthest from success by ensuring individualized support/intervention to meet their unique needs. The increase in funding is due to an increase in salary/employee benefits and the addition of two assistant principals. The District will maintain one assistant principal at all elementary sites and two assistant principals at each junior high.

Action 3.5 Support for Foster & Unhoused Youth: The Assistant Principal will be identified as the site-based liaisons to enhance support provided to Foster and McKinney-Vento eligible (Unhoused) youth to increase school engagement and improve educational outcomes through attendance, chronic absenteeism, suspension and academic performance. This change reflects updates to the budget based on the staffing and program needs for FY 2026-27. The current year's budget continues to support services for Foster Youth and students experiencing homelessness, while more accurately reflecting the resources needed to implement this action.

Action 3.6: This change is primarily due to the transition from the CCSPP Planning Grant to Implementation Grant funding. While the prior year's budget reflected planning activities, the FY 2026-27 budget includes implementation funding to support Community Schools at four district school sites. The budget also includes an additional position to support implementation of the Community Schools initiative.

Action 3.10: This reflects additional investments to strengthen the District's alternative education program. The FY 2026-27 budget more accurately reflects the staffing and operational resources needed to support students and expand the program's capacity. Expanding a school camps to provide inclusive facilities for students.

Action 3.11 Health and Wellness Centers: To better support the needs of the district, (Year 3: Full Implementation (Change in Student Outcomes))- Evaluate the effectiveness of the school-linked health services model using data on student access, health, and engagement. Refine and scale partnerships to deliver integrated services where students learn, reducing barriers such as transportation, cost, and stigma.

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	Safety	With guidance from District leadership, all schools will implement effective safety protocols, including comprehensive emergency response and preparedness measures (i.e. CSSP), along with clearly communicated safety protocols and required training to promote a safe environment where students, staff, and families feel secure and supported. Safety efforts will include: a) Crisis Response: The District will ensure information is clearly communicated regarding protocols and mandatory training related to crisis response, suicide assessments, anti-bullying policy, child abuse reporting, etc. b) Preparedness Measures: All schools will implement evidence-based practices related to psychological, emotional, and physical safety to prevent any potentially harmful factors to students, staff, and/or families. c) Personnel to Support Safety Efforts: The District will maintain safety-related school staff (e.g. student resource officers, safety managers, campus supervisors, yard aides, school aides, transportation aides, etc.) to support school safety efforts. (Campus Supervisors-$1,107,460) d) Safety-related Materials/Equipment: The District will purchase safety-related materials and equipment (i.e. security cameras, radios, etc.) based on unique school needs. District leadership will continue to evaluate safety needs at least annually to inform decisions made, such as hiring additional staff to increase safety, as appropriate.	$11,745,514.17	Yes
3.2	Attendance	With guidance from District leadership, all schools will implement evidence-based practices to improve attendance and reduce chronic absenteeism in coordination with MTSS actions to better engage students at school. As funds become available, the District will distribute them among schools to support site-based efforts and incentives.	$105,666.20	No

Action #	Title	Description	Total Funds	Contributing
3.3	MTSS	The District will prioritize the implementation of multi-tiered systems of support (MTSS) to tailor interventions and resources to meet the unique needs of every student, particularly Foster Youth, Low-Income, and English learner students addressing existing disparities identified among other vulnerable groups (e.g . Unhoused, African American, Students with Disabilities) through enhanced MTSS systems and protocols, ensuring equitable opportunities for all. Expanded MTSS support will include (but are not limited to) attendance, mental health and trauma, cultural responsiveness, physical health/wellness, etc. District leadership will continue to evaluate MTSS needs at least annually to inform decisions made, such as hiring additional staff to increase access to intervention services, as appropriate. a) MTSS Teams: Over the three year LCAP cycle, with guidance from District Leadership, all schools will establish multi-disciplinary teams that meet at least monthly in order to make informed decisions regarding tiered systems of support. Multi-disciplinary teams will include health/wellness personnel such as nurses and health aides, school social workers, intervention counselors, behavior intervention aides, and school psychologists. There will be a focus to expand Tier 1 guidance and support to include cultural responsive and trauma-informed practices ensuring equitable learning opportunities for identified student groups of Foster, Unhoused, Students with Disabilities, and African American students. Additionally, specialized staff such as school social workers and school nurses will prioritize Foster and Unhoused youth to coordinate support and resources to reduce barriers to engagement at school (i.e. screening, direct services, referrals, etc.). 1. Year 1: Pre-Implementation: (Change in Knowledge)- All schools will establish and maintain a Tier 1 team in order to cultivate a positive climate by effectively implementing expanded Positive Behavior Intervention and Support (PBIS) systems with an emphasis on prevention, instruction, and relationship building to promote student engagement. 2. Year 2: Initial Implementation: (Change in Practice)- All schools will establish and maintain a Tier 2/3 team to make informed decisions using	$22,362,508.89	Yes

Action #	Title	Description	Total Funds	Contributing
		multiple sources of data to address the specific internalizing and/or externalizing needs of struggling students in addition to Tier 1 universal support. 3. Year 3: Full Implementation: (Change in Student Outcomes)- District leadership will evaluate MTSS needs by reviewing student and implementation data at least annually to make adjustments to professional learning and guidance offered by the District to ensure high quality MTSS implementation. A designated Program Specialist will provide differentiated support for Tier 1 and Tier 2 based on site-needs, along with an additional two (2) School Social Workers to support all students, with a strong emphasis on our Foster Youth, Low Income, English learners students, as well as our Unhoused, African American, and Students with Disabilities. b) Social Emotional Learning (SEL): 1. Year 1: Pre-Implementation (Change in Knowledge)- Teachers will begin to implement Social-Emotional Learning (SEL) curriculum and integrate SEL practices throughout the school day to cultivate social-emotional competencies. The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge on SEL implementation. Input from teachers and administration will be considered prior to selection of a District-adopted curriculum to launch District-wide beginning Fall 2025. 2. Year 2: Initial Implementation (Change in Practice)- Teachers will implement District-adopted Social-Emotional Learning (SEL) curriculum on a daily basis during a designated time of day and integrate SEL practices throughout the school day to cultivate social-emotional competencies. The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge of District-adopted SEL curriculum. 3. Year 3: Full Implementation(Change in Student Outcomes)- Teachers will continue to implement SEL curriculum and practices. District leadership will evaluate SEL needs by reviewing student and implementation data at least annually to make adjustments to professional learning and guidance		

Action #	Title	Description	Total Funds	Contributing
		offered by the District to ensure high quality SEL implementation Districtwide. c) Restorative Disciplinary Practices: 1. Year 1: Pre-Implementation (Change in Knowledge)- The District will establish a team to develop District guidance for addressing behavioral issues with a focus on reducing disproportionality including review of law and/or policy and evidence-based alternatives to suspension. 2. Year 2: Initial Implementation (Change in Practice)- The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge for addressing behavioral issues with a focus on reducing disproportionality including review of law and/or policy and evidence-based alternatives to suspension. 3. Year 3: Full Implementation (Change in Student Outcomes)- With District guidance including professional learning, all schools will implement evidence-based restorative discipline practices when responding to behavior. In partnership with District Leadership, we will assess the impact on student outcomes identifying trends and changes in disproportionality and establish an ongoing review and continuous improvement process. This Action will be supported with approximately $250,000 in Learning Recovery Emergency Block Grant funding. The identified LREBG funds will be used in part with LCFF, other state funds and federal funds. Metrics used to measure the effectiveness of the identified supports are: -Disaggregated Attendance Rate by student group (Metric 3.1) -Disaggregated Chronic Absenteeism Rate by student group (Metric 3.2) -Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school/Student Connectedness Survey (Metric 3.6) These actions align to the allowable us of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning to address barriers to		

Action #	Title	Description	Total Funds	Contributing
		achievement and staff supports and training, such as the provision of health, counseling, or mental health services, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. SEL leads to beneficial outcomes related to: social and emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes (CASEL.org). Targeted parent and family engagement—such as the adoption of early warning intervention systems, and the effective use of data and family engagement to identify why a student is absent can significantly increase student attendance and impact academic achievement (Attendance Works, 2025).		
3.4	Assistant Principals	The District will maintain a 1.0 FTE Assistant Principal at all elementary school sites and 2.0 FTE Assistant Principals at each junior high to support all students, but principally for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused students. District leadership will provide ongoing guidance to Assistant Principals equipping them to address the unique needs of Foster youth and Low Income students with their school teams. As a result, APs will Increase support services to students struggling with chronic absenteeism and behavioral issues: a) Increase support services to students struggling with chronic absenteeism and behavioral issues b) Increase communication with families and enhance coordination of support services c) Build capacity of teachers and staff on best practices related to MTSS to support students based on site needs through guidance and professional development d) Reduce disparities and improve outcomes for vulnerable students identified in data, prioritizing students furthest from success by ensuring individualized support/intervention to meet their unique needs	$5,916,908.11	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Support for Foster & Unhoused Youth	With guidance from the District Foster and McKinney-Vento Liaison, relevant staff will partner with Assistant Principals as site-based liaisons to enhance support provided to Foster and McKinney-Vento eligible (Unhoused) youth to increase school engagement and improve educational outcomes (i.e. attendance, chronic absenteeism, suspension, CAASPP data, etc.) such as: a) Ensuring proper identification of students and families experiencing homelessness as well as Foster Youth including training and access to Foster Focus b) Engaging in relationship building and case management to identify barriers and coordinate resources and support (e.g. clothing and food assistance, hygiene kits, extracurricular and extended learning programs, tutoring, school supplies, physical and mental health support, referrals to community resources, etc.) c) Coordinating transportation to the school of origin to ensure educational stability (supplemental to regular bussing including associated costs) d) Providing professional learning (i.e. training) opportunities and guidance for administrators, teachers, and other staff related to supporting Foster and McKinney-Vento identified youth e) Regularly monitor the educational progress of Foster and McKinney-Vento eligible youth through relevant data indicators (i.e. attendance, chronic absenteeism, suspension, CAASPP data, etc.) The Student Support Services Department will ensure that all School Social Workers prioritize support to Foster and Unhoused Youth focused on reducing and/or eliminating barriers to school success. District leadership will evaluate McKinney-Vento and Foster Youth program needs annually to inform decisions made at least annually, such as hiring additional support staff to enhance the quality of support services for these vulnerable student populations.	$241,354.21	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Parent & Family Engagement	Under the direction of the Director of Community and Family Engagement and in collaboration with the Consolidated Programs Department, efforts to foster meaningful engagement and collaboration between the district and families will be prioritized. District leadership will evaluate needs at least annually to inform decisions made, such as hiring support staff to enhance the quality of support services for families of students, including vulnerable student populations. By implementing the following actions, the District aims to empower families to actively participate in their student's education and create a supportive environment conducive to student success: a) Input and Decision-Making: Increase family involvement in decision-making through partnerships (e.g. ELAC, DELAC, SSC, etc.) and surveys to support student success and improve school climate. b) Parent Education: Collaborate with community organizations and District departments to provide a variety of educational opportunities such as Parent University to empower families enhancing academic success. c) Family Engagement Opportunities: Collaborate with community organizations and District departments to host family engagement opportunities fostering meaningful interactions between parents and children to promote student success. d) Community Partnerships: Form strategic partnerships with community partners to enhance student support and achievement and explore the California Community Schools Partnership Program (CCSSP) school integration, based on need. e) Parent Resource Centers: 1. Year 1: Pre- Implementation (Change in Knowledge)- Explore parent resource centers to provide tailored support for families, fostering active engagement in student's education and promoting academic success.	$708,051.71	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Year 2: Initial Implementation (Change in Practice)- Establish partnerships and implement programs and services within schools (i.e. education programs, informational workshops, support services, etc.). Develop a comprehensive menu of services to be offered at future parent resource center(s). 3. Year 3: Full Implementation (Change in Student Outcomes)- Pilot parent resource center(s) at selected schools. Measure and evaluate the impact of Parent Resource Center(s) on student outcomes. Use data to continuously improve and expand services to meet the diverse needs of all students.		
3.7	Professional Learning	District staff and/or consultants will provide evidence-based professional learning opportunities and guidance for administrators, teachers, and/or staff focused on topics supporting the whole child such as, but not limited to: a) Relationship building practices b) Engagement/attendance c) Social-emotional learning (SEL) d) Positive behavior intervention and supports (PBIS) e) Multi-tiered systems of support (MTSS) f) Restorative disciplinary practices g) Health/Wellness h) Safety practices in order to enhance school-based support for all students, but particularly the most vulnerable student populations who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. This Action will be supported with approximately $500,000 in Learning Recovery Emergency Block Grant funding. The identified LREBG funds will be used in part with LCFF, other state funds and federal funds. Metrics used to measure the effectiveness of the identified supports are: -Disaggregated Attendance Rate by student group (Metric 3.1)	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-Disaggregated Chronic Absenteeism Rate by student group (Metric 3.2) -Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school/Student Connectedness Survey (Metric 3.6) These actions align to the allowable us of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning to address barriers to achievement and staff supports and training, such as the provision of health, counseling, or mental health services, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive outcomes for students, adults, and school communities. SEL leads to beneficial outcomes related to: social and emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes (CASEL.org). Targeted parent and family engagement—such as the adoption of early warning intervention systems, and the effective use of data and family engagement to identify why a student is absent can significantly increase student attendance and impact academic achievement (Attendance Works, 2025).		
3.8	Class-Size Reduction	The District will implement class-size reduction averages across grades K-6 to enhance individualized support for academic and social-emotional development within classrooms, fostering deeper connections and ensuring improved academic and social outcomes for all students, but particularly the most vulnerable student populations who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused students. This action will support the funding of 65 teachers with LCFF funds and reduce class size averages as follows: -26 students to 1 teacher in grades K-1 -28 students to 1 teacher in grade 2 -29 students to 1 teacher in grade 3 -30 students to 1 teacher in grades 4-6	$9,617,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Communications	Under the direction of the Director of Communications, the District will develop and maintain a communication plan that: a) Improves communication and strengthens relationships with educational partners (i.e. Board of Education, administration, staff, community partners, etc.) b) Increases engagement with families of students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. c) Explore resources to support non-English speaking parents/guardians. As funds allow, the District will purchase equipment and/or tools (i.e. audio-visual equipment, recording devices, etc.) to support high quality digital communication with the goal of connecting with students and families to encourage participation in District engagement opportunities.	$835,221.71	Yes
3.10	Alternative Education	The District will allocate funding to maintain classes for District and Jr. High alternative education programs and maintain a dedicated program specialist to provide comprehensive support to participating students. Additionally, under the direction of the Administrator of Alternative programs, provide guidance and professional learning opportunities to Impact teachers to ensure the implementation of evidence-based interventions, including instructional and restorative practices, in site-based alternative education programs (i.e. Impact classrooms). Expanding a school camps to provide inclusive facilities for students.	$2,738,658.22	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Health & Wellness Center(s)	As funding permits, the District will continue to expand supports and resources to establish and sustain a Health & Wellness Center, aimed at improving student access to physical, mental, and emotional health services. This center will serve as a centralized hub to promote overall well-being, reduce barriers to learning, and support student success, primarily for English Learners, Foster Youth and Low Income students . 1. Year 1: Pre-Implementation (Change in Knowledge)- The District will continue to explore community partnerships to enhance health and wellness services through mobile or stationary centers, reducing health related barriers by increasing access to clinical health care services provided by qualified health professionals. 2. Year 2: Initial Implementation (Change in Practice)- Establish partnerships with local health organizations and qualified health professionals to implement health and wellness programs and services. This may include, but is not limited to on-site primary medical health care services, dental care services, mental health care services, nutrition education, etc. 3. Year 3: Full Implementation (Change in Student Outcomes)- Evaluate the effectiveness of the school-linked health services model using data on student access, health, and engagement. Refine and scale partnerships to deliver integrated services where students learn, reducing barriers such as transportation, cost, and stigma.	$6,050,003.11	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate by 2026.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Development (ELD), newcomers and the reclassification of our existing English learners.

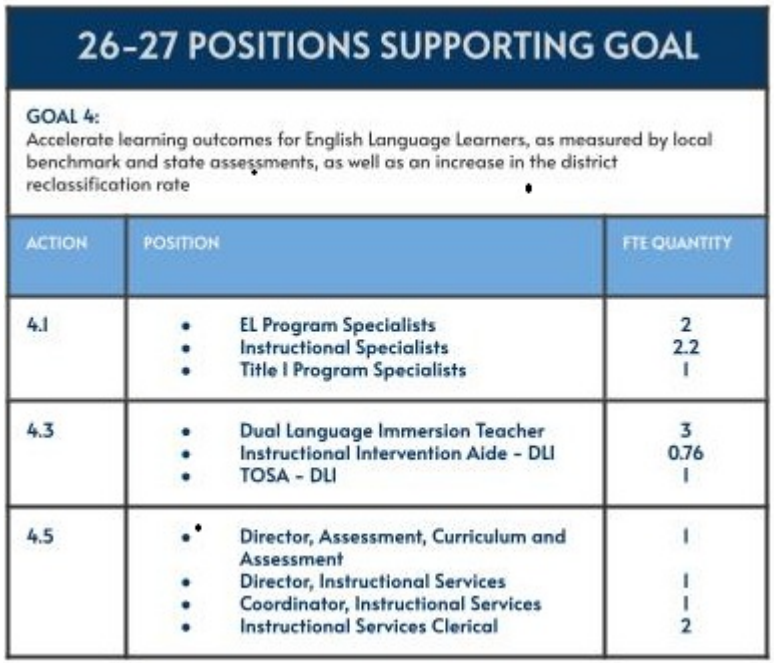
For example:

-English learner progress in 3rd - 8th grade students declined 8%.
-48.2% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level, leaving 16.7% decreasing a level.

When looking at local indicators, the same need is evidenced through Star Reading and Math scores:
-12.5% of English learner students met or exceeded state benchmark levels in Star Reading (Winter 2024)
-14.55 of English learner students met or exceeded state benchmark levels in Star Math (Winter 2024)

During LCAP Educational Partner input sessions, survey and feedback data revealed the need for:
-A more diverse curriculum to support language acquisition
-Professional development tailored to specific needs, including differentiated instruction supporting English language learners (ELLs) and newcomers
-More effective language arts program, particularly for English Language Development (ELD) students, with consistent ELD components that meet student's needs
-Equity and access to resources and materials across schools, as well as support for diverse learners, including newcomers.

The District plans to improve English learner proficiency, ELPI, and state assessment outcomes through actions that support and improve student learning and will measure progress towards this goal using the metrics, to include the positions, identified below:



26-27 POSITIONS SUPPORTING GOAL

GOAL 4:
Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate

ACTION	POSITION	FTE QUANTITY
4.1	• EL Program Specialists • Instructional Specialists • Title I Program Specialists	2 2.2 1
4.3	• Dual Language Immersion Teacher • Instructional Intervention Aide - DLI • TOSA - DLI	3 0.76 1
4.5	• Director, Assessment, Curriculum and Assessment • Director, Instructional Services • Coordinator, Instructional Services • Instructional Services Clerical	1 1 1 2

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of English learner students who make progress toward English proficiency Source: CA Dashboard ELPI State Priority: 4E	2023-2024: 50.2%	2024-2025: 51.1%	2025-2026: 47%	2026-2027: 65%	The difference from Baseline is -3.2%.
4.2	Annual reclassification rate Source: Data Quest	2023-2024: 13%	2024-2025: 13.39%	2025-2026 14.19%	2026-2027: 22%	The difference from Baseline is +1.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 4F					
4.3	Percent of English learners completing ELPAC interim assessments to measure progress toward mastering ELD standards Source: CERS/ELPAC Interims State Priority: 8	2023-2024: 21%	2024-2025: 84%	2025-2026: 87.6%	2026-2027: 75%	The difference from Baseline is +66.6%
4.4	Number of students enrolled in Dual Language Program Source: SIS School Enrollment and Class Rosters State Priority: 7B	2023-2024: TK: planning for 12 students to be pre-enrolled Kindergarten: planning for 12 students to be pre-enrolled	2024-2025: 76 students TK: 24 students Kinder: 14 students	2025-2026: 66 students TK: 23 students Kinder: 43 students	2026-2027: TK: 12 students Kindergarten: 12 students First Grade: 12 Students Second Grade: 12 students pre-enrolled	The difference from Baseline is +42 students.

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.

Action 4.1 Newcomer Supports: This action was fully implemented by: 1. The District continued using the Newcomer's Guide that was created last school year. This guide includes welcoming strategies, a teacher checklist, definitions for different types of Newcomers, and additional resources. The District continued providing Newcomer bags for every Newcomer and family, which includes books, flashcards,

basic school supplies, a family guide, and a picture dictionary, all of which can be kept at home. Every school continues to have Lexia English and translating earbuds, which Newcomers can use. English 3D is now fully implemented at our junior high schools. 2. The ACT instructional specialist continues to meet quarterly with junior high designated ELD teachers and is available for designated and integrated ELD strategies and building capacity with the CA ELD State Standards and ELPAC Interim and Summative assessments. New teachers and EL Site Coordinators receive Ellevation training at the beginning of the academic school year. Designated ELD training is available for school sites, and schools are able to request instructional specialist support for planning designated and integrated ELD lessons. A challenge continues to be creating a systematic plan to ensure all elementary school sites are receiving ongoing support for effectively teaching Newcomers. 3. The ACT and Consolidated Programs instructional specialists provide interim ELPAC assessments and summative ELPAC information to school sites. EL progress monitoring occurs via the Ellevation platform. All reclassified English learners are monitored for four years, and all current English learners are monitored on an annual basis by the homeroom teacher (elementary) or ELA teacher (junior high). ELAC meetings explain to parents of English learners what designated ELD instruction entails, as well as resources to practice the ELPAC at home, and the criteria needed to be met in order for students to be reclassified. ELAC allows for the opportunity for families to provide input to the School Site Council regarding English learners. Dual Language Immersion (DLI) at Mountain View TK-6 School continues to provide professional learning opportunities in regard to culturally and linguistically sustainable instructional materials. This includes our continued partnership with the Center for Teaching for Biliteracy. A future opportunity continues to be bringing the learning that is occurring for the Mountain View staff to other schools within the district

Action 4.2 Professional Learning/Administrators and Certificated Staff: This action was fully implemented. During the 2025-2026 school year there were a number of professional learning opportunities provided for principals, assistant principals, and academic coaches provided by the district regarding the California Dashboard and other data platforms for the purpose of facilitating comprehensive needs assessments, identified need, and targeted strategies for student subgroups–specifically in regard to English learners and LTELs. These training sessions included four principal sessions, three assistant principal sessions, and one academic coach session. A challenge remains providing support for all certificated teachers regarding support for all English learners, including LTELs and Newcomers.

Action 4.3 Dual Immersion/Multilingual Program: The action was fully implemented. Family engagement and recruitment continue to be a key focus during Year 2. The outreach effort includes 11 in-person and Zoom informational meetings to share DLI information with families. These sessions drew a total of 283 attendees, reflecting strong community interest. 114 parents submitted applications to enroll their TK, Kindergarten, and first grade students in the DLI program for the 2026-2027 school year. There will be 53 spots available for TK, kindergarten, and first grade students within the strand for the 2026-2027 school year. The site administrator and TK-Kindergarten teaching team participated in 18 professional development events with the Center for Teaching for Biliteracy, focused on biliteracy development, language allocation, and instructional strategies. The DLI TOSA has provided ongoing support to DLI teachers. Support is focused on best strategies for dual language instruction and creating units of instruction. For the 2026-2027 school, a first grade DLI classroom will be added.

Action 4.4 Increased Supports for Long-Term English Learners: English 3D has been successfully implemented at all junior high school sites. The ACT instructional specialist had meetings with the junior high designated ELD teachers and provided support for the English 3D curriculum and best instructional practices. Designated ELD junior high teachers received training on scaffolds and strategies that can be used to support LTEL students. Teachers had access to the HMH Ed Platform, which provides additional support including on-demand learning videos. The teachers could request classroom support from the ACT instructional specialist, and they have time at quarterly

meetings to request curriculum and/or platform support with English 3D products. A challenge the District faced was providing specific, systematic training to 5-8 grade teachers regarding LTEL students.

Action 4.5 EL/RFEP Data Monitoring System: This action was fully implemented. The instructional specialists taught EL site coordinators how to view the Ellevation data from teacher's input on the EL Progress Monitoring Dashboard. This portion of Ellevation demonstrates the teacher's observations of a student's skills in relation to the ELPAC domains (Reading, Writing, Listening, Speaking) and contributing factors for lack of progress. EL site coordinators were provided with reclassification goal sheets to help students track their growth as they work towards reclassifying.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2025-26 LCAP Goal 4 was $2,733,240. The estimated actual expenditures for the 2025-26 LCAP Goal 4 was $2,228,542. The primary difference is attributable to the Learning Recovery Emergency Block Grant budgeted expenditures for Goal 4.2 (Professional Learning for Administrators and Certificated Staff) being recorded in other Professional Development expenditures.

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

Action 4.1 Newcomer Supports: This action was partially effective. 1) Newcomer Guides Created: A total of 200 Newcomer Guides have been developed and are available in the district's book room. These resources represented a significant step in ensuring consistent support for newcomer students. There were 22 newcomer backpacks distributed to school sites and 46 Newcomers in total for the 2025-2026 school year. Distribution to school sites will continue during the 2026–2027 school year. 2) ELPAC Support and Training: The ACT instructional specialist provided four collaborative sessions for junior high designated ELD teachers. These sessions focused on building confidence for administering the interim ELPAC and using the data to inform instruction. While interim ELPAC data collection was limited during the 2024–2025 school year, the assessment was successfully administered three times for the 2025-2026 school year in junior high Designated ELD classrooms. 3) Access to Learning Platforms: All junior high Newcomer students were provided access to Lexia English and English 3D. Progress and usage are actively monitored through the Ellevation platform. Notably, 4% of students who began Lexia at the newcomer level advanced one proficiency band during the school year, signaling early growth.
Growth Data –Newcomer ELPI Progress (2022–2025):
KN 4/12 or 33 % of students grew
1st grade 7/18 or 39 % of students grew
2nd grade 5/9 or 55 % of students grew
3rd grade 4/12 or 33 % of students grew
4th grade 10/22 or 45 % of students grew
5th grade 8/19 or 42 % of students grew
6th grade 5/12 or 42 % of students grew
7th grade 7/21 or 33 % of students grew
Grades 4–8 showed more modest growth, indicating targeted support will be prioritized for upper grade levels moving forward.

Additional Support Requests: Sites have requested site PD on EL scaffolds and supports, as well as, using the district adopted elementary Designated ELD curriculum. Requests were received for specialists to provide Designated ELD teachers with model lessons.

Action 4.2 Professional Learning/Administrators and Certificated Staff: This action was partially effective. Principals, assistant principals, and academic coaches received training on interpreting CA Dashboard data, specifically focusing on English learner and LTEL metrics within the schools' SPSAs. These training sessions included four principal sessions, three assistant principal sessions, and one academic coach session. Sessions were tailored by role and designed to build capacity around instructional leadership for English learners. Ongoing support is aligned with LCAP goals, focusing on meeting the needs of 2,643 English learners—13% of the student population. According to the 2025 CA Dashboard:
-ELA: EL students scored 11.6 points below standard.
-Math: 55.5 points below standard.
-Language Development: 51.1% demonstrated progress (ELPI).
-LTELs were Yellow on the 2024-2025 California Dashboard (ELPI)
-The reclassification rate for 2024–2025 was 13.43%, indicating continued improvement in language proficiency development.

Action 4.3 Dual Immersion/Multilingual Program: This action was effective. The actions taken in Year 2 of the pre-implementation phase have been highly effective in continuing the Dual Language Immersion (DLI) program into the 2026–2027 school year. Strategic planning, professional development, policy alignment, and family engagement have all contributed to a solid foundation for success. Family engagement efforts were a major success in Year 1. Through three in-person informational meetings and two virtual sessions, the site and district team engaged a total of 127 parents, showcasing strong community interest in the program. A comprehensive survey—including 18 questions with a focus on DLI priorities—was used to gather parent input and support strategic planning. 114 families submitted applications for TK and Kindergarten enrollment in the DLI program. There will be 53 spots available for TK and kindergarten students within the strand for the 2026-2027 school year. These numbers reflect the effectiveness of outreach strategies and confirm a strong demand for bilingual education in the community. The site administrator and TK and kindergarten teachers participated in two targeted professional development sessions with the Center for Teaching for Biliteracy, deepening their knowledge of biliteracy development, language allocation, and instructional practices. Additionally, the district DLI team—including the Mountain View principal—attended four out of five KCSOS DLI planning days and three out of four sessions with the Center for Teaching for Biliteracy. These professional learning opportunities have ensured that both leadership and instructional staff are prepared to implement the program with confidence and fidelity. The vision and mission for the DLI program were developed collaboratively by the district DLI team, which included representatives from multiple departments, two classroom teachers, and the Mountain View principal. This inclusive process created shared ownership and alignment around the core values of bilingualism, biliteracy, and cross-cultural competence. The vision and mission have already guided key decisions related to curriculum and program structure. The DLI program was designed in alignment with California’s World Languages Policy, ensuring it reflects state guidance for high-quality multilingual programs. The adopted 80/20 language allocation model supports best practices in early immersion and prepares students for academic success in both languages. Grounding the program in this policy strengthens its sustainability and ensures equitable access for all students. In alignment with the Increased or Improved Services for Foster Youth, English learners, and Low-Income Students, we currently serve 2643 English learner students. That is 13% of our student population. English learners currently score below their grade level peers. English learners scored 11.6 points below standard in ELA and 55.5 points below standard in math

according to the California Dashboard. 51.1% of English learners showed progress toward language development according to the English Learner Progress Indicator (Goal 4 Metric 1).
-58.9% (944 of 1,603) students scored at or above typical growth (35th current SGP) from Fall to the End of the Year on the Star Reading assessment (measured by Goal 2 Metrics 4 & 5).
-53.4% (736 of 1.377) students scored at or above typical growth (35th current SGP) from Fall to the End of the Year on the Star Math assessment (measured by Goal 2 Metrics 4 & 5).

Action 4.4 Increased Supports for Long-Term Learners: This action was partially effective. English 3D has been successfully implemented at all junior high school sites. The ACT instructional specialist has met four times with the junior high designated ELD teachers and provided support with understanding the English 3D curriculum. Teachers have access to the HMH Teacher Central which has on-demand learning videos. If teachers would like classroom support, they have the option to request it. At the quarterly meetings, teachers have the time to request curriculum and/or platform support with English 3D products. English 3D has an assessment component, but currently there is not an expectation to use the assessments consistently. At the beginning of the year, 2025-2026 our district had a total of 340 Long-Term English learners (LTELs). Since then, 16 LTELs successfully reclassified and exited English learner (EL) services. As of now, the district currently has 324 LTELs. This represents a significant step forward in supporting the academic progress and language development of our EL students. Additional LTEL data includes the following:
-7th grade LTEL Star Reading MOY: Average IRL 3.9, Average Scale Score 466.1, Average Percentile Rank 20.2
-8th grade LTEL Star Reading MOY: Average IRL 4.5, Average Scale Score 543.9, Average Percentile Rank 23.4
In alignment with the Increased or Improved Services for Foster Youth, English learners, and Socioeconomically Disadvantaged, we currently serve 2,161 English learner students. That is 10.9% of our student population. English learners currently score below their grade level peers. English learners scored 8 points below standard in ELA and 52.4 points below standard in math according to the California Dashboard. 47% of English learners showed progress toward language development according to the English learner Progress Indicator (Goal 4 Metric 1).

Action 4.5 EL/RFEP Data Monitoring System: This action was partially effective. Our district ensures transparent communication of reclassification data at multiple levels. We regularly shared reclassification data with our EL site coordinators at each timeline. In addition, site ELAC coordinators were provided with this data to share with their respective site ELAC teams. Our EL Program Specialists presented the reclassification data to the District English Learner Advisory Committee (DELAC) throughout the year and at the conclusion of the final reclassification window. This process helps keep all stakeholders informed and engaged in the reclassification efforts and outcomes. At the beginning of the school year, staff participated in an EL informational meeting where support was provided on the use of tools such as Ellevation and Kids to ensure access to the resources necessary to effectively support English learners. Additionally, four training sessions were conducted for EL Site Coordinators to build capacity and strengthen staff proficiency in utilizing the Ellevation and Kids platforms. Ongoing support continued to be provided throughout the school year, as needed, to ensure sustained effectiveness in meeting the needs of English learners. In January 2026, a total of 2,147 EL progress monitoring forms were distributed via the Ellevation platform to our site staff. In April 2026, we shared 2,156 EL progress monitoring forms to continue tracking the progress of our English learners. This ensured that students were making adequate progress toward English language proficiency and acquiring grade-level content knowledge. 1,237 forms were sent through the Ellevation platform for RFEP progress monitoring. Reclassified students continued to be monitored to ensure ongoing English language development for a total of four years. During the months of October, November, December, and March, Ellevation data was shared with our DELAC educational partners. This information was also shared with junior high ELD teachers at a quarterly collaboration meeting in October, December, and March, which included the number of current English learners, the number of students who have been

reclassified and are continuing to be monitored, and the number of students who have fully exited the program and no longer require monitoring. Data was also shared regarding how many students were initially IFEP, how many students were at risk of becoming LTELs, and the total number of LTELs in the district. Additionally, we provided information on the number of dually identified students who are both EL and IEP. This comprehensive data helps our educational partners understand the progress and needs of our English learner population. In alignment with the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students, we currently serve 2,161 English learner students. That is 10.9% of our student population. English learners currently score below their grade level peers. English learners scored 8 points below standard in ELA and 52.4 points below standard in math according to the California Dashboard. 47% of English learners showed progress toward language development according to the English Learner Progress Indicator (Goal 4 Metric 1). 756 teachers used the Ellevation platform to access data regarding English learners. EL Program Specialists have started sending out EL Data Snapshots to all sites. This highlights their English learners who are dually identified, LTELs, Newcomers, and those English learners who have scored a 3 or 4 on their most recent Summative ELPAC assessment. After each window, the Snapshot also includes site reclassification data.

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 4.1: The district will develop a protocol for informing sites of available Newcomer resources to ensure that resources are being provided to support students and progress monitoring through support logs. This change reflects updates to the staffing assigned to support newcomer students. The FY 2026-27 budget continues to provide instructional support, professional learning, and resources while aligning staffing with current program needs.

Action 4.2: The District will continue to support Action 4.2 with approximately $500,000 in Learning Recovery Emergency Block Grant (LREBG) funding to provide professional development and support language acquisition for English learners, including Newcomers.

Action 4.3: This reflects the transition from pre-implementation to initial implementation of the District's DLI program. The FY 2026-27 budget includes additional professional development, program support, and a Teacher on Special Assignment (TOSA) to support implementation and curriculum development as the program expands.

Actions 4.4: The district will add ELD standards that will be incorporated into all subject areas within the curriculum maps to support teachers in planning and designing their lessons. The change reflects a more complete budget for the staff, resources, and support needed to implement the District's English learner data management systems. The FY 2026-27 budget more fully reflects the costs associated with using Ellevation and KiDS to monitor student progress.

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	Newcomer Supports	District staff will ensure support for newcomer students across the district by: a) Creating and sharing a Newcomer's Guide to support connection to school. b) Instructional Specialists will support sites with best practices for multilingual learners. c) Researching and adopting culturally and linguistically sustainable instructional materials and progress monitoring tools. d) Develop a protocol for informing sites of available Newcomer resources to ensure that resources are being provided to support students and progress monitoring through support logs.	$1,051,935.92	Yes
4.2	Professional Learning/ Administrators and Certificated Staff	The District will enhance language acquisition and proficiency of English learners to include Newcomers by offering professional development on research-based instructional strategies for teachers and administrators. This includes understanding student proficiency levels, individual needs, and language development across all content areas. This Action will be supported with approximately $500,000 in Learning Recovery Emergency Block Grant funding. The identified LREBG funds will be used in whole to support Goal 4.2. Based on this, Goal 4: Action 2 directly address the need to provide additional supports through materials, interventions, and professional development to ensure student learning needs are met, increasing engagement in school and closing achievement gaps. Metrics used to measure the effectiveness of the identified supports are: -Percentage of English learner students who make progress toward English proficiency/ ELPI (Metric 4.1)	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		These actions align to the allowable us of funds to support accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports to build background knowledge and content through language. Students need a wide range of linguistic tools to effectively think and communicate in different disciplines. Teachers need the tools of cognitive language to support student language acquisition and the use of the right tools when needed. When done routinely, students will leave our schools equipped with the language skills needed to achieve academically (Zwiers, 2008).		
4.3	Dual Immersion/ Multilingual Program	The District will develop a multi-year plan to implement a Dual Immersion/ Multilingual program by: a) Year 1- Pre-Implementation (Change in Knowledge)-Provide foundational training to Administrator, TK and Kindergarten teacher. Develop the program vision and mission, board policy and systems to recruit families upon the opening of the new school during the 2025-2026 school year. b) Year 2- Initial Implementation (Change in Practice)-Provide teacher professional development and support for all staff during the opening of the new dual language program to ensure a foundational understanding of the unique needs of the program. Begin to develop the next cohort of teachers for the next grade level span opening in the 2026-2027 school year. Add and fund a TOSA to support the implementation and curriculum design of the DLI program. c) Year 3- Full Implementation(Change in Student Outcomes)- Research demonstrates the improved student learning outcomes of dual-language immersion programs. The District will monitor data and expand opportunities for more multilingual learners. Systemize the professional development to ensure the addition of a new dual language grade level, to include all general education programs and educational partners.	$608,659.10	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Increased Supports for Long Term English Learners	In order to support explicit language development instruction in the junior high setting, we will provide a rigorous, research-based supplemental program to support English language acquisition before entering high school. The implementation of E3D curriculum for identified English learners in the junior high setting will support students in making the necessary progress towards language acquisition and reclassification, with an emphasis on Long Term English learners. Professional development will be provided to ELD teachers to support the implementation of the curriculum, along with highly effective designated ELD strategies and progress monitoring skills. Quarterly data will be shared from instructional services specialists to show the progress of LTELs. Junior High School teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of LTELS and At-Risk of becoming LTEL students. District staff will ensure this support by: 1-Provide professional learning on how to administer ELPAC Interim assessments, score the ELPAC Interim assessment, and create instructional next steps. 2-Create a systematic professional learning plan for supporting LTELs. 3-Differentiate between foundational literacy needs and language needs. 4-ELD standards will be incorporated into all subject areas within the curriculum maps to support teachers in planning and designing their lessons.	$0.00	No
4.5	EL/RFEP Data Monitoring System	The District will use the Ellevation and KiDS data management platform to track the progress and proficiency of English learners. Ellevation and KiDS will help share data, such as reclassification rates, with educational partners to support informed decision-making while also providing targeted professional development at the school level.	$866,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By May 2027, all English Learners and African American students at Wayne Van Horn Elementary will show growth in reading and math as measured by Star middle-of-year (MOY) assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this Equity Multiplier Focus Goal based on Dashboard and STAR assessment data showing persistent academic performance gaps for English learners and African American students at Wayne Van Horn Elementary. Winter 2025–26 STAR data indicated that approximately 70% of English Learner students were performing at Level 1 in reading and mathematics, with only 10% meeting Level 3 proficiency in mathematics. Data for African American students also showed a high percentage of students performing in Level 1 in both reading and math across multiple assessment windows. In addition, STAR Student Growth Percentile (SGP) data for both student groups reflected only moderate academic growth, demonstrating the need for accelerated intervention and targeted instructional support. Educational partner feedback further identified the need for focused literacy and mathematics interventions, culturally responsive instructional practices, and ongoing progress monitoring to improve outcomes for English Learners and African American students. Progress toward this goal will be monitored through STAR middle-of-year (MOY) reading and math assessment growth data disaggregated by student group.

26-27 POSITIONS SUPPORTING GOAL

GOAL 5:
By May 2027, all English Learners and African American students at Wayne Van Horn Elementary will show growth in reading and math as measured by Star middle-of-year (MOY) assessments.

ACTION	POSITION	FTE QUANTITY
5.1	• Intervention Teacher	1
5.2	• General Education Teacher	1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Rate of proficiency on universal screeners Source: Star Reading (State Benchmark) State Priority: 4	2025-2026: All students: 31% African American: 26% English learners: 6%	2024-2025: N/A	2025-2026 N/A	2026-2027: All students: 50% African American: 47% English learners: 30%	Difference from Baseline is as follows: All students: N/A African American: N/A English learners: N/A
5.2	Rate of proficiency on universal math Screeners Source: Star Math (State Benchmark) State Priority: 4	2025-2026: All students: 17% African American: 2% English learners: 5%	2024-2025: N/A	2025-2026 N/A	2026-2027: All students: 41% African American: 36% English learners: 30%	Difference from Baseline is as follows: All students: N/A African American: N/A English learners: N/A

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.

N/A- First year of Equity Multiplier Funds

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.

N/A- First year of Equity Multiplier Funds

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

N/A- First year of Equity Multiplier Funds

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.

N/A- First year of Equity Multiplier Funds

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	Intervention Teacher	One Intervention teacher to provide targeted small group instruction to support foundational and reading skills based on identified areas of need.	$95,725.00	No
5.2		Additional teacher to support the dissolution of combination classes to allow for targeted grade level targeted instruction.	$95,725.00	No
5.3		Provide staff wide math professional development to support the implementation of the newly adopted math curriculum and California State Math Framework, identifying the intervention supports.	$15,000.00	No
5.4		The school will implement Guided Language Acquisition Design (Be GLAD) strategies to strengthen language development and support increased academic achievement for all students, with a focus on English Learners.	$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By 2027 all students, with a focus on Socioeconomically Disadvantaged and African American students, at Wayne Van Horn Elementary School will decrease their suspension rate by 2% as measured by the suspension rate on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The analysis of the California School Dashboard indicated a need to focus on reducing suspension rates for all students, with particular attention to Socioeconomically Disadvantaged and African American students at Wayne Van Horn Elementary School, an Equity Multiplier school site. Dashboard data showed the school's suspension indicator in the Red performance level, while African American students demonstrated a disproportionately high suspension rate of 9.9% compared to the overall school suspension rate of 3.2%. Educational partner feedback emphasized the need to strengthen positive school culture, improve student engagement, and implement proactive behavioral supports that help students remain connected to school and instruction. The LEA plans to reduce suspension rates through the actions included in this goal, including school-wide behavior expectations and relationship-centered practices. Progress will be measured using the California School Dashboard suspension rate indicator identified in the Measuring and Reporting Results section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Disaggregated Suspension rate by student group Source: CA Dashboard State Priority 6a	2025-2026: All: 3.2% Socioeconomically Disadvantaged : 3.3% African American: 9.9%	2024-2025: N/A	2025-2026: N/A	2026-2027: All: 1.79% Socioeconomically Disadvantaged: 1.68% African American: 4.68%	The difference from baseline is a follows: N/A

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.

N/A- First year of Equity Multiplier Funds

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.

N/A- First year of Equity Multiplier Funds

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

N/A- First year of Equity Multiplier Funds

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.

N/A- First year of Equity Multiplier Funds

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
6.1		Teachers and administrators will develop universal expectations for common areas on campus and then provide training to support staff to effectively implement the expectations to create a positive school culture for all students. Students will be explicitly taught the expectations and students who regularly exhibit the school-wide expectations will participate in monthly celebrations.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By 2027 all students, with a focus on African American students, at Van Horn Elementary School will decrease chronic absenteeism rate by 4% as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The analysis of the California School Dashboard indicated a need to focus on reducing chronic absenteeism for all students, with particular attention to African American students at Wayne Van Horn Elementary School, an Equity Multiplier school site. Dashboard data showed the school's chronic absenteeism indicator in the Red performance level, while African American students demonstrated a chronic absenteeism rate of 43.2%, significantly higher than the overall student rate. Educational partner feedback emphasized the need to improve student connectedness, strengthen family engagement, and provide targeted attendance interventions to ensure students consistently access instruction and academic support. The LEA plans to decrease chronic absenteeism through the actions included in this goal, including proactive attendance monitoring, family outreach, and student engagement supports, and will measure progress using the California School Dashboard chronic absenteeism indicator identified in the Measuring and Reporting Results section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Disaggregated Chronic Absenteeism Rate by student group Source: CA Dashboard State Priority 5b	2025-2026: All: 33.4% African American: 43.2%	2024-2025: N/A	2025-2026: N/A	2026-2027: All: 24.25% African American: 23.87%	The difference from baseline is as follows: N/A
7.2	Disaggregated Attendance Rate by student group	2025-2026: All: 92.25%	2024-2025: N/A	2025-2026: N/A	2026-2027: All: 96.16%	The difference from baseline is as follows: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: School Information System State Priority 5a	African American: 90.90%			African American: 96%	

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.

N/A: First year of Equity Multiplier Funds

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.

N/A: First year of Equity Multiplier Funds

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

N/A: First year of Equity Multiplier Funds

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.

N/A: First year of Equity Multiplier Funds

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
7.1		The school will partner with the Behavior Intervention Specialists to ensure attendance initiatives are aligned with best practices. Key features will be:	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Targeted Outreach: Designated staff will conduct daily home visits for students experiencing attendance difficulties to identify and address underlying obstacles. 2. Weekly Attendance Monitoring: The administration will implement tools for effective attendance monitoring. Resources for attendance tracking and student incentives will be provided to foster positive attendance behaviors among students. 3. Family Engagement: Families will receive direct support through attendance orientations, goal-setting sessions, and translated materials to ensure clear communication and mutual understanding regarding student attendance.		

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
$67,051,054	$7,823,055

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
31.445%	0.000%	$0.00	31.445%

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:** Fully Credentialed Teachers **Need:** 9.5 percent of teachers in schools with the highest percentage of Low Income students are misassigned or teaching without credentials, while 4 percent of teachers in	Our district will continue to monitor the placement of new teachers to ensure the schools with the greatest need are equipped with fully trained and credentialed teachers when possible. To do so, Human Resources has developed a Teacher Draft Selection process promoting the placement of fully credentialed teachers at our most neediest campuses. .	We will monitor the number of qualified teachers serving our Foster Youth, English learners and Low Income students with the following data: Rate of teachers not fully credentialed (measured by Goal 1 Metric 1)

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
	schools with the lowest percentage of Low Income students are misassigned or teaching without credentials. This represents an equity gap of 5.5 percent. 22 percent of teachers in schools with the highest percentage of Low Income students have two or fewer years of teaching experience, while 7.5 percent of teachers in schools with the lowest percentage of Low Income students have two or fewer years of teaching experience. This represents an equity gap of 14.5 percent. 96% of participants of the LCAP Home Survey shared that having well-trained teachers in the classroom should be of high importance. **Scope:** LEA-wide	Our Induction Program will continue to focus on recruiting fully qualified mentors to meet program requirements. Both mentors and candidates will receive systematic onboarding each year. Highly qualified mentors will provide induction candidates the necessary role models needed to successfully complete the program and provide high quality teaching to all students. In addition, through our SEL professional learning, we will focus on providing strategies to support students from foster homes and Low Income areas, as well as Unhoused Youth. We will continue to highlight EL strategies to equip our teachers with strategies to support language development. This action is provided on an LEA-wide basis because all students will benefit from having fully certified teachers in the classroom, primarily schools with high numbers of unduplicated students, including African American students and Unhoused Youth.	Rate of teachers considered inexperienced or ineffective in Title I schools (Measured by Goal 1 Metric 2) We will monitor impact of effective teachers with academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement and access data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2)
1.2	**Action:** Academic Coaches **Need:** Reading achievement data shows Foster Youth are scoring 93.8 points below standard,	Our district will continue to provide monthly professional learning opportunities to support Academic Coaches with needed strategies to support the acquisition of the new math framework standards, Reading Diagnostic Screener and University of Florida Literacy Institute supplemental reading foundations tool to support teachers in the classroom. Currently Foster Youth,	We will monitor academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement data: Average Distance from Standard (DFS) on

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
	English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for PBVUSD. There is a gap in achievement in reading for our unduplicated students. Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below standard. These subgroups are performing lower than the overall achievement for PBVUSD. There is a gap in achievement in math for our unduplicated students. 23-24 staff survey data showed 57.3% of staff members feel they receive job-specific professional development. There is a need to increase the job-specific support for teachers at sites. 22 percent of teachers in schools with the highest percentage of Low Income students have two or fewer years of teaching and need the support of onsite coaching/mentoring. **Scope:** LEA-wide	English learners and Low Income students score below their grade level peers in mathematics. Student achievement is expected to increase with quality teaching of mathematics. The professional learning will focus on supporting teachers with differentiation strategies to support intervention of foundational math, ELA and English language development. Training of this nature will support students performing below grade level, providing additional resources and a supportive learning environment for our Foster Youth, English learners and Low Income students. This action is provided on an LEA-wide basis because all students will benefit from highly trained teachers in strategies that support new common core framework and best practice, as well as strategies to engage the most disengaged students in learning.	CAASPP ELA Assessment (measured by Goal 2 Metric 1) Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2) Rate of unduplicated students meeting student growth percentile (SGP) in Star Reading (measured by Goal 2 Metric 9) Rate of unduplicated students meeting student growth percentile (SGP) in Star Math (measured by Goal 2 Metric 10)
1.3	**Action:** Library Media Clerks	By increasing access to diverse reading collections both in print and online, Foster youth, English learners, and low-income students will have increased opportunities to read relevant and interesting literature. Increased independent	We will monitor the progress of increased access to diverse libraries for Foster youth, English learners, and low-income

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: During the 2023-2024 school year an average of 30.5 books were checked out by each student in the district for a total of 612,371 books circulated. Currently we have 436,898 books in our school libraries which is fewer than our circulation numbers. Our circulation is lowest in our junior high schools. myON, the digital platform for books was utilized by 5576 students. 805 English learners accessed books via myON. Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement in reading for P-BVUSD. There is a gap in achievement in reading for our unduplicated students. Informal feedback from our English learner families indicates the need for more hours of library accessibility at school sites. They would also like accessibility to more books in native languages as well as books representing diverse cultures. Informal feedback from Foster youth indicates a need for books in the home. Accessibility to library books is important for this group to allow for adequate independent reading materials.	reading will foster opportunities for increased academic achievement in ELA. By ensuring additional opportunities to visit the library, families of Foster youth, English learners, and low-income students may visit before school. This benefits families by fostering reading enjoyment which may benefit student achievement in reading. This also allows our Foster youth, English learners, and low-income students weekly access to books.	students as well as all students with: library circulation data (measured by Goal 1 metric 5) We will monitor reading achievement data for our Foster Youth, English learners and Low Income students with the following achievement and access data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Professional Learning and Instructional Materials **Need:** Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for PBVUSD. There is a gap in achievement in reading for our unduplicated students. Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in math for our unduplicated students. 94% of participants of the LCAP 2023-2024 Home Survey shared that having well-trained teachers in the classroom should be of high importance. That includes parents/guardians of Foster Youth, English learners and Low Income students.	The district will provide teachers with professional development opportunities to support collaborative small group instruction to close literacy gaps, building fluency and comprehension to increase reading levels by one year. In addition, professional learning opportunities will be provided to enhance learning around the new math framework and provide effective strategies to support the mathematical practices through "The Thinking Classroom." Foster youth, English learners, and Low Income students currently score below their grade-level peers and will have increased learning opportunities through high quality, evidence-based instruction. These actions are provided on an LEA-Wide basis to increase foundational math and ELA Tier 1 instructional practices to provide equitable access to well-trained teachers.	We will monitor academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement and access data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2)

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	Scope: LEA-wide		
1.7	**Action:** Access to Instructional Technology Resources **Need:** 92% of respondents to the Home LCAP survey indicated that having adequate access to instructional materials, including technology. 96% of staff also responded that having adequate access to instructional materials, including technology is extremely important or important. 2023-2024 KiDS data showed 43% of unduplicated students were high risk according to Star Reading benchmark data. 97% of staff also responded that having student access to online tools to support learning is very important or important. This allows them to offer differentiated support to unduplicated students. **Scope:** LEA-wide	The district will continue to support an educational technology classroom setting that allows students alternatives to learning. Students from Low Income, foster and Unhoused homes tend to not have access to technology. Our commitment to Go Guardian and additional platforms will educate students against cyber bullying and create a risk free and equitable environment that allows students to create in a safe environment. These actions are being provided on an LEA-wide basis because all our students can benefit from the use of technology and ability to utilize technology as an additional learning tool.	We will monitor online accessibility for our Foster Youth, English learners and Low Income students with the following data: Rate of 1st-8th grade students with one-to-one access to Chromebooks (measured by Goal 1 Metric 7) Rate of proficiency on Universal Screeners delivered via the online platform Renaissance (measured by Goal 2 Metrics 4 and 5)
1.12	**Action:** Intervention Support	Intervention teachers will develop lesson plans that focus on the identified needs indicated	We will monitor academic achievement for our Foster

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	Need: Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for PBVUSD. There is a gap in achievement in reading for our unduplicated students. 2023-2024 KiDS data showed 43% of unduplicated students were high risk according to Star Reading benchmark data. Feedback on the 23-24 Home LCAP survey indicated that families of English learners and Low Income students would like more tutoring or additional support given to children with learning needs. **Scope:** LEA-wide	through district Tier II assessments. Lessons will be provided through differentiated instructional grouping focusing on the literacy foundational skills: concepts of print, phonemic awareness, phonics, fluency, vocabulary and comprehension in grades K-6. Foster youth, English learners and Low Income students will have more access to learning opportunities from qualified adults to increase reading achievement. Intervention teachers will progress monitor on a regular basis providing the homeroom teacher with monthly reports to guide Tier I instruction and information to support at home learning. These actions will address literacy gaps for Low Income, foster, and English learner students. They are provided on an LEA-wide basis to integrate and increase foundational reading skills and literacy across all content areas for all students and provide support for all families to increase literacy outcomes for all students.	Youth, English learners and Low Income students with the following student achievement data: Rate of proficiency on Universal Screeners delivered via the online platform Renaissance (measured by Goal 2 Metrics 4 and 5) Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Rate of students meeting student growth percentile (SGP) in Star Reading (measured by Goal 2 Metric 9)
2.5	**Action:** VAPA **Need:** Feedback on the 23-24 Home LCAP survey indicated that 70.8% of English respondents felt their children have access to extracurricular programs including band and chorus. Only 60.6% of Spanish-speaking	The district will maintain a visual and performing arts program at all schools to provide opportunities for all students, including Foster Youth, Low-Income and English Learners. Extra effort will be put into recruiting students from underrepresented groups into the program to ensure equitable access to students who may not otherwise have the opportunity to participate in visual and performing arts. Equipment will be provided to	We will monitor access to VAPA for our Foster Youth, English learners and Low Income students with the following data: Disaggregated attendance data (measured by Goal 3, Metric 1)

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	respondents felt their children have that same access. Feedback on the 23-24 Staff LCAP survey indicated a need for more access to music education to meet California Arts Education Framework standards. Teachers would like all students to have consistent access to music as a way to engage students in school to improve attendance, especially for our unduplicated student groups. The Low income student group has an attendance rate below the all student group. **Scope:** LEA-wide	eliminate the cost barriers of instruments and other materials. This action is being provided on an LEA-wide basis because all our students can benefit from a VAPA program that provides access to the California Arts Education Framework standards.	
2.6	**Action:** GATE, Professional Learning and Certification **Need:** Feedback on the 23-24 Home LCAP survey indicated that only 54.5% English respondents felt their children have access to specialized academic programs including GATE. Only 41% of Spanish speaking respondents felt their children have that same access. Parents expressed the need for additional programs and opportunities for students to increase their academic proficiency levels. There is a gap in achievement in reading for our unduplicated students.	The district will continue to make efforts to increase the participation of English learners, Foster Youth and Low Income students in the GATE program. This will allow more access to opportunities for accelerated and project-based learning to increase CAASPP ELA and Math outcomes. We anticipate this action will target the discrepancy in CAASPP scores between the all student group and our unduplicated students. The district will also continue to provide training to instructional staff on evidence-based gifted and talented instructional strategies. This will increase the number of English learners, Foster Youth and Low Income students receiving instruction from teachers trained in GATE teaching strategies.	We will monitor access to GATE for our Foster Youth, English learners and Low Income students with the following data: Percent of unduplicated students participating in GATE (measured by Goal 2 Metric 7) Average Distance from Standard in ELA Decrease (Goal 2, Metric 1) Average Distance from Standard in Math Decrease (Goal 2, Metric 2)

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	Current data shows 40% of the students in GATE are unduplicated students. This is far below our district average of unduplicated students. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because all our students can benefit from challenging and enriching learning opportunities.	
2.8	**Action:** CAMP KEEP **Need:** 76% of Panama-Buena Vista Union School District students are considered Low-Income. This provides a challenge in equitably providing opportunities for the costly Camp KEEP field trip. Site principals reported many families were requesting scholarships or not choosing to have their children participate in the trip due to a lack of personal funds. Currently, we are scoring below the state average on the California Science Test and access to hands on science for all students, especially our unduplicated students, will give students valuable experiences. Science achievement data shows Foster Youth are scoring at 34.8 points (red), English learners 45.6 points (green) and Low Income students 48.7 points (yellow). These subgroups are performing lower than the overall achievement for P-BVUSD 51.3 points (yellow). There is a gap in achievement in science for our unduplicated students.	The district will continue to provide equitable access for all 6th-grade students to attend Camp KEEP, specifically students who fall into the following subgroups: English learners, Foster Youth and Low Income students. These students may not otherwise be able to attend the camp. This hands-on experience will increase the educational experience for students who may not have previous experiences in outdoor educational settings. This action is being provided on an LEA-wide basis because all our students can benefit from the hands-on science experience.	We will monitor access to Camp KEEP by reviewing rosters of students attending Camp KEEP (measured by site rosters for Camp KEEP, Goal 2, Metric 12) We will monitor the progress of student academic growth on the California Science Test (Goal 2, Metric 8)

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	Feedback on the 23.24 LCAP Home survey as well as informal feedback in conversations with families indicated a need for more field trip experiences for students. **Scope:** LEA-wide		
2.9	**Action:** AVID/ Pre-CTE **Need:** Feedback on the 23-24 Home LCAP survey indicated that both parents and/or guardians and staff request additional opportunities for students to receive access to career technical opportunities, especially students from low income, foster and unhoused, to provide exposure to careers rather than just college. Staff responses included students needed the opportunity to choose career pathways based on traumatic childhood events. Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below	The district will continue to make efforts to increase the participation of English learners, Foster Youth and Low Income students in the AVID/pre-CTE program. This will allow more access to opportunities for career pathways and opportunities other than college. The district will also continue to provide training to instructional staff on providing training on pre-CTE pathway instructional design and possible CTE certification. This will increase the number of English learners, Foster Youth and Low Income students receiving instruction from teachers trained in pre-CTE certified courses. This action is being provided on an school-wide basis to support our junior high school students before entering high school by providing additional support and opportunities to connect with a career or possible skill to maximize the high school experience, regardless of zip code or placement.	We will monitor access to pre-CTE courses for our Foster Youth, English learners and Low Income students with the following data: Percent of unduplicated students participating in pre-CTE elective courses (measured by Goal 2, Metric 11)

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	standard. These subgroups are performing lower than the overall achievement for P-BVUSD. Increasing student interest in creating more access to opportunities for college/career pathways should impact student achievement. Current data shows that 77% of PBVUSD students are unduplicated with 132 being Foster and 108 unhoused. This allows additional opportunities for students with unstable home lives. **Scope:** Schoolwide		
3.1	**Action:** Safety **Need:** Recent survey data from the 2024 Local Control and Accountability Plan (LCAP) provides crucial insights into the perceived safety and specific needs of students within our school community, with a particular focus on unduplicated students—those from Low Income backgrounds, English learners, and Foster Youth. According to the 2024 Staff LCAP Survey, 86.5% of staff members believe that students feel safe in various aspects, including physically and emotionally, while at school. This high level of confidence among staff contrasts with the 77.6% of parents and	To address these needs, it is essential to focus on improving the safety and support structures, particularly in junior high schools as reflected in targeted strategies throughout all actions within Goal 3 of the LCAP, but particularly in Action 3.1. In addition to several actions which address psychological and emotional safety such as social emotional learning, tiered support systems, and guidance addressing restorative disciplinary practices, there are specific actions related to safety to meet the identified needs. These safety actions include enhanced crisis response communication, evidence-based preparedness measures, and adequate personnel including campus supervisors at all junior high schools to support safety efforts. By addressing these needs, all schools will cultivate school environments where all students, particularly unduplicated students, feel equally safe and supported, thereby	We will monitor safety data for our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated Attendance Rate by student group (measured by Goal 3, Metric 1) Disaggregated percent of all parents/staff reporting students feel safe at school (elementary vs. junior high) (measured by Goal 3, Metric 12)

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	families who reported a similar belief on the 2021 Home LCAP Survey. This discrepancy indicates a gap between staff and family perceptions of student safety, suggesting a need for better communication and alignment on safety issues. When examining the data disaggregated by school level, additional gaps become evident. Among staff, 89% of those assigned to elementary schools reported that they believe their students feel safe, compared to only 71% of staff at junior high schools. This trend is mirrored in the responses from families: 77.6% of parents with elementary school students felt their children were safe at school, compared to just 68% of junior high parents. These differences highlight a particular concern for the safety perceptions at the junior high level. Moreover, the 2024 Home LCAP Survey revealed that 33.7% of participating families identified themselves as parents of unduplicated students. Given that these students are already facing additional challenges, the lower safety perceptions at the junior high level are particularly concerning. Additionally, the connection between school connectedness and attendance is crucial in understanding how students' feelings of safety and belonging impact their presence at school. Disaggregated attendance data provides further insight including lower attendance rates among unduplicated students and those with challenges, suggesting that feelings of safety	promoting their overall academic and social emotional development.	Disaggregated percent of parents/staff reporting students reporting it is easy to talk to teachers/staff (elementary vs. junior high) (measured by Goal 3, Metric 13) Disaggregated percent of students reporting it is easy to talk to teachers/staff by elementary vs. junior high school (measured by Goal 3, Metric 14)

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	and connectedness directly influence their ability to attend school regularly. For instance, in 2023 overall attendance was 93.16%, but it varies among different student groups. English learners (EL) have a slightly higher attendance rate at 93.6%, while Foster Youth (FY) and Low Income (LI) students attend at 93.2% and 92.7%, respectively. **Scope:** Schoolwide		
3.3	**Action:** MTSS **Need:** Recent local metric data from May 2026 indicates that our primary unduplicated student groups—specifically English Learners, Foster Youth, and Low Income students—experience disproportionately lower attendance rates, significantly higher rates of chronic absenteeism, and depressed levels of school connectedness compared to the student population as a whole. While the overall district attendance rate for all students sits at 93.80%, Foster Youth have dropped to 92.70%, representing a negative 3.30% variance from the district LCAP goal. This attendance gap is compounded by severe surges in chronic absenteeism across all three primary unduplicated student groups. As of May 2026, chronic absenteeism stands at 31.80% for Foster Youth, 32.20% for Low Income students, and 28.10% for English	Because these attendance, absenteeism, and engagement gaps are prevalent across multiple school sites district-wide, the district will implement and expand its MTSS framework on an LEA-wide basis to systematically target resources where they are most critically needed. Multi-disciplinary MTSS teams will directly address the chronic absenteeism surge by deploying specialized staff and hiring additional practitioners, including school social workers and Board Certified Behavior Analysts (BCBAs), to provide targeted support, resources, and early warning interventions for Foster Youth and Low Income students. Additionally, the district will provide targeted professional development for administrators and school staff on culturally responsive, trauma-informed practices, evidence-based restorative discipline, daily classroom-level Social-Emotional Learning (SEL) implementation, and evidence-based Tier 2 structures and interventions. These capacity-building efforts and staff expansions are explicitly designed to reduce behavior disproportionality and eliminate the feelings of	We will monitor engagement data for our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated attendance data (measured by Goal 3, Metric 1) Disaggregated chronic absenteeism data (measured by Goal 3, Metric 2) Disaggregated Suspension rate by student group (measured by Goal 3, Metric 4)

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	Learners, compared to 29.80% for the all-student average. Foster Youth in particular experienced a 13.23% increase in chronic absenteeism over their baseline target. Furthermore, the Spring 2026 Connectedness Survey highlights a distinct gap in institutional belonging for these specific student populations. Only 68.16% of students feel it is easy to talk to teachers or staff, and only 66.95% report a true sense of belonging when at school, marking a strict 10.05% deficit from the district LCAP target. These metrics collectively demonstrate that English Learners, Foster Youth, and Low Income students face unique, systemic, and intersecting barriers to daily attendance and emotional well-being that require immediate, structured intervention. **Scope:** LEA-wide	alienation that drive absenteeism among English Learners and socioeconomically disadvantaged youth. While available to all, this action is principally directed to close these specific equity gaps. Backed by approximately $250,000 in Learning Recovery Emergency Block Grant funding alongside LCFF dollars, this cohesive, district-wide approach is expected to directly decrease chronic absenteeism and increase academic engagement for English Learners, Foster Youth, and Low Income students.	Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6)
3.4	**Action:** Assistant Principals **Need:** Recent local metric data from May 2026 indicates that our primary unduplicated student groups—specifically English Learners, Foster Youth, and Low Income students—experience disproportionately high suspension rates, elevated levels of chronic absenteeism, and distinct challenges regarding school connectedness compared to the overall student population. In terms of behavior and discipline, Foster Youth exhibit an	Because behavioral, attendance, and connectedness challenges are prevalent across multiple campuses district-wide, the district will implement its Assistant Principal (AP) framework on an LEA-wide basis to ensure resources are principally directed toward meeting the unique needs of our unduplicated student groups. Maintaining at least a 1.0 Full-Time Equivalent (FTE) Assistant Principal at all school sites is essential for deploying site-specific, differentiated support strategies that directly target the root causes of elevated suspension and chronic absenteeism rates among English Learners, Foster Youth, and Low Income students. Having a	We will monitor climate data for our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated Suspension data by student group (measured by Goal 3, Metric 4)

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	exceptionally high suspension rate of 13.23%, which is over seven times higher than the district's all-student average of 1.71% and represents a 7.16% variance above the LCAP target goal. Low Income students also experience an elevated suspension rate of 1.93%, exceeding the general student average. These behavioral disparities are closely tied to severe gaps in attendance and engagement. As of May 2026, chronic absenteeism reaches 31.80% for Foster Youth (a 13.23% increase above their LCAP target) and 32.20% for Low Income students (a 6.98% variance from their target). English Learners face similar barriers, with a chronic absenteeism rate of 28.10% and a depressed overall attendance rate of 94.10%. These findings underscore an urgent need for dedicated campus administrative leadership to deliver targeted behavioral interventions, monitor engagement data, and implement equitable disciplinary practices. This need for administrative oversight is reinforced by local perception data and educational partner feedback. According to the Spring 2026 Connectedness Survey, only 68.16% of students feel it is easy to talk to teachers and staff at their school (6.84% below the LCAP goal), and only 66.95% report a true sense of belonging at school, marking a strict 10.05% deficit from the district target. Qualitative feedback collected from families emphasizes the necessity of maintaining full-time Assistant Principals to enhance proactive	dedicated leader on-site every day allows each campus to systematically monitor student data, build teacher capacity, and implement equitable, restorative disciplinary practices rather than relying on exclusionary discipline. To further address severe data trends, the district will evaluate workloads annually to hire additional Assistant Principals based on student need, specifically targeting junior high school sites. This focused expansion directly addresses critical junior high disparities where May 2026 local data highlights severe surges in chronic absenteeism for unduplicated groups—reaching 34.50% for English Learners, 48.90% for Foster Youth, and 33.60% for Low Income students—alongside depressed school connectedness scores. Additional administrative capacity at the junior high level will allow for intensive case management, specialized early warning interventions, and enhanced direct communication with families to rebuild a sense of institutional safety and adult-to-student belonging. While Assistant Principals serve all students on a campus, their administrative capacity is principally directed to close these documented equity gaps. This LEA-wide strategy ensures consistent, high-quality implementation of multi-tiered systems of support that directly lower chronic absenteeism and reduce suspension rates for English Learners, Foster Youth, and Low Income students.	Disaggregated Chronic Absenteeism data by student group (measured by Goal 3, Metric 2)

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	communication, bullying prevention, and mental health resources. Concurrently, school staff have emphasized the critical need for professional learning and administrative protocols centered on trauma-informed care, behavior interventions, and systematic approaches to address chronic absenteeism. Together, these quantitative and qualitative indicators show that maintaining an Assistant Principal at every site is necessary to dismantle the systemic behavioral and engagement barriers facing English Learners, Foster Youth, and Low Income students. **Scope:** LEA-wide		
3.6	**Action:** Parent & Family Engagement **Need:** The 2023-2024 LCAP Home Survey data reveals a need for enhanced opportunities and support for family participation and belonging in school decision-making processes, particularly for families of unduplicated students, which include Low Income students, English learners, and Foster Youth. Family Participation in Decision-Making: Overall, 69.2% of all parents/families reported having opportunities to take part in decisions made at their school. However, when looking at specific subgroups of unduplicated	To address these needs, the District, under the direction of the Director of Community and Family Engagement and in collaboration with the Consolidated Programs Department, will prioritize fostering meaningful engagement and collaboration between the district and families. Actions within 3.6 are designed to empower families to actively participate in their child's education and create a supportive environment conducive to student success including: 1. Closing the gap for families of ELs by ensuring their voices are heard and valued in school and District decisions 2. Providing targeted education programs will help families of English learners and other unduplicated	We will monitor engagement data for all P-BVUSD families, including our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Percent of parents/families reporting opportunities to take part in decisions made at their school (measured by Goal 3, Metric 7)

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	students, the data shows varied levels of perceived opportunities: Families of Low Income students: 95% Families of English learners: 78% Families of Foster Youth: 100% This data indicates that while families of Low Income students and Foster Youth report high levels of participation opportunities, there is a notable gap for families of English learners, with only 78% feeling they have such opportunities. As noted previously, the 2024 Home LCAP Survey revealed that 33.7% of participating families identified themselves as parents of unduplicated students. Sense of Belonging: 82.95% of families across all schools reported feeling like they belong when visiting the school. From the staff perspective, 77.8% believe families feel like they belong. The sense of belonging is crucial for family engagement, and while the majority of families and staff feel positive, there is room for improvement to ensure all families feel welcome and included. **Scope:** LEA-wide	students to better support their children's education at home and in school 3. Ensuring all family engagement opportunities will help build a sense of belonging and community among all families, enhancing their involvement and connection with the school. 4. Enhancing community partnerships to provide additional resources and support tailored to the needs of unduplicated students, addressing barriers to their engagement and success.	Percent of parents/families of unduplicated students reporting family participation opportunities at their school and the District (measured by Goal 3, Metric 8) Percent of parents/staff reporting families feel like they belong when visiting school (measured by Goal 3, Metric 11)
3.8	**Action:** Class-Size Reduction **Need:**	Given the above data insights, class-size reduction emerges as a strategic response to address the identified needs of unduplicated pupils. Smaller class sizes can provide several benefits:	We will monitor engagement and climate data for all students, including our Foster Youth, English learners and Low

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	The analysis of recent data reveals significant needs among unduplicated pupils related to attendance, connectedness, and perceptions of safety at school. These needs are particularly pronounced in specific subgroups and at different school levels, indicating the benefits of class-size reduction to provide more personalized support and improve overall student outcomes. Data Highlights: Attendance Rates: The attendance rates for Low Income (92.7%) and Unhoused students (85.8%) are notably lower than the overall student population (93.16%). While the attendance rates for Foster Youth (93.2%) and EL (93.6%) are close to the overall student population, they are not where we would like it to be. This indicates a need for targeted interventions to improve attendance among these vulnerable groups. Feedback from educational partners also reflects a need for reduced class sizes. For instance: Only 37.7% of staff reported class sizes are appropriate at their school and 59% of families reported the same. Additionally, staff reported the need for enhanced classroom supports to meet the increasing and diverse learning needs including a reduction in class sizes in order to ensure equitable access to learning for all in the qualitative LCAP responses.	Personalized Attention: Reducing class sizes allows teachers to provide more individualized attention to students, particularly those with lower attendance rates, such as Unhoused Youth. Personalized support can help address barriers to attendance and engagement. Enhanced Connectedness: Smaller class sizes can foster stronger relationships between students and teachers, which is crucial for improving student connectedness, especially in junior high schools where connectedness is notably lower. Perception of Safety: Teachers in smaller classes can more effectively manage classroom dynamics, creating a safer and more inclusive environment. This is particularly important in junior high schools where perceptions of safety are currently lower. Better Communication: Smaller class sizes facilitate more meaningful interactions between students and teachers, helping to improve communication and support. This is essential for junior high students who currently report lower levels of ease in talking to teachers and staff. By prioritizing class-size reduction, the district aims to create a more supportive, engaging, and safe learning environment for unduplicated pupils, thereby addressing the specific needs identified in the data. This approach will help to ensure that all students, especially those from vulnerable populations, have the opportunity to succeed academically and socially.	Income students as well as other student groups with identified disparities with the following data: Disaggregated Attendance Rate by student group (measured by Goal 3, Metric 1) Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6) Disaggregated percent of students reporting it is easy to talk to teachers/staff by elementary vs. junior high school (measured by Goal 3, Metric 14)

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	Families also indicated the need for smaller class sizes in qualitative LCAP responses. Student Connectedness: Connectedness is significantly lower in junior high schools (57.6%) compared to elementary schools (71.6%). Enhancing student connectedness, particularly in junior high, is crucial for fostering a supportive and engaging learning environment. Safety: Families and staff at junior high schools report lower perceptions of safety (68% and 71%, respectively) compared to elementary schools (77% and 89%, respectively). Addressing these safety concerns is essential to creating a secure and conducive learning atmosphere. Communication: The ease with which students feel they can talk to teachers and staff is higher in elementary schools (76.1%) than in junior high schools (59.75%). Improving student-teacher communication in junior high is vital for supporting students' academic and emotional needs. **Scope:** LEA-wide		
3.9	**Action:** Communications **Need:**	By implementing the actions in 3.9, the District aims to achieve the following outcomes: Increased Family Participation: More families, particularly those of unduplicated students, will	We will monitor engagement data for all P-BVUSD families, including our Foster Youth, English

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	The analysis of recent survey data reveals specific needs among unduplicated pupils, particularly in the areas of family engagement in school decision-making and fostering a sense of belonging. These needs highlight the importance of effective communication strategies to enhance family participation and connection within the school community. Feedback from educational partners via LCAP survey reflected a need for enhanced communication. For instance: Communication for Families: Qualitative responses from families indicated a need for enhanced regular communication between teachers and parents regarding classroom activities and important information. Examples provided were class and school activities, homework, areas of support needed, and ideas for how to better support their students at home. Families also indicated a desire for increased responsiveness from teachers and administrators regarding their children's academic progress. Staff also noted in qualitative LCAP responses improved translation services as a need to ensure effective communication with families who speak languages other than English. Communication for Staff: Qualitative responses from staff indicated a need for clear communication around expectations and support, training opportunities, and guidance	have opportunities to participate in school decision-making processes, leading to more inclusive and representative decisions. Enhanced Sense of Belonging: Families will feel more welcomed and included when visiting schools, fostering a supportive environment that promotes student success. Improved Communication: Strengthened relationships and better communication with educational partners and families will lead to a more cohesive and collaborative school community. In summary, these actions are designed to address the identified needs of unduplicated students by enhancing communication strategies, increasing family participation in decision-making, and fostering a sense of belonging within the school community. By doing so, students will be more engaged in school, increasing attendance annually.	learners and Low Income students with the following data: Percent of parents/families reporting opportunities to take part in decisions made at their school (measured by Goal 3, Metric 7) Percent of parents/staff reporting families feel like they belong when visiting school (measured by Goal 3, metric 11) Disaggregated Attendance Rate by student group (measured by Goal 3, Metric 1)

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
	for various topics (e.g. implementing curriculum, managing behavior, etc.). Family Participation in Decision-Making: Only 69.2% of parents/families report having opportunities to take part in decisions made at their school. This indicates a need to increase and improve opportunities for family involvement in the decision-making process to ensure that all voices, particularly those of unduplicated students' families, are heard and valued. Sense of Belonging: While 82.95% of families and 77.8% of staff report that families feel like they belong when visiting school, there is still room for improvement. Ensuring that families feel welcomed and included is crucial for fostering a supportive school community. The attendance rate of our Low Income student group is below the all student group and increasing communication and a sense of belonging should increase attendance. **Scope:** LEA-wide		
3.10	**Action:** Alternative Education **Need:** The data from the 2022-2023 school year and recent surveys highlight specific areas of	To address these identified needs, Action 3.10 will focus on the following strategies within the alternative education program: Enhanced Support Services: Increase access to counseling, mentorship, and social-emotional	We will monitor data for measuring the effectiveness of the alternative education program, including our Foster Youth, English

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
	concern for unduplicated pupils that the Local Control and Accountability Plan (LCAP) must address, particularly within the alternative education program. Suspension Rates: The suspension rates reveal significant disparities among different student groups. Foster Youth have an alarmingly high suspension rate of 12.07%, indicating that they are at a higher risk of disciplinary actions compared to their peers. Low Income students are suspended at a rate of 3.18%, while English Learners, with a rate of 2.51%, although below the overall rate, still require attention. These figures suggest that targeted support and intervention strategies are crucial to address the underlying issues leading to higher suspension rates in these groups. Student Connectedness: The Spring 2024 Student Connectedness Survey indicates that the overall sense of belonging among students is 67%. However, there is a marked difference between elementary and junior high school students, with 71.6% of elementary students reporting a sense of belonging compared to only 57.6% of junior high students. This drop in connectedness as students transition to higher grades is concerning and points to the need for initiatives that foster a supportive and inclusive environment, especially in junior high schools.	learning programs, particularly for Foster Youth, African American students, Students With Disabilities, and Unhoused students. Restorative Practices: Implement restorative justice practices to address behavioral issues and reduce suspension rates, ensuring that all students have the opportunity to learn from their mistakes and remain engaged in their education. Community Building: Foster a strong sense of belonging through community-building activities, peer support groups, and inclusive school culture initiatives, with particular emphasis on junior high students. Tailored Instruction: Develop personalized learning plans that address the unique needs and strengths of each student, especially those in alternative education settings, to keep them engaged and motivated. By focusing on these areas, the alternative education program can better support unduplicated pupils, reduce suspension rates, and enhance student connectedness, ultimately leading to improved educational outcomes. The action is provided on an LEA-wide basis because the District’s alternative education program serves as a districtwide intervention and educational option for eligible students from across the LEA, rather than as a schoolwide program intended to serve the general population of a single school. Maintaining this centralized option	learners and Low Income students with the following data: Disaggregated Suspension rate by student group (measured by Goal 3, Metric 4) Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6) Alternative Education Enrollment (measured by Goal 3, Metric 15)

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
	Alternative Education Enrollment: The alternative education program, with an enrollment of 40 students for the 2023-2024 school year, provides an essential pathway for students who may not thrive in traditional school settings. Given the high suspension rates among certain groups and the lower sense of belonging in junior high, the alternative education program must be designed to offer a supportive and engaging learning environment tailored to the needs of these students. This includes providing additional social-emotional support, creating a strong sense of community, and implementing restorative practices to reduce suspensions and improve overall student well-being. The district is expanding a school campus to provide inclusive facilities for students to provide a sense of community at a school. Currently alternative education is not on a campus and is in an industrial area. This change will foster a sense of belonging for students at a school site, which will help improve student achievement and parent involvement. **Scope:** LEA-wide	allows the District to provide students with more intensive and individualized academic, behavioral, and social-emotional supports when their needs cannot be sufficiently addressed within the traditional school setting. This approach is particularly responsive to the identified needs of unduplicated pupils, including Foster Youth, Low-Income students, and English learners, who may experience barriers to engagement, connectedness, attendance, and behavioral success and therefore benefit from access to a smaller, highly supportive alternative learning environment regardless of their school of origin.	
3.11	**Action:** Health & Wellness Center(s) **Need:**	Evaluating the effectiveness of the school-linked health services model (as reflected in updated year 3 planned actions) directly addresses the physical, mental, and emotional needs of our primary unduplicated student groups—English	We will monitor data for measuring the effectiveness of this action, including our Foster Youth, English

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
	Updated May 2026 local data highlights an ongoing need to expand integrated health services to address attendance barriers facing our primary unduplicated student groups: English Learners, Foster Youth, and Low Income students. Current data reveals that health-related challenges continue to drive severe attendance gaps. Specifically, disaggregated chronic absenteeism remains disproportionately high across all three target student groups, standing at 28.10% for English Learners, 31.80% for Foster Youth, and 32.20% for Low Income students compared to the district all-student average of 29.80% (Goal 3, Metric 2). Foster Youth and Low Income students show the most acute distress, experiencing a 13.23% and 6.98% variance above their respective LCAP target goals. This administrative necessity is further reinforced by a clear developmental decline in school connectedness across grade spans (Goal 3, Metric 6). According to the Spring 2026 survey, the disaggregated percent of students reporting they belong at school shows a distinct drop from elementary to junior high school: only 70.68% of elementary students report a true sense of belonging (a 9.32% deficit from their 80% LCAP goal), which drops sharply to 59.54% for junior high school students (a 10.46% deficit from their 70% LCAP goal). These overlapping health-related absenteeism and belonging gaps emphasize an urgent need for sustainable	Learners, Foster Youth, and Low Income students—by removing health-related barriers to daily attendance and school engagement. Integrating clinical and preventative health services on-site provides immediate, low-barrier support to directly combat the severe chronic absenteeism trends identified across our unduplicated populations. Furthermore, providing centralized mental health resources directly targets documented drops in school connectedness, specifically addressing grade-span disparities where student belonging falls sharply at the junior high level. This action is provided on an LEA-wide basis because health-related barriers, chronic absenteeism, and depressed school connectedness are systemic challenges distributed across multiple campuses district-wide. Implementing this framework on an LEA-wide scale ensures that high-quality physical and mental health resources are consistently coordinated, equitably distributed, and scaled across all campuses. While these wellness services are accessible to all students to cultivate an inclusive, healthy district environment, the program is principally directed and designed to close documented equity gaps for English Learners, Foster Youth, and Low Income students. By increasing access to qualified health professionals and removing barriers like transportation, cost, and stigma, this district-wide approach is expected to improve overall well-being, lower chronic absenteeism, and increase	learners and Low Income students with the following data: Disaggregated chronic absenteeism data by student group (measured Goal 3, Metric 2) Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6)

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
	staffing and expanded health/wellness related partnerships to remove systemic learning barriers for our primary unduplicated pupils. **Scope:** LEA-wide	school belonging for our primary unduplicated student groups.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	**Action:** Support for Foster & Unhoused Youth **Need:** As indicated in CDE Dashboard and local data, Foster and Unhoused youth remain in need of additional support to engage successfully at school. • FY: Suspension rates for Foster Youth were 12.07%, over four times as much as all students according to the 2022-2023 CA Dashboard. • UY: As of May 2024, unhoused youth have an attendance rate of 85.8% according to local data, over 7% less than all students; have a chronic	By implementing the targeted actions above, the District aims to reduce suspension rates, improve attendance, and decrease chronic absenteeism among Foster and unhoused youth. These efforts will help create a more supportive and stable educational environment, enabling these students to engage successfully and achieve better educational outcomes.	We will monitor engagement and climate data for our foster and unhoused youth with the following data: Disaggregated attendance data by student group (measured by Goal 3, Metric 1) Disaggregated chronic absenteeism data by student group (measured Goal 3, Metric 2) Disaggregated suspension data by student group

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	absenteeism rate of 43.67%, over 16% higher than all students according to the 2022-2023 CA Dashboard; 3.7% suspension rate, almost 1% higher than all students according to the 2022-2023 CA Dashboard. Additionally, there is a need to enhance identification processes for unhoused youth to receive McKinney-Vento support services as indicated by the low enrollment of 121 students (0%) districtwide. Feedback from educational partners also reflects a need for continued enhanced support services for foster and unhoused youth. For instance, although unduplicated students were not specifically mentioned, families indicated the need for increased access to appropriate resources, accommodations, and support services needed for each student to thrive academically and socially. Additionally, it should be noted that only 76% families reported agreement that their children feel physically and emotionally safe at school, reinforcing the need for consistent attention to engagement and climate efforts, particularly for students with diverse backgrounds and/or experiences. **Scope:** Limited to Unduplicated Student Group(s)		(measured by Goal 3, Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Newcomer Supports **Need:** We currently serve 91 newcomer students. Newcomers bring unique assets, but have challenges and needs as they join school in a new environment. Newcomers need academic supports and also social-emotional supports to help in connecting to their new environment. Based on feedback from staff through formal surveys as well as formal and informal input, there is an increased need for language supports for newcomer students. Based upon 2023 Dashboard, 50.2% of our English learners are making progress towards English proficiency. Some teachers feel ill-equipped to instruct students with limited English skills. They would like resources and training to improve the quality of instruction targeted toward our newcomers. **Scope:** Limited to Unduplicated Student Group(s)	By providing district-level support for newcomers, we will ensure that teachers feel equipped to meet the diverse needs of newcomer English learners. The Newcomer's Guide will offer equitable access to immediate resources that may assist in supporting a newcomer as the child enters a new school. Instructional specialists are available to visit sites to support instructional staff with evidence-based strategies for instructing newcomers. By adopting culturally and linguistically sustainable instructional materials, we will best support the academic needs of our newcomer students to increase their success in school.	We will monitor the effectiveness of strategies to support newcomers by: Monitoring the percentage of English learner students who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1). We will also monitor the number of requests for site support for evidence-based practices to support newcomers. Instructional specialists will maintain logs of support for newcomers.
4.3	**Action:** Dual Immersion/ Multilingual Program **Need:** We currently serve 2641 English learner students. That is 13% of our student population. English learners currently score below their grade level peers. English learners	By offering a dual-language program, English learners will have the opportunities to expand on their assets of being native speakers of a language other than English. The assets of their language along with multi-lingual learning opportunities will enable them to not only be bilingual, but be biliterate. This will increase English learner academic achievement in both Spanish and English.	We will monitor the effectiveness of the multi-lingual program by: Monitoring the percentage of English learner students participating in the program who make progress toward English proficiency including

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	scored 44 points below standard in ELA and 79.3 points below standard in math according to the California Dashboard. 50.2% of English learners showed progress toward language development according to the English Learner Progress Indicator. Based on educator partner feedback, there is a need for a multilingual program in the district. Educational partners would like a dual-immersion program. **Scope:** Limited to Unduplicated Student Group(s)		newcomers (measured by Goal 4 Metric 1). Monitoring local benchmarks (Star Reading and Star Math) of students in the program to monitor academic achievement in ELA and mathematics (measured by Goal 2 Metrics 4 & 5)
4.5	**Action:** EL/RFEP Data Monitoring System **Need:** We currently serve 2641 English learner students. That is 13% of our student population. English learners currently score below their grade level peers. English learners scored 44 points below standard in ELA and 79.3 points below standard in math according to the California Dashboard. 50.2% of English learners showed progress toward language development according to the English Learner Progress Indicator. Based on educator feedback, there is a need to have a district-wide tool to monitor English learners' reclassification status as well as progress in language proficiency.	The use of the Ellevation data management platform to track the progress and proficiency of English learners will allow classroom-level educators as well as district-level educators to monitor English proficiency levels. By better identifying the specific areas of need in listening, speaking, reading, and/or writing domains, instruction may be targeted to better support individual students in their language development. This data may also be used to create targeted professional development based on data. By using data to guide instruction, it is expected that English learners' language proficiency achievement will increase.	We will monitor the effectiveness of Ellevation by: Monitoring the percentage of English learner students participating in the who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1). Monitoring the amount of teachers utilizing the platform to access data regarding their English learners.

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

The District intends to effectively utilize the Supplemental and Concentration Grant funds to support the needs of Foster Youth, Low Income, English learners students. To increase the number of staff providing services the district intends to implement the following:

Action 3.3a: MTSS Teams: During the 2026-2027 school year, the District will maintain the one Student Support Services Program Specialist that supports the effective implementation of the expanded Positive Behavior Interventions and Support systems with an emphasis on prevention and relationship building to promote engagement for our most vulnerable youth. In addition, the District will increase the dedication of S & C funding for an additional two (2) School Social Workers to support all students, with a strong emphasis on our Foster Youth, Low Income, English learners students, as well as our Unhoused, African American, and Students with Disabilities, making the total number of Social Workers available to our students 13.

Action 3.6: Parent & Family Engagement: During the 2026-2027 school year, the District plans to continue to enhance opportunities for parent and family engagement through the Director of Community and Family Engagement who will focus exclusively on fostering meaningful engagement and collaboration between the district and the families of our students, focusing on our Foster Youth, Low Income, English learners students, as well as our Unhoused, African American, and Students with Disabilities. The actions outlined will support building engagement opportunities at the district and site level, based on educational partner feedback, as well as expanding community partnerships to provide additional opportunities for students at the school sites through enhanced support and achievement measures.

Action 4.3: Dual Immersion/Multilingual Program: Beginning in the 2024-2025 school year, the three year implementation plan has implemented the dual language school program by hiring and training new school personnel for the 2025-2026 program opening. By

providing a dual language program, students will have the ability to retain their native language and honor their culture, while learning a new language that will provide new opportunities and the ability to develop biliteracy skills.
By implementing these actions, the District will prioritize the academic and social-emotional needs of Low Income, English learners and Foster Youth students. The 2026-27 school year will see the expansion of the DLI program to offer two classes to First Grade students, in addition to maintaining two Kindergarten classrooms and one Transitional-Kindergarten classroom.

The LCAP includes district-wide actions which are principally directed toward unduplicated students and provide enhanced instructional programs that focus on improving outcomes for unduplicated student groups. 24 of the District's school sites have a student concentration of unduplicated students of at least 55%. The two remaining schools are recognizing a steady increase in the percentage of unduplicated students. The majority of positions at school sites within the District are allocated on a specific student to staff ratio.

As the majority of the sites are at or above the 55% threshold for additional funding, the ratios between all sites are very close. As additional concentration grant funding is provided, the District is continuing to review the staffing allocation formulas with a focus on reducing the proportionate staffing ratios at those sites that have a higher concentration of unduplicated students.

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	1:19	1:20
Staff-to-student ratio of certificated staff providing direct services to students	1:17	1:19

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	$213,234,803	67,051,054	31.445%	0.000%	31.445%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$86,217,878.16	$17,137,968.17	$0.00	$6,598,704.42	$109,954,550.75	$90,013,906.25	$19,940,644.50

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	Fully Credentialed Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$1,910,549.69	$169,977.49	$1,631,767.74	$0.00	$0.00	$448,759.44	$2,080,527.18	
1	1.2	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$5,998,701.65	$0.00	$4,695,615.12	$0.00	$0.00	$1,303,086.53	$5,998,701.65	
1	1.3	Library Media Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$2,431,636.04	$117,172.02	$2,548,808.06	$0.00	$0.00	$0.00	$2,548,808.06	
1	1.4	Professional Learning and Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$876,985.49	$855,829.04	$389,961.80	$750,000.00	$0.00	$592,852.73	$1,732,814.53	
1	1.5	Math Curriculum and Materials	All	No			All Schools	3 year plan	$6,027.43	$591,588.16	$97,615.59	$500,000.00	$0.00	$0.00	$597,615.59	
1	1.6	Science Curriculum and Materials	All Students with Disabilities	No			All Schools	3 year plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Access to Instructional Technology Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$1,541,006.24	$0.00	$1,541,006.24	$0.00	$0.00	$0.00	$1,541,006.24	
1	1.8	Technology Use	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	ELA and Math Supplemental Materials	Students with Disabilities	No			All Schools	Annual	$0.00	$500,000.00	$0.00	$500,000.00	$0.00	$0.00	$500,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Pilot Special Education Teacher Residency	Students with Disabilities	No			All Schools	3 year plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.11	District Facilities	All	No			All Schools	Annual	$5,230,786.13	$0.00	$5,230,786.13	$0.00	$0.00	$0.00	$5,230,786.13	
1	1.12	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools K-6	Annual	$6,277,599.79	$8,042,485.00	$4,388,742.06	$8,327,140.43	$0.00	$1,604,202.30	$14,320,084.79	
2	2.1	Teacher Leadership Teams	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	Transitional Kindergarten (TK) Training and Professional Development	Students with Disabilities TK Students	No			All Schools TK only	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Foundational Literacy Training	All	No			All Schools	3 year plan	$0.00	$500,000.00	$0.00	$500,000.00	$0.00	$0.00	$500,000.00	
2	2.4	Literacy Diagnostic Screening Tools	All	No			All Schools	3 year plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 8th grade students	Annual	$7,740,706.18	$967,582.53	$5,325,906.47	$3,382,382.24	$0.00	$0.00	$8,708,288.71	
2	2.6	GATE, Professional Learning and Certification	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 6th Grade	Annual	$452,040.88	$18,995.45	$471,036.33	$0.00	$0.00	$0.00	$471,036.33	
2	2.7	Extra-curricular Opportunities/ Youth Sports Programs	All	No			All Schools	Annual	$408,548.96	$24,987.24	$433,536.20	$0.00	$0.00	$0.00	$433,536.20	
2	2.8	CAMP KEEP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools All 6th	Annual	$51,198.82	$844,148.17	$895,346.99	$0.00	$0.00	$0.00	$895,346.99	

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
							Grade Students									
2	**2.9**	AVID/ Pre-CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Junior High Schools All 7th and 8th grade students	Annual	$26,000.00	$270,000.00	$296,000.00	$0.00	$0.00	$0.00	$296,000.00	
3	**3.1**	Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Annual	$9,682,384.59	$2,063,129.58	$11,661,965.42	$30,980.65	$0.00	$52,568.10	$11,745,514.17	
3	**3.2**	Attendance	All	No			All Schools	Annual	$105,666.20	$0.00	$0.00	$0.00	$0.00	$105,666.20	$105,666.20	
3	**3.3**	MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$20,848,798.96	$1,513,709.93	$20,001,985.28	$437,351.26	$0.00	$1,923,172.35	$22,362,508.89	
3	**3.4**	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$5,916,908.11	$0.00	$5,916,908.11	$0.00	$0.00	$0.00	$5,916,908.11	
3	**3.5**	Support for Foster & Unhoused Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Annual	$241,354.21	$0.00	$161,707.31	$0.00	$0.00	$79,646.90	$241,354.21	
3	**3.6**	Parent & Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual/3 Year Plan	$674,754.39	$33,297.32	$214,354.09	$493,324.44	$0.00	$373.18	$708,051.71	
3	**3.7**	Professional Learning	All	No			All Schools	Annual	$0.00	$500,000.00	$0.00	$500,000.00	$0.00	$0.00	$500,000.00	
3	**3.8**	Class-Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools	Annual	$9,617,067.00	$0.00	$9,617,067.00	$0.00	$0.00	$0.00	$9,617,067.00	

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
							Kindergarten - 6th Grade									
3	3.9	Communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$710,221.71	$125,000.00	$525,210.05	$173,031.61	$0.00	$136,980.05	$835,221.71	
3	3.10	Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$1,213,724.22	$1,524,934.00	$2,692,214.31	$0.00	$0.00	$46,443.91	$2,738,658.22	
3	3.11	Health & Wellness Center(s)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$6,050,003.11	$0.00	$5,758,695.57	$291,307.54	$0.00	$0.00	$6,050,003.11	
4	4.1	Newcomer Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$432,740.71	$619,195.21	$442,023.22	$500,000.00	$0.00	$109,912.70	$1,051,935.92	
4	4.2	Professional Learning/ Administrators and Certificated Staff	All	No			All Schools	Annual	$0.00	$500,000.00	$0.00	$500,000.00	$0.00	$0.00	$500,000.00	
4	4.3	Dual Immersion/ Multilingual Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mountain View Elementary School TK- 6	3 Year Plan	$608,659.10	$0.00	$608,659.10	$0.00	$0.00	$0.00	$608,659.10	
4	4.4	Increased Supports for Long Term English Learners	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	EL/RFEP Data Monitoring System	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$708,386.64	$157,613.36	$670,959.97	$0.00	$0.00	$195,040.03	$866,000.00	
5	5.1	Intervention Teacher	English learners, African American Students	No			Specific Schools: Wayne Van Horn	2026-2027	$95,725.00	$0.00	$0.00	$95,725.00	$0.00	$0.00	$95,725.00	

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
							Elementary All									
5	**5.2**		English learners, African American Students	No			Specific Schools: Wayne Van Horn Elementary	2026-2027	$95,725.00	$0.00	$0.00	$95,725.00	$0.00	$0.00	$95,725.00	
5	**5.3**		English learners, African American Students	No			Specific Schools: Wayne Van Horn Elementary	2026-2027	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	
5	**5.4**		English Learners, African American Students	No			Specific Schools: Wayne Van Horn Elementary	2026-2027	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$0.00	$40,000.00	
6	**6.1**		Socioeconomically Disadvantaged, African American Students	No			Specific Schools: Wayne Van Horn Elementary	2026-2027	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	
7	**7.1**		African American Students	No			Specific Schools: Wayne Van Horn Elementary	2026-2027	$5,000.00	$0.00		$5,000.00			$5,000.00	

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
$213,234,803	67,051,054	31.445%	0.000%	31.445%	$80,455,940.24	0.000%	37.731 %	**Total:**	$80,455,940.24
								LEA-wide Total:	$66,614,625.22
								Limited Total:	$1,883,349.60
								Schoolwide Total:	$11,957,965.42

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**	Fully Credentialed Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,631,767.74	
1	**1.2**	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,695,615.12	
1	**1.3**	Library Media Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,548,808.06	
1	**1.4**	Professional Learning and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,961.80	
1	**1.7**	Access to Instructional Technology Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,541,006.24	
1	**1.12**	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools	$4,388,742.06	

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 (%)
						K-6		
2	2.5	VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 8th grade students	$5,325,906.47	
2	2.6	GATE, Professional Learning and Certification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 6th Grade	$471,036.33	
2	2.8	CAMP KEEP	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools All 6th Grade Students	$895,346.99	
2	2.9	AVID/ Pre-CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Junior High Schools All 7th and 8th grade students	$296,000.00	
3	3.1	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,661,965.42	
3	3.3	MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,001,985.28	
3	3.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,916,908.11	
3	3.5	Support for Foster & Unhoused Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$161,707.31	
3	3.6	Parent & Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$214,354.09	
3	3.8	Class-Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools Kindergarten - 6th Grade	$9,617,067.00	

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 (%)
3	3.9	Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,210.05	
3	3.10	Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,692,214.31	
3	3.11	Health & Wellness Center(s)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,758,695.57	
4	4.1	Newcomer Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$442,023.22	
4	4.3	Dual Immersion/ Multilingual Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mountain View Elementary School TK- 6	$608,659.10	
4	4.5	EL/RFEP Data Monitoring System	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$670,959.97	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$94,425,741.00	$107,656,105.29

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**	Fully Credentialed Teachers	Yes	$698,907.00	$626,915
1	**1.2**	Academic Coaches	Yes	$5,488,231.00	$5,886,452
1	**1.3**	Library Media Clerks	Yes	$2,553,300.00	$2,808,449
1	**1.4**	Professional Learning and Instructional Materials	Yes	$1,501,939.00	$1,522,665
1	**1.5**	Math Curriculum and Materials	No	$1,500,000.00	$7,846,174
1	**1.6**	Science Curriculum and Materials	No	$0.00	$0.00
1	**1.7**	Access to Instructional Technology Resources	Yes	$1,458,297.00	$3,859,560.29
1	**1.8**	Technology Use	No	$0.00	$0.00
1	**1.9**	ELA and Math Supplemental Materials	No	$500,000.00	$500,000

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	1.10	Pilot Special Education Teacher Residency	No	$0.00	$0.00
1	1.11	District Facilities	No	$10,349,675.00	$11,051,869
1	1.12	Intervention Support	Yes	$4,881,261.00	$4,880,968
2	2.1	Teacher Leadership Teams	No	$0.00	$0.00
2	2.2	Transitional Kindergarten (TK) Training and Professional Development	No	$0.00	$0.00
2	2.3	Foundational Literacy Training	No	$500,000.00	$490,944
2	2.4	Literacy Diagnostic Screening Tools	No	$0.00	$0.00
2	2.5	VAPA	Yes	$7,922,848.00	$8,156,978
2	2.6	GATE, Professional Learning and Certification	Yes	$520,738.00	$497,922
2	2.7	Extra-curricular Opportunities/ Youth Sports Programs	No	$184,112.00	$239,470
2	2.8	CAMP KEEP	Yes	$788,496.00	$897,141
2	2.9	AVID/ Pre-CTE	Yes	$250,000.00	$240,471
3	3.1	Safety	Yes	$10,357,707.00	$12,785,226

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Attendance	No	$97,477.00	$113,701
3	3.3	MTSS	Yes	$18,170,078.00	$20,146,404
3	3.4	Assistant Principals	Yes	$5,297,198.00	$5,378,205
3	3.5	Support for Foster & Unhoused Youth	Yes	$354,231.00	$253,729
3	3.6	Parent & Family Engagement	Yes	$263,116.00	$188,182
3	3.7	Professional Learning	No	$500,000.00	$500,000
3	3.8	Class-Size Reduction	Yes	$9,068,307.00	$9,295,015
3	3.9	Communications	Yes	$743,502.00	$776,694
3	3.10	Alternative Education	Yes	$1,491,981.00	$424,854
3	3.11	Health & Wellness Center(s)	Yes	$6,251,100.00	$6,059,575
4	4.1	Newcomer Supports	Yes	$973,691.00	$999,940
4	4.2	Professional Learning/ Administrators and Certificated Staff	No	$500,000.00	$0.00
4	4.3	Dual Immersion/ Multilingual Program	Yes	$406,555.00	$362,125

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	**4.4**	Increased Supports for Long Term English Learners	No	$0.00	$0.00
4	**4.5**	EL/RFEP Data Monitoring System	Yes	$852,994.00	$866,477

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)
$62,776,151	$68,962,235.00	$74,495,245.00	($5,533,010.00)	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	Fully Credentialed Teachers	Yes	$547,605.00	$612,185		
1	1.2	Academic Coaches	Yes	$4,374,421.00	$4,648,177		
1	1.3	Library Media Clerks	Yes	$2,439,335.00	$2,474,858		
1	1.4	Professional Learning and Instructional Materials	Yes	$751,939.00	$1,107,899		
1	1.7	Access to Instructional Technology Resources	Yes	$1,458,297.00	$1,346,461		
1	1.12	Intervention Support	Yes	$3,170,840.00	$3,234,985		
2	2.5	VAPA	Yes	$4,912,086.00	$5,102,697		
2	2.6	GATE, Professional Learning and Certification	Yes	$520,738.00	$497,665		
2	2.8	CAMP KEEP	Yes	$788,496.00	$844,148		
2	2.9	AVID/ Pre-CTE	Yes	$250,000.00	$240,471		
3	3.1	Safety	Yes	$9,053,658.00	$12,068,088		
3	3.3	MTSS	Yes	$15,862,387.00	$18,320,406		

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)
3	3.4	Assistant Principals	Yes	$5,297,198.00	$5,369,672		
3	3.5	Support for Foster & Unhoused Youth	Yes	$249,406.00	$163,895		
3	3.6	Parent & Family Engagement	Yes	$219,903.00	$169,461		
3	3.8	Class-Size Reduction	Yes	$9,068,307.00	$9,295,014		
3	3.9	Communications	Yes	$478,511.00	$631,645		
3	3.10	Alternative Education	Yes	$1,491,981.00	$419,827		
3	3.11	Health & Wellness Center(s)	Yes	$6,251,100.00	$5,862,382		
4	4.1	Newcomer Supports	Yes	$516,478.00	$424,893		
4	4.3	Dual Immersion/ Multilingual Program	Yes	$406,555.00	$360,195		
4	4.5	EL/RFEP Data Monitoring System	Yes	$852,994.00	$1,300,221		

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)
$204,423,342	$62,776,151	0.00%	30.709%	$74,495,245.00	0.000%	36.442%	$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 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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