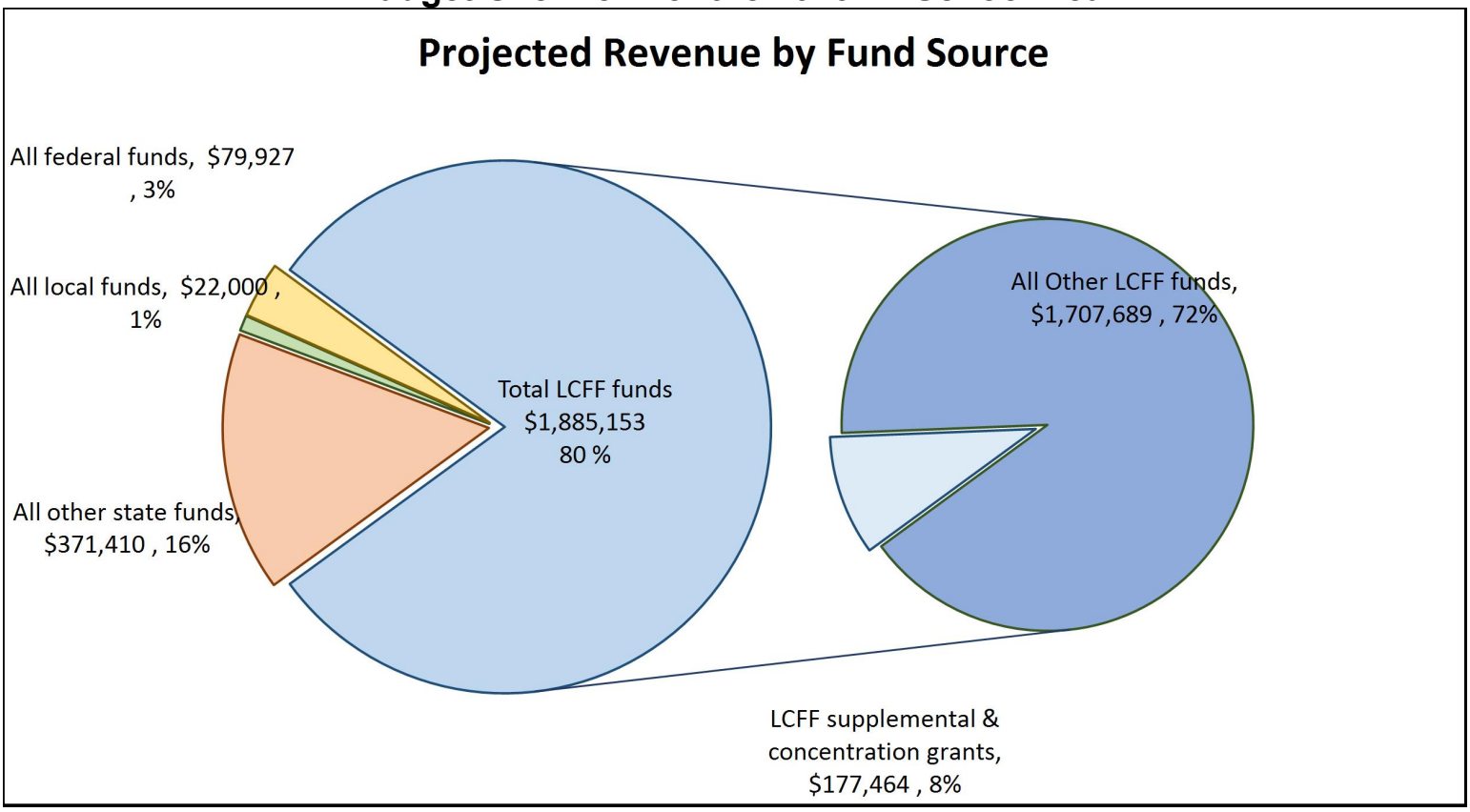
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pope Valley Union Elementary School District
CDS Code: 28662826027015
School Year: 2026-27
LEA contact information:
Kim Kern
Superintendent/Principal
kkern@pvk8.org
707-965-2402

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

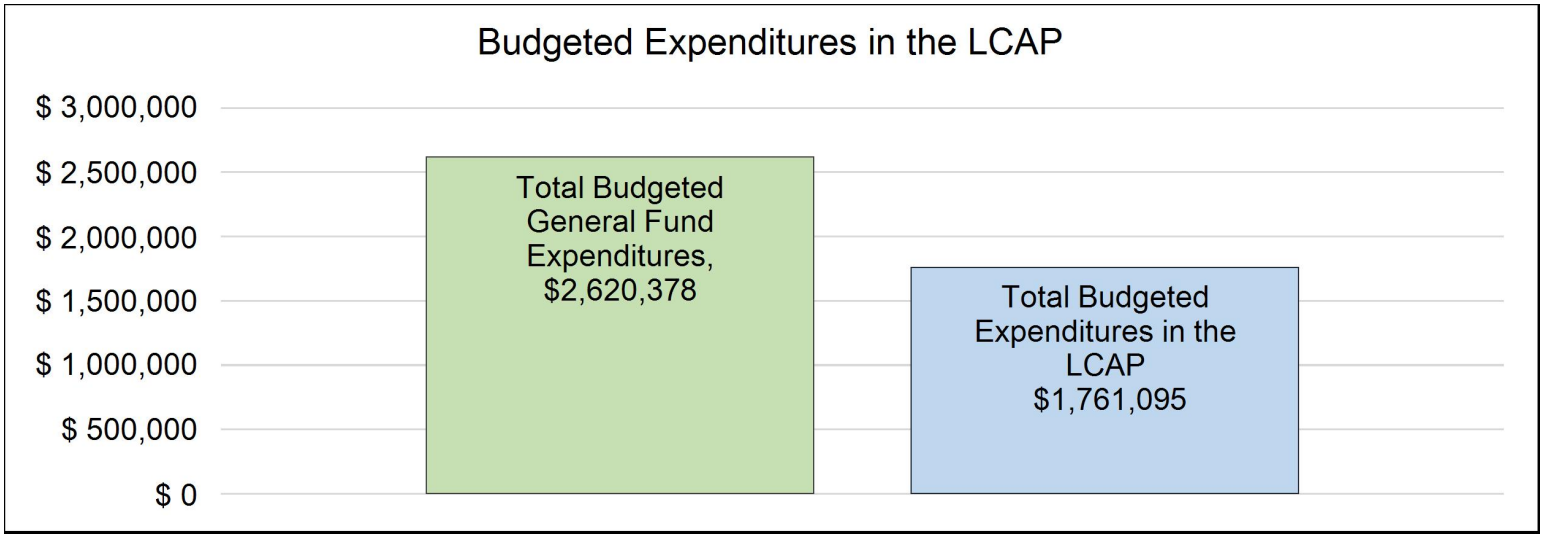


This chart shows the total general purpose revenue Pope Valley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pope Valley Union Elementary School District is $2,358,490, of which $1,885,153 is Local Control Funding Formula (LCFF), $371,410 is other state funds, $22,000 is local funds, and $79,927 is federal funds. Of the $1,885,153 in LCFF Funds, $177,464 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 Pope Valley Union Elementary 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: Pope Valley Union Elementary School District plans to spend $262,0378 for the 2026-27 school year. Of that amount, $1,761,095 is tied to actions/services in the LCAP and $859,283 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

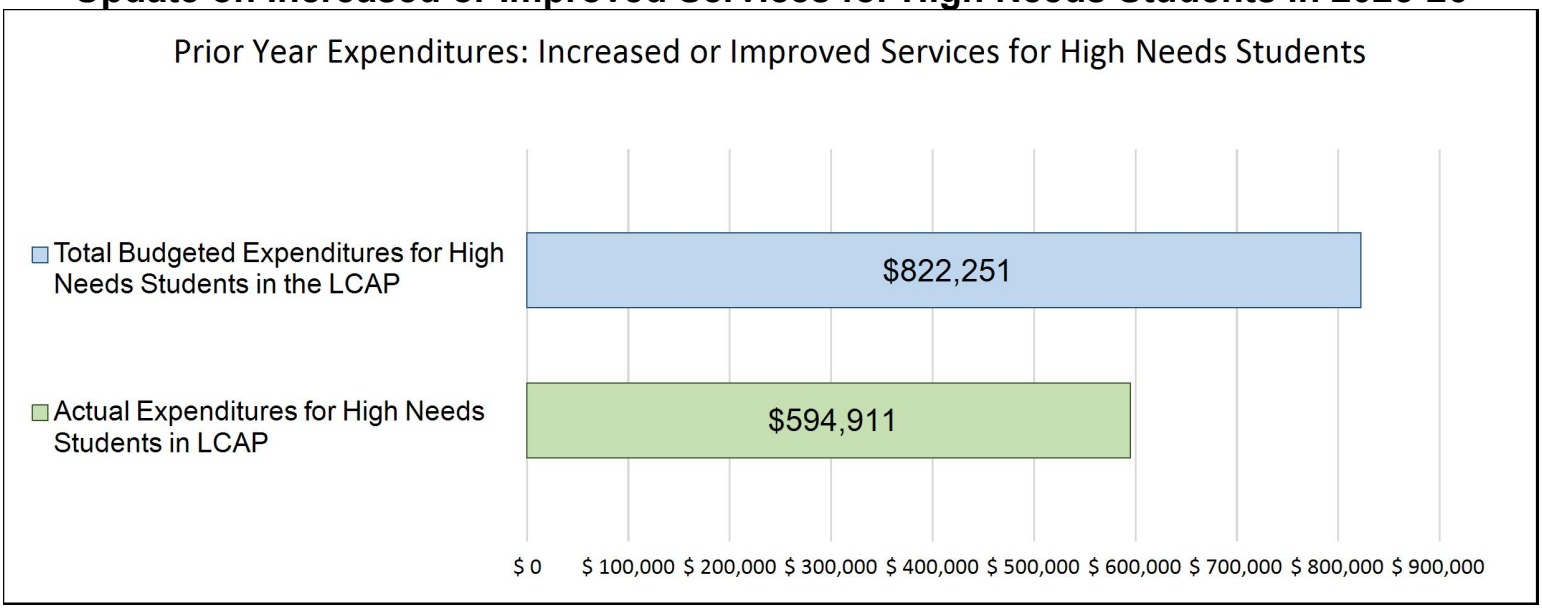
Costs not included in the LCAP include facility costs such as utilities as well as some general administrative supplies and services.

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

In 2026-27, Pope Valley Union Elementary School District is projecting it will receive $177,464 based on the enrollment of foster youth, English learner, and low-income students. Pope Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pope Valley Union Elementary School District plans to spend $420,010 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 Pope Valley Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pope Valley Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Pope Valley Union Elementary School District's LCAP budgeted $822,251 for planned actions to increase or improve services for high needs students. Pope Valley Union Elementary School District actually spent $594,911 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $227,340 had the following impact on Pope Valley Union Elementary School District's ability to increase or improve services for high needs students:

The variance between budgeted and actual expenditures is primarily due to a strategic restructuring of our classified staffing plan during the 2025–26 school year and a small number of classified staffing vacancies. As we evaluated our service model, we reorganized and optimized classified staff roles to better align staffing with student needs. Although some positions remained unfilled for portions of the year, the district intentionally covered those duties through a combination of classified substitutes, reassigned support staff, and targeted supplemental programs. These measures preserved continuity of services while producing cost savings.

All planned actions and services were implemented. The lower actual expenditures reflect increased efficiency resulting from thoughtful restructuring and creative, temporary coverage strategies - not a reduction in support. In fact, the staffing realignment allowed us to deliver several services more effectively and with greater flexibility. As shown in our metrics and data reports, student achievement and outcomes for high-needs students improved significantly during the 2025–26 year. Thus, the variance represents prudent fiscal management and an improved service model - high-needs students continued to receive the increased and improved supports described in the LCAP.

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
Pope Valley Union Elementary School District	Kim Kern Superintendent/Principal	kkern@pvk8.org 707-965-2402

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.

Pope Valley Union Elementary School District (PVUESD) is a small, rural, single-school district in northern Napa County, California, serving approximately 35–55 students in grades TK–8 at Pope Valley Elementary School. Sixty-five percent of the student population is Hispanic, and 30% of our students are English Learners (EL). Approximately 60% of students qualify for free and reduced-price meals, and 9% receive special education services. The district currently serves 0% foster youth. PVUESD's annual budget is in large part provided through local property taxes, making the district a "Basic Aid" or locally-funded district.

PVUESD recently completed a yearlong process to update our district's strategic plan, vision, mission, and core values. Pope Valley Elementary School provides a safe, respectful, and supportive environment where every child is valued and encouraged to grow academically, socially, and emotionally. In partnership with families and our community, our mission is to prepare students to become confident, capable, and responsible individuals ready for their future. We are a small school with strong relationships, excellent academics, and a community that works together to help every child succeed. We envision Pope Valley Elementary as a high-performing, welcoming school where students feel safe, supported, and inspired to learn.

PVUESD is deeply connected to its community and values a caring and inclusive learning environment that recognizes and celebrates cultural differences. The district works to nurture belonging and student success through Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), family and community engagement, and other student support structures. PVUESD is committed to improving outcomes for English Learners, socioeconomically disadvantaged students, and students with disabilities through coherent systems for instruction, intervention, attendance, and school climate. As an Equity Multiplier-eligible school, Pope Valley

Elementary will maintain a focused emphasis on strengthening English Language Arts (ELA) achievement through evidence-based instructional improvement and consistent implementation across classrooms.

Reflections: Annual Performance

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

An analysis of the most recent California School Dashboard and local data indicates significant academic progress was made during the 2025-26 school year, especially in ELA. However, there is still a continued need to focus on instructional improvement and to strengthen student outcomes in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Progress during the 2025-26 school year was remarkable. For example, based on the most recently available CAASPP (Smarter Balanced) and English Learner progress indicators:

57% of students in grades 3–8 performed at a proficient or advanced level in ELA on the CAASPP (Smarter Balanced) assessments.
50% of English Learner (EL) students scored a proficient or advanced level in ELA.

33% of students in grades 3–8 performed at a proficient or advanced level in Math on the CAASPP (Smarter Balanced) assessments
33% of English Learner (EL) students scored a proficient or advanced level in Math, as well.

60% of PV's English Learner students progressed at least one English Learner Progress Indicator (ELPI) level, while no students decreased in ELPAC levels.
Four students were redesignated during the 2025–26 school year.

Despite tremendous growth in student achievement this year, there is still a significant need for continuous improvement and schoolwide proficiency. During this year's LCAP development process, educational partners identified the need for:

-ongoing instructional support for ELA, Mathematics, and ELD;
-increased training and collaboration time for teachers;
-support for low-income and English Learner families in understanding ways to support learning at home;
-expanded learning opportunities for students who are low-income, homeless, foster youth, and/or English Learners; and
-access to culturally responsive, developmentally appropriate reading materials for students to use at home.

PVUESD will address these needs through coordinated actions that strengthen instruction and intervention systems (including MTSS/ILPs and assessment-for-learning cycles), expand family academic partnerships, and improve attendance, safety, and school climate conditions that support learning. PVUESD will continue to focus on improving outcomes for English Learners (EL), socioeconomically disadvantaged (SED) students, and students with disabilities (SWD) through targeted supports that increase access to effective instruction, strengthen engagement, and close opportunity gaps.

Note: Due to the district's small enrollment, some Dashboard results and student group performance levels may not display in certain indicators due to reporting rules and privacy thresholds; PVUESD will continue to use both state and local data sources to guide continuous improvement.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SIte Leadership Team and faculty and staff (which includes the classified and credentialed bargaining units)	Met throughout the year weekly (informally) and monthly (formally). Staff provided LCAP input on the annual LCAP survey, through strategic planning interviews and meetings, and at various listening sessions and LCAP feedback and input forums.
DELAC - District English Learner Advisory Committee / ELAC - English Learner Advisory Committee	English Learner Advisory Committee (ELAC) - California schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners. The purpose of the ELAC is to advise the principal and school staff on programs and services for ELs and the School Site Council on the development of the Single School Plan for Student Achievement. The ELAC also assists the school in the school's needs assessment and the school's annual language census. PVUESD is a small single school district, and so our ELAC is also a DELAC (District English Learner Advisory Committee). The ELAC meets a minimum of four times per year (not including training). At every meeting LCAP goals are reviewed and parent input is taken.
PTO and Site Council groups	Regular meetings - Families, committee, and community members provided LCAP (and strategic planning) input during every meeting and focus group, on the annual LCAP survey, and at various listening sessions and LCAP feedback and input forums (including EL and Special Education parents).

Educational Partner(s)	Process for Engagement
Student Leadership focus groups	Students were offered formal and informal leadership opportunities to provide focus group input during the 2025-26 school year - formally, four times each for 7/8th grades and 5/6th grades.
Students (4-8)	The PVUESD Annual LCAP survey was administered to students this spring. Other (survey-style) measures were also offered to students in grades 4-8 in the fall and spring. Students also participated in multiple feedback interviews, focus groups, and input sessions during our strategic planning process. Students in grades 6-8 also participated in the California Healthy Kids Survey (CHKS) in March of this year.
Community - Administrator communications and outreach via listening sessions, focus groups, parent meetings, surveys, educational events, etc.	The Administrator Communications and Outreach team hosted or supported more than 40 educational and school-based events for parents/caregivers during the 2025-26 school year. There were 28 major family and community engagement events. These were mostly in person events (for example - Family Art Night and a TK-2 Literacy Night). In the 2025-26 school year, PV averaged 74% of our families in attendance at each event, and 97% of parents were individually interviewed (in their primary language) during our strategic planning process. Our fall and spring parent conferences were at 99% attendance (all but one student had at least one parent/guardian attend each time).
Principal presentations	The Principal presented the Mid Year LCAP report and provided additional feedback opportunities on goals, metrics and actions for the 2026-27 LCAP through surveys, interviews, and at Board and other stakeholder meetings and events during the fall, winter, and spring of 2025-26.
Community schools parent advisory group	Community Schools Parent Advisory sessions were held during 4 major family engagement nights in 2025-26. The sessions were well attended (each meeting averaged 74% of families in attendance) and input on essential events, PV's community school plans, goals and expenditures was discussed, and feedback was provided. Information and interest surveys were provided in the winter and spring, as well as several opportunities for interviews and input on our strategic plan

Educational Partner(s)	Process for Engagement
	process and outcomes. Feedback gathered also informed PV's community school grant report and plans for next year.
Napa County Office of Education - coaches, professional development, other support providers	NCOE provided coaching support, and technical assistance during the 2025-26 school year - a multidisciplinary team including at least fifteen staff from at least ten NCOE departments has contributed to and provided input on plans for PV's MTSS, PBIS, SEL, technology, community school planning and connections, ELA, ELD, and mathematics instruction, and using data and assessments to inform instruction - most participated in monthly or quarterly ongoing meetings.
Board and Community meetings	In addition to monthly Board meetings with frequent LCAP and budget updates (every Board meeting offers opportunities for public comment and input), the Board held a midyear LCAP review session and a LCAP Public Hearing in June 2026.
SELPA consultation	In addition to consultation meetings throughout the year, PVUESD administration works with SELPA to gather input and develop solutions for and with special education parents and guardians. PV also collaborates with SELPA to promote attendance at and incorporate feedback from SELPA's CAC family advisory meetings.
Equity Multiplier School partners	During the 2025-26 school year, PV worked with many of our educational partners to receive input, feedback, and consultation regarding our ELA performance and our concerns with our subgroup performance (All Student ELA) and improvement activities needed for 26-27. PVUESD consulted with NCOE and Momentum in regular planning and professional development meetings, as well. The district also held an in-person TK-2 Literacy Parents Night where parents, community members, students, and staff learned about student reading and writing needs, and supports, as well as LCAP and Equity Multiplier goals. In addition, during our Spring ELAC meetings we consulted with families and staff, as well.

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

PVUESD gathered input from educational partners throughout the 2025–26 school year through multiple engagement structures, including School Site Council (SSC), ELAC, PTO, Community School Parent Advisory, Board meetings and public comment, staff meetings, student voice activities, surveys, focus groups, interviews, and an in-depth strategic planning process. The district also engaged families and stakeholders in planning discussions connected to targeted funding decisions (including arts and music programming supported through Proposition 28 and planning connected to AMMDBG). This feedback was reviewed alongside state and local data and directly influenced the adopted LCAP's goals, actions, and monitoring plans.

Educational partners consistently emphasized the importance of: (1) student safety and a welcoming, connected school climate; (2) improved academic outcomes through stronger literacy and numeracy instruction and consistent intervention systems; (3) increased transparency and clearer communication of student learning data; (4) timely access to counseling, wellness, and bullying prevention supports; (5) reduced barriers to participation for multilingual families and families facing socioeconomic challenges; and (6) expanded, engaging learning experiences for students (including enrichment and arts/music opportunities). In response, PVUESD structured the LCAP to strengthen coherent, schoolwide systems rather than isolated programs, including clearer MTSS/ILP routines, stronger assessment-for-learning cycles, and improved coordination of supports across roles.

Feedback about the need for strong home-to-school partnership and requests for a clear understanding of student learning data directly informed the LCAP's expanded family engagement and communication approach. PVUESD adopted actions that strengthen multilingual communication access, improve two-way communication systems, and expand family learning opportunities connected to student learning goals. Educational partners also indicated that barrier reduction increases participation; as a result, PVUESD incorporated practices that reduce common obstacles to engagement (e.g., scheduling and access supports, interpretation/translation, and event structures that support family participation). This input contributed to the adopted plan's emphasis on academic family engagement events (including additional literacy and mathematics family nights), structured family–school meetings connected to learning plans, and stronger documentation and follow-through routines to support sustained engagement across the school year.

Staff and educational partners also emphasized the need for consistent job-embedded professional learning and coaching, improved implementation consistency across a small staff, and clearer monitoring of instructional shifts. This feedback influenced the adopted LCAP's refinement of professional learning cycles, the use of walkthrough "look-fors" and artifacts to monitor implementation, and the alignment of training priorities with MTSS/ILP systems and student outcome monitoring. Overall, educational partner feedback shaped the adopted LCAP by strengthening clarity, coherence, multilingual access, and the continuous improvement structures needed to improve student outcomes and engagement in a small rural TK–8 district. Throughout development, PVUESD prioritized feedback from English Learner families, socioeconomically disadvantaged families, staff, and students to ensure the adopted LCAP strengthens equitable access to communication, engagement opportunities, and academic supports.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	GOAL 1: All students will demonstrate growth towards meeting or exceeding academic standards and English learners (ELs) will demonstrate progress in developing English language proficiency (LCFF Priorities 4, 7, & 8)	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.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Review of the California School Dashboard and most recently available CAASPP (Smarter Balanced) results indicates a need to continue supporting student growth English Language Arts (ELA), Mathematics, and English Language Development (ELD). For example, based on the most recently available CAASPP (Smarter Balanced) and English Learner progress indicators:

57% of students in grades 3–8 performed at a proficient or advanced level in ELA on the CAASPP (Smarter Balanced) assessments.
50% of English Learner (EL) students scored a proficient or advanced level in ELA.

33% of students in grades 3–8 performed at a proficient or advanced level in Math on the CAASPP (Smarter Balanced) assessments
33% of English Learner (EL) students scored a proficient or advanced level in Math, as well.

60% of PV's English Learner students progressed at least one English Learner Progress Indicator (ELPI) level, while no students decreased in ELPAC levels.
Four students were redesignated during the 2025–26 school year.

Despite tremendous growth in student achievement this year, there is still a significant need for continuous improvement and schoolwide proficiency. During this year's LCAP development process, educational partners identified the need for:

-Ongoing instructional support for ELA, Mathematics, and ELD
-Increased training and collaboration time for teachers
-Assistance to low-income and English learner families in understanding ways in which they can better support their student(s) at home
-Expanded learning opportunities for students who are low-income, designated as homeless or foster youth, and/or English learners
-Access to culturally-responsive and developmentally-appropriate reading materials for low-income students to be used at home

The district plans to improve ELA and Math performance, and English learner proficiency through actions that support and improve student learning and will measure progress towards this goal using the metrics identified below.

Note: The terms “low-income students” and “socioeconomically disadvantaged students” refer to the same group of students. Low-income (LI) students are referred to as Socioeconomically Disadvantaged (SED) students within the Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students having access to required areas of study Data Source: Schedules, lesson plans, and class walkthroughs	100% students have access to required areas of study	100% students have access to required areas of study	100% students have access to required areas of study	100% of students have access to required areas of study	on baseline
1.2	Development and use of teacher data team protocols to monitor annual student progress on learning goals and growth targets Data Source: Data Team records, Educator Feedback Forms	% of students meeting annual learning goals/individual growth targets % of teachers who participated in data teams and rated them as having a positive impact on student progress monitoring and achievement	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented. 100% of certificated staff using CCSS standards.	ELA (including ELD standards) and Math standards have been implemented. SS and NGSS standards have also been implemented. 100% of certificated staff using CCSS standards.	100% of students met annual learning goals/individual growth targets 100% of teachers participated in data teams and rated them as having a positive impact on student progress monitoring and achievement	on baseline
1.3	Percent of teachers who participate in ELA/ELD professional	100% of teachers who participated in ELA/ELD professional	100% teachers teachers are receiving	100% teachers teachers are receiving	100% of teachers participated in ELA/ELD	on baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development and rate the training as having a positive impact on instructional practice Data Source: Professional Development Feedback Forms	development and rated the trainings as having a positive impact on their instructional practice	necessary coaching and training for ELA/ELD adoption.	necessary coaching and training for ELA/ELD adoption. 100% of teachers who who participated in ELA/ELD professional development training reported them as having a positive impact on their instructional practice.	professional development and rated the trainings as having a positive impact on their instructional practice	
1.4	CAASPP ELA and Math proficiency scores Percent of students in grades 3–8 who meet or exceed standards in ELA and Mathematics Data Source: California Assessment of Student Performance and Progress (CAASPP)	2023-2024 % proficient or advanced in ELA: All students = 19% Latino = 12% White = 38% ELs = 0% Ave overall CAASPP ELA raw scale score: 2440 Ave EL students' CAASPP ELA raw scale score: 2410 2023-2024 % proficient or advanced in Math: All students = 16% Latino = 19% White = 25% ELs = 14%	2024-2025 % proficient or advanced in ELA: All students = 26% Latino = 25% White = 29% ELs = 11% Ave overall CAASPP ELA raw scale score: 2460 Ave EL students' CAASPP ELA raw scale score: 2444 2024-2025 % proficient or advanced in Math: All students = 14% Latino = 19%	2025-2026 % proficient or advanced in ELA: All students = 57% Latino = 73% White = 44% ELs = 50% Ave overall CAASPP ELA raw scale score: 2507 Ave EL students' CAASPP ELA raw scale score: 2490 2025-2026 % proficient or advanced in Math: All students = 33% Latino = 27%	2026-2027 % proficient or advanced in ELA: All students > 35% Latino > 30% White > 30% ELs > 30% 2026-2027 % proficient or advanced in Math: All students > 35% Latino > 50% White > 50% ELs > 30%	% proficient or advanced in ELA: 38% above baseline - All students 61% above baseline - Latino 6% above baseline - White 50% above baseline - ELs 67 points above baseline ave overall CAASPP ELA raw scale score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ave overall CAASPP Math raw scale score: 2467 Ave EL students' CAASPP Math raw scale score: 2448	White = 0% ELs = 20% Ave overall CAASPP Math raw scale score: 2470 Ave EL students' CAASPP Math raw scale score: 2469	White = 44% ELs = 33% Ave overall CAASPP Math raw scale score: 2459 Ave EL students' CAASPP Math raw scale score: 2467		80 points above baseline ave EL students' CAASPP ELA raw scale score % proficient or advanced in Math: 17% above baseline - All students 8% above baseline - Latino 19% above baseline - White 19% above baseline - ELs 8 points below baseline ave overall CAASPP Math raw scale score 19 points above baseline ave EL students' CAASPP Math raw scale score
1.5	Percent of EL students making progress toward English language proficiency	2023-2024 English language proficiency progress: 40% = Level 4 (well developed)	2024-2025 English language proficiency progress:	2025-2026 English language proficiency progress:	2026-2027 English language proficiency progress: >30% of ELs will	21% above baseline - ELs decreased one or more ELPAC level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of EL students demonstrating growth on the English proficiency assessment Data Source: English Learner Progress Indicator (ELPI), Data Quest, Dashboard, Local data on EL proficiency	38% = Level 3 (moderately developed) 18% = Level 2 (somewhat developed) 25% = Level 1 (beginning) 21% of ELs decreased one or more ELPAC level 42% of ELs maintained current ELPAC level 37% of ELs progressed at least one ELPAC level 0% of ELs maintained ELPAC Level 4	16% = Level 4 (well developed) 37% = Level 3 (moderately developed) 1% = Level 2 (somewhat developed) 42% = Level 1 (beginning) 10% of ELs decreased one or more ELPAC level 37% of ELs maintained current ELPAC level 32% of ELs progressed at least one ELPAC level 1% of ELs maintained ELPAC Level 4 53% scored proficient (Level 3 and 4) 4 students redesignated in 2024-25	40% = Level 4 (well developed) 20% = Level 3 (moderately developed) 30% = Level 2 (somewhat developed) 10% = Level 1 (beginning) 0% of ELs decreased one or more ELPAC level 20% of ELs maintained current ELPAC level 60% of ELs progressed at least one ELPAC level 20% of ELs maintained ELPAC Level 4 60% scored proficient (Level 3 and 4) 4 students redesignated in 2025-26	maintain current ELPAC level >50% of ELs will progress at least one ELPAC level 100% of EL students will demonstrate growth on the English proficiency assessment	23% above baseline - ELs progressed at least one ELPAC level 20% above baseline - ELs maintained ELPAC Level 4 90% of EL students demonstrated growth on the English proficiency assessment
1.6	Percent of students who score proficient on the local writing assessment	% of students who score proficient on the local writing assessment	PV is still working on developing and adopting a local writing assessment. A	2025-2026 Local writing assessment(s) have been piloted and selected. Full	2026-2027 - 100% of students scored proficient on the local writing assessment	N/A - Full implementation is expected in the 2026-2027 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Benchmark Assessment in Writing	Baseline TBD fall 2026	data teams process has already begun, however, and selecting a writing assessment is a priority for this process.	implementation expected in the 2026-2027 school year.		
1.7	Percent of EL students who are reclassified ELPAC - Advanced Proficiency Levels Data Source: Data Quest, Dashboard	2023-2024: 100% of ELPAC administrators completed training 40% students classified as Level 4 (well-developed on ELPAC) 0% EL students reclassified as RFEP	100% of ELPAC administrators have been trained. Four students were eligible for reclassification this year based upon their scoring at a Level 4 (and other measures) on the 2023-2024 ELPAC. 15% students classified as Level 4 (well-developed on ELPAC) Instructional/parent team reclassification meetings were held for each of those students in the first week of February. These teams reclassified	60% of ELs progressed at least one ELPAC level 40% students classified as Level 4 (well-developed on ELPAC) 60% scored proficient (Level 3 and 4) 40% EL students reclassified as RFEP in Spring of 2025-26	2026-2027 100% of ELPAC administrators completed training >50% students classified as Level 4 (well-developed on ELPAC) >10% EL students reclassified as RFEP	Same as baseline At benchmark - students classified as Level 4 (well-developed on ELPAC) 40% above benchmark - EL students reclassified as RFEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			75% of those who were eligible. 15% EL students reclassified as RFEP			
1.8	Percent of students meeting targets for making individual growth and progress on ELA and Math local formative assessment(s) Data Source: Formative ELA and Math Assessments (NWEA/MAP and PAF)	Spring 2024: MAP Reading Growth All Students = 46% Latino = 48% White = 36% Female = 48% Male = 42% MAP Math Growth All Students = 32% Latino = 35% White = 26% Female = 18% Male = 68%	Results from the 2024-2025 spring MAP reading and math testing show the following: MAP Reading Growth All Students = 39% Latino = 33% White = 54% Female = 58% Male = 23% MAP Math Growth All Students = 49% Latino = 48% White = 52% Female = 57% Male = 48%	Results from the 2025-2026 spring MAP reading and math testing show the following: MAP Reading Growth All Students = 60% Latino = 62% White = 57% Female = 42% Male = 68% MAP Math Growth All Students = 78% Latino = 83% White = 53% Female = 53% Male = 84%	2026-2027 MAP Reading Growth All Students > 54% Latino > 52% White > 75% Female > 61% Male > 40% 2026-2027 MAP Math Growth All Students > 60% Latino > 61% White > 47% Female > 52% Male > 78% 2026-2027 - 100% students are on grade level reading targets by 3rd grade	MAP Reading Growth 14% above baseline - All Students 14% above baseline - Latino 21% above baseline - White 6% below baseline - Female 26% above baseline - Male MAP Math Growth 46% above baseline - All Students 48% above baseline - Latino 27% above baseline - White 35% above baseline - Female 16% above baseline - Male
1.9						

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.

In 2025–26, PVUESD implemented Goal 1 by strengthening academic supports and intervention delivery within a developing assessment-for-learning and MTSS structure. Implementation included continued use of interim assessments and progress monitoring (e.g., MAP and other screeners/measures as applicable), targeted intervention supports delivered through the Learning Center and/or intervention groupings, and expanded academic support opportunities through the extended day program. PVUESD continued to develop and refine systems for identifying student need, placing students into appropriate supports, and adjusting instruction and interventions based on data review cycles. The district also continued implementation and refinement of its instructional model through protected instructional time and targeted supports for English Learners, including Designated ELD structures and language supports embedded in instruction.

Successes in 2025–26 included strengthening consistency of academic supports, improved coherence of intervention planning and delivery, and implementation of structures that supported timely instructional adjustments. PVUESD also made progress in expanding access to learning time and enrichment through extended day programming while maintaining a focus on academic priorities. Key challenges included the operational complexity of implementing MTSS and consistent data cycles in a small rural TK–8 district with mixed-grade instructional settings, limited staffing capacity, and the need to build sustainable documentation routines so that supports are consistently implemented and tracked across staff roles. Where planned implementation differed from actual implementation, PVUESD primarily experienced differences related to pacing and capacity—systems were piloted or implemented and refined iteratively across the year, with some components requiring additional calibration and protected collaboration time to reach full consistency.

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

The variance between budgeted and actual expenditures is primarily due to classified positions that remained unfilled for parts of the 2025–26 year. As we refined our service model, several classified roles were reorganized, and some vacancies persisted longer than anticipated. During these periods, the district used substitutes and short term staff reassignments to maintain all planned services.

All Goal 1 actions were implemented. The lower expenditures reflect temporary vacancy related savings and improved staffing alignment, not a reduction in services. Student performance data for 2025–26 shows continued improvement, indicating that high needs students received the increased and improved services outlined in the LCAP.

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

Overall, Goal 1 actions have been effective in advancing PVUESD’s academic improvement work and strengthening conditions for student growth, with continued need to deepen implementation consistency and refine systems for sustained acceleration. Implementation of interim assessments and progress monitoring supported more timely identification of student needs and informed intervention and instructional planning. The Learning Center and targeted intervention supports strengthened PVUESD’s ability to provide additional academic support to

students with the greatest needs, and extended day programming added learning time and reinforcement opportunities. PVUESD observed encouraging student progress trends for many students, indicating that the district's direction is promising; however, continued improvement is needed to ensure consistent implementation across grade spans, reliable documentation and follow-through through MTSS/ILP cycles, and acceleration for student groups with the greatest need (including English Learners and socioeconomically disadvantaged students). As a small district, PVUESD continues to use a continuous improvement approach to refine schedules, intervention delivery, and data cycles to increase the impact of these actions over time.

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

Based on reflections on implementation and student outcome trends, PVUESD is refining Goal 1 for 2026–27 to strengthen coherence, reduce duplication, and ensure consistent delivery of high-leverage supports. PVUESD will continue to strengthen the Learning Center as the Tier 2/Tier 3 intervention delivery structure (Action 1.1) and will implement ILPs as the consistent documentation mechanism for student goals, supports, and progress-monitoring checkpoints (Action 1.2), with progress monitoring and data review cycles used to adjust intensity and instructional focus. PVUESD will also maintain and strengthen the assessment-for-learning system (Action 1.4) and targeted supplemental intervention tools (Action 1.5), ensuring that supports are placed and adjusted based on ILP/MTSS cycles and progress monitoring. Extended day programming (Action 1.3) will continue to provide additional learning time and enrichment aligned to academic priorities, with targeted outreach to unduplicated pupils while remaining open to all students as capacity allows. PVUESD will also implement a protected daily Structured Literacy/Designated ELD intervention block across grades K–8 (Action 1.8) to ensure consistent delivery of literacy routines and language-development supports with flexible grouping and six-week review cycles.

In addition, based on reflections on prior practice and the need to reduce duplication and strengthen coherence, PVUESD refined Goal 1 by integrating designated and integrated ELD implementation supports into the district's core instructional delivery structures rather than maintaining a standalone technical assistance action. For 2026–27, PVUESD will continue to strengthen ELD through the protected daily Structured Literacy/Designated ELD intervention block (Action 1.8), ILP/MTSS data cycles and progress monitoring (Actions 1.1–1.2), and ELPAC-aligned assessment administration and use of results (Action 1.6). This shift clarifies implementation ownership and ensures that language-development supports are embedded consistently in daily instruction and intervention cycles, with additional technical assistance accessed as needed.

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	Learning Center	PVUESD will further develop and implement the Learning Center as the primary service-delivery structure for Tier 2 and Tier 3 supports within the	$28,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district's unified Multi-Tiered System of Supports (MTSS). The Learning Center will operate five days per week and will provide targeted academic intervention and progress monitoring for unduplicated pupils (EL, SED/low-income, and any FY) and other students requiring additional academic and related social-emotional/behavioral supports as appropriate, with emphasis on literacy and mathematics acceleration. Students will be identified for supports using multiple measures, including NWEA MAP Growth, screeners, and curriculum-embedded formative assessments, and interventions will be adjusted based on ongoing progress-monitoring data. To ensure implementation coherence, Learning Center supports and MTSS intervention cycles will be coordinated and documented through the MTSS/ILP routines facilitated by the 0.6 FTE Community School Coordinator (Goal 3, Action 3.1), including data cycles, ILP alignment, and regular review through the school's data team/PLC structures. This action (Goal 1, Action 1.1) focuses on strengthening the Learning Center and MTSS intervention service delivery, while Goal 3, Action 3.1 provides the capacity to manage and sustain MTSS/ILP coordination systems.		
1.2	Individualized Learning Plans (ILPs)	Classroom teachers and trained classified instructional staff will collaboratively develop and maintain Individualized Learning Plans (ILPs) for all PV students, including unduplicated pupils and any other students requiring additional academic support. ILPs will document each student's priority academic goals, targeted instructional supports/interventions, and progress-monitoring checkpoints, and will help students, staff, and families understand and monitor individual learning goals over time. Student progress will be reviewed on a regular cycle using assessment and progress-monitoring data to determine whether interventions should be continued, adjusted, intensified, or faded. Funds will be used for software and/or hardware needed to document, track, and monitor student progress data and ILP implementation. ILP implementation routines, documentation systems, and family-facing ILT/MTSS meetings are supported through Goal 3, Actions 3.1 and 3.2, ensuring consistent coordination, family communication, and follow-through.	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Extended Day Program	PVUESD will offer an extended day program during the school year and summer break that is principally directed to unduplicated pupils (English Learners, socioeconomically disadvantaged/low-income students, and any foster youth), and also serving Students with Disabilities, while remaining open to all students as capacity allows. Students will have opportunities to engage in enrichment activities and expanded learning experiences (e.g., STEAM projects, sports, and field trips), and extended day programming will reinforce core academic priorities by providing additional learning time and targeted academic support opportunities aligned to students' needs. To strengthen coherence and follow-through, extended learning staff and program providers will participate in school collaboration structures (e.g., MTSS/data team and collaborative planning meetings) and will coordinate with classroom staff so extended day supports are informed by student ILP/MTSS priorities and progress-monitoring needs, as appropriate.	$91,178.00	No
1.4	Interim Assessments	Continue to use K–8 reading and math assessments (e.g., MAP/DIBELS) to measure literacy and numeracy progress and align instruction to students' needs. PVUESD will also continue use of a K–1 reading assessment to measure early literacy/foundational reading skills. Data from formative and interim assessments will be analyzed by teaching staff and leadership throughout the school year. These assessments will be part of an assessment-for-learning approach to strengthening PV's ILP/MTSS decision cycle. Assessment timelines and progress-monitoring routines will be coordinated and tracked through the MTSS/ILP cycle facilitated by the Community School Coordinator (Goal 3, Action 3.1). The cycle is as follows: assessments ? MTSS 6-week review ? ILP updates ? tier assignment ? progress monitoring. Assessment results will be used by data teams to make data-driven decisions, better understand Tier 1 instructional needs, and develop targeted interventions, acceleration, referrals, and plan adjustments for Tier 2 and Tier 3 academic supports. Funds will be used for the subscription to NWEA/MAP and/or other essential assessment supports and materials. Other assessments, such as	$1,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CAASPP interim assessments, may also be incorporated in the assessment-for-learning plan.		
1.5	Supplemental Intervention Tools	PVUESD will use supplemental intervention tools and online programs (e.g., Lexia, Acellus, IXL, or similar) to provide targeted practice and skill-building aligned to student needs in literacy and mathematics. Funds will be used for subscriptions and related materials to support intervention and learning acceleration, particularly for unduplicated pupils and other students identified through ILP/MTSS data as needing additional support. Use of these tools will be implemented as a supplement to core instruction and will be targeted to specific skill gaps (Tier 2/Tier 3 as applicable), with expectations for regular use and monitoring. Student progress will be monitored through interim assessments and progress-monitoring data, and tool placement/usage will be adjusted through ILP/MTSS review cycles to ensure supports remain aligned to student learning goals. Programs may be also used during Learning Center/intervention block time and/or extended learning time to increase practice opportunities and accelerate progress.	$3,500.00	Yes
1.6	ELPAC/CAASPP Training and Assessment Administration	PVUESD will provide appropriate staff with training and support to ensure accurate, secure, and compliant administration of state and local accountability assessments, including ELPAC and CAASPP (and related interim/assessment platform requirements as applicable). This action includes hourly extra duty and/or substitute/coverage costs to support required ELPAC assessor training/certification and assessment administration time (including group and 1:1 administrations as needed), scheduling, and implementation of designated supports and accommodations. Training will address test administration procedures, accessibility supports and accommodations, scheduling/logistics, and consistent documentation so that students can demonstrate learning in a valid and equitable manner. Assessment results will be used to inform designated ELD supports and ILP/MTSS decision-making, including placement, intervention planning, and progress monitoring.	$4,600.00	No

Action #	Title	Description	Total Funds	Contributing
1.7				
1.8	Protected Structured Literacy / Designated ELD Intervention Block (K–8)	PVUESD will implement a program model with a protected daily intervention and language-development block (60 minutes per day; minimum 300 minutes weekly) to ensure consistent, evidence-based instruction aligned to Structured Literacy and English Learner language acceleration needs. Each grade span (TK–2, 3–5, 6–8) will schedule this block, during which students will be flexibly grouped by skill need using objective assessment data (including NWEA MAP Growth fall/winter/spring, reading screeners, writing samples, curriculum/formative assessment checks, ELPAC domain performance, and other locally-defined progress-monitoring measures), as well as relevant English Learner language indicators. This protected time ensures consistent delivery of core literacy routines and language supports across grades K–8. During this block, staff will provide Structured Literacy-aligned instruction (as appropriate to student need), including explicit phonemic awareness/phonics, decoding/encoding, fluency, academic vocabulary, and structured writing routines. Instruction during the block will include explicit academic vocabulary routines and structured writing scaffolds aligned to Structured Literacy frameworks and language objectives for ELs. English Learners will also receive Designated ELD minutes with explicit language objectives (speaking/listening, vocabulary, syntax, and writing scaffolds) embedded within content-aligned tasks. Placement and grouping will be documented through grouping rosters and each student's Individualized Learning Plan (ILP) identifying the skill focus, instructional approach, and progress-monitoring tool. Student groups will be reviewed and adjusted on a regular six-week cycle through the MTSS/ILP review process using progress-monitoring and assessment data (MAP Growth and the local biweekly measure) to adjust instructional focus, intensity, and supports (Tier 1/Tier 2/Tier 3). Implementation quality will be supported through ongoing collaboration	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		structures (e.g., data team/PLC cycles, observation and feedback routines, and lesson calibration) to strengthen consistency of designated/integrated ELD practices and Structured Literacy routines across grade spans, with additional technical assistance accessed as needed. Contributing / Increased and Improved Services: This action increases and improves services for unduplicated pupils by protecting daily instructional time for intervention and language development and enabling smaller, skill-based group instruction with more frequent progress monitoring and instructional adjustments. Within the schoolwide block, English Learners and socioeconomically disadvantaged students are prioritized for the most intensive Tier 2/Tier 3 supports, designated ELD minutes, and documented ILP-aligned progress checks compared to a schedule without a protected intervention block and systematic regrouping cycles. This action ensures daily implementation fidelity of the instructional strategies by creating the schedule and grouping structures required for staff to consistently apply Structured Literacy and language-support practices in a a program model with a protected daily intervention and language-development block.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GOAL 2: Improve instructional practice through professional development and professional learning communities at schools and by recruiting and retaining high quality certificated and classified staff (LCFF Priorities: 1 & 2).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on stakeholder input and engagement to ensure all students in PVUESD have access to high-quality, standards-aligned instruction delivered by a well-trained and stable workforce. PVUESD is focused on strengthening instructional practice through professional learning, collaboration, and coaching so educators can implement state standards consistently across grade spans, use assessment evidence to improve instruction, and provide appropriate supports for student groups with the greatest needs (including English Learners and socioeconomically disadvantaged pupils). This goal also supports the district's ongoing efforts to recruit, develop, and retain appropriately assigned and credentialed certificated and classified staff and to reduce variation in instructional practice in a small, rural TK–8 setting.

The actions in this goal address the following state priorities: Priority 1 (Basic Services), Priority 2 (Implementation of State Standards), and Priority 8 (Other Pupil Outcomes) by strengthening professional learning systems, improving collaboration and assessment-for-learning routines, and ensuring staff have the training, tools, and structures needed to implement high-leverage instructional practices. PVUESD aligns and coordinates state, federal, and local funding sources to support this work (including base funds for core services; LCFF supplemental and concentration funds for unduplicated pupils; Title I for additional supports; and Title II, where applicable, for allowable professional learning). The metrics associated with this goal are reviewed regularly to monitor implementation and guide continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of staff provided and utilizing Professional Development opportunities in ELA/ELD, Math, History/Social Studies, and NGSS; SEL, data literacy, and culturally responsive pedagogy Data Source: Schedules, Staff meeting agendas and notes, PD sign in and records, classroom observation notes and records Daily Attendance Reports	2023-2024 0% of classroom observations noting student discourse typology and duration 0% of classroom observations noting appropriate interventions provided for tier two or tier three needs 0% of collaborative planning sessions where student data was used to inform student success plans and intervention cycles 4% of collaborative planning sessions where looking at student work or assessment data was used to inform instruction and/or professional learning needs	2024-2025 100% of staff were provided with Professional Development and coaching opportunities in ELA/ELD, Math, SEL, data literacy, MTSS, PBIS, and culturally responsive pedagogy. Data Teams are still in the initial stages of development - intervention cycles, looking at student work, and monitoring student progress MTSS systems are in development, and will be implemented in the 2025-26 school year.	2025-2026 100% of staff were provided with Professional Development and coaching opportunities in ELA/ELD, Math, SEL, data literacy, MTSS, PBIS, and culturally responsive pedagogy. 40% of collaborative planning sessions where student data was used to inform student success plans and intervention cycles 50% of collaborative planning sessions where looking at student work or assessment data was used to inform instruction and/or professional learning needs Staff members piloted some Data	2026-2027 100% of classroom observations noting student discourse typology and duration 30% of classroom observations noting appropriate interventions provided for tier two or tier three supports 30% of collaborative planning sessions where student data was used to inform student success plans and intervention cycles 30% of collaborative planning sessions where looking at student work or assessment data was used to inform instruction and/or professional learning needs	Data Teams were piloted in 2025-26 - we made significant progress relative to baseline. Full implementation is expected in 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Teams protocols and tested out referral and data collection instruments - we are now ready to implement intervention cycles, looking at student work, monitoring student progress, and MTSS systems next year. We will be fully implemented in the 2026-27 school year.		
2.2	Percentage of staff provided with instructional coaching, modeling, certification opportunities, or site visits on the following possible topics: High quality ELD Differentiated instruction Learning Acceleration Adult and student SEL Mental Health and Wellness Growth Mindset Diversity, Equity, and Inclusion - belonging, cultural identity, bias, and empathy	100% of staff participating in coaching or PD opportunities 100% of staff implementing practices from the PD opportunities % of staff reporting improved student learning as a result (baseline will be established in 2025-2026)	100% teachers participated in required professional development sessions.	80% of staff participated in coaching or PD opportunities 80% of staff implementing practices from the PD opportunities 80% of staff reporting improved student learning as a result	100% of staff participating in coaching or PD opportunities 100% of staff implementing practices from the PD opportunities 100% of staff reporting improved student learning as a result	One teacher refused to participate in much of the coaching opportunities provided during the 2025-26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Schedules, Staff meeting agendas and notes, training/PD sign ins and other records, classroom observation notes and records					
2.3	Percent of staff participating in student support cycles, professional collaboration, and MTSS progress monitoring and improvement systems Data Source: Schedules, student support team meeting agendas and notes, training/PD sign ins and other records, classroom observation notes and records Daily Attendance Reports	60% of teachers collaborating weekly 10% of students reviewed in data teams 10% of students provided with with individual learning goals and performance targets 10% of students identified for and offered specific evidence-based interventions % of students progressing out of intervention cycles at data review intervals (baseline will be established in 2025-2026) % of staff with professional goals aligned to LCAP	100% teachers participated in MTSS, collaboration, and in the new initial data teams meetings. Data Teams are still in the initial stages of development - intervention cycles, looking at student work, and monitoring student progress MTSS systems are in development, and will be implemented in the 2025-26 school year.	66% of teachers collaborating weekly 15% of students reviewed in data teams 30% of students provided with with individual learning goals and performance targets 50% of students identified for and offered specific evidence-based interventions % of students progressing out of intervention cycles at data review intervals (baseline will be established in 2026-2027)	100% of teachers collaborating weekly 100% of students with individual learning goals and performance targets 30% of students identified for and offered specific interventions 50% of students progressing out of intervention cycles at data review intervals 100% of staff with professional goals aligned to LCAP priorities	Data Teams were piloted in 2025-26 - we made significant progress relative to baseline. Full implementation is expected in 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		priorities (baseline will be established in 2025-2026)		% of staff with professional goals aligned to LCAP priorities (baseline will be established in 2026-2027)		

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.

In 2025–26, PVUESD implemented Goal 2 by continuing to strengthen instructional practice through professional learning, collaboration routines, and coaching/feedback cycles aligned to standards-based instruction, including the implementation of job-embedded instructional coaching. Staff participated in professional development and structured collaboration through Data Team and PLC/collaboration routines, with an increased focus on using assessment evidence (e.g., MAP Growth and local progress monitoring) to inform instruction, reteach cycles, and targeted supports. PVUESD also continued efforts to improve designated and integrated ELD implementation by strengthening use of language objectives, academic vocabulary routines, and structured speaking/listening and writing scaffolds across content areas, with the goal of improving access to grade-level instruction for English Learners. A key implementation highlight was the district's ability to launch and sustain job-embedded coaching cycles and regular feedback structures; early evidence from local indicators suggested that more consistent instructional routines and coaching support were associated with improved student progress for many students.

Successes included increased staff participation in collaboration routines, stronger use of student data to guide instructional decisions, and improved coherence in instructional planning across grade spans. PVUESD also made progress in establishing clearer artifacts and documentation from collaboration cycles (e.g., meeting notes, action steps, reteach/intervention planning, and data-driven instructional adjustments), which improved follow-through and continuous improvement.

Substantive differences between planned and actual implementation were primarily related to capacity and pacing in a small TK–8, mixed-grade setting. Some components of the piloted structured assessment-for-learning system required iterative refinement and calibration over the year (e.g., consistent protocols, consistency of artifacts, and aligning walkthrough "look-fors" to coaching follow-up), and PVUESD continued to strengthen these systems through ongoing adjustments to schedules, roles, and collaboration routines. A primary implementation challenge was ensuring consistent staff participation and implementation in a very small TK–8 setting; when participation in coaching cycles or agreed-upon instructional routines is inconsistent, the impact on student learning can be immediate and disproportionately large for a small cohort, and inconsistency can also create stress and misalignment within a small team. These implementation lessons reinforced the need to strengthen accountability, clarity of expectations, and follow-through structures for professional learning and coaching cycles.

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.

For Goal 2, the variance between budgeted and actual expenditures was minimal. All planned actions and services were implemented as described in the LCAP, and spending remained closely aligned with projections. Minor differences reflect routine adjustments—such as small shifts in service delivery costs or timing of expenditures - but did not change the scope, quality, or availability of supports. Overall, expenditures for Goal 2 were consistent with the budget and fully supported the intended outcomes.

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

Overall, Goal 2 actions have been effective in strengthening the foundation for improved instructional practice and building greater coherence in how staff plan, implement, and monitor instruction. Our pilot of Data Team and PLC/collaboration routines supported stronger use of assessment evidence and student work to identify skill gaps, plan targeted instruction, and make timely instructional adjustments (including reteach cycles, flexible grouping decisions, and intervention planning). PVUESD also continued to strengthen designated and integrated ELD implementation through greater attention to language objectives, academic vocabulary routines, and structured speaking/listening and writing scaffolds across content areas, supporting improved access to grade-level standards for English Learners.

A key area of effectiveness in 2025–26 was the district's ability to implement job-embedded instructional coaching and feedback cycles. Coaching structures supported educators with modeling, observation/feedback, and calibration of high-leverage instructional routines; early evidence from local indicators suggested that when coaching cycles and agreed-upon practices were implemented consistently, student progress improved more steadily. PVUESD also made progress in improving the quality and consistency of collaboration artifacts and documentation (e.g., meeting notes and action steps, reteach/intervention plans, data-informed instructional adjustments, and ILP-aligned updates), which strengthened follow-through and continuous improvement.

At the same time, PVUESD's experience highlighted that the effectiveness of Goal 2 actions depends on consistent participation and implementation across all staff roles. In a small TK–8 setting, inconsistency in engagement with coaching cycles or implementation of shared instructional routines can disproportionately impact student outcomes, disrupt coherence of the instructional program, and create stress and misalignment within a small team. PVUESD also continued to refine pacing and consistency of implementation (e.g., calibrating data-team protocols, strengthening the reliability of required artifacts, and aligning walkthrough "look-fors" to coaching follow-up), which is expected in an iterative system-building year. These lessons reinforced the need to strengthen clarity of expectations, implementation accountability, and sustained coaching/PLC follow-through so that professional learning translates into consistent daily instruction and accelerated outcomes—especially for English Learners and other unduplicated pupils.

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

As a result of reflections on prior practice, PVUESD is making targeted refinements to Goal 2 to increase coherence, implementation fidelity, and monitoring of professional learning—rather than continuing with broadly defined professional development topics. For 2026–27, the

district is sharpening the focus of professional learning around a smaller set of high-leverage instructional shifts aligned to student need: consistent implementation of Structured Literacy-aligned routines and structured writing supports across content areas, stronger designated/integrated ELD practices, and improved data literacy/assessment-for-learning routines that connect directly to MTSS/ILPs and intervention planning. PVUESD is also strengthening the implementation and accountability structure by clarifying collaboration routines (monthly Data Team meetings using formal protocols and monthly PLC/collaboration meetings), using periodic walkthrough “look-fors” and artifact review to monitor instructional practice, and using MAP Growth (fall/winter/spring) and local progress monitoring to guide coaching and follow-up supports. Where applicable, allowable Title II resources will be used to support this refined professional learning plan (e.g., contracted PD/coaching, training materials, and release time). These changes are intended to reduce variation in instructional practice, strengthen educator capacity across grade spans, and improve academic outcomes—especially for English Learners and other unduplicated pupils—through a more focused and measurable professional learning system. To strengthen consistency and participation in high-leverage professional learning cycles, PVUESD is aligning professional learning expectations to clearer implementation verification structures and completion-based incentives in complementary actions, supporting a more sustainable and consistent improvement cycle in a small staff setting.

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	Professional Development & PLC Implementation Cycles	PVUESD will provide professional development and professional learning community (PLC) structures for staff to strengthen standards-aligned instruction and improve student outcomes. For 2026–27, professional learning will prioritize: (1) high-quality ELA/ELD and mathematics instructional practices (lesson design, learning targets/success criteria, and checks for understanding); (2) designated and integrated ELD strategies (explicit language objectives, academic vocabulary routines, and structured writing supports across genres and content areas); and (3) data literacy and assessment-for-learning practices to inform instruction and interventions. Staff will use assessment evidence (including MAP Growth and local progress monitoring) to identify skill gaps, plan targeted instruction, and adjust supports through PLC and data team cycles. Professional learning will be operationalized through two collaboration structures: (1) monthly Data Team meetings using formal data-review protocols and (2) monthly PLC/collaboration meetings focused on shared instructional planning and implementation support (lesson design, student work analysis, common formative checks, and calibration of ELA/ELD and	$6,154.00	No

Action #	Title	Description	Total Funds	Contributing
		mathematics routines). Implementation will be monitored through periodic classroom walkthroughs and feedback cycles aligned to agreed-upon instructional “look-fors,” with trends reviewed in PLC/data cycles to identify where additional coaching, modeling, or calibration is needed across grade spans (TK–2, 3–5, 6–8). Allowable costs may include contracted PD/coaching, training registrations, instructional training materials, and substitutes/release time as applicable (including Title II funded professional learning supports). This action provides the ongoing PLC/coaching follow-through needed to sustain instructional practices introduced through Goal 6, Action 6.1, by embedding practices into routine collaboration cycles and walkthrough calibration so implementation is consistent and monitored using MAP and local progress monitoring.		
2.2	ELD Training, Instructional Planning, and Materials	PVUESD will provide targeted professional learning and implementation supports to increase academic achievement and English language proficiency for English Learners (EL) and Long-Term English Learners (LTEL). This action is principally directed toward EL/LTEL students by strengthening the consistency, rigor, and effectiveness of designated and integrated ELD practices needed to access grade-level standards across content areas. Training will focus on teacher skill development in: (1) designing and using explicit language objectives aligned to ELPAC language domains; (2) academic vocabulary routines and structured oral language opportunities; (3) structured writing scaffolds and language supports across genres and content areas; and (4) differentiation and intervention planning to address varied EL proficiency levels and academic needs. LCFF funds may be used for allowable instructional materials and tools that directly support EL language access and ELD implementation (e.g., vocabulary and language-support resources, structured writing scaffolds, and ELD-aligned instructional materials). This action supports consistent daily ELD implementation and complements the protected Designated ELD structures in Goal 1, Action 1.8 and the sitewide instructional capacity	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		building supported under Goal 6, Action 6.1, with additional technical assistance accessed as needed. Increased/Improved Services: As a result of this action, EL/LTEL students receive improved access to grade-level instruction through more consistent language objectives, vocabulary instruction, structured speaking/listening routines, and writing scaffolds embedded across content areas, with instruction differentiated to language proficiency needs.		
2.3	Structured Collaboration and Assessment for Learning	Teachers and staff will implement a structured collaboration and assessment-for-learning system to improve instructional practice and student outcomes. PVUESD will use monthly Data Team meetings with formal protocols to review multiple measures (including MAP Growth fall/winter/spring and local biweekly progress-monitoring data) to identify instructional strengths, priority standards/skills, and students needing additional support. Teams will use consistent data-review protocols to set or update growth targets, plan reteach and intervention cycles, and determine appropriate Tier 2/Tier 3 supports within the district's instructional model (including grouping decisions for the protected intervention/Designated ELD block and ILP updates). Required artifacts from these cycles will include Data Team notes and action steps, reteach/intervention plans, grouping rosters, and ILP documentation (student goals, supports, progress-monitoring measures, and instructional adjustments). Implementation will be verified through these artifacts and through periodic walkthrough/feedback cycles aligned to instructional "look-fors." Contributing / Increased and Improved Services: This action is provided schoolwide to ensure consistent access and implementation in a small TK–8 setting; however, it is principally directed to unduplicated pupils (EL, SED/low-income, and any FY) because it results in increased and improved services through more structured and frequent data review, faster instructional adjustment, and prioritized assignment to the most intensive Tier 2/Tier 3 supports based on objective evidence of need. Unduplicated pupils' ILPs, progress-monitoring results, and intervention	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		plans are reviewed through these cycles to support timely acceleration beyond what would occur without formalized data-team and assessment-for-learning routines. NCOE and other professional learning providers may support this action, as available, by strengthening data-cycle implementation (protocols, analysis, and instructional planning), providing demonstration lessons aligned to standards-based instruction, and supporting effective use of assessment data.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GOAL 3: Increase parent and community engagement, involvement, and satisfaction (LCFF Priority: 3).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

PVUESD understands that actively involving parents and families in school leadership and communication design is essential to strong family engagement and improved student outcomes. PVUESD is committed to strengthening a school culture in which all families feel welcomed and encouraged to provide input and voice in important decisions. Parent participation in school surveys and engagement opportunities has increased significantly in the last two years, and conversations and interactions with families indicate a positive response to PV's efforts to strengthen both the quantity and quality of communication loops from school to home and home to school. PVUESD will continue to expand outreach to families, strengthen communication systems, and encourage diverse participation in district committees and advisory programs.

PVUESD prioritizes creating safe, welcoming spaces and opportunities for families and community members to share their perspectives and partner with the school to develop collaborative solutions that support student success. The district will continue to encourage attendance and participation at family/community events, student learning exhibitions, and advisory and parent group meetings. PVUESD places a high priority on building trusting and respectful relationships with families by creating a welcoming environment and learning about each family's strengths, culture, and language. Communications and engagement opportunities are offered in families' preferred home language, and professional, confidential interpretation and translation services are provided for school events, conferences, and meetings to ensure meaningful access for multilingual families.

Based on analysis of educational partner input and local data, PVUESD is developing stronger and more trusting connections with parents and the community. Feedback has been gathered through surveys, parent and stakeholder interviews. School Site Council (SSC), PTO, DELAC/ELAC meetings, focus groups, the district's recent strategic planning process, and other engagement opportunities. Participation in advisory and parent group meetings increased substantially over the past year, and participation in parent-teacher conferences has remained consistently high. PVUESD also conducted a highly successful strategic planning process with broad stakeholder participation, including multilingual family interviews conducted in families' primary languages. In addition, PVUESD engaged families and stakeholders in planning for AMMDBG and Proposition 28 expenditures, including decisions related to arts and music programming.

PVUESD's experience this year also reinforced that reducing barriers increases engagement. By providing food and a positive student experience during parent events (reducing childcare and dinner-related barriers), the district increased participation and strengthened meaningful family engagement. With the actions and services described below, PVUESD expects continued increased and improved family

engagement, communication, and participation to support progress toward this goal. Unless otherwise noted, baseline data is from the 2023–2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of families who feel welcome and safe to share their thoughts and engage with our Local Parent Survey to measure family engagement, input on the academic program, and input on preferred communication methods: Data Source: PVUESD Annual LCAP Survey	The following PVUESD community members completed the 2023-24 LCAP annual input survey: 19 families 7 staff members 2 community members 38 students	The following PVUESD community members completed the 2024-25 LCAP annual input survey: 9 families 5 staff members 0 community members 33 students	The following PVUESD community members completed the 2025-26 Strategic Planning LCAP annual input survey/interview: 23 families 11 staff members 3 community members 34 students	PVUESD community members completed the 2023-24 LCAP annual input survey: All families All staff members >2 community members All grades 3-8 students	above baseline
3.2	Number of parents/families attending school events (parent engagement) Number of parents/families attending PTO/ELAC/SSC meetings Number of parents/families attending student conferences.	99% of families participated in Winterfest, Springfest, and Cinco De Mayo events 16 Families participated in the PTO meetings 12 families participated in the SSC/ELAC meetings 100% of families attended the student conferences	Approximately 95% of families participated in 2024-25 Winterfest, Springfest, and other school events. 28 Families participated in PTO meetings 14 families participated in the	Approximately 98% of families participated in 2025-26 Winterfest, Springfest, and other school events. 23 Families (100%) participated in PTO and advisory meetings	100% of families participated in Winterfest, Springfest, and Cinco De Mayo events 25 Families participate in the PTO meetings 20 families participate in the SSC/ELAC meetings	above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Sign in sheets, attendance/rsvp information, event data		SSC/ELAC meetings 100% of families attended both the fall and spring student conferences.	17 families participated in the SSC/ELAC meetings 100% of families attended both the fall and spring student conferences.	100% of families attended the student conferences	
3.3	Home-school communications completion data, usage, and engagement statistics Data Source: BrightArrow and LanguageLine records and data	6300 emails were delivered (in stakeholder's preferred language) via BrightArrow from August 2023 to June 2024. In the 2023-2024 school year, 5622 texts were delivered (in stakeholder's preferred language) via BrightArrow from August 2023 to June 2024. 1200 minutes used on LanguageLine (baseline TBD in 2024-2025)	In this current school year, 4,589 emails and 2,212 texts were delivered (in stakeholder's preferred languages) via BrightArrow from August 2024 to June 2025. PV also made 81 calls (1,116 minutes) using live LanguageLine interpretation services and 74 parent and family calls using an in-person interpreter from August 2024 to June 2025. Sixty-eight hours of onsite in-person interpretation	In this current school year, 2,613 emails and 2,065 texts were delivered (in stakeholder's preferred languages) via BrightArrow from August 2025 to June 2026. PV also made 45 calls (734 minutes) using live LanguageLine interpretation services and 86 parent and family calls using an in-person interpreter from August 2025 to June 2026. Seventy-two hours of onsite in-person interpretation	> 10,000 emails delivered (in stakeholder's preferred language) via BrightArrow in 2026-2027 > 10,000 texts delivered (in stakeholder's preferred language) via BrightArrow in 2026-2027 >3000 minutes used on LanguageLine	below "baseline," but appropriate to our enrollment and the number of families we currently serve

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services were provided for school community members from August 2024 to June 2025.	services were provided for school community members from August 2025 to June 2026.		
3.4	Parent participation on advisory groups/committees % of parents reporting that they actively use the district website Data Source: PVUESD Annual LCAP Survey, sign in sheets, attendance/rsvp information, and event data	School Site Council - an average of 3-6 parents attended from August 2023 to June 2024. PTO Meetings - an average of 9-12 parents and 3-5 staff members attended from August 2023 to June 2024. 50% parents serve on a PVUESD advisory committee 79% of parents reporting that they actively use the district website	School Site Council - an average of 3-6 parents attended from August 2024 to June 2025. PTO Meetings - an average of 1-3 parents and 2-3 staff members attended from August 2024 to February 2025. From March 2025 to June 2025, the PV PTO had close to 100% attendance at meetings. PV Community School Parent Advisory Committee - Five parents, three staff members, and two students participated in the October 2024	School Site Council - an average of 12 parents attended each meeting from August 2025 to June 2026. PTO and parent advisory meetings - PV averaged 74% of the families we serve and 3-5 staff members at every meeting from August 2025 to June 2026 74% parents serve on a PVUESD advisory committee 60% of parents reporting that they actively use the district website	School Site Council - more than 10 parents attend SSC PTO Meetings - more than 20 parents and 3-5 staff members attend PTO > 50% parents serve on a PVUESD advisory committee 100% of parents report that they actively use the district website	evidence of increased engagement well above baseline in every measure except website use, especially given we have a smaller enrollment than we did in 2013

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CSAC kickoff meeting.			
3.5						

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.

In 2025–26, PVUESD implemented Goal 3 by strengthening systems for family engagement, two-way communication, and multilingual access, with a focus on reducing barriers to participation for families experiencing socioeconomic challenges and for multilingual families. PVUESD increased opportunities for families to engage through school events, advisory and parent group meetings (e.g., SSC/ELAC and PTO), student learning exhibitions, and conferences. The district continues to expand professional interpretation and translation supports for communications and meetings, and improved communication practices through regular newsletters, improved web/social media presence, and increased opportunities for families to provide input and participate in decision-making.

A major implementation success in 2025–26 was PVUESD's ability to build stronger engagement structures and trust through a highly inclusive strategic planning process and multiple stakeholder planning cycles. Families and stakeholders were engaged in shaping implementation priorities and in planning for targeted funding decisions (including arts and music programming supported through Proposition 28 and facility/modernization planning supported through AMMDBG), and the district increased multilingual access to ensure families could meaningfully participate in these processes. PVUESD also experienced success with barrier-reduction strategies for parent events (e.g., providing food and creating a positive student experience during meetings and events to reduce childcare and dinner-related barriers), which contributed to stronger participation and more consistent home-school connection opportunities. More than 40 educational and school-based events for parents/caregivers during the 2025-26 school year. There were 28 major family and community engagement events. These were mostly in person events (for example - Family Art Night and a TK-2 Literacy Night). In the 2025-26 school year, PV averaged 74% of our families in attendance at each event, and 97% of parents were individually interviewed (in their primary language) during our strategic planning process. Our fall and spring parent conferences were at 99% attendance (all but one student had at least one parent/guardian attend each time).

Substantive differences between planned and actual implementation were primarily related to the district needing to increase communications and engagement supports beyond what was originally planned in order to respond to increased engagement demand and community need for transparency, stability, and two-way communication. PVUESD refined the pacing and structure of engagement activities over the year based on family feedback and participation patterns, emphasizing more accessible and higher-impact formats.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 were primarily related to PVUESD implementing more family engagement events and related communication supports than initially planned. Early-year (fall) engagement activities were highly successful and contributed to increased momentum, trust-building, and family participation. As a result, PVUESD experienced increased family interest and requests for additional engagement opportunities and determined it was important to capitalize on this momentum to strengthen home-school partnership and strengthen trust. The district therefore expanded the number and frequency of engagement activities and related outreach beyond the original plan.

These implementation adjustments increased costs in some communications and engagement categories (e.g., event operating costs, contracted supports, and interpretation/translation services) but were aligned to the goal's intent of reducing barriers to participation and strengthening consistent two-way home-to-school relationships—particularly for multilingual families and families facing participation barriers. PVUESD will continue refining planning, tracking, and budgeting processes to align projected costs more closely to engagement demand while maintaining accessibility and effective engagement practices. This implementation learning informed PVUESD's 2026–27 planning to strengthen coordination, tracking, and sustainability of family engagement systems.

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

Overall, the specific actions and strategies implemented under Goal 3 were effective in making progress toward increasing parent and community engagement, involvement, and satisfaction. Increased multilingual communications, improved website/newsletter systems, and expanded interpretation/translation supports improved families' access to timely information and participation opportunities. PVUESD also observed that barrier-reduction strategies (e.g., providing food and a positive student experience during parent events and meetings) improved participation and supported more consistent home-school connection opportunities.

PVUESD's strategic planning and stakeholder engagement work also demonstrated strong effectiveness: families and stakeholders participated meaningfully in decision-making processes and provided input that shaped implementation priorities and funding plans (including Prop 28 arts and music planning and AMMDBG-related planning). This level of engagement strengthened trust and created clearer shared understanding of school priorities and improvement efforts. PVUESD will continue refining engagement strategies to ensure participation remains broad, representative, and accessible across multilingual and high-need families and that engagement opportunities translate into sustained two-way communication and stronger support for student learning. Implementation learning also indicated that sustaining these gains requires more consistent year-round coordination and follow-through, which informed PVUESD's planning adjustments for 2026–27.

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

Based on reflections on prior practice and implementation learning, PVUESD is making targeted changes to Goal 3 for 2026–27 to strengthen sustainability, reduce duplication, and improve clarity of implementation ownership. PVUESD is discontinuing the prior standalone action focused primarily on "Parent Feedback and Input" (survey-based input activity) and is embedding parent input and engagement

routines into a broader, more comprehensive Community Schools approach that operates year-round through multiple engagement structures and communication channels. This shift reflects the district's learning that family engagement increases when barrier-reduction strategies and multiple access points are paired with consistent planning and follow-through across the school year, rather than relying primarily on a single feedback mechanism or isolated events.

To strengthen implementation capacity and ensure consistent follow-through, PVUESD is restructuring Goal 3 actions by adding a dedicated 0.6 FTE Onsite Community School Coordinator (Action 3.1) and clarifying the operational supports for family engagement nights and MTSS-connected family meeting structures (Action 3.2). This coordinated structure is designed to support planning, documentation, scheduling, outreach, and continuous improvement of engagement routines (including advisory participation, academic family nights, and ILT family–MTSS team meeting participation), with multilingual access and barrier-reduction supports maintained.

In addition, PVUESD will strengthen Goal 3 metrics and monitoring by improving engagement tracking systems and shifting core communications infrastructure from ALMA/BrightArrow-era tracking toward Aeries and ParentSquare implementation beginning in 2026–27. This will enable improved tracking of language-preference delivery, two-way communications access, meeting participation, and family engagement patterns. PVUESD will also continue refining and tracking participation in student learning exhibitions, academic family nights, and ILT family–MTSS team meetings, while maintaining multilingual access and barrier-reduction strategies shown to increase participation.

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	Onsite 0.6 FTE Community School Coordinator	To ensure consistent implementation and follow-through of PVUESD's Community Schools implementation priorities, including MTSS/ILP coordination and family engagement systems, the district will fund a 0.6 FTE Onsite Community School Coordinator. Working in close coordination with the Superintendent and the school wellness team (bilingual student wellness coach and school counselor), the Coordinator will coordinate and manage core implementation routines that directly support improved student outcomes and family engagement, including: (1) facilitation of the MTSS/ILP cycle and Data Team systems; (2) coordination of student screenings, assessment timelines, and progress-monitoring systems; (3) management of student Individualized Learning Plan (ILP) training, documentation, and review routines; (4) integration of instructional training priorities into schoolwide implementation (e.g., ensuring trained practices are reflected in schedules, intervention structures, and instructional supports); (5) grade-span coordination of student support plans and	$67,440.00	No

Action #	Title	Description	Total Funds	Contributing
		interventions; and (6) coordination of the school's family engagement/parent program in collaboration with Action 3.2 activities. The Coordinator will maintain implementation documentation (e.g., calendars, meeting artifacts, ILP/MTSS tracking routines) to support continuous improvement and transparency. This position is funded with CCSPP Implementation grant funds and is designed to supplement (not supplant) core district operations by providing dedicated coordination of Community Schools and MTSS/ILP implementation systems. Although this action is schoolwide, it prioritizes timely MTSS/ILP coordination for students with the greatest needs, including English Learners, low-income pupils, and any foster youth.		
3.2	Community Schools Family Engagement Nights & MTSS Operations	This action funds operating costs to sustain and expand Community Schools family engagement and school-home academic connections. In 2026–27, the district will continue three (3) family engagement/meeting nights similar to those piloted in 2025–26 and will add four (4) new Fall/Spring Literacy and Math Family Nights. The district will also conduct Fall/Spring ILT family–MTSS team meetings and provide integrated MTSS training sessions for teachers and paraeducators that include parent education modules to strengthen alignment between student learning plans and home supports. Funds will be used for allowable contracted services, interpretation/translation, materials and supplies, printing, and event operating costs to ensure broad access for families, including multilingual families and families facing barriers to participation. This action primarily funds the operational/event implementation costs (contracts, interpretation/translation, materials, supplies, printing, and logistics) needed to deliver these family learning and ILT/MTSS meeting structures with broad access.	$76,600.00	No
3.3	Home-to-School Connections and Celebrations	The school will offer student-led events, assemblies, and opportunities for student recognition, information-sharing, and celebration to strengthen relationships and increase connection between students, families, and the community. PVUESD will intentionally use these events as "connection points" to welcome families into the school, reinforce a sense of belonging,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and build consistent home-to-school relationships. As part of this action, PVUESD will continue to build and grow parent leadership and advisory participation through committees such as School Site Council/ELAC and PTO, including outreach and special events to raise awareness, invite participation, and connect families to school decision-making and event planning. PVUESD may incorporate light family learning components into events when appropriate (e.g., student showcases, learning exhibitions, and brief family resource tables) to strengthen welcoming, consistent, culturally/linguistically responsive engagement.		
3.4	Communications/Newsletter	PVUESD will strengthen two-way home-to-school communication by maintaining regular newsletters and improving the district website and social media presence. This action is principally directed to English Learners because language access is a primary barrier to participation; therefore, PVUESD will provide professional interpretation and translation for (1) written communications, (2) committee and Board meetings, (3) IEP meetings and other family meetings, and (4) school events, so English Learner families can access information and engage in a timely and meaningful way. This action is provided on a schoolwide basis because communication systems must operate universally to ensure consistent access, accuracy, and reliability for all families; however, it is principally directed to English Learners through multilingual access and language-preference delivery. Beginning in 2026–27, PVUESD will implement the Aeries SIS and ParentSquare at the start of the school year and will use ParentSquare for consistent multilingual communication, accurate language-preference delivery, improved two-way family messaging, and timely communication related to attendance and MTSS/ILT family meeting participation. PVUESD will also replace traditional fall/spring parent–teacher conferences with Fall/Spring ILT family–MTSS team meetings, with interpretation available as needed, to strengthen shared understanding of student learning plans and supports. How this action is increased or improved: Compared to prior practice, PVUESD is increasing and improving services by implementing a	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		consistent, schoolwide multilingual communication system at the start of the year (Aeries + ParentSquare), expanding the reliability and timeliness of translated communications, and shifting from traditional conferences to structured ILT family–MTSS team meetings that provide more targeted, coordinated, and accessible engagement for English Learner families.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	GOAL 4: Improve student engagement and climate outcomes, and allocated services to English Learner and Low-Income students (LCFF Priorities: 5 & 6).	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PVUESD developed this goal to strengthen student engagement, attendance, and school climate by ensuring students experience a safe, welcoming, and connected learning environment. In a small rural TK–8 setting, disengagement and chronic absenteeism can increase when students face barriers such as transportation and family stressors, limited access to outside supports, and disruption from local emergencies (e.g., fires, mudslides, and power outages). PVUESD also experienced significant community disruption during the 2024–25 school year, reinforcing the need for consistent systems that promote safety, belonging, and reliable daily attendance.

Local attendance data indicate a continued need to reduce chronic absenteeism and address barriers to participation. While overall attendance is approximately 92%, the district remains concerned that 10 students were absent more than 10% of the school year. This goal is designed to address engagement and climate needs schoolwide while ensuring that students with the greatest barriers—including unduplicated pupils (English Learners, socioeconomically disadvantaged pupils, and any foster youth)—receive timely, targeted supports to improve attendance, connection to school, and readiness to learn. PVUESD will also continue to monitor enrollment stability and will maintain a 0% middle school dropout rate.

PVUESD will meet this goal through aligned actions that (1) implement tiered attendance supports and barrier-reduction routines, (2) strengthen positive climate systems (PBIS/SEL, belonging, and restorative practices), and (3) expand student wellness and prevention supports (counseling, bullying prevention/response, and engagement assemblies). With these actions and services, PVUESD expects increased attendance and engagement and improved school climate outcomes, as reflected in chronic absenteeism, discipline/behavior indicators, and climate/safety measures.

Note: Unless otherwise noted, baseline data is from the 2023–2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates Data Source: ALMA SIS system	All students = 88.61% for the whole year	All students = 85% in 2024-25	All students = 92% in 2025-26	All students > 95% for the whole year	3.4% above baseline
4.2	Student suspension rates and expulsion rates will remain at or below <1% Data Source: ALMA SIS system	Suspensions <1% Expulsions = 0%	Suspension remains <1% Expulsions = 0%	Suspension remains <1% Expulsions = 0% This metric now aligns with action 4.2	Suspension remains <1% Expulsions = 0%	at baseline
4.3	Chronic absenteeism rate (% of students missing more than 10% of school) Data Source: ALMA SIS system	22 students were absent more than 10% of the school year	25 students were absent more than 10% of the school year	10 students were absent more than 10% of the school year This metric now aligns with action 4.1	Decrease chronic absenteeism rate to lower than 6%	12 students below the 2023-24 chronic absenteeism baseline
4.4	Percent of students feeling safety and connection at school, school is a safe and welcoming place for people of all backgrounds and cultures, and also reporting they participate in class frequently Data Source: LCAP student survey, Kelvin Pulses	The annual student LCAP input survey data show that 73% of students feel that Pope Valley School is a safe place to go to school. 78% report feeling that they belong at school. 100% report they participate in class to some degree.	The fall Kelvin survey showed high feelings of safety and connection with the school and a majority of students agreed or strongly agreed with the Kelvin statement, “This school is a safe and welcoming place for people of all backgrounds and cultures.”	PV no longer has access to Kelvin or Along surveys. However, the December 2025 student LCAP input survey data showed that 67% of students feel that Pope Valley School is a safe place to go to school. When students took their CHKS survey in the spring of 2026,	100% of students feel that Pope Valley School is a safe place to go to school. 100% report feeling that they belong at school. 100% report they participate in class to some degree. 100% feel that they want to go to	PV is at or above baseline on all safety and connection measures. The Spring 2026 CHKS survey showed marked improvements in every measure of School Engagement and Supports and School Safety and Cyberbullying.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51% feel that they want to go to school in the morning. The Kelvin surveys also showed high (87%) feelings of safety and connection with the school. 87% of students agreed or strongly agreed with the Kelvin statement, “This school is a safe and welcoming place for people of all backgrounds and cultures.”	April 2025 Kelvin survey indicated: Students' overall perception of the school was 74% favorable. 75% report feelings of safety and connection with the school.	73% of students reported that they “perceive school as very safe or safe.” 82% report feeling that they belong at school. 66% report academic motivation. 94% report caring adult relationships 97% report that the school promotes parental involvement. Only 27% report experiencing any harassment or bullying in 2025-26 (as opposed to 62% in 2023-24 and 38% in 2024-25). This metric now aligns with action 4.2	school in the morning. 100% of students feel feelings of safety and connection with the school. 100% of students agreed or strongly agreed that “This school is a safe and welcoming place for people of all backgrounds and cultures.”	
4.5	Students’ overall perceptions of the school climate and coping	Students’ overall perceptions of the school climate	Students’ overall perceptions of the school climate	CHKS results: Students’ overall perceptions of the	Students’ overall perceptions of the school climate	PV is at or above baseline on all climate and coping

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Kelvin Pulses, Along messages, CHKS	increased 3% from fall to spring. Students also reported a favorable (88%) culturally/linguistically responsive environment 87% of students surveyed believe that there are favorable resources for coping available at the school	decreased 3% from fall to spring. Students also reported a favorable (78%) culturally/linguistically responsive environment. 81% of students surveyed believe that there are favorable resources for coping available at the school.	school climate increased 6% from fall to spring. Students also reported 87% "life satisfaction" at school (up from 58% in 2024-25, and 55% in 2023-24). PV's CA Student Wellness Index score was 111.7 in 2025-26, as compared to 100.7 in 2024-25. This metric now aligns with action 4.2	increased 3% from fall to spring. Students also reported a favorable (88%) culturally/linguistically responsive environment 87% of students surveyed believe that there are favorable resources for coping available at the school	measures. The Spring 2026 CHKS survey showed marked improvements in every measure of School Engagement and Supports, Wellness, and Social and Emotional Health.
4.6	Track the number of students receiving counseling services. Data Source: Counseling records and data	54% of students participated in counseling services in the 2023-24 school year	20% of students participated in counseling services in the 2024-25 school year (due to counseling services stopping in Sept 2024, and challenges with finding/providing a new counselor). 60% of students have received	29% of students participated in counseling services in the 2025-265 school year 82% of students have received check ins or other services from PV's new Student Wellness Coach	All students who desire counseling support are able to access and utilize counseling services	PV provided 20% less counseling services than baseline, but 82% of students received more than 246 contacts with our Student Wellness Coach

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			check ins or other services form PV's new Student Wellness Coach.	This metric now aligns with action 4.3		
4.7	Track student reports of bullying and harassment Data Source: ALMA SIS system, counseling records and data, StopIt reports	% of students who report of bullying and harassment (baseline will be established in 2025-2026 school year)	12% of students reported incidents of bullying and harassment from August 2024 to June 2025.	10% of students reported incidents of bullying and harassment from August 2024 to June 2025. This metric now aligns with action 4.3	No students will experience bullying and harassment	We are continuing to establish a baseline in this year - we will hve new MTSS, PBIS, and new counseling and wellness services that will allow us to create and track this system.
4.8	Middle School Dropout rates	0% dropout rate in 2023-2024	0% dropout rate in 2024-2025	0% dropout rate in 2025-2026	Maintain low dropout rate	on baseline

Goal Analysis [2025-26]

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

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

In 2025–26, PVUESD implemented Goal 4 by strengthening student engagement and climate supports through expanded school-community connection activities, continued development of MTSS and PBIS systems, and increased emphasis on safety, belonging, and positive school routines. PVUESD implemented and/or continued evidence-based strategies including Attendance Works routines and resources, restorative practices, and bullying prevention approaches (e.g., No Bully/Solution Teams, as applicable). The MTSS system was piloted and progressed into implementation, with additional training and follow-up planned for 2026–27. The PV leadership team used needs assessment tools (e.g., FIA and SIT) to support gap analysis and improvement planning. PVUESD increased arts and music engagement opportunities in Spring 2026 through multiple residencies/workshops/assemblies, which supported belonging and student connection.

Implementation successes included increased family and community involvement, expanded student engagement opportunities (assemblies, field trips, and interactive learning experiences), and strengthened climate supports and communication practices (including improvements to the school website and regular newsletters). PVUESD also strengthened discipline and conflict-resolution tools/routines informed by feedback and survey data, and increased utilization of school-based supports including counseling and the bilingual/bicultural Student

Wellness Coach. PVUESD maintained interpretation/translation supports through existing systems (e.g., BrightArrow/LanguageLine) while also identifying the need to improve SIS/communication infrastructure, which informed the planned transition to Aeries and ParentSquare.

Substantive differences between planned and actual implementation were primarily related to the district expanding engagement activities and climate supports in response to community needs and participation momentum. PVUESD continued refining systems iteratively across the year to strengthen consistency of implementation, documentation, and follow-through.

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.

For Goal 4, the variance between budgeted and actual expenditures is related to staffing and scheduling challenges that impacted our general spending, but also our bullying-prevention and mental-health support programs. Several positions experienced vacancies or partial-year coverage, which resulted in lower-than-anticipated costs. During these periods, the district used short-term staffing solutions to maintain core services.

All planned Goal 4 actions were implemented, and the variance reflects temporary vacancy-related savings, not a change in the scope of supports. The district continued to provide bullying-prevention activities and mental-health services throughout the year, with adjustments made to ensure continuity for students.

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

Overall, Goal 4 actions and strategies were effective in strengthening school climate and engagement conditions and supporting progress in PBIS/MTSS implementation. PVUESD made meaningful progress in establishing clearer expectations, routines, and conflict-resolution tools, and in increasing engagement opportunities that support belonging and connection to school. The district also strengthened the availability and utilization of school-based student supports (including counseling supports and wellness coach services), and implemented or continued prevention strategies intended to reduce bullying and strengthen protective factors that support attendance and engagement.

PVUESD also identified that continued improvements are needed to strengthen consistency of implementation, improve monitoring systems, and ensure that supports are coordinated and responsive to student need—particularly for students facing the greatest barriers to engagement and attendance, including unduplicated pupils. These findings informed refinements for 2026–27 to improve coherence and monitoring through a smaller number of aligned actions.

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

Based on reflections on prior practice and implementation learning, PVUESD made substantive changes to Goal 4 for 2026–27 to reduce fragmentation, clarify ownership, and strengthen implementation fidelity and monitoring. PVUESD consolidated prior Goal 4 actions into a coherent three-action structure aligned to a tiered supports approach: (4.1) tiered attendance supports, (4.2) unified school climate systems

(PBIS/SEL, belonging, restorative practices), and (4.3) targeted student wellness and prevention supports (counseling, bullying prevention/response, and engagement assemblies). This consolidation is intended to strengthen coordination across staff roles, reduce duplication, and make it easier to monitor leading indicators (attendance patterns, referrals, participation, and climate measures) and adjust supports in real time.

PVUESD also removed the standalone Student Information and Grading Systems (SIS) action from Goal 4 because SIS and multilingual family communication infrastructure is addressed under Goal 3 through planned Aeries + ParentSquare implementation. This change clarifies that Goal 4 is focused on engagement, attendance, climate systems, and wellness/prevention supports, while Goal 3 houses family communication systems and multilingual access routines.

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	Attendance Supports (Tiered)	PVUESD will implement tiered attendance supports to reduce chronic absenteeism and strengthen student engagement. Staff will identify attendance supports provided for all students (Tier 1) and targeted supports for students nearing or exceeding 10% and 20% chronic absenteeism (Tier 2/Tier 3). PVUESD will use resources such as Attendance Works to develop consistent routines including positive attendance messaging, barrier identification and problem-solving, attendance success plans, and regular monitoring and review cycles. Family education and communication about the importance of regular attendance will be aligned to the district's multilingual communication systems and family engagement structures. This action is designed to reduce chronic absenteeism schoolwide and to provide targeted supports for student groups with identified need based on the most recent California School Dashboard and local attendance data.	$0.00	No
4.2	Positive Climate Systems (PBIS/SEL + Culture/Belonging + Restorative)	PVUESD will strengthen school climate and connectedness through a unified Tier 1 climate system that includes Positive Behavior Interventions and Supports (PBIS), social-emotional learning (SEL) routines, restorative practices, and explicit belonging/growth mindset structures across TK–8.	$9,800.00	No

Action #	Title	Description	Total Funds	Contributing
		Staff will implement schoolwide expectations, teach and reteach behavior routines, use restorative strategies, and monitor student well-being using survey tools and check-ins. This action supports a safe, welcoming learning environment and is designed to improve student engagement and reduce barriers to attendance. PVUESD will select and implement SEL resources/curricula aligned to the district's mission and values and student needs.		
4.3	Student Wellness & Prevention Supports (Counseling + Bullying Prevention + Engagement Assemblies)	PVUESD will expand targeted student wellness and prevention supports to improve engagement and reduce barriers to attendance for students with the greatest needs. Services will include individual and small-group counseling supports (including the county-funded counselor allocation and supplemental services as needed), evidence-based bullying prevention/intervention/response supports, and student engagement assemblies/presentations that reinforce belonging, pro-social behavior, and school connection. PVUESD will use referral, follow-up, and progress-monitoring routines aligned to MTSS to ensure students receive timely supports and to monitor participation and outcomes. This action/service will be available to all students but is principally directed to unduplicated pupils (SED, EL, and any FY) and other students with identified need who experience higher barriers to engagement and access to mental health and prevention supports, as reflected in local attendance/engagement data and the most recent Dashboard where applicable.	$96,314.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	GOAL 5: Provide basic services to all students, including facilities, access to materials and technology (LCFF Priority 1).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #5 is to ensure PVUESD provides Basic Services to all students. These services are foundational to a safe, healthy, and effective learning environment and include appropriately assigned and credentialed staff, safe and well-maintained facilities, and sufficient access to standards-aligned instructional materials and functional technology. PVUESD's small, rural context requires careful planning to maintain reliable day-to-day operations and continuity of services for students and families. The district is committed to maintaining staffing capacity and ensuring staff have the knowledge and skills to serve students in a culturally and linguistically responsive manner. PVUESD will also continue strengthening access to high-quality instructional materials aligned to standards and student needs and will maintain and improve facility and technology systems needed for safe operations and consistent access to instruction. Through the actions and services below, PVUESD expects to maintain facilities in good condition, sustain staffing and operational capacity, and ensure students have access to the resources necessary to participate fully in the instructional program.

Note: Unless otherwise noted, baseline data is from the 2023–2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of students who have access to standards aligned instructional materials including ELD standards, and that are reflective of our student population	100% of students had access to standards aligned materials including ELD standards and materials	100% of students had access to standards aligned materials including ELD standards and materials	100% of students had access to standards aligned materials including ELD standards and materials	100% of students have access to standards aligned materials including ELD standards and materials	on baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Williams reports					
5.2	% of teachers appropriately assigned Data Source: CALPADS	75% of teachers were appropriately assigned and fully credentialed	75% of teachers were appropriately assigned and fully credentialed	100% of teachers were appropriately assigned and fully credentialed	100% of teachers are appropriately assigned and fully credentialed	above baseline - at 100%
5.3	English Learner misassignment/identification Data Source: ELPAC, CALPADS	0% of ELs were misidentified	0% of ELs were misidentified	0% of ELs were misidentified	0% of ELs were misidentified	on baseline
5.4	Technology and Internet Access - % of students with access to a device and internet outside of school hours Data Source: Williams reports	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	100% of students have access to Chromebooks and internet at school. 100% of students are able to take their Chromebooks home when needed.	on baseline
5.5	FIT Rating Data Source: FIT inspections, SARC	Facilities are in Good Condition	Facilities are in Good Condition	Facilities are in Good Condition	Facilities are in Good Condition	on baseline
5.6	Track the percent of students utilizing home-to-school transportation and breakfast/lunch participation.	% percent of students use home to school transportation, and the breakfast and lunch programs	>95% percent of students use home to school transportation, and the breakfast and	>95% percent of students use home to school transportation, and the breakfast and	>95% percent of students use home to school transportation	on baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: transportation and nutrition/ELOP records	% percent of students use the breakfast and lunch programs This is a new action - baseline will be established in 2024-2025 year	lunch programs >95% percent of students use the breakfast and lunch programs	lunch programs >95% percent of students use the breakfast and lunch programs	>95% percent of students use the breakfast and lunch programs	

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.

PVUESD made strong progress in implementing Goal 5 in 2025–26 and in providing Basic Services to all students, including maintaining staffing, improving facilities, and expanding access to instructional materials. Across the year, the district completed a substantial amount of facility improvement and maintenance work that strengthened the safety, cleanliness, and functionality of the learning environment. PVUESD also increased access to high-quality instructional resources by purchasing additional materials, including more culturally responsive and developmentally appropriate learning materials for students.

With respect to staffing and service delivery, PVUESD maintained overall staffing stability. While the district experienced a few classified vacancies during the year, these vacancies did not result in significant disruptions to daily operations. PVUESD maintained continuity of special education services through a certificated special education teacher (0.6 FTE) and a special education aide (0.5 FTE), supporting the district's ability to deliver required services consistently. The district's special education identification levels remained stable, and PVUESD's annual SELPA reporting reflected positively on service continuity and compliance.

PVUESD also made meaningful operational progress through the opening and implementation of the Learning Center model. While implementation has been successful overall, the district continues to refine systems and routines through an iterative continuous improvement approach. Transportation and nutrition services were implemented successfully throughout the year; PVUESD met transportation and meal program goals and experienced improved transportation continuity and reliability with the new bus driver. Technology access and functionality were adequate for instruction and operations, although PVUESD recognizes that upgrades and replacements will be needed in the near future to maintain reliability.

Paraprofessionals/instructional aides consistently supplemented instruction for students needing additional support, with prioritization for English Learners and students with learning differences/exceptional needs. Overall, PVUESD experienced strong implementation of Basic Services while continuing to identify and plan for the next set of facility, technology, and system improvements needed for sustained success.

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.

For Goal 5, based on implementation experience during the year, potential drivers of differences include (1) staffing vacancies and timing of hires that affected salary/benefit expenditures; (2) higher-than-anticipated purchases of standards-aligned and culturally responsive instructional materials identified as needed to strengthen classroom access and engagement; (3) transportation and nutrition program cost variability (e.g., bus repairs/maintenance, fuel and food cost fluctuations, and operational recordkeeping/reimbursement timing); and (4) facility and infrastructure repairs requiring contractor services and unplanned safety, technology, or continuity-related repairs. PVUESD also experienced operational recordkeeping transitions that affected the timing and amount of nutrition reimbursements, which will be strengthened through updated procedures and documentation routines. The transportation role has since been restructured to provide more sustainable support for student transportation needs. In addition, Learning Center expenditures came in lower than projected, though services remained consistently high throughout the year. Overall, the material differences reflect vacancy-related savings rather than changes to planned actions or reductions in services.

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

PVUESD’s Goal 5 actions have been effective in maintaining Basic Services and ensuring students have consistent access to instruction in a safe, functional learning environment, while supporting continuous improvement through monitoring and refinement. Staffing actions (5.1 and 5.5) supported continuity of daily operations and supplemental instructional support. Curriculum, materials, and technology actions (5.2 and 5.3) helped maintain access to standards-aligned resources and functional instructional tools. Transportation and meals services (5.4) supported equitable access to school and readiness to learn, as reflected in stable bus ridership and improved transportation reliability this year, including more days of transportation service due to fewer employee and repair-related disruptions than in prior years. Nutrition services have also been a bright spot, with near-universal student participation in breakfast and lunch, and strong implementation of after-school meal provision through ELOP, supporting student wellness and engagement. Facilities work (5.6) supported safe operations and healthy conditions, reinforced by strong FIT inspection results and a successful Williams inspection/audit, while PVUESD continues to identify and prioritize facility and infrastructure needs—especially given rural conditions and continuity risks such as wildfire smoke/air quality events and power outages. Implementation reflections are informing refinements for 2026–27 to increase clarity, reliability, and monitoring of these services.

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.

Reflections on prior practice indicated that several Goal 5 action descriptions were too broad and did not clearly describe staffing structures, implementation routines, or monitoring methods, limiting transparency and continuous improvement. Based on these reflections and

operational needs, PVUESD revised Goal 5 actions for 2026–27 to strengthen alignment to Priority 1 (Basic Services), clarify implementation routines, and improve monitoring and transparency. In 2026–27, PVUESD clarified 5.1 Staffing by explicitly listing the staffing structure and distinguishing that some roles and time are supported through allowable restricted grant funding (e.g., Expanded Learning staffing through ELOP; allowable Superintendent/Principal time through the Community Schools implementation grant), while maintaining core staffing necessary for safe daily operations. PVUESD also refined 5.4 Transportation and Meals to emphasize measurable access and participation indicators and to better reflect how these services reduce barriers to attendance and readiness to learn for students with the greatest needs. Relatedly, PVUESD strengthened 5.5 Classified Staffing (Instructional Aide & Transportation Support) by restructuring previously blended classified duties into more clearly defined roles to improve continuity and reliability of transportation operations and instructional support in a small rural setting. Finally, PVUESD expanded and clarified 5.6 Facilities to more accurately describe how facility needs are identified and addressed in practice and to incorporate local continuity risks (wildfire smoke/air quality events and power outages) and priority facility systems (HVAC/filtration, roofing/gutters, plumbing, water infrastructure including on-site water storage, generator maintenance, security cameras, and technology/server room reliability). Actions 5.2 Curriculum and 5.3 Materials and Technology remain foundational Basic Services components, with continued focus on ensuring students have access to standards-aligned instructional materials and functional technology. These changes reflect PVUESD's commitment to improving implementation coherence, ensuring safe and reliable operations, and strengthening equitable access to basic services for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Highly-Qualified Staffing	PVUESD will maintain appropriately assigned and qualified certificated and classified staffing to ensure students have access to core instruction, required services, and safe daily operations. Staffing for 2026–27 includes: 1.0 FTE Superintendent/Principal; 3.0 FTE certificated classroom teachers; 0.50 FTE certificated Special Education Teacher; 1.0 FTE Administrative Coordinator; 0.50 FTE Food Services; and 0.50 FTE Special Education Aide. Expenditures are budgeted in Object Codes 1000–3999 (Salaries and Benefits). Funding sources include core district funds.	$800,931.00	No
5.2	Curriculum	PVUESD will continue to adopt, implement, and utilize standards-aligned (CCSS-aligned) instructional materials for ELA/ELD, mathematics, science, and history/social studies. For language acquisition programs, PVUESD will implement the embedded ELD components within the adopted ELA/ELD program to support both designated and integrated ELD.	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Materials and Technology	PVUESD will ensure that adequate instructional materials, technology, and supplies are provided to meet the needs of staff and students. Funds are set aside to maintain, update, or replace student devices (e.g., Chromebooks) and to maintain access to essential instructional technology and digital learning tools used to support standards-aligned instruction. Expenditures are budgeted in Object Codes 4000–4999 (Books and Supplies) (and 5000–5999 as applicable for licenses/services).	$6,000.00	No
5.4	Transportation and Meals	PVUESD will provide home-to-school transportation and operate the breakfast and lunch program to ensure students have reliable access to school and daily nutrition necessary for learning. This action also supports compliance with operational requirements related to transportation and nutrition services. Expenditures are budgeted in Object Codes 4000–4999 (Supplies) and 5000–5999 (Services and Operating Expenditures). This action increases/improves services for unduplicated pupils by reducing transportation and nutrition barriers that disproportionately affect SED students, English Learners, and any foster youth, supporting more consistent access to school and readiness to learn.	$115,600.00	Yes
5.5	Classified Staffing (Instructional Aide & Transportation Support)	PVUESD will maintain classified staffing to ensure safe, reliable transportation operations and increased instructional access for students who need additional academic support. In 2026–27, PVUESD will separate previously blended classified duties by staffing (1) a dedicated 1.0 FTE Bus Driver, (2) a dedicated 1.0 FTE Classified Instructional Aide, and (3) a 1.0 FTE Transportation and School Support position that provides transportation coverage/support as needed and performs additional classified support functions to ensure continuity of daily operations. The instructional aide will supplement classroom instruction through targeted small-group and/or individual support and classroom assistance, with priority for students demonstrating the greatest needs, including English Learners and other unduplicated pupils needing additional support. Expenditures are budgeted in Object Codes 1000–3999 (Salaries and	$156,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Benefits). This action increases/improves services for unduplicated pupils by strengthening reliable transportation access and increasing in-class instructional support capacity, with English Learners and low-income pupils prioritized for the most intensive aide-supported instruction and progress supports.		
5.6	Facilities (Basic Services)	PVUESD will maintain and operate school facilities to ensure a clean, safe, and healthy learning environment for all students and staff. The district will carry out routine and preventive maintenance, respond to facility work orders in a timely manner, and prioritize repairs and replacements needed to keep facilities in good working order and support uninterrupted instruction. Given PVUESD's remote rural context, facility operations must also account for local conditions and continuity risks, including wildfire smoke/air quality events and power outages, which make indoor air quality systems and emergency preparedness infrastructure especially critical. PVUESD will identify facility needs and plan corrective actions using multiple sources of information, including day-to-day operational monitoring, staff and family reports, contractor/vendor assessments, maintenance logs and work orders, site walkthroughs, and other local planning processes, in addition to required inspections and compliance reporting. Facilities work will include maintaining and improving building systems and campus conditions such as HVAC upkeep and enhanced filtration, energy-efficient lighting, functional doors and windows, and health and safety infrastructure. The district will also address ongoing and emerging facility needs that affect safety, access, and continuity of operations, including roofing and gutter repairs, plumbing upkeep, water systems/infrastructure maintenance (including on-site water storage such as the reservoir/pond, as applicable), security camera maintenance and upgrades, and generator maintenance to support operations during outages. In addition, PVUESD will maintain critical technology infrastructure that supports instruction and daily operations, including internet reliability and technology/server room systems and emergency communications infrastructure, to reduce downtime and ensure stable access to instructional and communication tools. PVUESD will continue to	$212,368.00	No

Action #	Title	Description	Total Funds	Contributing
		use FIT/Williams and SARC-related documentation, as applicable, as part of its overall facility monitoring and continuous improvement process.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	PVUESD will strengthen core classroom instruction and accelerate student learning at Pope Valley Elementary, with English Language Arts (ELA) as the primary academic focus. Equity Multiplier funds will be used exclusively for classroom instruction, pedagogy, and direct academic acceleration at the Pope Valley site. The district will implement a consistent, evidence-based instructional approach by providing job-embedded professional development and coaching aligned to Structured Literacy and related instructional routines (explicit academic vocabulary instruction, language supports, and structured writing routines across core content areas), supported by a verified staff training sequence. Student progress will be monitored using local and state measures, including Fall–Spring growth on MAP Reading and CAASPP ELA proficiency outcomes. This goal is implemented in coordination with other professional learning initiatives, with Equity Multiplier funds used for a verified sitewide implementation sequence.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required for LEAs receiving LCFF Equity Multiplier funds. Pope Valley Elementary is an Equity Multiplier-eligible schoolsite, and PVUESD is required to adopt a site-specific focus goal tied to the school's identified academic needs and conditions of learning. Due to the school's small enrollment, student group performance colors and some Dashboard results may not display for privacy purposes when counts fall below the reporting threshold; however, available state and local data indicate a clear need to accelerate student learning in English Language Arts (ELA). PVUESD is using restricted Equity Multiplier funds to implement evidence-based instructional improvements by strengthening classroom pedagogy and instructional consistency through a verified, job-embedded professional development and coaching model aligned to Structured Literacy practices (explicit academic vocabulary instruction, language supports, and structured writing routines). This approach is intended to provide more consistent, high-quality instruction across classrooms and to support improved student outcomes as monitored through MAP Reading growth, CAASPP ELA results, and verification of training completion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	District Local Data – Students will show at least 60% growth each year from Fall to Spring on NWEA MAP ELA assessments	Spring 2024: MAP Reading Growth All Students = 46% Latino = 48% White = 36% Female = 48% Male = 42%	Spring 2025: MAP Reading Growth All Students = 39% Latino = 33% White = 54% Female = 58% Male = 23%	Spring 2026: MAP Reading Growth All Students = 60% Latino = 62% White = 57% Female = 42% Male = 68%	Students will show at least 60% growth each year from Fall to Spring on NWEA MAP ELA assessments	MAP Reading Growth 14% above baseline - All Students 14% above baseline - Latino 21% above baseline - White 6% below baseline - Female 26% above baseline - Male
6.2	CAASPP ELA proficiency scores By June 2027, 55% of students in grades 3–8 will meet or exceed standards in ELA	2023-2024 % proficient or advanced in ELA: All students = 19% Latino = 15% White = 38% ELs = 0%	2024-2025 % proficient or advanced in ELA: All students = 26% Latino = 25% White = 29% ELs = 11%	2025-2026 % proficient or advanced in ELA: All students = 57% Latino = 73% White = 44% ELs = 50%	55% of students in grades 3–8 will meet or exceed standards in ELA on annual summative CAASPP assessments	% proficient or advanced in ELA: 38% above baseline - All students 58% above baseline - Latino 6% above baseline - White 50% above baseline - ELs
6.3	60-Hour Verified Training Completion Rate (Action 6.1 Program Verification) By June 2027, more than 95% of stipend-eligible staff will complete the verified 60-hour training sequence (direct training + coached practice +	No verified 60-hour Responsive Classroom/Structured Literacy training completion system in place (0% formally verified)	No verified 60-hour Responsive Classroom/Structured Literacy training completion system in place (0% formally verified)	In 2025-26, 75% of proposed stipend-eligible staff completed a limited pilot version of the proposed Responsive Classroom/Structured Literacy training sequence (direct training +	100% of stipend-eligible staff will complete a formally verified 60-hour Responsive Classroom/Structured Literacy training sequence	baseline will be established 2026-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	implementation tasks), with completion documented through sign-off logs/artifacts			coached practice + implementation tasks), with completion documented through sign-off logs/artifacts		

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.

In 2025–26, PVUESD implemented academic improvement efforts aligned to student learning needs, including use of local assessment data, job-embedded coaching, and pilot instructional routines intended to strengthen literacy instruction and increase consistency across classrooms. PVUESD monitored student performance through local measures (MAP and other local progress monitoring, as applicable) and used those data to inform instructional planning and adjustments. As pilot routines and coaching supports were implemented and refined, PVUESD observed encouraging student growth for many students across the year, reinforcing that the district is moving in a positive direction and that greater consistency and follow-through are needed to scale impact.

Successes included maintaining continuity of core instructional services, expanding access to instructional materials, and strengthening early implementation of evidence-based literacy routines. Challenges included sustaining consistent implementation across roles and classrooms in a small rural setting, ensuring sufficient protected time for job-embedded professional learning, and maintaining clear documentation and verification of implementation depth and consistency.

Substantive differences between planned and actual implementation included the need to prioritize day-to-day operational stability and instructional continuity, which limited the district's ability to implement a fully standardized, cross-role professional learning sequence with clear verification and documented implementation routines. This reflection—combined with promising growth observed during pilot implementation—directly informed PVUESD's 2026–27 Equity Multiplier plan to shift from a broad "support program" framing to a structured, verified training and implementation model.

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.

For Goal 6, the variance between budgeted and actual expenditures is primarily due to lower-than-expected Learning Center costs, even though service levels remained high throughout the year. Despite spending less than projected, students—particularly in ELA—made

significant and notable achievement gains during 2025–26. The material differences reflect routine cost savings rather than changes to planned actions or reductions in support.

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

PVUESD's efforts to date have been effective in establishing early momentum for continuous improvement and identifying evidence-based instructional approaches that appear promising for accelerating student learning. Pilot implementation of targeted literacy routines and coaching supports was associated with steady student academic growth for many students during the year, indicating that strengthening instructional consistency is a high-leverage strategy for PVUESD. At the same time, results and implementation reflections indicate that the district needs a more coherent, schoolwide structure to ensure practices are implemented consistently across roles and classrooms and sustained over time. This learning is driving the 2026–27 focus on a verified 60-hour training sequence and implementation "look-fors" so that evidence-based practices translate into consistent daily instruction and measurable growth.

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

Based on reflections on prior practice and student outcome trends, PVUESD is making a substantive shift in 2026–27 in how it will implement Equity Multiplier-funded academic acceleration. Pilot activities implemented in 2025–26 produced encouraging student growth for many students and helped clarify which instructional routines are most promising to strengthen and scale. Rather than continuing a broad "academic support program" framing, PVUESD will implement an instruction-only, evidence-based instructional capacity model through Action 6.1, including a minimum 60-hour verified training sequence aligned to Structured Literacy practices (explicit academic vocabulary instruction, language supports, and structured writing routines across core content areas) and consistent instructional routines that protect academic learning time.

PVUESD also added a clear implementation verification metric (training completion rate) and will monitor implementation through walkthrough "look-fors" aligned to the training. Progress toward the goal will be monitored through academic outcome metrics (MAP Reading growth and CAASPP ELA proficiency), supplemented by the new program verification metric (Metric 6.3). This approach is designed to supplement other professional learning initiatives (including LCRSET-supported coaching and specialist development) by ensuring a sitewide, verified cross-role implementation structure with documented follow-through and continuous improvement cycles.

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	Instructional Capacity Building (60-Hour Verified Training + Implementation Look-Fors)	PVUESD will strengthen core classroom instruction and accelerate student learning, with emphasis on English Language Arts and language supports embedded across core content areas, by implementing a comprehensive, job-embedded professional development and coaching model for all instructional staff. Equity Multiplier funds will support a minimum 60-hour verified training sequence (direct training, coached practice, and implementation tasks) aligned to evidence-based instructional routines, including Structured Literacy-aligned practices such as explicit academic vocabulary instruction, language supports, and structured writing routines across core subjects, as well as consistent classroom instructional routines that protect instructional time and increase academic learning time and coherence across classrooms. Stipends will be provided upon verified completion of the training requirements to support cross-role implementation and instructional stability, and remaining funds will support contracted trainers/consultants and classroom instructional supplies needed to implement trained practices with fidelity. Implementation will be monitored through periodic classroom walkthrough “look-fors” aligned to the training, and progress will be reviewed alongside student learning data (e.g., MAP Reading growth, CAASPP ELA, and local progress monitoring) to guide coaching and follow-up supports. This Equity Multiplier-funded training sequence is designed to supplement (not replace) other professional learning initiatives, including LCRSET-supported literacy coaching and specialist development, by providing a sitewide, verified cross-role implementation model (stipends tied to completion and documented classroom ‘look-fors’) to ensure consistent practice and accountability at the Pope Valley site.	$50,014.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$177,464	$23,169

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
35.639%	0.000%	$0.00	35.639%

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:** Learning Center **Need:** Unduplicated pupils—especially English Learners (EL), socioeconomically disadvantaged (SED) students, and any foster youth (FY)—often require timely, targeted academic intervention and progress monitoring to close skill gaps in literacy and	PVUESD's Learning Center provides a structured, school-based Tier 2/Tier 3 service-delivery model that reduces barriers to learning by delivering targeted intervention, acceleration, and progress monitoring for students who need additional support—particularly unduplicated pupils. Students are identified and supported using multiple measures (e.g., interim assessments, screeners, and curriculum-embedded data), and intervention intensity and instructional focus are adjusted	PVUESD will monitor effectiveness through a combination of implementation and outcome metrics, including: Learning Center schedules/service delivery logs (frequency and type of Tier 2/Tier 3 supports provided), MTSS/ILP

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
	mathematics and to access grade-level instruction. In a small rural TK–8 setting with mixed-grade instructional groupings and limited access to outside academic supports, students with the greatest needs benefit from a consistent, school-based service-delivery structure that can provide Tier 2/Tier 3 supports without reducing access to core instruction. These needs require a coordinated intervention model that uses multiple measures to identify skill needs and adjust supports based on progress data. **Scope:** Schoolwide	based on progress-monitoring results. Learning Center supports are coordinated and documented through MTSS/ILP routines facilitated by the Community School Coordinator (Goal 3, Action 3.1), ensuring consistent follow-through and alignment with student learning plans. This action is provided on a schoolwide basis because PVUESD is a single-school district and intervention delivery requires coordinated scheduling and staffing across grade spans. While available schoolwide, services are principally directed through intensity and prioritization, with unduplicated pupils prioritized for more intensive supports when data indicate greatest need.	documentation of intervention plans and review decisions, and student progress data such as interim assessment and progress-monitoring results (including MAP and local measures, as applicable). PVUESD will also monitor changes in student performance trends for students receiving Learning Center supports and review adjustments made during MTSS/ILP cycles (e.g., regrouping, intensity changes, intervention changes) as evidence of responsive implementation.
1.2	**Action:** Individualized Learning Plans (ILPs) **Need:** Unduplicated pupils (EL, SED, and any FY) often require more explicit academic goal-setting, targeted supports, and consistent progress monitoring to accelerate learning and close skill gaps. Families of unduplicated pupils may also benefit from clearer, more consistent information about student goals, supports, and progress to strengthen home-school alignment. These needs require a systematic method for documenting student	PVUESD will develop and maintain ILPs for all students to ensure consistent documentation of learning goals, targeted supports/interventions, and progress-monitoring checkpoints. This action supports unduplicated pupils by ensuring students with the greatest needs have clearly documented goals, intervention plans, and review checkpoints that support timely instructional adjustment and more consistent follow-through. ILPs will be used to guide intervention planning and review decisions within MTSS cycles, and to support family-facing communication through ILT/MTSS meeting structures supported under Goal 3, Actions 3.1 and 3.2.	PVUESD will monitor effectiveness through ILP implementation and use metrics, including: percentage of students with active ILPs; evidence of ILP completeness (goal(s), support/intervention plan, progress-monitoring tool, review date); documentation of ILP updates aligned to MTSS review cycles; and

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	goals, interventions/supports, and progress-monitoring checkpoints so that instructional adjustments occur in a timely, data-informed manner. **Scope:** Schoolwide	This action is provided on a schoolwide basis because ILPs function as a common system for planning and monitoring across grades and staff roles. While all students receive an ILP, the ILP process is principally directed through intensity of supports, as students with the greatest needs (including unduplicated pupils) receive more frequent review cycles, more intensive interventions, and more detailed progress-monitoring plans.	progress-monitoring outcomes reviewed alongside ILP adjustments. PVUESD will also monitor student progress trends using interim assessments and local progress-monitoring measures and review whether ILP-driven adjustments are occurring when students are not on track.
1.4	**Action:** Interim Assessments **Need:** Unduplicated pupils—especially EL and SED students—benefit from consistent assessment-for-learning systems that identify skill needs early and guide timely instructional adjustment. In a small TK–8 setting, systematic interim assessment and progress monitoring are essential to ensure instruction and interventions are responsive, targeted, and adjusted quickly when students are not meeting growth expectations. These needs require reliable assessment timelines, consistent data review routines, and aligned decision cycles that connect assessment results to ILPs, grouping, and Tier 2/Tier 3 supports. **Scope:**	PVUESD will use K–8 interim and formative assessments (e.g., MAP/DIBELS and K–1 foundational literacy measures, as applicable) to monitor progress, identify instructional needs, and align instruction and interventions to student skill gaps. Assessment results will be analyzed by staff through an assessment-for-learning cycle (assessments ? MTSS review ? ILP updates ? tier/placement decisions ? progress monitoring) to guide Tier 1 instructional adjustments and Tier 2/Tier 3 intervention planning. Assessment timelines and progress-monitoring routines will be coordinated and tracked through the MTSS/ILP cycle facilitated by the Community School Coordinator (Goal 3, Action 3.1) to ensure consistent implementation and follow-through. This action is provided on a schoolwide basis because all students must be assessed using consistent measures and timelines to support coherent instructional planning. While schoolwide,	PVUESD will monitor effectiveness through assessment implementation and use metrics, including: completion of assessment windows (Fall/Winter/Spring, as applicable), timely data team/MTSS review cycles following assessment windows, documentation of ILP/tier/grouping changes resulting from assessment data, and student growth/progress indicators from interim assessments and progress monitoring. PVUESD will also monitor the extent to which assessment results lead to documented

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	Schoolwide	this system is principally directed through intensity because unduplicated pupils and other students with the greatest need may receive more frequent progress monitoring and targeted supports based on assessment results.	instructional adjustments (Tier 1 improvements and Tier 2/Tier 3 intervention decisions) within the MTSS/ILP cycle.
1.5	**Action:** Supplemental Intervention Tools **Need:** Unduplicated pupils often require additional targeted practice opportunities and differentiated supports to accelerate learning in literacy and mathematics, particularly when skill gaps limit access to grade-level instruction. In a small rural school setting with limited access to outside tutoring and supports, supplemental intervention tools can provide additional, targeted skill-building when aligned to specific needs and used consistently with progress monitoring. These needs require structured, data-driven selection and placement into supplemental supports and ongoing monitoring to ensure the tools are improving student outcomes. **Scope:** Schoolwide	PVUESD will use supplemental intervention tools and online programs (e.g., Lexia, Acellus, IXL, or similar) to provide targeted practice and skill-building aligned to student needs in literacy and mathematics. Funds will support subscriptions and related materials to increase intervention capacity, particularly for unduplicated pupils and other students identified through MTSS/ILP review cycles as needing additional support. Use of these tools will supplement (not replace) core instruction and will be targeted to identified skill gaps (Tier 2/Tier 3 as applicable), with placement and usage adjusted based on progress-monitoring results. This action is provided on a schoolwide basis because access to supplemental supports must be available when students demonstrate need; however, it is principally directed through targeted use, as unduplicated pupils are more likely to be prioritized for supplemental tools based on identified gaps and progress-monitoring needs.	PVUESD will monitor effectiveness through implementation and outcome measures, including: documentation of student placement into tools based on ILP/MTSS decisions; progress-monitoring and interim assessment results for students using supplemental tools; and regular review of whether tool use is associated with improved skill performance and growth. When available, PVUESD may also review usage indicators (e.g., time-on-task/completion) as a supporting implementation measure to ensure the tools are being used with sufficient consistency to impact learning.
1.8	**Action:** Protected Structured Literacy / Designated ELD Intervention Block (K–8)	PVUESD will implement a protected daily intervention and language-development block (60 minutes per day) across TK–8 to operationalize the district's Structured Literacy and English	To monitor the effectiveness of Action 1.8, PVUESD will use a combination of

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	Need: Unduplicated student groups at PVUESD—socioeconomically disadvantaged (SED) students, foster youth (FY), and English Learners (EL)—face barriers that require a consistent, protected structure for targeted academic and language acceleration. As a remote, rural, single-school TK–8 district, PVUESD operates with mixed-age/mixed-grade instructional groupings and limited access to outside academic supports. These conditions increase the need for a predictable, school-based system that can deliver timely, skill-based instruction and language development without reducing access to core content. Some students may experience multiple barriers (e.g., language and learning needs), increasing the importance of consistent scheduling, grouping, and instructional routines. Unduplicated pupils at PVUESD have identified needs in: (1) accelerated growth in literacy and writing skills to meet grade-level standards; (2) explicit academic vocabulary and language structures to access grade-level instruction across content areas; and (3) consistent progress monitoring with rapid instructional adjustment when students are not on track. English Learners specifically require designated language development supports aligned to language domains and integrated with classroom instruction, including consistent language objectives and scaffolds for speaking/listening and writing. Many unduplicated pupils also benefit from	Learner acceleration instructional model. During this protected block, staff will provide explicit, content-aligned instruction in foundational literacy (as needed), academic vocabulary, language structures, and structured writing using clear daily objectives and evidence-based scaffolds. Student groupings, instructional focus, and progress-monitoring measures will be documented in each student's Individualized Learning Plan (ILP). Groups will be reviewed on a regular six-week cycle through the MTSS/ILP process using progress-monitoring and local assessment data (including NWEA MAP) to adjust intensity, instructional focus, and supports. This action addresses the needs of unduplicated pupils (Contributing) and is principally directed to English Learners, socioeconomically disadvantaged pupils, and any foster youth because these student groups have the greatest identified need for systematic literacy acceleration and explicit language development to access grade-level content and close performance gaps. Unduplicated pupils are disproportionately impacted by the need for: (1) explicit academic vocabulary and language structures across content areas; (2) explicit, systematic reading and writing instruction aligned to Structured Literacy (e.g., decoding/encoding as needed, fluency, vocabulary, and structured writing routines); and (3) consistent progress monitoring with rapid instructional adjustment when students are not on track. Within the schoolwide block, unduplicated pupils will receive increased and improved services	implementation and outcome metrics. Implementation will be verified through the master schedule showing a protected 60-minute block by grade span, grouping rosters updated at each six-week MTSS/ILP review cycle, and ILP documentation that identifies each student's intervention/Designated ELD focus and progress-monitoring tool. PVUESD will also use walkthrough "look-fors" aligned to Structured Literacy routines and explicit language objectives to confirm consistency of instructional delivery during the block. Effectiveness will also be monitored through student academic performance data, including local assessment and progress-monitoring results (e.g., MAP and the biweekly measure), reviewed during MTSS/ILP cycles to determine whether students are making expected growth and

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	individualized goal-setting and monitoring through Individualized Learning Plans (ILPs). To address these needs, PVUESD must maintain protected daily instructional time and a consistent process to provide targeted instruction, implement flexible groupings, and monitor growth. MAP Growth (fall/winter/spring), paired with a local biweekly progress-monitoring measure and ILP documentation, provides the objective data needed to identify students requiring additional support, target instruction to specific skill gaps, and adjust groups and intervention intensity through the MTSS/ILP cycle. **Scope:** Schoolwide	through: (1) prioritized placement into the most intensive small groups (Tier 2/Tier 3) based on objective data; (2) Designated ELD instruction with explicit language objectives aligned to ELPAC domains and classroom content; and (3) more frequent progress monitoring and instructional adjustments through the MTSS/ILP cycle. Entry into targeted groups will be based on objective indicators (including MAP performance below grade-level expectations and/or MAP growth below projected targets, and EL language indicators). Exit or reduction in intensity will occur when students meet ILP growth targets and demonstrate adequate progress on the biweekly local measure and/or improved performance trends on MAP, as reviewed during the six-week MTSS/ILP cycle. Why provided on an LEA-wide/schoolwide basis: PVUESD is a single-school TK–8 district with small enrollment and mixed-grade instructional settings. Providing this protected block on a schoolwide basis is necessary to ensure consistent scheduling, reliable access, and flexible data-based grouping without stigma. While the structure is schoolwide, services are principally directed through differentiated intensity and design, with unduplicated pupils prioritized for the most intensive and frequent supports. This schoolwide structure also strengthens Tier 1 instruction by supporting consistent use of Structured Literacy routines and language supports across classrooms, increasing the effectiveness of targeted services and accelerating outcomes for unduplicated pupils while improving instruction for all students.	whether group placement, intensity, and instructional focus should be adjusted.

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2.3	**Action:** Structured Collaboration and Assessment for Learning **Need:** Unduplicated student groups at PVUESD—English Learners (EL), socioeconomically disadvantaged (SED/low-income) pupils, and any foster youth—require timely, targeted academic supports to meet grade-level standards and demonstrate growth. In a small, rural TK–8 setting with mixed-grade configurations and limited access to outside academic resources, students who are not meeting benchmarks can fall further behind without a consistent system for reviewing data, setting growth targets, and adjusting instruction and interventions. PVUESD has an identified need for a structured assessment-for-learning and collaboration process that: (1) uses multiple measures (e.g., MAP Growth and local progress monitoring) to identify skill gaps early; (2) establishes and monitors individual learning goals through ILPs; and (3) ensures staff make consistent, documented decisions about reteach cycles, flexible grouping, and Tier 2/Tier 3 supports—especially for unduplicated pupils who are most impacted by opportunity and language-access gaps. Some students experience multiple barriers to learning, increasing the importance of coordinated, data-informed planning and consistent instructional adjustments.	Structured Collaboration and Assessment for Learning is designed to improve student outcomes by ensuring educators consistently use MTSS and an assessment-for-learning approach to plan instruction, monitor progress, and adjust supports in a timely manner. This directly addresses the needs of unduplicated pupils (English Learners, low-income pupils, and any foster youth) who are most impacted when skill gaps are not identified early and when interventions are not adjusted quickly. Through monthly Data Team protocols and monthly PLC/collaboration routines, staff will analyze multiple measures (including MAP Growth and local progress-monitoring results), review student work, and make documented instructional decisions. These cycles result in clearer learning targets and success criteria, stronger Tier 1 instruction, and more timely, targeted Tier 2/Tier 3 supports, with student goals and supports documented and monitored through ILPs. This action is provided on an LEA-wide/schoolwide basis because PVUESD is a small, single-school TK–8 district with mixed-grade instructional settings, and consistent implementation across grade spans is necessary to ensure equity, coherence, and reliable access to effective instruction. A schoolwide data-cycle structure also prevents fragmented decision-making and ensures that students can move in and out of supports based on evidence rather than fixed schedules. Although the collaboration system is schoolwide, it is a contributing action because it results in increased and improved services for unduplicated pupils: unduplicated pupils are prioritized for more	The effectiveness of Structured Collaboration and Assessment for Learning will be monitored using a combination of student outcome and implementation metrics, including: Academic performance and growth: Student performance and growth in literacy and mathematics as measured by MAP Growth (fall/winter/spring) and local biweekly progress-monitoring measures used within the MTSS/ILP cycle. These data will be reviewed to track progress toward grade-level expectations and individual growth targets. English Learner outcomes (as applicable): Reclassification (RFEP) counts and/or rates (noting small cohort sizes) and other EL progress indicators used by the district to determine whether language supports and instructional

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	Scope: Schoolwide	intensive interventions and more frequent instructional adjustments based on objective evidence of need, and their ILPs and intervention plans are reviewed through structured cycles to accelerate growth and close achievement gaps.	adjustments are accelerating outcomes for EL students. Progress toward individual learning goals (ILPs): Documentation of progress toward individual learning goals captured in ILPs, including whether planned supports/interventions are resulting in measurable growth over review cycles. MTSS/data-cycle implementation evidence: Regular MTSS documentation (e.g., Data Team notes/action steps, reteach/intervention plans, grouping rosters, and progress-monitoring records) demonstrating that student data are being used consistently to make instructional decisions and adjust supports in a timely manner. Collaboration fidelity: Completion of Data Team and PLC/collaboration meetings as scheduled with required artifacts produced (agendas/notes

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			and documented action steps), and staff participation in scheduled Data Team and PLC/collaboration cycles (at least monthly). By analyzing these metrics, PVUESD will evaluate whether structured collaboration and assessment-for-learning practices are improving Tier 1 instruction, increasing timely access to Tier 2/Tier 3 supports, and accelerating growth—especially for unduplicated pupils.
3.4	**Action:** Communications/Newsletter **Need:** Unduplicated pupils—especially English Learners (EL), and also students from socioeconomically disadvantaged (SED) households (and any foster youth)—require increased and improved language-accessible, timely, two-way communication between school and home in order to participate fully in school programs and support student learning. EL families may face barriers related to limited English proficiency and need consistent translation/interpretation to understand school	PVUESD's school-home communications systems (newsletters, website/social media updates, and ParentSquare messaging) address the needs of unduplicated pupils—especially English Learners (EL) and SED students (and any foster youth)—by increasing families' consistent access to information, participation opportunities, and resources needed to engage in their student's education. Specifically, this action addresses identified needs by: -Providing language-accessible, two-way communication for EL families: PVUESD will	To monitor effectiveness, PVUESD will track implementation and engagement metrics including: (1) communication cadence (newsletter distribution schedule and regular website/ParentSquare updates); (2) ParentSquare implementation and access at the start of the school year, including overall family account

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	information, MTSS/ILT meeting content, attendance expectations, and student learning supports. SED and FY families may also experience barriers such as limited time due to work schedules, transportation or housing instability, limited access to reliable technology, and reduced familiarity with school systems, which can reduce access to school communications and opportunities to engage. These needs make it essential that PVUESD provide consistent multilingual communication, accurate delivery based on language preference, and accessible communication supports for family meetings so unduplicated pupils and their families can remain informed, connected, and engaged. **Scope:** Schoolwide	prioritize translation and interpretation so multilingual families receive timely information in their preferred language and can meaningfully participate in school and district activities, meetings, IEP processes, and MTSS/ILT family team processes. This reduces a primary barrier to engagement for EL families and strengthens home-to-school academic alignment. -Reducing barriers for families experiencing socioeconomic challenges: SED and FY families may have limited time, transportation, or technology access and may be less able to attend meetings or obtain information through informal channels. Regular, reliable communications and a consistent messaging platform increase equitable access to school information and engagement opportunities regardless of work schedules, device limitations, or other barriers. -Strengthening connection, belonging, and engagement: Consistent communication that recognizes student accomplishments, clarifies routines and expectations, and highlights opportunities for participation supports a positive school climate and helps students feel connected to school—an important protective factor for attendance and engagement. Connecting families to resources and coordinated supports: Communications also function as a key access point for linking families to academic, social-emotional, and wellness supports, which is particularly important for unduplicated pupils who may need additional wraparound services.	activation and maintenance of accurate contact information; (3) language-access measures including the percentage of families with a documented language preference and confirmation that key communications are provided in families' preferred languages; (4) interpretation/translation service delivery including when interpretation is provided for meetings/events (including Fall/Spring ILT family–MTSS team meetings) and when translation is provided for written communications; and (5) family participation rates in Fall/Spring ILT family–MTSS team meetings. PVUESD will also review related indicators of engagement (e.g., attendance/chronic absenteeism trends) and family feedback regarding communication clarity and accessibility. Disaggregation by student group (including English Learners) will be reviewed

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		Why provided on an LEA-wide/schoolwide basis: PVUESD is a single-school district and communication systems must function schoolwide to ensure consistency, accuracy, and equitable access for all families. While the action is provided schoolwide, it is principally directed to English Learners by increasing and improving multilingual access through translation/interpretation and language-preference delivery so EL families can participate fully and in a timely manner.	and reported when available through Aeries/ParentSquare or other district reporting systems.
4.3	**Action:** Student Wellness & Prevention Supports (Counseling + Bullying Prevention + Engagement Assemblies) **Need:** Unduplicated pupils—particularly socioeconomically disadvantaged (SED) students, and also English Learners (EL) and any foster youth (FY)—have increased need for accessible school-based wellness and prevention supports, including timely counseling, evidence-based bullying prevention/intervention/response, and structured engagement opportunities that strengthen safety, belonging, and connection to school. These student groups are more likely to face barriers that contribute to disengagement and chronic absenteeism, including limited access to outside mental health supports (cost, transportation, and availability), increased stressors related to poverty or instability, and additional access barriers for multilingual families (language and navigation of services). Addressing these	PVUESD's Student Wellness & Prevention Supports (Action 4.3) addresses the needs of unduplicated pupils—particularly SED students (and also EL and any FY)—by increasing access to school-based supports that reduce barriers to engagement, attendance, and learning. Specifically, this action: -Increases access to counseling and coordinated supports through individual and small-group counseling and coordinated follow-up during the school day, reducing barriers for students who may lack access to outside services. -Provides evidence-based bullying prevention/intervention/response to strengthen student safety, belonging, and school connectedness and to reduce barriers to participation and attendance. -Strengthens engagement through structured assemblies/presentations that reinforce belonging, pro-social behavior, and connection to school.	PVUESD will monitor the effectiveness of Action 4.3 using a combination of implementation and outcome metrics, including: (1) counseling access metrics (number of students served through individual/small-group counseling and timeliness of supports following referral, when feasible); (2) bullying/harassment indicators (incident reports and documented follow-up actions); (3) attendance and chronic absenteeism trends, including improvement for students receiving targeted supports when feasible; (4) school climate survey results related to safety, belonging, and bullying (local

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	needs through school-based, MTSS-aligned wellness and prevention supports is necessary to reduce barriers to attendance and learning and to improve engagement and readiness to learn. **Scope:** Schoolwide	-Aligns supports to MTSS referral and follow-up routines so students are identified early, receive timely supports, and interventions are monitored and adjusted based on student need and attendance/engagement data. Why provided on an LEA-wide/schoolwide basis: PVUESD is a single-school district and wellness/safety systems must operate schoolwide to ensure consistent expectations, referral pathways, and access to supports across all grades. While available to all students to maintain a safe and supportive learning environment, this action is principally directed to unduplicated pupils (SED, EL, and any FY) because these students are more likely to face barriers to accessing mental health and prevention supports and are at higher risk for disengagement and chronic absenteeism. Providing supports schoolwide also reduces stigma and supports timely access when needs arise.	surveys/CHKS/LCAP survey items); and (5) behavior/discipline indicators such as office referrals and suspensions. Disaggregation by student group will be reviewed and reported when available.
5.4	**Action:** Transportation and Meals **Need:** Unduplicated pupils—especially socioeconomically disadvantaged (SED) students, English Learners (EL), and any foster youth (FY)—experience barriers that can limit consistent access to school and basic needs supports. These barriers may include limited transportation options, family work schedules, housing instability, and limited resources that can increase risk of tardiness, absenteeism, and reduced participation in	This action addresses identified needs by providing foundational access supports that reduce barriers to attendance, engagement, and learning—particularly for SED students, EL students, and any FY. Specifically, PVUESD's transportation and meals services: -Support consistent attendance and access to instruction: Reliable transportation reduces barriers that contribute to absenteeism and tardiness and helps ensure students can attend school regularly and on time.	PVUESD will monitor effectiveness using the metrics below and will review disaggregation by student group when available through district reporting systems: 1) Transportation utilization (bus ridership): Track bus ridership totals and trends over time (e.g., average daily ridership and/or number of students

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	school and extended learning opportunities. In addition, students may experience food insecurity or inconsistent access to nutritious meals, which can negatively affect attention, behavior, health, and readiness to learn. Ensuring reliable transportation and daily meals is a foundational support that helps remove barriers to attendance and learning for students with the greatest needs. **Scope:** Schoolwide	-Improve readiness to learn through nutrition: Breakfast and lunch services help ensure students have consistent access to nutritious meals, supporting attention, health, behavior, and overall academic engagement. -Increase equitable access to programs and supports: Transportation increases access to school-based supports and extended learning/enrichment opportunities (as applicable), which is especially important for students whose families face transportation or scheduling barriers in a remote rural setting. This action increases/improves services by ensuring reliable transportation access and consistent meal availability for students experiencing the greatest barriers to attendance and nutrition, reducing access-related gaps for unduplicated pupils. This action is provided on an LEA-wide/schoolwide basis because PVUESD is a single-school remote rural district, and transportation and meal programs must operate schoolwide to ensure safety, consistency, and equitable access. While these services are available to all students, they are principally directed to unduplicated pupils because SED, EL, and FY students are more likely to face transportation and food insecurity barriers that can prevent full participation in school.	utilizing home-to-school transportation). 2) Meal program participation: Track breakfast and lunch participation totals and trends over time (e.g., average daily participation in each meal service). 3) Attendance and punctuality: Monitor overall attendance rate, chronic absenteeism, and tardy counts/rates (as available) to assess whether transportation and nutrition access are supporting consistent school participation. 4) Access to extended learning opportunities (when applicable): Monitor participation in after-school/ELOP and other school-based supports when transportation is a known barrier, to assess whether access improves participation. 5) Service feedback and barrier monitoring: Collect periodic feedback/logs

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			regarding transportation reliability/access and meal access/needs (e.g., family/student input, staff observations, and documented barriers) to inform adjustments.
5.5	**Action:** Classified Staffing (Instructional Aide & Transportation Support) **Need:** Unduplicated pupils—especially socioeconomically disadvantaged (SED) students, English Learners (EL), and any foster youth (FY)—often face barriers that can limit consistent access to school and to the instructional supports needed for academic success. These barriers may include unreliable transportation options, family work schedules and instability that increase risk of tardiness/absenteeism, and reduced access to academic supports outside of school. Unduplicated pupils may therefore require both (1) reliable transportation staffing to ensure consistent attendance and (2) additional in-class academic support to access instruction and make progress. In a remote rural context, transportation barriers can also limit unduplicated pupils' participation in extended learning and enrichment opportunities (e.g., after-school programming and arts classes), reducing access to additional learning time and connection-building opportunities that can also help	This action addresses the needs of unduplicated pupils by strengthening two foundational access supports—reliable transportation operations and additional adult instructional support—that reduce barriers to attendance and learning. Specifically, PVUESD's staffing model: -Increases access to instruction through aide support: The classified instructional aide will provide targeted small-group and/or individual support, reinforce instructional routines, and assist classroom teachers with differentiation to increase access to learning, particularly for EL students and other unduplicated pupils with the greatest academic needs. -Improves attendance and access through transportation staffing: Maintaining a dedicated bus driver and transportation/school support staffing ensures safe, reliable home-to-school transportation, reducing barriers that contribute to tardiness and absenteeism and improving consistent access to daily instruction and school-based supports. Reliable transportation staffing also increases equitable access to after-school/extended learning and enrichment opportunities (including programs piloted in 2025–	PVUESD will monitor effectiveness through: (1) bus ridership/utilization trends; (2) attendance/chronic absenteeism and tardy trends; (3) participation rates in after-school/extended learning opportunities when transportation is a barrier; and (4) documentation of instructional aide supports (e.g., service schedules/groups supported) and related student progress indicators reviewed through MTSS routines when feasible. Disaggregation by student group will be reviewed and reported when available.

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	support students and reduce chronic absenteeism. **Scope:** Schoolwide	26, such as after-school arts), which can be difficult for families to access in a rural setting without school-provided transportation. -Improves continuity by separating blended duties: Separating previously blended roles strengthens reliability and continuity of both transportation operations and instructional support delivery. How increased/improved: This action increases/improves services for unduplicated pupils by strengthening reliable transportation access and increasing instructional aide support capacity, with unduplicated pupils prioritized for the most intensive supports based on identified need. PVUESD provides this action schoolwide because we are a single-school district and transportation and classroom support staffing must operate schoolwide to ensure safety, continuity of operations, and equitable access to instruction. While available schoolwide, this action is principally directed to unduplicated pupils (EL, SED, and any FY) because these students are more likely to experience barriers to consistent attendance and benefit from increased in-school academic support to access the instructional program.	

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.

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2.2	**Action:** ELD Training, Instructional Planning, and Materials **Need:** PVUESD's English Learners (EL) and Long-Term English Learners (LTEL) demonstrate varying levels of English language proficiency and require consistent, rigorous designated and integrated ELD supports in order to access grade-level standards across content areas. Identified needs include: (1) explicit instruction in academic vocabulary and language structures (syntax and discourse) embedded in daily lessons; (2) consistent use of language objectives aligned to ELPAC language domains; (3) structured speaking/listening and writing routines so EL/LTEL students can demonstrate understanding of content while developing English proficiency; and (4) differentiated scaffolds and flexible grouping practices aligned to students' proficiency levels and instructional needs. Because PVUESD is a small, mixed-grade TK–8 setting, there is an additional need for shared instructional routines and consistent staff capacity across classrooms to reduce variation in ELD implementation. Targeted ELD professional learning is needed to strengthen teacher practice, improve coherence of language supports across grade spans, and accelerate	ELD training/support is designed to build educator capacity to deliver consistent, rigorous designated and integrated ELD instruction that EL/LTEL students need to access grade-level standards across content areas. The action addresses identified needs through the following design features: -Standards-aligned language instruction: Professional learning strengthens teacher practice in designing and delivering lessons with explicit language objectives aligned to ELPAC language domains (listening, speaking, reading, writing) and grade-level content demands. -Academic vocabulary, oral language, and writing scaffolds: Training emphasizes high-leverage routines (academic vocabulary instruction, structured speaking/listening opportunities, and structured writing frames) so EL/LTEL students receive consistent language supports across content areas and genres. -Differentiation and flexible grouping: Teachers learn and apply strategies for differentiating language supports and planning small-group instruction based on students' English proficiency levels and evidence of learning. -Data-informed instructional planning: Training supports teachers in using student data (including MAP Growth and local progress monitoring) to	Effectiveness will be monitored using a combination of student outcome and implementation metrics focused on English Learners (EL) and Long-Term English Learners (LTEL), with disaggregation reviewed and reported when available given small cohort sizes. Student outcome metrics (EL/LTEL): PVUESD will monitor ELPAC Summative performance (e.g., percentage of EL students increasing at least one overall level and/or showing growth in one or more domains—Listening, Speaking, Reading, Writing), EL progress indicators available through the Dashboard/ELPI as reported, and local growth measures such as the percentage of EL/LTEL students meeting MAP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	language development and academic outcomes for EL/LTEL students. ELD training will also reinforce culturally and linguistically responsive practices so language development is inclusive and connected to students' strengths, backgrounds, and experiences. **Scope:** Limited to Unduplicated Student Group(s)	identify language/academic skill gaps, select appropriate scaffolds and interventions, and document and adjust supports through ILPs and MTSS cycles. -Aligned instructional materials and tools: LCFF-funded materials may be used to strengthen implementation of designated/integrated ELD (e.g., vocabulary and language-support resources and structured writing scaffold materials), improving the quality and consistency of daily instruction for EL/LTEL students. Increased/Improved Services: Through these design features, the action increases and improves services for EL/LTEL students by improving the consistency, rigor, and effectiveness of language supports embedded in daily instruction.	Growth projected growth targets (reading/ELA; and mathematics as an access indicator when used). Implementation/fidelity metrics (evidence instruction is changing): PVUESD will use periodic walkthrough "look-fors" for designated and integrated ELD practices, including evidence of (a) a stated language objective, (b) explicit academic vocabulary routines, and (c) language scaffolds (structured oral language and/or writing supports) aligned to the lesson. PVUESD will also review PLC/Data Team artifacts from monthly cycles to confirm teachers are using student data to plan and document EL language supports (e.g., lesson plans showing language objectives/vocabulary routines, documented scaffolds, and instructional adjustments for EL students). Continuous improvement: Walkthrough and data-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			team trends will be reviewed at least monthly to determine whether additional training, modeling, materials, or calibration is needed to strengthen designated/integrated ELD implementation and improve EL outcomes. Educator feedback surveys may also be used to assess confidence and implementation needs related to designated and integrated ELD practices.

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.

Action 2.2 is provided on a limited basis to unduplicated pupils (English Learners/LTEL) and contributes to the proportionality requirement through LCFF Supplemental/Concentration expenditures budgeted for the action. The planned percentage contribution was calculated using an expenditure-based methodology: the LCFF Supplemental/Concentration amount budgeted for Action 2.2 ($2,500) was divided by the LEA's LCFF Base amount, and the result was converted to a percentage. This methodology estimates the proportional contribution of the action toward increased or improved services for unduplicated pupils.

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.

PVUESD will use additional concentration grant add-on funding to maintain and strengthen direct student service staffing capacity by supporting paraprofessional/instructional aide services (see Goal 5, Actions 5.5 and, as applicable, 5.1). Because PVUESD is a small, single-

school district with a high concentration of unduplicated pupils, these funds will be used to ensure adequate aide coverage and stability so staff can provide direct services to students throughout the school day. In particular, the 1.0 FTE Classified Instructional Aide will provide small-group and individual academic support aligned to classroom instruction and MTSS/ILP priorities, with services focused on students with the greatest needs - especially English Learners, socioeconomically disadvantaged pupils, and any foster youth. Where applicable, paraprofessional support roles (including special education aide support) will also contribute to maintaining consistent access to instruction and required supports. This staffing support increases students' access to differentiated instruction, targeted intervention/acceleration, and consistent in-class support, helping PVUESD sustain flexible skill-based groupings and individualized support in a rural setting. This funding helps preserve and strengthen direct service staffing hours so PVUESD can continue providing consistent small-group instruction and intervention supports across the year.

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	na	1:15
Staff-to-student ratio of certificated staff providing direct services to students	na	1:15

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	$497,945	$177,464	35.639%	0.000%	35.639%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,375,385.00	$311,635.00	$0.00	$74,075.00	$1,761,095.00	$1,323,108.00	$437,987.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Learning Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$28,063.00	$0.00	$28,063.00	$0.00	$0.00	$0.00	$28,063.00	0
1	1.2	Individualized Learning Plans (ILPs)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	0
1	1.3	Extended Day Program	All Students with Disabilities EL, Low SED, FY/H	No			All Schools	All years	$86,883.00	$4,295.00	$0.00	$91,178.00	$0.00	$0.00	$91,178.00	0
1	1.4	Interim Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$1,400.00	$1,400.00	$0.00	$0.00	$0.00	$1,400.00	0
1	1.5	Supplemental Intervention Tools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	0
1	1.6	ELPAC/CAASPP Training and Assessment Administration	All	No			All Schools		$2,800.00	$1,800.00	$4,600.00	$0.00	$0.00	$0.00	$4,600.00	0
1	1.8	Protected Structured Literacy / Designated ELD Intervention Block (K–8)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	11.985
2	2.1	Professional Development & PLC Implementation Cycles	All Students with Disabilities	No			All Schools	All years	$5,359.00	$795.00	$0.00	$795.00	$0.00	$5,359.00	$6,154.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	ELD Training, Instructional Planning, and Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All years	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	0
2	2.3	Structured Collaboration and Assessment for Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Onsite 0.6 FTE Community School Coordinator	All	No			All Schools	All years	$67,440.00	$0.00	$0.00	$67,440.00	$0.00	$0.00	$67,440.00	0
3	3.2	Community Schools Family Engagement Nights & MTSS Operations	All	No			All Schools	All years	$76,600.00	$0.00	$0.00	$76,600.00	$0.00	$0.00	$76,600.00	0
3	3.3	Home-to-School Connections and Celebrations	All	No			All Schools	All years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.4	Communications/Newsletter	English Learners	Yes	School wide	English Learners	All Schools	All years	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
4	4.1	Attendance Supports (Tiered)	All	No			All Schools	All years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.2	Positive Climate Systems (PBIS/SEL + Culture/Belonging + Restorative)	All	No			All Schools	All years	$0.00	$9,800.00	$1,800.00	$8,000.00	$0.00	$0.00	$9,800.00	0
4	4.3	Student Wellness & Prevention Supports (Counseling + Bullying Prevention + Engagement Assemblies)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	3 years	$6,000.00	$90,314.00	$96,314.00	$0.00	$0.00	$0.00	$96,314.00	0
5	5.1	Highly-Qualified Staffing	All	No			All Schools	All years	$800,931.00	$0.00	$727,607.00	$4,608.00	$0.00	$68,716.00	$800,931.00	0
5	5.2	Curriculum	All	No			All Schools	All years	$0.00	$16,000.00	$4,000.00	$12,000.00	$0.00	$0.00	$16,000.00	0
5	5.3	Materials and Technology	All	No			All Schools	All years	$0.00	$6,000.00	$5,000.00	$1,000.00	$0.00	$0.00	$6,000.00	0
5	5.4	Transportation and Meals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$115,600.00	$115,600.00	$0.00	$0.00	$0.00	$115,600.00	0

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
5	5.5	Classified Staffing (Instructional Aide & Transportation Support)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$156,133.00	$0.00	$156,133.00	$0.00	$0.00	$0.00	$156,133.00	0
5	5.6	Facilities (Basic Services)	All	No			All Schools	All years	$67,368.00	$145,000.00	$212,368.00	$0.00	$0.00	$0.00	$212,368.00	0
6	6.1	Instructional Capacity Building (60-Hour Verified Training + Implementation Look-Fors)	All	No			All Schools	2025-26	$25,531.00	$24,483.00	$0.00	$50,014.00	$0.00	$0.00	$50,014.00	0

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
$497,945	$177,464	35.639%	0.000%	35.639%	$420,010.00	11.985%	96.334 %	**Total:**	$420,010.00
								LEA-wide Total:	$0.00
								Limited Total:	$2,000.00
								Schoolwide Total:	$418,010.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Learning Center	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$28,063.00	0
1	**1.2**	Individualized Learning Plans (ILPs)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,000.00	0
1	**1.4**	Interim Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,400.00	0
1	**1.5**	Supplemental Intervention Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,500.00	0
1	**1.8**	Protected Structured Literacy / Designated ELD Intervention Block (K–8)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	11.985
2	**2.2**	ELD Training, Instructional Planning, and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Structured Collaboration and Assessment for Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	0
3	3.4	Communications/Newsletter	Yes	Schoolwide	English Learners	All Schools	$5,000.00	0
4	4.3	Student Wellness & Prevention Supports (Counseling + Bullying Prevention + Engagement Assemblies)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$96,314.00	0
5	5.4	Transportation and Meals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$115,600.00	0
5	5.5	Classified Staffing (Instructional Aide & Transportation Support)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$156,133.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,675,433.00	$1,364,835.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	MTSS/Learning Center	Yes	$55,539.00	38636
1	**1.2**	Student Learning Goals	Yes	$100.00	100
1	**1.3**	Extended Day Programs	No	$87,092.00	53083
1	**1.4**	Interim Assessments	Yes	$1,400.00	1400
1	**1.5**	Supplemental Intervention Tools	Yes	$3,500.00	3500
1	**1.6**	ELPAC & CAASPP training	No	$4,200.00	5000
1	**1.7**	Technical Assistance for ELD instruction	Yes	$0.00	0
1	**1.8**	Small Class Sizes	Yes	$448,689.00	430483
2	**2.1**	Professional Development	No	$13,218.00	8165
2	**2.2**	ELD training/support	Yes	$2,500.00	2500
2	**2.3**	Structured Collaboration and Assessment for Learning	Yes	$0.00	0

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	3.1	Parent Feedback and Input	No	$800.00	1000
3	3.2	Parent and family connection, engagement, and participation	No	$3,500.00	5000
3	3.3	Home-to-School connections and celebrations	No	$0.00	0
3	3.4	Communications/Newsletter	Yes	$5,000.00	8000
4	4.1	MTSS/Attendance	No	$0.00	0
4	4.2	Positive Behavior Supports/SEL	No	$980.00	1300
4	4.3	Communication/Newsletter	No	$500.00	100
4	4.4	Student Information and Grading Systems	No	$2,500.00	2500
4	4.5	Culture and team building	No	$9,800.00	10000
4	4.6	Counseling	Yes	$16,000.00	16000
4	4.7	Assemblies/Speakers	Yes	$8,000.00	12000
4	4.8	Bullying prevention and enhanced mental health	Yes	$66,314.00	16211
5	5.1	Highly-qualified Staffing	No	$505,510.00	424993

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Curriculum	No	$16,000.00	16000
5	**5.3**	Materials and technology	No	$11,375.00	48040
5	**5.4**	Transportation and Meals	Yes	$64,300.00	74600
5	**5.5**	Staffing (instructional aides and bus)	Yes	$262,802.00	150424
5	**5.6**	Facilities	No	$19,500.00	19500
6	**6.1**	Specialized Instruction and Learning Center Supports	No	$66,314.00	16300

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)
$210,458	$822,251.00	$594,911.00	$227,340.00	2.000%	2.000%	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	MTSS/Learning Center	Yes	$28,063.00	0	0	
1	1.2	Student Learning Goals	Yes	$100.00	100	0	
1	1.4	Interim Assessments	Yes	$1,400.00	1400	0	
1	1.5	Supplemental Intervention Tools	Yes	$3,500.00	3500	0	
1	1.7	Technical Assistance for ELD instruction	Yes	$0.00	0	2%	2%
1	1.8	Small Class Sizes	Yes	$448,689.00	421725	0	
2	2.2	ELD training/support	Yes	$2,500.00	2500	0	
2	2.3	Structured Collaboration and Assessment for Learning	Yes	$0.00	0	0	
3	3.4	Communications/Newsletter	Yes	$5,000.00	8000	0	
4	4.6	Counseling	Yes	$6,000.00	6000	0	
4	4.7	Assemblies/Speakers	Yes	$8,000.00	8000	0	
4	4.8	Bullying prevention and enhanced mental health	Yes	$46,314.00	0	0	
5	5.4	Transportation and Meals	Yes	$42,927.00	29100	0	

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)
5	**5.5**	Staffing (instructional aides and bus)	Yes	$229,758.00	114586	0	

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)
$551,587	$210,458	0	38.155%	$594,911.00	2.000%	109.854%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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