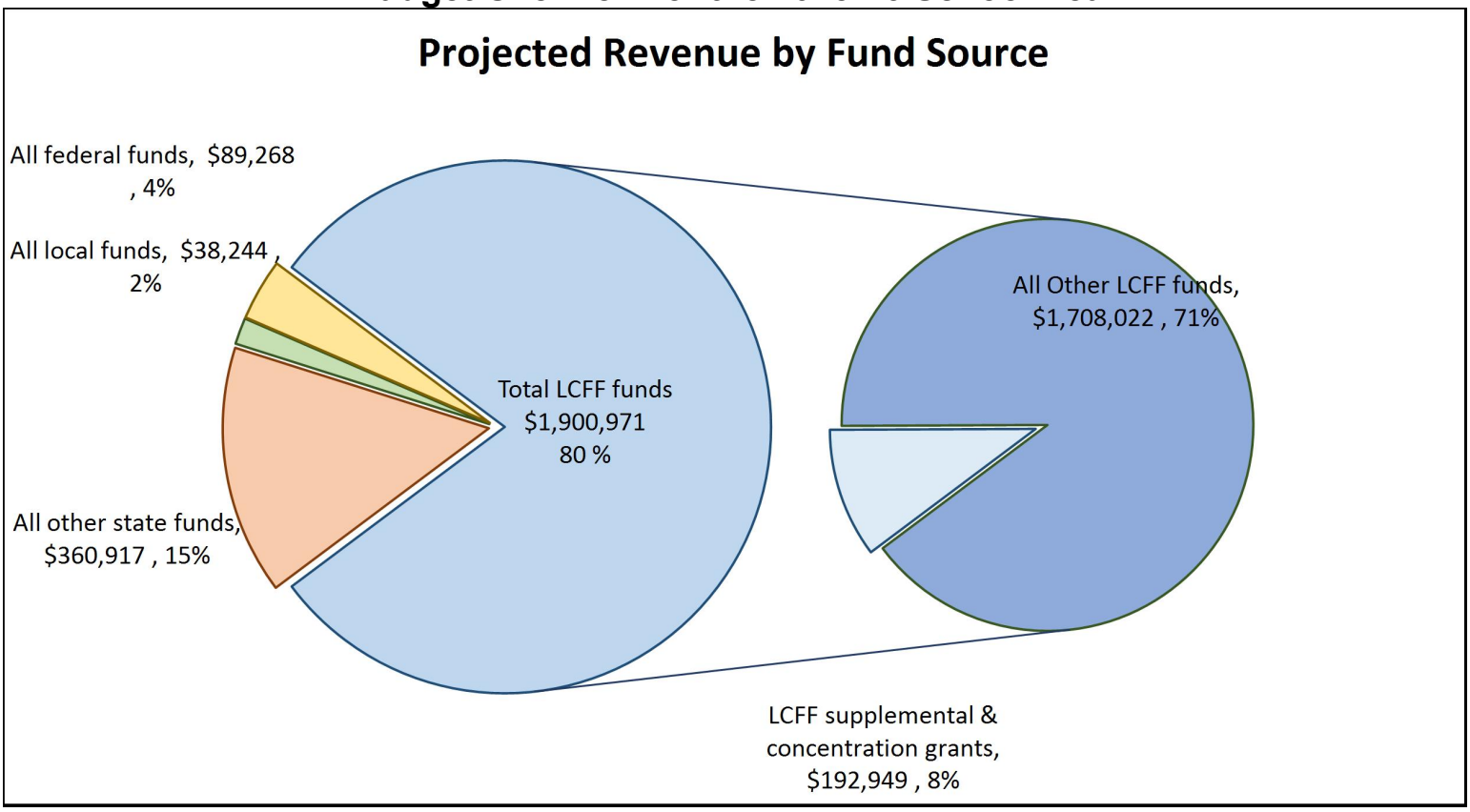
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pope Valley Union Elementary School District
CDS Code: 28662826027015
School Year: 2025-26
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 2025-26 School Year

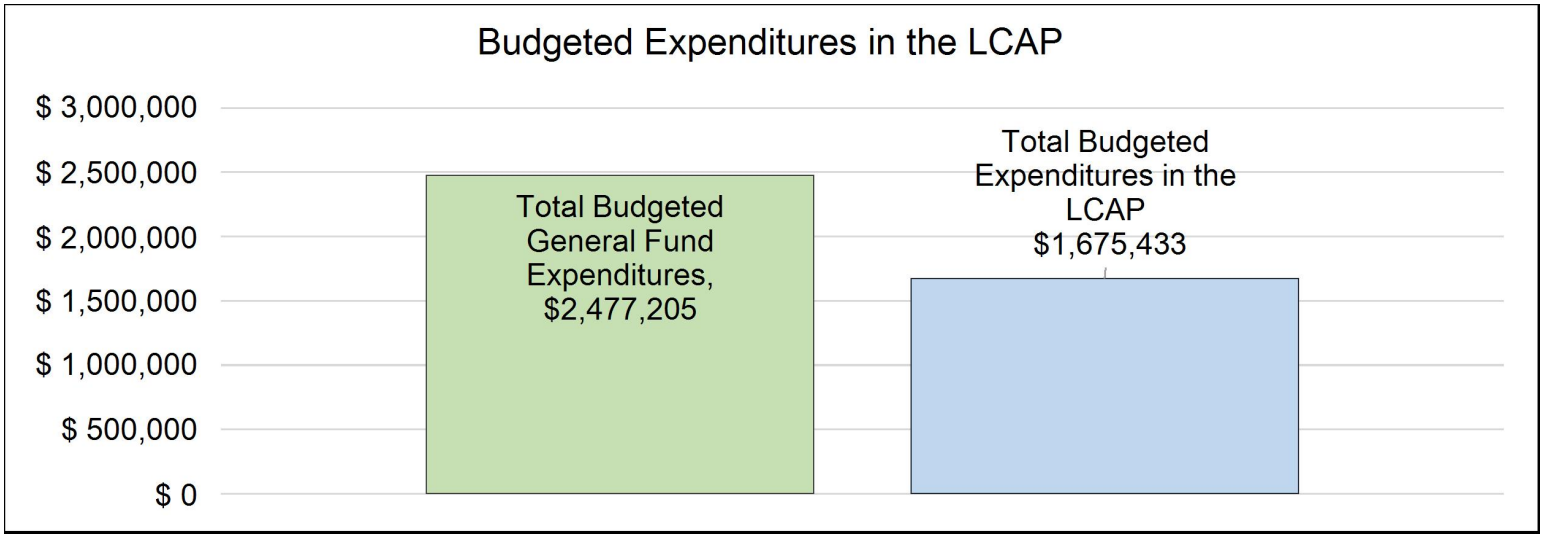


This chart shows the total general purpose revenue Pope Valley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pope Valley Union Elementary School District is $2,389,400, of which $1,900,971 is Local Control Funding Formula (LCFF), $360,917 is other state funds, $38,244 is local funds, and $89,268 is federal funds. Of the $1,900,971 in LCFF Funds, $192,949 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pope Valley Union Elementary School District plans to spend $2,477,205 for the 2025-26 school year. Of that amount, $1,675,433 is tied to actions/services in the LCAP and $801,772 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

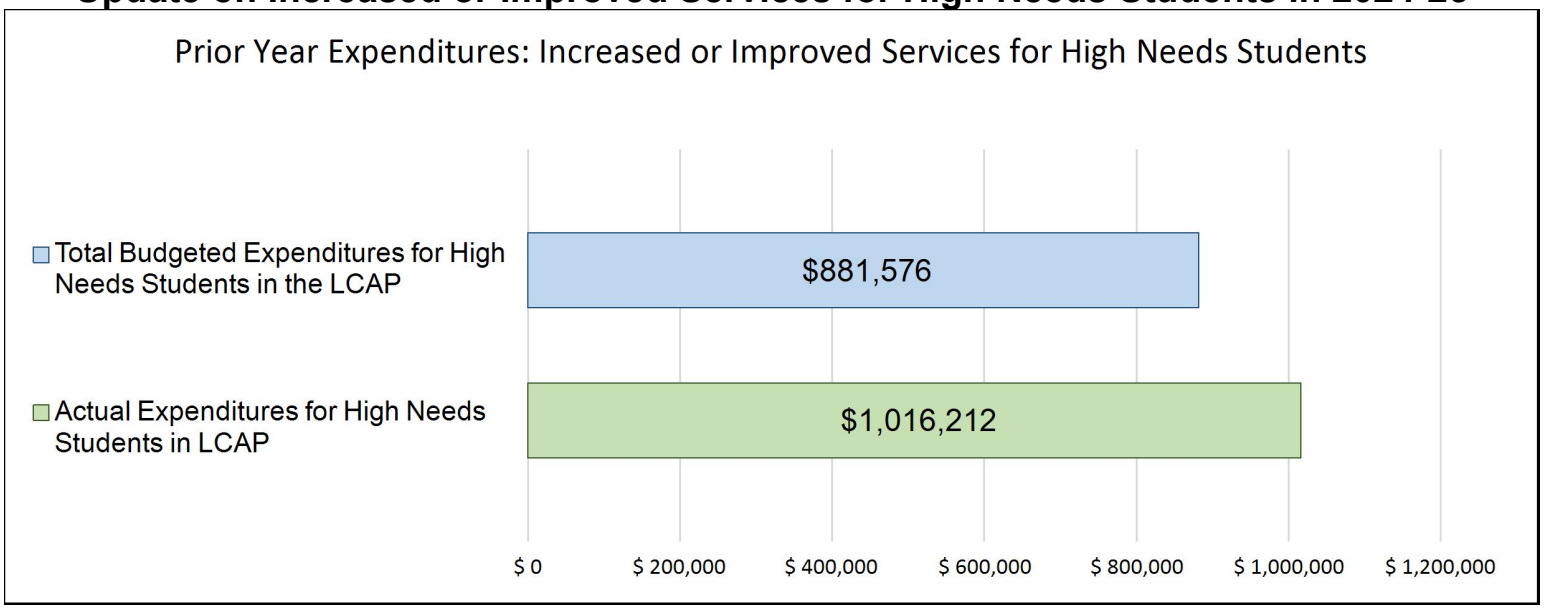
Costs not included in the LCAP include fixed facility costs such as utilities and facility maintenance costs as well as some general district office supplies and services and legal fees.

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

In 2025-26, Pope Valley Union Elementary School District is projecting it will receive $192,949 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 $822,251 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Pope Valley Union Elementary School District's LCAP budgeted $881,576 for planned actions to increase or improve services for high needs students. Pope Valley Union Elementary School District actually spent $1,016,212 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pope Valley Union Elementary School District	Kim Kern Superintendent/Principal	kkern@pvk8.org 707-965-2402

Plan Summary [2025-26]

General Information

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

Pope Valley Union Elementary District School (PVUESD) is a small, rural, single-school district in northern Napa County, California, that averages 40-60 students in grades TK-8. Approximately 73% of the student population is Hispanic and 19% are White. Currently, close to 96% of our students qualify for free and reduced priced meals, approximately 40% are English learners, and close to 15% qualify for special education services, while 0% are FY. The annual budget is comprised of funds, almost entirely, from local property taxes, making the school a "Basic Aid" or "Locally Funded" district. Our mission is to foster lifelong learning and respect for all. As a small school, we have a shared responsibility for all of our students and our students receive individualized attention. Our high teacher-to-student ratio staffed by highly-qualified teachers and instructional aides allows us to prioritize and focus on meeting each student's individual needs. Students needing extra assistance receive tutoring and targeted support with reading comprehension and fluency, math computation, literacy, and numeracy.

The staff at PVUESD are humbled and honored to work for such an energetic and dynamic community. Together the students, parents, staff, and community are a caring and connected community of learners. The Pope Valley Elementary School community includes people of many backgrounds, education levels, and abilities who are all assets to our educational programs. We recognize and celebrate cultural differences, and inclusion and acceptance of others is fundamental to PVUESD's mission. We work to nurture these values in students through Positive Behavior Interventions and Support (PBIS), Social-Emotional Learning (SEL) strategies, family and community engagement, and additional educational programs. PVUESD is committed to providing personalized attention and support for all students, and will continue to expand and improve services for EL students, low-income students (SED), and students with disabilities (SWD). As an Equity Multiplier school, Pope Valley will focus on improving language arts achievement for all students (goal 6). Pope Valley will target activities and specifically improve

outcomes for our EL, SED, and SWD students by improving our MTSS, PBIS, attendance, intervention, and instructional services, and by increasing safety and providing culturally-responsive teaching and learning materials.

Reflections: Annual Performance

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

The analysis of the most recent California School Dashboard (Dashboard) data indicated a clear need to continue supporting students in English Language Arts (ELA), Mathematics, and English Language Development (ELD). For example, in 2024-2025:

- Students in grades 3–8 performed an average of 81.5 points below standard in English Language Arts on the Smarter Balanced assessments. English Learner (EL) students performed 93.8 points below standard in English Language Arts on the Smarter Balanced assessments.
- Pope Valley students in grades 3–8 performed an average of 67.6 points below standard in Mathematics on the Smarter Balanced assessments. EL students performed 80.7 points below standard in Mathematics on the Smarter Balanced assessments.
- 41.2% of PV's English learner students progressed at least one English Learner Progress Indicator (ELPI) level, and 58.8% of ELs stayed at the same level or decreased by one or more ELPAC levels. Three students redesignated during the 2024-25 school year.

This need is echoed in local benchmark assessments and instructional supports described in the Measuring and Reporting Results section below. During the 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 directly and indirectly. PV will also be targeting actions and services to increase safety and help reduce chronic absenteeism for all students. Although Hispanic and SED, and the "All Student" student groups improved from red performance levels on the 23-24 Dashboard to orange levels on this year's 24-25 Dashboard, there is still much to be done to improve supports for students who struggle with chronic absenteeism. Pope Valley will be targeting strategic supports and activities to assist our SED, SWD, and ELL students in improving academic performance, accessing wellness services, and closing opportunity gaps. PVUESD will continue to focus on student safety and expand and improve services for EL students, low-income students (SED), and students with disabilities (SWD). Pope Valley will target activities and specifically improve outcomes for our EL, SED, and SWD students by continuing to implement, iterate, and improve an MTSS/PBIS system; increasing attendance, intervention, and instructional services; and providing a culturally-responsive learning

environment, teaching, and learning materials.

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 Kelvin survey pulses, 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 input during meetings and focus groups, 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 leadership opportunities to provide focus group input during the 2024-25 school year - twice each for 7/8th grades and 5/6th grades.
Students (4-8)	The PVUESD Annual LCAP survey was administered to students this spring. Kelvin (survey-style) pulses were also offered to students in grades 4-8 in the fall (October 2024) and spring (April 2025). Students also participated in using the Along communication and connection system - this is a safe way for educators to focus on young people's social, emotional, academic and physical well-being. 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 23 educational and school-based events for parents/caregivers during the 2024-25 school year. These were mostly in person events (for example - Family Reading or Literacy Information Nights). In the 2024-25 school year, close to 350 people have attended our events. Our fall and spring parent conferences were at 100% attendance (all students had at least one parent/guardian attend each time).
Principal presentations	The Principal presented the Mid Year LCAP report and provided feedback opportunities on goals, metrics and actions for 2025 LCAP at Board and other stakeholder meetings and events during the winter of 2024-25.
Community schools parent advisory group	A kickoff for PV's Community Schools Parent Advisory Group was held in October 2024 - three staff members and seven parents/students were present. This group provided input and

Educational Partner(s)	Process for Engagement
	feedback on PV's community schools needs assessment and planning. Information and interest surveys were provided in the winter and spring, as well. Feedback gathered also informed PV's community school implementation grant application.
Napa County Office of Education - coaches, professional development, other support providers	NCOE provided coaching, professional development, and technical assistance during the 2024-25 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 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 budget workshop in June.
SELPA consultation	In addition to a minimum of four consultation meetings per 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 2024-25 school year, PV worked with many of 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 25-26. PVUESD consulted with NCOE and Momentum in regular planning and professional development meetings, as well. The district also held two in-person Reading and Writing Roundtable Parents Nights (11/13/24 and 3/19/25) where parents, community members,

Educational Partner(s)	Process for Engagement
	students, and staff talked about student ELA performance, needs, and supports, as well as LCAP and Equity Multiplier goals. In addition, during our Spring ELAC/DELAC 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.

Much information was collected from our educational partners during the 2024-25 school Site Council/DELAC, other parent and community meetings, and via surveys and focus groups. This information has been carefully considered and incorporated in our decision making processes for continued and future goal and priority setting. From anecdotal, direct input, and survey information gathered from our educational partners, the following are priorities for the school: Student safety; staff training and providing students with social-emotional learning and supports; prioritizing mental health and counseling supports; providing high-quality literacy and numeracy instruction; increasing instruction, support, and intervention for EL, LI, and Special Education students; and offering engaging academic opportunities and experiences in English Language Arts, Science, Technology, Engineering, Math, and Arts (STEAM). Additionally, staff, parents, and students have expressed the desire to improve and expand the extended learning opportunities program before and after school, if possible.

Based on the analysis of educational partner input and local data, the Pope Valley Union Elementary School District (PVUESD) is deeply embedded in and connected to its community. The district is committed to engaging with educational partners as collaborators. Feedback from educational partners was received through various channels, including surveys, the Site Council (SSC), the Parent Teacher Organization (PTO), and at District English Learner Advisory Council (DELAC) meetings, focus groups, staff meetings, and surveys. Parent participation decreased in our PTO, SSC, and DELAC meetings in the first half of this year, but increased to over 70% in the last three meetings during the last three months of the year. Almost 40% of the entire school community attended a two-hour Brown Act Board training this spring. Participation in parent teacher conferences remained at 100% for the second year in a row for both the fall and spring conferences this school year – up from 80% during the 2022-23 school year.

Many educational partners also engaged with PVUESD's Board meetings and parent meetings. Several parents and staff members regularly attended Board meetings and provided feedback regarding the changes at the school this year after a former employee was convicted in 2024 of multiple accounts of student abuse at the school. This significant event, combined with an 8-month Grand Jury investigation during this school year, and decades-long persistent and serious low academic achievement in Language Arts and Mathematics, highlighted the need in 2024-25 for PVUESD to make extensive and immediate changes with respect to student safety and instruction. Many parents were concerned about the changes. To improve communication and increase transparency, newsletters and communications from administration were increased, and additional parent meetings were added this spring. PVUESD implemented specific strategies to foster successful school and family connections, with a focus on reducing barriers to greater parental participation and connection. Significant attention was given to parents who are economically disadvantaged, disabled, have limited English proficiency, are migratory, have limited literacy, or belong to any racial or ethnic minority background. To support parents with limited English proficiency, PVUESD provided professional and confidential translation and interpretation services for all communications, online information, newsletters, and all meetings at school. Additionally,

PVUESD made efforts to increase services for students and their families including social-emotional support, counseling, transportation, and clothing assistance. By addressing these diverse needs, PVUESD aims to create a more inclusive and supportive educational environment for all students and their families, and increase safety and academic achievement.

Based on the feedback provided by many of our families and educational partners, PVUESD needs to significantly improve accountability and academic achievement and continue to engage with our educational partners to utilize an assessment for learning approach. On campus, as part of our MTSS initiative, PVUESD has been intentional about ensuring that we use assessments to drive differentiation and instruction. We utilize Tier 1 assessments to guide unit and lesson planning. In addition, we have begun to utilize collaborative planning to analyze student assessment data for instructional improvement and to develop reteaching strategies to ensure that all students are working towards mastery of standards. We are responding to the student data that we are gathering from our Tier 1 standards-based assessments and beginning to closely monitor student progress towards mastery. We will continue to evolve our master schedule to include more protected time for literacy and mathematics instruction. Teachers and staff are expected to communicate frequently and connect directly with parents about their child's learning outcomes.

As previously mentioned, PVUESD experienced a significant reputation-damaging event at the end of the 2023-24 school year. A former employee was convicted of abusing students at the school. This event necessitated immediate changes and extensive security and safety enhancements at the school. These events surfaced a bifurcation in the school community.

In the 2024-25 school year, the school community experienced further challenges and changes related to these events and the school's complex and troubled past. The Napa County Civil Grand Jury (2025) conducted an extensive 8-month investigation from September 2024 to April 2025 and found "no evidence of discrimination or unequal treatment by the school administration against Hispanic or Spanish-speaking families" (p.15). The Grand Jury also produced a finding that "the school community is divided, with one group of parents and teachers supporting changes in the school, and another favoring a return to prior practices and personnel," and additional findings of significant lapses in school oversight, management, and communication in the decade prior to 2023 (Napa County Civil Grand Jury, 2025, p.14-15). The Grand Jury specifically commended the current administration and Board for the actions and changes being undertaken to improve safety, academics, and management of the school. Thus, many important changes occurred at the school during the 2024-25 school year. Despite concerted efforts to disrupt the necessary changes and improvements at the school, a majority of school staff and the community remain focused on improving academic instruction and providing a safe and supportive learning environment for students.

Local indicators show some evidence of the disruption. One illuminating artifact that showed up in each of the student surveys (LCAP, CHKs, and Kelvin) administered in the spring is a large group of students (50%) marking "neutral" or "neither agree nor disagree" on many survey items. This may make sense in an environment where 20-25% of parents and two of our three classroom teachers engaged in public demonstrations and actions against the school this spring. However, the results of the surveys also indicate some evidence that the learning environment is still full of potential and mostly positive, students are resilient, and our students are benefiting from the school shifting from an adult-centered focus to a more student-centered approach.

PVUESD used several tools during the 2024-25 school year to track progress in school climate for purposes of continuous improvement, and to be able to identify needs and implement changes to address local needs. Student discipline data was also used to identify school climate trends and concerns. Understanding student concerns and elevating student voices is an important priority at PVUESD. This year, PVUESD continued a CalHOPE SEL initiative and used SEL communication tools like Kelvin and Along, administered the California Healthy Kids

survey (CHKS), held several student leadership focus groups, and administered the annual LCAP survey with students. During the 2024-25 school year, Kelvin pulses were administered to our grades 4-8 students in the fall (December 2024) and spring (April 2025).

In PV's Kelvin climate surveys (offered every fall and spring), students' overall perceptions of the school remained favorable and fairly consistent. In October of 2024 students' overall perception of the school was 77% favorable and in April of 2025 it was 74% favorable. Although the students' overall perceptions of the school climate decreased 3% from fall to spring, students reported a favorable (78%) culturally/linguistically responsive environment, and favorable (75%) feelings of safety and connection with the school. Students also reported that their access to resources for coping increased from 76% favorable in October 2024 to 81% favorable in April 2025. This may be a result of PV hiring a new bilingual Student Wellness Coach and beginning to offer additional student resources in the new Learning Center in early March 2025.

Similar to last year, eighteen PVUESD students in grades 6-8 participated in the California Healthy Kids Survey in March of this year. The California Healthy Kids Survey (CHKS) is offered annually and can be used to increase engagement with learning and reduce barriers to student social-emotional and physical health (which may be affecting school attendance and academic performance). Eighty-nine percent (89%) of students who participated in the CHKS survey reported that they feel a high or moderate "value of school" and 65% agreed or strongly agreed with the statement "I feel safe in my school" (29% neither disagreed nor agreed). Thirty-eight percent (38%) of students rated their perceived safety at school as "very safe" or "safe," and fifty-six percent (56%) of students reported feeling "neither safe nor unsafe." The students who participated in the CHKS survey also responded to the question of whether or not their "Parents feel welcome to participate at this school" - 33% agreed or strongly agreed and 50% were neutral with this statement (17% disagreed/strongly disagreed). The survey revealed that 39% of students agreed or strongly agreed there was a promotion of parental involvement in their school (50% "neither agreed nor disagreed" on each of the three parental involvement scale questions). Communication between teachers and parents was also identified as an area needing improvement in the CHKs student surveys.

Forty-six (46%) percent of students reported that they "agree" or "strongly agree" on questions related to "school connectedness," with an average of 44-61% reporting that they "neither disagree or agree" on the questions related to "school connectedness." When asked if the "teachers at this school treat students fairly," fifty percent (50%) of students agreed or strongly agreed, and 44% neither disagreed or agreed. When students were asked about their reasons for absences, 33% said that they do not miss any school, 50% said that they miss school for reasons of illness, and 17% reported that they are absent because they "didn't get enough sleep." The survey indicated low levels of substance use among students, with 6% reporting current alcohol or drug use. Health routines questions showed that 71% of students ate breakfast regularly. The survey results also indicated that most students reported achieving good grades, with 67% reporting A's and B's. However, 50% of students also reported feeling that school is boring, which may impact their feelings of engagement and connection with school.

With respect to PVUESD's annual LCAP survey, student participation was consistent with last year. Despite the significant changes and challenges at the school, this year's LCAP stakeholder survey (administered March – April 2025) found that 60% of students participating in the survey said that they believe that "Pope Valley is a safe place to go to school." Twenty-three percent reported feeling neutral. Forty-six percent (46%) of students agreed or strongly agreed with the statement, "I feel like I belong at Pope Valley School," and forty-six percent of students reported feeling neutral about that statement. Twenty percent (20%) of students agreed or strongly agreed with the statement "I want to go to school each morning," and fifty-seven percent said they feel neutral about that statement. The three things that students felt

were the most important things the school needs to do going forward are to increase field trips, start an arts or music program, and improve school meals.

These suggestions influenced the LCAP actions and services. Student input indicated that although students are experiencing some of the positive effects of our new Student Wellness Coach, Learning Center, and SEL programs, we have much more to do with respect to supporting students mental health and feelings of inclusion, connection, and belonging at school. The CHKS survey indicated a strong need to reduce verbal and emotional bullying and to increase bully prevention tools and improve feelings of connection and belonging on campus. The analysis of feedback data revealed key insights into the critical role of social and emotional factors in students' overall success. It indicated a strong correlation between academic performance and social-emotional skills, highlighting the importance of nurturing these skills for improved student outcomes. For example, the Kelvin Heat Map indicated a specific need to address and improve access to emotional supports for all students. Research consistently shows that students with strong social-emotional skills exhibit greater resilience and adaptability. These are essential traits for navigating life's challenges, and so PVUESD's approach in prioritizing safety and social-emotional well-being aligns with broader evidence-based educational initiatives promoting inclusion and celebrating diversity, and fostering empathy, understanding, and respect for others. Given our school's unique context and history, the transition and challenges we are currently experiencing, and the increased need for student-centered mental health supports, teacher training, and increased student safety, our LCAP needs to prioritize related actions and services. Further, input from various stakeholders, including parents, teachers, students, and community members, underscores the need for a collaborative approach to providing wraparound services and addressing these needs directly within the school community. By making safety, social-emotional well-being, and academic improvement the focus of the LCAP, PVUESD is taking proactive steps to ensure students receive comprehensive support, recognizing that nurturing emotional intelligence alongside academic abilities is essential for long-term growth and fulfillment. This emphasis aims to create a more supportive learning environment where students can thrive academically, emotionally, and socially, contributing to their overall well-being and success.

Based on the analysis of educational partner input and local data, there is consensus that while there are multiple avenues for educational partners to provide input for decision-making, there is also need for continued input from a broad and representative sample of families. In response, PVUESD is making a concerted effort to elevate student voices through various initiatives, including implementing a student leadership program and more opportunities for student led conferences and academic exhibitions. Additionally, PVUESD is working to engage underrepresented families through targeted outreach, community events, and inclusion efforts to ensure a diverse range of perspectives are considered in the decision-making process. In addition, recent educational partner input shows many families have a desire to have more in depth knowledge and understanding of effective academic programs, local assessments, and curriculum and instructional strategies that can be utilized to improve and accelerate student learning. PVUESD will continue to hold and expand family learning events related to these topics and provide information about local improvement cycles used to ensure all students are making academic growth and progress.

PVUESD will also continue to offer surveys and other opportunities for parents to provide feedback and input both in person and online. Parents have expressed positive feedback on having both options available. We will also seek feedback from our families during and after events families attend. Parents have also requested information and input on decisions related to strategic planning and decision-making. For example, parents can provide valuable input on recommendations for culturally responsive materials and activities, staff diversification, addressing equity concerns, and extending access to SEL and wellness resources. PVUESD will continue to provide professional and confidential translation and interpretation for all communications and documents to make information more accessible to our multilingual families, and PVUESD will continue to develop strategies to improve engagement with underrepresented families, including personal

invitations to participate, adjusting meeting times and locations, and utilizing virtual options if needed. These multifaceted initiatives are designed to not only foster a more inclusive educational environment but also to ensure that the voices of all stakeholders are heard and valued in decision-making and shaping the future of the district.

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. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics, and English language development (ELD). For example, in 2024-2025:

- Students in grades 3–8 performed an average of 81.5 points below standard in English Language Arts on the Smarter Balanced assessments. English Learner (EL) students performed 93.8 points below standard in English Language Arts on the Smarter Balanced assessments.
- Pope Valley students in grades 3–8 performed an average of 67.6 points below standard in Mathematics on the Smarter Balanced assessments. EL students performed 80.7 points below standard in Mathematics on the Smarter Balanced assessments.
- 41.2% of PV's English learner students progressed at least one English Learner Progress Indicator (ELPI) level, and 58.8% of ELs stayed at the same level or decreased by one or more ELPAC levels. Three students redesignated during the 2024-25 school year.

This need is echoed in local benchmark assessments and instructional supports described in the Measuring and Reporting Results section below. During the 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.
Unless otherwise noted, baseline data is from the 2023–24 School Year.

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% 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 Baseline TBD fall 2025	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	will be calculated once we have baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of teachers who participate in ELA/ELD professional development and rate the training as having a positive impact on instructional practice Data Source: Professional Development Feedback Forms	100% of teachers who participated in ELA/ELD professional development and rated the trainings as having a positive impact on their instructional practice	100% teachers teachers are receiving necessary coaching and training for ELA/ELD adoption.		100% of teachers participated in ELA/ELD professional development and rated the trainings as having a positive impact on their instructional practice	on baseline
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 = 24% Latino = 11% White = 5% ELs = 8% 2023-2024 % proficient or advanced in Math: All students = 22% Latino = 60% White = 40% ELs = 10%	2024-2025 % proficient or advanced in ELA: All students = 19% Latino = 11% White = 4% ELs = 4% 2024-2025 % proficient or advanced in Math: All students = 8% Latino = 50% White = 50% ELs = 14%		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: 5% below baseline - All students At baseline - Latino 0% below baseline - White 4% below baseline - ELs % proficient or advanced in Math: 14% below baseline - All students 10% below baseline - Latino 10% above baseline - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						4% above baseline - ELs
1.5	Percent of EL students making progress toward English language proficiency Percent of EL students demonstrating growth on the local English proficiency assessment Data Source: English Learner Progress Indicator (ELPI), Data Quest, Dashboard, Local data on EL proficiency	2023-2024 English language proficiency progress: 40% = Level 4 (well developed) 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 % of EL students demonstrated growth on the local English proficiency assessment - baseline data will be available Fall 2025	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		2026-2027 English language proficiency progress: >30% of ELs will maintain current ELPAC level >50% of ELs will progress at least one ELPAC level 100% of EL students will demonstrate growth on the local English proficiency assessment	24% below baseline - Level 4 (well developed) 1% below baseline - Level 3 (moderately developed) 17% below baseline - Level 2 (somewhat developed) 17% above baseline - Level 1 (beginning) 10% below baseline - ELs decreased one or more ELPAC level 5% below baseline - ELs maintained current ELPAC level 5% below baseline - ELs progressed at least one ELPAC level 1% above baseline - ELs maintained ELPAC Level 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percent of students who score proficient on the local writing assessment Data Source: Local Benchmark Assessment in Writing	% of students who score proficient on the local writing assessment Baseline TBD fall 2025	PV is still working on developing and adopting a local writing assessment. A data teams process has already begun, however, and selecting a writing assessment is a priority for this process.		2026-2027 - 100% of students scored proficient on the local writing assessment	will be calculated once baseline data is established
1.7	Percent of EL students who are reclassified ELPAC - Advance 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 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		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 25% below benchmark - students classified as Level 4 (well-developed on ELPAC) 5% 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
			those students in the first week of February. These teams reclassified 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 = 39% Latino = 37% White = 60% Female = 46% Male = 25% MAP Math Growth All Students = 50% Latino = 51% White = 37% Female = 42% Male = 68% PAF targets TBD Fall 2025 (% on grade level reading targets)	Results from the 2024-2025 spring MAP reading and math testing show the following: MAP Reading Growth All Students = 49% Latino = 63% White = 8% Female = 24% Male = 61% MAP Math Growth All Students = 57% Latino = 62% White = 40% Female = 69% Male = 53%		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 10% above baseline - All Students 26% above baseline - Latino 52% below baseline - White 22% below baseline - Female 36% above baseline - Male MAP Math Growth 7% above baseline - All Students 26% above baseline - Latino 3% above baseline - White 18% below baseline - Female 15% below baseline - Male

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9						

Goal Analysis [2024-25]

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

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

Pope Valley Elementary has continued to experience circumstances in which a significant disruption to the learning environment and district structure, policies, and procedures related to a serious legal case in 2024 occurred. Thus, PV's progress on planned goals and actions was slowed. Our new MTSS system has progressed, but is still in the initial stages of development, and additional training and data team development will be provided in the summer and fall of 2025. We were able to hire a certificated Special Education teacher in the fall of the 2024-25 school year, and that allowed the school to make up almost all service minutes missed in the current and previous school years. Our new Learning Center model began initial rollout in February of 2025, and is expected to be in full operation in August of 2025. The PV Leadership team completed FIA and SIT assessments to use for gap analysis and improvement plan development. PV made significant progress in developing a high-quality extended day program, implementing benchmark and interim assessments, and is continuing to develop assessment-for-learning systems and a data team process for monitoring student progress on a regular basis to improve instruction and determine appropriate interventions. In addition, ELPAC & CAASPP training has been initiated and is ongoing.

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 related to this goal mainly stemmed from the Learning Center being delayed in full development and implementation until August 2025, higher expenses than expected in our extended day programs (due to higher enrollment than expected and increased support costs), and additional class size costs related to the aforementioned significant learning environment disruptions and staffing issues.

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

The district urgently needs to improve student ELA and Math performance, and English learner proficiency. Unfortunately, as described above, PV's progress on planned goals and actions continues to be slowed by some unusual circumstances. There is, however, some evidence that the specific actions are beginning to be effective. Our new MTSS system is still in the initial stages of development but is beginning to show where additional efforts need to be targeted. The new learning center model began initial rollout in February of 2025, and

has been anecdotally very successful at supporting students with intervention, mental health, and behavioral concerns. The PV Leadership team completed multiple assessments and has been conducting gap analysis and developing a strategic planning process and implementing school improvement plans. PV made significant progress with improving our extended day program, implementing benchmark and interim assessments, and developing an assessment-for-learning calendar and a data team process for monitoring student progress on a regular basis to improve instruction and determine appropriate interventions. These actions showed effectiveness in that they increased the schoolwide coherence, coordination, and collaboration necessary to impact instruction and increase student achievement. It may take another year to see student standardized testing improvements, however student progress in reading, writing, and mathematics is already beginning to show in our local indicators. The data indicate that although the actions were somewhat limited in a few areas this year, they were successful in producing the desired result of improving achievement for all students. Continued progress will be needed to ensure that student learning is also accelerated specifically for EL and low-income student groups as well.

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 this reflection on prior practice, PVUESD will continue to reform and improve instructional practice and to develop a robust assessment-for-learning system and local indicators to strengthen the ability to assess and improve academic progress for student subgroups and ensure that the district is employing the highest leverage actions to increase and accelerate student learning. The LEA believes that the current goal, metrics, target outcomes, and actions will be successful and effective at improving student achievement for the coming school year. No substantive changes were made to the actions carried over from the previous years, however several benchmark metrics will be determined in this coming year as they were not able to be established in the 2024-25 school year. The district is committed to establishing baseline metrics and moving both goal and action(s) implementation forward in 2025-26.

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	MTSS/Learning Center	Embrace a multi-tiered system of support (MTSS) to accelerate academic and social emotional learning (SEL) for all students. SEL, NWEA MAP Growth, and curriculum-embedded formative assessments will be used to determine whether students need tier 2 and tier 3 supports in addition to high quality instruction and support in tier 1. A "Learning Center" model and the master schedule will be structures that will provide tier two and tier three supports for unduplicated students (EL, Low SED, FY), or any other	$55,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student, needing academic acceleration, especially in language arts and math. The learning center will operate 5 days a week to serve students, including unduplicated students and those students with exceptional needs.		
1.2	Student Learning Goals	The classroom teachers will collaboratively create individual learning goals for unduplicated students and any other student in need of extra academic support. Student progress and individual academic growth data will be monitored on a regular basis to determine appropriate interventions. The funds will be used for supporting and tracking student progress data.	$100.00	Yes
1.3	Extended Day Programs	PVUESD will offer an extended day programs during the school year and summer break that will be principally directed to our unduplicated students (EL, Low SED, FY) but open to any student wanting to attend. Students will have opportunities to engage in enrichment activities, STEAM projects, sports, and field trips.	$87,092.00	No
1.4	Interim Assessments	Continue to use K-8 Reading and Math assessments (MAP/Dibels) to measure literacy, numeracy, and science progress and to align instruction to students' needs. 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. The results will be used to determine quality tier 1 instruction and to develop targeted interventions and acceleration for tier 2 and tier 3 academic student support. Funds will be used for the subscription to NWEA/MAP and/or other essential screeners/progress monitoring tools. Other assessments such as the CAASPP interim assessments may also be incorporated in the assessment for learning plan.	$1,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Supplemental Intervention Tools	Use of supplemental intervention online programs (Lexia, Acellus, IXL, or similar). Funds will be used for subscriptions to supplemental materials for intervention and learning acceleration, especially for our unduplicated students.	$3,500.00	Yes
1.6	ELPAC & CAASPP training	Provide appropriate staff with ELPAC, CAASPP, and adopted curriculum training. Funds are set aside so appropriate staff can access trainings on state testing, assessment platforms, reporting assessment results, and updated curriculum learning opportunities.	$4,200.00	No
1.7	Technical Assistance for ELD instruction	Napa COE staff and or Momentum will provide technical assistance, training, and coaching support to Pope Valley teachers in designated and integrated ELD instruction. No funding is needed for the NCOE portion of this service. This service is considered a qualitatively improved service for English Learners. The methodology to determine the percentage of this improved service is to divide the daily rate (salary and benefits) of any NCOE staff service days by the LCFF base. The percentage of services equates to roughly 2%. NCOE staff may also support PVUESD in adjusting the school schedule and/or instruction to include time for daily, leveled, designated ELD instruction and/or enrichment.	$0.00	Yes
1.8	Small Class Sizes	PVUESD commits to offering small classes with varied instructional modalities and pedagogies for more individualized support for students, especially for unduplicated students. Class sizes range from 10-16. Use of these funds are for 3.0 FTE certificated staff (salaries/benefits) for a 184 day contract.	$448,689.00	Yes

Action #	Title	Description	Total Funds	Contributing

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 has been developed as a result of stakeholder input and engagement to ensure all students in the Pope Valley Union Elementary School District have access to high-quality standards-aligned core and supplemental instruction. The district is focused on ensuring effective instructional materials and technology are available for all students, and is committed to recruiting, training, and retaining highly-qualified teachers/service providers to foster students' academic and social emotional growth and development.

The actions in this goal address the following state priorities:
Priority 1 - Basic Services
Priority 2 - Implementation of State Standards
Priority 8 - Other Pupil Outcomes

The District has procedures in place to increase communication and collaboration and support the alignment of local, state and federal funds. PVUESD’s leadership team collaborates to create a clear and focused theory of action embedded in a multi-tiered system of support and utilizing data and assessments to drive growth and improvement and increased outcomes for students. Regular weekly and monthly meetings are scheduled with and between teachers, specialists, and the district/site administrator to support ongoing communication and collaboration to continue to engage in and refine this work. Actions for all students are funded by state base funds. Actions principally targeted to low-income, English learners and foster youth are funded with LCFF Supplemental funding, and actions to further supplement those for low-income students are funded by Title I. Additional professional learning to support Additional Targeted Support and Improvement is funded by Title II. The District's LCAP goals are aligned to the eight State Priorities and focus on teaching and learning, parent and community engagement, and facilities and learning environments. Our base funding is focused on core actions for all students, and LCFF Supplemental funding is focused on targeted support for students who are English learners, low-income, and foster youth.

The combined actions included in this goal are centered on providing an excellent academic foundation for students as they access the learning environment provided by the PVUESD and its dedicated and professional staff. This goal also responds to root causes and issues identified with our identification and services of and for Students with Disabilities. A well-trained and professional workforce are foundational to a healthy and productive learning environment. The metrics associated with this goal are regularly reviewed to monitor progress.

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	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		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	Data Teams are still in the initial stages of development - we will be able to provide analysis to baseline as soon as we have our baseline practices established (Fall 2025).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		professional learning needs	2025-26 school year.		where looking at student work or assessment data was used to inform instruction and/or professional learning needs	
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 Data Source: Schedules, Staff meeting agendas and notes, training/PD sign ins and other records, classroom observation notes and records	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 TBD 2025-2026)	100% teachers participated in required professional development sessions.		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	On baseline for PD participation, however, implementation is essential for improved practice. Implementation rollout and feedback will be a key focus for 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 TBD 2025-2026) % of staff with professional goals aligned to LCAP priorities (baseline TBD 2025-2026)	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.		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 are still in the initial stages of development - we will be able to provide analysis to baseline as soon as we have our baseline practices established (Fall 2025).

Goal Analysis [2024-25]

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

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

Despite significant challenges in the 2024-2025 school year, PV made progress in improving instructional practices by continuing efforts to develop and implement professional development and a professional learning community. The district focused efforts on recruiting and retaining high quality certificated and classified staff. A highly-qualified certificated Special Education teacher was hired in fall of 2024, and she and the school Leadership team have made significant strides in developing and implementing supports for high needs subgroups at the school. Professional development opportunities were provided for all staff in several academic, social emotional, and behavioral areas, including ELA/ELD, Math, MTSS, SEL, and culturally responsive pedagogy. Training in early literacy, phonics, and reading and language development were a priority focus this year as our new PAF reading program was launched and fully implemented. Classroom observations and collaborative planning sessions are ongoing and under continuing development. All classrooms are required to implement the CCSS, and teachers participated in required professional development sessions and collaboration meetings.

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.

There were no substantive material differences between a majority of the budgeted and estimated actual expenses for this goal. However, there was a material difference related to the Structured Collaboration and Assessment for Learning action in this goal because this action was delayed or slowed as a result of one time teacher staffing issues and concerns related to a significant reputation-damaging event at the end of the 2023-24 school year. This event necessitated immediate and extensive changes at the school, which bifurcated the school community and affected the attention, efficacy, and performance of the teaching staff with respect to improving instructional practice and developing a professional learning community at the school.

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

Most of the outcomes for this goal were met, albeit at slower or lower implementation levels than intended. Instructional practice via professional development and professional learning communities and recruiting and retaining high quality certificated and classified staff is occurring at PV, however, PVUESD still has a long way to go with improving student achievement. Current California Dashboard Local Indicators show some improvement. Local indicator results for NWEA MAP testing show a 17-point increase in the student mean for language arts from 2021 to 2023, and the mathematics results for that same period indicate a 13-point increase. The data provide some evidence that PVUESD is heading in the right direction on this goal.

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

PV is in the initial stages of a 3-5 year school improvement and professional learning plan, and is beginning to make valuable strides forward. The district will not be making any substantive changes related to this goal in this coming year and is determined to continue positive reforms and to utilize and make progress on this goal and actions. PV will continue to focus on implementation to pursue, develop, and evolve these high-leverage actions, metrics, and targets.

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	Provide professional development opportunities for all staff in ELA/ELD, Math, History/Social Studies, and NGSS; SEL, data literacy, and culturally responsive pedagogy. Professional learning topics to collaboratively explore could include training in effective content area instructional practices (including how to use and document informal and formal assessments, developing learning targets and success criteria, different ways for students to show understanding and mastery of content, targeted intervention practices, high quality ELD instruction, differentiated instruction methods, learning acceleration, and using data to target academic and social needs of students). Other topics to consider are: adult and student SEL, mental health and wellness, restorative justice practices, growth mindset, culturally-responsive pedagogy, and belonging, cultural identity, bias, and empathy.	$13,218.00	No
2.2	ELD training/support	Provide professional development opportunities for teachers to increase and improve academic achievement for EL students. The professional development will support teachers in implementing rigorous standards-aligned instruction principally designed to support EL and LTEL students. This includes providing interventions and addressing the differentiated language and academic needs of all groups of EL students. Training and	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coaching support will be provided to PVUESD teaching staff on designated and integrated ELD strategies for language acquisition. LCFF funds may be used for materials if needed.		
2.3	Structured Collaboration and Assessment for Learning	Teachers and staff will work in a data team model to develop data review protocols and analyze data from multiple metrics to identify instructional strengths and areas for improvement on a weekly basis. Unduplicated students (or any student), needing extra support will have individual growth targets and staff will collaboratively track progress on a regular basis to determine appropriate interventions. Staff will use data/information to problem solve and make decisions for targeted instruction and instructional supports across the content areas, which will lead to better outcomes for students. Napa COE staff and other PL providers offer technical assistance to Pope Valley educators. NCOE staff and other PL providers meet and collaborate with Pope Valley educators to examine and analyze academic data, and use data to plan for instruction and monitor student progress based on the changes made to instruction across the content areas. NCOE staff and other PL providers also provide demo lessons on standards-aligned, grade level (or intervention) practices and may provide coaching and feedback to PVUESD staff. NCOE staff and/or other PL providers will also provide access to literacy coaching through a CA Literacy Grant. Literacy coaches may work with teachers, staff, and unduplicated students to provide support in structured literacy and reading instruction.	$0.00	Yes

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 are key to high levels of family engagement. PVUESD is committed to strengthening our school culture and environment where all families feel welcomed and encouraged to provide input and voice for important decisions. Parent participation with school surveys has been very low the last couple of years and anecdotal conversations and interactions with parents have demonstrated the need for increased quantity and quality of communication loops from school to home and home to school. We must collaboratively support and expand outreach to parents, develop strong communication systems, and encourage diverse membership on district committees and advisory programs.

PVUESD will create safe and welcoming spaces and opportunities for families and community members to share their stories and develop collaborative solutions for improved student outcomes. We will encourage increased attendance at family/community school wide events, student conferences, and membership on district advisory groups. PVUESD places a high priority on building trusting and respectful relationships with families. We do this by creating a welcoming school environment for all families in the community, as well as taking the time to learn about each family's strengths, culture, and language. Most communications are offered in families' preferred home language. In addition, highly-qualified, professional and confidential Spanish Language interpreters are provided for all school events, parent/guardian conferences, and meetings.

Based on the analysis of educational partner input and local data, the Pope Valley Union Elementary School District (PVUESD) is deeply embedded in and connected to its community. The district is committed to engaging with educational partners as collaborators. Feedback from educational partners was received through various channels, including surveys, the Site Council (SSC), the Parent Teacher Organization (PTO), and at District English Learner Advisory Council (DELAC) meetings, focus groups, staff meetings, and surveys. Parent participation decreased in our PTO, SSC, and DELAC meetings in the first half of this year but increased to over 70% in the last three months of the year. Almost 40% of the entire school community attended a Brown Act PVUESD Board training this spring. Participation in parent teacher conferences remained at almost 100% for the second year in a row for both the fall and spring conferences this school year – up from 80% in the 2022-23 school year.

With the following actions and services described below, we expect increased parent and family engagement to help us meet this goal. Unless otherwise noted, all of the baseline data from the metrics below are 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		PVUESD community members completed the 2023-24 LCAP annual input survey: All families All staff members >2 community members All grades 3-8 students	PV was 30-40% below baseline this year. As mentioned earlier, this year was an outlier, and it is expected that PV will be above baseline next year.
3.2	Number of parents/families attending school events (parent engagement) Number of parents/families attending PTO/DELAC/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/DELAC 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		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/DELAC meetings	PV experienced high levels of engagement in 2024-25 - engagement was 20-40% higher than 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/DELAC 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 services were		> 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	PV was very close to baseline this year - enrollment was lower than last year, and so the ratio was very similar.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			provided for school community members from August 2024 to June 2025.			
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 - 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	on baseline

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 [2024-25]

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

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

PVUESD implemented specific strategies to foster successful school and family connections in 2024-2025, with a heightened focus on reducing barriers to greater parental participation and input, and improving communication with families who are economically disadvantaged, disabled, have limited English proficiency, are migratory, have limited literacy, or belong to any racial or ethnic minority background. Multilingual supports and connections for students and families were significantly and continually increased. A bilingual/bicultural classroom teacher and a new bilingual/bicultural Student Wellness Coach were added to the PV team in 2024-25 as well. Parents were encouraged to reach out to our new Student Wellness Coach with any concerns or questions about their children's wellness and wellbeing. Student-led events, such as spring conferences and a student exhibition for SpringFest, were increased this year.

Many educational partners engaged with PVUESD's website, communications, Board meetings, and parent meetings during this school year. Our website was significantly improved. Parents regularly attended Board meetings and provided feedback regarding the changes at the school this year after a former employee was convicted in 2024 of many accounts of student abuse at the school. This significant event, combined with an 8-month Grand Jury investigation during this school year, and decades-long persistent and serious low academic achievement in Language Arts and Mathematics, highlighted the need for PVUESD to make extensive and immediate changes with respect to student safety and instruction. Many parents were concerned about the changes. To improve communication and increase transparency and opportunities for feedback and connection, multilingual newsletters and communications from administration were increased, and additional parent meetings were added this spring. In person Spanish language interpretation is provided for all school events, fall and spring parent-teacher conferences, and all meetings. PV prioritized and increased professional and confidential translation and interpretation services for all communications, online information, newsletters, and all meetings at school.

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

The material differences between the Budgeted Expenditures and Estimated Actual Expenditures were directly related to the dramatic increase in communications support, services, and actions needed to support the school and district's efforts related to stabilizing the learning environment and increasing parent and community communications, connection, and engagement during this school year. As previously mentioned, PVUESD experienced a significant reputation-damaging event at the end of the 2023-24 school year. In the 2024-25 school year, the school experienced further challenges and changes related to this event, including a concerted campaign to prevent changes and improvements at the school. As a result, the school district exceeded budgeted communications and parent engagement costs in order to prioritize district and school community support and provide a safe and supportive learning environment for students and their families.

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

The specific actions for this goal seemed effective for making progress towards the goal of increasing parent and community engagement, involvement, and satisfaction. The specific actions were so effective in some cases (i.e. – newsletters, additional parent meetings, parent reading information nights, conferences, student exhibitions, LanguageLine and other communications), that we went over budget in some areas because the tools and supports were essential and helpful. Parents engaged at very high levels in the Spring with parent meetings, Board training, and written and in-person communications. Flexible scheduling and interpretation was provided for parent conferences, and all PV families attended - fourteen families were provided with interpretation services during their conferences. All but one family attended or participated in at least one of our family-centered Winterfest and Springfest events – many families attended more than one event, and six families attended all events.

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.

An important aspect of this goal that will likely need to be changed and/or improved is about tracking outcomes and metrics related to parent engagement activities, and also the return rate of parent/family communication documents. More specific and well-designed metrics tied to the specific actions will give better feedback on the progress of the actions in the plan for this goal and will be included in future LCAP iterations. We will be shifting out SIS to Aeries in 2026 and expect to have much improved communications and two-way home-school connections with the use of Parent Square once we are able to switch over. This will allow better tracking of engagement data. We will also increase and improve tracking engagement at student exhibitions and Parent Information Nights.

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	Parent Feedback and Input	PVUESD will increase opportunities for parents to give input, and will continue to use a local parent survey aligned to the California Parent Survey.	$800.00	No
3.2	Parent and family connection, engagement, and participation	Continue to build and grow parent committees (School Site Council/DELAC and PTO) to help plan for the school events and to serve as advisors for school decisions. PVUESD will work with the community to raise awareness of the committees and invite and encourage membership to help promote family engagement in school leadership. Continue to implement community nights for parents, including parents of unduplicated students and those students with exceptional needs, that would reinforce school programs and curriculum and provide opportunities for parental input and participation. Explore hosting family and staff education classes - possible ideas are: bilingual language skills (for staff and parents), trauma informed support practices, reading, math, art, etc.	$3,500.00	No
3.3	Home-to-School connections and celebrations	The school will offer student-led events, assemblies and opportunities for student recognition, information, and celebration, and increase connection with students and the community.	$0.00	No
3.4	Communications/Newsletter	PVUESD will continue to improve the district's website and social media tools for increased and improved communication and offer regular newsletters to improve home-to-school connections. PVUESD will also	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to offer interpretation and translation services for committee and Board meetings, IEPs and other meetings and events, and all communications needing translation for families and English learners. PV will also continue to offer both fall and springtime student-led parent - teacher conferences to the school calendar. Continue tracking the number of texts, LanguageLine calls, and emails that are sent to 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 understands that creating a welcoming school with an intentional focus on building healthy, trusting relationships, respect and school connectedness is key to student engagement. Disengagement and absences can occur when students do not feel seen, heard, or appreciated. Our students deserve that we as educators and the community see their gifts and continuously shine a bright light on all their capabilities and awesomeness. Students need to feel safe, healthy, and connected at school to be able to engage successfully in their academic program. With all too regular local area emergencies (fires, mudslides, power outages, etc.), our students have experienced sustained trauma over time. The pandemic also exacerbated local economic, health, and educational hardships for many or our families. As previously mentioned, PVUESD also experienced a significant reputation-damaging event at the end of the 2023-24 school year. As a result, PVUESD has seen high levels of chronic absenteeism. Our overall attendance data (85%), while relatively strong, is still a concern because 25 students were absent more than 10% of this school year. The data shows that most of our student groups are significantly above the average rate in Napa County and that barriers to school attendance need to be addressed for all students, including our unduplicated student groups (EL, Low SED, and H/FY).

PVUESD must ensure our school continues to provide a safe and secure learning environment. PV's dropout rate is (and continues to be) zero percent - this metric will continue to be prioritized and attended to. Attention to positive behavior supports with an emphasis on belonging will be a priority in the years ahead. PVUESD will prioritize students' connections to school, provide more social services such as counseling and SEL support, construct academic environments that nurture scholarly behavior, provide motivational assemblies, and actively monitor and respond to chronic absentee challenges on a regular basis. Social and Emotional Learning (SEL) and culturally-responsive teaching are guiding principles for coordinating all of a school’s academic, student development, and prevention activities. These concepts provide a common language and coordinating framework for communicating not just about SEL and culturally-responsive teaching, but a wide range of programs and teaching approaches. When systematized social, emotional, and academic learning become the overarching framework for a district or school, the result is a district with inclusive and integrated learning for all.

Our site leadership team will work together to better understand the root causes of our students' chronic absenteeism and why students are not attending school. We will then assess what supports are in place, and what is still needed. PVUESD will implement a tiered support

structure for attendance. For tier 1, PVUESD staff will determine what supports are provided for all students. Then, staff will determine what supports need to be implemented for students nearing 10% chronic absenteeism and what tier 3 supports are needed for those students who are close to 20% chronic absenteeism. PVUESD will examine its culture and environment to work on creating a school where students are safe, connected, and feel like they belong. Leadership, staff, and families will research resources from Attendance Works to help improve attendance and lower the chronic absenteeism rate. Some of the solutions PVUESD might test are: positive engagement exercises, creating attendance success plans, positive messaging, addressing attendance barriers, and the Attendance Works toolkits. Training for school staff on strategies, including trauma-informed practices, to engage pupils an families in addressing pupils' social-emotional health needs and academic needs is also a priority. With the following actions and services described below, we expect an increase in attendance and student engagement and a decrease in chronic absenteeism to help us meet this goal.

Note: Unless otherwise noted, all of the baseline data from the metrics below are 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 > 95% for the whole year	3.6% decline from 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%	at baseline
4.3	Chronic absenteeism rate (% of students missing more than 10% of school)	22 students were absent more than 10% of the school year	25 students were absent more than 10% of the school year		Decrease chronic absenteeism rate to lower than 4% (updated on 8/6/25)	3 students more than baseline were chronically absent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: ALMA SIS system					
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. 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.”	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.” April 2025 Kelvin survey indicated: Students' overall perception of the school was 74% favorable. 75% report feelings of safety and connection with the school.		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 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.”	at baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Students' overall perceptions of the school climate and coping Data Source: Kelvin Pulses, Along messages, CHKS	Students' overall perceptions of the school climate 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	Students' overall perceptions of the school climate 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.		Students' overall perceptions of the school climate 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	Students' overall perceptions of the school climate decreased 6% from baseline. 10% less students than baseline reported a favorable (78%) culturally/linguistically responsive environment 6% less students surveyed believed that there are favorable resources for coping available at the school.
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).		All students who desire counseling support are able to access and utilize counseling services	PV provided 50% less counseling services than baseline (we lost our counselor), but received a large amount of services from a new wellness coach.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			60% of students have received check ins or other services form PV's new Student Wellness Coach.			
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.		No students will experience bullying and harassment	this will be calculated when we establish a baseline this year - new counseling and wellness services 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		Maintain low dropout rate	on baseline

Goal Analysis [2024-25]

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

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

PV had a challenging year with community issues but held steady with student engagement and climate outcomes. Staff remained committed to increasing services and supports for English Learner and Low-Income students. Despite significant disruptions to the learning environment, PV made slow but sure progress on MTSS and PBIS planned goals and actions. The new MTSS system is now in the initial stages of implementation, and additional training and follow up will be provided in 2025. The PV Leadership team used the FIA and SIT assessments for gap analysis and improvement plan development. Attendance Works, NoBully bully prevention and Solution Teams, and Restorative Practices strategies, protocols, and techniques will continue to be implemented next year.

PV staff continued training and development on our Positive Behavior Supports/SEL initiative in 2024-25. Based upon student staff and interest holder feedback, along with survey data, policies and procedures were developed for a progressive discipline system, and a disciplinary consequences behavior matrix was implemented. Significant improvements were made to the school website and the principal improved weekly newsletters. BrightArrow and LanguageLine continued to be utilized this year, and there was a significant increase in school-home communications (including translation and interpretation services). During this school year, 2212 texts and 4589 emails were

delivered (in stakeholder's preferred language) via BrightArrow from August 2024 to June 2025. PV experienced continued challenges with the ALMA Student Information System and will switch to Aeries SIS in 2026 as part of our MTSS grant and continuous improvement work. Counseling services were provided for students in the fall, and a new bilingual/bicultural Student Wellness Coach was added to the PV team in the spring. PV held multiple family connection and information nights, including two Family Reading Information Nights.

Many assemblies, field trips, and highly engaging interactive events were offered to students this year. Students went to concerts, museums, ice skating, the Jelly Belly Factory, and parks during 2024-2025. Students also experienced many interactive assemblies and special events on campus, too, such as bully prevention assemblies, painting workshops from Jose Martinez (Napa College) and Cinco de Mayo crafts with Monica Ramirez.

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 only substantive material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for this goal occurred in relation to the school’s spending less on bullying prevention and enhanced mental health than planned. This is due to bully prevention efforts being delayed by the significant aforementioned learning environment disruptions and staffing challenges during the 2024-2025 school year. The school was also unable to staff a vacant counseling position for 2/3 of the year. Both issues are underway and improving, and in addition to hiring a bilingual Student Wellness Coach in the Spring, we are working closely with NCOE to fill the counseling vacancy, and piloting our new Learning Center supports for students. The Bully Prevention program was piloted this Spring (8 ours of staff training and two student assemblies were provided) and we will have a full rollout in the 2025-26 school year, including parent information nights, extensive staff training, student assemblies, and prevention curriculum.

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

It's difficult to gauge the effectiveness or ineffectiveness of the actions 4.4, 4.6, 4.7, and 4.8 in making progress toward the goal because we experienced so much disruption, adversity and challenges on campus - which of course affected the rollouts of these initiatives. Much of this was due to the aforementioned reputation-damaging event and issues that affected the school culture and climate. That said, there was significant progress made with respect to the MTSS and PBIS rollouts, and the newsletter and website improvements (Actions 4.1, 4.2, and 4.3). The many parent and family connection, engagement, and participation activities and increased efforts at gathering feedback and input in the Spring resulted in high Board meeting and parent meeting attendance and participation at the end of the school year.

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

These actions and activities are vey important to PV's culture and climate, and our attempts at rebuilding and restoring the district to health. The changes suggested by our feedback and observation cycles indicate that PV needs to continue these important implementations and ensure focus, support, and continuous improvements with each of these actions going forward.

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	MTSS/Attendance	Embrace a multi-tiered system of support (MTSS) to achieve increased student attendance. PVUESD staff will determine what attendance supports could be provided for all students and for those nearing 10% and then 20% chronic absenteeism. PVUESD will develop schoolwide systems and explore Attendance Works resources (positive engagement exercises, success plans, positive messaging, attendance barriers, and toolkits) to increase attendance for students who are exhibiting chronic absences. Costs of this action/service are embedded into staffing an other professional learning expenses. Provide education sessions with families to underscore the importance of attending school on a regular basis. This action is designed to target chronic absenteeism for all students, Hispanic and SED student groups because of low performance levels on the 2023 School Dashboard. (Goal 5, Action 1).	$0.00	No
4.2	Positive Behavior Supports/SEL	PVUESD staff will provide Positive Behavior/SEL supports and services for students identified through MTSS as needing additional academic behavioral or SEL assistance. Continue to develop and implement schoolwide expectations and a Positive Behavior management program for TK-8th grades. Train staff, develop, and implement social-emotional	$980.00	No

Action #	Title	Description	Total Funds	Contributing
		learning and Restorative Justice practices and strategies for adults and students on campus. Implement and use SEL surveys, Kelvin pulses and Along connections to monitor the social emotional well-being of adults and students. Explore and implement SEL curricula that aligns with PVUESD's mission and values and will help meet the SEL needs of our community. This action is designed to target chronic absenteeism for all students, Hispanic and SED student groups because of low performance levels on the 2023 School Dashboard.		
4.3	Communication/Newsletter	Ensure parent communication regarding attendance is regularly sent home in student's primary language. Use the school website and newsletter to inform parents of school events and happenings, bright spots, and student celebrations. Continue to utilize and track communication supports such as BrightArrow for comprehensive communications (emails, texts, calls in families' preferred languages) services. This action is designed to target chronic absenteeism for all students, Hispanic and SED student groups because of low performance levels on the 2023 School Dashboard.	$500.00	No
4.4	Student Information and Grading Systems	Continue use of data and a student information system (SIS) for tracking and reporting student performance and attendance. Explore new SIS and/or grading platform for school (possibly AERIES as this is both a SIS and grading platform).	$2,500.00	No
4.5	Culture and team building	PVUESD will focus on supporting positive self-image, belonging, growth mindset, and social-emotional learning for students and implement PBIS expectations across the campus.	$9,800.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Counseling	Provide counseling services for individual students and small groups. The county-wide mental health grant will provide at least a 0.20 FTE counselor for PVUESD. PVUESD can supplement the program with more counseling services if needed.	$16,000.00	Yes
4.7	Assemblies/Speakers	Increase student access to presentations and assemblies to help increase student engagement and interest in schooling - this action/service will be available to all students but is principally directed to low SED students who have a high chronic absenteeism rate.	$8,000.00	Yes
4.8	Bullying prevention and enhanced mental health	Increase student access to mental health services and evidence-based bully prevention, intervention, and response services to help increase student engagement and interest in schooling - this action/service will be available to all students but is principally directed to LI and underrepresented students who have a high chronic absenteeism rate.	$66,314.00	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 provide basic services to all our students. These services are foundational to addressing and meeting the needs of all our students. PVUESD's student body is entitled to welcoming, safe, clean, and operational facilities; functional and up-to-date technology, and highly-qualified fully credentialed teachers. Our school facilities need to be beautifully maintained and worthy of our children. Our staff need to not only be appropriately credentialed but also understand our community and students to better meet their educational needs. Our students must also have access to functional technology and internet to continuously engage with academic pursuits and to meet their performance targets. To build on our strengths in providing basic services, PVUESD will strive to hire and retain highly-qualified educators who are representative of our student body. We will ensure that staff have knowledge and capacity to work in a multicultural setting. We will also strive to further implement standards-aligned instruction using materials that are reflective of our student population, and cultivate restorative, student-centered classroom cultures. We will also continue to develop a Learning Center to support student differentiation and access to additional needs and services. With the following actions and services described below, we expect to maintain providing services (highly-qualified teachers, access to standards-aligned materials, and facilities in good condition) to students to help us meet this goal.

Note: Unless otherwise noted, all of the baseline data from the metrics below are 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	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
	reflective of our student population 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 are appropriately assigned and fully credentialed	on baseline
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	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.	on baseline
5.5	FIT Rating	Facilities are in Good Condition	Facilities are in Good Condition		Facilities are in Good Condition	on baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: FIT inspections, SARC					
5.6	Track the percent of students utilizing home to school transportation, and the breakfast program Data Source: transportation and ELOP records	% percent of students use home to school transportation, and the breakfast program % percent of students use the breakfast program This is a new action - baseline will be established in 2024-2025 year	>95% percent of students use home to school transportation, and the breakfast program >95% percent of students use the breakfast program		90% percent of students use home to school transportation 90% percent of students use the breakfast program	on baseline

Goal Analysis [2024-25]

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

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

PV has made adequate progress on providing basic services to all students, including facilities, access to materials, and technology. This goal's staffing has been maintained as per the updated description, and PV was able to contract with a certificated special education teacher in Fall 2024. The Learning Center model moved into pilot mode in February of 2025, and will be fully implemented in the coming school year. During the 2024-25 school year, PV continued to implement a curriculum with CCSS-aligned materials for ELA/ELD, math, science, and history/social studies, and ensured that all materials, technology, and other supplies adequately met the needs of staff and students. Chromebooks were upgraded or replaced as needed. PV is currently meeting all transportation and meals goals, and a new certified bus driver was hired in the fall of 2025. Unfortunately, PV still needs to find a second bus driver to ensure continuity with transportation services. Paraprofessionals and/or aides consistently supplement instruction for those students needing additional support, prioritizing English learners and pupils who are individuals with exceptional needs or learning differences.

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.

There were several areas of material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal. Spending was significantly less than budgeted for the highly-qualified staffing and other staffing (instructional aides and bus) category. This is because we had some time periods with unfilled vacancies during this school year, our new Special Education teacher and new bus driver/aide did not start until almost November, and one of the bus driver/aides resigned midway through the school year. We also had some higher than expected costs for common core-aligned materials due to midyear teacher reassignments where we had to purchase additional digital subscriptions, PE curriculum and training, and common core teaching materials. Our transportation and meals costs were also higher than budgeted. This is because of significant challenges with our buses (repairs and improvements) and one-time special education transportation needs, as well as some higher food costs than anticipated this year. Our facilities costs were much higher than budgeted, as well, because the school had to hire outside facilities support and also implemented several important safety and technology infrastructure upgrades.

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

While the goal of providing basic services to all students was pursued, some actions were more effective than others. Staffing shortages proved to be a challenge, as vacancies and hiring delays led to inconsistent support, particularly for students relying on specialized instruction and transportation services. The late start of the new Special Education teacher and transportation staff, along with midyear resignations, disrupted the continuity of services, making this aspect less effective. Despite unexpected costs, the instructional materials purchases ultimately benefited students by ensuring they had access to essential learning resources. The midyear teacher reassignments led to additional expenses for digital subscriptions, PE curriculum, training, and Common Core-aligned materials, but these expenditures supported student learning. While financially less efficient, this investment helped improve student outcomes and maintain educational standards. Transportation and meal costs exceeded the budget due to bus repairs, special education transportation needs, and some higher-than-anticipated food costs. While these efforts ensured students had reliable access to meals and transportation, challenges like vehicle reliability and staffing shortages limited overall efficiency. Facilities spending also exceeded expectations, driven by the need for outside facilities support and critical safety and technology infrastructure upgrades. These improvements created a safer and more functional school environment for students, making the investments effective, though costly. While necessary, these expenses indicate a need for refined budgeting structures. Overall, the actions taken contributed to fulfilling the goal, but inefficiencies in staffing and budget management created obstacles. Strategic planning and proactive hiring measures could enhance effectiveness, ensuring resources are optimized without compromising service quality.

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 from the prior year, several adjustments may be made to improve the planned goal, metrics, target outcomes, and actions moving forward. For staffing, proactive recruitment strategies should be implemented to minimize vacancies and hiring delays. Adjusting hiring timelines and increasing outreach efforts could help ensure that critical positions, such as Special Education staff and

transportation aides, are filled on schedule. Additionally, retention strategies, including competitive salaries and professional development opportunities, may provide crucial high quality teaching and learning support for students.

Regarding instructional materials, we need to continue to focus on budgeting well to better account for potential material needs. Establishing better systems could mitigate unexpected costs for digital subscriptions, PE curriculum, and Common Core-aligned materials, and ensure that we are ordering materials in a coherent and timely manner. Establishing a structured inventory system would also optimize resource distribution and reduce unnecessary purchases. A thorough evaluation of bus reliability and repair schedules may help prevent excessive costs associated with vehicle maintenance. Additionally, forecasting special education transportation needs more accurately may also enable better financial planning. Food procurement processes should be reviewed to address rising costs, and additional bulk purchasing strategies or partnerships with local suppliers may need to be established. Facilities spending will need to take into account the likelihood of the need for facility repairs and maintenance and necessary infrastructure upgrades. While safety and technology improvements are critical, integrating long-term planning for these expenses could help maintain financial stability. Establishing preventive maintenance programs and assessing facility needs ahead of time would allow for smoother execution without exceeding the budget. Overall, refining hiring practices, improving budget flexibility, enhancing transportation and meal planning, and better anticipating facility needs will lead to a more effective and sustainable approach in the coming year.

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	In addition to maintaining small class size (Goal 1, Action 10), PVUESD plans to provide/maintain levels of highly-qualified certificated and classified staff at 1.0 FTE Superintendent/Principal; 3.0 FTE certificated Teachers, 0.60 certified Special Education Teacher,1.0 FTE Administrative coordinator, 1.25 FTE Custodian/Maintenance, 1.0 FTE Food Services/Expanded Learning Specialist, 0.50 Special Education Aide, and 0.50 Expanded Learning Specialist (1000-3999: Salaries and Benefits).	$505,510.00	No
5.2	Curriculum	PVUESD will continue to adopt, implement, and utilize CCSS-aligned materials for ELA/ELD, math, science, and history/social studies. For language acquisition programs, we are using the embedded ELD curricula within our adopted ELA program.	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Materials and technology	PVUESD will ensure that adequate materials, technology, and other supplies are provided to meet the needs of staff and students. Funds are set aside to update or replace Chromebooks when needed. Explore Lexia, IXL, Acellus, and other technology supports (4000-4999: Books and Supplies).	$11,375.00	No
5.4	Transportation and Meals	PVUESD will provide home to school transportation, the breakfast and lunch program, and ensure that other requirements are met (400-4999: Supplies) & (5000-5999: Services and Operating Expenditures).	$64,300.00	Yes
5.5	Staffing (instructional aides and bus)	Maintain classified staff at 2.0 FTE bus drivers/instructional aides. The paraprofessionals or aides will supplement instruction for those students needing more support and the priority will be for English learners and pupils who are individuals with exceptional needs (1000-3999: Salaries and Benefits).	$262,802.00	Yes
5.6	Facilities	PVUESD will maintain facilities in a manner that ensures a clean and healthy learning environment, with energy efficient lighting, doors and windows, and enhanced filtration HVAC.	$19,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Implement an academic support program that offers targeted interventions to improve student engagement and academic achievement at Pope Valley Elementary to improve academic performance in English Language Arts. Each year students at Pope Valley Elementary will demonstrate scale score growth on district local reading and math assessments as measured in the Fall, Winter, and Spring. 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, (SMART goal language and targets for ELA performance) and (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. (SMART goal language here too)	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 districts who receive Equity Multiplier funds. PVUESD's Pope Valley Elementary School has been designated as an Equity Multiplier funding school, reflecting our commitment to addressing the unique challenges faced by our students. The category in which Pope Valley elementary had a subgroup that was in the lowest (red) qualifying category during the previous school year was the District Overall subgroup for English Language Arts. There was no performance color indicated for English Learners, Hispanic, Long-Term English Learners, Two or More Races, Students with Disabilities, Socioeconomically Disadvantaged, and White subgroups because each of those subgroups had fewer than 11 students and in that case, the data is not displayed for privacy.
Thus, PV's Overall subgroup, who are at a heightened risk for low performance in English Language Arts, often struggle with both pupil engagement and academic achievement. Through this funding, we aim to provide equitable access to resources and support, ensuring that

every student has the opportunity to succeed academically and thrive personally. Our focus is on creating an inclusive learning environment that meets the diverse needs of our students, ultimately fostering greater engagement, achievement, and long-term success.

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 = 39% Latino = 37% White = 60% Female = 46% Male = 25%	Spring 2025: MAP Reading Growth All Students = 49% Latino = 63% White = 8% Female = 24% Male = 61%		Students will show at least 60% growth each year from Fall to Spring on NWEA MAP ELA assessments.	MAP Reading Growth 10% above baseline - All Students 26% above baseline - Latino 52% below baseline - White 22% below baseline - Female 36% above baseline - Male
6.2	CAASPP ELA proficiency scores By June 2027, 55% of students in grades 3–8 who meet or exceed standards in ELA	2023-2024 % proficient or advanced in ELA: All students = 24% Latino = 11% White = 5% ELs = 8%	2024-2025 % proficient or advanced in ELA: All students = 19% Latino = 11% White = 4% ELs = 4%		55% of students in grades 3–8 will meet or exceed standards in ELA on annual summative CAASPP assessments.	% proficient or advanced in ELA: 5% below baseline - All students At baseline - Latino 0% below baseline - White 4% below baseline - ELs

Goal Analysis [2024-25]

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

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

N/A – New Goal

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

N/A – New Goal

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

N/A – New Goal

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

N/A – New Goal

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	Specialized Instruction and Learning Center Supports	• Increase pupil engagement levels among students at Pope Valley Elementary through the implementation of evidence-based strategies and interventions. • Provide comprehensive support services and resources to address the socio-emotional needs of students, ensuring a supportive and inclusive learning environment that will accelerate learning and achievement. • Enhance collaboration and communication between school staff, families, and community partners to foster a holistic whole child approach to student support and success and improve student academic outcomes.	$66,314.00	No

Action #	Title	Description	Total Funds	Contributing
		• Monitor and evaluate the progress of interventions regularly through data analysis and assessment to ensure the effectiveness of strategies and inform continuous improvement efforts. • Through the support of teachers, classroom assistants, and the Student Wellness Coach to provide small group and individual instructional and social-emotional support.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$192,949	$24,858

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
35.246%	0.000%	$0.00	35.246%

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:** MTSS/Learning Center **Need:** The unduplicated student groups at PVUESD which include socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), face distinct challenges that necessitate targeted	The Multi-Tiered System of Supports (MTSS) and a Learning Center can provide significant benefits for unduplicated pupils, who often face unique challenges. Intervention supports and support staff are strategically deployed to provide focused support and instruction tailored to the needs of these unduplicated student groups. PV teachers will use the new MTSS system and Learning Center to offer targeted interventions, including personalized instruction, small group tutoring, and	The effectiveness of this action will be measured using a variety of metrics, including: Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in

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
	interventions. These challenges include lower academic performance, language barriers, and limited access to resources that support educational success. Additionally, many of these students require additional support to meet grade-level standards and to enhance their English language proficiency. ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	specialized programs designed to improve literacy and math skills. By providing this support and intervention, teachers and staff at PV can help close student opportunity and achievement gaps and ensure that all students have the opportunity to succeed academically. This action is designed to provide: Targeted Support: MTSS is a framework that provides targeted support to struggling students. It screens all students and aims to address academic and behavior challenges early on. This ensures that unduplicated pupils receive the specific interventions they need to succeed. Data-Driven Decision Making: MTSS integrates data and instruction within a multi-level prevention system. By using data to make informed decisions, schools can identify the needs of unduplicated pupils and provide appropriate support. Comprehensive Support: MTSS addresses students' academic, social, emotional, and behavioral needs from a strengths-based perspective. This holistic approach ensures that unduplicated pupils receive comprehensive support that addresses all aspects of their development. Early Intervention: The goal of MTSS is to provide first best instruction and to intervene early so students can catch up with their peers. Early intervention can prevent unduplicated pupils from falling behind and help them stay on track academically.	subjects like math and literacy to track improvements in academic performance. Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills. Student Progress on individual and IEP goals: By monitoring student progress on individual and IEP goals, PV staff can better serve student needs in the MTSS system and Learning Center. Attendance Rates: Monitoring student attendance as an indicator of increased engagement and participation in school. Student and Parent Surveys: Collecting feedback from students and parents to assess satisfaction with the interventions and perceived improvements in academic support.

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
		Learning Centers: Learning Centers can provide a dedicated space for unduplicated pupils to receive additional support. These centers can offer tutoring, mentoring, and access to resources that help students succeed academically and socially. Personalized Instruction: Learning Centers can provide personalized instruction tailored to the specific needs of unduplicated pupils. This individualized approach can help students overcome challenges and achieve their full potential. Safe and Supportive Environment: Learning Centers can create a safe and supportive environment where unduplicated pupils feel valued and respected. This can boost their confidence and motivation to succeed. By leveraging MTSS and Learning Centers, schools can create a more supportive and effective learning environment for unduplicated pupils, helping them to thrive academically and socially. Providing this type of support on a schoolwide basis (we are a single-school district) ensures that the resources are available to all students who need them, promoting equity and access. This comprehensive approach allows for a flexible response to the varying needs of students across different grade levels and subjects, thereby maximizing the impact of the interventions.	Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement. By analyzing these metrics, PVUESD can evaluate the success of our MTSS/Learning Center and intervention systems in addressing the unique needs of unduplicated student groups and make data-driven decisions to further enhance the support provided.
1.2	**Action:** Student Learning Goals	A focus on student learning goals is designed to enhance student connection and improve the student-teacher connection with educators to	The effectiveness of this action will be measured

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated student groups at PV, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often benefit from a supportive school environment focus on helping student define and meet personalized learning goals. These students may face various challenges such as language barriers, cultural differences, and limited access to resources, which can impact their academic success and social-emotional well-being, and personalized learning goals can take into account a student's unique learning needs and make learning more relevant and connected to their own lived experience(s). ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	better support the diverse needs of unduplicated student groups. This action is designed to: Promote Student Ownership of Learning and Understanding of their Own Needs: By helping students focus on their own individual learning goals in the context of the grade level standards, student ownership of learning will increase. In addition, individualized learning plans allow for structured opportunities for educators, students, and their families to connect, collaborate, and discover best practices that inspire and relate to student perspectives. This may result in improved dialogue and strategies for addressing the unique needs of unduplicated student groups. Encourage Data-Driven Decision-Making: Provide training and support to help staff analyze student data effectively, identify trends, and develop individualized plans and targeted interventions to improve student outcomes. Enhance Cultural Competence: Professional development opportunities will be offered to help staff build cultural competence and develop strategies for creating a more inclusive and supportive learning environment. Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of each student - especially those in unduplicated student groups. By providing a Focus on Student Learning Goals on a schoolwide basis, Pope Valley, ensures that	using a variety of metrics, including: Student Achievement Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, will determine improvements in student achievement and provide feedback on the efficacy of the student learning goals. Attendance and Engagement: Monitoring changes in student attendance and engagement in class will help assess the impact of collaborative student learning goal efforts on student connection, participation, and involvement in learning activities. Staff Surveys and Feedback: Gathering feedback from staff members on the effectiveness of student learning goal efforts in supporting the needs of unduplicated student

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
		students are provided with individual learning goals and all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups.	groups and creating a positive school culture. Parent and Student Feedback: Soliciting feedback from parents and students on their perceptions of how the development and monitoring of individualized student learning goals affects the school climate, cultural competence of staff, and overall support for unduplicated student groups will inform iterative efforts and improvements to the student learning goals. Through the analysis of these metrics, Pope Valley will be able to evaluate the success of focusing on student learning goals in creating a more supportive and inclusive school environment that meets the diverse needs of unduplicated student groups.
1.4	**Action:** Interim Assessments	A focus on using Interim Assessments (and Assessment for Learning) to design instruction will	The effectiveness of this action will be measured

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students may face various challenges such as language barriers or socio-economic disadvantages that impact their educational outcomes. These students often face significant challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes. ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	enhance student instruction by helping educators to better utilize the MTSS system and better use assessment and student feedback to drive instruction. Utilizing data from interim assessments and looking at student work for planning instruction better supports the diverse needs of unduplicated student groups. This action is designed to: Promote Student Ownership of Learning and Understanding of their Own Needs: By utilizing interim assessments to better plan instruction and provide just-in-time, targeted feedback to students on their individual learning goals in the context of the grade level standards, student performance and ownership of learning will increase. Utilizing data from interim assessments can help educators to better design instruction that meets learning goals and inspires and relates to student perspectives. This may result in improved performance and meet the unique needs of unduplicated student groups. Encourage Data-Driven Decision-Making: Provide training and support to help educators utilize interim assessments to effectively evaluate and design instruction. By extension, educator's ability to develop individualized plans and target interventions to improve student outcomes will improve, as well. Enhance Cultural Competence: Professional development opportunities will be offered to help staff understand how best to collaborate and utilize interim assessments as part of a MTSS and assessment for learning strategy. These activities may also build cultural competence and develop	using a variety of metrics, including: Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in subjects like math and literacy to track improvements in academic performance. Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills. Student Progress on individual and IEP goals: By monitoring student progress on interim assessments related to individual and IEP goals, PV staff can better serve student needs in the MTSS system and Learning Center. Progress Reports: Regular progress and data will be used in our MTSS system documenting individual

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
		strategies for creating a more inclusive and supportive learning environment. Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of each student - especially those in unduplicated student groups. By providing support for utilizing interim assessments to inform instruction on a schoolwide basis, Pope Valley ensures that students are provided with high quality Tier I instruction and all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups	student growth and areas of improvement. By analyzing these metrics, PVUESD can evaluate the success of our focus on using interim assessments in addressing the unique needs of unduplicated student groups and use data-driven decisions for instructional planning to further enhance the instruction provided.
1.5	**Action:** Supplemental Intervention Tools **Need:** The unduplicated student groups at PVUESD which include socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), face distinct challenges that necessitate targeted interventions. These students often face significant barriers in accessing educational resources. These barriers include a lack of necessary materials, interventions, and technology to fully engage with the curriculum, which can hinder their academic progress and widen the achievement gap.	Providing Supplemental Intervention Tools: Ensuring that all students, regardless of their socioeconomic status, have access to Supplemental Intervention Tools such as workbooks, lab supplies, subscriptions, technology tools, and other educational materials required for intervention and improvement in their coursework. Enhance Digital Access: Offering digital tools and resources for intervention, including online books, educational software, and internet access, which are crucial for modern learning environments and particularly important for socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD) who may benefit from interactive and adaptive learning technologies.	The effectiveness of purchasing intervention materials and digital access will be measured using several metrics, including: Academic Performance Data: Monitoring changes in student performance through standardized test scores, benchmark assessments, and classroom grades to determine if there are improvements in academic outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Support Diverse Learning Needs: Providing resources that support various learning styles and levels, ensuring that all students can engage with the curriculum in ways that best meet their individual needs. By implementing this action on an LEA or schoolwide basis, Pope Valley can create an equitable learning environment where all students have the tools and supports they need to succeed. This comprehensive approach ensures that every student has the opportunity to fully participate and succeed with their education, regardless of their background.	Usage Reports: Analyzing data on the usage of digital resources and intervention materials to ensure that students are actively engaging with the provided materials. Attendance and Participation Rates: Tracking attendance and participation in classes and online activities to assess whether the availability of resources leads to increased student engagement. Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the adequacy and effectiveness of the provided materials in supporting learning. Progress Reports: Regular progress reports from teachers documenting individual student growth and identifying any gaps that may still exist. Through these metrics, Pope Valley can evaluate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			the impact of providing supplemental intervention tools on student outcomes, ensuring that the resources are effectively supporting the academic and personal growth of unduplicated student groups.
1.8	**Action:** Small Class Sizes **Need:** The unduplicated student groups at PVUESD which include socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), face distinct challenges that would be mitigated by small class sizes. These challenges are related to the unique nature of the Pope Valley school environment. Of primary concern is that because our school is a remote, rural school with limited resources, it is structured in a way that requires wide-ranging multi-age, multi-grade classrooms. This structural challenge can be mitigated by small class size. In addition, language barriers and limited access to community resources that support educational success exist. Many students require additional assistance to meet grade-level standards and to enhance their English language proficiency. The need for individualized learning plans exists for our	Small class sizes provide focused support and instruction tailored to the needs of our unduplicated student groups. Teachers offer differentiated and targeted interventions, including personalized instruction, small group instruction, and specialized programs designed to improve literacy and math skills in a variety of ways in our unique learning environment. In structuring our school with small class sizes, Pope Valley offers a structure in which teachers can help close the achievement gaps and ensure that all students have the opportunity to succeed academically. This action is designed to provide: Individualized Attention: In smaller classes, teachers can give more individualized attention to each student. This allows them to identify and address specific learning needs, ensuring that no student is left unsupported. Stronger Teacher-Student Relationships: With fewer students, teachers can develop stronger relationships with each pupil. They can get to know their students on a deeper level,	The effectiveness of this action will be measured using a variety of metrics, including: Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in subjects like math and literacy to track improvements in academic performance. Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills. Attendance Rates: Monitoring student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students, and small class sizes are a structure that can support providing resources for this need. **Scope:** Schoolwide	understanding their strengths, weaknesses, and unique learning styles. Increased Engagement: Smaller class sizes promote greater student engagement. With fewer distractions and more opportunities for participation, students are more likely to actively participate in discussions, ask questions, and contribute their ideas. Improved Academic Performance: Research consistently shows that students in smaller classes tend to achieve higher academic performance compared to those in larger classes. With increased individual attention from teachers, students receive targeted instruction that caters to their specific needs. Personalized Instruction: Teachers have the flexibility to tailor instruction based on individual student needs. They can modify teaching methods or provide additional resources if a student is struggling with a particular concept. Better Classroom Management: Smaller class sizes make it easier for teachers to manage the classroom and minimize disruptions. This creates a more conducive learning environment for all students. Reduced Opportunity Gaps: Small class sizes can help close achievement gaps by providing unduplicated pupils with the support they need to succeed. This can lead to more equitable educational outcomes.	attendance as an indicator of increased engagement and participation in school. Student and Parent Surveys: Collecting feedback from students and parents to assess satisfaction with our school structure and instruction. Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement to see if our small class sizes are effective. By analyzing these metrics, PVUESD can evaluate the success of our small class sizes in addressing the unique needs of unduplicated student groups and make data-driven decisions to further enhance the school's instructional structure.

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
		Providing small class sizes on a schoolwide basis ensures that this class structure and a high educator to student ratio is available to all students, promoting equity and access. Leveraging the benefits of small class sizes allows for a flexible response to the varying needs of students across different grade levels and subjects, thereby maximizing the impact of the instruction provided.	
2.3	**Action:** Structured Collaboration and Assessment for Learning **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students often face significant challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes. ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	A focus on Structured Collaboration and Assessment for Learning is designed to enhance student instruction by helping educators to better utilize the MTSS system and use assessment and student feedback to drive instruction. Collaboration with other educators in looking at student work and planning instruction with other educators better supports the diverse needs of unduplicated student groups. This action is designed to: Promote Student Ownership of Learning and Understanding of their Own Needs: By providing instruction and timely, targeted feedback to students on their individual learning goals in the context of the grade level standards, student ownership of learning will increase. In addition, utilizing assessment for learning strategies improves first best Tier I instruction and allows for structured opportunities for educators to collaborate with peers in designing instruction that meets learning goals and inspires and relates to student perspectives. This may result in improved dialogue and strategies for addressing the unique needs of unduplicated student groups.	The effectiveness of this action will be measured using a variety of metrics, including: Academic Performance Data: Standardized test scores, benchmark assessments, and progress monitoring in subjects like math and literacy to track improvements in academic performance. Reclassification Rates: Tracking the number of English Learners who are reclassified as fully English proficient, reflecting improvements in language skills. Student Progress on individual and IEP goals: By monitoring student

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
		Encourage Data-Driven Decision-Making: Provide training and support to help staff analyze student data effectively to design instruction. By extension, educator's ability to develop individualized plans and target interventions to improve student outcomes will improve, as well. Enhance Cultural Competence: Professional development opportunities will be offered to help staff understand how best to collaborate and utilize assessment for learning strategies. These activities may also build cultural competence and develop strategies for creating a more inclusive and supportive learning environment. Foster Shared Responsibility: Promote a culture of shared responsibility where all staff members are actively involved in supporting the academic and social-emotional needs of each student - especially those in unduplicated student groups. By providing Structured Collaboration and Assessment for Learning on a schoolwide basis, Pope Valley ensures that students are provided with high quality Tier I instruction and all staff members are equipped with the knowledge, skills, and resources to effectively support unduplicated student groups	progress on assessments related to individual and IEP goals, PV staff can better serve student needs in the MTSS system and Learning Center. Progress Reports: Regular progress and data will be used in our MTSS system documenting individual student growth and areas of improvement. By analyzing these metrics, PVUESD can evaluate the success of our focus on Structured Collaboration and Assessment for Learning in addressing the unique needs of unduplicated student groups and use data-driven decisions for instructional planning to further enhance the instruction provided.
3.4	**Action:** Communications/Newsletter **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged	School-home communications, such as a school newsletter, are designed to connect students and their families with the school. These communications are an important way to support the diverse needs of unduplicated student groups	To measure the effectiveness of its' school-home communications (such as the school newsletter), in improving outcomes for unduplicated

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
	students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students may face various challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes and connection with school. **Scope:** Schoolwide	and their families, as well. This action is designed to: Provide Communication and Connection: Communication services like the school newsletter and website may be critical in linking families with the everyday activities of the school. Unduplicated students and their families may face additional challenges such as language barriers, transportation concerns, or socio-economic disadvantages (like long hours working, or not having internet or devices at home) that impact their connection with their students' educational providers and connection with school. Promote Positive School Climate: Enhanced and improved home-to-school communications can help create a supportive and inclusive school environment where all students feel safe, valued, and respected. Collaborate with Families and Community Partners: Good communications and a newsletter may help educators work more closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school. Provide good communications and a newsletter on a regular (and schoolwide) basis ensures that all students have access to school-related services and resources, regardless of their background or individual circumstances.	student groups, Pope Valley will utilize various metrics, including: Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of communications on student engagement and participation in school. Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if communications contribute to improvements in academic outcomes. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of school communications in meeting the needs of unduplicated student groups and creating a positive school culture. By analyzing these metrics, Pope Valley can

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
			evaluate the success of school communications (such as the newsletter) in supporting the wellbeing of unduplicated student groups and their families connection with the school.
4.6	**Action:** Counseling **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often face social and emotional challenges that can impact their academic success and overall well-being. These challenges may include trauma, stress, cultural adjustment issues, and family instability, which can affect students' ability to focus, engage, and thrive in school. ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	Mental health support services, such as counseling, are designed to meet the diverse mental health, social, and emotional needs of unduplicated student groups. This action is designed to: Provide Counseling and Mental Health Services: Offer individual and group counseling sessions, crisis intervention, and mental health resources to support students' emotional well-being. Promote Positive School Climate: Implement strategies to create a supportive and inclusive school environment where all students feel safe, valued, and respected. Collaborate with Families and Community Partners: Work closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school. Provide mental health supports on a schoolwide basis ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.	To measure the effectiveness of counseling support in improving outcomes for unduplicated student groups, Pope Valley will utilize various metrics, including: Student Self-Report Surveys: Assessing changes in students' self-perceptions of their mental health, attitudes, and overall well-being over time. Behavioral Data: Analyzing changes in student behavior, such as reports of disciplinary incidents, suspensions, or referrals, to determine if there are improvements in school climate and student conduct.

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
			Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of counseling support on student engagement and participation in school. Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if counseling support leads to improvements in academic outcomes. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of counseling in meeting the needs of unduplicated student groups and creating a positive school culture. By analyzing these metrics, Pope Valley can evaluate the success of counseling services in supporting the social and

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
			emotional wellbeing of unduplicated student groups.
4.7	**Action:** Assemblies/Speakers **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support to succeed academically. These students often face significant challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes. ** add some data points on unduplicated students to the Needs boxes **Scope:** LEA-wide	Providing assemblies and speakers enhances the school learning environment and provides much-needed enrichment and support for our unduplicated student groups. Student assemblies can be a powerful tool to support unduplicated pupils, who are often students from low-income families, English learners, and foster youth. This action is designed to: Build a Sense of Community: Assemblies can create a sense of belonging and community among students. This is particularly important for unduplicated pupils who may feel isolated or marginalized. Provide Information and Resources: Assemblies can be used to share important information about available resources, such as tutoring programs, counseling services, and extracurricular activities. This ensures that all students, including unduplicated pupils, are aware of the support available to them. Celebrate Diversity: Assemblies can celebrate the diverse backgrounds and cultures of students. This can help unduplicated pupils feel valued and respected, and promote a more inclusive school environment. Encourage Student Voice: Assemblies can provide a platform for students to share their experiences and opinions. This can empower unduplicated	To measure the effectiveness of providing assemblies to improve outcomes for unduplicated student groups, Pope Valley can utilize various metrics, including: Attendance Rates: Monitoring the attendance rates of unduplicated pupils at assemblies can help determine their engagement and interest in these events. Academic Performance: Tracking changes in grades, test scores, and overall academic performance before and after the implementation of assemblies can provide insights into their impact on student learning. Behavioral Data: Analyzing data on disciplinary incidents, referrals, and positive behavior reports can help assess the influence of

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
		pupils to speak up about their needs and challenges, and foster a sense of agency. Promote Positive Behavior: Assemblies can be used to reinforce positive behavior and school values. This can help create a supportive and respectful school culture that benefits all students, including unduplicated pupils. Highlight Success Stories: Sharing success stories of unduplicated pupils who have overcome challenges can inspire and motivate other students. It can also provide role models for unduplicated pupils to look up to. Leverage student assemblies in these ways ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.	assemblies on student behavior. Student Surveys: Conducting surveys to gather feedback from unduplicated pupils about their experiences and perceptions of the assemblies can provide valuable qualitative data. Participation in Extracurricular Activities: Measuring the participation rates of unduplicated pupils in extracurricular activities and programs promoted during assemblies can indicate increased engagement and involvement. Social-Emotional Learning (SEL) Assessments: Utilizing SEL assessments to evaluate changes in students' social-emotional skills, such as self-awareness, self-management, and relationship-building, can help gauge the impact of assemblies on their overall well-being.

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			Parent and Teacher Feedback: Collecting feedback from parents and teachers about the observed changes in students' attitudes, behaviors, and academic performance can provide additional perspectives on the effectiveness of assemblies. By using these metrics, the school can comprehensively evaluate the impact of assemblies on unduplicated student groups and make data-driven decisions to enhance their effectiveness.
4.8	**Action:** Bullying prevention and enhanced mental health **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often face social and emotional challenges that can impact their academic success and overall well-being. These	Social-emotional support initiatives, such as bullying prevention and enhanced mental health are designed to provide comprehensive support to meet the diverse social and emotional needs of unduplicated student groups. This action is designed to: Provide Counseling and Mental Health Services: Offer individual and group counseling sessions, bully prevention, crisis intervention, and mental health resources to support students' emotional well-being.	To measure the effectiveness of social-emotional support initiatives (like bullying prevention and enhanced mental healthcare services) in improving outcomes for unduplicated student groups, Pope Valley will utilize various metrics, including:

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	challenges may include trauma, stress, cultural adjustment issues, and family instability, which can affect students' ability to focus, engage, and thrive in school. ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	Create a Safe Environment: Implementing effective bullying prevention programs can create a safer and more supportive school environment. This is crucial for unduplicated pupils who may already feel vulnerable due to their circumstances. Reduce Stress and Anxiety: Enhanced mental health support can help unduplicated pupils manage stress and anxiety, which can be exacerbated by bullying. Providing access to counseling and mental health resources can improve their overall well-being. Improve Academic Performance: When students feel safe and supported, they are more likely to engage in their studies and perform better academically. Reducing bullying and enhancing mental health support can lead to better academic outcomes for unduplicated pupils. Build Resilience: Mental health programs that focus on building resilience can help unduplicated pupils develop coping strategies to deal with challenges. This can empower them to overcome obstacles and succeed in school and beyond. Promote Positive Relationships: Anti-bullying initiatives can promote positive peer relationships and reduce instances of bullying. This can help unduplicated pupils feel more connected to their peers and foster a sense of belonging. Encourage Student Voice: Providing platforms for students to speak about their experiences and challenges can empower unduplicated pupils. This	Student Self-Report Surveys: Assessing changes in students' self-perceptions of their social-emotional skills, attitudes, and overall well-being over time. Behavioral Data: Analyzing changes in student behavior, such as reports of bullying, disciplinary incidents, suspensions, or referrals, to determine if there are improvements in school climate and student conduct. Attendance and Truancy Rates: Monitoring changes in student attendance and truancy rates to assess the impact of social-emotional support on student engagement and participation in school. Academic Performance Data: Tracking changes in academic performance, including grades, test scores, and course completion rates, to determine if social-emotional support leads to

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
		can help them feel heard and valued, and encourage them to advocate for their needs. Collaborate with Families and Community Partners: Work closely with families, community organizations, and mental health professionals to provide wrap-around support and resources for students both in and out of school. Providing social-emotional support on a schoolwide basis ensures that all students have access to these critical services and resources, regardless of their background or individual circumstances.	improvements in academic outcomes. Parent and Teacher Feedback: Gathering feedback from parents and teachers on the effectiveness of social-emotional support initiatives in meeting the needs of unduplicated student groups and creating a positive school culture. By analyzing these metrics, Pope Valley can evaluate the success of bullying prevention and enhanced mental healthcare initiatives in supporting the social and emotional wellbeing of unduplicated student groups and make data-driven decisions to further enhance support and interventions as needed.
5.4	**Action:** Transportation and Meals **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English	Transportation services and meals ay be needed to provide targeted support to students who require additional assistance and transportation services to ensure that all students have reliable and safe means to travel to and from school, addressing the identified transportation barriers. This action supports the needs of the unduplicated	The effectiveness of providing nutritional services and transportation will be measured using several metrics, including:

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	Learners (ELs), and students with disabilities (SWD), often require additional support with transportation and food services to succeed academically. These students may face various challenges such as language barriers or socio-economic disadvantages that impact their educational outcomes. These students often face significant challenges related to transportation and nutrition. These students may lack reliable means to travel to and from school, which can lead to increased absenteeism, tardiness, and reduced access to educational opportunities and resources. Ensuring consistent attendance is crucial for their academic success and overall well-being. ** add some data points on unduplicated students to the Needs boxes **Scope:** Schoolwide	student groups by allowing PV to: Ensure Regular Attendance: Providing transportation and nutritional supports helps reduce absenteeism and tardiness by guaranteeing that students have food services and a dependable way to get to school and individualized services every day. Students can also take advantage of after school activities and supports. Enhance Access to Educational Resources: Reliable transportation allows students to participate in before- and after-school programs, extracurricular activities, and additional academic support sessions, all of which contribute to their educational development. Promote Equity: Offering transportation and food services on a schoolwide basis ensures that all students, regardless of their socioeconomic status, have equal access to education and related activities, thereby promoting equity across the school community. Providing transportation services schoolwide also ensures that no student is left out due to transportation issues, or unable to participate because of issues related to hunger and nutritional health and wellbeing, fostering a more inclusive and supportive learning environment for everyone, and meeting the diverse learning needs of a verity of vulnerable students, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD).	Attendance Rates: Monitoring changes in attendance and punctuality rates, as well as student engagement in class, to evaluate whether transportation services and the provision of nutritional support are reducing absenteeism and tardiness among the unduplicated student groups. Participation Rates: Tracking student participation in before- and after-school programs, extracurricular activities, and additional academic support sessions to assess the impact of improved transportation and food access. Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement.

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
		Schoolwide Availability: Providing nutritional and transportation services on a schoolwide basis ensures that all students who require these additional supports have access to critical resources, promoting equity and inclusion across the school community. By implementing this action on a schoolwide basis, Pope Valley ensures that all students who require additional supports receive the necessary assistance to succeed academically.	Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the reliability and usage of the transportation services, and how it has affected students' ability to attend school regularly and participate in school activities. Gathering feedback from parents and teachers on the need for nutritional services and supports may also aid PV in supporting student learning and addressing the specific needs of unduplicated student groups. Behavioral Metrics: Assessing any changes in student behavior and engagement in school, as consistent attendance and participation, along with nutritional support, often correlates with improved behavior and higher levels of student engagement. By evaluating these metrics, Pope Valley can determine the success of transportation and meals

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
			in addressing the unique needs of the unduplicated student groups and make necessary adjustments to further enhance the supports and services provided.
5.5	**Action:** Staffing (instructional aides and bus) **Need:** Unduplicated student groups at Pope Valley, including socioeconomically disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD), often require additional support, resources, services, and attention to succeed academically. These students may face various challenges such as language barriers, learning disabilities, or socio-economic disadvantages that impact their educational outcomes. These students often face significant challenges related to transportation. These students may lack reliable means to travel to and from school, which can lead to increased absenteeism, tardiness, and reduced access to educational opportunities and resources. Ensuring consistent attendance is crucial for their academic success and overall well-being. **Scope:** Schoolwide	Staff is needed to support students at Pope Valley. Instructional Assistants are deployed to provide targeted support to students who require additional assistance to succeed academically, and transportation services are provided by staff to ensure that all students have reliable and safe means to travel to and from school, addressing the identified transportation barriers. This action supports the needs of the unduplicated student groups by allowing PV to: Provide Individualized Support: Instructional Assistants work closely with students, either in small groups or one-on-one, to provide personalized support tailored to their specific needs. Assist Classroom Teachers: Instructional Assistants support classroom teachers by helping to implement instructional strategies, providing additional supervision and support during lessons, and assisting with classroom management. Offer Differentiated Instruction: Instructional Assistants can adapt teaching methods and materials to meet the diverse learning needs of students, including socioeconomically	The effectiveness of providing staff for transportation services and instructional aides will be measured using several metrics, including: Attendance Rates: Monitoring changes in attendance and punctuality rates, as well as student engagement in class, to evaluate whether transportation services and the provision of instructional aides are reducing absenteeism and tardiness among the unduplicated student groups. Participation Rates: Tracking student participation in before- and after-school programs, extracurricular activities,

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
		disadvantaged students (SED), Foster Youth (FY), English Learners (ELs), and students with disabilities (SWD). Ensure Regular Attendance: Providing transportation and differentiated supports helps reduce absenteeism and tardiness by guaranteeing that students have a dependable way to get to school and individualized services every day. Students can also take advantage of after school activities and supports. Enhance Access to Educational Resources: Reliable transportation allows students to participate in before- and after-school programs, extracurricular activities, and additional academic support sessions, all of which contribute to their educational development. Promote Equity: Offering transportation services on a schoolwide basis ensures that all students, regardless of their socioeconomic status, have equal access to education and related activities, thereby promoting equity across the school community. Providing transportation services schoolwide also ensures that no student is left behind due to transportation issues, fostering a more inclusive and supportive learning environment for everyone. Schoolwide Availability: Providing Instructional Assistants and transportation services on a schoolwide basis ensures that all students who require additional support have access to this resource, promoting equity and inclusion across the school community. By implementing this action	and additional academic support sessions to assess the impact of improved transportation access. Academic Performance Data: Tracking changes in academic performance, including grades, standardized test scores, and progress monitoring data, to determine improvements in student achievement. Surveys and Feedback: Collecting feedback from students, parents, and teachers regarding the reliability and usage of the transportation services, and how it has affected students' ability to attend school regularly and participate in school activities. Gathering feedback from parents and teachers on the effectiveness of Instructional Aides may also aid PV in supporting student learning and addressing the specific needs of unduplicated student groups.

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
		on a schoolwide basis, Pope Valley ensures that all students who require additional support receive the necessary assistance to succeed academically.	Academic Performance Data: Analyzing changes in academic performance, including grades and standardized test scores, to determine if improved attendance and participation are translating into better educational outcomes. Behavioral Metrics: Assessing any changes in student behavior and engagement in school, as consistent attendance and participation, along with additional instructional supports, often correlate with improved behavior and higher levels of student engagement. By evaluating these metrics, Pope Valley can determine the success of staffing provided for transportation services and as instructional aides in addressing the unique needs of the unduplicated student groups and make necessary adjustments to further enhance the support provided.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Technical Assistance for ELD instruction **Need:** For Technical Assistance for English Language Development (ELD) instruction, the unique identified needs of unduplicated student groups being served include varying levels of English proficiency, which necessitates grouping students by proficiency level to target their specific needs effectively. These students come from diverse cultural and linguistic backgrounds, so instruction should be culturally responsive and inclusive to make learning relevant and engaging for them. Additionally, unduplicated pupils may require extra academic support to bridge gaps in their learning, including differentiated instruction and targeted interventions. Many of these students face social-emotional challenges due to their unique circumstances, making access to counseling and mental health resources crucial. Engaging parents and guardians in the educational process is	The action of providing Technical Assistance for English Language Development (ELD) instruction is designed to address the unique needs of unduplicated students through several key strategies: Individualized Instruction: ELD instruction is tailored to meet the varying levels of English proficiency among students. This involves grouping students by proficiency level to provide targeted support that addresses their specific language needs. Culturally Responsive Teaching: Instruction is designed to be culturally responsive and inclusive, recognizing the diverse cultural and linguistic backgrounds of unduplicated students. This approach makes learning more relevant and engaging for them. Academic Support: Additional academic support is provided to bridge learning gaps. This includes differentiated instruction and targeted interventions	The effectiveness of Technical Assistance for ELD instruction in improving outcomes for unduplicated student groups will be measured through a variety of methods: Language Proficiency Assessments: Regular assessments of students' English language proficiency will be conducted to monitor their progress. This includes standardized tests and formative assessments to evaluate their language development. Teacher Evaluations: Teachers who receive Technical Assistance will

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	also essential, and schools should provide resources and support to help parents understand and participate in their child's education. Finally, ensuring that unduplicated pupils have access to necessary resources, such as technology, textbooks, and learning materials, is vital for their success. By addressing these unique needs, schools can create a more supportive and effective learning environment for unduplicated pupils, helping them to thrive academically and socially. **Scope:** Limited to Unduplicated Student Group(s)	to help unduplicated students succeed academically. Social-Emotional Support: Recognizing the social-emotional challenges faced by unduplicated students, ELD instruction includes access to counseling and mental health resources. This support helps students manage stress and anxiety, contributing to their overall well-being. Parental Involvement: Schools provide resources and support to engage parents and guardians in the educational process. This involvement is crucial for helping parents understand and participate in their child's education. Access to Resources: Ensuring that unduplicated students have access to necessary resources, such as technology, textbooks, and learning materials, is vital for their success. By addressing these unique needs, Technical Assistance for ELD instruction creates a supportive and effective learning environment for unduplicated students, helping them thrive academically and socially.	be evaluated on their implementation of ELD strategies. This can include classroom observations and performance reviews to assess how well they are applying the training. Student Performance Data: Analyzing academic performance data, such as grades and test scores, will help determine the impact of Technical Assistance on student achievement. This data can highlight improvements in academic outcomes for unduplicated students. Behavioral Metrics: Monitoring changes in student behavior, such as attendance, participation, and disciplinary incidents, can provide insights into the broader impact of Technical Assistance on student engagement and school climate. Feedback from Stakeholders: Gathering feedback from students,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			parents, and teachers about their experiences with ELD instruction can provide valuable qualitative data. Surveys, interviews, and focus groups can be used to collect this feedback. Parental Involvement: Evaluating the level of parental involvement in their child's education before and after the implementation of Technical Assistance can provide insights into how well the support has equipped teachers to engage with parents. Resource Utilization: Assessing how effectively teachers are utilizing available resources, such as technology and learning materials, can help determine the impact of Technical Assistance on instructional practices. By using these methods, schools can comprehensively evaluate the effectiveness of Technical Assistance for

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			ELD instruction and make data-driven decisions to enhance its impact on unduplicated student groups.
2.2	**Action:** ELD training/support **Need:** With respect to ELD training, the unique needs of our unduplicated student groups include varying levels of English proficiency, necessitating grouping by proficiency level to target their specific needs. These students come from diverse cultural and linguistic backgrounds, so instruction should be culturally responsive and inclusive. Additionally, unduplicated pupils may require extra academic support to bridge learning gaps, including differentiated instruction and targeted interventions. Many face social-emotional challenges due to their circumstances, making access to counseling and mental health resources crucial. Engaging parents and guardians in the educational process is also essential, and schools should provide resources to help them participate in their child's education. Finally, ensuring access to necessary resources, such as technology, textbooks, and learning materials, is vital for their success. By addressing these unique needs, schools can create a more supportive and effective learning environment	ELD training is specifically designed to equip educators with the skills and strategies needed to effectively support unduplicated pupils. Here are some key aspects: Enhanced Instructional Techniques: Training provides advanced instructional techniques tailored to the varying levels of English proficiency among unduplicated pupils. This ensures that educators can deliver targeted support that meets the specific language needs of each student. Cultural Competency: Educators receive training on culturally responsive teaching practices. This helps create an inclusive classroom environment that respects and values the diverse cultural and linguistic backgrounds of unduplicated pupils. Differentiated Instruction: Training emphasizes the importance of differentiated instruction and provides strategies to implement it effectively. This allows educators to address the unique academic needs of unduplicated pupils and bridge learning gaps. Parental Engagement: Training includes strategies for engaging parents and guardians in the educational process. This helps teachers build strong partnerships with families and ensures that	The effectiveness of ELD training in improving outcomes for unduplicated student groups will be measured using various metrics and methods: Student Progress Monitoring: Regular assessments of students' English language proficiency and academic performance will be conducted to track their progress over time. This includes standardized tests, formative assessments, and classroom observations. Educator Feedback: Collecting feedback from educators who have undergone ELD training will provide insights into the effectiveness of the training. This can include surveys, interviews, and focus groups to gather

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	for unduplicated pupils, helping them thrive academically and socially. **Scope:** Limited to Unduplicated Student Group(s)	parents are actively involved in their child's education. Resource Utilization: Educators learn how to effectively utilize available resources, such as technology, textbooks, and learning materials, to support the success of unduplicated pupils. By focusing on these areas, ELD training empowers educators to create a supportive and effective learning environment for unduplicated pupils, helping them thrive academically and socially.	qualitative data on how the training has impacted their teaching practices and student outcomes. Student Feedback: Gathering feedback from students about their learning experiences and perceived improvements in their English language skills can provide valuable insights. This can be done through surveys, interviews, and focus groups. Classroom Observations: Conducting classroom observations to evaluate the implementation of ELD strategies and techniques learned during the training. Observers can assess the quality of instruction and its impact on student engagement and learning. Academic Performance Data: Analyzing academic performance data, such as grades, test scores, and graduation rates, to determine the impact of ELD training on student achievement. This can

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			help identify trends and areas for improvement. Behavioral Data: Monitoring changes in student behavior, such as attendance, participation, and disciplinary incidents, to assess the broader impact of ELD training on student engagement and school climate. Parental Involvement: Evaluating the level of parental involvement and engagement in their child's education before and after the implementation of ELD training. This can provide insights into how well the training has equipped teachers to engage with parents and support their involvement. By using these metrics and methods, schools can comprehensively evaluate the effectiveness of ELD training and make data-driven decisions to enhance its impact on unduplicated student groups.

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

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

The District will provide 45.54%% increased and improved services for unduplicated students. These services will be provided district-wide because of the high concentration of unduplicated students, and while all students will benefit, the strategies were developed to principally focus on providing improved services for the targeted students. The actions and services described above in the first prompt, more than meet the required 45.54%. PVUESD will also provide the additional actions and services for English learners. Napa COE staff and other providers will provide technical assistance, training, and coaching support to Pope Valley teachers in designated and integrated ELD instruction. No additional funding is needed for this service. This service is considered a qualitatively improved service for English learners. The methodology to determine the percentage of this improved service is to divide the daily rate (salary and benefits) of the staff service days by the LCFF base. The percentage of services roughly equates to 2%.

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 the additional concentration grant funding to sustain paraprofessionals (Goal #5, Action 5) who will help strengthen our academic program as the additional add-on funding is not sufficient to increase or add new staff to our program. The paraprofessionals or aides, will help provide direct services to students by supporting targeted instruction for those needing interventions and/or acceleration, especially unduplicated students, in tiers one, two, and three. They will help support classroom teachers with small group and individual instruction so differentiated strategies can be implemented. The flexible, small groupings will help maintain our intentional, individualized support for students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	na	1:15
Staff-to-student ratio of certificated staff providing direct services to students	na	1:15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	547,428	192,949	35.246%	0.000%	35.246%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,363,313.00	$231,728.00	$10,000.00	$70,392.00	$1,675,433.00	$1,359,963.00	$315,470.00

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	MTSS/Learning Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$55,539.00	$0.00	$28,063.00	$0.00	$0.00	$27,476.00	$55,539.00	0
1	1.2	Student Learning Goals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$100.00	$100.00	$0.00	$0.00	$0.00	$100.00	0
1	1.3	Extended Day Programs	All Students with Disabilities EL, Low SED, FY/H	No			All Schools	All years	$82,797.00	$4,295.00		$87,092.00			$87,092.00	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	All	No			All Schools		$2,600.00	$1,600.00	$4,200.00	$0.00	$0.00	$0.00	$4,200.00	
1	1.7	Technical Assistance for ELD instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	2%
1	1.8	Small Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools	All Years	$448,689.00	$0.00	$448,689.00				$448,689.00	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
						Low Income										
2	**2.1**	Professional Development	All Students with Disabilities	No			All Schools	All years	$6,026.00	$7,192.00	$0.00	$7,192.00	$0.00	$6,026.00	$13,218.00	
2	**2.2**	ELD training/support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	All years	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	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**	Parent Feedback and Input	All	No			All Schools	All years	$0.00	$800.00	$800.00	$0.00	$0.00	$0.00	$800.00	
3	**3.2**	Parent and family connection, engagement, and participation	All	No			All Schools	All years	$0.00	$3,500.00	$2,500.00	$1,000.00	$0.00	$0.00	$3,500.00	
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	
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	
4	**4.1**	MTSS/Attendance	All	No			All Schools	All years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.2**	Positive Behavior Supports/SEL	All	No			All Schools	All years	$0.00	$980.00	$980.00	$0.00	$0.00	$0.00	$980.00	
4	**4.3**	Communication/Newsletter	All	No			All Schools	3 years	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
4	**4.4**	Student Information and Grading Systems	All	No			All Schools	All years	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
4	**4.5**	Culture and team building	All	No			All Schools	All years	$0.00	$9,800.00	$1,800.00	$8,000.00			$9,800.00	
4	**4.6**	Counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$16,000.00	$0.00	$6,000.00	$0.00	$10,000.00	$0.00	$16,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Assemblies/Speakers	Low Income	Yes	LEA-wide	Low Income	All Schools	All years	$0.00	$8,000.00	$8,000.00				$8,000.00	0
4	4.8	Bullying prevention and enhanced mental health	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$0.00	$66,314.00	$46,314.00	$20,000.00			$66,314.00	
5	5.1	Highly-qualified Staffing	All	No			All Schools	All years	$505,510.00	$0.00	$493,907.00	$11,603.00	$0.00	$0.00	$505,510.00	
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	
5	5.3	Materials and technology	All	No			All Schools	All years	$0.00	$11,375.00	$10,375.00	$1,000.00	$0.00	$0.00	$11,375.00	
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	$64,300.00	$42,927.00	$6,884.00	$0.00	$14,489.00	$64,300.00	0
5	5.5	Staffing (instructional aides and bus)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	All years	$242,802.00	$20,000.00	$229,758.00	$10,643.00	$0.00	$22,401.00	$262,802.00	0
5	5.6	Facilities	All	No			All Schools	All years	$0.00	$19,500.00	$19,500.00	$0.00	$0.00	$0.00	$19,500.00	
6	6.1	Specialized Instruction and Learning Center Supports	All	No			All Schools	2025-26	$0.00	$66,314.00	$0.00	$66,314.00			$66,314.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
547,428	192,949	35.246%	0.000%	35.246%	$822,251.00	2.000%	152.203 %	**Total:**	$822,251.00
								LEA-wide Total:	$8,000.00
								Limited Total:	$2,500.00
								Schoolwide Total:	$811,751.00

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**	MTSS/Learning Center	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$28,063.00	0
1	**1.2**	Student Learning Goals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$100.00	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	**1.7**	Technical Assistance for ELD instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	2%
1	**1.8**	Small Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$448,689.00	0
2	**2.2**	ELD training/support	Yes	Limited to Unduplicated	English Learners	All Schools	$2,500.00	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 (%)
				Student Group(s)				
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	
4	**4.6**	Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
4	**4.7**	Assemblies/Speakers	Yes	LEA-wide	Low Income	All Schools	$8,000.00	0
4	**4.8**	Bullying prevention and enhanced mental health	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$46,314.00	
5	**5.4**	Transportation and Meals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,927.00	0
5	**5.5**	Staffing (instructional aides and bus)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$229,758.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,549,450.00	$1,602,951.00

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	$55,716.00	
1	**1.2**	Student Learning Goals	Yes	$100.00	200
1	**1.3**	Extended Day Programs	No	$61,852.00	144,321
1	**1.4**	Interim Assessments	Yes	$1,200.00	1,200
1	**1.5**	Supplemental Intervention Tools	Yes	$3,500.00	3,500
1	**1.6**	ELPAC & CAASPP training	No	$4,000.00	3,500
1	**1.7**	Technical Assistance for ELD instruction	Yes	$0.00	
1	**1.8**	Small Class Sizes	Yes	$509,139.00	579,134
2	**2.1**	Professional Development	No	$8,808.00	10,545
2	**2.2**	ELD training	Yes	$2,500.00	2,500
2	**2.3**	Structured Collaboration and Assessment for Learning	Yes	$57,790.00	37,639

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	800
3	3.2	Parent and family connection, engagement, and participation	No	$3,500.00	7,500
3	3.3	Home-to-School connections and celebrations	No	$0.00	0
3	3.4	Communications/Newsletter	Yes	$12,000.00	45,950
4	4.1	MTSS/Attendance	No	$0.00	0
4	4.2	Positive Behavior Supports/SEL	No	$980.00	1,000
4	4.3	Communication/Newsletter	No	$500.00	500
4	4.4	Student Information and Grading Systems	No	$2,500.00	6,500
4	4.5	Culture and team building	No	$9,800.00	12,000
4	4.6	Counseling	Yes	$16,000.00	15,503
4	4.7	Assemblies/Speakers	Yes	$8,000.00	8,000
4	4.8	Bullying prevention and enhanced mental health	Yes	$66,314.00	29,991
5	5.1	Highly-qualified Staffing	No	$458,436.00	251,496

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	$3,000.00	16,000
5	**5.3**	Materials and technology	No	$11,375.00	35,586
5	**5.4**	Transportation and Meals	Yes	$90,940.00	227,116
5	**5.5**	Staffing (instructional aides and bus)	Yes	$160,500.00	147,470
5	**5.6**	Facilities	No	$200.00	15,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
212,789	$881,576.00	$1,016,212.00	($134,636.00)	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	$25,000.00		0	
1	1.2	Student Learning Goals	Yes	$100.00	200	0	
1	1.4	Interim Assessments	Yes	$1,200.00	1,200	0	
1	1.5	Supplemental Intervention Tools	Yes	$3,500.00	3,500	0	
1	1.7	Technical Assistance for ELD instruction	Yes	$0.00	0	2%	2%
1	1.8	Small Class Sizes	Yes	$509,139.00	579,134	0	
2	2.2	ELD training	Yes	$2,500.00	2,500	0	
2	2.3	Structured Collaboration and Assessment for Learning	Yes	$52,633.00	37,639	0	
3	3.4	Communications/Newsletter	Yes	$12,000.00	45,950		
4	4.6	Counseling	Yes	$6,000.00	15,503		
4	4.7	Assemblies/Speakers	Yes	$8,000.00	8,000	0	
4	4.8	Bullying prevention and enhanced mental health	Yes	$66,314.00	0		
5	5.4	Transportation and Meals	Yes	$34,690.00	175,116	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	$160,500.00	147,470	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
583,775	212,789	0	36.451%	$1,016,212.00	2.000%	176.076%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024