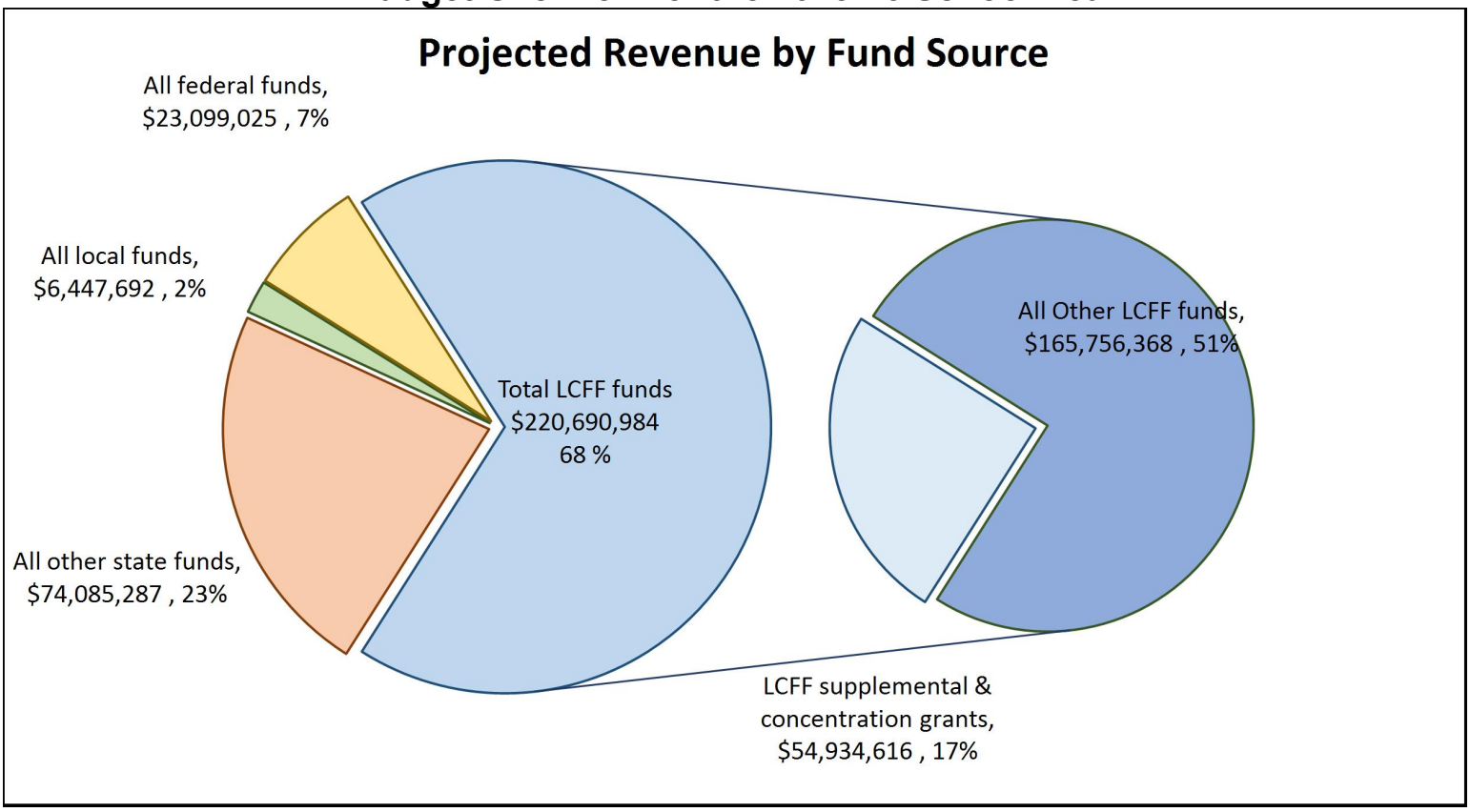
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pajaro Valley Unified School District
CDS Code: 44 69799 0000000
School Year: 2025-26
LEA contact information:
Dr. Heather Contreras
Superintendent
heather_contreras@pvusd.net
(831) 786-2100

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

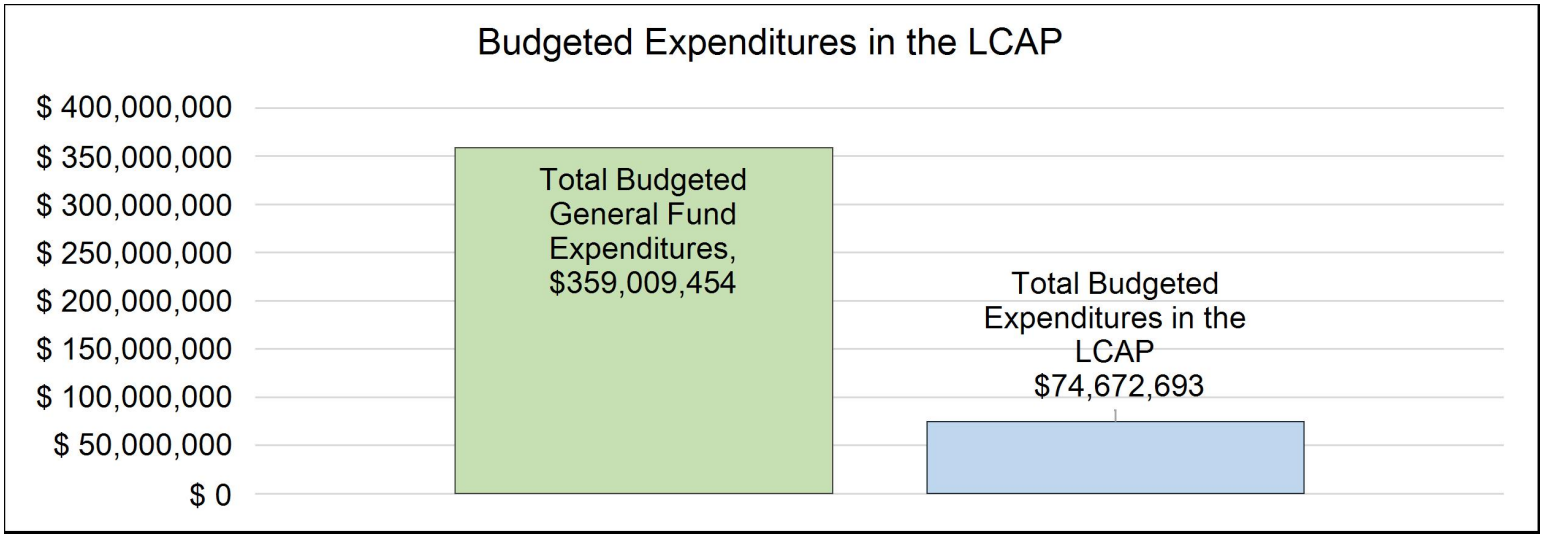


This chart shows the total general purpose revenue Pajaro Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pajaro Valley Unified School District is $324,322,988, of which $220,690,984 is Local Control Funding Formula (LCFF), $74,085,287 is other state funds, $6,447,692 is local funds, and $23,099,025 is federal funds. Of the $220,690,984 in LCFF Funds, $54,934,616 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 Pajaro Valley Unified 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: Pajaro Valley Unified School District plans to spend $359,009,454 for the 2025-26 school year. Of that amount, $74,672,693.00 is tied to actions/services in the LCAP and $282,959,145 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

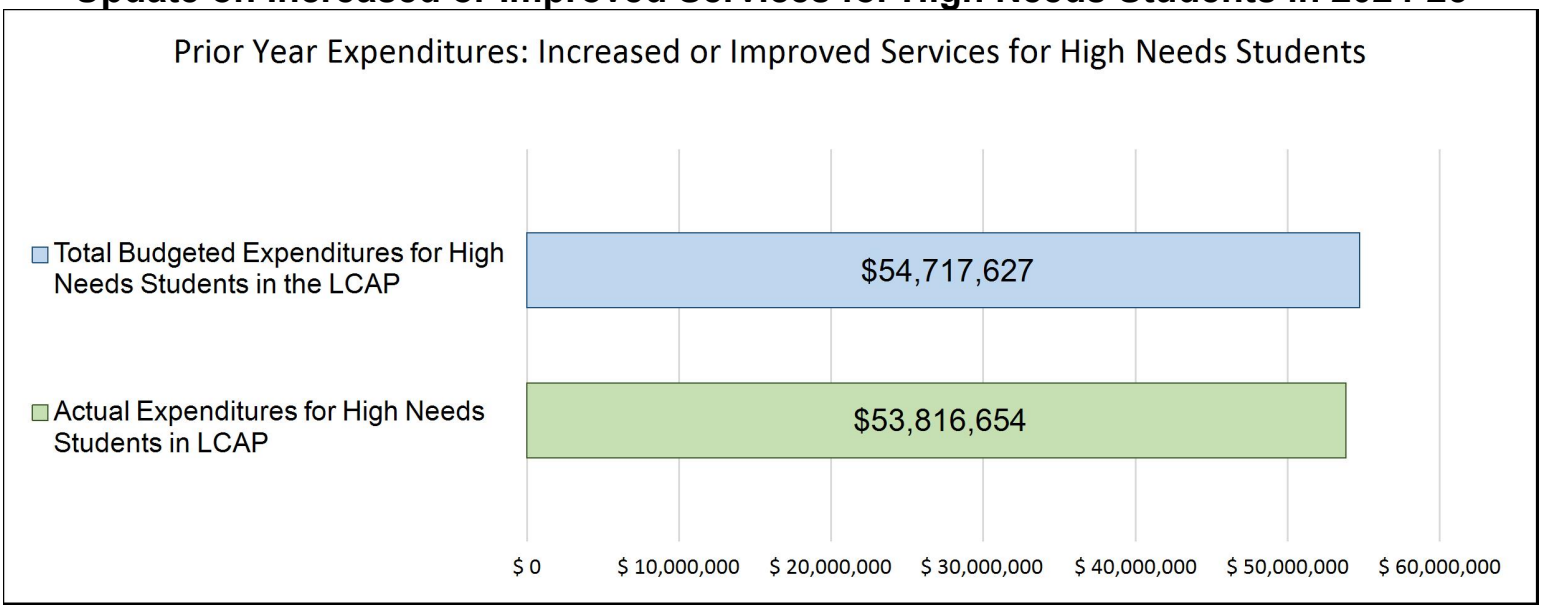
General operating costs, salaries, benefits, capital expenditures

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

In 2025-26, Pajaro Valley Unified School District is projecting it will receive $54,934,616 based on the enrollment of foster youth, English learner, and low-income students. Pajaro Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pajaro Valley Unified School District plans to spend $53,547,197.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Pajaro Valley Unified School District's LCAP budgeted $54,717,627 for planned actions to increase or improve services for high needs students. Pajaro Valley Unified School District actually spent $53,816,654 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $900,973 had the following impact on Pajaro Valley Unified School District’s ability to increase or improve services for high needs students:

The variance is mainly due to vacancies during the 2024-25 school year, as well as some expenditures originally planned for supplemental/concentration dollars paid out of restricted grants instead.

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
Pajaro Valley Unified School District	Dr. Heather Contreras Superintendent	heather_contreras@pvusd.net (831) 786-2100

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.

Pajaro Valley Unified School District ("PVUSD" or the "District") covers a 150 square mile, predominantly rural and agricultural area that includes the communities of Watsonville, Freedom, Interlaken, Amesti, Corralitos, La Selva Beach and Aptos in Santa Cruz County, and Pajaro and Las Lomas in the northern end of Monterey County. The District serves 16,287 students at sixteen elementary schools, six middle schools, three high schools, four charter schools, a virtual academy, and two alternative high schools and a special education preschool. The majority (64%) of our students are or were at one time English learners, 82% are low-income, including 10% classified as migrant, and 17% receive special education services. In addition, we have 38 foster youth and 8% of our students meet the criteria for homelessness largely due to multiple families living under one roof. There are two schools receiving Equity Multiplier funds, Renaissance high School and New School, Community Day School. Data examination and stakeholder feedback regularly inform an expanded definition of student success and fuel efforts that value innovation, rigor and joy, as students are prepared to be college, career and life ready upon graduation. This forward momentum is supported by collaborative community partner organizations (non-profits, higher education partners, community service agencies, foundations and others) who serve as additional valued stakeholders in this collective process. Our initiatives are often led collaboratively with community partners and stakeholders: YouthTruth Survey, College and Career Collaborative, Early Literacy Collaborative, Creative Leadership Solutions, California Ed Partners, Leaders 4ward, Aspiring Higher, School Services of California.

Our Foundation:
Pajaro Valley Unified School District's Vision and Guiding Principles support and strengthen one another in a cycle that serves the PVUSD mission.

Our Vision: At Pajaro Valley Unified School District, our vision is every student will graduate ready to share their unique skills and abilities and be a positive contributing member of their community and their world.

Our Mission: We are committed to cultivating a nurturing environment where every student thrives academically, socially, and emotionally, empowering them to flourish in a dynamic and evolving world.
Our Strategic Goals:
Goal 1: Academic Excellence/Powerful Learning
Provide a rigorous and inclusive educational program to raise academic excellence for all PreK-12 students through community-connected, culturally relevant learning that lifts up students' assets and strengths while addressing diverse learning needs.

Goal 2: Professional Learning
Foster ongoing learning opportunities for staff, families and partners to enhance knowledge, strengthen collaboration and apply skills in support of social emotional wellbeing, academic excellence and opportunity.

Goal 3: Climate, Culture and Community
Create safety and belonging for all students through engaging, inclusive, and relevant learning environments in collaboration with all educational community members.

Goal 4: Fiscal Responsibility
Implement effective and transparent resource management with a focus on shared decision making and equitable resource allocation that responds to the needs and priorities of students and leverages community resources.

Goal 5: Human Resources
Explore and implement a wide variety of personnel recruitment strategies, with the goal of attracting and retaining a qualified and high-quality workforce.

Guiding Principles:
Provide equity of access and equity of opportunity for every student rooted in our aligned goals and values
Ensure engaging academic and social emotional learning for all students through high expectations, strong social emotional curriculum, and meaningful and relevant experiential learning.
Prioritize culturally specific and culturally responsive programming and engagement.
Commit to youth voice and leadership.
Value and build upon student, staff, family, and community partner ecosystem assets and aspirations.

Additional Information about the district may be accessed at: https://www.pvusd.net/

Reflections: Annual Performance

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

Successes
Based on the latest data from the California School Dashboard, the Chronic Absenteeism declined by 11.5%, dropping from 37.3% to 25.8%. PVUSD met the standard of access to a broad course of study and met the following local indicator standards: implementation of academic standards, parent and family engagement, local climate survey, and basics (teachers, instructional materials, and facilities). These successes reflect the district's commitment to fostering academic growth, promoting equity, and ensuring that all students have access to high-quality education and support services.
Challenges
As of the latest data available on the California School Dashboard, Pajaro Valley Unified School District continues to face challenges, particularly in academic performance and equity. While there were gains in graduation and attendance, significant achievement gaps persist for English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students.

- English Language Arts: 71.7 points below standard (Red)
- Mathematics: 101.2 points below standard (Red)
- English Learner Progress: 42.1% made progress (Orange)
- College/Career Prepared: 34.9% (Orange)
- Graduation Rate: 90.6% overall (Green), but SWD remain in Red
- Suspension Rate: Orange overall; Foster Youth in Red (26.5%)

These indicators highlight the need for enhanced academic support, stronger MTSS frameworks, and more inclusive practices across sites.
Highlighting Targeted Actions
To address the needs of our highest-priority student groups, PVUSD implemented a set of LCAP goals with aligned actions:

- Targeted academic supports for English Learners, including Designated and Integrated ELD, Seal of Biliteracy pathways, and progress monitoring
- Academic and SEL supports through MTSS, with intervention teams and wellness center resources for Foster Youth, SWD, and Homeless students
- Family engagement activities tailored to underrepresented communities, including language support and home-school connection programs
- Instructional coaching and culturally responsive professional development focused on improving Tier 1 teaching in core content areas

Schools in Red – 2024 Dashboard

- English Learner Progress:
- - Ann Soldo
- - Calabasas
- - Cesar Chavez MS
- - HA Hyde

- - Hall District
- - Landmark
- - Rolling Hills MS

Chronic Absenteeism:
- - Amesti
- - Cesar Chavez MS
- - EA Hall MS
- - Mar Vista
- - Ohlone
- - Virtual Academy
- Suspension Rate:
- - EA Hall MS
- - Freedom
- - Pajaro MS
- - Rolling Hills MS
- - TS MacQuiddy

ELA:
- - Amesti
- - Ann Soldo
- - Calabasas
- - Cesar Chavez MS
- - EA Hall MS
- - Freedom
- - HA Hyde
- - Hall District
- - Lakeview MS
- - Landmark
- - Mintie White
- - Virtual Academy
- - Pajaro MS
- - Pajaro Valley HS
- - Radcliff
- - Rolling Hills MS
- - TS MacQuiddy

Math:
- - Amesti
- - Ann Soldo

- - EA Hall MS
- - Hyde
- - Hall District
- - Landmark
- - Mintie White
- - Virtual Academy
- - Pajaro MS
- - Pajaro Valley HS
- - Rolling Hills MS
- - TS MacQuiddy

Student Groups in Red – 2024 Dashboard

- English Learners are in Red in: English Learner Progress, ELA, Math
- Foster Youth are in Red in: Suspension Rate, ELA, Math
- Homeless are in Red in: ELA, Math
- Socioeconomically Disadvantaged are in Red in: ELA, Math
- Students with Disabilities are in Red in: Suspension Rate, Graduation Rate, ELA, Math
- Hispanic are in Red in: ELA, Math

Student Groups in Red within Specific Schools

- Amesti Elementary: Chronic Absenteeism, ELA, Math
- Ann Soldo Elementary: English Learner Progress, ELA, Math
- Calabasas: English Learner Progress, ELA
- Cesar Chavez Middle School: Chronic Absenteeism, English Learner Progress, ELA
- E.A. Hall Middle School: Chronic Absenteeism, Suspension Rate, ELA, Math
- Freedom Elementary: Suspension Rate, ELA
- H.A. Hyde Elementary: English Learner Progress, ELA, Math
- Hall District Elementary: English Learner Progress, ELA, Math
- Lakeview Middle School: ELA
- Landmark Elementary: English Learner Progress, ELA, Math
- Mar Vista Elementary: Chronic Absenteeism
- Mintie White Elementary: ELA, Math
- Ohlone Elementary: Chronic Absenteeism
- PVUSD Virtual Academy: Chronic Absenteeism, ELA, Math
- Pajaro Middle School: Suspension Rate, ELA, Math
- Pajaro Valley High School: ELA, Math
- Radcliff Elementary: ELA, Math
- Rolling Hills Middle School: Suspension Rate, English Learner Progress, ELA, Math
- T.S. MacQuiddy Elementary: Suspension Rate, ELA, Math

Prior year data regarding red indicators:
Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard
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- Schools in Red--English Learner Progress: Ann Soldo, Calabasas, Cesar Chavez MS, HA Hyde, Hall District, Landmark, Radcliff, Rolling Hills MS
- Schools in Red--Chronic Absenteeism: Amesti, Cesar Chavez MS, EA Hall MS, Mar Vista, Ohlone, Virtual Academy
- Schools in Red--Suspension Rate: EA Hall MS, Freedom, Pajaro MS, Rolling Hills MS, TS MacQuiddy
- Schools in Red--ELA: Amesti, Ann Soldo, Calabasas, Cesar Chavez MS, EA Hall MS, Freedom, HA Hyde, Hall District, Lakeview MS, Landmark, Mintie White, Virtual Academy, Pajaro MS, Pajaro Valley HS, Radcliff, Rolling Hills MS, TS MacQuiddy
- Schools in Red--Math: Amesti, Ann Soldo, EA Hall MS, Hyde, Hall District, Landmark, Mintie White, Virtual Academy, Pajaro MS, Pajaro Valley HS, Rolling Hills MS, TS MacQuiddy

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard

- English Learners are in Red in: English Learner Progress, ELA, Math
- Foster Youth are in Red in: Suspension Rate, ELA, Math
- Homeless students are in Red in: ELA, Math
- Socioeconomically Disadvantaged students are in Red in: ELA, Math
- Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math
- Hispanic students are Red in: ELA, Math

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.

- Amesti Elementary: chronic absenteeism, ELA, Math
- Ann Soldo Elementary: English Learner Progress, ELA, Math
- Calabasas: English Learner Progress, ELA
- Cesar Chavez Middle School: Chronic absenteeism, English Learner Progress, ELA

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- E.A. Hall Middle School: Chronic absenteeism, Suspension rate, ELA, Math
- Freedom Elementary: Suspension rate, ELA
- H.A. Hyde Elementary: English Learner Progress, ELA, Math
- Hall District Elementary: English Learner Progress, ELA, Math
- Lakeview Middle School: ELA
- Landmark Elementary: English Learner Progress, ELA, Math
- Mar Vista Elementary: Chronic absenteeism
- Mintie White Elementary: ELA, Math
- Ohlone Elementary: Chronic absenteeism
- PVUSD Virtual Academy: Chronic absenteeism, ELA, Math
- Pajaro Middle School: Suspension rate, ELA, Math
- Pajaro Valley High School: ELA, Math
- Radcliff Elementary: ELA, Math
- Rolling Hills Middle School: Suspension rate, English Learner Progress, ELA, Math

- T.S. MacQuiddy Elementary: Suspension rate, ELA, Math

Conclusion
The 2024 California Dashboard affirms PVUSD's commitment to equity and excellence, while also underscoring the urgency of improving academic achievement and conditions for our highest-need students. By centering LCAP goals on historically underserved student groups and embedding culturally responsive and data-driven practices, PVUSD is moving strategically to ensure every student thrives.

Regarding LREGB funds, Pajaro Valley Unified School District (PVUSD) has effectively utilized the majority of its Learning Recovery Emergency Block Grant (LREBG) funds during the 2024–25 school year. The following actions were fully implemented and aligned with allowable uses of LREBG funds as defined by the California Department of Education, including: increasing instructional learning time, accelerating progress to close learning gaps, integrating pupil supports to address barriers to learning, and expanding access to instruction.

PVUSD will carry forward unexpended LREBG funds into 2025-26 and 2026-27. All carry-over is programmed in two strategic areas:
Expanding high-quality virtual learning and independent study programs (Actions 1.21 & 1.22).
Leveraging $164 k in LREBG, the district will (a) provide sustained coaching on Universal Design for Learning and ELA/ELD & Math Framework implementation for PV Elevate teachers, and (b) broaden the catalogue of A-G and CTE-aligned online electives. This directly increases instructional access and engagement for independent-study pupils—predominantly socio-economically disadvantaged, Foster Youth and English Learners—who rank "Red" on the Dashboard for ELA, Math and attendance. Evidence shows that rigorous electives and teacher coaching reduce credit deficiency and improve on-track-for-graduation rates.

Sustaining district-wide mental-health capacity (Action 2.8).
The remaining maintains SEL counselor and clinician staffing to meet MTSS Tier 2/3 demand. Services include risk-screening, short-term counseling, and warm hand-offs to PVPSA and other community providers. Aligning to LREBG §32526 (c)(2)(C), this action addresses the post-pandemic spike in anxiety, depression and chronic absenteeism among Unduplicated Pupils, thereby removing barriers to academic recovery.

No LREBG funds remain in Actions 1.9 (TK-16 college-and-career alignment) or 2.9 (community mental-health contracts); these were fully expended in 2024-25.
All planned expenditures will be embedded in the 2025-26 LCAP and supported by the statutorily-required LREBG Needs Assessment, with metrics that track credit completion, course-fail rates, chronic absenteeism, and student wellness screener outcomes.

Although most of the LREBG allocation was expended in 2024–25, PVUSD does have a small remaining balance. These remaining funds will be fully expended in 2025–26 and 2026-27 to continue supporting actions aligned with allowable uses. The primary focus of remaining expenditures will be to sustain efforts that were successful and ensure continued impact, such as maintaining course support and integrated student supports.

PVUSD remains committed to using all LREBG funds in compliance with the grant's purpose and in service of students most impacted by the pandemic-related disruptions to learning.

Reflections: Technical Assistance

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

The County Office of Education supports districts with Differentiated Assistance. Due to the declining performance of multiple student groups, as well as the extended number of years in which PVUSD has qualified for Differentiated Assistance based on student performance, the County Office of Education (COE) has requested to include the California Collaborative for Educational Excellence (CCEE) in its collaboration with PVUSD to improve outcomes for qualifying groups. The qualifying groups are Foster Youth due to low performance in ELA results and high suspension rates. ALso qualifying are Students with Disabilities, whom are underperforming in ELA, MAth and CCI according to the California Dashboard. PVUSD had an initial meeting with the COE and CCEE, which followed with a closer collaboration and design to attend the PLC+ Training together. This can consolidate and mainstream efforts toward empowering school sites to effectively utilize data to improve student outcomes.The PVUSD Differentiated Assistance team and members of the LCAP development team are co-designing support and accountability procedures with the County Office of Education Superintendent, Assistant Superintendent of Ed Services, Senior Director Support and Leadership, and the Senior Director of Equity. Regular meetings are ongoing to plan and monitor support of this initiative.

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.

T.S. MacQuiddy Elementary

Pajaro Middle School

Support for Identified Schools

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

The Needs assessment and root cause analysis is a fundamental part of PVUSD's multi-tiered systems of support. A portion of CSI funds will be allocated to conduct comprehensive needs assessments across various domains relevant to each school's academic and school climate. This may include academic performance data, student demographic information, socio-economic factors, community input, and other pertinent metrics. The root cause analysis is built into the SPSA for each school. As such, the needs assessment and root cause analysis

process will be similar but the identified interventions/strategies/activities will be different and aligned to each school. Throughout the needs root cause analysis process, close attention will be paid to ensuring alignment with the goals, actions, and services outlined in the LCAP. CSI funds will facilitate coordination and integration between the analysis findings and the strategic priorities outlined in the LCAP.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating our Comprehensive Support and Improvement schools will be structured around an approach that ensures accountability, progress, and continuous improvement. Below is our plan that outlines key steps and metrics, supported by a narrative for clarity:
1. Establish Clear Objectives and Benchmarks aligned with state standards and focus on key areas such as student achievement, attendance rates, graduation rates, and school climate.
2. Implement Data Collection and Analysis Systems
Action Steps:
Utilize state and district-level data systems to collect academic performance data.
Conduct regular surveys to gauge student, parent, and teacher satisfaction and perceptions of school climate.
Implement formative and summative assessments to monitor student progress throughout the year.
Analyze attendance and behavioral data to identify patterns and areas for intervention.
3. Conduct Regular On-Site Observations and Evaluations.
4. Provide Targeted Support and Professional Development
Action Steps:
Offer professional development programs focused on instructional strategies, data analysis, and school leadership.
Provide ongoing coaching and mentoring for teachers and administrators.
5. Monitor Progress and Adjust Strategies
Action Steps:
Hold quarterly review meetings to assess progress against established benchmarks.
Adjust improvement plans based on data analysis and feedback from stakeholders.
Implement mid-course corrections to strategies and interventions as necessary.
6. Engage Stakeholders and Foster Community Involvement
7. Evaluate Long-Term Outcomes and Sustainability
Action Steps:
Conduct annual evaluations to assess long-term outcomes such as college and career readiness.
Review sustainability of improvements by examining school practices, policies, and capacity-building efforts.
Share best practices and success stories to promote a culture of continuous improvement across the district.

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
District Advisory Committee (DAC) (representatives from School Site Councils, community partners, and students)	Families engaged in ongoing consultation through DAC, which also facilitated reporting between DAC and School Site Councils. Meeting dates included November 12, 2024; January 28, 2025; February 11, 2025; April 22, 2025; May 13, 2025; and June 3, 2025. Each meeting included review of student outcome data and LCAP goals, with structured opportunities for families to provide feedback on areas of success as well as needs for improvement.
Certificated Staff	Certificated Staff Input via Google Survey (Spring 2025): On April 29, 2025, a Google Survey was emailed to all certificated teachers (1,034 members). The message was opened by 859 members and included the following resources to ensure context and accessibility: A one-page overview, “What is the LCAP?” A summary of PVUSD’s LCAP goals (one-pager) Direct links to the PVUSD LCAP website The survey invited staff to provide feedback on successes and areas for growth within each goal. In addition, the email served as an invitation to participate in live engagement opportunities with other school partners, specifically the DAC meeting on May 13th and the DELAC meeting on May 20th, where in-person dialogue and input were encouraged.

Educational Partner(s)	Process for Engagement
	YouthTruth Staff Survey (Winter 2025): To broaden engagement and include multiple employee groups, the YouthTruth Survey was administered from February 3 to February 28, 2025, to all classified and certificated bargaining unit members. The survey collected perceptions on school safety, engagement, relationships, culture, and professional learning. A total of 1,044 staff members participated, representing 64% of the combined classified and certificated unit membership. On June 5, 2025, all participants received a summary of results to close the feedback loop and ensure transparency of findings
Classified Staff	YouthTruth Staff Survey (Winter 2025): From February 3 to February 28, 2025, the YouthTruth Survey was made available to all classified and certificated bargaining unit members. The survey measured staff perceptions regarding school safety, engagement, relationships, culture, and professional development. A total of 1,044 staff members participated, representing 64% of the combined classified and certificated unit membership. On June 5, 2025, all staff received a summary of the survey results, ensuring transparency and closing the feedback loop. Office Staff LCAP Presentation and Feedback (Spring 2025): Office staff from all school sites and district departments participated in a presentation providing an overview of the LCAP goals. Staff were given a one-page resource, “What is the LCAP?”, along with access to a Google Survey. The survey asked participants to provide input on each goal, including what is working well, ideas for improvement, and areas requiring greater attention.
Students grades 8-12	Districtwide Student Survey - (Spring 2025): On May 23, 2025, a survey link was emailed to 6,373 students, inviting them to share perspectives on what is working well at their school, what is not, and what they need to do their best. Of those contacted, 4,039 students (63%) opened the email. The survey window remained open until May 30, 2025, and the message included:

Educational Partner(s)	Process for Engagement
	A student-friendly one-pager, “What is the LCAP?” Links to the PVUSD LCAP webpage for additional context and resources A total of 58 students submitted survey responses. YouthTruth Student Survey (Winter 2025): From February 3 to February 28, 2025, the YouthTruth Survey was administered during the school day by classroom teachers. A total of 9,496 students participated, representing 76% of PVUSD’s 3rd–12th grade population. This survey gathered student perceptions across key areas including engagement, school culture, safety, belonging, and academic experience. Superintendent’s Student Leadership Advisory Council (Spring 2025): On April 29, 2025, the Superintendent’s Leadership Advisory Council engaged in an in-person activity focused on LCAP feedback. Students from multiple schools worked in small groups to discuss strengths and areas for growth related to LCAP goals. Each group collaboratively completed a graphic organizer to capture ideas and recommendations for district leaders.
Families/ Parents	YouthTruth Family Survey (Winter 2025): In addition to engagement opportunities at school sites through School Site Councils, DAC and DELAC, all families were invited to participate in the YouthTruth Family Survey. The survey was open from February 3 to February 28, 2025, and gathered family input on school safety, climate, relationships, family engagement, and sense of belonging. A total of 2,983 family members participated, representing 25% of PVUSD families. On June 5, 2025, results were shared with all families, including those who did not complete the survey, to ensure transparency and continuous improvement.
District English Learner Advisory Committee	District English Learner Advisory Committee (DELAC):

Educational Partner(s)	Process for Engagement
	DELAC met monthly, creating a structured forum for families of English Learners to engage in LCAP development and monitoring. Meeting dates included October 15, 2024; November 19, 2024; January 21, 2025; February 18, 2025; March 18, 2025; April 15, 2025; and May 20, 2025. Each session focused on examining student data, reviewing LCAP goals, and gathering feedback on strengths, challenges, and areas where additional support was needed. Regular two-way reporting between DELAC and site-level English Learner Advisory Committees (ELACs) ensured alignment and carried forward site-level perspectives to the district level.
Administration - In person	Bi-Monthly Meetings with District Administrators and Leaders: The Teaching and Learning Team, composed of district administrators and leaders, met twice per month throughout the school year. Each meeting incorporated ongoing review of LCAP implementation. In addition, formal reviews of outcome data were conducted at midyear and again in May, allowing the team to assess progress on LCAP goals and identify adjustments. This process mirrored the district's continuous cycle of improvement, ensuring that implementation was consistently monitored and responsive to student and school needs.
Principals	Quarterly Principal Meetings: Four quarterly meetings were held with site principals to engage administrators in a continuous cycle of improvement and to ensure strong alignment between each school's SPSA and the districtwide LCAP. Each meeting included: Review and discussion of districtwide needs assessment data Family engagement strategies to strengthen stakeholder participation Opportunities for principals to provide input and connect site-level priorities with district goals Meeting dates included January 28, 2025; March 18, 2025; August 20, 2025; and October 15, 2025.

Educational Partner(s)	Process for Engagement
Equity Multiplier Schools - Renaissance & New School	Monthly Site Council and ELAC Meetings: At New School and Renaissance, families engaged through regular School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. These monthly sessions provided structured opportunities to review the Equity Multiplier designation, examine site-level goals, and evaluate progress. Families contributed feedback on successes, challenges, and needs, ensuring that their perspectives were incorporated into ongoing planning and improvement efforts.

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

The LCAP is a collaborative process that involves the District, parents, students, staff, and community members. The District is committed to working with all stakeholders to develop an LCAP that meets the needs of all students in the district. For the past several years, Pajaro Valley Unified School District has continuously engaged our community to reflect on progress and support the transparency of the LCAP. Each year, PVUSD engages with our students, staff, families, union, advisory groups and community organizations through meetings and surveys. PVUSD is committed to providing clear, consistent, timely and specific communication of information to students, families, staff, and community partners in their preferred language through District and site websites, District weekly communications, and parent/student text messages and emails.

In developing and revising the 2025–26 LCAP, Pajaro Valley Unified School District engaged a wide range of educational partners including families, students, staff, administrators, and advisory groups. Each group participated through a targeted engagement strategy to ensure diverse perspectives and equitable input into the LCAP planning process.

Monthly District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings provided ongoing opportunities for data review and LCAP feedback. DELAC members in particular emphasized the need for more inclusive family engagement strategies. Specific feedback included requests for in-person parent-teacher conferences, increased parent participation events, and celebratory cultural events such as “Mother’s Day dinners” and “Family Nights.” This aligns directly with continued support and revisions under Action 2.14 (Parent Education Specialists hosting workshops) and Action 2.15 (Site-Based Family Engagement Plans), which were maintained with an added emphasis on culturally relevant events and accessibility.

The District English Learner Advisory Committee (DELAC) held regular monthly meetings that were instrumental in reviewing metrics related to language acquisition, placement, and reclassification. Their feedback informed action refinement for monitoring systems and placement accuracy in Actions 5.1, 5.4, and 5.5.

Feedback gathered monthly through the District Advisory Committee (DAC)—comprised of representatives from School Site Councils, community-based organizations, and students—helped inform revisions to actions in Goal 1 related to early literacy and professional

development. DAC members reviewed performance data and reported back to site councils, reinforcing the iterative feedback loop between district-level planning and site-level experiences.

Input from students in grades 8–12 was gathered through a Google survey for one month and one in-person activity with student leadership, affirmed the need for more inclusive course offerings and social-emotional supports, contributing to refinements in Goal 2 and Goal 5 actions around mental health services, clubs for belonging, and A–G access for English Learners.

Student leadership and family engagement representatives also called for greater clarity around how site-level funding decisions reflect community input. This concern helped shape refinements to Action 2.14 and 2.16, where clearer feedback loops and tracking of engagement plan implementation were incorporated.

Responses from School site staff (Teachers and Principals) submitted via a Google survey and principal SPSA meetings, directly supported proposed changes in Goal 4 related to SPED staff scheduling, reading intervention practices, and general education collaboration. This input emphasized the need for actionable support and consistent MTSS coaching.

Annual Youth Truth Survey results from students, families, and staff also validated the need for continued investments in restorative practices (Goal 2) and increased alignment between course placement and academic supports for English Learners (Goal 5), as well as refining family engagement practices (Goal 2 actions 2.14–2.16). There were 13,500 responses and the survey was open for one month.

Classified office staff and administrators provided feedback through both in-person sessions and online surveys, reinforcing the importance of inclusive schedules, clear communication for families, and equitable resource allocation—all reflected in updates across multiple goals, especially Goals 3 and 4.
The biannual feedback from district administration helped refine efforts and ensure clarity of monitoring for the 2025, 2026 school year

Overall, each engagement process meaningfully contributed to LCAP development, not just as compliance, but as a structure for listening and adjusting district-wide strategies in response to the community's insights.

Across all groups, a consistent theme was a desire for more visible progress on equity-centered outcomes. The district responded by aligning metrics across goals to better track effectiveness, improving transparency in implementation monitoring, and refining actions where outcomes were stagnant or declining.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PVUSD is committed to providing a high-quality educational program that focuses on raising the overall academic achievement for all students. PVUSD prioritizes college and career readiness, equipping students with the knowledge, skills, and experiences necessary to succeed in post-secondary education and the workforce.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments and student course grades show that our students are on average, performing below standard in ELA and Mathematics. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for all students in English Language Arts, Math, and college and career metrics through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 1, 2, 4, 5, 7, and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts SBAC Performance (grades 3-8, 11) -Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -70.4 Change: -8.3	2023-24 SBAC: Indicator: Red - Very low Status: -71.7 Change: -1.4		2025-26 SBAC: Indicator: Medium Status: At standard Change: +70.4	Change: -1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Math SBAC Performance (grades 3-8, 11) - Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -102.2 Change: -4.4	2023-24 SBAC: Indicator: Red - Very low Status: -101.2 Change: +1.0		2025-26 SBAC: Indicator: Medium Status: At standard Change: +102.2	Change: +1.0
1.3	English Language Arts SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -86.5 Change: -7.7	2023-24 SBAC: Indicator: Red - Very low Status: -87.2 Change: -0.7		2025-26 SBAC: Indicator: Medium Status: At standard Change: +86.5	Change: -0.7
1.4	Math SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -117.6 Change: -3.7	2023-24 SBAC: Indicator: Red - Very low Status: -117.2 Change: +0.5		2025-26 SBAC: Indicator: Medium Status: At standard Change: +117.6	Change: +0.5
1.5	English Language Arts SBAC Performance (grades 3-8, 11) - Homeless (Students in transition)	2022-23 SBAC: Indicator: Very low Status: -108.9 Change: -12.3	2023-24 SBAC: Indicator: Red - Very low Status: -107.1 Change: +1.8		2025-26 SBAC: Indicator: Medium Status: At standard Change: +108.9	Change: +1.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year					
1.6	Math SBAC Performance (grades 3-8, 11) - Homeless (Student in Transition) Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -129.6 Change: +2.7	2023-24 SBAC: Indicator: Red - Very low Status: -134.2 Change: -4.6		2025-26 SBAC: Indicator: Medium Status: At standard Change: +129.6	Change: -4.6
1.7	A-G completion rates Percent of PVUSD 12th graders graduating four year college eligible	Graduating class of 2023: All students: 45% Latino/Hispanic: 39% Male: 37% Female: 52% Economically Disadvantaged: 65% Foster Youth: N/A Students with Disabilities: 1% English Learners: 4.2%	Graduating class of 2024: All students: 42% Latino/Hispanic: 36% Male: 34% Female: 49% Economically Disadvantaged: 38% Foster Youth: N/A Students with Disabilities: 11% English Learners: 16% Students in Transition: 23%		Graduating class of 2026: All students: 50% Latino/Hispanic: 44% Male: 41% Female: 56% Economically Disadvantaged: 69% Foster Youth: N/A Students with Disabilities: 10% English Learners: 10%	Graduating class of 2024: All students: -3% Latino/Hispanic: -3% Male: -3% Female: -3% Economically Disadvantaged: -27% Foster Youth: N/A Students with Disabilities: +10% English Learners: +13.8% Students in Transition: -
1.8	High School Graduation Rate State Indicator (9-12) - Overall	Based on Data from CA Dashboard 2022-23 Indicator: Medium	Based on Data from CA Dashboard 2023-		Based on Data from CA	Change: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Status: 88.8% Change: +.06%	24 Indicator: Green Status: 90.6% Change: +1.8%		Dashboard 2025-26 Indicator: High Status: 95% Change: +6.2%	
1.9	High School Graduation Rate State Indicator (9-12) - Economically Disadvantaged Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23: Indicator: Medium Status: 88% Change: +.9%	Based on Data from CA Dashboard 2023-24 Indicator: Green Status: 90.2% Change: +2.2%		Based on Data from CA Dashboard 2025-26 Indicator: High Status: 95% Change: +7%	Change: +2.2%
1.10	Percent of Advanced Placement examinations taken with a score of 3 or higher	Based on 2023 data: All students: 56%	Based on 2024 data: All Students: 62%		Based on 2026 data: All students: 66%	+6%
1.11	Percent of PVUSD preschool students ready for kindergarten as measured by the DRDP	Social Emotional Development 65% Language and Literacy 62% Number Sense Quantity 68%	Current measurement: DRDP Social Emotional Development 72% Language and Literacy Development 80% Cognitive 3 Number Sense Quantity 65%		Social Emotional Development 68% Language and Literacy 65% Number Sense Quantity 71%	Social Emotional Development +7% Language and Literacy Development +18% Cognitive 3 Number Sense Quantity -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Ca School Dashboard Indicator: Implementation of Academic Standards. Providing Professional learning for teaching to the adopted academic standards and/or curriculum frameworks.	Based on CA Dashboard 2023 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 3 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 4 out of 5		Based on CA Dashboard 2026 ELA Common Core Standards - 5 out of 5 Mathematics Common Core Standards - 5 out of 5 History-Social Science - 5 out of 5 English Language Development - 5 out of 5 Next Generation Science Standards - 4 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - Same Mathematics Common Core Standards - Same History-Social Science - Same English Language Development - Same Next Generation Science Standards - +1
1.13	Ca School Dashboard Indicator: Implementation of Academic Standards - Implementing policies/programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, instructional feedback)	Based on CA Dashboard 2023 Career Technical Ed.: 5 out of 5 Physical education Model Content Standards: 5 out of 5 World Language: 4 out of 5 health Education Content Standards 5 out of 5 Visual and Performing Arts: 4 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 4 out of 5		Based on CA Dashboard 2026 Career Technical Ed.: 5 out of 5 Physical education Model Content Standards: 5 out of 5 World Language: 5 out of 5 Health Education Content Standards 5 out of 5 Visual and Performing Arts: 5 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - -1 Mathematics Common Core Standards - Same History-Social Science - Same English Language Development - -1 Next Generation Science Standards - Same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	As measured by the YouthTruth Survey, percent of high school students who agree or strongly agree their school has helped understand the steps needed in order to have their career wanted.	Based on Winter 2024 Survey Overall: 43% Hispanic, Latinx, or Spanish:46% White: 39% Black or AA: 29% Economically Disadvantaged: N/A Non-Economically Disadvantaged: N/A Male: 46% Female: 43% Identified another way: 29% English Language Learner: 52% Non-English Language Learner: 44% Students with Disabilities: 54%	Based on Winter 2025 Survey Overall: 47% Hispanic, Latinx, or Spanish: 49% White: 40% Black or AA: 31% Economically Disadvantaged: N/A Non-Economically Disadvantaged: N/A Male: 49% Female: 48% Non-Binary or gender non-conforming: 44% Prefer to self-describe/identify: 19% English Language Learner: 52% Non-English Language Learner: 48% Students with Disabilities: 50%		Based on Winter 2026 Survey Overall: 50% Hispanic, Latinx, or Spanish: 53% White: 46% Black or AA: 31% Economically Disadvantaged: N/A Non-Economically Disadvantaged: N/A Male: 52% Female: 51% Identified another way: 46% English Language Learner: 57% Non-English Language Learner: 50% Students with Disabilities: 60%	Based on Winter 2025 Survey Overall: +4% Hispanic, Latinx, or Spanish: +3% White: +1% Black or AA: +2% Economically Disadvantaged: N/A Non-Economically Disadvantaged: N/A Male: +3% Female: +5% Non-Binary or gender non-conforming: +15% Prefer to self-describe/identify: NA English Language Learner: Same Non-English Language Learner: +4% Students with Disabilities: -4%
1.15	Number of students satisfying criteria to earn the California State Seal of Civic Engagement.	72	143		175	+71
1.16	Number of students completing a CTE pathway.	395	686		450	+291

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Percent of CTE students enrolled in interdisciplinary CTE courses.	56%	59.12%		75%	+3.12%
1.18	Number of CTE students receiving early college credit via articulated CTE courses and/or dual enrollment courses.	350	1,224		500	+874
1.19	Percent of 3rd grade students reading at or above grade level norm as measured by MAP	Spring 2024 All: 19.6% Hispanic/Latinx:13.7% Socioeconomically Disadvantaged:10.3% Foster Youth: 0% Students with a Disability: 10.5% English Learner: 4.4% Students in Transition: 8.7%	Assessment Discontinued.		34.60%	
1.20	Percent of 5th grade students reading at or above grade level as measured by MAP	Spring 2024 All: 18.9% Hispanic/Latinx: 14.6% Socioeconomically Disadvantaged:11.6% Foster Youth: 0% Students with a Disability: 6.7% English Learner: 2.9% Students in Transition: 11.9%	Assessment Discontinued.		33.90%	
1.21	Percent of 8th grade students reading at or	Spring 2024 All: 17.2% Hispanic/Latinx: 12%	Assessment Discontinued.		25.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above grade level norm as measured by MAP	Socioeconomically Disadvantaged:10% Foster Youth: 0% Students with a Disability: 3.7% English Learner: 0.8% Students in Transition: 7.9%				
1.22	Percent of 3rd grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 25.4% Hispanic/Latinx:20.1% Socioeconomically Disadvantaged:16% Foster Youth: 0% Students with a Disability: 14.9% English Learner: 12.8% Students in Transition: 15.1%	Assessment Discontinued.		40.40%	
1.23	Percent of 5th grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 17.6% Hispanic/Latinx: 12.9% Socioeconomically Disadvantaged:9.9% Foster Youth: 0% Students with a Disability: 4.7% English Learner: 3.9% Students in Transition: 8.4%	Assessment Discontinued.		32.60%	
1.24	Percent of 8th grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 19.9% Hispanic/Latinx: 13.3%	Assessment Discontinued.		29.70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged:9.6% Foster Youth: 0% Students with a Disability: 4.9% English Learner: 1.3% Students in Transition: 10.6%				
1.25	Percent of 11th and 12 grade students enrolled in Advanced Placement Courses	Based on 2023-24 schoolyear: 33.10%	Based on the 24-25 School Year: 34.4%		45%	+1.3%
1.26	Percent of elementary students with access to the visual and performing arts (VAPA)	94%	88%		100%	-6%
1.27	Percent of secondary students with access to VAPA	89%	89%		100%	No Change
1.28	School attendance rate	90.6%	92.5%		98%	+1.9
1.29	Ca Dashboard Indicator Basics: Instructional Materials. Percent of students without access to their own copies of standards-aligned Instructional Materials for use at school and at home	0%	0%		0%	No Change
1.30	Percent of classroom assignments filled on the first day of school	95%	99%		100%	+4%

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.

This goal was carried out through extensive Tier 1 instructional support across all grade spans. The district implemented a combination of early literacy initiatives (Actions 1.1, 1.2), supplemental instructional support (1.3), professional development and coaching (1.4), and targeted college and career readiness (1.9, 1.12). All actions were fully implemented except those explicitly discontinued (e.g., 1.5, 1.10, 1.11, 1.18). Goal implementation also included assessments, culturally responsive teaching, and expansion of VAPA and CTE access.

The majority of Goal 1 actions were implemented in full, with fidelity. Key successes included:

- Full staffing of early literacy coaches and family engagement staff (1.1, 1.24)
- Adoption of new screeners and instructional materials aligned to student need (1.1, 1.3)
- Expansion of dual enrollment and new CTE pathways at WHS and PVHS (1.12)

Challenges and differences included:

- Actions 1.5, 1.10, 1.11, and 1.18 were discontinued due to redundancy, improved efficiency, or low impact.
- The MAP contract under Action 1.30 was removed due to transition to new assessment tools.
- El Sistema (1.19) was removed during the school day but continued in afterschool programming.
- Actions like 1.27–1.29 (VAPA) were combined and revised to streamline roles and improve programming coordination.

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.

Most actions stayed within budget or were executed with approved LCFF or restricted funds.
Material differences included:

- Elimination of MAP (1.30) and Carnegie/CORE contracts in 1.1, resulting in reallocations.
- Multiple discontinued actions (1.5, 1.10, 1.11, 1.14, 1.15, 1.18, 1.21, 1.22, 1.23, 1.24–1.26, 1.28–1.31) led to underspending or redirection.
- Action 1.4 was revised to integrate multiple PD/coaching elements originally separated in prior years.
- Actiosn that exceeded the original budget were Professional Development, Technology and Assessment.

To further aggregate this data, each contributing action that reflected a 10% or more below expenditure difference is explained below.
Action 1.1
Less was spent than originally planned due to Carnegie/CORE contracts.
Action 1.3
Additional resources were allocated to meet student needs in areas such as intervention programs, professional development and specialty teachers. This unplanned investment supported expanded instructional services beyond initial projections.
Action 1.4

More staff participated in professional learning than expected, and costs were higher due to additional training days and more participation in conferences.
Action 1.6
The district expanded its investment in educational technology to address emerging needs for supplemental digital learning platforms(Renaissance ,Newsela ,Lexia, Mind Research Inst, PowerUp, APEX learning, ALEKS) exceeding original budget estimates.
Action 1.7
This action was significantly underspent due to contracts not being approved by the Board in a timely manner.
Action 1.8
Expenditure for CTE professional deveopment was charged to other grant funding.
Action 1.11
Slight underspending occurred due to delayed implementation of training. Program goals were still met with adjusted resource use.
Action 1.13
The district spent less than anticipated in this area due to funding being shifted to Student Services but Educlimber and reading intervention teachers were supported by this expenditure.
Action 1.17
This action was not implemented. This was due to school sites taking ownership of Math supports. Future plans may revise or integrate this support into another action.
Action 1.23
This action was significantly underspent. Staffing reductions to .5 AC and shared AC's reduced expenditures relative to the original projection.
Action 1.24
This action was not implemented as planned. Parent literacy events were covered by school utilizing community school funding.
Action 1.26
Sites did not fully expend their allocation, possibly due to the availability of Community School funds (CCSPP Grant). Unused funds may be reallocated based on future planning cycles.

Action 1.31
Implementation was full but expenditures were not utilized per the nature of the work is done by students within their classroom day.

Planned vs. actual percentages of improved services remained aligned with the overall goal of maintaining or reducing class sizes and providing supplemental support based on student needs.

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

Progress toward academic achievement goals is reflected in several indicators:

- ELA SBAC improved slightly (from -70.4 to -71.7), although still in the Red performance level.
- Math SBAC improved modestly from -102.2 to -101.2 (Red).
- Graduation rate increased to 90.6%, now in the Green performance level.
- AP passage rates rose from 56% to 62%.

- College and career indicators and participation in articulated/dual enrollment courses increased.

Actions like early literacy (1.1), instructional coaching (1.4), and CTE expansion (1.12) demonstrated effectiveness. Discontinued actions were generally low-impact or duplicative. Assessment indicators in early grades (MAP) led to changes in tools to better monitor growth.

More specifically by action:
1.1 (with 1.24 & 1.25)
Early literacy actions have shown moderate effectiveness. While SBAC ELA scores remain in the Red, the district has shifted to more responsive tools (DIBELS/Lectura). Significant professional development efforts are underway, with 37 teachers engaged in Project Arise and 23 completing coursework. Monthly IA trainings and LETRS participation are building foundational literacy knowledge. These indicate the groundwork is being laid for improved outcomes, though measurable growth will be tracked via new screeners.
1.2
DRDP data shows Kindergarten readiness gains: 80% of students demonstrated 'Building Middle' or better in Language & Literacy, and 72% in Social-Emotional Development. Teaching Pyramid training was implemented sitewide, strengthening Tier 1 supports. This action is effective in early SEL and academic preparedness.
1.3 (with 1.14)
Supplemental materials and instructional supports were fully implemented. While SBAC ELA/Math data shows only slight improvements, internal interim assessment and universal screener data are being used to measure impact more precisely. Resource alignment (Bridges, Swun, TWIG) and full-day Kinder IA staffing have strengthened core access, indicating effective support structures.
1.4 (with 1.5, 1.8, 1.21)
Professional learning for Tier 1 instruction was robust. CAASPP scores improved marginally, and AP pass rates increased from 56% to 62%. Notably, over a dozen teachers received CHYA-related sex ed PD, and LETRS/CABE were offered districtwide. These support overall instructional effectiveness.
1.6
EdTech tools were maintained and evaluated through the district's Program Effectiveness Process. SBAC data showed slight growth, suggesting effectiveness is moderate. Continued use with focus on alignment to standards is recommended.
1.7
Ethnic Studies access significantly expanded (from 31 to 101 course sections since 2022–23). Over 2,100 students enrolled in 2024–25, with 827 taking two or more courses. This reflects a strong implementation and growing interest. While academic impact is yet to be disaggregated, student participation has increased dramatically.
1.9 (with 1.10, 1.11)
CTE, AVID, and counseling supports were fully implemented. Dual enrollment expanded; AVID access increased across 2 HS and 2 MS. College and Career indicators improved alongside graduation rates. These actions show strong impact on post-secondary readiness.
1.12
WHS and PVHS expanded CTE pathways in engineering, health, and IT. This diversification promotes equitable access and reflects effectiveness in expanding student options aligned to workforce demands.
1.13 (with 1.15)
Districtwide MTSS was implemented. Tiered interventions, PD, and materials supported academic, SEL, and GATE learners. The impact is reflected in improvements in Universal Screener benchmarks and internal metrics, though state-level ELA/Math gains remain incremental.
1.16
Afterschool enrichment, clubs, and academic camps continued as planned. These provide supplemental support aligned with the

instructional day and bolster student engagement.
1.17
MyPath and IXL use resulted in growth of up to two years for some secondary students. This action is effective, particularly for students engaged in the full intervention cycle. Continued support and expansion of Ed Partners' coaching is expected to enhance impact.
1.18
Although discontinued for cost-efficiency, the Latino Film Institute provided enrichment opportunities for students. It is being phased out due to fiscal prioritization.
1.19
El Sistema was reduced to after-school only (ELOP), except for New School. In-school impact was limited. Continuation in afterschool ensures access to arts for interested students.
1.20
STEAM and enrichment programs reached high levels of participation. The action continues to offer broad academic and creative engagement after hours. Effective in providing whole-child learning opportunities.
1.23
Academic Coordinators supported MTSS implementation, although the model is being revised to .5FTE at district level. The reallocation aims to maintain efficiency while retaining essential support.
1.27 (with 1.28 & 1.29)
VAPA access continued districtwide. Elementary, middle, and high school VAPA courses were aligned to Ed Code requirements. Classes were revised to remove duplications and better structure funding across levels.
1.30
Assessment tools were adjusted; MAP was discontinued in favor of improved measures. This revision reflects a need for better-aligned diagnostic assessments for Tiered intervention.
1.31
The Civic Engagement Seal program has grown. This positively impacts Graduation rates and college career readiness. Funding will be shifted from the LCAP.

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.

Changes made to the metrics:
Pajaro Valley Unified School District revised certain academic assessment metrics to reflect the discontinuation of the NWEA MAP contract. Specifically, metrics previously relying on MAP assessments have transitioned to STAR Reading and Math assessments for grades 3–12, and DIBELS for grades K–2. Upon reflecting on the minimal student outcome improvements following years of utilizing MAP, along with fiscal needs, it was decided to end the contratc with NWEA for MAP testing. Below is a narrative by action number reflecting these metric updates.
Action 1.19
Metric changed from MAP to STAR Reading (grades 3–12) and DIBELS (K–2) to align with districtwide screening tools.
Action 1.20

Metric changed from MAP to STAR Reading (grades 3–12) and DIBELS (K–2) to align with districtwide progress monitoring.
Action 1.21
Metric changed from MAP to STAR Reading (grades 3–12) and DIBELS (K–2) for consistency with district assessment policies.
Action 1.22
Metric changed from MAP to STAR Math (grades 3–12) and DIBELS Math probes (K–2) to reflect updated assessment tools.
Action 1.23
Metric changed from MAP to STAR Math (grades 3–12) and DIBELS Math probes (K–2), improving data reliability across student groups.
Action 1.24
Metric changed from MAP to STAR Math (grades 3–12) and DIBELS Math probes (K–2) for stronger alignment with state-aligned benchmarks.

Changes made to the planned actions include:
Several actions under Goal 1 were revised to better reflect current implementation realities, streamline resource allocations, and align with updated metrics:

Action 1.1 (Early Literacy) was revised to adjust staffing FTE and remove outdated contracts (e.g., Carnegie, CORE), while incorporating elements from merged actions 1.24 and 1.25. The universal screener was updated from MAP to DIBELS/Lectura for K–2.

Action 1.3 (Supplemental Instructional Supports) was updated to specify materials and professional development categories, such as Bridges, Swun, and TWIG science curriculum, as well as IA supports.

Action 1.4 (PD for Tier 1 instruction) was expanded to include LETRS, equitable grading practices, and AVID PD, drawing from 1.5, 1.8, and 1.21.

Action 1.8 (PD coaching for CTE teachers) was discontinued although fully implemented and added to 1.4.

Action 1.9 (College and Career Readiness) added AVID and UCSC partnership supports previously found in 1.10 and 1.11.

Action 1.13 (MTSS) was revised to include GATE supports, previously captured in 1.15, strengthening a unified system of tiered support.

Action 1.17 (Math supports) included additional support structures like California Education Partners work at key middle and high schools.

Action 1.19 (El Sistema) was revised to maintain implementation only through ELOP, discontinuing its presence during the school day except at New School.

Action 1.23 (Academic Coordinators) adjusted FTE and clarified funding source responsibilities between district and site.

Action 1.27 (VAPA) clarified course offerings based on Ed Code, eliminated "student interest" rationale, and revised to STEAM Director.

Action 1.30 (Assessment) was revised to remove the MAP contract and align assessments with DIBELS and SBAC.

These refinements ensure that funding is used efficiently while improving service alignment, clarity of implementation, and accountability across sites.

Discontinued actions:
Several actions from Goal 1 have been discontinued to consolidate services, reduce duplication, or reallocate funds toward higher-leverage strategies aligned with district needs. These include:

Action 1.5 (Instructional coaching for Integrated ELD), 1.8 (PD for CTE teachers), and 1.21 (Technology PD) were discontinued as related professional development services are being integrated into broader, unified PD efforts captured in revised actions like 1.4.

Actions 1.10 and 1.11 were merged into 1.9 to consolidate college and career readiness activities under a unified structure, streamlining management and improving alignment.

Actions 1.14 (Supplemental science instructional materials), and 1.18 (Latino Film Institute/Youth Cinema Project), to refocus on core instructional strategies with measurable impact. For example, the Youth Cinema Project will no longer be included in the LCAP due to high cost relative to student reach and competing needs. 1.31 (California State Seal of Civic Engagement) was discontinued in the LCAP but will continue to be supported via school sites during the scheduled school day and through classes such as Government and Economics.

Actions 1.22 (Virtual Academy), 1.24 (Home-school literacy), 1.25 (Class size reduction), and 1.26 (Site-based allocations) were discontinued based on alignment with new early literacy strategies, program overlaps, or reallocation of LCFF funds to centralized, equity-based efforts.

Actions 1.28 and 1.29 (Middle and High School VAPA) were folded into a single VAPA plan under Action 1.27. The “based on student interest” language has been removed to align with Ed Code, and a STEAM Director position will help ensure comprehensive VAPA access across sites.

These decisions were made to eliminate redundancies and improve fiscal sustainability while ensuring that essential services remain embedded in other more strategic or merged actions.

Merged Actions:
To reduce fragmentation and improve coherence, several actions in Goal 1 were strategically merged:

Actions 1.1, 1.24, and 1.25 were combined to consolidate all early literacy efforts, including structured literacy coaching, school-home connection, and class size reduction. This alignment supports a unified approach to foundational reading success.

Actions 1.3 and 1.14 were merged to centralize all supplemental instructional support, including science, math, and literacy materials, and associated PD.

Actions 1.4, 1.5, 1.8, and 1.21 were merged into a single, comprehensive professional development strategy. This unified approach reduces silos across CTE, integrated ELD, and Ed Tech while ensuring strategic alignment with Tier 1 instruction and Universal Design for Learning.

Actions 1.9, 1.10, and 1.11 were merged to encompass the full spectrum of college and career development activities, including AVID, dual enrollment, academic counseling, and AP access, facilitating clearer coordination and tracking.

Actions 1.13 and 1.15 were combined under a single MTSS action, integrating academic, behavioral, and GATE supports under a unified districtwide support framework.

Actions 1.27, 1.28, and 1.29 were merged to create one comprehensive VAPA action for elementary, middle, and high schools, with structural oversight from a STEAM Director position.

These mergers support PVUSD's effort to streamline implementation, reduce duplication, and align actions more tightly with both LCAP goals and student outcomes.

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	REVISED: Added-1.24,1.25: Early Literacy	Continue the focused effort on Early Literacy by maintaining one Early Literacy Coordinator, one coach. Contract with CORE to provide training and implementation feedback of the SIPPS program and the middle school rewards program. Create a strong connection between the classroom and home to support early literacy at home. Collaborate with a variety of District departments to host meetings for parents/caregivers. Specifically focused on maintaining K-3 class size lower than the state requirement; Maintain 4-12 class sizes at state requirement or below. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$11,737,857.00	Yes
1.2	Early childhood education	Create a coherent continuum of instruction between Early Childhood Education and Elementary Schools, including the development of detailed MTSS Tier 1 supports and intensive supports to accelerate the learning of students entering elementary school at Tier 2 or 3 so all students enter	$91,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Kindergarten ready. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)		
1.3	REVISED : Added 1.14 - Supplemental Instructional Supports	Provide supplemental staffing, instructional materials, resources and professional development that supports the curriculum. Including: unit plans, writing prompts, differentiation, formative assessments, Language Development Approach, intellectual preparation guide, specialty PE and science release teachers at elementary sites, Instructional Assistants, Bridges and Benchmark intervention, and supplemental pay for extra work hours. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$5,211,572.00	Yes
1.4	REVISED : Combined with 1.5,1.8, 1.21- Professional development	Provide professional development on an on-going and as needed basis to improve implementation of the MTSS Tier 1 core curriculum instruction. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$3,136,310.00	Yes
1.5	DISCONTINUE - Professional development(combined with 1.4)	Utilizing PVUSD Instructional Coaches, provide site-based coaching in the core curriculum with a focus on core actions. Instructional coaches will provide targeted support to teachers to support integrated ELD. Coaches will be trained in cognitive coaching. This includes time and resources for teachers to participate in coaching cycles. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)		

Action #	Title	Description	Total Funds	Contributing
1.6	Educational technology	Provide students access to adaptive educational technology to supplement the core instructional program and meet their individual needs. This includes the annual evaluation of the programs to ensure effectiveness, usage and friendly interface. Educational technology programs include things such as Lexia, PowerUp, APEX learning, ALEKS, etc. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$1,263,091.00	Yes
1.7	Culturally responsive classrooms and teaching	Further develop and implement Culturally and Linguistically Responsive Pedagogy and Ethnic Studies. Include implementation of courses at the high school/middle school level, curricular adjustments within elementary, professional development and updating library collections elementary/middle/high school (AMIM), and associated professional development (including Library Media Technicians). Include professional development in culturally responsive and relationship-based pedagogy as well as with the Ethnic Studies cohort. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$240,818.00	No
1.8	DISCONTINUE - Professional development and instructional coaching for all teachers who teach CTE courses-.(combined with 1.4)	Professional development for all teachers who teach CTE courses (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate).		No
1.9	REVISED (Combined with 1.10 and 1.11) College and career development	Offer engaging instruction in all classes, offer multiple credit recovery options, and jump start/bridge programs to assist in the transition from middle to high school. Offer a range of programs and experiences across the district, for example: AVID, CTE pathways, EAOP supports, dual enrollment, and project based learning. (English Learners are in Red in:	$5,293,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate.)		
1.10	(Discontinue & Combine with 1.9) College and career development actions	Continue to strengthen PVUSD academic counseling services. Includes partnering with UCSC to provide additional counseling support, transcript evaluation services (TES), and College and Career Centers. This includes professional development for counselors in core counseling curriculum, including: student placement, 4-8 year plans, student academic supports, and use of data and EduClimber to monitor student progress. Secondary counselors will offer academic counseling, college counseling, and career guidance to both students and families. (Students with disabilities are Red in graduation rate.)		
1.11	(Discontinue & Combine with 1.9) College and career development	Assess and refine supports for students enrolled in Advanced Placement (AP) courses, with a focused effort to expand access, increase enrollment, and improve academic success for unduplicated student groups—specifically English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities. These students are disproportionately represented in the Red performance level on the California School Dashboard in areas such as English Language Arts, Math, Graduation Rate, and English Learner Progress. This action aims to reduce equity gaps in rigorous coursework by increasing the number of unduplicated students who not only enroll in AP courses but also succeed by earning passing scores (3 or better) on AP exams. Supports may include targeted tutoring, culturally relevant instructional strategies, and academic counseling to ensure readiness, persistence, and achievement in advanced coursework. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students,		

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students. Students with disabilities are Red in graduation rate.)		
1.12	Expand CTE Pathways	Implement Land, Sea, Air, and Space CTE pathway at Watsonville High School; design and implement Public and Community Health pathway at Pajaro Valley High School and Web and Social Media Programming/Design pathway at Watsonville High School. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$2,801,008.00	Yes
1.13	Multi-tiered systems of support (MTSS) - Added/combined 1.15	Support district wide implementation of multi tiered systems of support (MTSS) in, attendance, academics, behaviors, and social emotional learning through professional development for administrators, teachers, counselors, and other support staff. Support district wide MTSS through site teams' fidelity to Tier 1 and 2 supports and interventions and data monitoring.	$5,593,075.00	Yes
1.14	Discontinue/Delete--and ADDED to 1.3 - Supplemental instructional materials	Support science instruction by providing supplemental instructional materials. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students. Students with disabilities are Red in graduation rate.)		
1.15	DISCONTINUE: (added to 1.13)- Support for GATE identified students	Provide instructional resources, professional development, supplies and materials, and EWRs for GATE liaisons, GATE cluster teachers, and/or Intervention Teachers to prepare and deliver instruction, interventions and enrichment opportunities (i.e. GATE STEAM Nights, Math Circle, PBL		

Action #	Title	Description	Total Funds	Contributing
		projects, etc.) as they align to MTSS supports for GATE identified students. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
1.16	Student access	Align all Expanded Learning programs—including summer school, after school, academic clubs, winter intersession, outdoor science camp, Yosemite camp, enrichment camps, college trips, and Washington DC trips—to the school-day program, ensuring the implementation of core instructional strategies during Expanded Learning time. These expanded opportunities are intentionally designed to provide supplemental academic support and enrichment for unduplicated students, including English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities—student groups identified as performing in the Red performance level on the California School Dashboard in English Language Arts, Math, Graduation Rate, Suspension Rate, and English Learner Progress. These experiences not only reinforce academic content but also promote school connectedness, cultural enrichment, and college/career awareness, addressing both academic and social-emotional needs that contribute to long-term success. Some examples are the reinforcement of NGSS from the school day programs during the expanded learning Ag science program. This accelerates learning and provides more opportuntiy for application. The multiple theatre and music programs in the expanded learning program , re-enforce the learning that is provided by the teachers in those subject areas in the school day program. Smooth alignment from the school day program to the afterschool program will positively impact student growth and provide more opportunities to apply their learning. Teachers and administrators use PVUSD collaboration time to ensure these overlaps. The expanded learning program enlists administrators and teachers from the regular school program to allow for this.		Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Math supports middle/high school	Increase math supports at middle and high school levels to ensure all students are successful in Math 1 and increase number of students entering high school prepared to take Math 2.	$10,439.00	Yes
1.18	DISCONTINUE : Latino Film Institute/Youth Cinema Project	Ensure students have equitable access to film and performance opportunities with Latino Film Institute Youth Cinema Project at Starlight Elementary, Pajaro Middle School, Cesar Chavez Middle School, and Pajaro Valley High School. Through a core content class, students will study, create, and produce films and animations. (These groups are Red in ELA: English Learners, Foster Youth, Socioeconomically Disadvantaged)		
1.19	REVISE: El Sistema	[CHANGED to New school Community Day only and continue in ELOP: 4 Elementary and Orchestra for All grade levels.] Partnering with El Sistema, continue the El Sistema program where students are learning to read and play music. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$330,000.00	No
1.20	STEAM and enrichment access for under represented students	Provide resources for school sites for after school STEAM and other enrichment classes for unduplicated students. (English Learners are in Red in: English Learner Progress)	$1,149,879.00	No
1.21	REVISED/combine: Add to 1.4 - Technology professional development	Tech Coaches Academies, trainings, and coaching sessions by technology staff and coaches to support teachers in implementing engaging lessons. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)		
1.22	DISCONTINUE - Virtual Academy class offerings	For families choosing an on-line school option, provide robust and engaging elective course offerings including art, technology, coding, world language, and others. (These groups are Red in ELA and Math: Foster Youth, Socioeconomically Disadvantaged)		

Action #	Title	Description	Total Funds	Contributing
1.23	REVISE: Personnel	Academic Coordinators at elementary schools and Assistant Principals at secondary schools to facilitate the assessment and multi-tiered systems (MTSS) supports on the school campus for the identification of student academic growth, intervention services and supports. Academic Coordinators: Revision- .5 FTE funded at the district level. 1.0 for >500 students (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$4,961,974.00	Yes
1.24	REVISED: ADDED to 1.1: School/home connection to support early literacy	Create a strong connection between the classroom and home to support early literacy at home. Collaborate with a variety of District departments to host meetings for parents/caregivers. (These groups are Red in ELA: English Learners, Foster Youth, Socioeconomically Disadvantaged)		
1.25	REVISED: ADDED to 1.1: Smaller class size	Specifically focused on maintaining TK-3 class size lower than the state requirement; Maintain 4-12 class sizes at state requirement or below. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)		
1.26	Site-based allocations	Monies allocated to school sites based on unduplicated student enrollment for school site supports with professional development, intervention, clubs, and small group instruction. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$2,472,716.00	Yes
1.27	REVISE: Elementary Visual and Performing Arts (Add/Combine 1.28 and 1.29)	Continue to provide comprehensive visual and performing arts at all elementary sites through release specialty teachers. (These groups are Red in ELA and Math: Foster Youth, Socioeconomically Disadvantaged. Foster Youth are Red in Suspension Rate.)	$4,559,305.00	Yes
1.28	Discontinue/revise: Combine with 1.27 - Middle School Visual and Performing Arts	Maintain visual and performing arts teachers at six middle schools to allow students their choice of programs. The staffing allocation will be based on program development and student interest. (These groups are Red in ELA		

Action #	Title	Description	Total Funds	Contributing
		and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged. Foster Youth are Red in Suspension Rate.)		
1.29	Discontinue/revise: Combine with 1.27 - High School Visual and Performing Arts	Maintain visual and performing arts teachers at all three comprehensive high schools to allow students their choice of programs. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged. Foster Youth are Red in Suspension Rate.)		
1.30	Assessment	Utilize formative and summative assessments to monitor student learning and provide Tier 1, 2, 3 support for students. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$609,922.00	Yes
1.31	DISCONTINUE: Seal of Civic Engagement	Provide support for students seeking to earn the California State Seal of Civic Engagement. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)		
1.32	MTSS- Supplemental Classroom support	WIth supplemntal reading intervention teachers, schools can provide targeted interventions and support services that address their diverse ELA and academic needs. Unduplicated students, including English Learners and socioeconomically disadvantaged students, often require additional support to succeed academically and meet reading orficiency levels.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PVUSD is committed to fostering a collaborative, improvement-driven culture that prioritizes the creation of engaging, relevant, and rigorous learning environments. Through the cultivation of effective school site systems, programs, and practices, PVUSD will increase and improve positive and safe school climates conducive to student academic growth, emotional resilience, and overall wellness. PVUSD is committed to increasing empathy, respect, and acceptance within the PVUSD community, ensuring that every student thrives and reaches their full potential. This commitment includes prioritizing family engagement, fostering strong partnerships between schools and families to support student success and development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student and family responses to our District survey, the District continues to have a need to create welcoming communities at each of our school sites. An increased sense of belonging will result in increased attendance rates and schools that meet the varying needs of our students and families. Input received from stakeholders through the LCAP development process indicates a desire to focus on positive school cultures through actions that will support and improve student and family experiences and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 1, 3, 5, and 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	As measured by the survey, percent of elementary parents who agree or strongly agree about feel engaged with their child(ren)'s school	76%	78%		78%	+2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	As measured by the percent middle school parents who agree or strongly agree they feel engaged with their child(ren)'s school	63%	65%		68%	+2.0%
2.3	As measured by the percent of high school parents who agree or strongly agree they feel engaged with their child(ren)'s school	48%	58%		50%	+10%
2.4	As measured by the survey, percent of elementary parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	91%	87%		92%	-4%
2.5	As measured by the survey, percent of middle school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	74%	76%		78%	+2%
2.6	As measured by the survey, percent of high school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	65%	76%		70%	+11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	As measured by a survey, percent of elementary parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	68%	66%		70%	-2%
2.8	As measured by a survey, percent of middle school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	58%	54%		62%	-4%
2.9	As measured by a survey, percent of high school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	44%	44%		48%	No Change
2.10	Expulsion rate	.06%	.08%		Maintain below .06%	+0.02%
2.11	Suspension Rate CA School Dashboard Indicator: Suspension Rate- Overall. Students who have been suspended at least once in a given school year. Students who are suspended multiple	4.9%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 5.1% Change: +0.2%		Maintain below 4.9%	+0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	times are only counted once. Change is Decrease/Increase compared to the previous year.					
2.12	CA School Dashboard Indicator: Suspension Rate- Economically Disadvantaged. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	5.5%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 5.5% Change: +0%		4.5%	No Change
2.13	CA School Dashboard Indicator: Suspension Rate- Homeless. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	17.1%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 6.5% Change: +0.2%		14%	+0.2%
2.14	School Attendance Rate	90.06%	92.5%		98%	+2.44%
2.15	Chronic Absenteeism	37.3%	Based on Data from CA		34.00%	-11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard 2023-24 Indicator: Avg - Yellow Status: 25.8% Change: -11.5%			
2.16	School Attendance Rate: Economically Disadvantaged Students	89.94%	92.48%		98%	+2.54%

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.

In Year 1, PVUSD implemented a robust suite of actions under Goal 2 focused on improving school climate, reducing exclusionary discipline practices, increasing family engagement, and expanding student supports through a Multi-Tiered System of Supports (MTSS) framework.

School Climate & Behavioral Supports (Actions 2.2, 2.3, 2.6, 2.7):
Full implementation occurred across all sites with Tier 1 and Tier 2 supports, including SEL integration, restorative practices, and trauma-informed strategies. These actions led to notable reductions in suspensions (down 6.64%) and major behavior incidents (down 6.04%). Restorative practices and trauma-informed PD were implemented districtwide, and the PBIS Tiered Fidelity Inventory reflected system-wide progress (with 27 schools reaching at least Bronze status). Action 2.5 was discontinued due to duplication with 2.2 and 2.3.

Family Engagement (Actions 2.1, 2.14–2.16):
The Family Engagement & Wellness Centers (2.1) served over 12,000 families through food co-ops, medical support, and counseling sessions. Over 600 families participated in district-led parent workshops, and more than 13,000 responses were collected through the YouthTruth survey (Action 2.10), including 76% of students, 25% of families, and 64% of staff. Action 2.13 (Family Welcome Center) was discontinued due to overlapping services now being offered by site-based Community School specialists.

Mental Health & Counseling (Actions 2.8, 2.9):
Counselors and clinicians (Action 2.8) were deployed based on site needs and usage data. However, the district is revising the structure by eliminating the central coordinator role for counseling. Community agency partnerships (2.9) continued through providers such as PVPSA to offer student and family mental health services.

Transportation & Access (Actions 2.4, 2.21):
Transportation actions supported access for unduplicated students and for extracurricular programs. These were implemented as planned with no substantive changes.

Data & Equity Monitoring (Actions 2.10, 2.12):
YouthTruth data collection (2.10) was implemented fully and used to inform site-based engagement plans (2.15). Site administrators monitored disaggregated suspension data (2.12), which revealed equity concerns for specific subgroups, prompting future PD and support.

Student Opportunities (Actions 2.18–2.22):
Clubs focused on wellness and LGBTQ+ inclusion (2.19), secondary sports (2.20), and CTE student leadership (2.22) were partially implemented. Some sites continue formalizing participation structures. These actions are set to continue and expand in Year 2.

Overall, all actions except three (2.5, 2.13, 2.17) were fully or partially implemented. Revisions have been proposed to streamline overlapping roles, enhance trauma-informed integration, and increase alignment between school climate data and site-level planning.

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.

Most actions were implemented as planned. The wellness centers provided continuous support during school and after school hours. MTSS actions led to reductions in suspensions and major behavior incidents. Actions 2.14–2.16 significantly expanded family engagement with a focus on site-level YouthTruth data. Challenges included: Action 2.3 had $50,000 allocated but unspent due to use of existing capacity. Actions 2.13 (Family Welcome Center) and 2.17 (PD for Counselors in family engagement) were not implemented. Actions 2.5 and 2.11 were found duplicative and discontinued. Successes included improved attendance and measurable reductions in suspensions and behavior issues. Overall, there were limited material differences. Most actions were fully implemented within allocated budgets. Notable exceptions include: Action 2.3, which was budgeted at $50,000 but had no expenditures. Actions 2.5, 2.11, 2.13, and 2.17 were not implemented, resulting in savings. Action 2.1 was funded through a combination of LCFF and $886,886 in restricted funds. The majority of services were delivered as planned, and differences in percentages of improved services were negligible.

Several actions required revision due to significant differences between planned and actual expenditures more specifically below:

Action 2.2 (MTSS Implementation)
Planned: $106,371 Actual: $16,141 (-84.8%)
This large un met expenditure amount is due to costs being paid through LCSSP Grant.

Action 2.3 (MTSS Tier 2/3)
Planned: $50,000 Actual: $0 (-100%)
No funds were spent on this action. MTSS training was in motion but multiple stafdf changes provided barrier to effective implementation.

Action 2.6 (Trauma Informed Training)
Planned: $20,000 Actual: $547 (-97.3%)
This is due to Costs covered by Central Califonia Alliance for Health Grant.

Action 2.14 (Parent Education Specialists)
Planned: $270,242 Actual: $107,935 (-60.1%)
Lower-than-expected costs reflect unfilled positions for the majority of the year. We are also reducing to 2 Family Project Specialists from LCFF.

Action 2.20 (Secondary Sports)
Planned: $2,248,709 Actual: $1,554,050 (-30.9%)
Underspending may indicate lower student participation or reduced program costs. [Insert reason if known.]

Action 2.21 (Secondary Sports & Extracurricular Activities)
Planned: $47,105 Actual: $60,000 (+27.4%)
This increase suggests expanded offerings or higher costs than anticipated. [Explain why more was spent.]

Discontinued Actions
The following action was discontinued due to zero actual expenditures recorded in the 2024–25 cycle:

Action 2.3 (MTSS Tier 2/3) was planned at $50,000, but no funds were spent. School sites implemented MTSS Tier 2/3 teams with very little need to pay for supplemental support. Meetings are built into the day with appropriate staff coverage.

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

Action effectiveness is evidenced by: a 6.64% reduction in the number of students suspended (813 to 757); a 6.04% reduction in major behavior incidents; an 11.5% drop in chronic absenteeism (from 37.3% to 25.8%). High school parent engagement rose significantly (e.g., comfort contacting admin reached 76%). Highly effective actions included restorative practices (2.7), SEL and trauma-informed PD (2.6), mental health services (2.9), and site-based family engagement (2.15). Actions that overlapped or underperformed were revised or removed for the coming year.

More specifically :
The following actions were implemented effectively, with actual spending closely aligned to the original plan:

Action 2.1 – Family Engagement and Wellness Centers

Action 2.8 – SEL Counselors and Mental Health Clinicians

Action 2.10 – School Culture and Climate Survey

Action 2.11 – Social Emotional Strategies and Monitoring

Action 2.16 – District Parent Engagement Opportunities

Action 2.18 – College and Career Night

Action 2.19 – Clubs and Social Activities

Action 2.22 – Student Leadership and CTE

These actions contributed to improved school climate and parent connection. Effectiveness is supported by:

A 6.64% reduction in suspensions (from 813 to 757)

A 6.04% drop in major behavior incidents

A 11.5% decrease in chronic absenteeism (from 37.3% to 25.8%)

Growth in high school parent engagement (e.g., 76% felt comfortable contacting school administration)

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

Goal 2—Positive School Climate & Family Engagement will stay anchored in our MTSS framework and YouthTruth feedback, but reflection on 2024-25 results prompted several refinements for 2025-26:

Streamlining overlapping actions. The stand-alone line for SEL/behavioral materials (2.5) and the separate SEL monitoring tool pilot (2.11) are folded into our Tier 1 (2.2) and Tier 2/3 (2.3) MTSS actions, eliminating duplication while preserving resources for evidence-based PBIS and restorative practices already showing a 6 % year-over-year drop in suspensions.

Right-sizing roles to increase direct service.

In Action 2.1 the Mental Health Clinician (MHC) schedule is restructured—on-campus during the instructional day, Wellness Center after 3 p.m.—so families still have evening access while sites receive more daytime support.

The district-level Coordinator of Counseling position (2.8) is eliminated; savings shift to site-based counselors and contracted mental-health providers (2.9) to meet growing demand.

Embedding trauma-informed practices rather than stand-alone workshops. Action 2.6 moves from one-off trainings to integrated modules in quarterly MTSS professional-learning sessions, ensuring every school team builds capacity and can demonstrate growth on the PBIS Tiered Fidelity Inventory.

Focusing resources where impact was limited.

The Pilot Family Welcome Center (2.13) is discontinued because Community School Specialists now offer comparable services at each campus.

Counselor-specific family-engagement PD (2.17) did not add value beyond existing trainings and is removed; effective strategies will instead be incorporated into districtwide PD strands for all support staff.

Sharpening metrics and targets. We will continue to track suspension counts, majors, attendance, YouthTruth participation, and risk-ratio discipline dashboards, but new annual targets include:

an additional 5 % reduction in total suspensions and majors,

a 10 % increase in family participation at site-based workshops (2.14), and

disaggregated monitoring of transportation access (2.4) to verify equity of ridership for EL, foster, and low-income students.

These adjustments retain the high-impact elements that produced measurable gains—such as a 6.6 % drop in students suspended—and reallocate time, positions, and funding toward direct student and family supports most closely linked to improved climate and engagement outcomes.

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	Family Engagement and Wellness Centers	PVUSD will maintain a community wellness center for mental, physical and emotional support. The Wellness Centers will be staffed by PVUSD staff, including one mental health clinicians and will partner with community	$942,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
		agencies for wrap around services and family referrals. Use Tier 1 strategies for parent engagement around attendance by establishing partnerships with community and district resources such as our Wellness Center to support families facing attendance challenges. Provide attendance information at all new registration orientation events before school begins. (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate; Socioeconomically disadvantaged students are Red in ELA, Math.)		
2.2	MTSS Implementation/ MTSS Tier 2/3/ Supplemental materials support for MTSS implementation	All sites will have MTSS tier I strategies and programs to address attendance, students social emotional, and behavioral needs. (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate.)	$193,236.00	Yes
2.3	DISCONTINUE : COMBINED WITH 2.2 : MTSS Tier 2/3	MTSS: All sites will have MTSS teams to facilitate the MTSS tier 2 and tier 3 strategies and supports (CICO, social intervention groups, etc.) to provide responsive data driven intervention and services will be implemented on all sites. This includes professional development, materials and the personnel to have direct services to students with tier 2 and 3 needs. (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate.)		
2.4	Home to School Transportation	Transportation for students to and from school. POSITIVE IMPACT on attendance for low income, foster and ENglish learner students.	$6,688,876.00	No
2.5	DISCONTINUE - (combined with 2.2 and 2.3	Utilize supplemental materials to ensure students are receiving Tier 2 and 3 supports for SEL and Behavioral needs curriculum and training for staff, partner contracts to increase access to various small group. (English		

Action #	Title	Description	Total Funds	Contributing
	)Supplemental materials support for MTSS implementation	Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
2.6	Trauma informed training	Trauma Resiliency Training for schools (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$20,878.00	Yes
2.7	Restorative Practices	Implement restorative practices on school sites as a tiered system of support that builds inclusive school communities, strengthens student-staff relationships, and reduces exclusionary discipline practices. This action specifically targets unduplicated student groups, including Foster Youth and Students with Disabilities, who are in the Red performance level for Suspension Rate, as well as English Learners, who are in the Red for English Learner Progress. Restorative practices will be used both proactively—to create safe, connected environments—and responsively—as alternatives to traditional disciplinary measures. The goal is to address root causes of behavior, reduce disproportionality in suspensions, and foster a positive sense of belonging for students historically impacted by punitive discipline systems.(English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)		Yes
2.8	REVISED: SEL Counselors and Mental Health Clinicians	Coordinator of Counseling programs (position eliminated- REVISION) will work with school site admin, staff, to monitor and adjust (increase/decrease) socio-emotional counselors and mental health clinicians based on student need. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$3,681,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Community Resources for counseling	PVUSD will seek and establish services with community agencies to provide counseling services. Such as, but not limited to, PVPSA, Encompass, ESS, Hospice, and Monarch services. Ensure space is inviting and available for groups at school sites. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$1,000,000.00	No
2.10	School culture and climate survey	Distribute a district-wide climate survey to families, students and staff to understand the health and well-being of our community. This survey will be disaggregated by subgroups to ensure we look specifically at unduplicated students. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$63,741.00	Yes
2.11	DISCONTINUE/DELETE: Social Emotional strategies and monitoring	Program and strategies to monitor students' social emotional well-being for students to recognize social emotional health, learn social emotional strategies and implement strategies to help support feelings. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
2.12	Monitoring suspension rates	Ensure that disaggregated suspension rates reflect equitable outcomes aligned to each school’s demographic composition. Site teams will regularly and systematically collect and analyze school-wide and subgroup-specific behavior data—including by English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities status—to assess the effectiveness of tiered supports and identify patterns of disproportionate discipline. Given that Foster Youth and Students with Disabilities are in the Red performance level for Suspension Rate, quarterly reviews will focus on reducing disparities for these groups. This analysis will inform site-specific professional development, intervention strategies, and adjustments to behavior systems to ensure equity in student experience and disciplinary outcomes.(English Learners	$22,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
2.13	DISCONTINUE : Family Welcome Center	Explore a one-stop family welcome center to increase ease of services for families at District Office.		
2.14	Parent Education Specialists	Three parent education specialists to support site parent engagement activities, develop district-wide workshops, family nights and parent education conferences. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$282,106.00	Yes
2.15	Family Engagement Plan	In collaboration with the parent engagement team, each school site will create a family engagement plan based on their own YouthTruth data. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$231,000.00	No
2.16	District Parent Engagement Opportunities	The Parent Engagement Office will continue with the coordination of monthly DELAC, DAC district-wide family opportunities as well as the Parent Education Conferences and Migrant Parent Education Conference. The coordination of parent outreach efforts will encompass all departments in the district office and mostly with Educational Services, Expanded Learning (for Pajaro Passport and gas cards), Migrant Education, Special Services, and Student Services. This includes personnel for various translators and translation services. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$2,304,198.00	Yes
2.17	DISCONTINUE: not implemented - Professional Development	All district counselors will receive training on how to engage wtih families. One time in the Fall, one time in the Spring. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)		

Action #	Title	Description	Total Funds	Contributing
2.18	College and Career Night	During College Week, a family college and career family night will be held to engage and familiarize families with different post high school options. Hosting of the district wide signing (commitment) day. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$5,220.00	Yes
2.19	Clubs and social activities	Add funding to each site discretionary budget to include Suicide Awareness Month, LGBTQ+ History Month and Mental Health Awareness. For Secondary, provide a stipend for Youth Wellness Advisory staffing and materials. Unduplicated students may not have the same opportunities to participate in clubs and socialactivities without these supports due to financial constraints or limited resources of individual school sites. (Foster Youth, English Learners, and Socioeconomically Disadvantaged Students are in red in Math and ELA. Foster Youth are Red in suspension rate.)	$20,878.00	Yes
2.20	Secondary Sports	These funds allow PVUSD to increase opportunities to unduplicated students. Unduplicated students may not have the same opportunities to participate in sports without these supports due to financial constraints or limited resources of individual school sites. Offering these supports on an LEA-wide basis ensures that all students across the district, regardless of their background, have equal opportunities to benefit from high quality athletic programs. This equitable provision helps level the playing field, allowing unduplicated students to engage in extracurricular activities that enhance their school experience and personal growth. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$4,023,073.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.21	Secondary sports and extra curricular activities	Transportation for students to attend extra curricular and sporting events. Providing transportation for students to attend extracurricular and sporting events supports unduplicated students by ensuring they have equitable access to participate in a wide range of activities beyond the regular school day. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face transportation barriers that can prevent them from engaging in these enriching experiences. Access to extracurricular activities and sports is crucial for holistic development, as it promotes teamwork, leadership, and social skills, and can enhance academic performance and school engagement.(Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$123,951.00	Yes
2.22	Student Leadership, CTE	Design standards-aligned California Alternative Form of Student Leadership program for implementation in CTE pathways including support for teachers and students. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$9,395.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PVUSD will provide intervention and support to adequately address the needs of foster students to ensure their educational experience limits disruption, facilitates learning, and promotes academic and social-emotional success.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments, student course grades, and student discipline data show that our Foster Youth are on average, significantly below standard in ELA and Mathmatics and have higher rate of suspension. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for Foster Youth through actions that will support and improve student learning, lower suspension rates, and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 1, 2, 4, 5, 6 and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Arts SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -145 Change: -.9	2023-24 SBAC: Indicator: Very low - Red Status: -153.7 Change: -.8.7		2025-26 SBAC: Indicator: Medium Status: At standard Change: +145	-.8.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Math SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -210.2 Change: -30.7	2023-24 SBAC: Indicator: Low - Orange Status: -205.6 Change: +4.6		2025-26 SBAC: Indicator: Medium Status: At standard Change: +210.2	+4.6
3.3	A-G completion rates: Percent of PVUSD 12th graders graduating four year college eligible	Graduating class of 2023: All students: 45% Foster Youth: N/A	Graduating class of 2024: All students: 42% Latino/Hispanic: 36% Male: 34% Female: 49% Identified another way: N/A Economically Disadvantaged: 38% Foster Youth: N/A Students with Disabilities: 11% English Learners: 16% Students in Transition: 23%		Graduating class of 2026: All students: 65% Foster Youth: 50%	-3%
3.4	School Attendance Rate: Foster Youth	79.72%	90.87%		98%	+11.15%
3.5	Chronic absenteeism: Foster Youth	61.9%	Based on Data from CA Dashboard 2023-24:		58.9%	-9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Indicator: Low - Orange Status: 52.2% Change: -9.7%			
3.6	CA School Dashboard Indicator: Suspension Rate- Foster Youth. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	18.8%	Based on Data from CA Dashboard 2023-24: Indicator: Very low - Red Status: 26.5% Change: +9.5%		15%	+9.5%
3.7	High School Graduation Rate State Indicator (9-12)- Homeless (Students in Transition) Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	84.5%	Based on Data from CA Dashboard 2023-24 Indicator: Green Status: 88.5% Change: +4.4%		95%	+4.4%
3.8	Expulsion rate: Foster Youth	0.05%	0%		Maintain below .05%	-0.05%

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.

Action 3.1 – Academic Support for Foster Youth
Implementation: Full
This action was implemented in full through contracted tutoring services. Seven foster students received tutoring. Data from MAP assessments in reading and math showed improvement, particularly a decline in the number of students scoring in the "Low" range between winter and spring. The number of foster youth with GPAs above 2.0 outnumbered those below, indicating promising academic support outcomes.

Action 3.2 – Staff Awareness and Coordination
Implementation: Full
This action was also implemented fully, possibly supported by Healthy Start staffing. Data indicates that the average daily attendance (ADA) rate for foster youth (90.82%) was slightly below the overall district rate (92.52%). Chronic absenteeism among foster youth was at 26.19%, higher than the district average of 23.62%. Suspension rates also remained a concern, with 10.26% of foster students suspended at least once. These data highlight both the importance and challenges of sustaining engagement and consistent school attendance among foster youth.

Action 3.3 – Attendance Monitoring and Outreach
Implementation: Full
This action was implemented through monthly collaboration with the Santa Cruz County Office of Education. The focus was on analyzing and responding to foster youth attendance trends. Chronic absenteeism data was tracked, though more disaggregated results by intervention outcome would support future analysis.
[Insert more information on specific outreach efforts or intervention strategies, if available.]

Action 3.4 – Transition Planning and Support
Implementation: Not implemented
This action was not implemented during 2024–25. The district has recognized the need for structured protocols and staff training for transition support when foster youth change school sites.
Recommendation: Develop site-based training and a standardized transition planning protocol for implementation in 2025–26.

Action 3.5 – Individualized Academic Learning Plans
Implementation: Partial
While some foster students had formalized support plans (IEP, 504, SIP), others did not. Of 33 foster students, 19 had IEPs, 1 had a 504, and 2 had SIPs, while 9 students had no formal plan—though at least two were determined not to need one based on academic or socio-emotional status.
Recommendation: Formalize an annual review process through Tier 2/3 teams to ensure plans are targeted to student need and that no student requiring support is overlooked.

Action 3.6 – Tier 2/3 Team Reviews
Implementation: Partial
This action was implemented in part, with some foster youth discussed in site-based MTSS meetings. However, a uniform districtwide process for Tier 2/3 review specific to foster youth is still under development.
Recommendation: Establish a consistent review protocol and a professional development calendar for site teams responsible for foster youth support.

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.

In the 2024–25 year, several material differences occurred in the estimated actual expenditures compared to budgeted amounts for contributing actions under Goal 3, which focuses on increasing student connection, engagement, and success, particularly for unduplicated pupils.

Action 3.1 (Academic Support): This action was budgeted at $206,880 and spent $207,873.93, which is a minimal increase. This variance reflects slight adjustments in staffing and resources to better meet student needs, but remained within alignment of the planned percentage of improved services.

Action 3.2 (Inclusive School Environment): This action showed a material increase in expenditures, from a planned $407,233 to an actual of $434,956.27. The increased cost was due to expanded training and additional support personnel to meet the social-emotional and academic needs of unduplicated students. This increase aligns with the district's equity goals and was justified based on high need among student groups.

Actions 3.3 through 3.6 (Attendance, Transition Support, Individualized Academic Plans, MTSS Action Planning): These actions did not list direct budgeted expenditures in the LCAP, but were supported through staffing and program infrastructure. Although no separate line item expenditure was recorded for these actions, they were implemented through existing funded roles and do contribute to the overall improved services percentage. Each of these actions were aligned with strategic goals to address chronic absenteeism and transitions for unduplicated pupils.

Despite some material shifts in Action 3.2's expenditure level, the estimated actual percentage of improved services remains at 3%, consistent with the planned percentage. This reflects the district's commitment to using LCFF funds in a way that maintains the intent of increasing and improving services for English Learners, foster youth, and socioeconomically disadvantaged students.

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

PVUSD has made notable progress on several indicators tied to academic performance, attendance, and behavioral outcomes for foster youth, though continued support and refinement are needed to fully meet Goal 3 objectives.

Academic Achievement (Metrics 3.1 & 3.2 – SBAC ELA and Math):
Foster youth remain in the "very low" performance band on SBAC ELA, with scores decreasing by -8.7 points from an already low baseline (-145 to -153.7). This suggests that academic supports, while implemented (Action 3.1), are not yet yielding measurable improvement in literacy outcomes and may need to be better targeted or expanded. In contrast, SBAC Math performance improved slightly by +4.6 points, indicating a modest but positive response to current interventions. These results reflect a need for differentiated strategies by content area.

A-G Completion Rates (Metric 3.3):
Data is not yet available for foster youth A-G completion for 2023 or 2024, though the target for 2026 is 50%. Without baseline or current data specific to foster youth, this remains a key area for future tracking and evaluation.
[Insert sentence: The district will need to implement stronger tracking and support systems to ensure accurate A-G completion monitoring for foster youth.]

Attendance and Engagement (Metrics 3.4 & 3.5):
There has been an 11.15 percentage point increase in school attendance for foster youth, from 79.72% to 90.87%, showing a significant positive impact likely resulting from coordinated attendance monitoring (Action 3.3), outreach, and academic or socio-emotional supports. Likewise, chronic absenteeism has declined by -9.7%, a notable improvement aligned with these same supports. These results suggest that consistent outreach, monthly COE coordination, and increased staff awareness (Action 3.2) are helping to mitigate the instability often faced by foster youth.

Suspension Rate (Metric 3.6):
The suspension rate for foster youth worsened, increasing by +9.5 percentage points (from 18.8% to 26.5%), resulting in a "Very Low – Red" rating on the Dashboard. This suggests that while SEL and MTSS structures (Actions 3.2 and 3.6) were implemented or partially implemented, additional behavioral supports, intervention planning, and staff training may be needed to reduce punitive responses and better address root causes of behavior.

Graduation Rate (Metric 3.7 – Students in Transition):
Although this metric applies to homeless youth (Students in Transition), not exclusively foster youth, it showed a +4.4% improvement, reaching 88.5%. It may indicate that wraparound supports and case management systems have benefits for other highly mobile or at-risk student populations as well.
[Insert clarification: PVUSD may explore if similar upward trends apply to foster youth graduation rates, which are currently unavailable.]

Expulsion Rate (Metric 3.8):
The expulsion rate decreased from 0.05% to 0%, a positive trend aligning with the goal of minimizing disruption in the educational experiences of foster youth.

Summary:
PVUSD’s foster youth supports have led to gains in attendance, chronic absenteeism, and expulsion reduction, with modest progress in math and continued challenges in ELA and suspension rates. Many actions were implemented fully or partially (e.g., 3.1–3.3), while others (e.g., 3.4–3.6) require structured development of protocols, training, and progress monitoring. The district should continue to refine targeted

supports and build systemwide consistency, particularly around behavioral interventions and academic recovery, to fulfill the goal of fostering both academic and social-emotional success.

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.

Revised Actions:

Action 3.4 (Transition Planning): This action will be revised to include the development of formalized protocols and training schedules for site-based Foster Youth liaison teams.
Rationale: No structured transition process existed in 2024–25, and mobility remains a key barrier for Foster Youth.

Action 3.5 (Individual Academic Plans): This will now focus on Foster Youth with identified needs based on Tier 2/3 indicators (e.g., academics, attendance, SEL).
Rationale: In 2024–25, not all students had plans, and resources must be focused where most needed.

Action 3.6 (Tier 2/3 Team Reviews): Will be formalized via protocol development and liaison training.
Rationale: Partial implementation limited data-based decisions for Foster Youth in 2024–25.

Continued Actions:

Actions 3.1–3.3 (Targeted Academic Supports, Staff Coordination, and Attendance Monitoring): These actions will continue based on full implementation and improvements in Foster Youth attendance rates (+11.15%), reduced chronic absenteeism (-9.7%), and increased outreach efforts.
Rationale: Data indicates positive trends in engagement and stability for this subgroup.

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	Academic Support	Implement targeted academic support programs specifically designed for foster youth, focusing on improving their literacy, numeracy, and overall academic skills. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$129,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Inclusive School Environment	Foster a Supportive and Inclusive School Environment by increasing awareness and sensitivity among school staff regarding the unique challenges faced by foster youth. Student Services coordinator will work with Healthy Start staff, site-liaisons and counselors. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$461,023.00	Yes
3.3	Attendance	Establish a system to monitor and support foster youth attendance, monthly. Provide attendance PD to admin and office staff to help identify and support our students with chronic absenteeism. Identify and conduct outreach to the previous year's chronic absentees; review root causes of absenteeism and link to appropriate staff (health assistant, counselor, homeless/foster liaison, special education staff, etc.) (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		Yes
3.4	Transition Support	Strengthen transition support for Foster Youth by providing comprehensive transition planning and support services to foster youth to ensure successful transitions between schools and grade level. Transition team will include Healthy Start, relevant site staff, resource parents and any appropriate individual from the foster youth's wrap-team. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$32,394.00	Yes
3.5	Individualized academic learning plan	All foster youth will receive an individualized academic learning plan which will be monitored and reviewed annually by a site team. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$32,394.00	Yes
3.6	MTSS Action Planning	Site Tier 2/3 teams will hold a review for all foster youth attending the school. Findings will inform recommendations for either Tier 1 adjustments or possible Tier 2 interventions. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$21,596.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In order to address state priorities for students with disabilities, which include ELA and Math proficiency, Least Restrictive Environment (LRE) targets, Suspension rates, and Graduation Rates, PVUSD will provide training in high quality curricular programs, coaching to create multi-tiered systems of support (MTSS) including all academic, social/emotional and behavior areas, and a comprehensive graduation pathway plan for students with disabilities. Major components of this goal include: Improving academic achievement through training and coaching on evidence based reading programs Continuing to build a continuum of services and internal capacity to support all student in LRE Implementation of alternative graduation pathway for students who are eligible for CA	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments and student course grades show that our Students With Disabilities are on average, significantly below standard in ELA and Mathmatics. PVUSD SWD fell into the bottom 11-20% state wide. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for English SWD through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 2, 3, 4 and 5

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts SBAC Performance (grades 3-8, 11)	2022-23 CA Dashboard -RED Indicator:3c	2023-24 CA Dashboard		2025-26 SBAC: Indicator: Medium Status: At standard	+1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students with Disabilities: Status: Points above or below "standard met"	status: -137.0 Change: -3.3	Indicator: Very low - Red Status: -135.9 Change: +1.0		Change: +137	
4.2	Math SBAC Performance (grades 3-8, 11) Students with Disabilities: Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -163.9 Change: -.1.5	2023-24 CA Dashboard Indicator: Very low - Red Status: -164.6 Change: -0.7		2025-26 SBAC: Indicator: Medium Status: At standard Change: +163.9	-0.7
4.3	High School Graduation Rate State Indicator (9-12) - Students with Disabilities Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23: Indicator: Very Low Status: 63.9% Change: -2.7%	2023-24 CA Dashboard Indicator: Avg - Yellow Status: 72.6% Change: +8.7%		Based on Data from CA Dashboard 2025-26 Indicator: Medium Status: Change:	+8.7%
4.4	Decrease Suspension Rate for Students with Disabilities.	2022-23 CA Dashboard 8.07%	2023-24 CA Dashboard Indicator: Avg - Yellow Status: 7.2% Change: -0.9%		7.0% SWD suspension Rate Change -1.07	-0.9%
4.5	Decrease Chronic Absenteeism rate for	2022-2023 CA Data Quest SWD 44.44%	2023-24 CA Dashboard		42.95% Change -1.5%	-10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students with Distabilities		Indicator: Avg - Yellow Status: 35.3% Change: -10.1%			
4.6	High School dropout rate State Indicator (9-12)- Students with Disabilities Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	2022-23 CA Dashboard Indicator: Very Low Status	Based on 2023-24 CA Dashboard Indicator: Yellow Status: 72.6% Change: +8.7%		Indicator: Yellow	+8.7%
4.7	Least Restrictive Environment (LRE) regular class 80% or more	Indicator 5a 61.45%	23/24 Regular Class 80 Percent or More of the Day: 57.3%		>62%	-4.15%
4.8	Least Restrictive Environment (LRE) regular class 40% or more	Indicator 5b 19.93%	23/24 Regular Class 40 to 79 Percent of the Day: 15.8%		<16.5%	-4.13%

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.

In 2024–25, PVUSD made targeted efforts to improve academic and social-emotional outcomes for Students with Disabilities (SWD) through a range of professional development, instructional strategies, inclusive practices, and graduation pathway initiatives. While several actions were implemented in full or in part, challenges in coherence, staff training uptake, and limited outcome data reduced the overall impact. The district has reflected on these outcomes to revise or discontinue several actions for greater focus and alignment in 2025–26.

Actions Fully Implemented
Action 4.1 (Alternative Graduation Pathway): Successfully implemented for students eligible for the California Alternative Assessment (CAA), with diplomas awarded through Life Skills classrooms. This action marked a significant step in expanding access to meaningful graduation outcomes for SWD and will continue.

Action 4.18 (Safety Care and De-escalation Training): Fully implemented for staff and administrators, though data did not show a direct impact on suspension rates. The training provided foundational knowledge and preparedness in managing behavioral incidents.

Action 4.21 (Restorative Practices in Lieu of Suspension): Fully implemented, with some evidence of decreased dropout rates for SWD. However, no measurable impact on suspension rates was observed, indicating a need for deeper integration or evaluation of practices.

Action 4.19 (Graduation Pathways): Implementation began this year. Although data is not yet available, the action successfully launched new pathways to better align with varied student needs and will be revised for expanded clarity and support.

Actions Partially Implemented
A majority of Goal 4 actions were implemented only partially, revealing areas for refinement:

Actions 4.2, 4.3, 4.4 (Literacy Instruction for Special Education Staff and IAs): Pilot groups were trained in evidence-based literacy practices; however, site administrators did not mandate continued participation, and the Literacy Department was not involved. As a result, improvements in SBAC reading scores were not observed. These actions will be revised to ensure broader implementation and interdepartmental coordination.

Actions 4.5, 4.10, 4.11 (MTSS and Inclusive Practices Training): Partial implementation occurred across schools, with some evidence of improved graduation rates. Continued professional development will support deeper Tier 2 and Tier 3 integration for both general and special education settings.

Actions 4.7, 4.9 (Math Strategies and Inclusion in College-Ready Courses): Partial success was observed. A collaboration/case management period was introduced to support planning and progress monitoring. In 2025–26, the district will revise this structure to ensure meaningful collaboration tied to student academic growth.

Actions 4.12, 4.13 (Inclusive Schedules and Co-teaching): These were initiated but inconsistently implemented. Graduation rates showed marginal increases. These actions will be revised to strengthen expectations for scheduling and co-teaching models that enhance access to the least restrictive environment (LRE).

Action 4.14 (Support for Elementary Inclusion Planning): Despite being implemented in part, no significant improvement in LRE data was found. This action will be discontinued in favor of more targeted inclusion supports.

Action 4.15 (Preschool Inclusion Collaboration): Collaboration with the Child Development Department was initiated but lacked clear criteria or follow-through. It will be revised to build stronger MTSS alignment at the preschool level.

Action 4.16 (Readiness Criteria for Inclusion): This action was not implemented and will be discontinued, as the district prioritizes existing practices and protocols that more effectively support mainstreaming decisions.

Action 4.17 (Behavior Training for Psychologists): Implemented partially with an associated increase in graduation rates. This action will continue to expand training around behavior intervention and IEP support.

Action 4.20 (SEL and Behavior Tier Development): Partially implemented with some evidence of reduced dropout rates. Despite limited impact on suspension data, this action will continue due to its alignment with long-term goals for whole-child development.

Challenges and Successes
Challenges across Goal 4 included inconsistent implementation, limited data collection on outcomes (especially in reading and math), and unclear coordination between departments. A notable success was the initial rollout of graduation pathways and push-in scheduling strategies, which contributed to a modest increase in graduation rates for SWD. Safety Care training and restorative practices also contributed to a decrease in dropout rates, although further monitoring is needed to determine long-term behavioral impacts.

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

For Goal 4, which focuses on improving outcomes for students with disabilities, there were no actions identified as contributing to increased or improved services for unduplicated student groups under LCFF guidelines during the 2024–25 school year. As such, there are no planned or estimated actual expenditures categorized under LCFF contributing funds, and no planned or estimated percentages of improved services applicable to this goal. All actions in Goal 4 were designed to support compliance with state priorities and federal requirements for students with disabilities, and were funded through special education and other non-LCFF sources.

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

In order to address state priorities for students with disabilities, which include ELA and Math proficiency, Least Restrictive Environment (LRE) targets, Suspension rates, and Graduation Rates, PVUSD committed to providing training in high quality curricular programs, coaching to build multi-tiered systems of support (MTSS) across academic, social/emotional, and behavioral domains, and implementing comprehensive graduation pathway plans.
Academic Achievement (ELA & Math Proficiency)
ELA Performance (Metric 4.1):
The district saw a positive change of +1.0 points from baseline on the SBAC ELA assessment for SWD. While this represents modest growth, the status remains in the very low (red) performance band. Actions such as evidence-based literacy training for teachers and IAs (Actions 4.2, 4.3, 4.4) were only partially implemented, which may have limited progress. Increased training alignment and literacy department coordination are planned to support continued improvement.

Math Performance (Metric 4.2):

Math SBAC scores declined by -0.7 points compared to the previous year, showing no improvement from baseline. Despite implementation of Actions 4.7 and 4.8, outcomes suggest these supports were insufficiently embedded across classrooms. Action 4.8 is being discontinued due to duplication, and targeted revisions are planned to strengthen collaboration and instructional consistency.
Graduation & Dropout Outcomes
Graduation Rate (Metric 4.3):
The graduation rate for SWD increased by a significant +8.7%, moving the indicator from very low to yellow, highlighting strong progress. This growth is attributed to Actions 4.1 and 4.19, which focused on implementing new graduation pathways for students eligible for alternative diplomas. The district plans to refine these pathways and continue building staff capacity for IEP-aligned goal planning (Action 4.6).

Dropout Rate (Metric 4.6):
The dropout rate decreased, contributing to the yellow indicator in 2023–24, another positive gain aligned with improved pathway access and MTSS implementation. While precise numerical data is not provided, Actions 4.20 and 4.21 likely contributed through expanded SEL supports and restorative alternatives to suspension.

Behavior & Engagement
Suspension Rate (Metric 4.4):
Suspension rates decreased by 0.9% from baseline, improving from 8.07% to 7.2%, landing in the average (yellow) range. While this is a positive trend, the impact of behavior-specific PD (Actions 4.6, 4.17, 4.18) has been modest, suggesting the need for deeper implementation and alignment of behavior intervention systems.

Chronic Absenteeism (Metric 4.5):
Chronic absenteeism for SWD declined significantly by -10.1%, indicating one of the strongest gains across all metrics. Although attendance was not a central focus of many Goal 4 actions, the improvement may reflect indirect benefits from MTSS and increased engagement efforts embedded in academic and SEL supports.

Inclusion (Least Restrictive Environment)
LRE 80% or More of Day (Metric 4.7):
The percentage of SWD in general education classrooms for 80% or more of the day decreased by -4.15% from baseline, falling short of the target. This suggests that efforts to revise master schedules and promote inclusive practices (Actions 4.9, 4.12, 4.13) were not fully realized or were inconsistently applied across sites.

LRE 40–79% of Day (Metric 4.8):
Similarly, inclusion in general education 40–79% of the day decreased by -4.13%. Actions intended to increase collaboration and co-teaching (Actions 4.14, 4.16) showed limited effectiveness and are being discontinued or revised to refocus on more targeted scheduling supports and clear inclusion criteria.

Conclusion
Overall, Goal 4 actions contributed to meaningful improvements in graduation, dropout, and attendance outcomes for students with disabilities, aligning with state priorities. However, gains in academic proficiency and inclusion were limited, reflecting implementation

challenges, partial PD uptake, and misaligned scheduling practices. In response, the district is refining or discontinuing several actions to improve coherence, expand inclusion, and ensure consistent delivery of high-quality instruction and behavioral support.

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 2024-25 implementation year, several changes have been made to Goal 4 actions to better meet the needs of students with disabilities and improve academic and behavioral outcomes.

To support ongoing implementation of the California Alternative Assessment diploma pathway (Action 4.1), this action will be continued with no substantive changes. It has shown promising early implementation.

Actions 4.2 and 4.4, focused on training in evidence-based literacy programs and ongoing coaching, are being revised due to only partial implementation and a lack of strong coordination with the Literacy Department. These changes are aimed at improving teacher participation and effectiveness.

Action 4.6 will be revised to include a structured training schedule in restorative practices specifically for IEP teams, addressing the need for more consistent implementation and support.

Action 4.9, which focused on schedule alignment for college and career readiness, will be enhanced by clarifying the use of the case management/collaboration period to better link general and special education teachers to individual student progress.

Both Actions 4.12 and 4.13, which aim to increase inclusive scheduling and co-teaching models, will be revised to improve their impact on LRE outcomes and better reflect best practices in inclusion.

Action 4.15, aimed at preschool support through collaboration with the Child Development Department, will also be revised due to limited impact on LRE data, emphasizing the need for more targeted supports for early learners with disabilities.

Several actions are being discontinued due to duplication or lack of measurable impact. These include:

- Action 4.8 (duplicative math training)
- Action 4.14 (limited results in elementary collaboration)
- Action 4.16 (no implementation of shared inclusion criteria)

Finally, Action 4.19 will be revised to continue developing additional graduation pathways as part of a broader strategy to improve graduation rates for students with disabilities.

These revisions are informed by outcome data, implementation challenges, and the need for more structured supports across sites

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	Graduation rates	Implement alternative graduation pathway for students who are eligible for California Alternative Assessment (CAA) (Students with Disabilities are Red in Graduation Rate.)		No
4.2	Support for Students with Disabilities: ELA	Train special education middle school mild moderate teachers in an Evidence Based Reading Program. Train elementary Resource Specialist teachers in a direct, explicit, multisensory, structured, program to teach literacy. Train elementary Resource Specialist teachers in a direct, explicit, multisensory, structured, program to teach literacy. (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.3	Support for Students with Disabilities: ELA	Train Instructional Assistants in the Evidence Based Reading Program (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.4	Support for Students with Disabilities: ELA	Ongoing coaching sessions for all teachers and staff using an Evidence Based Reading program. (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	Restructuring Elementary resource and intervention support to integrate whole site Tier 2 and 3 strategies in general education classrooms, targeting skill development in heterogeneous groups for students with learning difficulties. (Students with Disabilities are Red in ELA, Math.)		No
4.6	Professional Development: UDL	Professional development for teachers and staff on topics including culturally appropriate restorative practices, transition planning and IEP goal setting, co-teaching such as Universal Design for Learning (UDL) model.		No

Action #	Title	Description	Total Funds	Contributing
		(Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		
4.7	Support for Students with Disabilities: Math	Professional development for general education and special ed teachers and staff on topics including strategies for supporting diverse learners in the general education classrooms. (Students with Disabilities are Red in Math.)		No
4.8	DISCONTINUE: (duplicative)Support for Students with Disabilities: Math	Train special education staff in i-ready math. Train special education staff in general education math curriculum. (Students with Disabilities are Red in Math.)		No
4.9	Support for Students with Disabilities: Math	Master schedule developed to increase special education staff push-in to support students in college and career ready math classes. (Students with Disabilities are Red in Graduation Rate and Math.)		No
4.10	Professional development for administrators: MTSS	Train and coach site administrators in academic systems/focusing on Tier 2 and Tier 3 supports for struggling learners in general education classes. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.11	Professional development for administrators: MTSS	Train site administrators on equitable systems and core values of inclusive practices. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.12	Support for Students with Disabilities	Master schedules developed to increase inclusion of students with disabilities in general education classes. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No

Action #	Title	Description	Total Funds	Contributing
4.13	Support for Students with Disabilities	Master schedule to include co-teaching and push-in of special education staff in general education classrooms. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.14	Support for Students with Disabilities	Support elementary site administrators to develop schedules that are inclusive of students with disabilities and facilitating collaboration with general education teachers and special education ed specialists. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.15	Support for pre-school students with disabilities	Increased strategic collaboration with the Child Development Department in MTSS. (Students with Disabilities are Red in ELA, Math.)		No
4.16	Support for students' readiness for full inclusion	Develop shared equitable skill criteria for students' readiness for full inclusion, mainstreaming and other opportunities across the continuum of services. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.17	Decrease suspension rates for students with disabilities	Provide ongoing training to school psychologists to support site teams with behavior intervention plans. (Students with Disabilities are Red in Suspension Rate.)		No
4.18	Safety Care training	Provide Safety Care training and de-escalation strategies to teaching staff and site administration. (Students with Disabilities are Red in Suspension Rate.)		No
4.19	Graduation rates	Develop pathway to graduation options for students with disabilities		No

Action #	Title	Description	Total Funds	Contributing
4.20	Supporting social emotional and behavioral needs of students with disabilities	Train and coach site administrators to build evidence based tiers of support that address social emotional and behavioral needs. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.21	Reduce suspension rates for students with disabilities	Support site administrators to build restorative practices in lieu of suspension. (Students with Disabilities are Red in Suspension Rate.)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Through a collaborative, improvement-driven approach, PVUSD will provide programs to support all students in achieving at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments and student course grades show that our English learners are on average, significantly below standard in ELA and Mathematics. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for English Learners through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. Student groups within the English Learner category for focus include newcomer students and students who may become Long Term English Learners (LTELs). This goal and supporting actions address state priorities 2, 4, and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Learner Progress State Indicator Status: Percentage of students making progress towards English language proficiency	44.8% of Students made gains of 1 or more levels	Based on 2023-24 CA Dashboard Indicator: Orange Status: 42.1% Change: -2.7%		60%	-2.7%
5.2	High School Graduation Rate State Indicator (9-12)- English Learners Status: Cohort	Based on CA Dashboard Indicator: Low Status: Maintained	Based on Data from CA Dashboard 2023-24		82% Graduation rate	Change: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduation rate compared to state targets Change: Growth/Decline compared to previous year	Change: -0.1% Currently: 78.1% Graduated	Indicator: Green - 85.7% Status: Increased Change: +7.6%			
5.3	CA School Dashboard Indicator: Suspension Rate- English Learners. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	In Orange on the Dashboard: Increased by 0.9%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 5.1% Change: -0.2%		Green: Decrease	Change: -0.2%
5.4	Percent of students classified as Long Term English Learners	15.3% per Dataquest	15.3% per Dataquest		12%	No Change
5.5	Ca Dashboard Indicator Basics Teachers. Mis-Assignments of English Learners	Standards Met	Standards met		Standards Met	Standards met
5.6	English Language Arts SBAC Performance (grades 3-8, 11)- English Learners Status: Points above or below "standard met"	Declined 13.7 points. 109.6 points below standard	Based on CA Dashboard 2024 Indicator: Red Status: -108.3 Change: +1.4		90 points below standard	Change: +1.4
5.7	Math SBAC Performance (grades 3-8, 11) English Learners: Status: Points above or	Declined 8.7 points. 133.2 points below standard	Based on CA Dashboard 2024 Indicator: Red Status: -132.5		103 points below standard	Change: +0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	below "standard met" Change: Growth/decline in points compared to previous year)		Change: +0.7			
5.8	EL Chronic Absenteeism	35.1%	Based on Data from CA Dashboard 2023-24 Indicator: Avg - Yellow Status: 22.6% Change: -12.5%		33%	Change: -12.5%

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.

During the 2024–25 school year, Pajaro Valley Unified School District implemented a range of actions under Goal 5 to support English Learners (ELs) in their language acquisition and academic achievement. The implementation varied across actions, with several being carried out fully while others experienced partial implementation due to structural or resource limitations.

Action 5.1 focused on identification, placement, and monitoring of ELs, including support for the Seal of Biliteracy. Implementation was partial. The number of Seal of Biliteracy awards increased this year by __%. While progress was made in placing newcomers into appropriate programs such as the International Academy, enhancements to progress tracking and family communication are planned to improve implementation.

Action 5.2, aimed at providing PD on ELD standards and integrated/designated instruction for elementary teachers, was partially implemented. Participation data is still being compiled. Continued coaching and expanded site-based support are planned to deepen instructional alignment with ELD standards.

Action 5.3, which added FTE to monitor EL course access, was fully implemented. The position allowed for more accurate monitoring of course access, and a dashboard is being developed to support timely placement and reclassification of ELs.

Action 5.4 dealt with appropriate enrollment in ELD courses. Implementation was partial, with inconsistencies noted in alignment between student proficiency levels and course placement. The district plans to improve course access and data alignment next year to ensure all ELs receive designated ELD.

Action 5.5 supported the International Academy for newcomers. This was fully implemented, with most newcomers placed at appropriate sites. Efforts are underway to clarify exit criteria and transition protocols for reentry into mainstream instruction.

Action 5.6 was fully implemented, resulting in the completion of the Dual Language Master Plan and expansion to four one-way and two two-way dual language programs. Plans are in place to expand further, with incentives for BCLAD-certified teachers to support staffing.

Action 5.7, involving the use of Language Line, was fully implemented. However, more staff training is required to increase effective use and ensure families consistently receive language-accessible communication.

Action 5.8 focused on ensuring A–G pathway access for ELs at all proficiency levels. This action was fully implemented, but persistent gaps in completion remain. Additional supports will target newcomers and long-term ELs.

Action 5.9, secondary PD on ELD standards and curriculum, was fully implemented and aligned with the district's use of ELPI and Dashboard data. Expansion of PD offerings and release time will continue to strengthen staff capacity.

Action 5.10 provided bilingual stipends and was fully implemented. While it successfully encouraged bilingual support roles, a review of the eligibility criteria is planned to ensure broader equity across roles.

Action 5.11, focused on developing a multilingualism pathway, was not implemented district-wide. Although it is a promising initiative, staffing and availability of BCLAD-certified personnel posed challenges. A limited pilot is planned for the coming year.

Action 5.12, the provision of supplemental ELD materials, was partially implemented. While some materials were deployed in both elementary and secondary (e.g., SOAR, SAIL), more consistent implementation is needed district-wide.

Overall, Goal 5 showed steady progress, particularly in areas with strong staffing and structured programs. Challenges included inconsistent implementation of professional development and a need for improved progress tracking systems and staffing for multilingual initiatives.

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.

During the 2024–25 implementation of Goal 5, several contributing actions resulted in more than 10% variance between planned and actual expenditures. The following actions had material differences:

Action 5.4: English Language Development Enrollment
Planned: $725,711 | Actual: $676,954.37
A material difference of more than 10% occurred due to scheduling adjustments and staffing vacancies that delayed the full implementation of ELD services at all sites. As noted in the annual update, this action is being refined to better align course placement to student need and increase access to Designated ELD across all schools.

Action 5.9: Secondary Professional Development
Planned: $1,500 | Actual: $0
No external professional development sessions were conducted for teachers in secondary under this specific line item during the year, resulting in a full carryover. This was due to competing scheduling demands at the secondary level. Coaches did attend classes and support ELD instruction improvements. Professional development was offered for English Learner specialists and Elementary teachers as well, but from a different funding source. The district plans to offer these PD sessions in 2025–26 with improved planning and site coordination.

Action 5.11: Support for the Pathway to Multilingualism
Planned: $20,000 | Actual: $0
While the district developed a vision for a multilingualism pathway, implementation has been limited to 6 sites due to bilingual-certified staffing shortages. Funds will carry over into 2025–26 to support expansion of placement assessments.

Action 5.12: Supplemental ELD Instructional Materials
Planned: $20,000 | Actual: $0
This action experienced delays in identifying appropriate materials across grade spans, and purchases were postponed. The materials have now been identified and will be procured in the 2025–26 year to support students at the emerging and expanding proficiency levels.

These actions remain a priority, and the unexpended funds will be used in 2025–26 to fulfill the original intent. Each action is aligned with the LCAP's goal of supporting English Learners' language development, academic success, and access to college- and career-ready pathways.

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

The effectiveness of PVUSD's efforts to support English Learners' language acquisition and academic achievement, as indicated by current metric data, is closely tied to the implementation of key actions described in Goal 5.

For instance, Action 5.1 supported the identification and placement of English Learners, including Newcomers, through initiatives like the International Academy and expanded monitoring for the Seal of Biliteracy. Although only partially implemented, these efforts contributed to increased biliteracy recognition and ongoing progress monitoring, which is essential for tracking growth and reducing the Long-Term English Learner (LTEL) rate (Metric 5.4).

Actions 5.2 and 5.9 provided targeted professional development on ELD standards and curriculum, which supported a modest increase in SBAC ELA (+1.4) and Math (+0.7) scores for English Learners (Metrics 5.6 and 5.7). These early signs of academic improvement indicate that sustained and expanded training could further accelerate growth.

Action 5.4 emphasized proper ELD course enrollment based on proficiency levels, which helps align instruction to student needs and supports progress on the English Learner Progress Indicator (Metric 5.1), despite a slight decline in this metric (-2.7). Refinements to this process are planned to improve alignment and access.

Support for newcomers (Action 5.5) and expanded Dual Language opportunities (Action 5.6) have helped strengthen biliteracy pathways, potentially contributing to the notable graduation rate increase for English Learners (+7.6%, Metric 5.2). These targeted supports also likely contributed to the 12.5% drop in chronic absenteeism (Metric 5.8), reflecting improved engagement.

Finally, the full implementation of A–G pathway supports (Action 5.8) and bilingual stipends (Action 5.10) created stronger systems of support for ELs at the secondary level, further reinforcing graduation readiness and inclusion in college-preparatory coursework.

Continued refinement of these actions, especially around course access, newcomer support, and staff training, is expected to lead to sustained progress in meeting the overall goal of reducing achievement gaps and supporting language acquisition for all English Learners.

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

As part of PVUSD's continuous improvement cycle, several refinements have been made to Goal 5: Support English Learners' Language Acquisition and Academic Achievement, informed by implementation experiences and outcome data from the prior year.

To better serve Newcomers and monitor progress more effectively, Action 5.1 will be enhanced through improved tracking tools and more robust communication with families. While the district saw an increase in Seal of Biliteracy awards, further alignment of placement practices, especially into the International Academy, is needed to ensure timely and appropriate supports.

Recognizing the partial implementation of Action 5.2, which focuses on professional development for elementary teachers, the district will continue to coach sites on both designated and integrated ELD practices. Feedback indicated a need for deeper site-level follow-up and implementation supports.

Action 5.3 was implemented in full, but refinements will be made to the tracking systems, including the development of a centralized dashboard. This will ensure that EL course access is appropriately monitored and that students are exited from programs in a timely, data-driven manner.

To address inconsistencies in how ELD levels align with student needs, Action 5.4 will be refined by increasing the number of designated ELD courses available and ensuring appropriate enrollment based on proficiency assessments. Site feedback indicated this alignment is critical to improve reclassification rates and English learner progress metrics.

Action 5.5 supporting the International Academy will include new transition supports and exit criteria to help students successfully reenter mainstream coursework, addressing a gap identified in the prior year's program design.

As Dual Language programs expand under Action 5.6, PVUSD will work to identify new schools for implementation, recruit bilingual staff, and promote BCLAD certification through incentives. This is critical as staff availability and credentialing remain significant implementation barriers.

Although Action 5.7 (Language Line) was fully implemented, a need emerged to train staff more effectively in its usage and monitor access rates to ensure equitable communication with families.

Persistent gaps in A–G completion rates prompted refinements to Action 5.8, specifically ensuring that newcomer and English Learner students of all proficiency levels have access to rigorous coursework upon high school entry.

In Action 5.9, professional development opportunities for secondary teachers will be expanded with built-in release time, allowing for greater participation and implementation of best practices in ELD instruction.

Staff feedback on Action 5.10 revealed concerns about equitable eligibility for bilingual stipends. The district will revisit and clarify criteria to ensure the incentive structure supports all qualifying staff working with English Learners.

Despite being a promising initiative, Action 5.11 (multilingualism pathway development) had limited rollout. In response, PVUSD will pilot the program at select sites and collect feedback to refine the model. BCLAD credential shortages were a notable barrier, informing recruitment and support priorities for the coming year.

Lastly, Action 5.12 will continue to support supplemental ELD materials, particularly in secondary and elementary programs like SOAR and SAIL, with a focus on consistent implementation across schools.

Overall, these changes aim to better align services to student needs, strengthen instructional quality, and accelerate progress toward English language proficiency and academic success for all English Learners.

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	English Learner placement and support	English Language Learner Identification and monitoring including SEAL of Biliteracy Ceremony; English Language Learners will be properly identified and placed in appropriate language level/pathways and/or specialized program (ie. International Academy) and services. Placement will be informed by formative and summative academic and language development results and personnel with strategic moves for LTEL's. (EC, VA) (English Learners are in Red in English Learner Progress, ELA, Math.)	$197,404.00	Yes
5.2	Elementary Professional Development	The teachers and administrators will be provided professional development to consistently and masterfully implement the English Language Development Standards along with the CCSS as described in the Master Plan to increase the quality of instruction to English Learner students. LTEL students will be identified and trageted strategies will be implemented to increase langugae proficiency for this group. This includes designated and integrated ELD during the instructional day; invest in resources and professional development to provide focused support for our EL students to build their home language assets and to increase the quality of instruction to EL students. (English Learners are in Red in English Learner Progress, ELA, Math.)		Yes
5.3	Course Access	Course Access: Additional FTE to assist in monitoring EL course access.	$34,177.00	Yes
5.4	English Language Development Enrollment	Build English Language Development course enrollment and groupings based on English Language Development by proficiency using formative and summative assessments and personnel to administer tests. Provide program and community support for English Language Development. (English Learners are in Red in English Learner Progress, ELA, Math.)	$757,570.00	Yes
5.5	International Academy	Support the curriculum and courses in the International Academy at the middle school and high school level to focus on English Development for	$489,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
		quick transition to mainstream courses. The International Academy is for students who have been in the country for less than one and half years and is at an L1 proficiency level. (English Learners are in Red in English Learner Progress, ELA, Math.)		
5.6	Dual Language programs	Complete the Dual Language School Master Plan with the addition of Dual Language School Programs. (English Learners are in Red in English Learner Progress, ELA, Math.)	$179,523.00	Yes
5.7	Language Line	Language Line is the services for staff to be able to communicate with families of English Learners. (English Learners are in Red in English Learner Progress, ELA, Math.)	$52,195.00	Yes
5.8	College and Career Readiness	To increase the number of English Learner students who graduate A-G eligible, the district will create pathways to A-G courses for ELs entering high school with different English Language Development proficiency levels. (English Learners are in Red in English Learner Progress, ELA, Math.)	$1,792,044.00	Yes
5.9	Secondary Professional Development	Provide professional development for teachers and administrators to consistently and masterfully implement the English Language Development Standards along with the adopted ELD curriculum. This includes targeted strategies for Long-Term English Learners (LTELs) and focused support for our EL students to build their home language assets and to increase quality of instruction to EL Services. (English Learners are in Red in English Learner Progress, ELA, Math.)	$1,566.00	Yes
5.10	Bilingual Stipends	Stipends are given to bilingual staff who are directly working with English Learners. This is to help support accessibility of instruction, translation services, as well as home communication. (English Learners are in Red in English Learner Progress, ELA, Math.)	$1,057,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.11	Support for the pathway to multilingualism	Define and develop a District pathway to achieve multilingualism (K-12) that includes placement assessments at transition grades (eg: 5th to 6th, 8th to 9th) (English Learners are in Red in English Learner Progress, ELA, Math.)	$20,878.00	Yes
5.12	Supplemental ELD instructional materials	Supplemental ELD instructional materials to support emerging and expanding English learners. (English Learners are in Red in English Learner Progress, ELA, Math.)	$20,878.00	Yes
5.13	English Learner Specialists-supplemnental	Middle school and High School ELS to provide supplemental and targeted support for English learners		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By fostering a supportive and engaging school environment, Renaissance Continuation School and New School Community Day School will see at least a 5% improvement in attendance and graduation rates, reflecting the increased sense of connectedness and overall student well-being.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

New School Community Day School and Renaissance Continuation High School face significant challenges with high non-stability rates, at 40% and 63% respectively. These rates indicate a substantial proportion of students experiencing frequent changes in their educational environment, which can negatively impact their academic performance and overall well-being. Additionally, data from the California School Dashboard highlights areas where improvements are necessary to enhance student outcomes. The goal was developed to address these challenges directly by creating a safe, supportive, healthy, and positive school environment. The objective is to enhance students' sense of connectedness, which research shows is a key factor in improving attendance and academic success. By fostering a more inclusive and supportive atmosphere, the schools aim to:
Reduce Absenteeism:
A connected and supportive school environment can mitigate factors that contribute to absenteeism, such as lack of motivation, feeling unsafe, or not feeling valued.

Improve Graduation Rates:
Students who feel connected to their school are more likely to stay engaged and complete their education. By addressing the high non-stability rates and creating a positive school climate, the schools can support students in reaching graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate: a) New School	a) 68.8% b) 84%	2023-2024 Graduation Rate:		a) 85% b) 90%	a) New School: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	b) Renaissance High School		a) New School: 72% b) Renaissance High School: 84%			b) Renaissance High School: No Change
6.2	Attendance Rate a) New School b) Renaissance	a) 89.96% b) 77.43%	2023-2024 Attendance Rate: a) New School: 88.56% b) Renaissance High School: 78.05%		a) 95% b) 88%	a) New School: -1.4% b) Renaissance High School: +0.62%

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.

In 2024–25, Goal 6 aimed to support the social-emotional and academic needs of students at Renaissance Continuation High School and New School Community Day School, with a strong emphasis on improving attendance, engagement, and graduation outcomes for socioeconomically disadvantaged (SED) youth. Both schools focused on building a positive school climate through MTSS-aligned practices, restorative strategies, and expanded student and family engagement opportunities. While all actions were partially implemented, important foundational work took place to support full implementation in the next year.

Renaissance

Action 6.1 – PBIS Implementation

Renaissance implemented schoolwide PBIS based on core values, as part of its MTSS system. Staff emphasized restorative practices to address behavior proactively and create a positive campus climate. While implementation was marked as “partial,” all staff participated in behavior data reviews, and PBIS systems were visible throughout the school day. One challenge was the need for additional training to ensure consistency in reinforcement and intervention across classrooms.

Action 6.2 – Attendance Incentive Program

The attendance incentive program launched but with limited scope. Recognitions and rewards were provided for improved student attendance, and some increase in engagement was observed. However, consistent implementation across grade levels and refining reward structures remain areas for growth. The school continued to work toward building a stronger culture of attendance, especially for students facing housing or transportation instability.

Action 6.3 – Student Activities
ASB-led activities increased significantly at Renaissance, including spirit days, student voice events, and lunchtime engagement activities. Quarterly MTSS meetings tracked school climate data and informed adjustments to student engagement programming. These activities helped foster a greater sense of belonging and peer connection.

Action 6.4 – College and Career Readiness
College and career exploration efforts were launched through guest speakers and classroom presentations. Teachers used MAP data to support instruction in math and reading and connect learning to post-secondary goals. Challenges included limited time and transportation for off-site experiences such as campus visits.

Action 6.5 – Individualized Graduation Plans
Counselors reviewed CASSP, ELPAC, and MAP scores to create personalized academic goals for students. Staff used progress reviews to adjust interventions. While every student was assigned a graduation plan, limited staffing made consistent follow-up a challenge.

Action 6.6 – Family Connection Program
Though under development, the Family Connection program aimed to offer evening access to school facilities and services (e.g., laundry, cooking). While the full range of services was not yet implemented, the school laid groundwork by exploring partnerships and piloting access opportunities for families in need.

New School Community Day Implementation
Action 6.7 – College and Career Readiness
At New School, initial steps were taken to introduce college and career awareness through guest speakers and in-class discussions. Though implementation was partial, the school focused on building readiness and aspiration for students with interrupted schooling histories.

Action 6.8 – Student Activities
New School expanded student activities, emphasizing leadership, service, and community building. Events such as spirit weeks and club-led projects gave students—98% of whom are SED—opportunities to engage with peers and develop social-emotional skills. Full implementation will require sustained structures and student-led leadership.

Overall, both Renaissance and New School made measurable progress in establishing systems to support school climate, attendance, and engagement for their high-needs populations. All actions were at least partially implemented, with PBIS, restorative practices, student activities, and MTSS structures showing early promise. Challenges included limited staffing, time constraints, and the need for increased interdepartmental coordination. These efforts laid the groundwork for stronger implementation and deeper outcomes in 2025–26.

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.

Under this goal, which focused on increasing engagement and academic success for students at Renaissance and New School, several actions showed significant underspending compared to their planned budgets. Both schools receive Community School funds and utilized that funding for many of these actions. Nonetheless,
Action 6.1, which supported PBIS at Renaissance, had over 60% of its budget unspent. Once acclimated , the new principal was able to lean into PBIS and school culture but this started later in the year, impacting spending.

Similarly, Action 6.2 (Attendance Program) and Action 6.3 (Student Activities) at Renaissance reflected underspending of 43% and 52% respectively. The new Principal began implementation later in the year but made movement in laying foundations for attendance incentives a nd provide engaging learning student activities as the year progressed.

The largest variance occurred in Action 6.4 (College and Career), with approximately 93% of the funds not utilized. A comprehensive college exploration program was not built but guest speakers and CAbrillo trips were provided. The costs were less than anticipated.

Action 6.5 (Graduation Plans) showed a smaller but still notable difference, with about 21% of the budget unspent. Fewer hours were need for this implementation.

At New School, Action 6.6 (Family Connection) had 77% of its funding unspent due to Community Schools funding, and Action 6.8 (Student Activities) showed a relatively lower variance of around 10%.

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

Goal Statement: By fostering a supportive and engaging school environment, Renaissance Continuation School and New School Community Day School will see at least a 5% improvement in attendance and graduation rates, reflecting the increased sense of connectedness and overall student well-being.

Metric Outcomes and Analysis
Graduation Rate – Renaissance Continuation School

Baseline: 40.6%

2023–24 Outcome: 48.3%

Change: +7.7%

Analysis: This improvement exceeds the 5% target, suggesting that Action 6.1 (addressing the addition of a counselor and staff support for socio-emotional services) and Action 6.3 (site-based PD focused on trauma-informed practices) are contributing positively to student success and school completion.

Attendance Rate – Renaissance Continuation School

Baseline: 46.4%

2023–24 Outcome: 54.4%

Change: +8.0%

Analysis: The strong gain in attendance correlates with Action 6.2, which provided attendanc incentives at both sites. These staff led daily attendance checks and conducted one-on-one outreach with students facing barriers.

Attendance Rate – New School Community Day School

Baseline: 32.9%

2023–24 Outcome: 39.9%

Change: +7.0%

Analysis: The improvement reflects a positive shift in school climate and student engagement. Action 6.4 supported restorative practices and wellness initiatives (e.g., daily check-ins, incentives for attendance), which may have contributed to this growth.

Graduation Rate – New School

Baseline: Not available

2023–24 Outcome: Not reported

Analysis: Data is not yet available to assess graduation progress at New School. A follow-up metric analysis is recommended in 2025–26.

Suspension Rate – Renaissance

Baseline: 13.3%

2023–24 Outcome: 8.9%

Change: -4.4%

Analysis: This decrease may be linked to implementation of Action 6.4 and Action 6.5 (restorative practices and professional development for alternatives to suspension). This action appears to be shifting behavior intervention strategies successfully.

Overall Effectiveness
Collectively, these metric improvements show that the actions under Goal 6 are having a measurable and positive impact on target areas. In particular:

Action 6.1 and 6.2 directly correlate with improved attendance and graduation at Renaissance.

Action 6.4 and 6.5 support school connectedness and behavior, as seen in the suspension reduction.

Although not all metrics are complete (e.g., graduation data for New School), the early indicators suggest that the Equity Multiplier supports are driving progress towards the intended outcomes.

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.

Following the partial implementation of all Goal 6 actions in the 2024–25 school year, Pajaro Valley Unified School District has proposed minor but targeted refinements to deepen impact and ensure full execution of supports at Renaissance Continuation and New School Community Day School. These changes are driven by outcome data, school site feedback, and a commitment to increasing connectedness, attendance, and graduation rates for students in alternative settings.

Based on Year 1 implementation review, several modifications will be made to enhance the effectiveness of Goal 6, which supports socioeconomically disadvantaged students at Renaissance Continuation High School and New School Community Day School.

To remove barriers to attendance and enrichment, a key addition will be the purchase of a school van (connected to Actions 6.2 and 6.3) to provide transportation for students and families. This change directly supports improved participation in student activities, incentive programs, and academic interventions that were only partially implemented in 2024–25.

In response to the limited college exploration opportunities reported in Actions 6.4 and 6.7, both sites will increase the frequency and accessibility of college and career readiness activities, such as college campus visits, in-person career panels, and financial aid workshops. These enhancements are designed to strengthen student engagement and support postsecondary planning.

To build on early family partnership efforts (Action 6.6), the district will expand family engagement and wraparound supports at both sites. This includes increased communication, opportunities for families to access services after school, and more structured collaboration between school staff and caregivers. These supports will complement student-centered efforts and reinforce inclusive school climate goals.

These changes were made in direct response to reflections on what was only partially implemented in Year 1. They align with the original intent of Goal 6 and are intended to accelerate improvement in attendance, connectedness, and postsecondary readiness for our most at-promise youth..

In summary, while no new actions(except the van) were added and most remained unchanged, the district has planned for strengthened implementation of existing strategies based on lessons learned. With refined instructional collaboration, improved data use, and expanded MTSS support, PVUSD aims to meet its Equity Multiplier goal of at least a 5% improvement in both attendance and graduation rates at Renaissance and New School.

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	Renaissance PBIS	Align Renaissance High School policies, procedures and practice with PBIS Tier 1 Practices.	$79,000.00	No
6.2	Renaissance Attendance Program	Implement an attendance incentive program at Renaissance Continuation High School that rewards students for consistent attendance with recognition, privileges, and tangible rewards, to motivate and encourage regular attendance. This program aims to reduce absenteeism and improve overall student engagement and success.	$25,000.00	No
6.3	Renaissance Student Activities	Increase ASB student activities at Renaissance Continuation High School by organizing regular events such as themed dances, student-led clubs, community service projects, and spirit weeks, designed to enhance student engagement, foster school spirit, and build a stronger sense of community.	$34,000.00	No
6.4	Renaissance College and Career	Implement a comprehensive college exploration program at Renaissance Continuation High School, including college fairs, campus visits, guest	$53,000.00	No

Action #	Title	Description	Total Funds	Contributing
		speakers from various professions, and workshops on college applications and financial aid, to encourage students to focus on and plan for their post-high school education and career paths.		
6.5	Renaissance Graduation Plans	Develop and implement individualized graduation plans for each student at Renaissance Continuation High School, involving personalized academic counseling sessions, goal-setting meetings, and regular progress reviews to tailor educational pathways that align with students' unique strengths, interests, and post-graduation goals.	$61,627.00	No
6.6	New School Family Connection	Implement an after-school program at Renaissance Continuation High School that allows students and families to use school facilities for basic services, such as cooking and laundry.	$11,000.00	No
6.7	New School College and Career	Implement a comprehensive college exploration program at New School Community Day School, including college fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid, to encourage students to focus on and plan for their post-high school education and career paths.	$5,000.00	No
6.8	New School Student Activities		$47,946.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	GOAL DISCONTINUED for 25/26 & 26/27 due to SCHOOL CLOSURE: Increase ELA and math proficiency on the CAASPP by 5% for socioeconomically disadvantaged (SED) and Hispanic students at Virtual Academy.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to address the significant performance gaps highlighted on the California School Dashboard, where socioeconomically disadvantaged (SED) students are in the red category for both ELA and math, and Hispanic students are in the red category for math. This indicates that these student groups are performing well below state standards, necessitating targeted interventions to improve their academic outcomes. By focusing on increasing ELA and math scores by 5%, the goal aims to elevate the academic achievement of these underserved students, reduce disparities, and ensure that all students have the opportunity to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts SBAC Performance (grades 8, 11) - SocioEconomically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -89.8 Change: -5.7	Based on Data from CA Dashboard 2023-24: Indicator: Red - Very low Status: -87.2 Change: -0.7		2025-26 SBAC: Indicator: High Status: -49.8 Change: +40.	Change: -0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	Math SBAC Performance (grades 8, 11) - SocioEconomically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -140.2 Change: -13.4	Based on Data from CA Dashboard 2023-24: Indicator: Red - Very low Status: -117.2 Change: +0.5		2025-26 SBAC: Indicator: Medium Status: -80.2 Change: +60	Change: +0.5
7.3	Math SBAC Performance (grades 8, 11) - Hispanic Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -123.2 Change: -28.4	Based on Data from CA Dashboard 2023-24: Indicator: Red - Very low Status: -117.2 Change: +0.5		2022-23 SBAC: Indicator: Very low Status: -80.2 Change: +43.2	Change: +0.5

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.

In the 2024–25 academic year, Goal 7 focused on increasing academic proficiency in ELA and Math for socioeconomically disadvantaged and Hispanic students at the Virtual Academy. However, due to budgetary constraints and the goal of better supporting students across sites, the Virtual Academy was closed as a standalone school and transitioned into a program available at all school sites. This change will allow access to virtual learning resources and support and consistency across campuses.
During the 2023–24 school year, implementation of Goal 7 was impacted by broader structural changes to the Virtual Academy, which was closed as a standalone school and restructured into a districtwide independent study program.

Action 7.1 proposed hiring a reading specialist or intervention teacher to deliver Tier 2 academic services. This action was not implemented due to staffing shortages. Instead, teachers provided academic support through office hours and tutoring. Site Student Study Teams (SSTs)

met with students and families to assess and address individual learning needs. While not a direct replacement, this alternative support structure helped meet some of the action's intended goals.

Action 7.2, which focused on dedicated EL support at Virtual Academy, was partially implemented. While the site did not have its own EL specialist, a specialist from Renaissance High School supported the school by offering ELPAC preparation and guidance. However, consistent implementation of integrated and designated ELD was limited due to reduced staffing and instructional hours available to students in an online or independent learning model.

Action 7.3 aimed to provide tutoring services based on MTSS referrals. This was also partially implemented. A referral process was in place, but limited staffing and scheduling flexibility in an independent study setting posed implementation challenges. Despite these limitations, some students were able to access targeted tutoring support.

In summary, implementation of Goal 7 was only partially realized, primarily due to the transition of Virtual Academy into a program rather than a standalone school. However, several foundational support systems were maintained through teacher-led academic support, EL services shared with Renaissance, and a continued focus on using SSTs to drive interventions. These experiences informed changes to the program model and staffing for 2024–25, including the creation of a districtwide independent study coordinator and retention of Virtual Academy teachers within the new PV Elevate program to provide consistent instructional services across the district.

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.

In reviewing expenditures for Goal 7, several actions show notable variances between budgeted and actual spending. Action 7.1 (Tier 2 Academics) and Action 7.2 (English Language Specialist) were both 100% unspent. While Action 7.2 was partially implemented using an English Learner Specialist from Renaissance High School to support students at the Virtual Academy, no expenditures were recorded under the originally planned allocation. Action 7.3 (Tutoring) expended approximately 46.9% of its budget, leaving 53.1% unspent. As part of ongoing refinement and in response to reflections from Year 1 implementation, the Virtual Academy is being restructured into a program model—PV Elevate—that will be accessible to students from all district schools. This shift is expected to provide expanded access to services such as academic supports, extracurriculars, and counseling, while improving efficiency and ensuring greater alignment with districtwide college and career readiness efforts. The transition to PV Elevate may support more consistent implementation of planned actions in the upcoming year as the staff will still be providing services.

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

This year's implementation of Goal 7 focused on targeted academic growth and engagement among socioeconomically disadvantaged and Hispanic students through the Virtual Academy program. Effectiveness of Goal 7 actions was limited due to both structural changes at Virtual Academy and implementation gaps in key support services. The data show minimal movement toward the targeted 5% growth in academic proficiency for socioeconomically disadvantaged and Hispanic students. The Virtual Academy has since been closed.

CAASPP ELA Performance

Baseline: 17.86% of students met or exceeded the ELA standard.

2023–24 Outcome: 16.67% met or exceeded.

Change: -1.19% decline from baseline.

This decline suggests that Action 7.1 (a reading specialist or intervention teacher) was ineffective as the action was not implemented. Instead, support was offered via teacher office hours and tutoring. While these alternatives helped some students, they lacked the intensity and targeted skill-building that a trained interventionist would have provided.

CAASPP Math Performance

Baseline: 10.71% of students met or exceeded the math standard.

2023–24 Outcome: 11.11% met or exceeded.

Change: +0.4% increase from baseline.

Although there was a slight improvement in math, the gain was minimal and still far from the 5% target. This reflects limited effectiveness of Action 7.3, which intended to provide MTSS-based tutoring. The action was only partially implemented due to staffing constraints, and as a result, not all students who needed intervention received it.

English Learner Progress

No distinct metric data for EL progress at Virtual Academy was disaggregated in the LCAP.

However, Action 7.2, which focused on EL support through a shared specialist with Renaissance, was partially implemented. While ELPAC support was available, designated and integrated ELD was inconsistently implemented due to the limitations of the program structure and teacher assignments.

Summary of Effectiveness
Across all three actions (7.1, 7.2, 7.3), partial or incomplete implementation contributed to low or negative movement in key performance indicators. The lack of targeted staffing, especially a dedicated reading specialist and EL teacher, hindered progress in literacy and language acquisition. Similarly, while tutoring was offered, it did not reach enough students to drive significant gains in math proficiency.

These findings highlight the need for the structural and staffing changes planned for 2024–25, including the transition to the PV Elevate program and the addition of a coordinator of independent study programs, to ensure greater consistency, targeted support, and improved alignment with academic achievement goals.

These metrics validate that while implementation of Goal 7 was moving in the right direction, continued investment in engagement strategies, course access, and academic interventions have been shifted to the PV ELEVATE program and Virtual Academy was closed.

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 2024–25 school year, several strategic changes were made to Goal 7 to improve both equity and access to personalized learning. The most significant shift was the transition of Pajaro Valley Virtual Academy from a standalone school to a districtwide program accessible by students across all schools. This restructuring is both fiscally responsible and student-centered. By embedding the virtual learning program at each school, students now benefit from greater access to extracurricular activities, athletics, counseling services, and school events, all while continuing to participate in independent study or online learning as needed.
To support the expanded access and ensure program quality, a new Coordinator of Independent Study Programs was approved and will oversee all virtual and hybrid program implementation. This position centralizes support, ensures compliance, and enables a cohesive instructional model across school sites.
Additionally, most teachers from the former Virtual Academy retained employment and will now serve students throughout the district, delivering instruction aligned with the personalized learning model. This approach not only supports continuity of instruction but also reflects cost savings and more efficient staffing.
Another area of improvement addressed in the coming year is transcript and credit alignment. The new model ensures all students—whether participating in traditional or virtual learning—are meeting A–G college and career readiness benchmarks. The move to a program-based model allows for greater transcript consistency, academic monitoring, and individualized planning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	DISCONTINUED/DELETED: Tier 2 Academics	Hire a reading specialist/intervention teacher for Tier 2 services		
7.2	DISCONTINUED/DELETED from	Hire an English Language Specialist at Virtual Academy to provide dedicated support and targeted instruction to English Learners (ELs). This specialist will work closely with EL students to enhance their language		

Action #	Title	Description	Total Funds	Contributing
	Virtual:English Language Specialist	proficiency through individualized and small group virtual sessions, develop tailored learning plans, and collaborate with online classroom teachers to integrate effective language development strategies across the digital curriculum.		
7.3	DISCONTINUED/DELETED from Virtual Academy- Tutoring	Implement an online virtual tutoring program at Virtual Academy to provide students with personalized academic support in various subjects, including ELA and math. This program will offer flexible scheduling, allowing students to access one-on-one or small group tutoring sessions with qualified tutors outside of regular school hours to reinforce learning and improve academic performance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	GOAL DISCONTINUED for 25/26 & 26/27 due to SCHOOL CLOSURE: Increase the percentage of students completing their assignments on time at Virtual Academy to improve Average Daily Attendance (ADA) to 95% and decrease chronic absenteeism to 2% by the end of the academic year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (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 was created to address the critical link between assignment completion and Average Daily Attendance (ADA) at Virtual Academy. In a virtual learning environment, ADA is calculated based on the timely completion of assignments rather than physical presence. High rates of incomplete assignments can negatively impact ADA, leading to decreased funding and resources for the school. By increasing the percentage of students completing their assignments on time, the goal aims to enhance overall student engagement, improve academic performance, and ensure that the school receives adequate funding to support educational programs and services. This focus on assignment completion is essential for fostering a culture of accountability and academic excellence, ultimately benefiting the entire school community. Socio-economically disadvantaged and Hispanic students are in red on the CA Dashboard for Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CA School Dashboard Indicator: Chronic Absenteeism Rate-SocioEconomically Disadvantaged Change is Decrease/Increase compared to the previous year.	2022-23 Percent: 56.8% Change: +56.8% Status: Very Low	2023-24 PVUSD SED Percent: 27% Change: -12.2% Status: Avg - Yellow 2023-24 Virtual SED		2025-26 Percent: 0% Change:-56.8% Status: Very High	2023-24 PVUSD SED Change: -12.2% 2023-24 Virtual SED Change: -28.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Percent: 28.6% Change: -28.2% Status: No Color (14 Students)			
8.2	CA School Dashboard Indicator: Chronic Absenteeism Rate-Hispanic Change is Decrease/Increase compared to the previous year.	2022-23 Percent: 52.6% Change:+52.6% Status: Very Low	2023-24 PVUSD Hispanic Percent: 26.4% Change: -11.8% Status: Avg - Yellow 2023-24 Virtual Hispanic Percent: 35.7% Change: -16.8% Status: No Color (14 Students)		2025-26 Percent: 0% Change:-52.6% Status: Very High	2023-24 PVUSD Hispanic Change: -11.8% 2023-24 Virtual Hispanic Change: -16.8%

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.

In Year 1 of the LCAP cycle, Goal 8 was established to improve assignment completion rates at the Virtual Academy, which directly impact Average Daily Attendance (ADA) under state guidelines for virtual programs. While no funds were allocated to this goal and no new actions were formally adopted in the LCAP, implementation efforts occurred at the school level. The Virtual Academy was stationed under the leadership of the Renaissance High School principal, who supported foundational efforts to promote student accountability and improve engagement in the virtual setting.

Despite these efforts, systemic challenges in student engagement and assignment completion remained, particularly for socio-economically disadvantaged and Hispanic students, who are currently in the red performance band on the California Dashboard for chronic absenteeism. These challenges highlighted the need for more targeted and structured supports.

In response, and based on reflection from Year 1, the district has transitioned the Virtual Academy into a districtwide program called PV Elevate. This change will allow all schools to access virtual learning options while maintaining access to extracurriculars, counselors, and

site-based supports. A new Coordinator of Independent Study Programs will oversee implementation of PV Elevate, ensuring clearer alignment with districtwide academic goals, improved transcript monitoring, and consistent expectations for assignment completion. This reorganization represents a shift from site-specific oversight to a more centralized and sustainable support model, aimed at increasing engagement and academic outcomes for students in nontraditional learning settings.

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 funds allocated to this goal as the actions were repeats of Goal 7.

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

The primary aim of Goal 8 was to address chronic absenteeism through improved assignment completion at the Virtual Academy, with a particular focus on Socioeconomically Disadvantaged (SED) and Hispanic students, who were previously identified in the “Very Low” status band on the California School Dashboard.

In Year 1, although no specific LCAP-funded actions were implemented under this goal, positive gains were observed in both districtwide and Virtual Academy chronic absenteeism metrics:

For SED students, the district saw a 12.2% decrease, moving the indicator from “Very Low” to “Average - Yellow”. At the Virtual Academy, SED student absenteeism dropped by 28.2%, demonstrating significant progress despite the small student sample (14 students).

For Hispanic students, districtwide chronic absenteeism improved by 11.8%, also moving into the “Average - Yellow” status. At the Virtual Academy, Hispanic students saw a 16.8% reduction in absenteeism.

These declines indicate that, even in the absence of directly funded actions, there were positive site-based efforts—particularly under the leadership of the Renaissance High School principal—to encourage student engagement and assignment completion.

The transition from Virtual Academy to PV Elevate, a districtwide program, accompanied by the establishment of a Coordinator of Independent Study Programs, is expected to enhance the effectiveness of this goal in future years by ensuring more consistent access to services and improved monitoring of attendance and academic progress.

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

As noted above this goal may be deleted due to the transition from Virtual Academy School to PV Elevate, a districtwide program, accompanied by the establishment of a Coordinator of Independent Study Programs. Regardless the same students will be served.

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
8.1	DISCONTINUED/DELETED- Tier 2 Academics	Hire a reading specialist/intervention teacher for Tier 2 services		
8.2	DISCONTINUED/DELETED: English Language Specialist	Hire an English Language Specialist at Virtual Academy to provide dedicated support and targeted instruction to English Learners (ELs). This specialist will work closely with EL students to enhance their language proficiency through individualized and small group virtual sessions, develop tailored learning plans, and collaborate with online classroom teachers to integrate effective language development strategies across the digital curriculum.		
8.3	DISCONTINUED/DELETED:Tutoring	Implement an online virtual tutoring program at Virtual Academy to provide students with personalized academic support in various subjects, including ELA and math. This program will offer flexible scheduling, allowing students to access one-on-one or small group tutoring sessions with qualified tutors outside of regular school hours to reinforce learning and improve academic performance.		

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
$$54,934,616	$6,575,961

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
33.978%	0.382%	$631,005.14	34.360%

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:** REVISED: Added- 1.24,1.25: Early Literacy **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard.	The SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) reading program is designed to address the needs of unduplicated pupils, such as English Learners, socioeconomically disadvantaged students, and foster youth, by providing systematic and explicit instruction in foundational literacy skills. By focusing on phonological awareness, phonics, and sight word recognition, SIPPS aims to build a strong foundation in reading proficiency, which is	DIBELS/IDEL Data, MAP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	essential for academic success. This program is provided on an LEA-wide or schoolwide basis to ensure equitable access to high-quality literacy instruction for all students, regardless of their background or individual needs. Implementing SIPPS across the district or school allows for consistent delivery of evidence-based practices, maximizes resources, and promotes a unified approach to supporting student achievement in literacy across all grade levels and classrooms. Additionally, by addressing the needs of unduplicated pupils through a comprehensive and systematic approach to literacy instruction, SIPPS contributes to narrowing achievement gaps and promoting equitable outcomes for all students within PVUSD.	
1.2	**Action:** Early childhood education **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Creating a coherent continuum of instruction between Early Childhood Education (ECE) and Elementary Schools is crucial for ensuring that all students enter Kindergarten ready to learn and succeed. To achieve this, the district implements Multi-Tiered System of Supports (MTSS) at Tier 1, 2, and 3 levels, focusing on high-quality, evidence-based instruction and interventions responsive to the diverse needs of unduplicated pupils such as English Learners, socioeconomically disadvantaged students, and foster youth. This includes implementing research-based early literacy programs like SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and providing professional development for educators to effectively implement these programs. Additionally, the district ensures collaboration between early childhood educators and elementary school teachers to align curriculum, instruction, and	DIBELS, DRDP

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
		assessment practices. For students requiring additional support, intensive interventions at Tier 2 and 3 levels are provided, tailored to their specific needs and delivered by highly qualified educators and specialists. By offering MTSS supports on an LEA-wide basis, the district ensures equitable access to high-quality instruction and support services, maximizes resources, promotes consistency in practices across schools, and fosters a collaborative culture of continuous improvement focused on meeting the needs of every student from the earliest stages of their educational journey.	
1.3	**Action:** REVISED : Added 1.14 - Supplemental Instructional Supports **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing supplemental staffing, instructional materials, resources, and professional development to support the curriculum, including a Language Development Approach, directly addresses the needs of unduplicated pupils, such as English Learners, socioeconomically disadvantaged students, and foster youth. By allocating additional resources and personnel to support language development and academic achievement, the district ensures that all students have access to the support they need to succeed academically, regardless of their background or language proficiency. Professional development opportunities focused on the Language Development Approach equip educators with the knowledge and strategies needed to effectively support language acquisition and proficiency among English Learners and other students who may require additional language support. Providing these resources and supports on an LEA-wide basis ensures equitable access to high-quality instruction and support services for all students across the district, promoting academic	MAP, DIBELS, IDEL, CAASPP

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
		success, language development, and overall educational equity.	
1.4	**Action:** REVISED : Combined with 1.5,1.8, 1.21- Professional development **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing professional development on an ongoing and as-needed basis to enhance the implementation of the MTSS Tier 1 core curriculum instruction is crucial for addressing the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. By offering targeted training sessions and support to educators, the district ensures that teachers have the knowledge, skills, and resources needed to effectively deliver high-quality instruction that meets the diverse needs of all students within the general education classroom setting. This professional development focuses on evidence-based practices for differentiated instruction, culturally responsive teaching strategies, and the integration of instructional technologies to enhance student engagement and learning outcomes. By providing professional development on an LEA-wide basis, the district ensures consistency in instructional practices across schools, promotes equity in access to effective teaching strategies and resources, and fosters a culture of continuous improvement where educators collaborate and learn from one another to better support the academic success of all students, particularly those who may be historically marginalized or underserved.	MAP, DIBELS, IDEL, CAASPP
1.5	**Action:** DISCONTINUE - Professional development(combined with 1.4) **Need:**	By providing targeted support to teachers through coaching cycles, instructional coaches ensure that educators have the necessary skills and strategies to effectively differentiate instruction, accommodate diverse learning needs, and implement research-based practices that promote	MAP, DIBELS, IDEL, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged **Scope:**	academic achievement for all students, particularly those who may require additional support. Additionally, by incorporating cognitive coaching techniques, coaches facilitate reflective practices among teachers, empowering them to continually improve their instructional practices and address the specific needs of their students. This action is provided on an LEA-wide basis to ensure equitable access to coaching support for all educators across the district, thereby promoting consistency in instructional practices, fostering a culture of collaboration and professional growth, and ultimately enhancing student outcomes for unduplicated pupils district-wide.	
1.6	**Action:** Educational technology **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing students access to adaptive educational technology, supplements the core instructional program and addresses the diverse needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. These adaptive technology programs offer personalized learning experiences tailored to each student's individual needs, allowing for targeted instruction and intervention to support academic growth and proficiency. By annually evaluating the effectiveness, usage, and user interface of these programs, the district ensures that resources are aligned with student needs, remain relevant, and maximize impact. Providing access to adaptive educational technology on an LEA-wide basis ensures equitable access to these resources for all students across the district, regardless of their background or individual learning needs. This action promotes consistency in instructional support, fosters a culture of innovation and technology integration, and ultimately enhances student outcomes by	MAP, DIBELS, IDEL, CAASPP, Edtech Program Usage

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 personalized learning experiences that meet the diverse needs of all learners within the district.	
1.7	**Action:** Culturally responsive classrooms and teaching **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. **Scope:**	Further developing and implementing Culturally and Linguistically Responsive Pedagogy (CLRP) and Ethnic Studies addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by providing culturally relevant and inclusive educational experiences that affirm their identities, histories, and cultures. By offering courses in Ethnic Studies at the high school and middle school levels, as well as making curricular adjustments within elementary schools, the district ensures that students have opportunities to explore diverse perspectives, histories, and contributions within their education. Providing professional development in CLRP and relationship-based pedagogy equips educators with the knowledge, skills, and strategies needed to create inclusive and supportive learning environments that honor students' cultural backgrounds and foster positive relationships. Additionally, updating library collections and providing professional development for Library Media Technicians ensures that students have access to diverse and representative literature and resources that reflect their identities and experiences. By implementing these initiatives on an LEA-wide basis, the district ensures equitable access to culturally responsive education for all students, promotes inclusivity and diversity in the curriculum, and fosters a sense of belonging and empowerment among unduplicated pupils across the district.	CAASPP, Student grades, graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** REVISED (Combined with 1.10 and 1.11) College and career development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate. **Scope:** LEA-wide	Offering engaging instruction in all classes, multiple credit recovery options, and jump start/bridge programs to assist in the transition from middle to high school addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by providing comprehensive support and opportunities for academic success and advancement. By offering engaging instruction in all classes, the district ensures that all students have access to rigorous and meaningful learning experiences that promote student engagement, motivation, and achievement. Multiple credit recovery options provide students with opportunities to make up missed credits and stay on track for graduation, addressing the needs of students who may have experienced academic challenges or setbacks. Jump start/bridge programs support the transition from middle to high school, providing students with the necessary skills, resources, and support to navigate the academic and social demands of high school successfully. Additionally, offering a range of programs and experiences across the district, such as AVID, CTE pathways, EAOP supports, dual enrollment, and project-based learning, addresses the diverse needs and interests of unduplicated pupils by providing access to a variety of educational pathways and opportunities for academic and career advancement. These programs offer targeted support and resources to help students build academic skills, explore career interests, and prepare for post-secondary education and careers, ultimately promoting equity in access to	graduation rate, attendance rate

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
		educational opportunities and outcomes for all students across the district. Providing these actions on an LEA-wide basis ensures equitable access to high-quality educational programs and experiences for all students, regardless of their background or individual needs, and promotes a culture of inclusivity, diversity, and academic excellence throughout the district.	
1.10	**Action:** (Discontinue & Combine with 1.9) College and career development actions **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate. **Scope:**	Continuing to strengthen PVUSD academic counseling services, including partnering with UCSC to provide additional counseling support, transcript evaluation services (TES), and College and Career Centers, directly addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. By offering enhanced counseling support and resources, the district ensures that all students have access to comprehensive guidance and support to navigate the college and career planning process successfully. Partnering with UCSC and providing TES allows students, particularly those from historically underserved communities, to receive personalized guidance and support in understanding their academic pathways, accessing higher education opportunities, and navigating the college admissions process. Additionally, establishing College and Career Centers provides students with a centralized resource hub where they can access information, resources, and support related to post-secondary education, career exploration, and workforce readiness. Providing these services on an LEA-wide basis ensures equitable access to high-quality academic counseling support for all students across the district, promoting educational	graduation rate

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
		equity, college and career readiness, and post-secondary success for unduplicated pupils.	
1.11	**Action:** (Discontinue & Combine with 1.9) College and career development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Assessing and refining support for students in Advanced Placement (AP) courses specifically benefits unduplicated students by addressing barriers they may face in accessing and succeeding in rigorous academic programs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often encounter unique challenges such as limited access to resources, lack of exposure to advanced coursework, and gaps in academic preparation. By evaluating and enhancing support structures for AP courses, the district can tailor interventions to meet the diverse needs of unduplicated students, providing targeted assistance such as tutoring, mentorship, and academic counseling to address academic gaps and bolster success in AP coursework. Additionally, by ensuring equitable access to advanced coursework and support services on an LEA-wide basis, the district promotes inclusivity and diversity in academic opportunities, empowers unduplicated students to achieve their full potential, and fosters a culture of academic excellence and equity across the district. Overall, this proactive approach helps to level the playing field and increase educational outcomes for unduplicated students, ultimately supporting their academic advancement and post-secondary success.	CAASPP, AP exam scores
1.12	**Action:** Expand CTE Pathways **Need:**	Implementing CTE pathways of Land, Sea, Air, and Space at Watsonville High School, Public and Community Health at Pajaro Valley High School, and Web and Social Media Programming/Design at Watsonville High School benefits unduplicated	attendance rate, graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate. English Learners, Latinx, Homeless, Students with Disabilities, and socioeconomically students are low or very low as rated by the college and career readiness indicator on the CA Dashboard. **Scope:** Schoolwide	students by offering specialized career preparation and skills development opportunities that align with their interests and career aspirations. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face barriers to accessing higher education and career opportunities. By providing targeted CTE pathways that cater to diverse industries and career fields, the district empowers unduplicated students to explore and pursue career paths that resonate with their strengths and interests, ultimately increasing their engagement, motivation, and academic success. Offering these pathways on a school-wide basis ensures equitable access to high-quality CTE education and resources for all students, regardless of their background or individual needs, thereby promoting educational equity, workforce readiness, and post-secondary success for unduplicated students across the school district.	
1.13	**Action:** Multi-tiered systems of support (MTSS) - Added/combined 1.15 **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Supporting district-wide implementation of Multi-Tiered Systems of Support (MTSS) in attendance, academics, behaviors, and social-emotional learning (SEL) through comprehensive professional development benefits unduplicated students by providing targeted interventions and support services that address their diverse academic and socio-emotional needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional support to succeed academically and navigate social-emotional challenges. By providing professional development for administrators, teachers, counselors, and support staff, the district ensures that all educators have the knowledge, skills, 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
		resources to effectively implement MTSS practices and provide tiered interventions that meet the needs of unduplicated students. Providing district-wide MTSS support on an LEA-wide basis ensures equity in access to high-quality support services and interventions for all students, regardless of their background or individual needs, thereby promoting academic success, social-emotional well-being, and overall educational equity for unduplicated students across the district.	
1.14	**Action:** Discontinue/Delete--and ADDED to 1.3 - Supplemental instructional materials **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Supporting science instruction by providing supplemental instructional materials to science classrooms for student equipment benefits unduplicated students by ensuring equitable access to hands-on learning experiences and opportunities to engage with science concepts and practices. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing resources and equipment needed for meaningful science instruction. By providing supplemental materials such as laboratory equipment, scientific instruments, and technology tools, the district ensures that all students have the resources they need to actively participate in science activities, conduct experiments, and develop critical thinking and problem-solving skills. Providing these materials on a LEA-wide basis ensures equity in access to high-quality science instruction for all students across the district, regardless of their background or individual needs. By ensuring that all science classrooms have access to supplemental materials and equipment, the district promotes consistency and uniformity in science instruction, fosters a culture of inquiry and exploration, and enhances student engagement	CAST

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
		and learning outcomes in science education. Additionally, providing these resources district-wide helps to address disparities in access to educational opportunities and resources, promoting educational equity and ensuring that all students have the support they need to succeed in science and beyond.	
1.15	**Action:** DISCONTINUE: (added to 1.13)-Support for GATE identified students **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Providing instructional resources, professional development, supplies and materials, and Educationally Related Services (EWRs) for GATE liaisons, GATE cluster teachers, and/or Intervention Teachers to prepare and deliver instruction, interventions, and enrichment opportunities benefits unduplicated students by ensuring equitable access to advanced and enriched learning experiences that meet their academic needs and talents. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may possess advanced abilities and talents that are not always identified or nurtured within the traditional classroom setting. By providing targeted support and resources for GATE identified students, the district ensures that unduplicated students who demonstrate high potential receive the specialized instruction, interventions, and enrichment opportunities they need to thrive academically and reach their full potential. Providing these resources and opportunities on a LEA-wide basis ensures equity in access to high-quality GATE programming and support services for all students across the district, regardless of their background or individual needs. By ensuring that GATE identified students have access to	attendance rate, CAASPP

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
		enriched learning experiences that align with their abilities and interests, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic excellence and equity for all students. Additionally, providing these resources district-wide helps to address disparities in access to advanced and enriched learning opportunities, ensuring that unduplicated students have the support they need to excel academically and pursue their passions and interests in diverse areas such as STEAM, mathematics, and project-based learning.	
1.18	**Action:** DISCONTINUE : Latino Film Institute/Youth Cinema Project **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in suspension rate and graduation rate. **Scope:**	Ensuring students have equitable access to film and performance opportunities through the Latino Film Institute Youth Cinema Project at multiple schools benefits unduplicated students by providing them with inclusive and culturally relevant arts education experiences that foster creativity, expression, and academic engagement. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education programs and opportunities due to factors such as limited resources, lack of exposure, and cultural representation. By offering the Latino Film Institute Youth Cinema Project at multiple schools, the district ensures that unduplicated students have access to high-quality arts education experiences that reflect their cultural identities and interests, fostering a sense of belonging and empowerment. Providing film and performance opportunities on a LEA-wide basis ensures equity in access to arts education for all students across the district, regardless of their background or individual needs. By offering these	attendance rate,

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
		opportunities district-wide, the district promotes inclusivity, diversity, and excellence in arts education, and fosters a culture of creativity, collaboration, and self-expression for all students. Additionally, providing film and performance opportunities on a school-wide basis helps to address disparities in access to arts education programs and resources, ensuring that unduplicated students have the opportunity to explore their talents, develop their skills, and pursue their passions in the arts.	
1.19	**Action:** REVISE: El Sistema **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in suspension rate and graduation rate. **Scope:**	Partnering with El Sistema to continue the program in expanded learning programs provides unduplicated students with access to music education, fostering academic and social development. Unduplicated students often face barriers to accessing extracurricular activities and enrichment programs. Offering this program school-wide ensures equitable access to enrichment opportunities, promoting inclusivity and fostering a culture of artistic expression for all students.	Sown to Grow, Youth Truth, attendance rate
1.21	**Action:** REVISED/combine: Add to 1.4 - Technology professional development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard.	Providing Tech Coaches Academies, trainings, and coaching sessions by technology staff and coaches supports unduplicated students by ensuring that all teachers have the necessary skills and resources to implement engaging and effective lessons using technology. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may benefit disproportionately from innovative teaching methods that leverage	CAASPP, MAP

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:	technology to enhance learning opportunities. By offering district-wide support for technology integration, the district promotes equity in access to high-quality instruction and learning experiences for all students, regardless of their background or individual needs. This approach helps to level the playing field and ensures that unduplicated students have access to the same opportunities for academic success as their peers, preparing them for future academic and career pathways in an increasingly digital world.	
1.22	**Action:** DISCONTINUE - Virtual Academy class offerings **Need:** Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Virtual Academy offers flexibility in scheduling, accommodating the diverse responsibilities unduplicated students may have outside of academics, such as work or family obligations. Additionally, online schools provide personalized learning experiences tailored to individual needs and learning styles, helping unduplicated students thrive academically. With access to a wide range of resources, including interactive learning materials and virtual support services, unduplicated students can receive the support they need to succeed. Furthermore, online schools provide a safe and supportive learning environment, free from the distractions or challenges often encountered in traditional school settings. Through expanded course offerings and enrichment opportunities, unduplicated students can explore their interests and pursue specialized areas of study that may not be available in traditional schools, ultimately empowering them to achieve their educational goals. Providing robust and engaging elective course offerings, including art, technology, coding, world language, and others, for families choosing an online school option benefits unduplicated students by offering	MAP, CAASPP

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
		them access to a diverse range of educational opportunities that cater to their interests and talents. Offering the courses on a school-wide basis ensures equity in access to high-quality educational opportunities for all students across the district, regardless of their background or individual needs.	
1.23	**Action:** REVISE: Personnel **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Assigning Academic Coordinators at elementary schools and Assistant Principals at secondary schools to facilitate the assessment and multi-tiered systems (MTSS) supports on the school campus benefits unduplicated students by ensuring they receive targeted academic interventions and support services tailored to their individual needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional academic support to succeed in school. By having dedicated personnel overseeing the MTSS process, unduplicated students can be identified early, allowing for timely interventions and support services to address their academic growth and success. Providing this support on a LEA-wide basis ensures equity in access to high-quality academic interventions and support services for all students across the district, regardless of their background or individual needs. By implementing MTSS practices district-wide, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for all students. Additionally, providing this support on a LEA-wide basis helps address disparities in academic outcomes and ensures that unduplicated students have the resources and support they need to thrive academically.	MAP, CAASPP

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
1.25	**Action:** REVISED: ADDED to 1.1: Smaller class size **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Maintaining TK-3 class sizes lower than the state requirement and ensuring that class sizes for grades 4-12 remain at or below state requirements benefits unduplicated students by providing them with more personalized attention and support in their learning environments. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may benefit disproportionately from smaller class sizes, as they often require additional support and individualized instruction to succeed academically. By keeping class sizes smaller in the early grades, teachers can better address the diverse needs of students, offer more targeted instruction, and provide opportunities for increased student engagement and participation. Providing smaller class sizes on a LEA-wide basis ensures equity in access to high-quality instruction and support for all students across the district, regardless of their background or individual needs. By prioritizing smaller class sizes district-wide, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for all students. Additionally, smaller class sizes help to address disparities in academic outcomes and provide unduplicated students with the individualized attention and support they need to thrive academically and reach their full potential. This approach helps to level the playing field and ensures that unduplicated students have the necessary resources and support to succeed in school and beyond.	DIBELS, IDEL, CAASPP, MAP
1.27	**Action:** REVISE: Elementary Visual and Performing Arts (Add/Combine 1.28 and 1.29)	Continuing visual and performing arts at all elementary sites through release specialty teachers ensures unduplicated students have	attendance rate

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	Need: English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:** LEA-wide	equal access to enriching arts education. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education outside of the school setting due to factors such as limited resources or lack of exposure. By offering these programs district-wide, the district fosters a culture of artistic expression and creativity, addressing disparities in access to arts education resources and opportunities. This approach supports a well-rounded education for all students.	
1.28	**Action:** Discontinue/revise: Combine with 1.27 - Middle School Visual and Performing Arts **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:**	Maintaining visual and performing arts teachers at six middle schools ensures unduplicated students have equal access to diverse arts education opportunities. By allocating staffing based on program development and student interest, the district fosters a culture of artistic exploration and creativity, addressing disparities in access to arts education resources and opportunities. This approach supports the district's commitment to providing a well-rounded education for all students, preparing them for success in school.	attendance rate
1.29	**Action:** Discontinue/revise: Combine with 1.27 - High School Visual and Performing Arts **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate.	Maintaining visual and performing arts teachers at all three comprehensive high schools ensures unduplicated students have equitable access to diverse arts education opportunities. By prioritizing staffing based on program development and student interest, the district fosters a culture of artistic exploration and creativity, addressing disparities in access to arts education resources and opportunities. This commitment aligns with the district's goal of providing a comprehensive	attendance rate

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	Scope:	education that prepares all students for success in school and beyond.	
1.30	**Action:** Assessment **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Utilizing formative and summative assessments to monitor student learning and provide Tier 1, 2, and 3 supports helps unduplicated students by identifying their specific academic needs and delivering targeted interventions. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional support to achieve academic success. By regularly assessing student performance, educators can tailor instruction and interventions to address learning gaps and promote progress. Providing this support on a LEA-wide basis ensures that all students across the district, regardless of their background or individual needs, receive consistent and equitable access to high-quality education and support services. This approach promotes inclusivity, academic equity, and fosters a culture of continuous improvement, ensuring that unduplicated students have the necessary resources and support to thrive academically and reach their full potential.	MAP - Discontinued assessment -
1.31	**Action:** DISCONTINUE: Seal of Civic Engagement **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as	Students who feel engaged in and supported by their high school community are more likely to engage positively with the broader community. Students earning the California State Seal of Civic Engagement will demonstrate competency in multiple areas, including advocacy and participation in their local community. Unduplicated	attendance rate, graduation rate, number of students qualifying to earn the Seal of Civic Engagement

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	reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:**	students will benefit from the strong supports built into the Seal	
2.2	**Action:** MTSS Implementation/ MTSS Tier 2/3/ Supplemental materials support for MTSS implementation **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Implementing MTSS Tier I strategies and programs at all sites to address attendance, social-emotional, and behavioral needs significantly benefits unduplicated students by providing a proactive, school-wide approach to support their overall well-being and academic success. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face various challenges that can impact their attendance, social-emotional health, and behavior These proactive measures help identify and address issues early, reducing the need for more intensive interventions later. By fostering a supportive and responsive school climate, unduplicated students are more likely to engage in their learning, feel a sense of belonging, and develop the skills necessary for academic and personal success. Providing these supports on an LEA-wide basis ensures that all students across the district have equitable access to high-quality, consistent support services.	attendance rate, suspension rate, sown to grow
2.3	**Action:** DISCONTINUE : COMBINED WITH 2.2 : MTSS Tier 2/3 **Need:**	Implementing MTSS teams at all sites to facilitate Tier 2 and Tier 3 strategies and supports, such as Check-In/Check-Out (CICO) and social intervention groups, directly benefits unduplicated students by providing targeted, data-driven	suspension rate, attendance rate,

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	English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	interventions tailored to their specific needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional, individualized support to overcome academic, social, and behavioral challenges. By having dedicated MTSS teams, schools can effectively identify students who need extra help, monitor their progress, and provide timely and appropriate interventions. Offering these supports on an LEA-wide basis ensures equity, as all students across the district, regardless of their background or individual school, have access to the same level of high-quality support services. This uniform approach ensures that unduplicated students receive the targeted interventions they need to succeed academically and socially. By addressing the diverse needs of students through comprehensive MTSS strategies, the district promotes inclusivity, supports academic achievement, and enhances the well-being of all students, particularly those who are unduplicated.	
2.4	**Action:** Home to School Transportation **Need:** To ensure academic success for Foster Youth and Socioeconomically Disadvantaged Students. **Scope:**	Providing transportation for students to and from school significantly benefits unduplicated students by ensuring they have consistent and reliable access to education. Unduplicated students, socioeconomically disadvantaged students, and foster youth, often face transportation challenges that can impede their regular attendance and punctuality. By offering transportation services, the district helps to eliminate these barriers, ensuring that all students can attend school regularly and on time, which is crucial for their academic success and overall well-being.	attendance rate

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		Offering transportation on an LEA-wide basis ensures that all students across the district, regardless of their background or individual circumstances, have equitable access to this essential service. This uniform approach promotes inclusivity and ensures that no student is disadvantaged due to a lack of transportation. By addressing this fundamental need, the district supports the attendance and engagement of unduplicated students, helping them to fully participate in their education and achieve their academic potential.	
2.5	**Action:** DISCONTINUE - (combined with 2.2 and 2.3)Supplemental materials support for MTSS implementation **Need:** Foster Youth and Economically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Utilizing supplemental materials, directly benefits unduplicated students by addressing their specific SEL and behavioral challenges. Unduplicated students, socioeconomically disadvantaged students, and foster youth, often face unique social and emotional challenges that can impact their academic performance and overall well-being. By implementing targeted SEL and behavioral supports through supplemental materials and small group interventions, the district provides these students with the tools and resources they need to develop essential social-emotional skills, improve behavior, and enhance their ability to succeed academically and socially. Training staff ensures that educators are well-equipped to deliver these interventions effectively, creating a supportive and responsive school environment. Providing these supports on an LEA-wide basis ensures that all students across the district, regardless of their background or individual needs, have equitable access to high-quality SEL and	attendance rate, suspension rate, sown to grow, Youth Truth

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		behavioral interventions. This consistent approach helps to create a unified and inclusive school culture where every student receives the necessary support to thrive. By addressing the SEL and behavioral needs of unduplicated students through comprehensive, district-wide strategies, the district promotes equity, enhances student well-being, and supports the academic and social success of all students.	
2.6	**Action:** Trauma informed training **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Trauma Resiliency Training for schools helps support unduplicated students by equipping educators and staff with the knowledge and skills to recognize, understand, and respond to the effects of trauma that many unduplicated students may experience. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, are often more likely to encounter adverse childhood experiences and traumatic events that can significantly impact their academic performance, behavior, and social-emotional well-being. Providing Trauma Resiliency Training on an LEA-wide basis ensures that all school staff across the district are consistently prepared to create a trauma-informed environment. This training helps educators implement strategies that foster a safe, supportive, and responsive school climate, where students feel understood and supported. By adopting trauma-informed practices, schools can better address the emotional and behavioral needs of unduplicated students, reducing barriers to learning and helping them develop resilience.	attendance rate, youth truth
2.8	**Action:**	Having a Coordinator of Counseling programs work with school site administrators and staff to	Youth Truth, Sown to Grow

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	REVISED: SEL Counselors and Mental Health Clinicians **Need:** Foster Youth and Economically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	monitor and adjust the number of socio-emotional counselors and mental health clinicians based on student needs directly supports unduplicated students by ensuring they receive timely and appropriate mental health and socio-emotional support. Unduplicated students, including English Learners (New Comer Students), socioeconomically disadvantaged students, and foster youth, often face unique challenges and stressors that can impact their mental health and overall well-being. Implementing this strategy on an LEA-wide basis ensures equity, as all students across the district, regardless of their background or individual school, have access to the mental health and socio-emotional support they need. This uniform approach helps to create a consistent standard of care and support throughout the district, ensuring that unduplicated students receive the assistance required to thrive academically, socially, and emotionally.	
2.9	**Action:** Community Resources for counseling **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Seeking and establishing services with community agencies to provide counseling services helps support unduplicated students by expanding access to essential mental health and socio-emotional resources. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face unique challenges that can impact their well-being and academic success. These students may have limited access to mental health services due to various barriers, such as financial constraints, lack of transportation, or insufficient availability of services within the school. By partnering with community agencies, PVUSD can provide a	attendance rate, sown to grow, youth truth

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		broader range of counseling services, ensuring that unduplicated students receive the support they need to address mental health and socio-emotional issues. These partnerships allow for a more comprehensive approach to student well-being, integrating school-based support with community resources to create a more robust support network for students and their families. Providing these services on an LEA-wide basis ensures that all students across the district have equitable access to high-quality counseling services, regardless of their background or individual school. This consistent and inclusive approach promotes equity by addressing disparities in access to mental health resources and ensuring that all students, particularly those who are unduplicated, receive the necessary support to thrive both academically and personally.	
2.10	**Action:** School culture and climate survey **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Distributing a district-wide climate survey to families, students, and staff helps support unduplicated students by providing valuable insights into the health and well-being of the school community. This comprehensive survey allows the district to gather feedback on various aspects of the school environment, including safety, inclusivity, support services, and overall satisfaction. By understanding the perspectives and experiences of all stakeholders, the district can identify areas of strength and areas needing improvement, particularly in how the needs of unduplicated students are being met. Additionally, disaggregating the survey data by unduplicated student groups, such as English Learners, socioeconomically disadvantaged students, and foster youth, enables the district to	Youth Truth

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		pinpoint specific challenges and tailor interventions more effectively. This detailed analysis helps to ensure that the unique needs of each subgroup are addressed, leading to more targeted and impactful support strategies. Conducting this survey on an LEA-wide basis ensures that all voices are heard, promoting equity and inclusivity in the feedback process. The data collected helps the district make informed decisions to enhance policies, programs, and resources that address the specific needs of unduplicated students.	
2.11	**Action:** DISCONTINUE/DELETE: Social Emotional strategies and monitoring **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Implementing programs and strategies to monitor students' social-emotional well-being and teach them to recognize social-emotional health, learn strategies, and implement techniques to support their feelings is essential for supporting unduplicated students. These students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face additional stressors and challenges that can impact their mental health and emotional well-being. By providing structured programs that focus on social-emotional learning (SEL), the district can help unduplicated students develop critical skills such as emotional regulation, resilience, and interpersonal communication. Offering these programs on an LEA-wide basis ensures that all students across the district benefit from consistent and equitable access to SEL resources and support. This comprehensive approach promotes a positive school climate and a culture of inclusivity, where all students feel valued and supported.	Sown to Grow

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2.14	**Action:** Parent Education Specialists **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Hiring three parent education project specialists to support site parent engagement activities and develop district-wide workshops, family nights, and parent education conferences significantly benefits unduplicated students by enhancing family involvement in their education. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often come from families who may face barriers to engaging with the school system due to language differences, work schedules, or lack of familiarity with educational resources. These specialists will work to bridge these gaps by providing tailored support and resources to help parents and caregivers become more actively involved in their children's education. They will organize and facilitate workshops, family nights, and conferences that address the specific needs and concerns of unduplicated student families, offering guidance on how to support academic success, navigate the school system, and access community resources. Providing these services on an LEA-wide basis ensures that all families across the district, regardless of their background or individual school, have equitable access to these valuable resources and support systems. This consistent and inclusive approach fosters a stronger connection between home and school, empowering parents to play a more active role in their children's education, which research shows is crucial for student success.	Attendance at parent engagement opportunities
2.15	**Action:** Family Engagement Plan **Need:**	Collaborating with the parent engagement team to create family engagement plans based on each school site's YouthTruth data, disaggregated by student subgroups, supports unduplicated students by addressing the specific needs and	YouthTruth Data

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	English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	concerns of their families in a targeted and data-driven manner. Disaggregating data by student subgroups, such as English Learners, socioeconomically disadvantaged students, and foster youth, provides valuable insights into the unique challenges and experiences of these groups, allowing each school to identify areas for improvement and tailor their engagement strategies accordingly. Implementing these plans on an LEA-wide basis ensures consistency and equity across the district. Every school, regardless of its demographic composition, benefits from a structured approach to family engagement that is responsive to the specific needs of its community. This promotes a cohesive and inclusive environment where all families have the opportunity to contribute to and participate in their children's education, ultimately enhancing the academic and social-emotional outcomes for unduplicated students. By fostering stronger home-school connections, the district supports the overall success and well-being of all students.	
2.16	**Action:** District Parent Engagement Opportunities **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	The Parent Engagement Office's coordination of monthly DELAC, DAC district-wide family opportunities, Parent Education Conferences, and Migrant Parent Education Conference supports unduplicated students by fostering strong family engagement and providing vital educational resources to parents. These efforts ensure that families of English Learners, socioeconomically disadvantaged students, and foster youth have access to important information, support, and tools needed to actively participate in their children's education. Engaging parents through these conferences and meetings helps build a supportive	YouthTruth

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		home environment that reinforces student learning and development. Providing these services on an LEA-wide basis ensures that all families across the district, regardless of their background or language, have equitable access to engagement opportunities and resources. By encompassing all departments in the district office and including personnel for translation services, the district promotes inclusivity and ensures effective communication with all families. This comprehensive approach strengthens the connection between home and school, leading to better academic outcomes and overall well-being for unduplicated students.	
2.18	**Action:** College and Career Night **Need:** English Learners and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Holding a family college and career night during College Week supports unduplicated students by providing their families with crucial information about post-high school options, helping to demystify the pathways to higher education and careers. Unduplicated students, including English Learners and socioeconomically disadvantaged students often face additional barriers to accessing information about college and career opportunities due to factors such as lack of resources, limited exposure, or unfamiliarity with the application and financial aid processes. By engaging families through a dedicated college and career night, the district ensures that parents and caregivers receive valuable guidance on various post-secondary options, including colleges, vocational training programs, and career opportunities. This event helps families understand the steps necessary for their children to pursue	number of students graduating A-G ready

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		higher education and careers, including how to navigate applications, financial aid, scholarships, and other resources. Providing this event on an LEA-wide basis ensures that all students and families across the district, regardless of their background or individual school, have equitable access to this important information and more so with unduplicated students.	
2.19	**Action:** Clubs and social activities **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Allocating funding to each site's discretionary budget to include Suicide Awareness Month, LGBTQ+ History Month, and Mental Health Awareness initiatives, along with providing stipends for Youth Wellness Advisory staffing and materials at the secondary level, supports unduplicated students by promoting a safe, inclusive, and supportive school environment. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face unique challenges and stressors that can impact their mental health and sense of belonging. These initiatives raise awareness, provide education, and foster an inclusive environment that addresses the specific needs of unduplicated students. Suicide Awareness Month and Mental Health Awareness activities help destigmatize mental health issues, encourage students to seek help, and provide resources and support for those in need. LGBTQ+ History Month celebrates diversity, promotes acceptance, and ensures that LGBTQ+ students feel valued and supported. Providing these initiatives and supports on an LEA-wide basis ensures that all students across	Youth Truth

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		the district have equitable access to these important resources and programs. This consistent approach helps create a positive school culture that values diversity and supports the well-being of all students, particularly those who are unduplicated.	
2.20	**Action:** Secondary Sports **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Providing coaching stipends for middle and high school sports, funding for the prep period of athletic directors, and covering the cost of officials and sports trainers supports unduplicated students by ensuring they have access to well-organized, high-quality athletic programs. Unduplicated students may not have the same opportunities to participate in sports without these supports due to financial constraints or limited resources of individual school sites. Offering these supports on an LEA-wide basis ensures that all students across the district, regardless of their background, have equal opportunities to benefit from high quality athletic programs. This equitable provision helps level the playing field, allowing unduplicated students to engage in extracurricular activities that enhance their school experience and personal growth.	unduplicated student count participation in sports
2.21	**Action:** Secondary sports and extra curricular activities **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate.	Providing transportation for students to attend extracurricular and sporting events supports unduplicated students by ensuring they have equitable access to participate in a wide range of activities beyond the regular school day. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face transportation barriers that can prevent them from engaging in these enriching experiences. Access to extracurricular activities	unduplicated student count participation in sports, extra curricular activities

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	Scope: LEA-wide	and sports is crucial for holistic development, as it promotes teamwork, leadership, and social skills, and can enhance academic performance and school engagement. Offering this transportation on an LEA-wide basis ensures that all students across the district, regardless of their background or socioeconomic status, have the opportunity to benefit from these activities. This consistent and equitable provision helps to create a level playing field, allowing unduplicated students to fully participate in and benefit from the comprehensive educational experience that includes extracurricular and sporting events. By removing transportation barriers, the district promotes inclusivity and supports the overall growth and well-being of all students.	
2.22	**Action:** Student Leadership, CTE **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Schoolwide	The CTE standards aligned student leadership programs in high schools prepare unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) with an array of skills, including financial literacy, civic engagement, self advocacy, and career readiness skills.	number of high school students completing a CTE pathway
5.6	**Action:** Dual Language programs	Completing the Dual Language School Master Plan with the addition of Dual Language School Programs benefits English Learners (EL) by	MAP, DIBEL, IDEL, CAASPP

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	Need: English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** LEA-wide	providing a structured and comprehensive approach to bilingual education. Dual Language Programs offer EL students the opportunity to develop proficiency in both their home language and English, enhancing their cognitive abilities, academic performance, and cultural understanding. These programs typically involve balanced instruction in both languages, allowing EL students to strengthen their home language while acquiring English, promoting biliteracy and bilingualism. For EL students, this approach supports their language development in a way that values and builds upon their existing linguistic and cultural assets. It helps them maintain a strong connection to their cultural identity and community, while also providing the language skills necessary to succeed academically and socially in an English-dominant environment. Additionally, research has shown that students in dual language programs often outperform their peers in traditional monolingual programs in various academic areas, due to the cognitive benefits of bilingualism. Implementing Dual Language School Programs on an LEA-wide basis ensures that all EL students across the district have equitable access to high-quality bilingual education. This consistency supports the development of bilingualism and biliteracy for all students, regardless of their background or individual school. The Dual Language School Master Plan outlines the curriculum, instructional strategies, and professional development needed to effectively implement these programs, ensuring that teachers are well-prepared to support bilingual instruction.	

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5.11	**Action:** Support for the pathway to multilingualism **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** LEA-wide	Defining and developing a district pathway to achieve multilingualism (K-12) involves creating a comprehensive program that promotes bilingualism and biliteracy from kindergarten through 12th grade. Placement assessments at key transition grades, such as kindergarten, 5th grade, and 8th grade, are implemented to accurately determine students' language proficiency levels. These assessments ensure that students are placed in appropriate language development programs that match their proficiency and learning needs. The district establishes and supports various language programs, such as Dual Language Immersion, Heritage Language programs, and World Language courses, to provide continuous language learning opportunities throughout a student's K-12 journey. Ongoing professional development for teachers and administrators is provided to ensure they are equipped with effective strategies for language instruction and cultural competency. Additionally, the district involves parents and the community in the multilingual education process through workshops, informational sessions, and resources that support language learning at home. Promoting cultural awareness and appreciation as an integral part of the multilingual pathway fosters an inclusive environment that celebrates linguistic diversity. Implementing this multilingual pathway on an LEA-wide basis ensures consistency and equity across the district, providing all students with the opportunity to become proficient in multiple languages. This approach not only enhances academic achievement but also prepares students	CAASPP, MAP, DIBELS, IDEL, number od students receiving the Seal of Bilteracy

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for a globalized world, where multilingualism is a valuable asset.	
6.1	**Action:** Renaissance PBIS **Need:** Increase school attendance and school connectedness for socioeconomically disadvantaged students **Scope:**	At Renaissance Continuation High School, creating a positive climate is crucial for addressing the needs of socioeconomically disadvantaged students (SED). With 94% of the student population being SED, it is essential to build a culture of respect and inclusivity. This approach helps all students, regardless of their socioeconomic background, feel valued and accepted, mitigating feelings of isolation and alienation that often accompany economic hardship. Recognizing and celebrating student achievements is another vital action. SED students may lack positive reinforcement at home due to various stressors related to their socioeconomic status. Publicly and frequently acknowledging student progress and accomplishments provides motivation and boosts self-esteem, encouraging SED students to stay engaged and strive for success. Encouraging student voice and leadership is also important. SED students might not always have the confidence or opportunities to express their opinions and take on leadership roles. By providing platforms for student voice and leadership, Renaissance empowers these students to actively participate in their education and community, enhancing their sense of agency and belonging. Implementing these actions on a schoolwide basis is necessary given the high percentage of SED students. A schoolwide approach promotes equity and inclusivity, ensuring that all students benefit	attendance rate, sown to grow

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		from a positive school climate. This strategy prevents any subgroup of students from feeling singled out or stigmatized and fosters a cohesive, supportive school culture. When all students and staff engage in creating and maintaining a positive climate, it strengthens the sense of community and shared responsibility, maximizing the impact and sustainability of these efforts.	
6.2	**Action:** Renaissance Attendance Program **Need:** Increase school attendance for socioeconomically disadvantaged students **Scope:**	The attendance incentive program at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged students (SED) by providing tangible rewards and recognition that can motivate and encourage regular attendance, which is often challenging for SED students due to various socio-economic barriers. By implementing this program on a schoolwide basis, where 94% of students are SED, the school ensures that the benefits reach the vast majority of the student body, promoting equity and inclusivity, and creating a unified effort to improve attendance and engagement among all students.	attendance rate
6.3	**Action:** Renaissance Student Activities **Need:** Increase Attendance Rate **Scope:**	The increase in ASB student activities at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged (SED) students by providing opportunities for engagement, leadership, and social interaction, which are often limited for SED students due to economic constraints. By organizing regular events such as themed dances, student-led clubs, community service projects, and spirit weeks, the school offers accessible and inclusive activities that enhance students' sense of belonging and community. Providing these activities on a schoolwide basis ensures that all students,	Sown to grow, Youth Truth, School Attendance

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
		including the 94% who are SED, benefit from a cohesive, supportive, and engaging school environment, promoting equity and fostering a unified school culture.	
6.4	**Action:** Renaissance College and Career **Need:** Increase graduation rate **Scope:**	The college exploration program at Renaissance Continuation High School specifically addresses the needs of socioeconomically disadvantaged (SED) students by providing them with crucial resources and guidance that they might otherwise lack due to financial and informational barriers. College fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid are tailored to help these students navigate the complexities of higher education and make informed decisions about their future. By offering this program on a schoolwide basis, where 94% of the student population is SED, the school ensures that the benefits are equitably distributed, promoting inclusivity and support for all students. This approach helps to level the playing field, giving SED students the same opportunities to explore and plan for post-high school education and careers, thereby fostering a culture of aspiration and academic success throughout the school.	graduation rate
6.5	**Action:** Renaissance Graduation Plans **Need:** Increase Graduation Rate **Scope:**	The implementation of individualized graduation plans at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged (SED) students by providing tailored support and guidance that takes into account their unique circumstances and challenges. Personalized academic counseling sessions, goal-setting meetings, and regular progress reviews ensure that each student receives focused attention and a clear roadmap to graduation, which can significantly boost their	Graduation Rate

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
		motivation and academic performance. By offering individualized graduation plans on a schoolwide basis, the school ensures that all students, including the 94% who are SED, benefit from personalized educational pathways. This approach promotes equity by giving every student the necessary support to succeed academically, regardless of their socioeconomic background. Providing these plans schoolwide fosters a comprehensive and inclusive support system, helping to close achievement gaps and improve overall graduation rates.	
6.6	**Action:** New School Family Connection **Need:** Increase Attendance **Scope:**	The after-school program at New School, addresses the needs of socioeconomically disadvantaged (SED) students by alleviating one of the many burdens faced by low-income families. By providing a practical and essential service, the school helps to reduce stress and improve the quality of life for students and families, allowing students to focus more on their education. This will provide a practical resource for socioeconomically disadvantaged families while also creating opportunities for staff to engage with parents about their child's academic progress and well-being. Offering this program on a schoolwide basis ensures that the benefits are accessible to all students, particularly given that 98% of the student population is SED. This inclusive approach promotes equity and support for the entire school community.	Attendance Rate
6.7	**Action:** New School College and Career **Need:** Increase graduation rate	The college exploration program at New School Community Day School specifically addresses the needs of socioeconomically disadvantaged (SED) students by providing them with crucial resources and guidance that they might otherwise lack due to financial and informational barriers. College fairs,	Graduation Rate

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:	campus visits, guest speakers from various professions, and workshops on college applications and financial aid are tailored to help these students navigate the complexities of higher education and make informed decisions about their future. By offering this program on a schoolwide basis, where 98% of the student population is SED, the school ensures that the benefits are equitably distributed, promoting inclusivity and support for all students. This approach helps to level the playing field, giving SED students the same opportunities to explore and plan for post-high school education and careers, thereby fostering a culture of aspiration and academic success throughout the school.	
6.8	**Action:** New School Student Activities **Need:** Increase attendance rate **Scope:**	The increase in ASB student activities at New School Community Day School addresses the needs of socioeconomically disadvantaged (SED) students by providing opportunities for engagement, leadership, and social interaction, which are often limited for SED students due to economic constraints. By organizing regular events such as community building activities, student-led clubs, community service projects, and spirit weeks, the school offers accessible and inclusive activities that enhance students' sense of belonging and community. Providing these activities on a schoolwide basis ensures that all students, including the 98% who are SED, benefit from a cohesive, supportive, and engaging school environment, promoting equity and fostering a unified school culture.	attendance rate, sown to grow, youth truth
7.1	**Action:** DISCONTINUED/DELETED: Tier 2 Academics	Hiring a reading specialist/intervention teacher for Tier 2 services addresses the needs of socioeconomically disadvantaged (SED) and Hispanic students by providing targeted, intensive	MAP(discontinued), Dibels, STAR, CAASPP

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: Increased reading and ELA proficiency **Scope:**	support to those who are struggling with ELA and math. This specialized instruction helps bridge the gap for students who require additional assistance beyond what is provided in the regular classroom setting. The reading specialist/intervention teacher can deliver customized interventions, closely monitor student progress, and adjust strategies to meet the specific needs of each student. By focusing on these groups, the action directly addresses the performance gaps highlighted on the California School Dashboard, aiming to improve academic outcomes and reduce disparities in achievement.	
7.3	**Action:** DISCONTINUED/DELETED from Virtual Academy- Tutoring **Need:** Increase Math and ELA proficiency **Scope:**	The online virtual tutoring program at Virtual Academy addresses the needs of unduplicated students, including socioeconomically disadvantaged students, English learners, and foster youth, by providing them with personalized academic support that may not be readily available at home. This program offers flexible scheduling, allowing students to access one-on-one or small group tutoring sessions tailored to their individual learning needs, reinforcing their understanding of ELA and math concepts. By implementing this program on a schoolwide basis, Virtual Academy ensures that all students, particularly those who face additional challenges, have equal access to academic support. This inclusive approach promotes equity by providing every student with the opportunity to improve their academic performance, regardless of their background or circumstances. Offering the program schoolwide also helps to create a cohesive support system that fosters a culture of learning and achievement across the entire school community.	ELPAC scores, MAP(discontinued) ,Dibels, Star, CAASPP

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
8.1	**Action:** DISCONTINUED/DELETED- Tier 2 Academics **Need:** Increased reading and ELA proficiency **Scope:**	Hiring a reading specialist/intervention teacher for Tier 2 services addresses the needs of socioeconomically disadvantaged (SED) and Hispanic students by providing targeted, intensive support to those who are struggling with ELA and math. This specialized instruction helps bridge the gap for students who require additional assistance beyond what is provided in the regular classroom setting. The reading specialist/intervention teacher can deliver customized interventions, closely monitor student progress, and adjust strategies to meet the specific needs of each student. By focusing on these groups, the action directly addresses the performance gaps highlighted on the California School Dashboard, aiming to improve academic outcomes and reduce disparities in achievement.	MAP(discontinued), CAASPP
8.3	**Action:** DISCONTINUED/DELETED:Tutoring **Need:** Increase Math and ELA proficiency **Scope:**	The online virtual tutoring program at Virtual Academy addresses the needs of unduplicated students, including socioeconomically disadvantaged students, English learners, and foster youth, by providing them with personalized academic support that may not be readily available at home. This program offers flexible scheduling, allowing students to access one-on-one or small group tutoring sessions tailored to their individual learning needs, reinforcing their understanding of ELA and math concepts. By implementing this program on a schoolwide basis, Virtual Academy ensures that all students, particularly those who face additional challenges, have equal access to academic support. This inclusive approach promotes equity by providing every student with the opportunity to improve their academic performance, regardless of their background or circumstances. Offering the program schoolwide	ELPAC scores, MAP, CAASPP

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
		also helps to create a cohesive support system that fosters a culture of learning and achievement across the entire school community.	

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
1.16	**Action:** Student access **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Aligning all Expanded Learning programs, including summer school, after school, academic clubs, and winter intersession, to the school day program and implementing the core instructional program during Expanded Learning benefits unduplicated students by providing additional opportunities for academic support, enrichment, and engagement outside of regular school hours. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to academic success and enrichment opportunities due to limited access to resources and support outside of the regular school day. By aligning Expanded Learning programs with the core instructional program and providing access to high-quality academic instruction, interventions, and enrichment activities during these extended hours, the district ensures that unduplicated students have additional time and opportunities to receive targeted support, participate in engaging learning experiences, and strengthen their academic skills and knowledge. Aligning Expanded Learning	graduation rate, MAP(discontinued), STAR, CAASPP, attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		programs ensures equity in access to additional academic support and enrichment opportunities for all students across the district, regardless of their background or individual needs. By offering these programs, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for students. Additionally, providing Expanded Learning opportunities that align with the core instructional program helps to address disparities in access to educational resources and support services, ensuring that unduplicated students have the support they need to succeed academically and reach their full potential.	
1.17	**Action:** Math supports middle/high school **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in math as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Increasing math supports at middle and high school levels to ensure students are successful in Math 1 and increase the number of students entering high school prepared to take Math 2 benefits unduplicated students by providing targeted interventions and support services that address their diverse academic needs and promote success in mathematics. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face barriers to succeeding in mathematics due to factors such as limited access to resources, gaps in foundational math skills, and lack of academic support. By increasing math supports and interventions, the district ensures that unduplicated students receive the additional instruction, tutoring, and resources they need to succeed in Math 1 and progress to higher-level math courses such as Math 2. By offering targeted interventions and support services, the district promotes inclusivity, diversity, and excellence in math education, and fosters a culture of academic	MAP(discontinued), STAR, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		achievement and equity for all students. Additionally, providing math supports helps to address disparities in math proficiency and course placement, ensuring that unduplicated students have the support they need to succeed academically and access advanced math courses that align with their interests and career aspirations.	
1.20	**Action:** STEAM and enrichment access for under represented students **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are Red in Suspension rate; **Scope:**	Providing resources for school sites for after-school STEAM and other enrichment classes for unduplicated students helps by offering them opportunities to engage in hands-on learning experiences that may not be available during regular school hours. Additionally, Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education programs and opportunities due to factors such as limited resources and/or lack of exposure. Additionally, we found a large difference between the number of fieldtrips taken at Aptos Schools versus the number of fieldtrips at Watsonville Schools. This is due to transportation. The additional resources for day fieldtrips will help to narrow this opportunity gap. These classes can enhance their academic skills, foster creativity, and spark interest in fields such as science, technology, engineering, arts, and mathematics (STEAM). Additionally, participating in enrichment classes can boost self-confidence, improve social skills, and provide a supportive environment for students to explore their interests and talents outside of the traditional classroom setting.	attendance rate
1.24	**Action:** REVISED: ADDED to 1.1: School/home connection to support early literacy	Creating a strong connection between the classroom and home to support early literacy at home benefits unduplicated students by	DRDP, DIBELS, MAP(discontinued), STAR, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. **Scope:**	empowering parents and caregivers to play an active role in their child's literacy development. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face additional challenges in accessing resources and support for early literacy development. By collaborating with various District departments to host meetings for parents and caregivers, the district ensures that families receive valuable information, resources, and strategies to support early literacy skills at home. This collaborative approach promotes equity in access to literacy support for all students across the district, regardless of their background or individual needs. By providing these opportunities district-wide, the district fosters a culture of family engagement and support, empowering parents and caregivers to actively participate in their child's education and promoting academic success for unduplicated students. Additionally, providing this support on a LEA-wide basis helps address disparities in early literacy outcomes and ensures that unduplicated students have the necessary resources and support to develop strong literacy skills from an early age, setting them up for future academic success.	
1.26	**Action:** Site-based allocations **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Allocating funds to school sites based on unduplicated student enrollment for various supports, including professional development, intervention programs, clubs, and small group instruction, directly benefits unduplicated students by addressing their unique academic and socio-emotional needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional resources and support to	School budget analysis of programs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	succeed academically and thrive in school. By allocating funds based on unduplicated student enrollment, the district ensures that schools with higher concentrations of unduplicated students receive the necessary resources to provide targeted interventions and support services that address their specific needs. Additionally, allocating funds based on unduplicated student enrollment helps to address disparities in academic outcomes and ensure that unduplicated students have the resources and support they need to succeed academically.	
1.32	**Action:** MTSS- Supplemental Classroom support **Need:** ELA support as well as language support. Identified through Dibels data in MTSS team. **Scope:** Limited to Unduplicated Student Group(s)	Supplemental 1-1 and small group support	OUTCOME :ELA, MATH and ELPAC scores. Dibels, 3x a year.
2.1	**Action:** Family Engagement and Wellness Centers **Need:** Foster Youth and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Maintaining a community wellness center for mental, physical, and emotional support significantly benefits unduplicated students by providing comprehensive wrap-around services that address their diverse needs. These centers, staffed by PVUSD personnel and mental health clinicians, and in partnership with community agencies, offer vital resources and referrals to support students and their families. This holistic approach ensures that unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, have access to essential services that promote their overall well-being and academic success.	attendance rate, families served

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Using Tier 1 strategies for parent engagement around attendance helps to address and mitigate attendance challenges by proactively involving families and providing necessary support and information. By establishing partnerships with community and district resources, such as the Wellness Center, the district creates a network of support for families facing attendance issues. Providing attendance information at new registration orientation events ensures that parents are well-informed and prepared to support their children's consistent school attendance from the outset. These initiatives, offered on an LEA-wide basis, ensure equity in access to comprehensive support services for all students across the district. By addressing mental, physical, and emotional needs, and promoting consistent school attendance, the district helps unduplicated students overcome barriers to learning, supporting their overall academic achievement and well-being.	
2.7	**Action:** Restorative Practices **Need:** Foster Youth and Economically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Implementing restorative practices on school sites as a tiered strategy for building school community and providing alternatives to school suspension benefits unduplicated students by promoting a supportive and inclusive school climate. Unduplicated students socioeconomically disadvantaged students, and foster youth, are often disproportionately affected by punitive disciplinary measures such as suspensions, which can negatively impact their academic progress and social-emotional well-being. Restorative practices focus on repairing harm, fostering accountability,	suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	and building positive relationships, which helps reduce the need for suspensions and other exclusionary practices. Providing restorative practices ensures students benefit from these supportive disciplinary strategies. This consistent, implementation promotes equity by ensuring that students have access to fair and effective alternatives to suspension. By fostering a culture of inclusivity and respect, restorative practices help create a positive learning environment where unduplicated students can thrive both academically and socially.	
2.12	**Action:** Monitoring suspension rates **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Regularly and systematically collecting and analyzing school-wide and student group data helps support unduplicated students by ensuring that programs and practices are effective and equitable. By reviewing behavior data quarterly, the district can identify and address potential disproportionality in disciplinary actions among subgroups, such as English Learners, socioeconomically disadvantaged students, and foster youth. This data-driven approach allows the district to detect trends, tailor interventions, and adjust practices to better meet the specific needs of unduplicated students. By fostering a culture of accountability and continuous improvement, the district can make informed decisions to enhance support services and ensure students receive fair and effective assistance.	Suspension rate
2.13	**Action:** DISCONTINUE : Family Welcome Center **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as	Exploring a one-stop family welcome center at the District Office helps support unduplicated students by providing their families with streamlined access to essential services and resources. Unduplicated student families may face challenges navigating multiple systems to get the support they need. A centralized welcome center simplifies this process	school enroll stability on first day of instruction

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	by offering a single location where families can access various services, including enrollment, health services, counseling, and community resources.This approach helps to address barriers to service access, making it easier for families to engage with the school district and support their children's education.	
2.17	**Action:** DISCONTINUE: not implemented - Professional Development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	To better serve unduplicated students and their families, counselors will receive targeted professional development focused on building effective, culturally responsive communication strategies. This training will enhance their ability to proactively engage families in understanding their child's academic and social-emotional progress. By improving counselor-family communication, the district aims to strengthen trust, increase participation in support services, and ensure early intervention for students who may be struggling—particularly those from historically underserved groups such as English Learners, Foster Youth, Low-Income, and Homeless students	YouthTruth data
3.1	**Action:** Academic Support **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Implementing targeted academic support programs specifically designed for foster youth helps by addressing the unique challenges these students often face, thereby improving their literacy, numeracy, and overall academic skills. Foster youth frequently experience disruptions in their education due to changes in living situations, emotional stress, and lack of consistent support, which can lead to gaps in their learning and academic performance. By providing specialized programs tailored to their needs, the district ensures that foster youth receive the additional support and resources necessary to overcome these challenges. These programs can include one-on-one tutoring, small group instruction,	DIBELS, IDEL, MAP(discontinued), STAR, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		personalized learning plans, and access to specialized educational materials and resources. Such targeted interventions help to bridge learning gaps, build foundational skills, and enhance academic confidence and engagement. .	
3.2	**Action:** Inclusive School Environment **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Fostering a supportive and inclusive school environment by increasing awareness and sensitivity among school staff regarding the unique challenges faced by foster youth helps in several important ways. When school staff understand the specific needs and difficulties that foster youth encounter, they can provide more empathetic, informed, and effective support. This awareness leads to the development of strategies and interventions tailored to foster youth, creating a more nurturing and understanding school atmosphere. By having a Student Services coordinator collaborate with Healthy Start staff, site liaisons, and counselors, the district ensures a coordinated and comprehensive approach to supporting foster youth. This collaboration enables targeted training and professional development for school staff, enhancing their ability to respond appropriately and supportively. Additionally, coordinated efforts ensure holistic support systems, providing consistent academic assistance, emotional and social support, and access to necessary resources. Increased awareness also leads to early identification of issues and prompt interventions, preventing minor challenges from becoming major obstacles. Strengthening relationships between school staff and foster youth helps these students feel more	Sown to Grow, Youth Truth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		secure, supported, and engaged in their education.	
3.3	**Action:** Attendance **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Establishing a system to monitor and support foster youth attendance on a monthly basis helps ensure these students are consistently attending school, which is crucial for their academic success. Providing attendance professional development (PD) to administrators and office staff equips them with the skills to identify and support students with chronic absenteeism. By focusing on foster youth, who often face unique challenges that can impact their attendance, the district can create targeted interventions to address these barriers.Identifying and conducting outreach to previous year's chronic absentees allows the district to understand the root causes of absenteeism and link students to the appropriate support staff and resources. This proactive approach helps prevent ongoing attendance issues by addressing the underlying problems that contribute to chronic absenteeism. By offering targeted support, such as counseling, academic assistance, or transportation, the district can help foster youth overcome obstacles that hinder their regular school attendance. Implementing this system on an LEA-wide basis ensures that all foster youth across the district receive consistent and equitable support for their attendance. This comprehensive approach helps to improve the overall attendance rates of foster youth, thereby enhancing their academic performance and engagement. By closely monitoring attendance and providing targeted interventions, the district promotes educational equity and supports the long-term success and well-being of foster youth.	Attendance Rate, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** Transition Support **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Strengthening transition support for foster youth by providing comprehensive transition planning and support services ensures successful transitions between schools and grade levels. Foster youth often experience frequent changes in their living situations, which can lead to disruptions in their education. By offering targeted transition planning, the district helps these students adjust smoothly to new educational environments, minimizing the negative impacts of such changes. The transition team, comprising Healthy Start staff, relevant site staff, resource parents, and appropriate individuals from the foster youth's wrap-team, ensures that all aspects of the student's needs are addressed. This collaborative approach allows for a holistic support system that covers academic, social, emotional, and logistical aspects of transitions. By including key stakeholders in the planning process, the team can create personalized strategies that cater to the unique needs of each foster youth, ensuring they receive the necessary support to thrive in their new school or grade level.	Attendance, MAP
3.5	**Action:** Individualized academic learning plan **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate.	Providing all foster youth with an individualized academic learning plan, monitored and reviewed annually by a site team, helps ensure that their unique educational needs are met. Foster youth often face disruptions in their education and other challenges that can impact their academic progress. An individualized plan allows for personalized learning strategies and targeted support tailored to each student's specific needs,	attendance, suspensions, MAP, graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	strengths, and goals. The annual review and monitoring by a site team, which includes teachers, counselors, and other relevant staff, ensure that the plan remains relevant and effective. This regular assessment allows for timely adjustments based on the student's progress, changing needs, or new challenges that may arise. It also provides an opportunity to celebrate achievements and set new goals, keeping the student engaged and motivated. Implementing this approach ensures that foster youth receive consistent and comprehensive academic support, which is crucial for their success. By addressing their individual needs and providing a structured plan for their educational journey, the district helps foster youth overcome obstacles, stay on track academically, and achieve their long-term educational goals. This proactive support fosters a more inclusive and equitable learning environment, promoting the overall well-being and academic success of foster youth.	
3.6	**Action:** MTSS Action Planning **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Having Site Tier 2/3 teams hold a review for all foster youth attending the school ensures that these students receive the focused attention and support they need. By regularly assessing the academic and social-emotional progress of foster youth, these teams can identify specific challenges and needs that may not be apparent through general monitoring. The findings from these reviews will inform recommendations for either Tier 1 adjustments or Tier 2 interventions. If the review identifies that a foster youth can benefit from adjustments in the general classroom setting (Tier 1), such as differentiated instruction or additional classroom resources, these changes can be implemented to better support the student	attendance, suspension, graduation rates. CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		within the regular learning environment. If the review indicates the need for more targeted support, the student can receive Tier 2 interventions, which may include small group instruction, counseling, or other specialized services designed to address specific issues.	
5.1	**Action:** English Learner placement and support **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	To ensure English Learners are correctly identified and placed in the most suitable language level or pathway, as well as any specialized programs or services they may require. By utilizing formative and summative academic and language development assessments, educational personnel can make informed decisions about placement, ensuring that English Learners receive appropriate support and instruction tailored to their individual needs. Targeted strategies will be implemented to support Long-Term English Learners (LTELs), including early identification, data-informed progress monitoring, and placement in designated ELD courses that emphasize academic vocabulary, reading comprehension, and reclassification readiness. Teachers and staff will receive professional development on addressing the unique needs of LTELs to accelerate their language acquisition and academic achievement. The SEAL of Biliteracy Ceremony recognizes and celebrates the achievements of English Learners who demonstrate proficiency in both their native language and English.	Number of English Learners making 1 year progress, LTEL's making progress
5.2	**Action:** Elementary Professional Development **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. LTEL's	Provide professional development to ensure that teachers and administrators are equipped with the necessary skills and knowledge to effectively implement English Language Development (ELD) Standards alongside the Common Core State Standards (CCSS). By providing training and support in this area, educators can enhance the	CAASPP, MAP, DIBEL, IDEL disaggregated for LTELS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	quality of instruction provided to English Learner (EL) students. The integration of designated and integrated ELD throughout the instructional day is essential for supporting the language development of EL students across various content areas. This includes targeted strategies for Long-Term English Learners (LTELs), such as differentiated instruction focused on academic vocabulary, complex text structures, and reclassification support. Educators will be trained to recognize the distinct needs of LTELs and implement scaffolds and instructional approaches to accelerate their progress. Investing in resources and professional development specifically targeted at supporting EL students helps to build upon their home language assets while also improving the overall quality of instruction they receive. This holistic approach acknowledges the importance of both English language acquisition and the preservation and development of students' native languages. By prioritizing professional development in this area, schools can better meet the diverse needs of EL students and facilitate their academic success.	
5.3	**Action:** Course Access **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard.	Allocating additional FTE positions to assist in providing English Learners with more course access and lowering class sizes significantly benefits these students by ensuring they receive more personalized and effective instruction. Smaller class sizes enable teachers to give more individualized attention to each student, addressing their specific language development	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	needs and academic challenges more effectively. This approach fosters a supportive learning environment where EL students can thrive. Increased course access allows EL students to participate in a wider variety of subjects, including advanced and elective courses, which can enhance their educational experience and broaden their academic horizons. By expanding the range of courses available to EL students, the district ensures that they are not limited in their academic pursuits and can fully engage with the curriculum.	
5.4	**Action:** English Language Development Enrollment **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	This approach ensures that each student is placed in the appropriate ELD level, allowing for targeted and effective instruction tailored to their current language proficiency. Using formative and summative assessments provides a comprehensive understanding of each student's progress and needs. Formative assessments offer ongoing insights, enabling teachers to adjust instruction in real-time, while summative assessments provide a broader evaluation of language development over time. This dual approach ensures that placements are accurate and responsive to students' evolving skills. Personnel dedicated to administering these assessments ensure that the process is efficient, reliable, and consistent across the district. This helps maintain the integrity of the data, ensuring that all EL students are fairly and accurately assessed and placed in the appropriate ELD courses.	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.5	**Action:** International Academy **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Supporting the curriculum and courses in the International Academy at the middle and high school levels, with a focus on English development for a quick transition to mainstream courses, significantly benefits newly arrived English Learners. The International Academy is designed for students who have been in the country for less than one and a half years and are at an L1 proficiency level, ensuring that these students receive intensive and targeted language instruction tailored to their unique needs. By providing a specialized curriculum that focuses on rapid English language development, the International Academy helps students acquire the language skills necessary to succeed in mainstream courses. This targeted support includes comprehensive English language instruction, as well as academic content that is accessible to students with limited English proficiency. The goal is to equip students with the foundational language skills they need to quickly and confidently transition into mainstream classes, where they can continue their education alongside their peers.	Number of English Learners making 1 year progress
5.7	**Action:** Language Line **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:**	Implementing Language Line services for staff to communicate with families of English Learners (EL) significantly benefits both students and their families. Language Line provides real-time translation and interpretation services, enabling effective communication between school staff and families who may have limited English proficiency. This service ensures that language barriers do not hinder the involvement of EL families in their children's education. For English Learners, having	Meetings with Parents

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	their families fully engaged and informed about their educational progress, school events, and available resources enhances their overall academic experience and well-being. When families can communicate effectively with school staff, they are better able to support their children's learning at home, address any issues that arise, and advocate for their educational needs.	
5.8	**Action:** College and Career Readiness **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Creating pathways to A-G courses for English Learners (ELs) entering high school with different English Language Development (ELD) proficiency levels helps increase the number of EL students who graduate A-G eligible, thereby improving their college and career readiness. This initiative recognizes the diverse starting points of EL students and provides tailored support to ensure they can access and succeed in the rigorous coursework required for A-G eligibility. By developing these pathways, the district ensures that EL students receive appropriate language support alongside their academic instruction. This might include designated ELD courses, integrated ELD support within content classes, and additional resources such as tutoring, mentoring, and academic counseling. These supports help EL students build the language proficiency and academic skills needed to excel in A-G courses. Providing these pathways on an LEA-wide basis ensures equity, as all EL students across the district, regardless of their initial proficiency level or school, have access to the necessary resources and opportunities to pursue A-G eligibility. This comprehensive approach helps to close the achievement gap, ensuring that EL students are	Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		not left behind and have the same opportunities for academic success and post-secondary options as their peers.	
5.9	**Action:** Secondary Professional Development **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing professional development for teachers and administrators to masterfully implement the English Language Development (ELD) Standards and adopted ELD curriculum significantly enhances instruction quality for English Learners , including targeted strategies for Long-Term English Learners (LTELs). This training equips educators with strategies for integrating ELD standards and differentiating instruction to support EL students at various proficiency levels. Additionally, it emphasizes building students' home language assets, promoting bilingualism and validating cultural identity.	StAR, CAASPP
5.10	**Action:** Bilingual Stipends **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing stipends to bilingual staff who directly work with English Learners (EL) supports the accessibility of instruction, translation services, and home communication. Bilingual staff can more effectively bridge language barriers, ensuring that EL students receive clear and understandable instruction. They also facilitate better communication between the school and EL families, enhancing parental involvement and support.	meeting outcomes, parent participation rate, Youth Truth
5.12	**Action:** Supplemental ELD instructional materials	Providing supplemental English Language Development (ELD) instructional materials to support emerging and expanding English learners	DIBELS, IDEL, MAP(discontinued), STAR, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	significantly enhances their language acquisition and academic success. These materials are specifically designed to address the unique needs of English learners at various proficiency levels, offering targeted support that complements the core curriculum. Supplemental ELD materials include resources such as leveled readers, vocabulary-building tools, interactive language activities, and practice exercises focused on grammar, listening, speaking, reading, and writing skills. These resources help bridge the gap between students' current language abilities and the academic demands of their grade level. By integrating these materials into their instruction, teachers can provide more personalized and effective support, ensuring that English learners receive the differentiated instruction they need to progress. This targeted approach helps students develop their English language skills more rapidly and effectively, enabling them to fully participate in all academic subjects.	
5.13	**Action:** English Learner Specialists- supplemnental **Need:** English learner language needs - LTEL focus **Scope:** Limited to Unduplicated Student Group(s)	support small group suppplemental support - push in and pull out. CO-teach as needed in ELD for supplemental support	ELPI and ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
7.2	**Action:** DISCONTINUED/DELETED from Virtual:English Language Specialist **Need:** Increase reading, ELA proficiency **Scope:**	Hiring an English Language Specialist at Virtual Academy (0.2FTE) is designed to address the needs of English Learners (ELs)and Long term English Learners by providing focused and individualized support that enhances their language proficiency, which is crucial for their overall academic success. This action ensures that EL students receive targeted instruction through individualized and small group virtual sessions, catering to their specific language needs and accelerating their language acquisition process. By developing personalized learning plans, the specialist can set achievable goals and track progress, ensuring that each student's language development aligns with their academic objectives. Additionally, the specialist will collaborate with online classroom teachers to integrate effective language development strategies into the digital curriculum, providing consistent and reinforced language support across all subjects. This focused support will help EL students improve their reading, writing, speaking, and listening skills, which are essential for success in all academic areas. By addressing these needs, the action of hiring an English Language Specialist at Virtual Academy ensures that English Learners receive the necessary support to overcome language barriers, leading to improved academic performance and greater overall achievement.	ELPAC scores, MAP(discontinued), STAR, CAASPP
8.2	**Action:** DISCONTINUED/DELETED: English Language Specialist **Need:** Increase reading, ELA proficiency	Hiring an English Language Specialist at Virtual Academy (0.2FTE) is designed to address the needs of English Learners (ELs) by providing focused and individualized support that enhances their language proficiency, which is crucial for their overall academic success. This action ensures that EL students receive targeted instruction	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope:	through individualized and small group virtual sessions, catering to their specific language needs and accelerating their language acquisition process. By developing personalized learning plans, the specialist can set achievable goals and track progress, ensuring that each student's language development aligns with their academic objectives. Additionally, the specialist will collaborate with online classroom teachers to integrate effective language development strategies into the digital curriculum, providing consistent and reinforced language support across all subjects. This focused support will help EL students improve their reading, writing, speaking, and listening skills, which are essential for success in all academic areas. By addressing these needs, the action of hiring an English Language Specialist at Virtual Academy ensures that English Learners receive the necessary support to overcome language barriers, leading to improved academic performance and greater overall achievement.	

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.

Additional Concentration Grant Funding

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

The concentration grant add-on funding will be used to increase the number of staff who provide direct services to students on school campuses with an enrollment of 55% or more of students who are socio-economically disadvantaged, English Learners and/or foster youth.

The current schools that fall under this category are Amesti, Ann Soldo, Calabasas, Cesar Chavez, E.A. Hall, Freedom, HA Hyde, Hall District, Lakeview, Landmark, MacQuiddy, Mintie White, New School, Ohlone, Pajaro Middle School, Pajaro Valley High School, Radcliff, Renaissance, Rolling Hills, Starlight, Watsonville High School.

PVUSD will be adding:
* A newcomer TOSA to support classrooms being accessible for students new to the country.
* Additional FTE to middle school for English Language Development
* Additional FTE to high school for English Language Development
* A teacher at Watsonville High School specifically to teach students new to the country
* Dual Language teachers at Freedom, Hyde, Amesti Elementary School
* Intervention Teachers at the elementary schools
* Additional mental health clinician and social emotional counselors at the middle school and high school
* Reading and Math specialists at the middle schools

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	117:1	104:1
Staff-to-student ratio of certificated staff providing direct services to students	21:1	19:1

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	161,676,451	$54,934,616	33.978%	0.382%	34.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$61,697,525.00	$10,750,923.00	$0.00	$2,224,245.00	$74,672,693.00	$56,970,039.00	$17,702,654.00

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	REVISED: Added-1.24,1.25: Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5		$11,243,735.00	$494,122.00	$11,737,857.00				$11,737,857.00	
1	1.2	Early childhood education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK, K		$88,118.00	$3,868.00	$91,986.00				$91,986.00	
1	1.3	REVISED : Added 1.14 - Supplemental Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,891,620.00	$319,952.00	$3,636,572.00	$1,575,000.00			$5,211,572.00	
1	1.4	REVISED : Combined with 1.5,1.8, 1.21-Professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,943,621.00	$192,689.00	$2,948,351.00	$187,959.00			$3,136,310.00	
1	1.5	DISCONTINUE - Professional development(combined with 1.4)														
1	1.6	Educational technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,263,091.00	$763,091.00			$500,000.00	$1,263,091.00	
1	1.7	Culturally responsive classrooms and teaching	English Learners Foster Youth Low Income	No			All Schools		$0.00	$240,818.00		$240,818.00			$240,818.00	
1	1.8	DISCONTINUE - Professional development and instructional coaching for all teachers who teach	All	No			All Schools									

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
		CTE courses-.(combined with 1.4)														
1	**1.9**	REVISED (Combined with 1.10 and 1.11) College and career development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12		$3,341,511.00	$1,952,417.00	$3,693,928.00	$1,600,000.00			$5,293,928.00	
1	**1.10**	(Discontinue & Combine with 1.9) College and career development actions														
1	**1.11**	(Discontinue & Combine with 1.9) College and career development														
1	**1.12**	Expand CTE Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WHS, PVHS		$2,563,215.00	$237,793.00	$2,801,008.00				$2,801,008.00	
1	**1.13**	Multi-tiered systems of support (MTSS) - Added/combined 1.15	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,025,918.00	$567,157.00	$4,165,742.00			$1,427,333.00	$5,593,075.00	
1	**1.14**	Discontinue/Delete--and ADDED to 1.3 - Supplemental instructional materials														
1	**1.15**	DISCONTINUE: (added to 1.13)-Support for GATE identified students														
1	**1.16**	Student access	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									0.10
1	**1.17**	Math supports middle/high school	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6-8		$0.00	$10,439.00	$10,439.00				$10,439.00	
1	**1.18**	DISCONTINUE : Latino Film Institute/Youth Cinema Project														
1	**1.19**	REVISE: El Sistema	All	No			Specific Schools: ELOP-orchestra all		$0.00	$330,000.00		$330,000.00			$330,000.00	

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
							schools & Radcliff, Hyde, Macquiddy, Mintie White, New School (CTE)									
1	1.20	STEAM and enrichment access for under represented students	All	No					$10,000.00	$1,139,879.00	$1,149,879.00				$1,149,879.00	
1	1.21	REVISED/combine: Add to 1.4 - Technology professional development														
1	1.22	DISCONTINUE - Virtual Academy class offerings														
1	1.23	REVISE: Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,753,304.00	$208,670.00	$4,961,974.00				$4,961,974.00	
1	1.24	REVISED: ADDED to 1.1: School/home connection to support early literacy														
1	1.25	REVISED: ADDED to 1.1: Smaller class size														
1	1.26	Site-based allocations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$700,000.00	$1,772,716.00	$2,472,716.00				$2,472,716.00	
1	1.27	REVISE: Elementary Visual and Performing Arts (Add/Combine 1.28 and 1.29)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,367,069.00	$192,236.00	$4,559,305.00				$4,559,305.00	
1	1.28	Discontinue/revise: Combine with 1.27 - Middle School Visual and Performing Arts														
1	1.29	Discontinue/revise: Combine with 1.27 - High School Visual and Performing Arts														
1	1.30	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$183,888.00	$426,034.00	$609,922.00				$609,922.00	

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
						Low Income										
1	**1.31**	DISCONTINUE: Seal of Civic Engagement														
1	**1.32**	MTSS- Supplemental Classroom support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Elementary: Radcliff, Valencia, Ohlone, Rio Del Mar, Mintie White, Ann Soldo, Amesti, Bradley, Calabasas, Freedom, Ha Hyde, TS MacQuiddy, Hall District K-5									.70
2	**2.1**	Family Engagement and Wellness Centers	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$399,539.00	$542,540.00	$417,079.00	$525,000.00			$942,079.00	
2	**2.2**	MTSS Implementation/ MTSS Tier 2/3/ Supplemental materials support for MTSS implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$121,401.00	$71,835.00	$163,236.00			$30,000.00	$193,236.00	
2	**2.3**	DISCONTINUE : COMBINED WITH 2.2 : MTSS Tier 2/3														
2	**2.4**	Home to School Transportation	All Students with Disabilities	No			All Schools		$4,785,908.00	$1,902,968.00	$6,688,876.00				$6,688,876.00	
2	**2.5**	DISCONTINUE - (combined with 2.2 and 2.3)Supplemental materials support for MTSS implementation														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Trauma informed training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$16,000.00	$4,878.00	$20,878.00				$20,878.00	
2	2.7	Restorative Practices	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools									.10
2	2.8	REVISED: SEL Counselors and Mental Health Clinicians	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$3,585,345.00	$95,937.00	$2,281,282.00	$1,400,000.00			$3,681,282.00	
2	2.9	Community Resources for counseling	English Learners Foster Youth Low Income	No			All Schools		$0.00	$1,000,000.00		$1,000,000.00			$1,000,000.00	
2	2.10	School culture and climate survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$63,741.00	$63,741.00				$63,741.00	
2	2.11	DISCONTINUE/DELETE: Social Emotional strategies and monitoring														
2	2.12	Monitoring suspension rates	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$21,200.00	$931.00	$22,131.00				$22,131.00	
2	2.13	DISCONTINUE : Family Welcome Center														
2	2.14	Parent Education Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$267,542.00	$14,564.00	$282,106.00				$282,106.00	
2	2.15	Family Engagement Plan	English Learners Foster Youth Low Income	No			All Schools		$0.00	$231,000.00				$231,000.00	$231,000.00	
2	2.16	District Parent Engagement Opportunities	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$239,489.00	$2,064,709.00	$302,198.00	$2,002,000.00			$2,304,198.00	

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
			Low Income			Low Income										
2	**2.17**	DISCONTINUE: not implemented - Professional Development														
2	**2.18**	College and Career Night	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$5,220.00	$5,220.00				$5,220.00	
2	**2.19**	Clubs and social activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,000.00	$19,878.00	$20,878.00				$20,878.00	
2	**2.20**	Secondary Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$2,519,217.00	$1,503,856.00	$2,347,427.00	$1,675,646.00			$4,023,073.00	
2	**2.21**	Secondary sports and extra curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$0.00	$123,951.00	$93,951.00	$30,000.00			$123,951.00	
2	**2.22**	Student Leadership, CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12		$0.00	$9,395.00	$9,395.00				$9,395.00	
3	**3.1**	Academic Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$124,128.00	$5,449.00	$129,577.00				$129,577.00	
3	**3.2**	Inclusive School Environment	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$423,145.00	$37,878.00	$425,111.00			$35,912.00	$461,023.00	
3	**3.3**	Attendance	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools									.04

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
3	3.4	Transition Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$31,032.00	$1,362.00	$32,394.00				$32,394.00	
3	3.5	Individualized academic learning plan	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$31,032.00	$1,362.00	$32,394.00				$32,394.00	
3	3.6	MTSS Action Planning	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$20,688.00	$908.00	$21,596.00				$21,596.00	
4	4.1	Graduation rates	Students with Disabilities	No			All Schools 12th grade									
4	4.2	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools 6-8									
4	4.3	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools									
4	4.4	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools									
4	4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	Students with Disabilities	No			All Schools TK-5									
4	4.6	Professional Development: UDL	Students with Disabilities	No			All Schools									
4	4.7	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools									
4	4.8	DISCONTINUE: (duplicative)Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools 6-8									

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	**4.9**	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools 9-12									
4	**4.10**	Professional development for administrators: MTSS	Students with Disabilities	No			All Schools									
4	**4.11**	Professional development for administrators: MTSS	Students with Disabilities	No			All Schools									
4	**4.12**	Support for Students with Disabilities	All	No			All Schools									
4	**4.13**	Support for Students with Disabilities	Students with Disabilities	No			All Schools									
4	**4.14**	Support for Students with Disabilities	Students with Disabilities	No			All Schools									
4	**4.15**	Support for pre-school students with disabilities	Students with Disabilities	No			All Schools ECE, TK									
4	**4.16**	Support for students' readiness for full inclusion	Students with Disabilities	No			All Schools									
4	**4.17**	Decrease suspension rates for students with disabilities	Students with Disabilities	No			All Schools									
4	**4.18**	Safety Care training	Students with Disabilities	No			All Schools									
4	**4.19**	Graduation rates	Students with Disabilities	No			All Schools Specific Schools: High Schools									
4	**4.20**	Supporting social emotional and behavioral needs of students with disabilities	Students with Disabilities	No			All Schools									
4	**4.21**	Reduce suspension rates for students with disabilities	Students with Disabilities	No			All Schools									
5	**5.1**	English Learner placement and support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$185,312.00	$12,092.00	$197,404.00				$197,404.00	

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
5	**5.2**	Elementary Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-5									.03
5	**5.3**	Course Access	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$32,740.00	$1,437.00	$34,177.00				$34,177.00	
5	**5.4**	English Language Development Enrollment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$717,571.00	$39,999.00	$757,570.00				$757,570.00	
5	**5.5**	International Academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WHS, RHMS		$468,547.00	$20,569.00	$489,116.00				$489,116.00	
5	**5.6**	Dual Language programs	English Learners	Yes	LEA-wide	English Learners	All Schools		$171,973.00	$7,550.00	$179,523.00				$179,523.00	
5	**5.7**	Language Line	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$52,195.00	$52,195.00				$52,195.00	
5	**5.8**	College and Career Readiness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,575,230.00	$216,814.00	$1,612,544.00	$179,500.00			$1,792,044.00	
5	**5.9**	Secondary Professional Development	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools 6-12		$0.00	$1,566.00	$1,566.00				$1,566.00	

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
					Group(s)											
5	5.10	Bilingual Stipends	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,013,374.00	$44,487.00	$1,057,861.00				$1,057,861.00	
5	5.11	Support for the pathway to multilingualism	English Learners	Yes	LEA-wide	English Learners	All Schools		$15,000.00	$5,878.00	$20,878.00				$20,878.00	
5	5.12	Supplemental ELD instructional materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$20,878.00	$20,878.00				$20,878.00	
5	5.13	English Learner Specialists-supplemnental	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Middle schools and High schools 6-12									.35
6	6.1	Renaissance PBIS	English Learners Foster Youth Low Income	No			Specific Schools: Renaissance High		$16,000.00	$63,000.00	$79,000.00				$79,000.00	
6	6.2	Renaissance Attendance Program	English Learners Foster Youth Low Income	No			Specific Schools: Renaissance		$7,000.00	$18,000.00	$25,000.00				$25,000.00	

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
6	6.3	Renaissance Student Activities	English Learners Foster Youth Low Income	No			Specific Schools: Renaissance		$7,000.00	$27,000.00	$34,000.00				$34,000.00	
6	6.4	Renaissance College and Career	English Learners Foster Youth Low Income	No			Specific Schools: Renaissance		$0.00	$53,000.00	$53,000.00				$53,000.00	
6	6.5	Renaissance Graduation Plans	English Learners Foster Youth Low Income	No			Specific Schools: Renaissance		$61,627.00	$0.00	$61,627.00				$61,627.00	
6	6.6	New School Family Connection	English Learners Foster Youth Low Income	No			Specific Schools: New School		$0.00	$11,000.00	$11,000.00				$11,000.00	
6	6.7	New School College and Career	English Learners	No			Specific Schools: New		$0.00	$5,000.00		$5,000.00			$5,000.00	

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
			Foster Youth Low Income				School									
6	**6.8**	New School Student Activities	English Learners Foster Youth Low Income	No			Specific Schools: New School		$0.00	$47,946.00	$47,946.00				$47,946.00	
7	**7.1**	DISCONTINUED/DELETED: Tier 2 Academics														
7	**7.2**	DISCONTINUED/DELETED from Virtual:English Language Specialist														
7	**7.3**	DISCONTINUED/DELETED from Virtual Academy- Tutoring														
8	**8.1**	DISCONTINUED/DELETED- Tier 2 Academics														
8	**8.2**	DISCONTINUED/DELETED: English Language Specialist														
8	**8.3**	DISCONTINUED/DELETED:Tutoring														

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
161,676,451	$54,934,616	33.978%	0.382%	34.360%	$53,547,197.00	1.320%	34.440 %	**Total:**	$53,547,197.00
								LEA-wide Total:	$42,950,046.00
								Limited Total:	$7,786,748.00
								Schoolwide Total:	$2,810,403.00

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**	REVISED: Added- 1.24,1.25: Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$11,737,857.00	
1	**1.2**	Early childhood education	Yes	LEA-wide	English Learners Foster Youth Low Income	TK, K	$91,986.00	
1	**1.3**	REVISED : Added 1.14 - Supplemental Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,636,572.00	
1	**1.4**	REVISED : Combined with 1.5,1.8, 1.21- Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,948,351.00	
1	**1.6**	Educational technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$763,091.00	
1	**1.9**	REVISED (Combined with 1.10 and 1.11) College and career development	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$3,693,928.00	

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	1.12	Expand CTE Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, PVHS	$2,801,008.00	
1	1.13	Multi-tiered systems of support (MTSS) - Added/combined 1.15	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,165,742.00	
1	1.16	Student access	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		0.10
1	1.17	Math supports middle/high school	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6-8	$10,439.00	
1	1.23	REVISE: Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,961,974.00	
1	1.26	Site-based allocations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,472,716.00	
1	1.27	REVISE: Elementary Visual and Performing Arts (Add/Combine 1.28 and 1.29)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,559,305.00	
1	1.30	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$609,922.00	
1	1.32	MTSS- Supplemental Classroom support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Elementary: Radcliff, Valencia, Ohlone, Rio Del Mar, Mintie White, Ann Soldo, Amesti, Bradley, Calabasas, Freedom, Ha Hyde, TS MacQuiddy, Hall District K-5		.70
2	2.1	Family Engagement and Wellness Centers	Yes	Limited to Unduplicated	Foster Youth Low Income	All Schools	$417,079.00	

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 (%)
				Student Group(s)				
2	2.2	MTSS Implementation/ MTSS Tier 2/3/ Supplemental materials support for MTSS implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,236.00	
2	2.6	Trauma informed training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,878.00	
2	2.7	Restorative Practices	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		.10
2	2.8	REVISED: SEL Counselors and Mental Health Clinicians	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,281,282.00	
2	2.10	School culture and climate survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,741.00	
2	2.12	Monitoring suspension rates	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$22,131.00	
2	2.14	Parent Education Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$282,106.00	
2	2.16	District Parent Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,198.00	
2	2.18	College and Career Night	Yes	LEA-wide	English Learners Low Income	All Schools	$5,220.00	
2	2.19	Clubs and social activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,878.00	
2	2.20	Secondary Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$2,347,427.00	
2	2.21	Secondary sports and extra curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$93,951.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.22	Student Leadership, CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$9,395.00	
3	3.1	Academic Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$129,577.00	
3	3.2	Inclusive School Environment	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$425,111.00	
3	3.3	Attendance	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		.04
3	3.4	Transition Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$32,394.00	
3	3.5	Individualized academic learning plan	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$32,394.00	
3	3.6	MTSS Action Planning	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$21,596.00	
5	5.1	English Learner placement and support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$197,404.00	
5	5.2	Elementary Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-5		.03
5	5.3	Course Access	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,177.00	
5	5.4	English Language Development Enrollment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$757,570.00	
5	5.5	International Academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WHS, RHMS	$489,116.00	
5	5.6	Dual Language programs	Yes	LEA-wide	English Learners	All Schools	$179,523.00	

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 (%)
5	5.7	Language Line	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$52,195.00	
5	5.8	College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,612,544.00	
5	5.9	Secondary Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$1,566.00	
5	5.10	Bilingual Stipends	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,057,861.00	
5	5.11	Support for the pathway to multilingualism	Yes	LEA-wide	English Learners	All Schools	$20,878.00	
5	5.12	Supplemental ELD instructional materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,878.00	
5	5.13	English Learner Specialists-supplemnental	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Middle schools and High schools 6-12		.35

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$76,870,920.00	$64,910,803.22

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**	Early Literacy	Yes	$729,555.00	$590,381.60
1	**1.2**	Early childhood education	Yes	$84,118.00	$84,737.58
1	**1.3**	Supplemental Instructional Supports	Yes	$4,661,730.00	$5,199,827.95
1	**1.4**	Professional development	Yes	$154,800.00	$170,622.83
1	**1.5**	Professional development	Yes	$1,426,355.00	$1,373,507.46
1	**1.6**	Educational technology	Yes	$1,231,000.00	$1,421,543.95
1	**1.7**	Culturally responsive classrooms and teaching		$240,818.00	$25,803.71
1	**1.8**	Professional development and instructional coaching for all teachers who teach CTE courses	Yes	$33,691.00	$22,208.95
1	**1.9**	College and career development	Yes	$1,779,382.00	$1,760,379.00
1	**1.10**	College and career development actions	Yes	$3,208,448.00	$3,134,335.12
1	**1.11**	College and career development	Yes	$149,754.00	$133,484.29

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Expand CTE Pathways	Yes	$2,683,215.00	2683575.11
1	1.13	Multi-tiered systems of support (MTSS)	Yes	$5,392,890.00	$4,837,756.90
1	1.14	Supplemental instructional materials	Yes	$60,000.00	51932.14
1	1.15	Support for GATE identified students	Yes	$15,000.00	$15,381.85
1	1.16	Student access	Yes		
1	1.17	Math supports middle/high school	Yes	$10,000.00	0.00
1	1.18	Latino Film Institute/Youth Cinema Project		$631,245.00	$854,275.80
1	1.19	El Sistema	Yes	$1,037,171.00	$878,450.00
1	1.20	STEAM and enrichment access for under represented students	Yes	$1,101,522.00	$1,079,311.09
1	1.21	Technology professional development	Yes	$2,497,852.00	$2,461,072.63
1	1.22	Virtual Academy class offerings		$606,277.00	$463,154.67
1	1.23	Personnel	Yes	$6,115,220.00	$4,992,797.32
1	1.24	School/home connection to support early literacy	Yes	$1,500.00	0.00
1	1.25	Smaller class size	Yes	$10,275,000.00	$10,275,000.00
1	1.26	Site-based allocations	Yes	$2,422,473.00	$1,509,369.35

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	1.27	Elementary Visual and Performing Arts	Yes	$3,178,090.00	$2,943,995.85
1	1.28	Middle School Visual and Performing Arts	Yes	$820,443.00	$800,709.89
1	1.29	High School Visual and Performing Arts	Yes	$369,036.00	252244.31
1	1.30	Assessment	Yes	$535,220.00	$641,764.59
1	1.31	Seal of Civic Engagement		$500,000.00	$195,066.11
2	2.1	Family Engagement and Wellness Centers	Yes	$924,539.00	$1,371,869.65
2	2.2	MTSS Implementation	Yes	$136,371.00	$321,230.72
2	2.3	MTSS Tier 2/3	Yes	$50,000.00	$66,509.87
2	2.4	Home to School Transportation	No	$6,688,876.00	
2	2.5	Supplemental materials support for MTSS implementation			
2	2.6	Trauma informed training	Yes	$20,000.00	$547.02
2	2.7	Restorative Practices	Yes		$26,450.00
2	2.8	SEL Counselors and Mental Health Clinicians	Yes	$3,585,345.00	$3,600,113.22
2	2.9	Community Resources for counseling		$1,000,000.00	$2,642,329.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	School culture and climate survey	Yes	$61,060.00	$62,000.00
2	2.11	Social Emotional strategies and monitoring	Yes	$23,750.00	$35,000.00
2	2.12	Monitoring suspension rates	Yes		
2	2.13	Family Welcome Center	Yes		
2	2.14	Parent Education Specialists	Yes	$270,242.00	$107,934.72
2	2.15	Family Engagement Plan		$231,000.00	$48,922.00
2	2.16	District Parent Engagement Opportunities	Yes	$2,291,489.00	$291,768.52
2	2.17	Professional Development	Yes		
2	2.18	College and Career Night	Yes	$5,000.00	$5000.00
2	2.19	Clubs and social activities	Yes	$20,000.00	$19,300.00
2	2.20	Secondary Sports	Yes	$3,924,355.00	$2,029,696.27
2	2.21	Secondary sports and extra curricular activities	Yes	$77,105.00	$60,000.00
2	2.22	Student Leadership, CTE	Yes	$9,000.00	$9,000.00
3	3.1	Academic Support	Yes	$206,880.00	$207,873.93
3	3.2	Inclusive School Environment	Yes	$443,145.00	$481,246.98

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	3.3	Attendance	Yes		
3	3.4	Transition Support	Yes		
3	3.5	Individualized academic learning plan	Yes		
3	3.6	MTSS Action Planning	Yes		
4	4.1	Graduation rates	No		
4	4.2	Support for Students with Disabilities: ELA	No		
4	4.3	Support for Students with Disabilities: ELA	No		
4	4.4	Support for Students with Disabilities: ELA	No		
4	4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	No		
4	4.6	Professional Development: UDL	No		
4	4.7	Support for Students with Disabilities: Math	No		
4	4.8	Support for Students with Disabilities: Math	No		
4	4.9	Support for Students with Disabilities: Math	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.10	Professional development for administrators: MTSS	No		
4	4.11	Professional development for administrators: MTSS	No		
4	4.12	Support for Students with Disabilities	No		
4	4.13	Support for Students with Disabilities	No		
4	4.14	Support for Students with Disabilities	No		
4	4.15	Support for pre-school students with disabilities	No		
4	4.16	Support for students' readiness for full inclusion	No		
4	4.17	Decrease suspension rates for students with disabilities	No		
4	4.18	Safety Care training	No		
4	4.19	Graduation rates	No		
4	4.20	Supporting social emotional and behavioral needs of students with disabilities	No		
4	4.21	Reduce suspension rates for students with disabilities	No		
5	5.1	English Learner placement and support	Yes	$189,102.00	$197,608.11
5	5.2	Elementary Professional Development	Yes		

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	5.3	Course Access	Yes	$32,740.00	$32,893.08
5	5.4	English Language Development Enrollment	Yes	$725,711.00	$676,954.37
5	5.5	International Academy	Yes	$466,812.00	$455,194.24
5	5.6	Dual Language programs	Yes	$171,973.00	$189,687.22
5	5.7	Language Line	Yes	$50,000.00	$50,000.00
5	5.8	College and Career Readiness	Yes	$1,724,230.00	$1,855,543.95
5	5.9	Secondary Professional Development	Yes	$1,500.00	0.00
5	5.10	Bilingual Stipends	Yes	$1,013,374.00	$1,013,374.00
5	5.11	Support for the pathway to multilingualism	Yes	$20,000.00	0.00
5	5.12	Supplemental ELD instructional materials	Yes	$20,000.00	0.00
6	6.1	Renaissance PBIS	Yes	$79,000.00	$31,454.35
6	6.2	Renaissance Attendance Program	Yes	$25,000.00	$14,200.43
6	6.3	Renaissance Student Activities	Yes	$34,000.00	$16,380.05

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)
6	6.4	Renaissance College and Career	Yes	$53,000.00	$3,793.20
6	6.5	Renaissance Graduation Plans	Yes	$61,627.00	$48,799.57
6	6.6	New School Family Connection	Yes	$11,000.00	$2,531.21
6	6.7	New School College and Career	Yes	$5,000.00	$2,032.53
6	6.8	New School Student Activities	Yes	$47,946.00	$42,940.02
7	7.1	Tier 2 Academics	Yes	$110,000.00	0.00
7	7.2	English Language Specialist	Yes	$28,000.00	0.00
7	7.3	Tutoring	Yes	$80,943.00	$37,934.50
8	8.1	Tier 2 Academics			
8	8.2	English Language Specialist			
8	8.3	Tutoring			

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)
56,855,199	$54,717,627.00	$53,816,654.57	$900,972.43	1.560%	1.680%	0.120%

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	Early Literacy	Yes	$507,405.00	$509,799.17		
1	1.2	Early childhood education	Yes	$84,118.00	$84,739.04		
1	1.3	Supplemental Instructional Supports	Yes	$3,086,730.00	$3,624,827.95		
1	1.4	Professional development	Yes	$89,800.00	$115,771.63		
1	1.5	Professional development	Yes	$1,426,355.00	$1,473,507.46		
1	1.6	Educational technology	Yes	$731,000.00	$907,092.85		
1	1.8	Professional development and instructional coaching for all teachers who teach CTE courses	Yes	$33,691.00	$22,427.14		
1	1.9	College and career development	Yes	$179,382.00	$180,379.00		
1	1.10	College and career development actions	Yes	$3,208,448.00	$3,148,115.12		
1	1.11	College and career development	Yes	$149,754.00	$133,484.29		
1	1.12	Expand CTE Pathways	Yes	$2,683,215.00	$2,683,575.11		
1	1.13	Multi-tiered systems of support (MTSS)	Yes	$3,965,557.00	$3,612,512.54		

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	1.14	Supplemental instructional materials	Yes	$60,000.00	$51,932.14		
1	1.15	Support for GATE identified students	Yes	$15,000.00	$15,381.85		
1	1.16	Student access	Yes			0.10	0.12
1	1.17	Math supports middle/high school	Yes	$10,000.00	0.00		
1	1.19	El Sistema	Yes	$177,194.00			
1	1.20	STEAM and enrichment access for under represented students	Yes	$1,101,522.00	$1,179,311.09		
1	1.21	Technology professional development	Yes	$2,375,293.00	$2,360,050.47		
1	1.23	Personnel	Yes	$6,115,220.00	$4,992,797.32		
1	1.24	School/home connection to support early literacy	Yes	$1,500.00	0.00		
1	1.25	Smaller class size	Yes	$10,275,000.00	$11,001,569.23		
1	1.26	Site-based allocations	Yes	$2,422,473.00	$2,159,632.77		
1	1.27	Elementary Visual and Performing Arts	Yes	$3,178,090.00	$2,943,995.85		
1	1.28	Middle School Visual and Performing Arts	Yes	$820,443.00	$800,709.89		
1	1.29	High School Visual and Performing Arts	Yes	$369,036.00	$252,244.31		
1	1.30	Assessment	Yes	$535,220.00	$641,746.59		
2	2.1	Family Engagement and Wellness Centers	Yes	$399,539.00	$406,672.63		
2	2.2	MTSS Implementation	Yes	$106,371.00	$58,709		
2	2.3	MTSS Tier 2/3	Yes	$50,000.00	$48,236		

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)
2	2.6	Trauma informed training	Yes	$20,000.00	$547.02		
2	2.7	Restorative Practices	Yes			0.42	.45
2	2.8	SEL Counselors and Mental Health Clinicians	Yes	$2,185,345.00	$2,287282.09		
2	2.10	School culture and climate survey	Yes	$61,060.00	$62,850		
2	2.11	Social Emotional strategies and monitoring	Yes	$23,750.00	$23,750.00		
2	2.12	Monitoring suspension rates	Yes			.01	.01
2	2.13	Family Welcome Center	Yes			0.02	.03
2	2.14	Parent Education Specialists	Yes	$270,242.00	$139,205.15		
2	2.16	District Parent Engagement Opportunities	Yes	$289,489.00	$291,768.52		
2	2.17	Professional Development	Yes			.91	.90
2	2.18	College and Career Night	Yes	$5,000.00	$5,000.00		
2	2.19	Clubs and social activities	Yes	$20,000.00	$19,300.00		
2	2.20	Secondary Sports	Yes	$2,248,709.00	$1,936,905		
2	2.21	Secondary sports and extra curricular activities	Yes	$47,105.00	$62,459.65		
2	2.22	Student Leadership, CTE	Yes	$9,000.00	$9000.00		
3	3.1	Academic Support	Yes	$206,880.00	$207,873.93		
3	3.2	Inclusive School Environment	Yes	$407,233.00	$434,956.27		
3	3.3	Attendance	Yes			.03	.07
3	3.4	Transition Support	Yes			.02	.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Individualized academic learning plan	Yes			.02	.03
3	3.6	MTSS Action Planning	Yes			.01	.01
5	5.1	English Learner placement and support	Yes	$189,102.00	$197,608.11		
5	5.2	Elementary Professional Development	Yes			.02	.04
5	5.3	Course Access	Yes	$32,740.00	$32,893.08		
5	5.4	English Language Development Enrollment	Yes	$725,711.00	$676,954.37		
5	5.5	International Academy	Yes	$466,812.00	$463,365.68		
5	5.6	Dual Language programs	Yes	$171,973.00	$189,687.22		
5	5.7	Language Line	Yes	$50,000.00	$50,000.00		
5	5.8	College and Career Readiness	Yes	$1,544,730.00	2098516.27		
5	5.9	Secondary Professional Development	Yes	$1,500.00	0.00		
5	5.10	Bilingual Stipends	Yes	$1,013,374.00	$1,013,374.00		
5	5.11	Support for the pathway to multilingualism	Yes	$20,000.00	0.00		
5	5.12	Supplemental ELD instructional materials	Yes	$20,000.00	0.00		
6	6.1	Renaissance PBIS	Yes	$79,000.00	$31,454.35		
6	6.2	Renaissance Attendance Program	Yes	$25,000.00	$14,200.43		
6	6.3	Renaissance Student Activities	Yes	$34,000.00	$16,380.05		
6	6.4	Renaissance College and Career	Yes	$53,000.00	$3,793.20		
6	6.5	Renaissance Graduation Plans	Yes	$61,627.00	$48,799.57		

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)
6	**6.6**	New School Family Connection	Yes	$11,000.00	$2,531.21		
6	**6.7**	New School College and Career	Yes		$6,101.44		
6	**6.8**	New School Student Activities	Yes	$47,946.00	$42,940.02		
7	**7.1**	Tier 2 Academics	Yes	$110,000.00	0.00		
7	**7.2**	English Language Specialist	Yes	$28,000.00	0.00		
7	**7.3**	Tutoring	Yes	$80,943.00	$37,937.50		

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)
165,352,973	56,855,199	.224	34.608%	$53,816,654.57	1.680%	34.227%	$631,005.14	0.382%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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