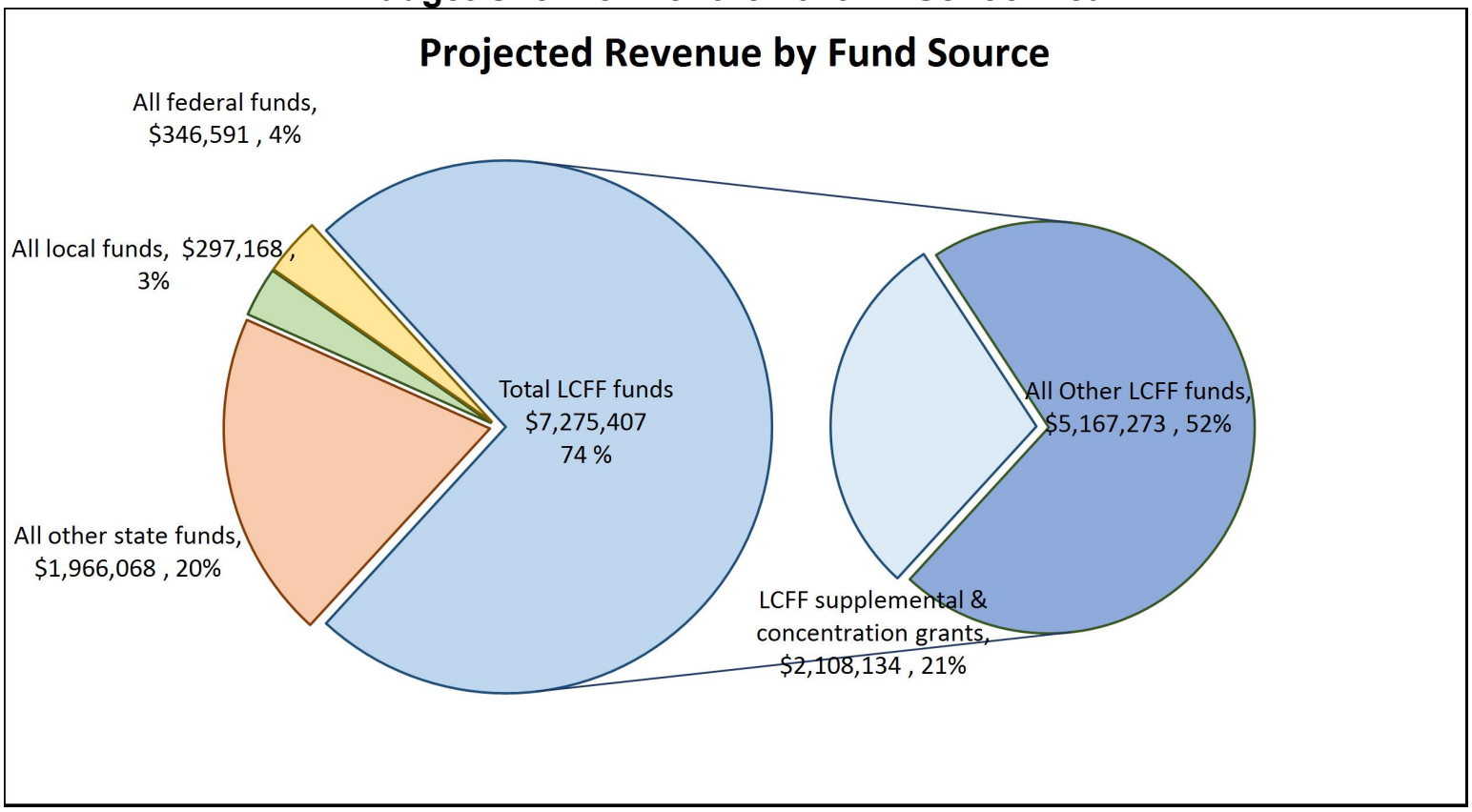
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant View Elementary
CDS Code: 54 72058 6054217
School Year: 2026-27
LEA contact information:
Mark Odsather
Superintendent
marko@pleasant-view.k12.ca.us
5597846769

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

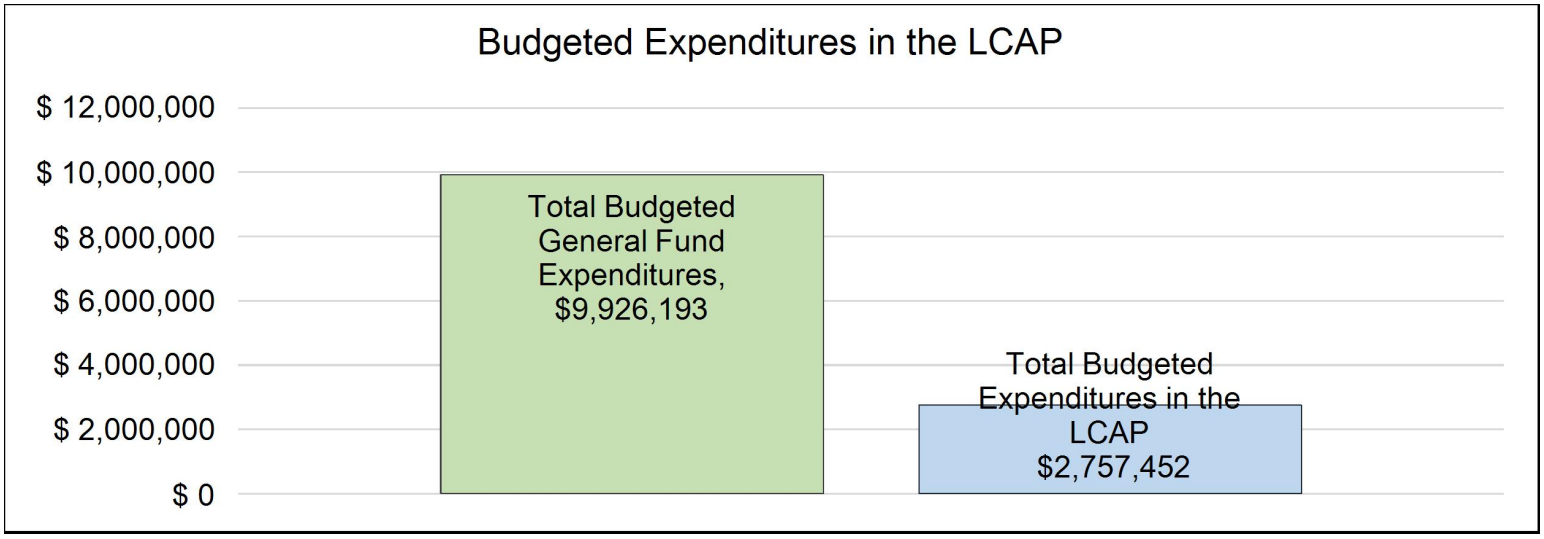


This chart shows the total general purpose revenue Pleasant View Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant View Elementary is $9,885,234, of which $7,275,407 is Local Control Funding Formula (LCFF), $1,966,068 is other state funds, $297,168 is local funds, and $346,591 is federal funds. Of the $7,275,407 in LCFF Funds, $2,108,134 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 Pleasant View Elementary plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pleasant View Elementary plans to spend $9,926,193 for the 2026-27 school year. Of that amount, $2,757,452 is tied to actions/services in the LCAP and $7,168,741 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

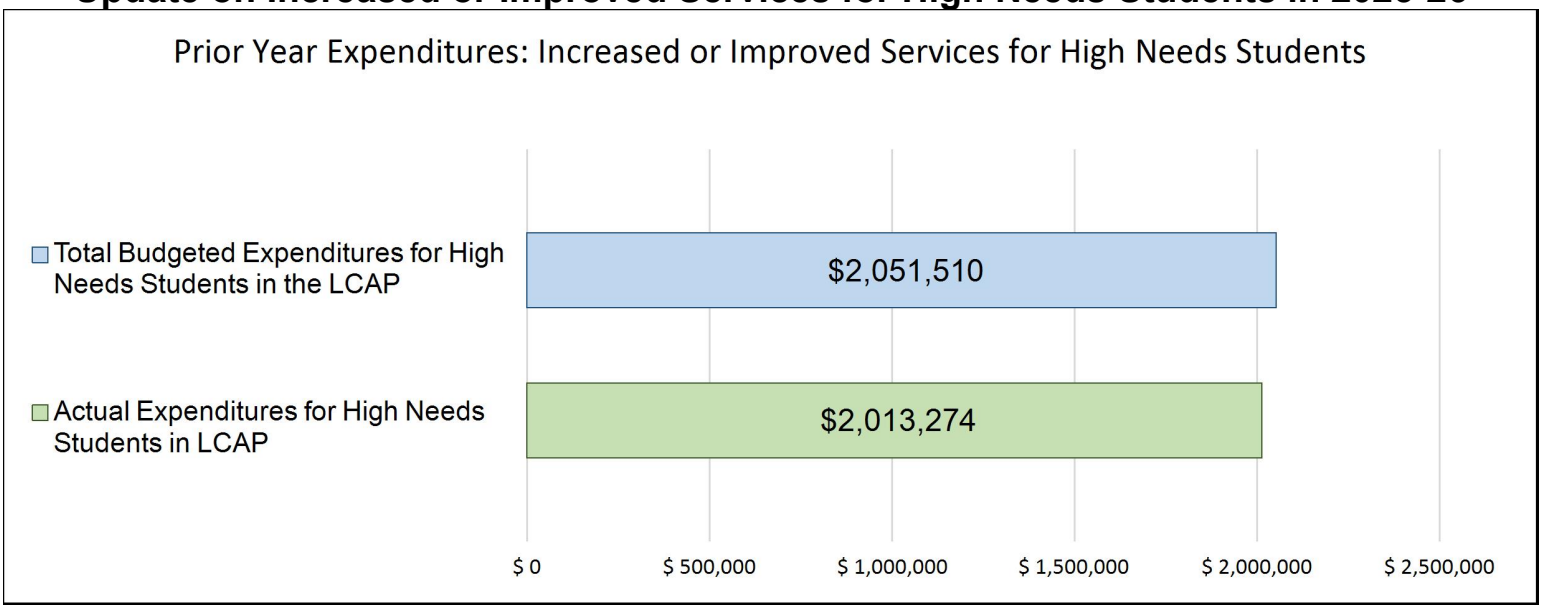
General Fund expenditures not included in the LCAP include routine operational costs necessary to maintain district operations, such as debt service, facility maintenance and repairs, utilities, insurance, legal services, audit services, and other administrative or business functions that support the overall operation of the district but are not directly tied to specific LCAP goals, actions, or services.

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

In 2026-27, Pleasant View Elementary is projecting it will receive $2,108,134 based on the enrollment of Foster Youth, English learner, and low-income students. Pleasant View Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant View Elementary plans to spend $2,145,552 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Pleasant View Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pleasant View Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Pleasant View Elementary's LCAP budgeted $2,051,510 for planned actions to increase or improve services for high needs students. Pleasant View Elementary actually spent $2,013,274 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $38,236 had the following impact on Pleasant View Elementary’s ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high-needs students were lower than budgeted due primarily to staffing vacancies, delayed hiring timelines, and cost savings in certain planned expenditures due to other Grant Funding. Despite the expenditure difference, the district implemented the majority of the planned actions and services. High-needs students continued to receive targeted academic, social-emotional, and support services throughout the year. While some services were provided at a reduced level or for a shorter duration than originally planned, the overall impact on increased or improved services for high-needs students was minimal, and the district remained committed to addressing the needs of unduplicated pupils through the implementation of its LCAP goals and action

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
Pleasant View Elementary	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597846769

Plan Summary [2026-27]

General Information

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

Pleasant View Elementary School, nestled in the unincorporated community of Poplar, with sweeping views of the Sierra Nevada mountains, serves students from transitional kindergarten through 8th grade. With an enrollment of 442 students, our school community is predominantly composed of students facing socio-economic disadvantages, and 44% of our students are English language learners.

Despite being situated in an area often regarded as one of the most impoverished in the nation, Pleasant View Elementary has emerged as a beacon of hope for families and children alike. Pleasant View has been recognized by AASA as a National Demonstration District and a National and California School to Watch.

Our school offers a robust elementary curriculum complemented by a wide array of extracurricular activities, fostering holistic development in our students. At Pleasant View, we strive to be pioneers in education, aiming to instill in every child the confidence that they possess the ability to achieve anything they set their minds to. We believe in viewing learning as a personal journey, encouraging students to embrace failure as a stepping stone toward growth.

Central to our philosophy is the belief that educators are facilitators of knowledge, guiding students through the process of learning and nurturing reflective, lifelong learners. We place great importance on building strong partnerships with all educational partners, including students, parents, and staff, recognizing the critical role they play in our students' success.

In our commitment to providing a 21st-century learning environment, we have implemented a variety of learning opportunities such as Targeted Intervention Groups in both Math and Reading geared towards bridging the gaps that have occurred in learning over the years, specifically coming off of the Global pandemic. We have implemented Paideia groups aimed at building language and opportunities for students to articulate their thoughts and engage with classmates on a variety of subjects.

Furthermore, we have placed a major emphasis on building self-regulation and self-efficacy through mentorship and relationship building with students across campuses with teachers, aids, coaches, and all staff members alike. We have incorporated a Financial Literacy element that has brought real-world understanding and a depth of knowledge in levels k-8 that has already proven to benefit our student's ability to understand how money relates to them as they navigate the complexities of the economic landscape confidently.

With the opening of our new community Expanded Learning Center, we have begun building an even stronger school-to-home connection by providing a space for families to come and connect with their children, access much-needed services, and spend quality time together. The effectiveness of these comprehensive programs is reflected in the significant increase in interdistrict transfers, with over 25% of our student body now coming from the largest local town.

Pleasant View has been awarded the Community Schools Grant offers significant benefits to impoverished and rural communities by addressing not only academic needs but also the broader social, emotional, and health challenges that often hinder student success. By transforming schools into hubs of comprehensive support services—including health care, mental health counseling, nutrition programs, and family engagement initiatives—this grant helps level the playing field for students who face systemic barriers to education. In rural areas where resources are scarce and distances to services are often great, the grant enables schools to partner with local organizations to bring essential support directly to families. This holistic approach strengthens educational outcomes, reduces absenteeism, and fosters long-term community development by empowering students and their families with the tools and resources they need to thrive.

Pleasant View also received the Bipartisan Safer Communities Act brings vital support to rural, impoverished schools by investing in mental health services, school safety, and community-based violence prevention. With money allocated for expanding mental health programs, the act helps schools hire counselors and mental health professionals who are often lacking in under-resourced areas. It also provides money to improve school safety infrastructure, such as secure entrances and emergency response training, which are critical in rural districts with limited access to emergency services. By funding programs that promote social-emotional learning, restorative practices, and positive school climates, the act supports the overall well-being of students facing economic and social challenges. These investments ensure that rural schools are better equipped to protect, support, and empower their students and families.

Our coordinators have worked diligently to create an inclusive environment where extended learning is not just accessible but also integral to our educational ethos. This is a testament to the appealing and successful educational environment we have fostered at Pleasant View Elementary, as more families seek the unique and supportive experience we offer. We ensure that every classroom is equipped with technology, providing each student with a Chromebook or iPad device.

Despite the challenges faced by many of our students, including socio-economic disadvantages and English language learning needs, we remain steadfast in our dedication to reimagining education and elevating the performance of all our students. Our plan focuses on personalized learning, empowering students to take ownership of their educational journey and fostering their self-efficacy and success habits.

Through safe and supportive learning environments, expanded facilities, increased support services, and enhanced family engagement efforts, we aim to close the achievement gap and prepare our students for success in high school and beyond. As we embark on this transformative journey, we remain committed to ongoing reflection, adaptation, and collaboration. Our partnerships with various educational partners and the utilization of funding from Title I, Title II, Title III, Title IV, and other grants underscore our dedication to realizing our objectives. Buena Vista Community Day is receiving Equity Multiplier funding to support our high risk students.

Pleasant View Elementary School is steadfast in its mission to serve as a guiding light for transformative education, ensuring equity for all learners. Our vision is to cultivate a collaborative and innovative practice for educators and an environment, prioritizing equity and inclusion, and empowering students to drive positive change within our community and beyond.

Reflections: Annual Performance

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

Our evaluation of Pleasant View School's annual performance relies on the most recent state and local data, input from educational partners, and relevant information from the 2025 Dashboard that still informs actions leading to successful outcomes. Our baseline data is drawn from the 2023 dashboard.

The following three paragraphs are in reference to the analysis of data from the 2023 Dashboard that was included in the section in the 2024-2025 LCAP. Pleasant View School has made significant strides in establishing a welcoming environment for both parents and students on an annual basis. The school actively seeks opportunities to engage and collaborate with underrepresented families, acknowledging the importance of nurturing a safe and supportive atmosphere conducive to learning. Throughout the year, various events are organized to involve all families, complemented by the endeavors of our community liaison in facilitating outreach.

To assess our progress, we utilize multiple measures, including student, parent and staff surveys. In the latest assessment, 98% of parents expressed satisfaction with the educational programs offered at our school, surpassing our target of 94%. Similarly, 100% of parents with children with special needs reported satisfaction, exceeding the target of 90%. Furthermore, our efforts to cultivate a welcoming environment are evidenced by the fact that 98% of parents reported feeling welcome at the school, meeting our target of 95%. 96% of our Teachers and staff report feeling that the school is a positive, safe and welcoming place where they and students are supported.

While our internal assessments indicate positive outcomes, it's crucial to consider insights from the 2023 California Dashboard and local data. Data from these sources highlight areas of strength, such as school safety, student belongingness, and connection to the school community. However, there are areas that require attention, particularly in academic achievement in ELA, as indicated by "red" Dashboard results for our Hispanic and EL student groups. Additionally, the academic achievement of our Hispanic, English Learners, and Socioeconomically Disadvantaged subgroups in Math is flagged as “red” on the Dashboard. Chronic absenteeism is also a concern, with “red” indicators for our All Student Group, English Learners, Hispanics, and Socioeconomically Disadvantaged subgroups according to the 2023 Dashboard.

In the 2025 Dashboard, several areas continue to require focused attention. Academic achievement in ELA remains a concern, with persistent “red” indicators for our Hispanic, Long Term English Learners, English Learners, and Socioeconomically Disadvantaged subgroups. Similarly, Math achievement continues to be flagged as “red” for our Hispanic, long-term English Learners, English Learners, and Socioeconomically Disadvantaged subgroups. Chronic absenteeism is flagged as “red" for our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. Our All Student Group is flagged as "red.” Our English Learners and Long-term English Learners are "Orange".

The internal NWEA MAP GROWTH 2025 assessment data indicate effective growth across several student performance metrics, as measured by the NWEA MAP Reading assessment. Overall, student scores increased by 12 percentile points, demonstrating positive academic progress. Notably, targeted student groups showed even stronger gains: Socioeconomically Disadvantaged students improved by 12 percentile points in ELA, English Learners experienced significant growth of 11 percentile points, and Hispanic students increased by 14 percentile points. These results reflect the impact of focused instructional strategies and support systems designed to close achievement gaps and promote equity in learning outcomes. The NWEA MAP Math assessment results show an encouraging overall increase of 14

percentile points, reflecting strong academic progress in mathematics across the student body. Socioeconomically Disadvantaged students demonstrated growth with a gain of 12 percentile points, while Hispanic students also improved by 14 percentile points. English Learners experienced a growth of 8 percentile points. Overall, the data highlights promising trends in math achievement while also identifying areas for focused intervention. The NWEA MAP Language Usage assessment results reflect overall positive growth, with student scores increasing by 15 percentile points. Socioeconomically Disadvantaged students showed a gain of 14 percentile points, and Hispanic students improved by 12 percentile points. However, English Learners experienced a slight decline of 5 percentile points, suggesting the need for enhanced language development supports for this group. While the overall trend is encouraging, the data underscores the importance of continued efforts to ensure equitable progress for all student subgroups.

Recognizing the critical role of school climate in student success, we conduct Student School Climate Surveys, revealing that a significant majority of students 96% feel connected to the school community, with various indicators surpassing our target of 90%. Additionally, our school psychologist provides direct mental health services to a significant portion of our students, surpassing our target of 15%. These efforts have been reflected in the suspension data from the California Dashboard. Despite unprecedented circumstances, our school has made considerable strides in reducing suspension rates, ensuring a safer and more inclusive learning environment. 2025 dashboard results show a Suspension rate for our All Student Group declined 1.4% with a dashboard indicator of "Green."

Despite the challenges posed by the pandemic, our school has demonstrated resilience and commitment to addressing students' needs. We have identified areas for improvement, particularly in academic achievement and student self-efficacy, and are implementing targeted interventions and support programs to facilitate growth. Professional development opportunities for teachers are prioritized to enhance instructional practices, with a specific focus on addressing the needs of diverse student populations.

Pleasant View had unspent Learning Recovery Emergency Block Grant (LREGB) funds of $44,467 for the 25-26 school year. LREBG funded actions for the 2026-27 school year can be found in Goal 2, Action 2. Additionally, Learning Recovery Emergency Block Grant (LREBG) funds will be used to support the LEA’s ongoing efforts to address the impacts of disrupted instruction and unfinished learning, particularly for student groups demonstrating the greatest academic need. Analysis of the 2025 California School Dashboard indicates that Hispanic students, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students continue to perform in the Red performance level in both English Language Arts and Mathematics. Chronic absenteeism also remains a concern, with Red indicators for the All Student group, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. These data demonstrate a continued need for targeted intervention and accelerated learning opportunities for unduplicated pupils. LREBG funds will be used to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: providing instructional aide support on an LEA-wide basis to increase access to individualized assistance, one-on-one/small-group instruction, and intervention services provided by certificated or classified staff throughout the instructional day. Additional instructional aide support will allow teachers to provide more targeted intervention, differentiated instruction, and increased opportunities for student engagement and academic recovery.
Local assessment data suggest that these strategies are contributing to positive outcomes. The 2025 NWEA MAP Growth assessments showed substantial gains among unduplicated student groups, including increases of 14 percentile points in Reading and Mathematics for Hispanic students, 12 percentile points in Reading and Mathematics for Socioeconomically Disadvantaged students, and 11 percentile points in Reading and 8 percentile points in Mathematics for English Learners. While Dashboard data indicate that achievement gaps persist, these local results demonstrate that continued investment in instructional support services is an evidence-based strategy for accelerating learning recovery and improving outcomes for the student groups with the greatest needs

Pleasant View School remains dedicated to fostering a supportive learning environment and facilitating the academic and personal growth of all students. Through collaborative efforts and targeted interventions, we strive to continually improve and ensure the long-term success of our students, informed by internal assessments, insights from the California Dashboard and local data, and observed growth in NWEA assessments.

Reflections: Technical Assistance

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

Pleasant View was identified for Differentiated Assistance in the areas of academics and chronic absenteeism for our Hispanic and socioeconomically disadvantaged students based on the 2025 Dashboard. In the spring of 2026, we began working closely with the Tulare County Office of Education to develop a plan to address these areas. As part of this process, we met with our teaching staff to analyze data and discuss ways to better support these student groups in order to improve outcomes related to both chronic absenteeism and academics. This work included the use of Analysis (Analytical Icebergs), Visioning (Aspirational Icebergs), and Root Cause Analysis protocols as we investigated the discrepancy between students' performance on statewide assessments and their performance on local assessments and the nationally normed NWEA MAP assessment, which is administered multiple times throughout the school year. The School Site Council and ELAC also participated in this collaborative process by providing input during council meetings held in April and May.

The Iceberg and Root Cause Analysis protocols revealed several critical insights. One major realization centered around students' experiences with the CAASPP assessment. We recognized that we had not dedicated sufficient time prior to testing to ensure students were familiar with the platform or knew how to effectively use the tools provided within it. In addition, many students did not fully understand the purpose of the CAASPP and therefore did not view it as an assessment that required their best effort. During a discussion with Jane Drake from the Center for Systems Awareness, she suggested having students "hack the test" to help them learn about the available tools, research effective test-taking strategies, and develop techniques to reduce testing anxiety. In response, we created a project-based learning opportunity for students in grades three through eight. After completing the project, students demonstrated a stronger understanding of the CAASPP assessment and expressed greater confidence in taking the test.

Our analysis also revealed patterns related to reading comprehension. We found that while students often demonstrate a broad understanding of the content they are learning, they are not consistently asked to apply their knowledge in ways that require deeper levels of thinking. We believe this may contribute to students not reaching the proficient and advanced levels on the CAASPP assessment. As a result, we plan to continue focusing on Reciprocal Reading strategies while also strengthening teachers' skills in asking questions and designing tasks that require students to engage in higher levels of Bloom's Taxonomy.

Although we currently have strong structures in place to address academic performance, we plan to prioritize chronic absenteeism as the primary focus of Differentiated Assistance in the coming year. Our Community Schools Director and Community Schools Coordinator will lead this work by participating in the RAISE initiative offered through the Tulare County Office of Education. Their efforts will include identifying students at risk of chronic absenteeism and implementing preventative measures such as early home visits, phone calls, regular student check-ins, and connecting students and families with needed resources and support services. These efforts are intended to identify barriers contributing to attendance concerns, suspensions, and other challenges while ensuring families receive appropriate support. The

team will also collaborate with district front office staff to review attendance reports and monitor patterns of absenteeism. In addition, they will develop an incentive program designed to encourage improved attendance and recognize student progress and effort. The overall goal is to reduce barriers, better understand student and family needs, and establish long-term supports that decrease chronic absenteeism.

We will continue providing optional professional development days for instructional aides to participate in our six full days of professional development, as outlined in Goal 2, Action 2.2. Instructional aides play a critical role during targeted reading and targeted math instruction times, and we believe strengthening their skills and instructional strategies in ELA and math will directly impact student learning outcomes in these areas.

The District also continues to utilize designated teacher leaders who oversee and support reading and math groups while providing additional assistance in the development of instructional strategies.

We remain committed to improving reading comprehension by helping students develop stronger metacognitive skills while reading. Our action plan includes modeling and co-teaching Reciprocal Reading strategies, along with weekly progress monitoring focused on students' ability to read and summarize short texts. This monitoring process is supported through Goal 2, Action 2.3. In addition, the District invested in high-interest books featuring subject matter and characters that students can relate to, while also ensuring the texts align with students' instructional reading levels for use during targeted reading instruction. These books were funded through our previous Differentiated Assistance cycle and have proven highly impactful in strengthening students' reading comprehension strategies.

In addition to the actions described above, several additional measures were identified to address LCAP metric 3.6, chronic absenteeism, among these student groups. The District will continue providing a full-time psychologist as part of Goal 3, Action 3.1, offering personalized emotional and behavioral support to students. The psychologist ensures timely intervention and counseling for students facing mental health challenges and collaborates with educators, parents, and outside agencies to develop comprehensive support plans tailored to individual student needs, contributing to both academic and personal success. Goal 3, Action 3.2 outlines the continuation of two .50 FTE part-time health/office clerks who manage health-related matters by maintaining accurate medical records, monitoring student health concerns, and facilitating communication among parents, staff, and healthcare providers. Their work promotes a safer and healthier school environment that supports student attendance and academic success. Additionally, the District will continue employing a .50 FTE part-time LVN, as noted in Goal 3, Action 3.3, to support students and health clerks in effectively managing medical needs. This includes administering medications, responding to emergencies, and maintaining health records to ensure students receive timely and appropriate care.

The District will also continue operating a Community Day Program and will add an IRC, as described in Goal 3, Action 3.4. These resources and personnel provide targeted support for students with special needs and behavioral challenges. This individualized support helps students overcome barriers to attendance while improving their ability to succeed academically. In addition, we have continued our partnership with the Center for Systems Awareness to deepen our understanding of sustainable systems change and strengthen our ability to support students and families holistically.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (Inclusive of PVEA bargaining unit)	Surveyed Teachers in January 2026 as a part of the community needs assessment to request feedback related to teacher needs, and possible actions for the LCAP. SSC Meeting Dates 10/25, 2/26, 4/26, 5/26 ELAC & DELAC Meeting Dates 10/25, 2/26, 4/26, 5/26 PVEA Leadership Meeting Dates: February 2026, April 2026, and May 2026, to build a better understanding of Instructional and Organizational Leadership to help provide input and make decisions to help with alignment of the LCAP. "As a first-grade teacher at Pleasant View Elementary School, I value the positive environment, collaborative culture, and commitment to supporting the whole child. Our staff works together to care for students academically, socially, and emotionally, creating a strong sense of community and teamwork that makes Pleasant View a meaningful place to work and grow as an educator. The teamwork and support from everyone around me is something I've grown so accustomed to, and I truly couldn't imagine working anywhere else." "As a teacher, I appreciate that our school's LCAP supports student success through small group instruction, intervention support, and project-based learning that helps students stay engaged and apply their learning in meaningful ways." "I have gained a lot of value and perspective being part of Pleasant View's continued challenge of building a model of learning that is more meaningful and practical for all involved. It has been demanding, challenging, sometimes imperfect, but the system

Educational Partner(s)	Process for Engagement
	continues to evolve to challenge and grow both student and staff beyond what has been traditionally required." "At Pleasant View, I see the best learning happening when students have real voice and choice. They get to choose topics they care about and choose how they show their understanding, as long as they are meeting the skills and standards we are assessing. I also value that our school gives teachers the freedom to grow, change, and adapt to a skills-focused environment, and supports that growth through collaboration with my co-teachers across all grade levels, support and feedback from administrators, and feedback from students." PVEA Meeting Dates: October 2025, January 2026, May 2026, and June 2026.
Parents	June 2025 Partnered with the Center for Powerful Public Schools in Los Angeles to organize Focus Groups. August 2025 Shared feedback from Focus Groups with Parents at Monthly Coffee with the community meetings Presented 2025-2026 LCAP Development to PAC for input and feedback in March 2026, April 2026, May 2026, and June 2026. Full drafts of the LCAP were shared in May and June 2026/ SSC serves as PAC and Meeting Dates 10/25, 2/26, 4/26, 5/26 ELAC & DELAC Meeting Dates 10/25, 2/26, 4/26, 5/26 SSC & ELAC involve structured collaboration to ensure English Learners' needs are represented in school planning. SSC & ELAC both monitor the implementation of services for English Learners, evaluate student outcomes & recommend adjustments in the following year's plan. Family Focus Groups May 2026 Ambassador Meeting April 2026 “As a parent and former student of Pleasant View, I have loved seeing all the opportunities and experiences my children now have access to. I can already see how much their vocabulary, learning, and confidence have grown at such a young age. It makes me happy to see the access they have to technology and the extra support from teachers and staff compared to when I attended the same school years ago. Most of all, I appreciate the relationships my children, as well as my nieces and nephews, have built with their teachers. Knowing they are genuinely cared for means so much to our family.”

Educational Partner(s)	Process for Engagement
	“When we first moved here two years ago, I was nervous and unsure of what to expect from the school. Since then, I can honestly say I have grown to love the open classroom model. Having more than one adult in the room creates a more open environment, and I feel it helps ensure students are always treated appropriately because there are more eyes and ears in the classroom. It also gives students more support and allows staff to work together to better help children learn and succeed. "From the interactions I have seen between the staff and my children, it is clear they genuinely care about the students and their well-being. As a parent, that gives me a great sense of comfort and trust.” "I value how my son and daughter are challenged to think, struggle, and grow through their moments of curiosity as well as their shortcomings during their time at Pleasant View. Their productive struggles allow them to apply real-life skills in the classroom. Their learning is authentic and not focused on earning a grade."
Students	SSC Meeting Dates 5/26 PAC 5/26 (PAC included 5 students in 6th and 8th grade) Family Focus Groups May 2026 Student Surveys May 2026 "I love picking projects, where you can choose independently without letting the teacher choose for you." "I really like all these things at Pleasant View, it makes it interesting overall, everyone is likable and fun to be around." "I like Pleasant View, there are a lot of people who are kind, and have good energy, and help out a lot." "I like the projects; they are challenging but fun" "I love the field trips because you can do hands-on activities and go to different museums." "After school activities like sports are fun and engaging." "The teachers are nice and respectful. and they support mental health and autism month." "Our Superintendent is cool, he finds our work interesting." "Each project they give us can always be interesting and make us excited to work on it." "Pleasant View is a close community. I feel like everyone is pretty close."

Educational Partner(s)	Process for Engagement
	"I enjoy the projects; we are solving real-world problems." "The TRI and TMI Classes are helpful and allow me to grow and expand my learning with other kids at my level."
Administrators	June 2025 Partnered with the Center for Powerful Public Schools in Los Angeles to organize Focus Groups. August 2025 Shared feedback from Focus Groups with Administrators Meetings with CWISTEd October 2025, November 2025, January 2026, February 2026, March 2026, April 2026, May 2026. Leadership Meeting Dates February, March, April, and May, to build a better understanding of Instructional and Organizational Leadership to help provide input and make decisions to help with alignment of the LCAP. “Pleasant View is truly one of a kind, always inspiring, watching so many people with a unified vision for their children and community.” "When visitors come to Pleasant View for the first time, they often describe it as an experience they will never forget. They leave saying they cannot “unsee” what they witnessed: every student actively engaged in learning, students collaborating with one another, and adults facilitating meaningful learning experiences while empowering students to take the lead. At Pleasant View, every person functions as part of a team. We step up to support one another, problem-solve together, and work collectively to ensure every student thrives. We take pride in fostering growth for all students, regardless of the challenges they may face. Above all, we value every child and celebrate the unique strengths and qualities each student brings to our school community. Together, these beliefs and practices create a culture where students feel supported, empowered, and inspired to reach their fullest potential."
Other School Personnel (no Classified bargaining unit in the district)	Ambassador & Meeting October 2025, January 2026, Classified Management Meetings September 2025, October 2025, January 2026, February 2026, March 2026, April 2026 Pleasant View has no classified bargaining units however we hosted classified Support Staff Survey April 2026, and Meeting Dates November 2025, January 2026, May 2026, June 2026. "As an employee, I love working at Pleasant View because of what is offered to both students and staff. Employees are encouraged to be involved in student activities and events, whether that is attending

Educational Partner(s)	Process for Engagement
	awards assemblies, games, promotions, or graduations. It creates a positive environment where students feel supported both inside and outside the classroom" "One thing I have truly come to appreciate is that, although many of us may be dealing with personal challenges in our own lives, staff continue to show up for the students each day. I have seen how teachers and staff do not allow personal struggles to interfere with teaching, supporting, and building relationships with students. It is clear that the students are the priority, and that care is felt throughout the school."
SELPA	Met with SELPA, September 2025, November 2025, December 2025, February 2026, April 2026 On going discussions around additional programs such as the Community Day and the IRC class have led to Pleasant View, Pixley, Alta Vista, Sunnyside, Sundale, Exeter and Springville working together to form a consortium to provide better services and more options for students with behavioral problems.
Community Partners	Shared feedback from Focus Groups with the School Board. August 2025 Ambassador Meeting October 2025, January 2026 Board Meetings, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026. “It’s inspiring to think about schools becoming a central place where families can find help, connection, and encouragement.” “Parents and families deserve easy access to services and support right in their own neighborhood.” “I hope kids and families will feel the positive impact of these opportunities for years to come.” “What’s happening now feels like the start of a meaningful and lasting change for the community.” "You can see the impact when you walk into classrooms, kids are developing the skills they need in life to be successful."
Buena Vista Community Day Educational Partners (Equity Multiplier)	Meeting with Administrators, Teacher, School Mental Health Support Psychologist, Triage Social Worker, September 2025, December 2025, January 2026, March 2026, April 2026. Parents were specifically consulted through dedicated family engagement nights

Educational Partner(s)	Process for Engagement
	and surveys that sought their input on how Equity Multiplier resources should be prioritized. "Buena Vista Community fosters a supportive, student-centered environment where students feel valued, capable, and connected. Students who once hesitated to begin tasks are now taking initiative, asking for support when needed, and showing greater belief in their abilities. Through encouragement, relationship-building, and individualized support, students are developing the confidence to take academic risks, engage in learning, and produce work beyond what they once thought they were capable of achieving." "The teacher at Buena Vista Community designs tasks and projects in ways that feel approachable and achievable for students. By breaking assignments into manageable steps, providing support throughout the process, and creating a positive learning environment, students experience less fear and anxiety when beginning academic tasks. This approach helps students build confidence, stay engaged, and realize they are capable of accomplishing more than they originally believed" "Beyond the classroom, opportunities such as working alongside our staff in the cafeteria help students feel valued, important, and connected to the school community. These opportunities build confidence, accountability, and a sense of purpose, showing students that they matter and that their contributions have a positive impact on others." "The social-emotional support allows us to surround these students with all tools they need to be successful" Student:s Before, I could only write 3-4 sentences, now I can actually write essays.” “Before coming here, I was scared to ask for help, and I would just take the work home, now I feel comfortable asking for help when I need it.” “I also learned that being placed in BVCD helped me better myself and understand that what I’ve done was wrong.”-

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

Collaborative Foundation of the LCAP Development
The development of the adopted Local Control and Accountability Plan (LCAP) was grounded in meaningful collaboration with a broad range of educational partners, including parents, students, teachers, classified staff, and administrators. This inclusive process was designed to ensure the LCAP reflects the needs, priorities, and aspirations of the entire school community. Rather than being developed in isolation, the plan evolved through surveys, focus groups, advisory committees, public meetings, and ongoing stakeholder engagement opportunities. Drafts of the LCAP were shared with educational partners and committees to provide opportunities for authentic feedback and collaborative input. The Superintendent will respond in writing to comments shared by members of ELAC/DELAC, SSC, and PAC as a part of the feedback process. This process helped create a plan that not only meets state requirements but also reflects the lived experiences and insights of those directly impacted by its implementation. This collaborative foundation established a shared vision focused on educational success, equity, and continuous improvement.

Parent and Community Partners Engagement and Influence
Parents played an instrumental role in informing the LCAP by sharing perspectives on the academic, social, and emotional needs of their children. Their feedback highlighted the importance of expanding access to intervention programs, mental health supports, technology, and meaningful learning opportunities that encourage critical thinking, perseverance, and real-world application of skills. Parents also emphasized the value of strong family-school partnerships, clear communication, and safe, inclusive learning environments where students feel supported and challenged to grow. Families expressed appreciation for collaborative classroom structures, caring relationships between staff and students, and learning environments that promote both academic success and personal development. As a result of this input, the LCAP includes actions focused on strengthening family engagement, expanding support systems, increasing parent education opportunities, and providing authentic learning experiences that support the whole child. Community partners emphasized the importance of schools serving as centers of connection, opportunity, and support for students and families. They recognized the impact of providing accessible resources, meaningful partnerships, and learning opportunities that help students develop the skills necessary for long-term success. Their feedback reinforced the district's commitment to expanding community partnerships, strengthening family supports, and creating learning experiences that prepare students for future success both inside and outside the classroom.

Student Voice and Representation
Students were central to the LCAP development process, providing valuable insight into their educational experiences and school environment. Their feedback emphasized the importance of engaging, hands-on learning opportunities that encourage collaboration, creativity, critical thinking, and real-world problem-solving. Students also expressed appreciation for opportunities to participate in projects, extracurricular activities, field trips, and academic programs that allow them to explore their interests and challenge themselves academically. In addition, students highlighted the importance of positive relationships with teachers and peers, supportive learning environments, and a school culture where they feel respected, included, and valued. Student input directly influenced LCAP priorities related to school climate, student engagement, enrichment opportunities, social-emotional supports, and student-centered instructional practices.

Teacher and Staff Contributions
Teachers contributed their professional expertise by identifying instructional needs, student performance trends, and resource gaps that impact classroom effectiveness. Their feedback emphasized the importance of maintaining a collaborative school culture where staff work together to support the whole child academically, socially, and emotionally. Teachers highlighted the value of small-group instruction, intervention supports, project-based learning, differentiated instruction, and meaningful learning experiences that actively engage students.

Educators also emphasized the importance of professional growth, innovation, technology integration, and instructional practices that prepare students with practical and transferable skills. These contributions helped shape LCAP actions related to instructional support, intervention services, professional development, and student engagement initiatives. Classified staff and other school personnel also provided valuable perspectives regarding school climate, student support systems, and collaborative practices across the school community. Their feedback reflected the importance of teamwork, relationship-building, and fostering an environment where students feel encouraged, recognized, and supported both inside and outside the classroom. Their input contributed to LCAP actions focused on strengthening school culture, improving support services, and enhancing collaborative schoolwide systems.

Administrative Leadership and Alignment
School and district administrators played a critical role in facilitating the integration of educational partner input into a cohesive plan aligned with district goals and California's state priorities. Administrators provided strategic oversight to ensure feedback was translated into actionable goals, measurable outcomes, and sustainable initiatives that can be effectively implemented across school sites. Administrative feedback emphasized the importance of maintaining a unified vision centered on collaboration, student-centered learning, equity, innovation, and continuous improvement. Leaders highlighted the value of creating learning environments where students actively participate in meaningful educational experiences while staff work collectively to support student success. Their leadership ensured that community-driven insights were embedded into a practical and accountable plan capable of driving long-term systemic growth and improvement.

Outcome: A Community-Informed Plan for Continuous Growth
The 2026–27 Local Control and Accountability Plan reflects a year of meaningful engagement with students, families, staff, administrators, and community partners. Through surveys, meetings, advisory groups, and ongoing dialogue, educational partners helped shape priorities that address both current needs and long-term aspirations for Pleasant View students. Input gathered throughout the development process affirmed the importance of sustaining investments in academic support, student well-being, family partnerships, staff development, and opportunities that foster deeper learning and student engagement. Educational partner feedback also provided valuable insight that guided refinements to existing actions and informed areas for continued growth and improvement. The resulting LCAP represents more than a compliance document—it serves as a shared commitment to student success and a reflection of the values, priorities, and aspirations of the Pleasant View community. By engaging educational partners throughout the process, the district strengthened collaboration, increased transparency, and reinforced a collective responsibility for ensuring every student has access to the support, opportunities, and learning experiences needed to thrive.

ACTION 1.1 was a result of Teachers sharing the need for more structured ways to address gaps in the skills of students. Teachers also focused on the importance of life readiness skills and a more personalized approach to learning. In addition, Parent feedback was consistent in sharing that one-on-one, small group instruction to help students was a priority and the need to develop a more personalized approach to learning and life readiness skills is needed. This feedback led to the creation of Action 1. to allow for additional time throughout the year to help teachers and staff build skills and for additional time to plan.
ACTION 1.2 was a result of Teachers, Parents and students expressing satisfaction with our small personalized class sizes and support groups.

ACTION 2.1 was a result of School Board, Parents, Students, Staff, and Teachers all in agreement that a more personalized approach to building academic and life readiness skills was very important to the development of the students at Pleasant View Elementary. There was consistent feedback from teachers an staff that materials and supplies are needed to more personalize these opportunities. Administrators

and the School Board believe that there is also a need for programs that help the school assess students' progress on a more personalized level.
ACTION 2.2 was a result of Teachers, Parents, expressing ongoing support of sufficient staff to meet the more personalized needs of students, whether, small group or one-on-one support. In addition to providing Instructional Aides in every classroom. Teachers, Administrators, and Staff expressed the need to provide ongoing professional development of the Instructional Aides to better support the needs of students.
ACTION 2.3 was a result of Teachers, Administrators, Parents, and Students all feeling that the small group instruction provided for their students through things like TRI and TMI were beneficial. In order to organize and better support those students the district needs someone to monitor ongoing assessments in real-time to provide timely feedback to Teachers, Administrators, Staff to organize the groups and make sure we are monitoring all student's progress.
ACTION 2.4 was a result of Administrators, Teachers, Staff, and the School Board expressing the need to continue to support our English learners as well as support in literacy development. By helping staff directly working with students build strategies to best support their reading and language development.

ACTION 3.1, 3.2, 3.3 These priorities were a result of the feedback the district received from all Educational Partners, affirming that the health and safety of our students is the number one priority. Through surveys, educational partners expressed deep concern about the socio-emotional health of our students. There were multiple requests from teachers, administrators, staff, parents, and students to maintain and expand staffing to support student and family well-being, with specific emphasis on mental health.
ACTION 3.4 was a result of feedback from ALL educational partners that the health and safety of students is a top priority. In order to address this concern, the district has partnered with other local school districts to provide alternative programs(Buena Vista Community Day and an IRC program)for students with behavioral needs. This action will allow those students to have access to programs that will better meet their socio-emotional and academic needs. Consultation efforts included multiple touchpoints with teachers, classified staff, administrators, parents, and community members. These engagements took place through School Site Council meetings, ELAC (English Learner Advisory Committee), staff collaboration sessions, and targeted family input events. Pleasant View Elementary School District consulted educational partners—including staff, families, and students—at its Equity Multiplier-funded school through site council meetings, parent engagement sessions, and staff collaboration to inform the development of the LCAP and the required site-specific goal. Parents were specifically engaged through surveys and meetings, where they prioritized increased behavioral support and targeted academic interventions to address the needs of all students.
ACTION 4.1 was the result of Parents, Students, Teachers, Administration, and School Board partners consistently expressing the need to provide newer 21st-century facilities that better align with an all-around learning environment for students. Parents and Students expressed that they would like to see additional facilities such as a: Multipurpose facility, Facilities for Arts and Music, Science & Technology. In addition, Parents expressed the need for facilities that meet and provide access to the basic needs of our families, Medical, Dental, and Mental Health. Students expressed interest in updated bathroom facilities on the Pleasant View West Campus. In addition, School Board Members, Administration, and Teachers expressed the need to modernize older buildings with updated Technology and furniture.
ACTION 4.2 was a result of Students, Teachers, and Administration expressing the need for timely tech support to maintain the basic operations of the school.
ACTION 5.1 educational partners were presented with data related to the Equity Multiplier, including student achievement metrics, chronic absenteeism, and access to academic, behavioral and social-emotional supports.

Parents were specifically consulted through dedicated family engagement nights and surveys that sought their input on how Equity Multiplier resources should be prioritized. Feedback from parents emphasized the need for increased small-group behavioral and academic support, mental health services,

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Offer each student at PVESD a personalized learning journey centered on Self Efficacy, Habits of Success, and the Instructional Core (Teacher, Student, and Content), integrating competency-based learning and life readiness skills. This encompasses comprehensive adherence to the ELA/ELD and Math California Standards, ensuring a robust and challenging curriculum, along with additional learning opportunities to expedite individual growth. These initiatives are supported by the LCFF Concentration Add-on Grant funds.	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The development of the goal outlined above arises from working closely over the last year with our educational partners to create a vision for student learning. In analyzing the Dashboard results, we prioritized creating actions addressing the "red" Dashboard performance results in ELA for the English Learner and Hispanic student groups, as well as prioritizing actions to address the "red" performance Dashboard results for the All Students, English Learner, Hispanic, and SED student groups in the area of Math. It incorporates a blend of educational philosophies, organizational priorities, and external funding considerations. Parents and families seek personalized learning experiences that cater to their children's unique needs, fostering engagement and academic success. They value initiatives centered on self-efficacy and habits of success, recognizing the importance of developing essential life skills alongside academic knowledge.

Teachers aim to create an instructional environment that empowers students to take ownership of their learning. They prioritize integrating competency-based learning and life readiness skills into the curriculum to prepare students for success beyond the classroom. Together, parents, families, and teachers advocate for comprehensive adherence to academic standards while providing additional learning opportunities to expedite individual growth. They appreciate support from initiatives like the LCFF Concentration Add-on Grant funds, which enable the implementation of these student-centered approaches. In essence, parents, families, and teachers share a common vision: to provide students with a well-rounded and inclusive education that equips them with the skills, knowledge, and confidence to thrive in all aspects of life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Growth	CAASPP ELA 78.1 points below standard - 2023 Dashboard. source: CA Dashboard (Data Year: 2022-23)	CAASPP ELA 85.6 points below standard - 2024 Dashboard. source: CA Dashboard (Data Year: 2023-24)	CAASPP ELA 88.6 points below standard - 2025 Dashboard. source: CA Dashboard (Data Year: 2024-25)	CAASPP ELA 69.1 points below standard- 2023 Dashboard. Growth towards standard 9+ points total.	CAASPP ELA -8.5
1.2	CAASPP Math Growth	CAASPP Math 107.8 points below standard - 2023 Dashboard. source: CA Dashboard (Data Year: 2022-23)	CAASPP Math 108.4 points below standard - 2024 Dashboard. source: CA Dashboard (Data Year: 2023-24)	CAASPP Math 113.3 points below standard - 2025 Dashboard. source: CA Dashboard (Data Year: 2024-25)	CAASPP Math 99.8 points below standard- 2023 Dashboard. Growth towards standard 9+ points total.	CAASPP Math - 5.5
1.3	K-8th NWEA MAP ELA Growth	K-8th NWEA MAP ELA 26th Percentile source: NWEA Report (Data Year: 2023-24)	K-8th NWEA MAP ELA 27.6 Percentile source: NWEA Report (Data Year: 2024-25)	K-8th NWEA MAP ELA 38th Percentile source: NWEA Report (Data Year: 2025-26)	K-8th NWEA MAP ELA Target is the 29th percentile	NWEA MAP ELA 38 = +12
1.4	K-8th NWEA MAP Math Growth	K-8th NWEA MAP MATH 25th percentile source: NWEA Reports (Data Year: 2023-24)	K-8th NWEA MAP MATH 28.85th percentile source: NWEA Reports (Data Year: 2024-25)	K-8th NWEA MAP MATH 38.4th percentile source: NWEA Reports (Data Year: 2025-26)	K-8th NWEA MAP MATH Target is the 28th percentile	NWEA MAP Math 38.4 = +13.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	3rd-8th NWEA MAP Language Growth	3rd-8th NWEA MAP Language Use 26th percentile source: NWEA Reports (Data Year: 2023-24)	3rd-8th NWEA MAP Language Use 27.6th percentile source: NWEA Reports (Data Year: 2024-25)	3rd-8th NWEA MAP Language Use 41st percentile source: NWEA Reports (Data Year: 2025-26)	K-8th NWEA MAP Language Use Target is the 29th percentile	NWEA MAP Language Use 41 = +15
1.6	Percentage of Fully Credentialed Teachers Percentage of Teachers Appropriately Assigned	Fully Credentialed Teachers - 74% Teachers Appropriately Assigned - 100% (Data Year: 2023-24)	Fully Credentialed Teachers - 74% Teachers Appropriately Assigned - 100% (Data Year: 2024-25)	Fully Credentialed Teachers - 86% Teachers Appropriately Assigned - 100% (Data Year: 2025-26)	100% of teachers are fully credentialed (possess either a Clear or Preliminary Credential) 100% of teachers are appropriately assigned	FCT 84% = +12% TAA 100% = 0 No Difference
1.7	% of students having sufficient standards-aligned materials.	2023-2024 100% of students have sufficient standards-aligned materials.	2024-2025 100% of students have sufficient standards-aligned materials.	2025-2026 100% of students have sufficient standards-aligned materials.	100% of students have sufficient standards-aligned materials.	100% = 0 No Difference
1.8	Broad Course of Study	2023-2024 100% of Students 100% of Socio-economically Disadvantaged 100% of English Learners have access to a broad course of study including unduplicated	2024-2025 100% of Students 100% of Socio-economically Disadvantaged 100% of English Learners have access to a broad course of study including	2025-2026 100% of Students 100% of Socio-economically Disadvantaged 100% of English Learners have access to a broad course of study including	100% of Students have access to a broad course of study including unduplicated pupils and students with exceptional needs.	100% = 0 No Difference for all student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		pupils and students with exceptional needs.	unduplicated pupils and students with exceptional needs	unduplicated pupils and students with exceptional needs		
1.9	Implementation of California State Standards including student access to ELD Standards.	2023-2024 implemented the California State Standards. LOCAL INDICATOR #2 MATH - FULL IMPLEMENTATION HISTORY - FULL IMPLEMENTATION ELA - FULL IMPLEMENTATION SCIENCE - FULL IMPLEMENTATION ELD - FULL IMPLEMENTATION	2024-2025 implemented the California State Standards. LOCAL INDICATOR #2 MATH - FULL IMPLEMENTATION HISTORY - FULL IMPLEMENTATION ELA - FULL IMPLEMENTATION SCIENCE - FULL IMPLEMENTATION ELD - FULL IMPLEMENTATION	2025-2026 implemented the California State Standards. LOCAL INDICATOR #2 MATH - FULL IMPLEMENTATION HISTORY - FULL IMPLEMENTATION ELA - FULL IMPLEMENTATION SCIENCE - FULL IMPLEMENTATION ELD - FULL IMPLEMENTATION	Implementation of California State Standards including student access to ELD Standards. LOCAL INDICATOR #2 MATH - FULL IMPLEMENTATION HISTORY - FULL IMPLEMENTATION ELA - FULL IMPLEMENTATION SCIENCE - FULL IMPLEMENTATION ELD - FULL IMPLEMENTATION	MATH - FULL IMPLEMENTATION = NO CHANGE HISTORY - FULL IMPLEMENTATION = NO CHANGE ELA - FULL IMPLEMENTATION = NO CHANGE SCIENCE - FULL IMPLEMENTATION = NO CHANGE ELD - FULL IMPLEMENTATION = NO CHANGE
1.10	% of Teachers Fully Credentialed	2023-2024 74% of Teachers Fully Credentialed	2024-2025 74% of Teachers Fully Credentialed	2025-2026 96% of Teachers Fully Credentialed	100% of Teachers Fully Credentialed	FCT 96% = +22%

Goal Analysis [2025-26]

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

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

The implementation of these actions has been highly successful, with each initiative contributing to strengthened instructional quality, increased student engagement, and enhanced teacher development. All three efforts—Certificated Professional Development through the 8 Extra Service Days, expanded educational offerings including early childhood and alternative programs, and support for new teacher induction—were carried out largely as planned, with minimal adjustments.
Action 1.1 A key strength of the 8 Extra Service Days was the high level of participation among both certificated and classified staff, along with overwhelmingly positive feedback. This dedicated time fostered greater collaboration among educators and improved instructional alignment across classrooms.
Action 1.2 In expanding the course of study and related supports, the District emphasized building the capacity of new teachers, resulting in more personalized instruction and enriched classroom experiences for students.
Action 1.3 The Teacher Induction Program (TIP) was also implemented as intended, with the District covering associated costs and providing access to meaningful workshops. New teachers have consistently expressed appreciation for this support, noting increased confidence and readiness in their instructional roles.
Overall, implementation proceeded smoothly without notable challenges. These efforts have resulted in measurable improvements and have been positively received by teachers, students, and parents alike, reflecting strong alignment with the District's goals for teaching and learning.

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 are no material differences between the budgeted expenditures and estimated actual expenditures. The expenditures and service improvements have aligned closely with the original projections, reflecting effective resource allocation and the successful execution of planned initiatives.

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

Action 1.1 was determined to be effective because implementation evidence and multiple contributing measures indicate that the additional certificated professional development days have strengthened instructional capacity and improved teaching practices across the district. Teachers consistently reported that the dedicated collaboration and training time enhanced curriculum alignment, data analysis, and instructional planning, resulting in greater instructional coherence and increased confidence in meeting student needs. While Metrics 2.1 and 2.2 showed declines during the reporting period, the LEA recognizes that changes in student outcome data often lag behind improvements in instructional practice. Several factors, including post-pandemic learning recovery, changes in student demographics, and ongoing academic and social-emotional needs, may have influenced these outcomes. At the same time, other contributing metrics (2.3, 2.4, 2.5, and 2.6) demonstrated positive trends, and qualitative feedback from staff reflected meaningful improvements in instructional effectiveness. The LEA will continue monitoring Metrics 2.1 and 2.2 to ensure that gains in teacher capacity translate into improved student outcomes over time. Based on the strong implementation evidence, positive staff feedback, and favorable performance on multiple related measures, the LEA

concludes that Action 1.1 remains effective while recognizing the need for ongoing attention to areas showing decline.(Contributing Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6) – EFFECTIVE
Action 1.2 was determined to be effective because implementation evidence and multiple contributing measures indicate that the expanded course of study, increased staffing, reduced class sizes, alternative educational programs, and enrichment opportunities have strengthened student engagement, access, and support throughout the district. Feedback from students, families, and staff consistently reflects positive impacts, including more personalized instruction, stronger relationships between students and educators, increased opportunities for academic and social-emotional growth, and enhanced learning experiences through field trips and expanded programming.
While Metrics 2.1 and 2.2 showed declines during the reporting period, the LEA recognizes that student achievement outcomes may not immediately reflect the benefits of expanded programs and supports. Factors such as continued recovery from pandemic-related learning disruptions, changes in student demographics, and ongoing academic and social-emotional needs may have contributed to these results. At the same time, other contributing metrics (1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.3, 2.4, 2.5, and 2.6) demonstrated stable or positive trends, and stakeholder feedback provided strong evidence that students are benefiting from the additional opportunities and supports provided through this action. The LEA will continue to monitor Metrics 2.1 and 2.2 and evaluate whether the expanded services and learning opportunities lead to improved academic outcomes over time. Based on the successful implementation of the action, positive stakeholder feedback, increased access to supports and enrichment, and favorable performance across multiple related measures, the LEA concludes that Action 1.2 remains effective while recognizing the need for continued attention to areas showing decline.
The District's support for new educators in becoming highly qualified has been impactful in building teacher capacity. Teachers have expressed strong appreciation for this support, noting increased preparedness, confidence, and overall effectiveness in their instructional practice. (Contributing Metrics 1.3, 1.6) – EFFECTIVE

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.

There have been no changes made to the planned goals, metrics, target outcomes, or actions for the coming year, as we believe more time is needed to fully assess the impact of the current initiatives. While initial feedback has been positive, we feel it is important to allow sufficient time for these efforts to show more concrete results, particularly in areas such as teacher development and student engagement. The focus for the upcoming year will remain on the continued implementation of the current strategies, with further adjustments considered after evaluating their longer-term effects.

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	Certificated Professional Development (8 Extra Service Days)	#1 To Improve the quality of Instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used to address the red dashboard results in ELA for English Language Learners, Hispanic	$136,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		groups, This will also be used to address the red dashboard results in Math for English Language Learners, Hispanic groups, All Student groups, and SED groups. • To review and analyze data to drive planning for instruction • For adult learning experiences focused on the instructional core • Cross grade level and vertical collaboration		
1.2	Broad Course of Study/ Early Childhood Staff/Reduce Class Sizes/Alternative Educational Programs	We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study and To improve the quality of instructional programs the district will offer a Pre-K/TK class with highly qualified Teachers, and hire additional teachers to reduce class: student to teacher ratios. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school. (This Action includes LCFF Concentration Add-on Grant funds)	$517,042.00	Yes
1.3	Appropriately Assigned Teachers	We realize the importance of having appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs, as well as workshops to help new teachers become Highly Qualified.	$12,423.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each student will benefit from personalized educational experiences, including competency-based learning and life readiness skills, along with extended learning opportunities designed to meet their specific needs and interests. Emphasis will be placed on supporting English learners, special education students, socio-economically disadvantaged, homeless, and foster youth, ensuring a well-rounded and inclusive educational approach.	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.

The development of the goal outlined above is influenced by several key factors, particularly when viewed through the perspectives of English Learners, socio-economically disadvantaged students, and those with special education needs. Recognizing the diverse learning needs of these groups adds significant weight to the goal. For English Learners, socio-economically disadvantaged students, and those with special needs, a tailored approach to education is essential. Traditional methods may fall short in addressing their unique challenges or leveraging their individual strengths. Therefore, the goal emphasizes creating personalized educational experiences that cater to their distinct learning styles, interests, and abilities.

In analyzing the Dashboard results, we prioritized creating actions to address the "red" performance indicators. Specifically, we focused on English Learners and Hispanic students in English Language Arts (ELA) and targeted the "red" performance results in Math for All Students, English Learners, Hispanic, and socio-economically disadvantaged student groups. Competency-based learning emerged as a crucial strategy, offering these students a pathway to progress at their own pace. This approach ensures a deeper understanding of the material and fosters a sense of achievement, which is particularly beneficial for English Learners and students with special needs who may require more time and support.

Beyond academic skills, equipping students with life readiness skills is vital for their future success. English Learners, socio-economically disadvantaged students, and those with special needs may face additional challenges in navigating personal, academic, and professional contexts. Thus, the goal places emphasis on developing skills such as critical thinking, problem-solving, communication, and adaptability. These competencies empower students for life beyond the classroom and help prepare them for various future scenarios.

Extended learning opportunities are also critical for these subgroups. Real-world experiences outside the traditional classroom setting, such as community service projects and enrichment programs, provide valuable avenues for practical application and skill development. These experiences help bridge learning gaps and enhance overall outcomes.

Ultimately, the goal underscores a commitment to equity and inclusion by ensuring that all students, regardless of background or ability, have access to high-quality education and opportunities for success. By providing targeted support and resources, the aim is to address specific needs and overcome barriers to academic achievement. In summary, the goal reflects a holistic approach to education that prioritizes the diverse needs of English Learners, socio-economically disadvantaged students, and those with special needs, preparing all students for success in an ever-changing world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Growth	CAASPP ELA * Socio-economically Disadvantaged 80.2 points below standard *EL Students) 87 points below standard * Hispanic 83.3 points below standard. (Data Year: 2022-23)	CAASPP ELA * Socio-economically Disadvantaged 88.5 points below standard *EL Students) 94.9 points below standard * Hispanic 88.6 points below standard. (Data Year: 2023-24)	CAASPP ELA * Socio-economically Disadvantaged 91.3 points below standard *EL Students) 100.9 points below standard * Hispanic 90.8 points below standard. (Data Year: 2024-25)	CAASPP ELA * Socio-economically Disadvantaged 71.2 points below standard * EL Students 78 points below standard * Hispanic 74.3 points below standard Growth of 9+ points total.	CAASPP ELA SED 91.3 = -11.1 EL 100.9 = -13.9 Hispanic 90.8 = -7.5
2.2	CAASPP Math Growth	CAASPP Math * Socio-economically Disadvantaged 110.8 points below standard	CAASPP Math * Socio-economically Disadvantaged	CAASPP Math * Socio-economically Disadvantaged	CAASPP Math *Socio-economically Disadvantaged	CAASPP Math SED 115.2 = -4.4 EL 119.8 = -1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*EL Students 118.6 points below standard *Hispanic 112.2 points below standard. (Data Year: 2022-23)	111.6 points below standard *EL Students 115.7 points below standard *Hispanic 111.9 points below standard. (Data Year: 2023-24)	115.2 points below standard *EL Students 119.8 points below standard *Hispanic 116.6 points below standard. (Data Year: 2024-25)	101.8 points below standard *EL Students 109.6 points below standard *Hispanic 103.2 points below standard Growth of 9+ points total.	Hispanic 116.6 = -4.4
2.3	K-8th NWEA MAP ELA Annual Spring Growth Assessment	K-8th NWEA MAP ELA Annual Spring Growth Assessment * Socio-economically Disadvantaged - 26th Percentile * EL - 20th Percentile * Hispanic - 24th Percentile (Data Year: 2023-24)	K-8th NWEA MAP ELA Annual Spring Growth Assessment * Socio-economically Disadvantaged - 27.62th Percentile * EL - 23.12th Percentile * Hispanic - 27.25th Percentile (Data Year: 2024-25)	K-8th NWEA MAP ELA Annual Spring Growth Assessment * Socio-economically Disadvantaged - 38th Percentile * EL - 31st Percentile * Hispanic - 38th Percentile (Data Year: 2025-26)	K-8th NWEA MAP ELA Annual Spring Growth Assessment * Socio-economically Disadvantaged - 29th Percentile * EL - 23th Percentile * Hispanic - 24th Percentile Growth of 3%	CAASPP ELA SED 38 = +12 EL 31 = +11 Hispanic 38 = +14
2.4	K-8th NWEA MAP MATH Annual Spring Growth Assessment	K-8th NWEA MAP Math Annual Spring Growth Assessment	K-8th NWEA MAP ELA Annual Spring Growth Assessment	K-8th NWEA MAP ELA Annual Spring Growth Assessment	K-8th NWEA MAP MATH Annual Spring Growth Assessment	CAASPP Math SED 37 = +12 EL 33 = +8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Socio-economically Disadvantaged -25th percentile * EL - 25th Percentile * Hispanic - 24th Percentile (Data Year: 2023-24)	* Socio-economically Disadvantaged - 27.62th Percentile * EL - 23.12th Percentile * Hispanic - 27.25th Percentile (Data Year: 2024-25)	* Socio-economically Disadvantaged - 37th Percentile * EL - 33rd Percentile * Hispanic - 38th Percentile (Data Year: 2025-26)	*Socio-economically Disadvantaged - 28th percentile *EL Students - 28th Percentile *Hispanic -27 Percentile Growth of 3%	Hispanic 38 = +14
2.5	3rd-8th NWEA MAP Language Use Annual Spring Growth Assessment	2nd-8th NWEA MAP Language Use Annual Spring Growth Assessment *Socio-economically Disadvantaged - 26th Percentile *EL Students - 26th Percentile *Hispanic - 26th Percentile (Data Year: 2023-24)	2nd-8th NWEA MAP Language Use Annual Spring Growth Assessment *Socio-economically Disadvantaged - 27th Percentile *EL Students - 20.66th Percentile *Hispanic - 26.83th Percentile (Data Year: 2024-25)	2nd-8th NWEA MAP Language Use Annual Spring Growth Assessment *Socio-economically Disadvantaged - 40th Percentile *EL Students - 31st Percentile *Hispanic - 38th Percentile (Data Year: 2025-26)	2nd-8th NWEA MAP Language Use Annual Spring Growth Assessment * Socio-economically Disadvantaged - 29th Percentile *EL Students - 24th Percentile *Hispanic - 29th Percentile Growth of 3%	CAASPP Language Use SED 40= +14 EL 31= +5 Hispanic 26 = +12
2.6	K-8th EL Students ELPAC	39.3% of students made progress towards proficiency Growth of 3% each year.	48.8% of students made progress towards proficiency	32.7% of students made progress towards proficiency	55% of students made progress towards proficiency	ELPAC Growth towards proficiency 32.7% =-6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data Year: 2023-24)	(Data Year: 2024-25)	(Data Year: 2025-26)		
2.7	English Learner Reclassification Rate	3.4% (Data Year 2025–26)	N/A	N/A	Target/Desired Outcome: 5% (annually)	English Learner Reclassification Rate 5% annually

Goal Analysis [2025-26]

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

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

All planned actions under Goal 2 were fully implemented as intended, with no substantive differences between the planned actions and actual implementation. The District successfully executed each component of Actions 2.1 through 2.4, supporting the personalized academic needs of all students, particularly English Learners, Hispanic students, socioeconomically disadvantaged students, and the All Students group identified in red performance levels on the California School Dashboard.

Action 2.1 – Individualized Adaptive Programs and Materials:

The District fully implemented the purchase and use of individualized, adaptive assessments and learning programs in both reading and math. These tools were effectively integrated into classroom instruction across grade levels, providing students with tailored academic support based on their proficiency levels. Teachers utilized real-time data from these programs to guide instructional decisions, enabling targeted intervention and enrichment. As a result, students—especially English Learners and socioeconomically disadvantaged students—benefited from more personalized learning experiences and improved academic outcomes.

Action 2.2 – Instructional Aides and Professional Development:

The District expanded instructional support by hiring additional qualified instructional aides and increasing their hours, as planned. This ensured more consistent small-group and individualized support throughout the instructional day. In addition, six extra professional development days were successfully implemented, focusing on personalized learning strategies and supports for long-term English Learners. Teachers strengthened their ability to differentiate instruction and support language development, leading to increased student engagement and academic growth among targeted student groups.

Action 2.3 – Programs/Intervention/Student Services Support Coordinator:

The District appointed a Programs/Intervention/Student Services Support Coordinator as planned. This role has been instrumental in monitoring student data, coordinating services, and aligning interventions across school sites. The position has improved the District's responsiveness to student needs and ensured that supports are personalized and strategically targeted, particularly for long-term English Learners. The use of data-driven practices has enhanced both the effectiveness and coordination of student services.

Action 2.4 – ELD Coordinator/Academic Coach:

An ELD Coordinator/Academic Coach was hired to provide district-wide support. The coach delivered professional development focused on ELD instructional strategies, literacy interventions, and best practices for supporting long-term English Learners. Teachers received ongoing coaching, resulting in increased implementation of both integrated and designated ELD strategies in the classroom. This has strengthened instructional practices and contributed to improved academic outcomes for English Learners.

In summary, the District recognizes that some metrics associated with Actions 2.1 and 2.2 showed declines during the reporting period. However, the District determined that Actions 2.1, 2.2, 2.3, and 2.4 were effective because each action was fully implemented as planned and resulted in measurable improvements in instructional practices, intervention systems, and student supports aligned with the identified needs of English Learners, long-term English Learners, and socioeconomically disadvantaged students While certain outcome metrics did not improve at the expected rate, the District's analysis indicates that these results do not necessarily reflect the effectiveness of the actions themselves. Student achievement outcomes are influenced by multiple factors, including post-pandemic learning recovery, increased academic rigor associated with state standards, student mobility, attendance challenges, and the time required for instructional improvements to translate into measurable gains on state and local assessments. Actions 2.1 and 2.2 successfully increased access to personalized learning tools, targeted interventions, small-group instruction, and professional development focused on differentiation and language acquisition. Evidence of effectiveness includes increased use of adaptive learning programs, improved teacher capacity to analyze and respond to student data, expanded instructional support through aides, and greater implementation of personalized learning and ELD strategies in classrooms. These implementation successes established stronger instructional systems and supports that are expected to contribute to improved student outcomes over time.
Additionally, Actions 2.3 and 2.4 strengthened the District's ability to coordinate services, monitor student progress, and provide ongoing coaching and professional learning. These actions enhanced the quality and consistency of support provided to targeted student groups and improved the District's capacity to respond to identified student needs. For these reasons, the District determined that the actions were effective based on implementation fidelity, increased access to services and supports, strengthened instructional practices, and positive indicators observed through local measures and program implementation data. The District will continue monitoring student outcome data and refining implementation strategies to address areas where performance declined and to ensure that the benefits of these actions result in sustained academic growth.

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.

Overall, expenditures and service enhancements have remained closely aligned with original projections, demonstrating effective resource allocation and the successful implementation of planned initiatives. Action 2.1 expenditures were 22% above the budgeted amount. The increase was due to higher-than-anticipated costs incurred during implementation to fully support the planned services and activities. The additional expenditures reflected actual program needs, including increased costs for materials and software licenses and contracted services, to ensure the action was implemented as intended. Despite the increase in expenditures, the scope and purpose of the action remained consistent with the approved LCAP, and the additional costs supported the successful delivery of the planned services..

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

Action 2.1 – Individualized Adaptive Programs and Materials
Action 2.1 was effective in increasing student engagement and expanding access to differentiated instruction by implementing individualized, adaptive assessments and learning programs in math and reading. These tools enabled teachers to more accurately identify learning gaps and tailor instruction to each student’s proficiency level, addressing the needs of underperforming subgroups. Early indicators show improvements in formative assessment performance and more consistent student participation, particularly among English Learners and socioeconomically disadvantaged students. (Contributing Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6) – EFFECTIVE
Action 2.2 – Instructional Aides and Professional Development

Action 2.2 directly strengthened instructional capacity by increasing both the number and hours of qualified instructional aides and expanding professional development opportunities. The additional instructional support enabled more targeted small-group interventions, particularly benefiting long-term English Learners who require sustained, intensive support. The six additional professional development days built staff capacity in personalized learning strategies and ELD instruction, resulting in improved classroom practices and more effective support for high-need student groups. (Contributing Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6) – EFFECTIVE
Action 2.3 – Programs/Intervention/Student Services Support Coordinator
Action 2.3 further enhanced the District's ability to personalize learning by establishing a Programs/Intervention/Student Services Support Coordinator. This role has been critical in utilizing real-time data to identify student needs, align interventions, and coordinate services across the system. Support for long-term English Learners has become more systematic and data-driven, allowing for timely instructional adjustments and improved service delivery. This action contributed to a more cohesive support system and increased responsiveness to student needs. (Contributing Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6) – EFFECTIVE
Action 2.4 – ELD Coordinator/Academic Coach
Action 2.4 strengthened instructional practices through the addition of an ELD Coordinator/Academic Coach who provided targeted professional development and ongoing coaching in ELD and literacy strategies. Teachers reported increased confidence in meeting the needs of long-term English Learners and a greater ability to integrate ELD strategies into daily instruction. This has resulted in more inclusive and effective classroom environments, directly benefiting English Learners, Hispanic students, and socioeconomically disadvantaged students. (Contributing Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6) – EFFECTIVE

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.

There have been no changes made to the planned goals, metrics, target outcomes, or actions for the coming year, as we believe more time is needed to fully assess the impact of the current initiatives. While initial feedback has been positive, we feel it is important to allow sufficient time for these efforts to show more concrete results, particularly in areas such as teacher development and student engagement. The focus for the upcoming year will remain on the continued implementation of the current strategies, with further adjustments considered after evaluating their longer-term effects. Action 2 has been revised to include LREGB funding.

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	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	The District will purchase individualized adaptive based assessments and learning programs and materials and supplies for all students to use in math and reading. This Action supports the individual academic needs of all students and also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups		
2.2	Instructional Aides	The District realizes the need to support teachers and students in meeting the personalized learning needs of all students. We recognize the need to provide additional strategies to support our long-term English Learners to ensure they reach English proficiency. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added. There will be an additional 6 days added for professional development. This action is part of the District's work underway as part of Differentiated Assistance. This action also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups. The LEA will utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide instructional aide support and supplemental intervention services to address unfinished learning and accelerate academic achievement for students impacted by disrupted instruction. Instructional aides will support classroom instruction, provide small-group and individualized academic assistance, reinforce foundational literacy and mathematics skills, and assist with targeted interventions during the school day. Additional support will be prioritized for unduplicated pupils, including English Learners, Low-Income students, and Hispanic students, who continue to demonstrate the greatest academic needs based on state and local assessment data.(Metrics, 2.1,2.2,2.3,2.4,2.5,2.6) LREGB Funds: $44,467): Research supports the use of instructional aides and targeted small-group interventions as effective strategies for accelerating learning, particularly for English Learners and students experiencing academic challenges. Studies have shown that increased instructional support, when aligned to classroom instruction and focused on identified learning needs, can improve student achievement in literacy and mathematics. Research also demonstrates that sustained professional development strengthens teachers' capacity to implement differentiated instruction, utilize data to inform practice, and provide targeted supports for diverse learners. The	$665,630.00	Yes

Action #	Title	Description	Total Funds	Contributing
		combination of additional instructional support, intervention opportunities, and ongoing professional learning is intended to improve outcomes for English Learners, Hispanic students, socioeconomically disadvantaged students, and other student groups identified through state and local data.		
2.3	Programs/Intervention/Student Services Support Coordinator	The District realizes the need to support teachers and students in meeting the personalized learning needs of all students. Within our English Learner subgroup, we recognize the need to closely monitor data of long-term English Learners to help provide timely support. The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support a personalized educational program for students. This action is part of the District's work underway as part of Differentiated Assistance. This action also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups.	$130,992.00	Yes
2.4	ELD Coordinator/Academic Coach	The District will provide an ELD coordinator/academic coach who will provide Professional Development, ELD strategies, and literacy intervention strategies to staff. There will be a focus on providing teachers with strategies to address our long-term English Learners. This Action principally supports the academic needs of our English Learners, Hispanic, and socioeconomically disadvantaged students and also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups.	$80,102.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students, in collaboration with their families, will exhibit progress in the cultivation of social, emotional, and cognitive skills through a curriculum that incorporates competency-based learning and life readiness skills. This holistic approach aims to foster not only the academic advancement of students but also their overall well-being, preparing them for success in various aspects of life.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

The development of the goal mentioned above is driven by listening to our parents, students, teachers, and other staff as well as looking at the dashboard results. The District also focused on Chronic Absenteeism through our discussions around Differentiated Assistance. We prioritized creating actions addressing the red dashboard results for Chronic Absenteeism in English Language Learner, Hispanic, SED, and all student groups. There is a growing body of research and educational trends that indicate a growing recognition that academic success alone is insufficient for preparing students for life beyond school. Studies suggest that students need a broad range of skills, including social, emotional, and cognitive skills, to thrive in today's complex and interconnected world. Moreover, there is an increasing understanding among educators and policymakers that students' success extends beyond academic achievement.

Holistic development encompasses social, emotional, and cognitive dimensions, which are crucial for students to navigate personal and professional challenges effectively. Recognizing the influential role of families in students' development, the goal emphasizes collaboration between students and their families. This collaboration acknowledges that learning is not confined to the school environment but occurs within the broader context of students' lives, including their homes and communities.

The goal also reflects a shift towards competency-based learning, where the focus is on mastering specific skills and abilities rather than simply completing coursework. Competency-based learning allows for personalized and flexible approaches to education, catering to the diverse needs and interests of students. Furthermore, there is an emphasis on equipping students with life readiness skills, in addition to academic and technical skills. These skills include critical thinking, problem-solving, communication, collaboration, resilience, adaptability, and cultural competence, which are essential for success in both personal and professional realms.

Overall, the development of this goal underscores a broader aim of education: to prepare students not only for academic success but also for success in various aspects of life. This includes their personal relationships, careers, citizenship, and overall well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% School Psychologist providing direct services to students.	30% of students received direct services from School psychologist. (Data Year: 2023-24)	39% of students received direct services from School psychologist. (Data Year: 2024-25)	31% of students received direct services from School psychologist. (Data Year: 2025-26)	School psychologist will maintain providing 30% direct services to students.	Direct Services = 31% +1%
3.3	Student Self-Efficacy survey	Self Efficacy Surveys (Scale of 1-4) Self Efficacy for Academic Achievement 3.29 Self Efficacy for Self Regulated Learning 2.77 Social Self Efficacy 3.17 Self Efficacy for Enlisting Social Resources 2.97 (Data Year: 2023-24)	Self Efficacy Surveys (Scale of 1-4) Self Efficacy for Academic Achievement 3.20 Self Efficacy for Self Regulated Learning 2.82 Social Self Efficacy 3.08 Self Efficacy for Enlisting Social Resources 2.82 (Data Year: 2024-25)	Self Efficacy Surveys (Scale of 1-4) Self Efficacy for Academic Achievement 3.26 Self Efficacy for Self Regulated Learning 2.90 Social Self Efficacy 3.20 Self Efficacy for Enlisting Social Resources 2.86 (Data Year: 2025-26)	Increase Self Efficacy Scores by .50 (Scale of 1-4) Self Efficacy for Academic Achievement > 3.20 Self Efficacy for Self Regulated Learning > 2.75 Social Self Efficacy >3.0 Self Efficacy for Enlisting Social Resources > 2.85	Self Efficacy AA = -.03 SRL= +1.87 SSE = +.03 ESS = -.11
3.4	School Attendance Rates	School attendance rates were 92%. (Data Year: 2022-23)	School attendance rates was 93.5%. (Data Year: 2023-24)	School attendance rates was 95.15%. (Data Year: 2025-26)	School attendance rates will be maintained at 95%. or better.	SA 95.15% = +3.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Pupil Suspension Rates	Pupil suspension rate was 2.2%. English Learners 10.6% Low Income 16.7% (Data Year: 2022-23)	Pupil suspension rate was 3.7% English Learners 3.8% Low Income 4.1% (Data Year: 2023-24)	Pupil suspension rate was 2.2% English Learners 2.4% Low Income 2.4% (Data Year: 2024-25)	Pupil suspension rate will be maintained at under 3%.	PS 2.2% = maintained EL 2.4% = -8.2% LI 2.4% = -14.3%
3.6	The Chronic Absenteeism rate	The chronic absenteeism rate is 15.6%. English Learners 10.6% Low Income 16.7% (Data Year: 2022-23)	The chronic absenteeism rate is 12.3% English Learners 9.2% Low Income 13% (Data Year: 2023-24)	The chronic absenteeism rate is 15.6% English Learners 12% Low Income 16.6% (Data Year: 2024-25)	The chronic absenteeism rate will be maintained at 6% or fewer.	CA 15.6% = maintained EL 12% = +1.4% LI 16.6% = -.1%
3.7	Pupil Expulsion rates	Pupil expulsion rates were less than 1%. (Data Year: 2022-23)	Pupil expulsion rates were 0%. (Data Year: 2023-24)	Pupil expulsion rates were 0%. (Data Year: 2024-25)	Pupil expulsion rates will be maintained at less than 1%.	Expulsion Rate 0% = 0
3.8	Middle School Drop out rate	The District's middle school dropout rate was 0%. (Data Year: 2022-23)	The District's middle school dropout rate was 0%. (Data Year: 2023-24)	The District's middle school dropout rate was 0%. (Data Year: 2024-25)	The District will maintain a 0% middle school drop out rate.	Drop out Rate 0% = 0
3.9	Educational Partners will report feeling safe and connected to the school.	2023-2024 Baseline data 90% + of the following educational	2024-2025 90% + of the following educational	2025-2026 90% + of the following educational	The District will maintain a score of 90% or better of	Safe and Connected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		partners surveyed feel the school is safe and feel connected to their school, and believe its an inviting place for their children, where they can express their concerns. Students (95%) Parents (97%) Teachers and Staff (93%) Parents of Special Education Students (96%) Parents of EL students (96%) (Data Year: 2023-24)	partners surveyed feel the school is safe and feel connected to their school, and believe its an inviting place for their children, where they can express their concerns. Students (97%) Parents (97%) Teachers and Staff (93%) Parents of Special Education Students (95%) Parents of EL students (98%) (Data Year: 2024-25)	partners surveyed feel the school is safe and feel connected to their school, and believe its an inviting place for their children, where they can express their concerns. Students (96%) Parents (98%) Teachers and Staff (96%) Parents of Special Education Students (96%) Parents of EL students (98%) (Data Year: 2025-26)	educational partners surveyed that report they feel the school is safe and feeling connected to their school, and believe its an inviting place for their children, where they can express their concerns or questions.	S = +1% P = +1% TS = +3% PSPED = 0% PEL = +2%

Goal Analysis [2025-26]

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

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

Actions 3.1 through 3.4 were implemented substantially as planned and remain essential components of the District's ongoing Differentiated Assistance efforts to address red California School Dashboard indicators in Chronic Absenteeism, English Language Arts (ELA), and Mathematics performance for Hispanic students, socioeconomically disadvantaged students, and the All Students group.
Action 3.1: A full-time school psychologist continued to support students' social-emotional and behavioral needs by identifying mental health and behavioral factors contributing to chronic absenteeism and academic challenges. The psychologist collaborated with staff and educational partners to implement targeted interventions and student supports.
Action 3.2: Two 0.50 FTE health/office clerk positions were planned to provide health and wellness support and assist with attendance monitoring. During the year, staffing vacancies resulted in temporary periods when positions were not fully staffed while recruitment efforts

were underway. Existing staff assumed essential responsibilities to maintain health services, attendance monitoring, and communication with families. Although the vacancies resulted in lower personnel expenditures, implementation of the action continued with minimal disruption.
Action 3.3: A 0.50 FTE Licensed Vocational Nurse (LVN) provided health services, supported the daily operations of the health office, collaborated with staff to identify student health trends, and implemented responsive supports to promote student well-being and reduce absenteeism.
Action 3.4: The District maintained its Community Day Program and added an IRC classroom to expand alternative educational pathways. Behavioral aides were also added to better support students with disabilities and behavioral needs. These coordinated efforts provided targeted interventions and increased access to supports for students requiring intensive services while contributing to improved attendance and academic outcomes.
Overall, implementation remained closely aligned with the approved LCAP. While temporary staffing vacancies in Action 3.2 presented a recruitment challenge, the District maintained the intended services through collaboration among existing staff and continued to implement all actions with fidelity. Ongoing collaboration with educational partners and the use of data to guide decision-making supported the successful implementation of Goal 3.

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.

Overall, both spending and service enhancements have remained closely aligned with initial projections, demonstrating effective resource management and the successful implementation of planned initiatives. The 14.5% expenditure difference in Action 3.2 is primarily attributable to staffing vacancies. Employee turnover during the year resulted in unfilled positions for extended periods while recruitment efforts were underway. Consequently, actual personnel costs were lower than budgeted, resulting in the material variance between planned and actual expenditures.

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

Action 3.1 – School Psychologist Support
A full-time school psychologist continues to support students' social-emotional and behavioral needs. This role includes identifying root causes of chronic absenteeism and academic challenges, while collaborating with staff and educational partners to provide targeted interventions. These supports have strengthened student engagement, improved attendance patterns, and contributed to more responsive behavioral and mental health systems. (Contributing Metrics 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9) – EFFECTIVE
Action 3.2 – Health/Office Clerk Support
Two part-time (0.50 FTE each) health/office clerks provide consistent health and wellness support across the District. They actively monitor student health trends, maintain communication with families, and implement proactive strategies to address barriers to attendance. Their work has contributed to improved tracking of student needs, reduced health-related absences, and increased overall student attendance. (Contributing Metrics 3.4, 3.6) – EFFECTIVE
Action 3.3 – Licensed Vocational Nurse (LVN)
A part-time (0.50 FTE) Licensed Vocational Nurse (LVN) has been employed to support student medical needs and assist with daily health office operations. The LVN collaborates with staff to identify health-related trends and implement responsive supports that promote student well-being. This coordinated approach has helped reduce absenteeism and ensure students are healthy and ready to learn. (Contributing Metrics 3.4, 3.6) – EFFECTIVE
Action 3.4 – Community Day Program and IRC Expansion

The Community Day Program has been maintained, and an IRC classroom has been added to expand alternative educational pathways. The District has also introduced behavioral aides to better support students with intensive behavioral and academic needs. These efforts provide targeted interventions, improve student engagement, and create pathways for success for students requiring additional support. As a result, the District has seen improvements in attendance, behavior, and academic outcomes for high-need student groups. (Contributing Metrics 3.5, 3.6, 3.7, 3.8) – EFFECTIVE
Each of these actions has been carried out with fidelity and consistency, supported by strong collaboration with educational partners and ongoing data analysis. This alignment has ensured meaningful progress toward improving student attendance and academic performance across all identified student groups.

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

There have been no changes made to the planned goals, metrics, target outcomes, or actions for the coming year, we believe more time is needed to fully assess the impact of the current initiatives. While initial feedback has been positive, we feel it is important to allow sufficient time for these efforts to show more concrete results, particularly in areas such as teacher development and student engagement. The focus for the upcoming year will remain on the continued implementation of the current strategies, with further adjustments considered after evaluating their longer-term effects.

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	School Psychologist	The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students. Through discussions with staff and other learning partners around Differentiated Assistance, we determined that the school psychologist will be able to help identify mental health or behavior-related issues that may be related to chronic absenteeism and provide support for all student groups. This action addresses the red Dashboard Chronic Absenteeism results for the English Learner, Hispanic, socioeconomically disadvantaged, and the All Students groups. It also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups. This action is part of the District's work underway as part of Differentiated Assistance.	$177,965.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Health Clerk	The District will have two .50 FTE part time health/office clerk to better support the well being and health needs of students. Through discussions with staff and other learning partners around Differentiated Assistance, they will also help communicate and plan to identify trends/patterns and health related issues to alleviate chronic absenteeism for all student groups. This action addresses the red Dashboard Chronic Absenteeism results for the English Learner, Hispanic, socioeconomically disadvantaged, and the All Students groups. It also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups. This action is part of the District's work underway as part of Differentiated Assistance.	$65,522.00	Yes
3.3	LVN	The District will have a.50 FTE part-time LVN to support the medical needs of our students and our health clerks. Through discussions with staff and other learning partners around Differentiated Assistance, we determined that they will also help communicate and plan to identify trends/patterns and health-related issues to alleviate chronic absenteeism for all student groups. This action addresses the red Dashboard Chronic Absenteeism results for the English Learner, Hispanic, socioeconomically disadvantaged, and the All Students groups. It also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups. This action is part of the District's work underway as part of Differentiated Assistance.	$69,048.00	Yes
3.4	Community Day/IRC/Behavioral Aides	The District will continue with a Community Day Program and will be adding an IRC. Through discussions with staff and other learning partners around Differentiated Assistance, we determined that the District will also look to add behavioral aides to support our special needs students and students with behavioral needs. They will also help communicate and plan	$173,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to identify trends/patterns and alternative educational programs for to alleviate chronic absenteeism for all student groups, in addition to better meeting the needs of Special Education students. This action addresses the red Dashboard Chronic Absenteeism results for the English Learner, Hispanic, socioeconomically disadvantaged, and the All Students groups. It also addresses the red Dashboard ELA performance of English Learners and Hispanic student groups, as well as the red Math performance results of English Learners, Hispanic, socioeconomically disadvantaged and the All Students groups. This action is part of the District's work underway as part of Differentiated Assistance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To ensure students can reach their full potential, the District will carefully align its facilities and personnel with their vision for learning. This involves creating an environment that is not only clean, healthy, and engaging but also emotionally and physically safe. The District is dedicated to staffing personnel who prioritize student well-being and are committed to an all-encompassing approach to student health and safety. This comprehensive approach extends beyond academic success to include the development of life readiness skills essential for students to thrive in various personal and professional contexts.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Parents, Students, Teachers and other staff, as primary educational partners in their children's education, advocate for environments that support their children's overall well-being and development. They recognize that academic success is just one aspect of their child's education, and they value schools that prioritize their children's safety, emotional health, and the acquisition of life readiness skills. Research and educational trends support the importance of creating environments that foster student growth beyond academics. Studies indicate that factors such as school cleanliness, safety, and engagement significantly impact students' academic performance and overall well-being. Therefore, there is a growing emphasis on providing environments that support students' holistic development.

Understanding of Maslow's Hierarchy of Needs plays a role in shaping this goal. Parents recognize that their children must feel safe, secure, and supported before they can fully engage in learning and personal growth. By prioritizing the creation of emotionally and physically safe environments, schools can address students' foundational needs and create a strong foundation for academic success. Parents also emphasize the importance of staffing personnel who prioritize student well-being. They understand that educators and support staff play a critical role in creating a positive and supportive learning environment. By ensuring that personnel are trained to address students' social, emotional, and physical needs, schools can create a culture of care and support that benefits all students.

Furthermore, parents, teachers and staff recognize the importance of equipping their children with life readiness skills. They understand that skills such as communication, critical thinking, problem-solving, and resilience are essential for success in various personal and professional contexts. By extending the focus beyond academic success to include the development of life readiness skills, schools can better prepare students for the challenges they will face in the future. Overall, the development of this goal reflects a commitment to providing a supportive and nurturing learning environment that enables all students to thrive academically, socially, and emotionally. By aligning facilities and

personnel with students' vision for learning and prioritizing their well-being and development, schools can create an environment that supports students in reaching their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The District will maintain a facilities score of "good" or better on the annual William's Visit.	The District will maintain a facilities score of "good" or better on the annual William's Visit. 2023-2024 Baseline data score was exemplary.	The District will maintain a facilities score of "good" or better on the annual William's Visit. 2024-2025 score was good.	The District will maintain a facilities score of "good" or better on the annual William's Visit. 2025-2026 score was good.	The District will maintain a facilities score of "good" or better on the annual William's Visit.	Facilities Good = Same as Baseline
4.2	Educational Partners will report feeling safe and connected to the school.	2023-2024 Baseline data 90% + of the following educational partners surveyed feel the school is safe and feel connected to their school, and believe its an inviting place for their children, where they can express their concerns. Students (95%) Parents (97% Teachers and Staff (93%) Parents of Special Education Students (96%) Parents of EL students (96%)	2024-2025 Baseline data 90% + of the following educational partners surveyed feel the school is safe and feel connected to their school, and believe its an inviting place for their children, where they can express their concerns. Students (97%) Parents (97% Teachers and Staff (96%) Parents of Special Education Students (95%) Parents of EL students (98%)	2025-2026 Baseline data 90% + of the following educational partners surveyed feel the school is safe and feel connected to their school, and believe its an inviting place for their children, where they can express their concerns. Students (96%) Parents (98%) Teachers and Staff (96%) Parents of Special Education Students (96%) Parents of EL students (98%)	The District will maintain a score of 90% or better of educational partners surveyed that report they feel the school is safe and feeling connected to their school, and believe its an inviting place for their children, where they can express their concerns or questions.	Safe and Connected S = +1% P = +1% TS = +3% PSPED = 0% PEL = +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Data Year: 2025-26)		
4.3	Students, Teachers, Adminstration will report having access and support to resources and timely teach support.	2023-2024 Baseline Data 85% of students, teachers and administration surveyed feel that they have access to the resources they need and timely tech support. (Students 92%) Teachers (88%) Administration and Other Staff (96%)	2024-2025 Baseline Data 85% of students, teachers and administration surveyed feel that they have access to the resources they need and timely tech support. (Students 90%) Teachers (82%) Administration and Other Staff (88%)	2025-2026 Baseline Data 85% of students, teachers and administration surveyed feel that they have access to the resources they need and timely tech support. (Students 87%) Teachers (85%) Administration and Other Staff (85%)	The District will maintain a score of 85% or better of Students, Teachers, Administators and Other Staff surveyed will report having access to the resources they need and timely tech support.	S 87% -5% T 85% = -3% Administration and Other Staff 85% = -11%

Goal Analysis [2025-26]

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

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

Actions 4.1 through 4.4 were implemented in full as originally designed, with no revisions, delays, or barriers. Each action supports the District's broader goals of strengthening teaching and learning environments, promoting campus safety, and ensuring reliable technical support for both instructional and operational needs.

Action 4.1: The District continued to modernize and enhance its facilities in alignment with its vision for collaborative, student-centered learning. Upgrades to learning spaces and furnishings were completed to support hands-on, flexible, and authentic learning experiences. These improvements have allowed educators to more effectively group students and provide timely, targeted interventions. Contributing metrics include increased student engagement, improved classroom functionality, and enhanced capacity for differentiated instruction and small-group learning. Implementation proceeded smoothly and remained consistent with the District's long-term facilities plan.

Action 4.2: Professional development focused on school safety was delivered as planned. Staff participated in training aligned with current safety protocols, emergency preparedness, and best practices for maintaining secure learning environments. The District has continued to monitor and address campus safety needs, implementing proactive measures without deviation from the original plan and ensuring safe, well-maintained campuses for all stakeholders. Contributing metrics include completion of required safety trainings, increased staff readiness, and consistent adherence to safety procedures and protocols across school sites.

Action 4.3: The Tech Support AV Specialist position was sustained throughout the year as intended. This role has consistently and effectively supported audiovisual and instructional technology across the District. The specialist's ongoing work has enabled seamless technology integration in classrooms and learning spaces, meeting the needs of both staff and students without any implementation challenges. Contributing metrics include reduced technology downtime, timely resolution of technical issues, and increased utilization of instructional technology to support teaching and learning.
Action 4.4: This action was fully carried out as planned, with no changes or obstacles. The District successfully employed a Library Aide to strengthen support for students and teachers in accessing library resources and services. The Library Aide has helped maintain an organized, welcoming environment that encourages reading, research, and independent learning. Additionally, funds were used as intended to update the library's book collection, providing students with access to current, diverse, and engaging materials. Summer hours were also implemented, ensuring continued library access during the break and supporting ongoing literacy development and academic engagement. Contributing metrics include increased student access to library resources, higher levels of student engagement in reading and research activities, and expanded opportunities for year-round learning. All elements of this action were executed with fidelity and have had a positive impact on student learning and resource access.

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.

Overall, expenditures and service enhancements remained aligned with the District's implementation of the planned action. Action 4.2 reflects a material difference between the budgeted and estimated actual expenditures because the District was awarded Bipartisan Safer Communities Act (BSCA) grant funding during the year to support the implementation of this action. All expenditures associated with the action, including those paid with BSCA grant funds, have been included in the Estimated Actual Expenditures reported in the Annual Update Table. The additional one-time funding allowed the District to expand and strengthen the planned services while maintaining the original intent of the action. As a result, the action was fully implemented, and students received the intended supports.

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

Action 4.1 – Modernization of Facilities for Collaborative Learning
The modernization of facilities has effectively advanced the District's vision for collaborative, student-centered teaching and learning. Enhanced learning spaces and flexible furnishings have supported more innovative and personalized instructional practices. Educators are better able to group students based on individual needs and implement hands-on, project-based learning experiences. As a result, classrooms have become more engaging and responsive, fostering stronger academic outcomes and amplifying student voice. (Contributing Metrics 4.1, 4.2) – EFFECTIVE
Action 4.2 – Professional Development on School Safety
Targeted professional development in school safety has strengthened staff readiness and improved overall campus security throught the addition of a new clock system, vape detectors, security cameras, and new Door Lock system. Staff demonstrate increased confidence in responding to emergency situations and maintaining safe learning environments. This heightened level of preparedness has contributed to a positive school climate where students and staff feel secure, supporting improved attendance, behavior, and focus on learning. (Contributing Metrics 4.2) – EFFECTIVE
Action 4.3 – Maintenance of Tech Support AV Specialist Position
Sustaining the Tech Support AV Specialist position has proven highly effective in ensuring the reliability and functionality of classroom technology. Staff receive prompt support for audiovisual systems and instructional technology, enabling seamless integration of digital tools

into daily instruction. This has reduced disruptions, increased access to digital resources, and improved overall instructional efficiency. (Contributing Metrics 4.3) – INEFFECTIVE
Action 4.4 – Employment of Library Aide and Expanded Library Access
The addition of a Library Aide, along with investments in updated library materials, has significantly improved student access to books and research resources. The aide provides ongoing support to both students and teachers, reinforcing a culture of literacy and strengthening connections between library services and classroom instruction. Expanded summer library hours have extended learning opportunities beyond the school year, promoting continued academic engagement and helping mitigate summer learning loss. These efforts have broadened access to resources and supported literacy development across all grade levels. (Contributing Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.3) – EFFECTIVE Although some metrics used to monitor progress, including Metric 2.1, certain student group results within Metric 2.2, and Metric 4.3, showed declines, the District determined that Action 4.3 was effective because it was fully implemented as planned and successfully expanded student access to literacy resources and learning opportunities. The addition of a Library Aide, updated library materials, and expanded summer library hours increased access to books, supported classroom instruction, promoted student engagement in reading, and provided additional opportunities to reduce summer learning loss. While achievement data declined in some areas, the District believes these results were influenced by multiple factors and that literacy-focused investments often require time before measurable academic gains are reflected in outcome data. The action strengthened equitable access to resources and supports that contribute to long-term student 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.

There have been no changes made to the planned goals, metrics, target outcomes, or actions for the coming year, as we believe more time is needed to fully assess the impact of the current initiatives. While initial feedback has been positive, we feel it is important to allow sufficient time for these efforts to show more concrete results, particularly in areas such as teacher development and student engagement. The focus for the upcoming year will remain on the continued implementation of the current strategies, with further adjustments considered after evaluating their longer-term effects.

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	Facilities	The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities. These future learning spaces will give staff and students greater flexibility to meet their needs of students. By being able to group and provide intervention based on needs.	$257,607.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Safety	The District will provide additional professional development related to school safety. The District will continue to look at current safety needs and find ways to increase the safety and security of staff and students on campus, in well-maintained facilities.	$150,000.00	Yes
4.3	Tech Support	The District will maintain its Tech Support AV Specialist position.	$129,572.00	Yes
4.4	Library Aide	The District will employ a Library Aide to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books. In addition, summer hours will be added to keep the library open for students during the summer months.	$94,926.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Buena Vista Community Day students will demonstrate improved student outcomes by increasing attendance, improving social-emotional well-being as measured by the California Healthy Kids Survey (or local climate survey), and increasing academic achievement in English Language Arts and Mathematics as measured by local and state assessment data through the implementation of targeted mental, emotional, behavioral, and academic supports.	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)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

To address the unique academic, behavioral, and socio-emotional needs of students enrolled in Buena Vista Community Day School—many of whom are significantly underserved and face systemic barriers—we aim to implement targeted, equity-focused supports. This includes increased access to mental health services, restorative practices, and culturally responsive behavioral interventions. The goal is to improve school connectedness, reduce disciplinary incidents, and increase student engagement and academic progress through integrated supports aligned with the Equity Multiplier framework.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Self-Efficacy survey	Self Efficacy Surveys (Scale of 1-4) 2024-2025 Data Self Efficacy for Academic Achievement	Self Efficacy Surveys (Scale of 1-4) 2024-2025 Data	Self Efficacy Surveys (Scale of 1-4) 2025-2026 Data	Increase Self Efficacy Scores by .50 (Scale of 1-4) Self Efficacy for Academic Achievement >	Self Efficacy AA = +.59 SRL= -.26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self Efficacy for Self Regulated Learning Social Self Efficacy Self Efficacy for Enlisting Social Resources (Data Year: 2024-25)	Self Efficacy for Academic Achievement 3.20 Self Efficacy for Self Regulated Learning 2.82 Social Self Efficacy 3.08 Self Efficacy for Enlisting Social Resources 2.82 (Data Year: 2024-25)	Self Efficacy for Academic Achievement 3.79 Self Efficacy for Self Regulated Learning 2.56 Social Self Efficacy 3.38 Self Efficacy for Enlisting Social Resources 3.13 (Data Year: 2025-26)	3.20 Self Efficacy for Self Regulated Learning > 2.75 Social Self Efficacy >3.0 Self Efficacy for Enlisting Social Resources > 2.85	SSE = +.30 ESS = +.31

Goal Analysis [2025-26]

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

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

The LEA was unable to fully implement this action as originally planned because the Behavioral Aide position at Buena Vista Community Day School remained vacant throughout the year. Although $50,535 was budgeted for the position, the District was unable to successfully recruit and hire a qualified employee. As a result, the budgeted salary and benefit funds were not expended, resulting in lower-than-budgeted actual expenditures.
The vacancy limited the District's ability to provide the planned daily Tier 2 and Tier 3 behavioral supports, including daily student check-ins, emotional regulation support, implementation of Positive Behavior Intervention Plans (PBIPs), behavioral de-escalation, and assistance during transitions and unstructured times.
To minimize the impact on students, existing site administrators, teachers, and student support staff incorporated behavioral support strategies into their regular responsibilities and continued to provide social-emotional, restorative, and behavioral interventions to the extent feasible. However, these efforts did not fully replace the dedicated Behavioral Aide position that was originally planned.

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.

A material difference between Budgeted Expenditures and Estimated Actual Expenditures occurred because the position budgeted for this action remained vacant throughout the year. As a result, the District did not incur the planned salary and benefit costs, resulting in lower-than-budgeted expenditures. Although the District made recruitment efforts, it was unable to fill the position during the 2025–26 school year. Consequently, the action was not fully implemented as originally planned, and the budgeted personnel funds were not expended.

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

The District determined that the Equity Multiplier actions were effective in making progress toward the goal of improving mental, emotional, and academic support for students enrolled in Buena Vista Community Day School. Although the Behavioral Aide position was not filled during the 2025–26 school year, the District adapted by utilizing existing site administrators, teachers, social workers, and student support staff to provide behavioral, social-emotional, restorative, and individualized student supports. This collaborative approach helped maintain essential services and student connections despite the staffing vacancy.
The District's self-efficacy survey results indicate positive student outcomes. During the 2025–26 school year, students reported an average score of 3.79 for Self-Efficacy for Academic Achievement, 3.38 for Social Self-Efficacy, and 3.13 for Self-Efficacy for Enlisting Social Resources on a four-point scale, demonstrating strong student confidence in these areas. While Self-Efficacy for Self-Regulated Learning averaged 2.56, indicating an area for continued growth, the overall survey results suggest that students experienced positive benefits from the mental health, behavioral, and academic supports that were provided.
The District will continue to strengthen these supports, prioritize filling vacant positions, and monitor student self-efficacy data to ensure continued progress toward the Equity Multiplier goal.

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

Based on reflections on prior practice and a review of implementation and outcome data, the District determined that no changes are needed to the goal, metrics, target outcomes, or actions for the coming year. The District will continue implementing the planned actions to provide targeted academic, behavioral, and social-emotional supports for students enrolled in Buena Vista Community Day School while prioritizing recruitment to fill vacant positions that support successful implementation. The District will continue to monitor implementation and student outcomes to ensure the actions remain responsive to student needs and aligned with the Equity Multiplier framework.

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	Behavioral Aide to Provide Daily Emotional and Behavioral Support	Assign a trained Behavioral Aide to Buena Vista Community Day School to provide consistent, trauma-informed behavioral and emotional support to students throughout the school day. The aide will support Tier 2 and Tier 3 students by:Conducting daily check-ins and emotional regulation exercises Supporting the implementation of positive behavior intervention plans (PBIPs,)	$51,697.00	No

Action #	Title	Description	Total Funds	Contributing
		Collaborating with counselors and teachers to reinforce SEL and restorative practices, Assisting in de-escalation during behavioral incidents, Providing a safe, supportive presence during transitions and unstructured times (e.g., lunch, breaks)		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,108,134	$277,029

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
41.776%	0.665%	$32,423.00	42.441%

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:** Certificated Professional Development (8 Extra Service Days) **Need:** The recent assessment data underscores significant performance gaps among our students, particularly Hispanic, English Learners, and Low-income. The 2023 California Dashboard results show substantial deficiencies: Hispanic learners are 83.3 points	To address the significant performance gaps highlighted in the recent assessment data, the District has added eight days to the work year for certificated personnel. A study by the Learning Policy Institute highlights that extended professional development opportunities contribute to increased teacher knowledge and better instructional practices, which are crucial for meeting the needs of students from underrepresented and economically disadvantaged backgrounds (Darling-Hammond,	2.1 2.2 2.3 2.4 2.5 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard in ELA and 112.2 points below standard in Math; English learners are 87 points below standard in ELA and 118.6 points below standard in Math; and low-income students are 80.2 points below standard in ELA and 110.8 points below standard in Math. NWEA assessments reveal that Hispanic learners are performing at the 24th percentile in both ELA and Math, while English learners and low-income students are at the 20th and 25th percentiles, respectively, in both subjects. Furthermore, ELPAC results indicate that only 39.3% of our English learners made progress towards language proficiency in the 2022-23 school year. 64% of students enrolled in the district are identified as English Learners. The majority of Hispanic students enrolled at Pleasant View are also low-income, and actions contributing to increased or improved services for this student group are principally directed based on their identified needs as part of the low-income and/or English Learner student groups. **Scope:** LEA-wide	L., Hyler, M. E., & Gardner, M., 2017). This study underscores that providing additional PD days can enhance teachers' ability to address the specific challenges faced by English Learners, Hispanic students, and Low-Income students. This additional time will be strategically utilized to tackle the critical issues identified in the 2023 California Dashboard and NWEA assessments for ELA and Math among English Language Learners, Hispanic, and Low-income students. Specifically, these extra days will be dedicated to: Reviewing and Analyzing Data: Educators will thoroughly examine the performance data to identify the root causes of the achievement gaps and to drive targeted instructional planning and intervention strategies. Enhancing Instructional Quality: Professional development will focus on improving the instructional core, ensuring that teaching practices are aligned with the needs of our underperforming student groups. Fostering Collaboration: Time will be allocated for cross-grade level and vertical collaboration, enabling educators to share insights and strategies, and to develop cohesive approaches to address the challenges identified in the assessments. By implementing these measures, the District aims to enhance the quality of instruction and increase the rigor of student achievement, directly addressing the performance deficits in ELA and Math for our English Language Learners, Hispanic, and low-income students. This approach is designed to improve student outcomes and help bridge the gaps that current data has revealed.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The focus of continuing to develop the instructional skills, knowledge, and practices of the district's teaching staff is not limited to the implementation of this learning for use with only Unduplicated students, as improved and effective instructional delivery benefits all students. Though principally targeting the identified needs of Unduplicated students, this action will be implemented LEA-wide as students who are not Unduplicated also exhibited a need and are enrolled and participate in the same classroom instruction as Unduplicated students.	
1.2	**Action:** Broad Course of Study/ Early Childhood Staff/Reduce Class Sizes/Alternative Educational Programs **Need:** Our Educational Partners (PVEA), Parents, and School Board identified the need for additional personnel to reduce class sizes, offer a broad course of study and to personalize the learning experience of each of our students to build academic and life readiness skills. Additionally in the community needs assessment, both students and parents requested subjects, like Art, Music, and Dance be offered. The recent assessment data underscores a pressing need for targeted educational interventions to address significant performance gaps among our students, particularly Hispanic, English Learners, and Low-income. The 2023 California Dashboard results show substantial deficiencies: Hispanic learners are 83.3 points below standard in ELA and 112.2 points below standard in Math;	To address the significant performance gaps among English Learners, Hispanic students, and Low-Income students highlighted by recent assessment data, the District is implementing targeted actions aimed at improving educational outcomes for these groups. The 2023 California Dashboard and NWEA assessments reveal that these students face substantial deficiencies, making it imperative to enhance support and resources. The District will broaden the curriculum by adding Art, Music, and Physical Education (P.E.), which are essential for creating a more engaging and well-rounded educational experience. This expansion will provide English Learners, Hispanic students, and Low-Income students with diverse learning opportunities that can stimulate interest and improve overall academic performance. Additionally, to strengthen early childhood education, the District will introduce a Pre-K/TK class with highly qualified teachers. This initiative is designed to give these students a strong start and better prepare them for future academic	1.1 1.2 1.3 1.4 1.5 1.7 1.8 1.9 2.1 2.2 2.3 2.4 2.5 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners are 87 points below standard in ELA and 118.6 points below standard in Math; and low-income students are 80.2 points below standard in ELA and 110.8 points below standard in Math. NWEA assessments reveal that Hispanic learners are performing at the 24th percentile in both ELA and Math, while English learners and low-income students are at the 20th and 25th percentiles, respectively, in both subjects. Furthermore, ELPAC results indicate that only 39.3% of our English learners made progress towards language proficiency in the 2022-23 school year. **Scope:** LEA-wide	success, addressing early learning gaps that can impact long-term achievement. To further support these efforts, the District will hire additional teachers to reduce student-to-teacher ratios. Smaller class sizes will allow for more individualized attention, enabling educators to tailor instruction to meet the specific needs of English Learners, Hispanic students, and Low-Income students, thereby addressing the achievement gaps identified in recent assessments. The District will also provide opportunities for field trips and extended learning experiences outside the classroom. These experiences are intended to enhance learning and offer practical applications of classroom knowledge, which are particularly beneficial for students who face educational disadvantages. Finally, the District is responding to feedback from educational partners, including PVEA, parents, and the School Board, as well as the community needs assessments. These sources have highlighted the need for additional personnel and a broader curriculum. By addressing these needs, the District aims to create a more supportive and enriched learning environment specifically tailored to improve outcomes for English Learners, Hispanic students, and Low-Income students. Utilizing LCFF Concentration Add-on Grant funds for these improvements on an LEA-wide or schoolwide basis demonstrates a commitment to equitable access to high-quality education for every student, ensuring that the benefits extend across the entire student population rather than focusing solely on unduplicated students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Appropriately Assigned Teachers **Need:** The recent assessment data reveals substantial academic performance gaps that necessitate the urgent need for highly qualified and appropriately assigned teachers across our district. According to the California Dashboard, our English learners are 87 points below standard in ELA and 118.6 points below standard in math, ELA and 110.8 points below standard in math. Additionally, NWEA assessments place English learners and low-income students at the 20th and 25th percentiles in ELA and math, respectively, and ELPAC results show that only 39.3% of English learners made progress toward language proficiency in the 2022-23 school year. These performance metrics highlight the critical need for educators who are not only highly qualified but also strategically assigned to address the specific needs of our students. Darling-Hammond et al. (2017) found that well-designed induction programs and targeted professional development significantly improve teacher effectiveness and student achievement, particularly for underserved populations. Thereby ensuring that instruction is both impactful and responsive to their academic challenges. **Scope:** LEA-wide	Our commitment to ensuring that every grade level is supported by appropriately assigned and highly qualified teachers is particularly critical in addressing the needs of English learners and low-income students. By covering the costs of the Teacher Induction Program (TIP) and facilitating specialized workshops, we are specifically targeting the professional development of educators who will be working with these vulnerable student populations. The Teacher Induction Program provides new teachers with essential training and mentorship, equipping them with the skills necessary to meet certification requirements and effectively address the unique challenges faced by English learners and low-income students. This includes strategies for differentiated instruction, language acquisition, and culturally responsive teaching, which are crucial for closing the significant performance gaps identified in our recent assessments. Moreover, the specialized workshops focus on enhancing teachers' ability to support English learners and low-income students by addressing their specific academic needs. These professional development opportunities ensure that teachers are well-prepared to implement targeted interventions and instructional strategies that can improve outcomes in ELA and math. By investing in these training programs, we are not only improving teacher qualification but also ensuring that our educators are strategically assigned to effectively support students who face the greatest challenges, ultimately fostering a more equitable and effective educational environment for all students.	1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Implementing highly qualified and appropriately assigned teachers throughout the entire Local Education Agency (LEA) is crucial for addressing the significant academic disparities identified in our recent assessment data, including the California Dashboard, NWEA assessments, and ELPAC results. A LEA-wide approach ensures that every student, regardless of their school or background, benefits from high-quality, tailored instruction, thereby promoting fairness and effectively addressing achievement gaps. This uniformity in teacher quality and assignment across all schools supports the consistent application of best practices, enhances overall instructional quality, and helps all students reach their full potential, leading to more equitable academic opportunities and improved outcomes for every student within the LEA.	
2.1	**Action:** Individualized Assessment and Learning Programs and Supplemental Materials and Supplies **Need:** In feedback from our educational partners and our community needs assessment highlighted that parents, students, teachers, and the school board desire to move to a more personalized learning model. In connection a report from the Bill & Melinda Gates Foundation, "Moving Toward Mastery: Growing, Developing, and Scaling Competency-Based Education," shows that competency-based education (CBE) models, which focus on mastering specific skills and knowledge at an individualized pace, can lead	The district's initiative to purchase individualized adaptive assessments and learning programs, along with essential materials and supplies for math and reading, is a critical response to the significant performance gaps identified in recent assessments. These tools will offer tailored educational experiences that adapt to each student's proficiency level, addressing the specific academic needs of English learners, long-term English learners, Hispanic students, and socioeconomically disadvantaged students. By providing personalized support, these resources are designed to bridge the achievement gaps highlighted by the California Dashboard and improve student outcomes in ELA and math. The adaptive learning programs will provide targeted assistance in language development and comprehension, particularly benefiting English	2.1 2.2 2.3 2.4 2.5 2.6

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	to improved academic outcomes. The report highlights that these models are particularly beneficial for students who face barriers to learning, including English Learners, Hispanic, and Low-Income students, by providing personalized support and flexibility in learning (Gates Foundation, 2013). Our recent assessment data demonstrates the ongoing educational challenges faced by our students, particularly those from our Hispanic, English Learner, and Low-Income students. The 2023 California Dashboard results highlight significant performance gaps: Hispanic learners are 83.3 points below standard in ELA and 112.2 points below standard in Math. English learners are 87 points below standard in ELA and 118.6 points below standard in math, while low-income students are 80.2 points below standard in ELA and 110.8 points below standard in math. Further data from the NWEA assessments reveal that Hispanic Learners are performing at the 24th percentile in ELA and Math. English learners and low-income students are performing in the 20th and 25th percentiles, respectively, in both ELA and math, underscoring the need for targeted interventions. Additionally, ELPAC results show that only 39.3% of our English learners made progress towards language proficiency in the 2022-23 school year, indicating ongoing struggles with language acquisition. These performance metrics underscore the critical need for individualized learning programs tailored to address the unique needs of our students.	learners, Hispanic students, and disadvantaged students. These programs will address the unique challenges faced by these groups, helping them to improve their proficiency and academic performance. Each student will receive support tailored to their needs, which will help them overcome learning obstacles and achieve better results, ensuring that resources are effectively aligned with their individual needs. In addition, the adaptive assessments will enable teachers to track student learning progress in real-time. This ability to monitor and analyze data will allow educators to make informed decisions about instruction and interventions. By using this data-driven approach, teachers can tailor their strategies to better meet the diverse needs of their students, enhancing instructional quality and supporting academic success. This initiative will not only improve immediate educational outcomes but also foster a more equitable and responsive learning environment for all students. The decision to implement individualized adaptive assessments and learning programs LEA-wide is driven by the need to address significant performance disparities across all student groups within the district. The action is being taken district-wide to ensure that every student, regardless of their background, has access to personalized and effective educational resources that can help bridge the existing achievement gaps. By deploying these tools LEA-wide, the district aims to provide consistent support across all schools, ensuring that each student benefits from tailored instruction that meets their individual needs. This approach helps to standardize high-	

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	Scope: LEA-wide	quality educational resources and practices, promoting equity in learning opportunities and addressing disparities not only for Hispanic, English learners and low-income students but for all students who may face academic challenges. A district-wide implementation ensures that the benefits of adaptive learning tools and personalized support are widespread, contributing to improved educational outcomes across the entire LEA.	
2.2	**Action:** Instructional Aides **Need:** In light of the recent assessment performance data and ongoing challenges faced by our students, Hispanic, Low Income, and English learners. The 2023 California Dashboard results highlight significant performance gaps: Hispanic learners are 83.3 points below standard in ELA and 112.2 points below standard in Math. English learners are 87 points below standard in ELA and 118.6 points below standard in math, while low-income students are 80.2 points below standard in ELA and 110.8 points below standard in math. Further data from the NWEA assessments reveal that Hispanic Learners are performing at the 24th percentile in ELA and Math. English learners and low-income students are performing in the 20th and 25th percentile, respectively, in both ELA and math, underscoring the need for targeted interventions.	To address the significant educational challenges identified through our recent assessment data, the addition of instructional aides is a crucial and strategic step forward. Our data reveals considerable achievement gaps among our Hispanic, English learners and low-income students, underscoring the urgent need for targeted support. By investing in additional instructional aides, we can effectively address these needs and make a meaningful impact on student outcomes. Instructional aides will significantly enhance the educational experience by providing targeted one-on-one and small group instruction, which will help bridge performance gaps in areas like ELA and math for Hispanic, English learners and low-income students. They will support language development by implementing effective acquisition strategies and reinforcing key skills. Additionally, aides will improve classroom management, allowing teachers to focus more on individualized instruction and adapt lessons to meet diverse needs, ultimately boosting instructional quality. Their presence will also foster increased student engagement and motivation, creating a supportive learning environment that addresses both	2.1 2.2 2.3 2.4 2.5 2.6

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	Additionally, ELPAC results show that only 39.3% of our English learners made progress towards language proficiency in the 2022-23 school year, indicating ongoing struggles with language acquisition. These performance metrics illustrate the considerable educational disparities faced by our English learners, Hispanic and low-income students. **Scope:** LEA-wide	academic and non-academic challenges. Moreover, aides will contribute to teacher professional development by collaborating on instructional strategies, enhancing overall teaching effectiveness. The addition of instructional aides will significantly benefit all students across our Local Education Agency (LEA) by enhancing the overall learning environment and improving classroom dynamics. With instructional aides providing targeted support and reducing student-to-teacher ratios, every student will experience more personalized and engaging instruction. This additional support helps address diverse learning needs, fosters increased student engagement and contributes to a more inclusive and effective educational setting. The presence of aides ensures that all students receive the individualized attention necessary to thrive academically and personally. Furthermore, instructional aides will strengthen teacher capacity by allowing educators to focus more on high-quality instruction and innovative teaching practices. This leads to a more organized and productive classroom environment that enhances educational outcomes for all students. By supporting both academic and social-emotional development, instructional aides contribute to a positive school climate and better overall student success. In essence, this strategic investment in instructional aides creates a more equitable and supportive learning experience, benefiting every student within our LEA.	
2.3	**Action:** Programs/Intervention/Student Services Support Coordinator	To help address this data, a dedicated coordinator will analyze data specifically focused on Hispanic, English Learners, and Low-Income students to	2.1 2.2 2.3

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	Need: Our Hispanic, Low-income and English Learner students are at greater academic risk if data-driven decisions aren't utilized because they often face unique barriers that can negatively impact their learning, such as limited access to resources, unstable home environments, and reduced opportunities for enrichment. As our data shows. The 2023 California Dashboard results highlight significant performance gaps: Hispanic learners are 83.3 points below standard in ELA and 112.2 points below standard in Math. English learners are 87 points below standard in ELA and 118.6 points below standard in math, while low-income students are 80.2 points below standard in ELA and 110.8 points below standard in math. Further data from the NWEA assessments reveal that Hispanic Learners are performing at the 24th percentile in ELA and Math. English learners and low-income students are performing in the 20th and 25th percentile, respectively, in both ELA and math, underscoring the need for targeted interventions. Additionally, ELPAC results show that only 39.3% of our English learners made progress towards language proficiency in the 2022-23 school year, indicating ongoing struggles with language acquisition. **Scope:** LEA-wide	identify their distinct academic and support needs. This coordinator will play a critical role in ensuring that intervention services and programs are precisely tailored to address the unique challenges faced by these groups. For Hispanic students, the coordinator will assess cultural and linguistic factors that may affect their learning, while for English Learners, the focus will be on identifying barriers to language acquisition and academic achievement. For Low-Income students, the coordinator will address issues related to limited access to resources and support. By aligning intervention strategies with the specific needs of each group, the coordinator will facilitate a personalized educational experience designed to improve academic performance and overall well-being. This targeted approach will ensure that Hispanic, English Learners, and Low-Income students receive the appropriate support and resources to overcome barriers and succeed academically, ultimately leading to more equitable educational outcomes for these at-risk student populations. By implementing this action LEA-wide or school-wide, we ensure that support is distributed equitably to all students who need it, particularly Unduplicated Pupils and others with similar needs. Providing a coordinator across the LEA helps address systemic challenges by creating consistent levels of support and intervention, reducing disparities. This approach enables a more coordinated effort to meet the needs of diverse student populations, ensuring best practices are applied broadly so that all students	2.4 2.5 2.6

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		receive the assistance necessary to succeed academically.	
2.4	**Action:** ELD Coordinator/Academic Coach **Need:** Our Hispanic, Low-income, and English Learner students are at greater academic risk if we don't use data to inform teaching strategies because they often face distinct challenges that can hinder their learning, such as limited access to academic support, fewer enrichment opportunities, and external stressors. Without leveraging data to tailor instructional approaches, teachers may miss critical insights into students' learning gaps and needs. The 2023 California Dashboard results highlight significant performance gaps: Hispanic learners are 83.3 points below standard in ELA and 112.2 points below standard in Math. English learners are 87 points below standard in ELA and 118.6 points below standard in math, while low-income students are 80.2 points below standard in ELA and 110.8 points below standard in math. Further data from the NWEA assessments reveal that Hispanic Learners are performing at the 24th percentile in ELA and Math. English learners and low-income students are performing in the 20th and 25th percentile, respectively, in both ELA and math, underscoring the need for targeted interventions. Additionally, ELPAC results show that only 39.3% of our English learners made progress	To address the performance gaps among Hispanic, English Learners, and Low-Income students, Our English Learner Coordinator/Academic Coach will play a critical role in enhancing instructional quality and student support. This specialist will work closely with teachers to refine and adapt instructional strategies that cater specifically to the needs of these at-risk student groups. By offering guidance on personalized learning approaches, targeted interventions, and evidence-based practices, the coordinator/academic coach will help ensure that teaching methods are effectively aligned with the unique challenges faced by these students. Additionally, the coordinator/academic coach will lead comprehensive professional development programs for educators, focusing on the latest best practices and instructional techniques. This continuous training will equip teachers with the skills and knowledge necessary to address the diverse learning needs of Hispanic, English Learners, and Low-Income students, thus improving their teaching effectiveness. Moreover, the coordinator/academic coach will mentor teachers, fostering a collaborative environment where educators can share strategies, troubleshoot challenges, and adjust their methods to enhance student engagement and achievement. By facilitating this level of support and collaboration, we aim to create a more responsive and effective educational environment that directly addresses performance gaps and promotes the academic success of all students	2.1 2.2 2.3 2.4 2.5 2.6

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	toward language proficiency in the 2022-23 school year, indicating ongoing struggles with language acquisition **Scope:** LEA-wide	Providing an EL coordinator/Academic Coach on an LEA-wide basis ensures that support is distributed equitably across all students who need it. This approach helps address systemic challenges by creating consistent levels of support and intervention throughout the district, thereby reducing disparities. It also allows for a more coordinated effort in addressing the needs of diverse student populations, ensuring that best practices are implemented broadly and that all students receive the assistance they need to succeed academically.	
3.1	**Action:** School Psychologist **Need:** The data reveals a pressing need to enhance students' self-efficacy, particularly in self-regulated learning and the ability to enlist social resources. According to the 2023-2024 survey, students exhibit relatively high self-efficacy in academic achievement (3.29) and social interactions (3.17). However, their lower self-efficacy in self-regulated learning (2.77) and in seeking social resources (2.97) indicates significant challenges in managing their own learning and accessing necessary support. This gap in self-efficacy is mirrored in behavioral and attendance issues. Although the overall pupil suspension rate stands at 2.2%, it is higher among English Learners (3.4%) and Low-Income students (2.4%). Furthermore, chronic absenteeism affects 15.6% of all students, with English Learners experiencing a rate of 10.6% and	A school psychologist can play a crucial role in addressing the identified need for improved self-efficacy among students, particularly in self-regulated learning and enlisting social resources. With 30% of students receiving direct services from the school psychologist last year, there is a strong foundation for providing targeted support to those who need it most, including Low-Income students and English Learners. The psychologist can offer individual and group counseling sessions specifically designed to help these students develop essential skills such as goal-setting, time management, and effective study strategies. By implementing targeted interventions, the psychologist can empower Low-Income students and English Learners to take ownership of their learning, boosting their confidence and ability to manage academic challenges. Additionally, the school psychologist can facilitate programs that promote social-emotional learning (SEL), equipping all students, particularly Low-Income and English Learners, with tools to build healthy relationships, communicate effectively, and seek support when needed. By fostering a supportive	3.1 3.3 3.5 3.6 3.7 3.8 3.9

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	Low-Income students at 16.7%. These disparities underscore a critical need for targeted interventions. Improving students' self-efficacy could play a key role in addressing these issues. By bolstering skills in self-regulated learning and effectively seeking out social resources, students may become better equipped to manage their educational responsibilities, seek help when needed, and engage more fully in their learning environments. Such interventions could lead to a reduction in suspension rates and absenteeism, ultimately enhancing overall academic outcomes, especially for the most vulnerable student groups. Strengthening these areas of self-efficacy is therefore crucial for fostering a more supportive and effective learning environment for all students. **Scope:** LEA-wide	school environment, the psychologist can help create a culture that encourages students to reach out for help, enhancing their ability to enlist social resources. Furthermore, they can collaborate with teachers and staff to identify at-risk students, develop tailored interventions, and monitor progress. This comprehensive approach will not only help reduce suspension rates and chronic absenteeism among Low-Income and English Learner students but also improve overall academic outcomes for all students, particularly those who are vulnerable. Providing the services of a school psychologist LEA-wide is beneficial for all students because it fosters a supportive and inclusive school environment that addresses the diverse needs of the entire student population. While targeted interventions for Low-Income students and English Learners are crucial, the skills and strategies taught by the school psychologist can enhance self-efficacy and social-emotional development for all students. By promoting self-regulated learning and social resource enlisting, the psychologist helps create a culture of resilience and support that benefits everyone. Additionally, a comprehensive approach that includes SEL programs and counseling can help reduce the stigma around seeking mental health support, making it more acceptable for all students to access these resources. This, in turn, can lead to a decrease in behavioral issues, lower suspension rates, and improved academic outcomes for the entire student body. By addressing the root causes of absenteeism and behavioral challenges on a broader scale, the school psychologist contributes	

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		to a more positive school climate, ensuring that all students, regardless of their background, have the opportunity to thrive academically and socially. Ultimately, this inclusive support model strengthens the entire learning community, creating a healthier environment that promotes success for every student.	
3.2	**Action:** Health Clerk **Need:** There is a need to improve school attendance rates, which currently stand at 92%, while the chronic absenteeism rate is notably high at 15.6%. This is particularly concerning for specific student groups, including English Learners, who have a chronic absenteeism rate of 10.6%, Low-Income students, with a rate of 16.7% and Hispanic students with a rate of 15.5%. These results reflect an approximate 4% increase for each of these groups over the previous year. Addressing these absenteeism rates is crucial, as they directly impact students' academic performance and overall success. Targeted interventions and support are essential to enhance attendance and ensure equitable academic opportunities for all students. **Scope:** LEA-wide	Health Clerks can play a vital role in addressing the issue of chronic absenteeism and improving school attendance rates in several ways: Additional Health Clerks can help reduce chronic absenteeism by providing immediate health support to students, ensuring minor health concerns are addressed promptly so students can remain in school. They play a crucial role in monitoring health-related issues, tracking patterns, and identifying potential causes of absenteeism, such as illness outbreaks. With this information, schools can take proactive steps to maintain a healthy learning environment. Health Clerks can also educate students and families on the importance of regular attendance and promote preventative health measures, reducing absences due to avoidable health concerns. Furthermore, Health Clerks serve as a bridge between the school and families by communicating about students' health needs and offering referrals to outside health services. By fostering strong partnerships with parents, they help address health-related barriers to consistent attendance. Additionally, they can support school-wide wellness initiatives, such as vaccination drives or wellness checks, contributing to a healthier school community. This additional layer of health support ensures that more students are able to attend	3.4 3.6

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		school regularly, improving attendance rates and, ultimately, academic outcomes. Providing additional Health Clerks on an LEA-wide or schoolwide basis ensures that all students across the district or school have equitable access to essential health services, regardless of their location or individual school resources. This approach allows for consistent health monitoring, support, and intervention across all campuses, addressing health-related barriers to attendance for all student groups, including those who may be disproportionately affected, such as low-income or English Learner students. By implementing these services district- or schoolwide, the impact is maximized, creating a healthier learning environment that benefits the entire student population. A schoolwide or LEA-wide approach also ensures a more coordinated effort in addressing systemic health and attendance challenges, allowing for uniform policies, practices, and health initiatives across all schools. This consistency helps in reducing disparities in student support services, ensuring that no school or group of students is left without the health resources they need to thrive. Additionally, it promotes efficiency by allowing for centralized data tracking and reporting on health and absenteeism trends, leading to more effective districtwide strategies to improve overall attendance and academic performance.	
3.3	**Action:** LVN **Need:**	LVNs can play a vital role in addressing the issue of chronic absenteeism and improving school attendance rates in several ways. LVNs help reduce chronic absenteeism by providing immediate health support to students, ensuring	3.4 3.6

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	There is a need to improve school attendance rates, which currently stand at 92%, while the chronic absenteeism rate is notably high at 15.6%. This is particularly concerning for specific student groups, including English Learners, who have a chronic absenteeism rate of 10.6%, Low-Income students, with a rate of 16.7% and Hispanic students with a rate of 15.5%. These results reflect an approximate 4% increase for each of these groups over the previous year. Addressing these absenteeism rates is crucial, as they directly impact students' academic performance and overall success. Targeted interventions and support are essential to enhance attendance and ensure equitable academic opportunities for all students. **Scope:** LEA-wide	minor health concerns are promptly addressed so students can stay in school. They are crucial in monitoring health-related issues, tracking patterns, and identifying potential causes of absenteeism, such as illness outbreaks. With this information, schools can take proactive steps to maintain a healthy learning environment. LVNs can also educate students and families on the importance of regular attendance and promote preventative health measures, helping to reduce absences due to avoidable health concerns. Furthermore, LVNs serve as a bridge between the school and families by communicating about students' health needs and offering referrals to outside health services. By fostering strong partnerships with parents, they help address health-related barriers to consistent attendance. Additionally, they can support school-wide wellness initiatives, such as vaccination drives or wellness checks, contributing to a healthier school community. This additional layer of health support ensures that more students are able to attend school regularly, ultimately improving attendance rates and academic outcomes. Providing an LVN on an LEA-wide or schoolwide basis ensures that all students across the district or school have equitable access to essential health services, regardless of their location or individual school resources. This approach allows for consistent health monitoring, support, and intervention across all campuses, addressing health-related barriers to attendance for all student groups, including those who may be disproportionately affected, such as low-income or English Learner students. By implementing these	

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		services district- or schoolwide, the impact is maximized, creating a healthier learning environment that benefits the entire student population. A schoolwide or LEA-wide approach also ensures a more coordinated effort in addressing systemic health and attendance challenges, allowing for uniform policies, practices, and health initiatives across all schools. This consistency helps reduce disparities in student support services, ensuring that no school or group of students is left without the health resources they need to thrive. Additionally, it promotes efficiency by allowing for centralized data tracking and reporting on health and absenteeism trends, leading to more effective districtwide strategies to improve overall attendance and academic performance.	
3.4	**Action:** Community Day/IRC/Behavioral Aides **Need:** The overall pupil suspension rate is 2.2%, but higher for English Learners at 3.4%, Low-Income students at 2.4%, and Students with Disabilities at 10.3%, indicating a critical need for continued targeted behavioral support. These students are at greater risk of falling behind academically due to repeated suspensions and lack of behavioral interventions. Additionally, the chronic absenteeism rate stands at 15.6%, with English Learners experiencing a rate of 10.6%, Low-Income students at 16.7%, Hispanic at 15.5%, and Students with Disabilities at 26.9%. These results reflect an approximate 4% increase for	A community day class and behavioral aides can directly address the high suspension and chronic absenteeism rates among Low-Income students and English Learners by providing targeted behavioral and academic support. These students often face unique challenges that contribute to higher suspension rates—2.4% for Low-Income students and 3.4% for English Learners—and the structured, smaller setting of a community day class offers a supportive environment where their individual needs can be better addressed. Through personalized instruction, social-emotional learning, and counseling, students are given the tools to manage their behavior, reducing the likelihood of future suspensions. Behavioral aides are essential in providing one-on-one and small group support, helping Low-Income students and English Learners develop positive coping strategies, improve self-regulation, and implement behavior	3.5 3.6 3.7 3.8

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	each of these groups over the previous year. These absenteeism rates, combined with high suspension rates, point to the need for structured behavioral support and interventions. A community day class, supported by behavioral aides, would provide a more focused and supportive environment for these students, helping address the underlying behavioral issues while promoting consistent attendance and improving overall academic outcomes. The majority of Student with Disabilities enrolled at Pleasant View are also low-income, and this action which is contributing to increased or improved services for this student group are principally directed based on their identified needs as part of the low-income student group. **Scope:** LEA-wide	intervention plans. This level of personalized attention ensures that students remain engaged in learning while addressing underlying behavioral and emotional challenges. By promoting better behavior and reducing disruptions, these interventions also encourage consistent attendance, which is crucial given the chronic absenteeism rates for Low-Income students (16.7%) and English Learners (10.6%). Ultimately, the community day class and behavioral aides work together to support these students in overcoming barriers to academic success and improving their overall school experience. Providing a community day class and behavioral aides for all students, not just specific groups, is essential because behavioral and emotional challenges can affect students across all backgrounds. A universal approach ensures that all students who struggle with behavior, attendance, or social-emotional issues receive the support they need to succeed academically. While Low-Income students and English Learners may face higher rates of suspension and absenteeism, other students may also experience similar challenges that can negatively impact their learning and development. Offering these services schoolwide creates a more inclusive and equitable learning environment, ensuring that no student is overlooked. Behavioral aides can address a range of needs, from mild disruptions to more significant behavioral issues, fostering a positive school climate that benefits all students. Additionally, addressing behavioral concerns early and across all student groups reduces the likelihood of chronic absenteeism, improves overall student	

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		engagement, and leads to better academic outcomes. A schoolwide program supports not just individual students but the entire community, promoting a healthier, more productive learning environment for everyone.	
4.1	**Action:** Facilities **Need:** Our community needs assessment determined that 25.1% of our students live below the poverty line which is double the state average of 12.6%. Research from the Government Accountability Office (GAO) and the U.S. Department of Education highlights significant disparities in facilities and their conditions between high-poverty and affluent districts. Research from the National Center for Education Statistics (NCES) and various educational advocacy groups often point to disparities in facilities and their impact on ELs. Studies have found that schools with poor facilities are more likely to have higher concentrations of ELs, compounding the challenges these students face. 64% of Pleasant View Students are English Learners. Discussions with all educational partners and the results from the community need town hall with over 45 families in attendance had expressed the need for new facilities to address subjects like music, art, and the Folklorico dance program. Also to modernize facilities to better align to the district's vision of enhancing collaborative, hands-on, and student-driven learning experiences for all students, particularly Low-Income students	Modernizing facilities directly addresses the needs of unduplicated students, including Low-Income students and English Learners, by creating an inclusive and supportive learning environment that caters to their unique challenges and circumstances. Outdated facilities often lack the resources necessary to facilitate engaging, hands-on learning experiences that are critical for academic success. By upgrading to flexible spaces that support diverse instructional methods, the district can ensure that all students have access to tailored interventions, which is particularly important for unduplicated students who may require additional support. Furthermore, the addition of facilities like a Multipurpose Gym and spaces for the performing arts provides opportunities for enrichment and engagement that can be pivotal for Low-Income students and English Learners. These students often benefit from programs that enhance their social-emotional skills and foster a sense of belonging, which can be facilitated through arts and physical education. By investing in modern facilities, the district not only promotes academic achievement but also addresses the holistic needs of unduplicated students, helping to close the opportunity gap and ensuring that every student has the resources and support necessary to succeed. Modernizing facilities on an LEA-wide basis is crucial because it ensures that all students,	4.1 4.2

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 English Learners. Current facilities may be outdated or insufficient to support these modern educational approaches, limiting the ability to provide engaging and effective learning environments that meet the diverse needs of the student population. Additionally, there is a pressing need for flexible spaces that can accommodate diverse instructional methods and tailored interventions, ensuring that all students, including those from Low-Income backgrounds and English Learners, receive the support they need to succeed academically. These improvements are essential for fostering an inclusive and adaptive educational environment that meets the evolving needs of students and educators. Specifically, students and parents have requested facilities such as a Multipurpose Gym and dedicated spaces for the performing arts, including Art, Music, Dance, and Drama, to provide enriching opportunities that enhance the overall educational experience for every student. **Scope:** LEA-wide	regardless, have equitable access to high-quality learning environments and resources. By implementing improvements across the district, the initiative addresses systemic disparities that often exist in school facilities, particularly affecting Low-Income students and English Learners. An LEA-wide approach promotes consistency in educational opportunities, allowing every student to benefit from updated spaces designed for collaborative, hands-on, and student-driven learning. Additionally, this comprehensive approach fosters a sense of community and shared resources among schools, enabling the district to develop and implement uniform programs that benefit all students. By creating modern facilities that accommodate diverse instructional methods, the district can better support the specific needs of unduplicated students, helping to close the achievement gap. This unified effort also enhances the overall educational experience, ensuring that students across all schools have access to essential resources such as multipurpose gyms and performing arts spaces, which can significantly contribute to their academic and personal development. Ultimately, an LEA-wide modernization initiative ensures that every student receives the support they need to thrive in a dynamic learning environment.	
4.2	**Action:** Safety **Need:** The 2023-2024 baseline data shows that a significant majority of educational partners—95% of students, 97% of parents, 93% of	The District will provide additional professional development related to school safety, with a specific focus on addressing the needs of vulnerable learners such as Low-Income and English Learner students. This training will equip teachers, staff, and administrators with the skills and strategies necessary to recognize and	4.2

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
	teachers and staff, and 96% of parents of Special Education and English Learner students—feel that the school is safe and inviting. Studies have shown that safe and supportive school environments are linked to higher academic achievement. For instance, research by the National Center for Education Statistics (NCES) and other educational bodies highlights that a positive school climate is associated with better outcomes for both ELs and low-income students. Pleasant View's student population is 90% low-income and 64% English learners. There is a critical need to improve safety measures, particularly for Low-Income and English Learner students. These groups may face unique challenges and vulnerabilities that require heightened attention to safety protocols. Even a small percentage of respondents with lingering concerns can impact the overall environment, making it essential to ensure that all students feel secure and supported in their school settings. Enhancing safety measures is especially vital for Low-Income and English Learner students, who may be more susceptible to feelings of isolation or fear. By prioritizing safety improvements, the district can create a more inclusive environment where all students, regardless of their background, feel empowered to express their concerns and engage fully in their education. Ensuring that these vulnerable populations feel safe will help build trust among families and encourage stronger connections to the	respond effectively to the unique safety concerns faced by these groups. By fostering a comprehensive understanding of safety protocols, emergency response procedures, and physical safety measures, the District aims to create a culture of safety that considers the specific vulnerabilities of these learners. Professional development will also emphasize building trust and open communication between staff, students, and families, encouraging vulnerable learners to express their concerns and seek help when needed. Furthermore, the District will continue to assess current safety needs and explore ways to enhance the safety and security of staff and students on campus, ensuring that facilities are well-maintained and conducive to a secure learning environment. Training on cultural competency and trauma-informed practices will be integral to this professional development, as understanding the socioeconomic and cultural challenges faced by Low-Income and English Learner students allows staff to implement tailored support systems. By prioritizing professional development focused on the needs of vulnerable learners and continuously evaluating safety measures, including physical safety issues, the District not only enhances immediate safety but also fosters an inclusive and supportive school community. This approach ultimately creates a safer and more nurturing learning environment for all students. Implementing enhanced professional development on school safety across the Local Education Agency (LEA) is essential to ensure consistent training and support for all schools. A unified	

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
	school community. Ultimately, improving safety measures is essential for fostering a nurturing learning environment that promotes the well-being and success of all students, particularly those who may face additional challenges. **Scope:** LEA-wide	approach guarantees that every staff member, regardless of their school, receives the same level of instruction and resources, addressing the safety needs of vulnerable learners, including low-income and English-learner students. This consistency promotes a shared understanding of safety protocols and emergency procedures, enabling a cohesive response to safety concerns district-wide, and addressing physical safety issues such as facility maintenance and emergency preparedness. An LEA-wide strategy also allows for pooling resources and expertise, enhancing the effectiveness of safety initiatives through shared best practices and collaborative learning. By prioritizing district-wide professional development in school safety, the LEA ensures equitable access to training, reinforces a culture of safety and inclusivity, and strengthens support systems for all students. This comprehensive approach creates a safer, more nurturing environment for the entire educational community, particularly benefiting the most vulnerable students.	
4.3	**Action:** Tech Support **Need:** The report "Equity and Access: How Resource Availability Affects Student Engagement" by Yonezawa, S., & Jones, J. (2014) discusses how increased access to resources and timely support services can positively impact student engagement, particularly for underserved populations such as Low-Income and English Learners. The study emphasizes that providing these groups with the necessary	The addition of a Tech Support AV Specialist position directly addresses the needs identified for Low-Income and English Learner students by ensuring that all students have consistent access to technology and the necessary support to utilize it effectively. This specialist can provide targeted technical assistance, helping to troubleshoot and resolve issues that may prevent students from engaging with digital learning tools and resources. By offering timely support, the Tech Support AV Specialist can minimize disruptions in the learning process, ensuring that students can fully participate in their educational experiences without	4.3

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 and support can lead to improved academic outcomes and a stronger sense of belonging within the school community. The 2023-2024 baseline data indicates that a significant majority of educational partners—85% overall, with 92% of students, 88% of teachers, and 96% of administration and other staff—feel they have access to the resources they need and timely tech support, there remains a critical need to specifically address the experiences of Low-Income and English Learner students. The data suggests that a portion of the student population may still face barriers to accessing essential resources and support, which can hinder their academic success and overall school engagement. Ensuring that these vulnerable groups receive the necessary resources and timely technical assistance is vital for creating an equitable learning environment. Improved access to technology and support services is especially important for Low-Income and English Learner students, who may rely more heavily on school resources to supplement their learning. By addressing the specific needs of these populations, the district can enhance student engagement, facilitate personalized learning experiences, and empower teachers to implement effective instructional strategies tailored to their diverse needs. Prioritizing resource accessibility and tech support for Low-Income and English Learner students will not only help close existing gaps but also foster a more inclusive educational experience, ultimately contributing to better academic outcomes and a stronger	being hindered by technical challenges. Moreover, the Tech Support AV Specialist can play a crucial role in training both students and staff on the effective use of technology, particularly for Low-Income and English Learner students who may have varying levels of familiarity with digital tools. By providing tailored training sessions and resources, the specialist can empower these students to navigate technology confidently, thereby enhancing their learning opportunities. Additionally, this role can facilitate the implementation of assistive technologies and resources specifically designed to support English Learners, ensuring that they have equitable access to the same educational materials as their peers. Overall, the Tech Support AV Specialist position is vital for fostering an inclusive learning environment that meets the diverse needs of all students, particularly those who may face additional barriers. Implementing the Tech Support AV Specialist position on an LEA-wide basis is essential to ensure that all students, especially those in vulnerable groups such as Low-Income and English Learner students, have equitable access to technology and support throughout the entire district. An LEA-wide approach guarantees that every school benefits from consistent and timely technical assistance, enabling students and staff to address any issues they encounter without delay. This consistency not only minimizes disruptions to the learning process but also fosters a culture of support and collaboration among all schools within the district. Moreover, an LEA-wide implementation allows the Tech Support AV	

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
	sense of belonging within the school community. **Scope:** LEA-wide	Specialist to develop and share best practices, resources, and training programs that can be adapted to meet the unique needs of each school's student population. By doing so, the specialist can facilitate targeted interventions and support tailored to the specific challenges faced by Low-Income and English Learner students across different campuses. This collaborative effort enhances the overall effectiveness of technology integration within the district, promoting inclusive educational practices and ensuring that all students are empowered to succeed academically. Ultimately, an LEA-wide approach reinforces the commitment to equity and access, creating a more cohesive and supportive learning environment for every student.	
4.4	**Action:** Library Aide **Need:** The 2023 California Dashboard results reveal a critical need for targeted educational interventions due to significant performance gaps among our student populations. Hispanic learners are currently 83.3 points below standard in English Language Arts (ELA) and 112.2 points below standard in Math. English learners are experiencing similar challenges, with scores 87 points below standard in ELA and 118.6 points below standard in Math. Low-income students also show concerning deficiencies, being 80.2 points below standard in ELA and 110.8 points below standard in Math. Further data from the NWEA assessments confirms that Hispanic learners are performing	Employing a Library Aide, updating the library with new books, and extending summer library hours are strategic actions designed to support the academic success of Hispanic, English Learners, and low-income students by addressing critical needs highlighted by performance data. The Library Aide will enhance student and teacher access to library resources, ensuring that all students, particularly those from disadvantaged backgrounds, receive the necessary support to effectively use these materials. This targeted assistance is vital for English Learners and low-income students who may face challenges accessing educational resources outside of school. Updating the library with new and diverse books will enrich the learning environment by providing relevant and engaging materials that reflect the diverse cultures and languages of our student body. This is particularly important for English	2.1 2.2 2.3 2.4 2.5 2.6 4.3

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
	at the 24th percentile in both ELA and Math, while English learners and low-income students are performing at the 20th and 25th percentiles, respectively, in these subjects. Additionally, ELPAC results indicate that only 39.3% of our English learners made progress towards language proficiency in the 2022-23 school year. These findings highlight a pressing need for focused and effective interventions to address the educational disparities faced by our English learners, Hispanic, and low-income students, and to ensure equitable academic opportunities for all. **Scope:** LEA-wide	Learners and Hispanic students, who benefit from exposure to inclusive content that can support their literacy development and engagement in ELA and Math. Extending library hours into the summer will provide continued access to educational resources during a critical time when learning opportunities are often limited for low-income students. By keeping the library open, the District will help mitigate summer learning loss and ensure that students have ongoing opportunities to improve their academic skills and address performance gaps in ELA and Math. Implementing the action of employing a Library Aide, updating library resources with new books, and extending library hours district-wide provides substantial benefits for the whole Local Education Agency (LEA). This broad implementation ensures equitable access to enhanced library services and resources across the entire district, which is crucial for addressing the varied needs of students of all students.	

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

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

N/A

Additional Concentration Grant Funding

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

Thanks to collaborative efforts involving colleagues, community partners, students, and families, we've crafted a comprehensive plan to support our predominantly low-income and English learner student population. Leveraging additional funding from the concentration grant add-on, we've recruited two extra certificated teachers to facilitate smaller class sizes and targeted interventions, particularly focusing on grade levels requiring additional assistance. Furthermore, we're enhancing our Arts program by hiring a part-time art teacher.

Under Goal 1 - Action 1.2, recognizing the significance of early childhood education and a well-rounded curriculum, we're committed to broadening our course offerings. This entails the inclusion of Art, Music, and P.E. to enrich the educational experience. To elevate instructional standards, we'll introduce Pre-K/TK classes staffed by highly qualified teachers and hire more educators to reduce student-to-teacher ratios. Moreover, students will benefit from enriching opportunities such as field trips and extended learning experiences beyond the classroom. Additionally, we'll expand support by adding teachers for community days and Special Day Class (SDC) sessions. (This initiative incorporates LCFF Concentration Add-on Grant funds.)

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,046,228	2,108,134	41.776%	0.665%	42.441%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,145,552.00	$237,940.00	$0.00	$373,960.00	$2,757,452.00	$2,292,422.00	$465,030.00

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	Certificated Professional Development (8 Extra Service Days)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$136,601.00	$0.00	$136,601.00				$136,601.00	
1	1.2	Broad Course of Study/ Early Childhood Staff/Reduce Class Sizes/Alternative Educational Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$517,042.00	$0.00	$517,042.00				$517,042.00	
1	1.3	Appropriately Assigned Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$0.00	$12,423.00	$12,423.00				$12,423.00	
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.2	Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$665,630.00	$0.00	$375,751.00	$68,602.00		$221,277.00	$665,630.00	
2	2.3	Programs/Intervention/Student Services Support Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$130,992.00	$0.00	$65,496.00	$65,496.00			$130,992.00	
2	2.4	ELD Coordinator/Academic Coach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$80,102.00	$0.00	$40,133.00	$12,286.00		$27,683.00	$80,102.00	
3	3.1	School Psychologist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$177,965.00	$0.00	$177,965.00				$177,965.00	
3	3.2	Health Clerk	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$65,522.00	$0.00	$65,522.00				$65,522.00	
3	3.3	LVN	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$69,048.00	$0.00	$69,048.00				$69,048.00	
3	3.4	Community Day/IRC/Behavioral Aides	English Learners Low Income	Yes	LEA-wide	English Learners	Specific Schools: Buena	On-going	$173,325.00	$0.00	$173,325.00				$173,325.00	

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	Vista Community Day / Sunnyside IRC Program,Buena Vista Community Day / Sunnyside IRC Program, 4th-8th Grade / 1st -8th Grade4th-8th Grade /1st-8th Grade									
4	**4.1**	Facilities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$0.00	$257,607.00	$257,607.00				$257,607.00	
4	**4.2**	Safety	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$0.00	$150,000.00	$25,000.00			$125,000.00	$150,000.00	
4	**4.3**	Tech Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$129,572.00	$0.00	$89,713.00	$39,859.00			$129,572.00	
4	**4.4**	Library Aide	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$94,926.00	$0.00	$94,926.00				$94,926.00	
5	**5.1**	Behavioral Aide to Provide Daily Emotional and Behavioral Support	All	No			All Schools Specific Schools: Buena VIsta Community Day School 4th-8th Grade	2025-26	$51,697.00	$0.00		$51,697.00			$51,697.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,046,228	2,108,134	41.776%	0.665%	42.441%	$2,145,552.00	0.000%	42.518 %	**Total:**	$2,145,552.00
								LEA-wide Total:	$2,145,552.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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**	Certificated Professional Development (8 Extra Service Days)	Yes	LEA-wide	English Learners Low Income	All Schools	$136,601.00	
1	**1.2**	Broad Course of Study/ Early Childhood Staff/Reduce Class Sizes/Alternative Educational Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$517,042.00	
1	**1.3**	Appropriately Assigned Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	$12,423.00	
2	**2.1**	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	LEA-wide	English Learners Low Income	All Schools	$45,000.00	
2	**2.2**	Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	$375,751.00	
2	**2.3**	Programs/Intervention/Student Services Support Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	$65,496.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	ELD Coordinator/Academic Coach	Yes	LEA-wide	English Learners Low Income	All Schools	$40,133.00	
3	3.1	School Psychologist	Yes	LEA-wide	English Learners Low Income	All Schools	$177,965.00	
3	3.2	Health Clerk	Yes	LEA-wide	English Learners Low Income	All Schools	$65,522.00	
3	3.3	LVN	Yes	LEA-wide	English Learners Low Income	All Schools	$69,048.00	
3	3.4	Community Day/IRC/Behavioral Aides	Yes	LEA-wide	English Learners Low Income	Specific Schools: Buena Vista Community Day / Sunnyside IRC Program, 4th-8th Grade / 1st -8th Grade	$173,325.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Low Income	All Schools	$257,607.00	
4	4.2	Safety	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	
4	4.3	Tech Support	Yes	LEA-wide	English Learners Low Income	All Schools	$89,713.00	
4	4.4	Library Aide	Yes	LEA-wide	English Learners Low Income	All Schools	$94,926.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,442,045.00	$2,581,674.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Professional Development (8 Extra Service Days)	Yes	$102,000.00	$102,000.00
1	**1.2**	Broad Course of Study/ Early Childhood Staff/Reduce Class Sizes/Alternative Educational Programs	Yes	$469,260.00	$453,150.00
1	**1.3**	Appropriately Assigned Teachers	Yes	$5,000.00	$5,000.00
2	**2.1**	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	$25,000.00	$30,550.00
2	**2.2**	Instructional Aides	Yes	$660,000.00	$625,000.00
2	**2.3**	Programs/Intervention/Student Services Support Coordinator	Yes	$98,750.00	$98,750.00
2	**2.4**	ELD Coordinator/Academic Coach	Yes	$71,000.00	$78,850.00
3	**3.1**	School Psychologist	Yes	$175,000.00	$168,325.00
3	**3.2**	Health Clerk	Yes	$90,000.00	$77,000.00
3	**3.3**	LVN	Yes	$55,000.00	$55,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Community Day/IRC/Behavioral Aides	Yes	$155,000.00	$165,224.00
4	**4.1**	Facilities	Yes	$265,000.00	$255,056.00
4	**4.2**	Safety	Yes	$10,000.00	$204,800.00
4	**4.3**	Tech Support	Yes	$118,000.00	$125,069.00
4	**4.4**	Library Aide	Yes	$92,500.00	$99,900.00
5	**5.1**	Behavioral Aide to Provide Daily Emotional and Behavioral Support	No	$50,535.00	$38,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,045,697	$2,051,510.00	$2,013,274.00	$38,236.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	$102,000.00	102,000.00		
1	1.2	Broad Course of Study/ Early Childhood Staff/Reduce Class Sizes/Alternative Educational Programs	Yes	$469,260.00	453,150.00		
1	1.3	Appropriately Assigned Teachers	Yes	$5,000.00	5,000.00		
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	$25,000.00	30,550.00		
2	2.2	Instructional Aides	Yes	$410,000.00	395,000.00		
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	$38,750.00	38,750.00		
2	2.4	ELD Coordinator/Academic Coach	Yes	$41,000.00	39,950.00		
3	3.1	School Psychologist	Yes	$175,000.00	168,325.00		
3	3.2	Health Clerk	Yes	$90,000.00	77,000.00		
3	3.3	LVN	Yes	$55,000.00	53,500.00		
3	3.4	Community Day/IRC/Behavioral Aides	Yes	$155,000.00	165,224.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Facilities	Yes	$265,000.00	255,056.00		
4	**4.2**	Safety	Yes	$10,000.00	4,800.00		
4	**4.3**	Tech Support	Yes	$118,000.00	125,069.00		
4	**4.4**	Library Aide	Yes	$92,500.00	99,900.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,875,392	2,045,697	0.00	41.960%	$2,013,274.00	0.000%	41.295%	$32,423.00	0.665%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 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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