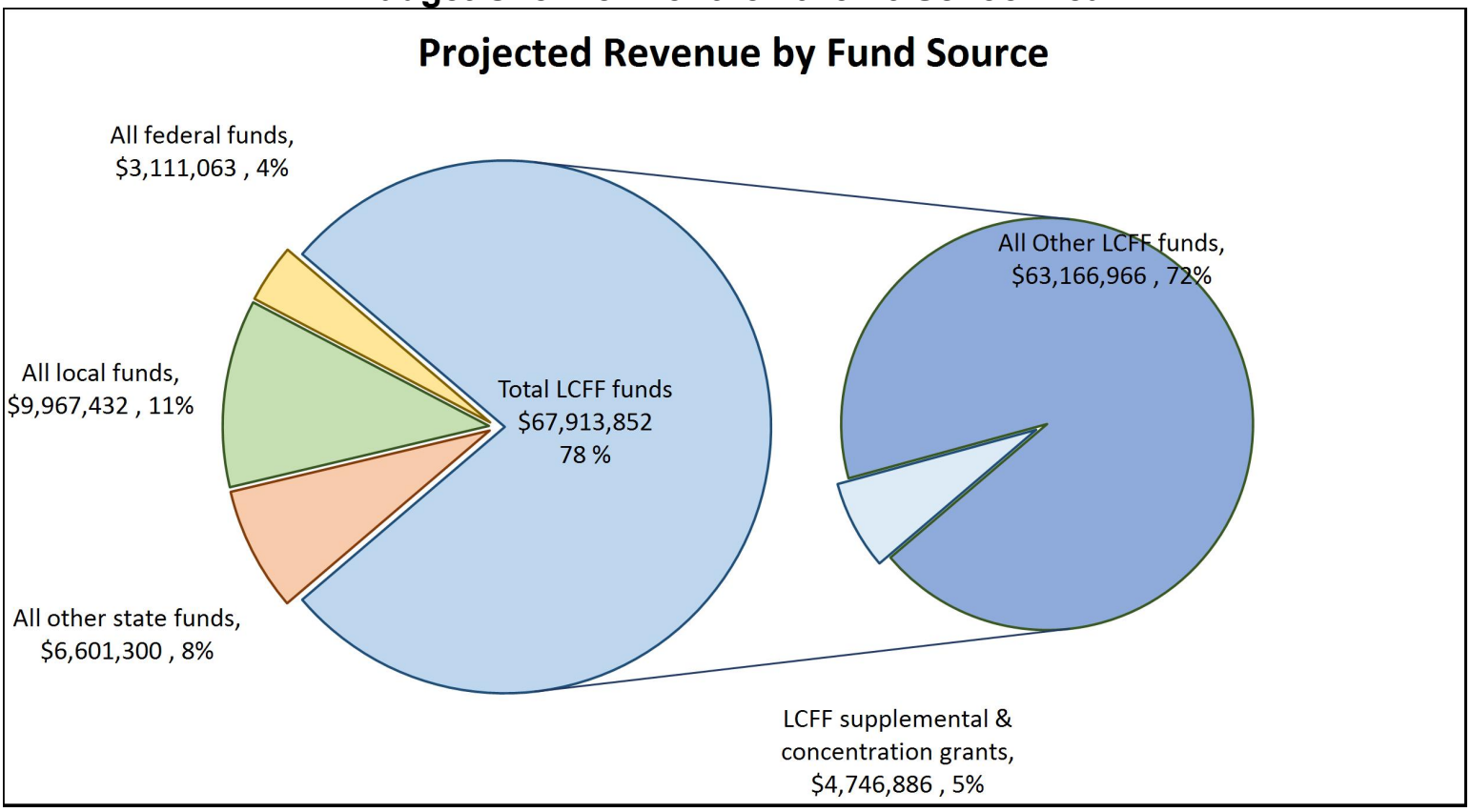
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley School District
CDS Code: 56725530000000
School Year: 2025-26
LEA contact information:
Dr. Veronica Ortega
Assistant Superintendent, Educational Services
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

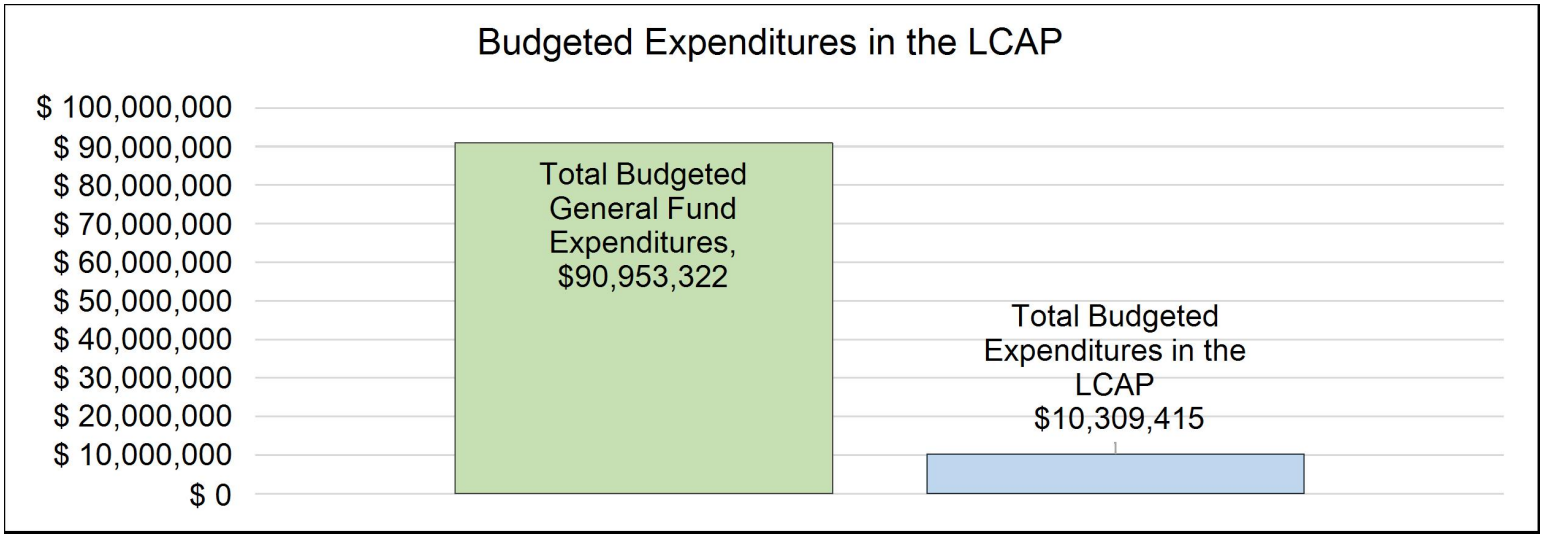


This chart shows the total general purpose revenue Pleasant Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant Valley School District is $87,593,647, of which $67,913,852 is Local Control Funding Formula (LCFF), $6,601,300 is other state funds, $9,967,432 is local funds, and $3,111,063 is federal funds. Of the $67,913,852 in LCFF Funds, $4,746,886 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 Valley School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pleasant Valley School District plans to spend $90,953,322 for the 2025-26 school year. Of that amount, $10,309,415 is tied to actions/services in the LCAP and $80,643,907 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

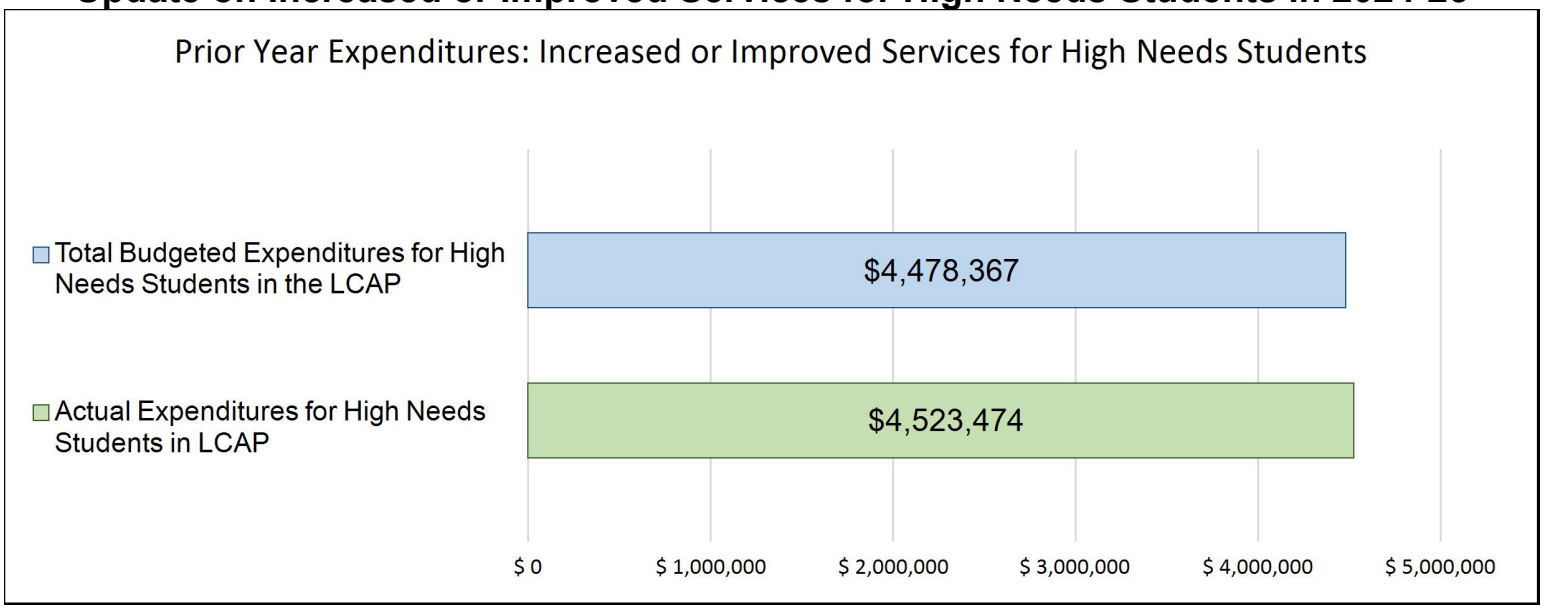
General Fund Expenditures not included in the LCAP include general operating costs of the school district. This includes most teacher salaries, general administration costs, special education costs, operations staff salaries, utility bills, general operating supplies like paper, etc.

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

In 2025-26, Pleasant Valley School District is projecting it will receive $4,746,886 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley School District plans to spend $4,746,886 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Pleasant Valley School District's LCAP budgeted $4,478,367 for planned actions to increase or improve services for high needs students. Pleasant Valley School District actually spent $4,523,474 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Valley School District	Dr. Veronica Ortega Assistant Superintendent, Educational Services	vortega@pleasantvalleysd.org (805) 389-2100

Plan Summary [2025-26]

General Information

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

The Pleasant Valley School District is dedicated to delivering a high-quality, evidence-based educational experience for all students through the vision of "Excellence for All." Situated halfway between Santa Barbara and Los Angeles, the Pleasant Valley School District (PVSD) is located in Camarillo, CA, in Ventura County. PVSD boasts a rich legacy of educational distinction spanning more than 150 years. Many of the district's certificated and classified staff are proud alumni of the district. PVSD currently educates just under 5900 students in grades preK-8.

PVSD offers an array of educational options, empowering families to select the optimal program for their children among its eleven schools with varied configurations. Two comprehensive middle schools, Las Colinas Middle School and Monte Vista Middle School, serve students in grades 6-8. Three K-8 schools, Los Primeros School of Sciences and Arts (K-8), Pleasant Valley School of Engineering and Arts (TK-8), and Santa Rosa Technology Magnet School (TK-8), provide focused theme programs. PVSD has six TK-5 elementary schools which include: Camarillo Heights STEM Academy, Dos Caminos School, La Mariposa School, Las Posas School, Rancho Rosal School, and Tierra Linda School. The district extends its educational reach through the California State Preschool Program, offering preschool at two locations and providing transitional kindergarten classes at eight elementary-serving campuses. This will expand to all nine elementary-serving campuses beginning in the 25-26 school year. PVSD offers a successful Spanish two-way immersion program at the Dos Caminos campus and a cutting-edge coding immersion program at Santa Rosa Technology Magnet School. Additionally, PVSD oversees two charter schools, each crafting its own Local Control Accountability Plan. One of these charters, Peak Prep Pleasant Valley, offers a comprehensive TK-12 virtual learning environment as well as a homeschool option.

Renowned for academic excellence, nearly all schools in the Pleasant Valley School District have been honored as California Distinguished Schools. PVSD schools provide robust academic outcomes that surpass the county and state benchmarks, including when disaggregated by demographic factors.

The PVSD student population is diverse, with 37.3% of students identifying as White, 42.6% identifying as Latino, 7.4% of students identifying as two or more races, 3.3% identifying as Filipino, 2.6% identifying as Black or African-American, and 6.5% identifying as Asian (as reported on DataQuest). Approximately 8% of students are identified as English Learners, representing 33 different language groups with Spanish, Mandarin, Vietnamese, Arabic, and Tagalog/Filipino accounting for the top five languages represented (as reported on the PVSD language survey). The percentage of students with disabilities is 16%. Nearly 36% of PVSD students are classified as low income, 2% of students are currently experiencing homelessness, and .02% of students are foster youth. PVSD's high-needs student percentage (students who are Foster Youth, English Learners, and Low Income) stands at 38%. With close proximity to two naval installations, PVSD serves many students from military families and partners closely with military family liaisons to support students. Three PVSD schools, Las Posas, Monte Vista Middle School, and Rancho Rosal School earned the Purple Star distinction for their outstanding support of military-connected students.

PVSD's commitment to community engagement is evident through its robust partnerships with various community-based and service organizations. An involved parent/guardian community further amplifies PVSD's success, emphasizing the vital role of school/home partnerships in supporting educational excellence.

PVSD's strategic plan, “Vision 2027: Excellence for All”, highlights the district’s vision, goals, and core values that will prepare our students to become 21st century learners who are responsible members of our global society. The plan is organized by our ongoing goals, aligns to our LCAP actions and development cycle, and identifies specific strategies PVSD will employ to meet its goals.

On November 6, 2024, the Mountain Fire ravaged part of the Camarillo hills destroying multiple structures and causing the evacuation of Camarillo Heights STEM Academy. Subsequently, due to the impacts of the fire, school was closed for three days. The Camarillo community came together to overcome this challenge that affected students, staff, and many families.

Reflections: Annual Performance

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

The following acronyms are used in this section:
ELA= English Language Arts
CAASPP= California Assessment of Student Performance and Progress
ELPAC= English Language Proficiency Assessments for California
LREBG= Learning Recovery Emergency Block Grant
SAI= Specialized Academic Instruction
WIN= What I Need

LEA Reflections 2024-25

With a focus on providing families with choices in finding the "right fit school" PVSD has continued to expand programmatic options. PVSD regularly examines master schedules to ensure that students have access to opportunities through a broad course of study that is designed to support and challenge them. The district successfully expanded its Spanish dual language immersion program to grade one and will continue adding a grade level each year until full TK-5 implementation at the Dos Caminos campus. The Santa Rosa Technology Magnet School has expanded the computer science immersion program on the campus to ensure staff capacity building through an articulated model that is locally created.

PVSD continues to work toward increasing opportunities for inclusion through the least restrictive environment. This year, PVSD welcomed seven new extensive needs classrooms for students who were previously served by the Ventura County Office of Education. The district provided co-teaching options in both early education classes and middle school to support students with disabilities. Additionally, PVSD welcomed nearly 100 new students this year who joined the community in the newly developed Somis Ranch housing. Nearly a third of the students who joined from this development entered in middle school with many being newcomer English learners.

PVSD experienced strong success on the 2024 California Dashboard continuing to move the student academic trajectory in an upward trend. The district continues to significantly outperform the county and state in ELA, mathematics, and science, as evidenced by the following:

- In English Language Arts, the Dashboard indicator for "all students" is in green at 20.1 points above standard, which reflects an increase on 4.4 points.
- In mathematics, the Dashboard indicator for "all students" was in green at 9.8 points below standard, which was an increase of 3.1 points.
- On the ELA CAASPP, PVSD students increased overall percentages of students in the meets/exceeds areas (60.26% aggregated meets and exceeds)
- In mathematics (49.28% aggregated meets and exceeds). The strongest gains were seen in grades 3-6. Third grade increased by 7.42% in ELA and 3.55% in mathematics; fourth grade increased 3.1% in ELA and 3.42% in mathematics; fifth grade increased 7.54% in
- ELA and 5.64% in mathematics, and sixth grade increased 2.7% in ELA and 3.34% in mathematics.

PVSD continues to increase academic outcomes for students who are designated as economically disadvantaged and English Learners with scores increasing in ELA, mathematics, and science. Notably, when examining the performance of socioeconomically disadvantaged students in relation to their peers across the county and state, PVSD outperformed both by more than 5% in all areas. English learners increased scores in ELA, mathematics, and science. This helps to confirm that the targeted and intentional use of supplemental funds to support the needs of high-needs students is yielding a positive impact.

Military-connected students saw gains in all three areas. When analyzing data by ethnicity, PVSD outperforms the county and state meets/exceeds aggregated percentages for students who are Black or African American, Filipino, Hispanic/Latino, Two or More Races, and White in English Language Arts, mathematics, and science. Hispanic/Latino and students of two or more races scored more than 10% above

their county and state peers on all three measures. PVSD was named an honor roll district by the Educational Results Partnership. This distinction recognizes public schools and districts in California that have outperformed their peers in closing achievement gaps, particularly among higher-poverty and historically disadvantaged student populations.

As part of our continuous improvement process, an examination of needs—supported by specific performance data—reveals several opportunities for growth within the district. While PVSD English Learners improved their performance on ELPAC and outperformed the county and state on the CAASPP, there is work to be done in this area, as 15% of English Learners met the standard in ELA and 17% in mathematics. Our Long-Term English Learners need our additional attention as noted by their academic indicators on the Dashboard being in red. On the Summative ELPAC, 46% of English Learners made progress, which moved the English Learner Progress Indicator from orange to yellow. When analyzing the data for students with disabilities, PVSD improved their performance on the ELA portion of the CAASPP. While PVSD students with disabilities outperform both the county and state for ELA and mathematics, the group was in red on the Dashboard indicator for both areas, resulting in PVSD being identified for differentiated assistance for the group. As we examine next steps, it is noted that the group did not meet the 95% threshold for participation on the CAASPP, which may have impacted this indicator. PVSD has expanded inclusion opportunities throughout the district and continues to provide training on supporting students with disabilities in the least restrictive setting.

The overall suspension indicator for "all students" stayed in yellow. However, students with disabilities and Long-Term English Learners were in red triggering identification for differentiated assistance in those areas for the two groups. On the Chronic Absenteeism indicator, there was success in moving the "all students" indicator from orange to yellow. Hispanic/Latino, Homeless, Two or More Races, and Socioeconomically Disadvantaged students were previously in red and moved to yellow. Strategies such as Saturday Academies and Intersessions supported attendance recovery efforts districtwide. The increase in connectedness activities and hands-on Makerspace activities provided students with more opportunities for engagement. Social workers and counselors have strongly supported attendance outreach, with social workers providing parents with additional support in this area. Long term-English Learners are in red for the indicator underlining the need for increased intentionality in addressing attendance for them.

Some of the actions in the plan will be further bolstered through the use of Learning Recovery Emergency Block Grant (LREBG) dollars. Based on educational partner input, counseling supports will be bolstered through these funds with added support provided to campuses with higher student needs. Similarly, the behavioral data supports the need for continued assistant principals and behavioral supports. The LREBG funds will provide continued expanded access to these services using a tapering off model. As noted previously, PVSD is identified for differentiated assistance for students with disabilities. LREBG funds will provide additional program specialist support to develop more supportive instructional models with the goal of improving student outcomes.

PVSD has worked to address the two groups, long term English learners and students with disabilities, for which it has been identified for differentiated assistance. The district has met with the county office to plan next steps for addressing student needs. Site principals received an overview of differentiated assistance. Leadership conducted a root cause analysis session to identify potential areas of focus in adding the performance of the two groups. Several actions have already been implemented. In working to improve the academic outcomes of students with disabilities, PVSD found that part of the issue is that the student participation rate on CAASPP is below 95% for this group. Principals will be providing individual outreach regarding opt outs and will offer to connect students with counseling support for students feeling uneasy about taking the test. PVSD has planned the continuation of co-taught middle school classes with math and science as the areas of focus. Additionally, a learning center model through which students will receive additional opportunities for inclusion for academics is being

developed for next year. Middle school directed studies courses will provide access to students to have an additional dose of targeted reading support. PVSD has transitioned to a structured literacy reading model in primary grades which will better support reading proficiency through evidence-based strategies. All teachers will continue to receive training on how to create access points in their lesson planning for students with disabilities.

In addressing the needs of long-term English learners, there are also actions in place to support academics, behavior, and attendance, as PVSD was identified for differentiated assistance in all indicators related to long-term English learners. This year, targeted intersessions during breaks were created for long-term English learners. Specific outreach was conducted through "LTEL Data Chats" prior to students taking the ELPAC. These data talks were provided by a trusting adult on the campus in a 1:1 setting. The purpose of the data talk was to explain to students why they take the ELPAC and to underline importance of trying their best. This year, principals also shadowed students in an effort to see where gaps exist to identify where PVSD could better support long-term English learners. One of the most apparent areas was the need for classes to provide students with structured vocabulary instruction and opportunities for student discourse. Professional learning will be provided in these areas.

As we continue to examine data as part of the differentiated assistance process, we will apply this lens as we implement actions and services and examine effectiveness through the defined metrics.

At the school level, site leaders also examined their individual Dashboards to find areas of success and opportunity. As an extension to this, each site principal shadowed either a long-term English learner or special education student to gain insights into their experiences. Principals could also select to shadow a student from a group demonstrating more need on the site-level Dashboard. The following is an examination of each site's Dashboard

The Camarillo Heights academic indicator in the English language arts indicator was in yellow with the "all student" group 9.3 points above standard. Students with disabilities were in red for the indicator, and Hispanic/Latino students and socioeconomically disadvantaged students were in orange. The mathematics indicators was in green for "all students" and 7 points above standard. Students with Disabilities were in the red range, and Hispanic/Latino students were in orange on this indicator. We will continue to leverage instructional supports such as IXL, tutoring, intersession, and summer programs (action 1.2) and literacy content specialists (action 1.7) to support students with English Language Arts. The chronic absenteeism indicator was in orange on the campus with students of two or more races and socioeconomically disadvantaged students in orange. On the suspension indicator, the campus made major gains moving to blue from orange. Action 2 in goal 1 (assistant principals) and action 2 in goal 2 social-emotional and behavior support will provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through action 2.2 (student belongingness activities) and action 2.6 will continue to support student engagement to address attendance and behavior through student access to clubs, field trips, extra and co-curricular activities, and hands-on activities through Makerspace.

The Dos Caminos academic indicators did not demonstrate any groups in red. The English Language Arts indicator had major growth with an increase of 35.9 points, which translated into a score of 32.4 points above standard and the "all students" indicator for ELA in blue. The site's strong reading intervention model (actions 1.2 instructional supports and 1.9, literacy intervention content specialists) have demonstrated impact and will continue to be supports. All student groups were in green and blue for the indicator. The math indicator for "all students" was in green and 5.5 points below standard. The Hispanic/Latino student group was in orange. The chronic absenteeism for "all students" was in yellow, which demonstrated improvement of 4.8% on the indicator. Hispanic/Latino students and students with disabilities were in orange on

this indicator. The suspension indicator increased slightly; however, due to the Dashboard indicator, which creates larger movements for smaller changes once a performance level is reached, resulted in the indicator moving from blue to yellow despite having a .6% suspension rate. White students were in orange for this indicator. Action 2.2, social-emotional and behavior support, will provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through action 2.3 (student belongingness activities) will provide greater access to clubs, field trips, extra and co-curricular activities, as well as action 2.6 (hands-on activities through Makerspace), are intended to better engage students demonstrating attendance challenges. The campus successfully implemented the second year of a dual language immersion model.

La Mariposa's English language arts and Mathematics indicators remained in in the blue range for the "all students" group. In ELA, there was an increase of 9.3 points taking the campus to 67.1 points above standard. The site's strong reading intervention model (action 1.9, literacy intervention content specialists and instructional supports action 1.2) have demonstrated impact and will continue to be supports. The students with disabilities group was in orange, which may be reflective of the site not meeting the 95% participation rate for this group. The chronic absenteeism indicator is in green for "all students. English Learners were in blue for this indicator. The suspension indicator was in blue for all student groups. Actions 2.1 (assistant principals) and 2.2 (social-emotional and behavior support) will continue to provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through actions 2.3 (student belongingness activities) will continue to provide greater access to clubs, field trips, extra and co-curricular activities, as well as 2.6 (Hands-on activities through Makerspace), are intended to better engage students demonstrating attendance challenges.

Las Colinas was strongly impacted on the academic indicators by not meeting the participation rate for the CAASPP, seeing an 88% participation rate. They would have needed over 20 more students to test to meet the 95% participation rate; therefore the 20 students were calculated as the lowest allowable score, which impacted the academic indicators. The English language arts indicator was in yellow and the mathematics indicator was in orange. Students with disabilities and English Learners were in red for both of these indicators Hispanic/Latino students and socioeconomically disadvantaged students were in orange on the math and ELA indicators. Moving forward, the site will be providing parent/guardian education on the impact of participation rate on the campus. Instructional supports such as Khanmigo, IXL, tutoring, intersession, and summer programs (action 1.2) will support students. This year, the site provided some opportunities for students with disabilities to participate in co-taught settings (action 1.5). Las Colinas improved on the chronic absenteeism indicator since the previous year moving from red to yellow for the all student group. Several student groups moved out of red and orange. English Learners remained in orange for the indicator. The suspension indicator improved from orange to green with Asian students, English Learners, students of two or more race, students with disabilities, and White students in orange. The movement of the chronic absenteeism and suspension indicator in a positive direction indicates the supports for student belonging are effective including action 2.1 (assistant principals), action 2.2 (social-emotional and behavior support) action 2.3 (student belongingness activities) and action 2.6 (hands-on activities through Makerspace).

The Las Posas academic indicators were in green for English language Arts and mathematics. The mathematics indicator increased 3.5 points. The chronic absenteeism indicator was in yellow despite chronic absenteeism declining 4.3% from the previous year. Students with disabilities were in orange on this indicator. The suspension indicator for "all students" was in the yellow level with students of two or more races and White students in the orange level of performance. There are no indicators or student groups in red. The site's strong reading intervention model (action 1.2, instructional supports and action 1.9, literacy intervention content specialists) have demonstrated impact and will continue to be supports.

The Los Primeros academic indicators are green for English language arts and mathematics in the "all students" group. There were no

students in orange or red. The instructional supports provided through actions 1.2 and 1.9 reading intervention and tutoring supports are supporting students. The chronic absenteeism indicator is green for "all students" and in orange for socioeconomically disadvantaged students. The suspension indicator moved from from blue to yellow with students of two or more races and White students in the orange performance level on this indicator. Action 1.2 (assistant principals) and action 2.2 (social-emotional and behavior support) have provided students and families with targeted outreach to address attendance needs. Increased connectedness activities through action 2.3 (student belongingness activities) provided greater access to clubs, field trips, extra and co-curricular activities, as well as action 2.6 (hands-on activities through Makerspace).

Monte Vista's English language arts indicator was in the yellow performance level with Hispanic/Latino students, homeless students, socioeconomically disadvantaged students, and students with disabilities in the orange level of performance. In mathematics, the "all students" indicator was in the orange performance band with English Learners, Hispanic/Latino students, homeless students, socioeconomically disadvantaged students, and students with disabilities in the orange performance level. Additional instructional supports such as Khanmigo, IXL, tutoring, intersessions, and summer programming will be targeted towards addressing this need in addition to action 1.6 (writing focus) which will provide teachers with targeted support on increasing student writing achievement. The math content specialist will provide teachers with additional tools and scaffolds to support mathematical achievement. In the chronic absenteeism indicator, the "all students" group was in the green performance level with homeless students in orange. The suspension indicator remained in orange for the "all students" group with English learners, Hispanic/Latino students, homeless students, socioeconomically disadvantaged students, and students with disabilities in the orange level of performance. Targeted support through counseling and social work services (action 2.2) will target this need. Action 2.1 (assistant principals) and 2.1 (social-emotional and behavior support) will provide students and families with targeted outreach to address attendance and behavior needs. Increased connectedness activities through action 2.3 (student belongingness activities) will provide greater access to clubs, field trips, extra and co-curricular activities, as well as Action 2.6 (hands-on activities through Makerspace). Increased transportation to remove attendance barriers (action 2.5) also supports these objectives. The English Learner Progress moved from red to yellow.

The Pleasant Valley School of Engineering and Arts did not have indicators in the red performance level. The English Language Arts indicator for "all students" is in yellow which demonstrates an increase of 11.6 points. Action 1.7 (literacy content specialists) will continue to support students with English Language Arts through targeted intervention. Students with disabilities were in red on the ELA indicator and English Learners were in orange. On the mathematics indicator, the "all students" performance level was in orange. Students with disabilities and English learners were in the red performance level on this indicator. Hispanic/Latino students and socioeconomically disadvantaged students were in the orange performance level. The math performance will be supported by the math content specialist who will provide teachers with additional tools. Instructional supports such as Khanmigo, IXL, tutoring, intersession, and summer programs (action 1.2) will provide targeted intervention for students. The campus saw strong improvement in the chronic absenteeism indicator moving from red to yellow for the "all students" group. Students with disabilities were in the red level and English learners and white students were in the orange level on the chronic absenteeism indicator. Targeted social worker and counseling support on the campus have been a key support that will continue through action 2.2. The suspension indicator for "all students" is in orange with Hispanic/Latino students, White students, and students with disabilities in the orange level of performance. Action 2.1 (assistant principals) and action 2.2 (social-emotional and behavior support) will provide students and families with targeted outreach to support behavior needs. The increased connectedness activities through action 2.3 (student belongingness activities) will provide greater opportunities for engagement through clubs, field trips, extra and co-curricular activities, as well as action 2.6 (hands-on activities through Makerspace). Increased transportation to remove attendance barriers (action 2.5) will also support these objectives.

Rancho Rosal's English language arts indicator moved to green from orange with an increase of 13.7 points. English learners and students with disabilities students were in the orange performance level. The literacy intervention content specialist support (action 1.7) will continue to provide needed intervention. In mathematics, the "all students" performance level was in green with an increase of 6.2 points. Students with disabilities and English learners were in the orange level of performance for this indicator. The English Learner Progress Indicator moved from red to yellow. Instructional supports such as IXL, tutoring, intersession, and summer programs (action 2.1) will continue to provide targeted intervention for students. Additionally, the expansion of co-teaching opportunities (1.5) supported students with disabilities as demonstrated by the group moving from red on both academic indicators to orange. The chronic absenteeism on the campus moved from the orange to yellow level. Students with disabilities are in the red performance level for this indicator, and Hispanic/Latino students, homeless students, and White students are in the orange level. Action 2.2 (social-emotional and behavior support) will continue to provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through action 2.3 (student belongingness activities) will provide greater access to clubs, field trips, extra and co-curricular activities, and action 2.6 (hands-on activities through Makerspace) will target increased engagement. Increased transportation to remove attendance barriers (action 2.5) will continue to support these objectives. On the suspension indicator, the campus moved from blue to yellow for the "all students" performance level. Students with disabilities and homeless students were in the orange performance level on this indicator. Access to counseling support (action 2.2) and assistant principal behavioral support (action 2.1) will target this need.

Santa Rosa Technology Magnet's English language arts and mathematics indicators continued in the blue performance category with an increase of 8.1and 5.7 points respectively. There were no indicators or student groups in red. The literacy intervention support (action 1.7) and other instruction supports such as tutoring, IXL, intersession, and summer school (action 1.2) will continue as a support. The chronic absenteeism indicator improved from orange to blue. On the suspension indicator, Santa Rosa saw improvement from orange to blue on the "all students" indicator. White students were in the orange performance level on this indicator. Access to counseling (action 2.2) will continue to support this need. The campus is in the second year of a coding immersion model. The model was designed by the site and is a staff capacity building model.

Tierra Linda saw very strong academic gains on the two dashboard indicators. The English language arts indicator increased by 21 points moving the campus to blue for the "all students" performance level. There are no groups in red or orange. In mathematics, the campus celebrated a 31 point increase which moved the "all students" performance level from green to blue. There are no student groups in orange or red on this indicator. The strong WIN (What I Need) model coupled with the literacy intervention content specialist support (action 1.7), and other instructional supports like IXL, intersession, and summer school (action 1.2) will continue to support the site. The chronic absenteeism indicator saw improvement with the "all students" group indicator moving from orange to green. Students of two or more races were in the orange performance level on this indicator. The suspension indicator on the site declined moving from yellow to orange. Students with disabilities and white students were in the red performance level and students of two or more races and socioeconomically disadvantaged students were in the orange level on the suspension indicator. Access to counseling support (action 2.2) and assistant principal behavioral support (action 2.1) will target attendance and behavior needs.

LEA Reflections 2023-24

The following notes student groups within PVSD that received the lowest level of performance (red or very low) on one of more indicators on

the 2023 California Dashboard:

ELA: Students with disabilities
Chronic Absenteeism: Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged

The following schools that received the lowest level of performance (red or very low) one one or more indicators on the 2023 California Dashboard:

Pleasant Valley School of Engineering and Arts:
English Learner Progress
Chronic Absenteeism

Rancho Rosal
English Learner Progress

The following notes any student group that received the lowest level of performance (red or very low) within an individual school on the 2023 California Dashboard:

Camarillo Heights:
English Language Arts: Students with Disabilities
Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged

Dos Caminos:
Chronic Absenteeism: Socioeconomically Disadvantaged Students

La Mariposa:
Chronic Absenteeism: Students with Disabilities, White students

Las Colinas:
English Language Arts: Students with Disabilities
Mathematics: Students with Disabilities
Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged Students, Students with Disabilities
Suspension: Socioeconomically Disadvantaged Students

Los Primeros:
Chronic Absenteeism: Hispanic/Latino

Monte Vista:
English Language Arts: Students with Disabilities
Mathematics: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities

Chronic Absenteeism: Students with Disabilities, White Students

Pleasant Valley School of Engineering and Arts
English Language Arts: Students with Disabilities
Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged Students w

Rancho Rosal
English Language Arts: English Learners, Students with Disabilities w
Mathematics: Students with Disabilities.
Chronic Absenteeism: English Learners and Socioeconomically Disadvantaged students

Tierra Linda
Chronic Absenteeism: Socioeconomically Disadvantaged Students
Suspension indicator: Students with Disabilities

Reflections: Technical Assistance

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

PVSD has been identified for Differentiated Assistance for outcomes related to Long-Term English Learners in four indicators: ELA, Math, Chronic Absenteeism, and Suspension. We were also identified for Students with Disabilities in the ELA, Math, and Chronic absenteeism indicators. Concurrently, as part of the compliance indicator monitoring (CIM) process, there has been an opportunity to weave this work together. We have with support providers from both VCSELPA and leadership from the Ventura County Office of Education Educational Services branch.

The following are specific actions in the plan that will address these gaps:

Action 1.2: Instructional supports will provide ELA and math support for Long-term English Learners and Students with Disabilities.
Action 1.5: Increase opportunities for co-teaching and inclusion, will support Students with Disabilities.
Action:1.6: Writing focus through professional learning communities.
Action 1.8: Data days through professional learning communities
Action 1.9: Instructional coaching and intervention supports
Action 1.11: Programmatic and curricular English Learner supports
Action 2.1: Behavior supports
Action 2.2: Social-emotional and mental health supports
Action 2.3: Student belongingness activities
Action 2.4:Multi-Tiered Systems of Support- Collaborative Success Team meetings
Action 2.5: Transportation support
Action 2.7: Behavior, engagement, and inclusive practices training
Action 3.3: Family and community engagement

All sites began with the examination of their Dashboards and worked on a root cause analysis. To truly understand the experiences of this group of students, principals engaged in a day of shadowing of a long-term English Learner. Through this analysis, three major themes arose. First, it is clear that there is a gap related to discourse opportunities in the classroom. Principals will support teachers on bringing this to the forefront and making discourse an emphasis. Long-term English learners expressed needed support in understanding the why of academics. Additionally, there is a gap in how connected PVSD long-term English learners are to the school environment. To bridge these gaps, counselors will conduct check-ins with them. This year, in response to the differentiated assistance identification, school sites conducted LTEL data chats using a structured protocol. The purpose of this data chat is to have a conversation with students identified as LTELs to apprise them of their EL status and their path to reclassification. During this chat, the staff member discussed what it means to be reclassified and what EL status will mean in high school (ELD class or LTEL class period in addition to ELA which takes the place of an elective). The staff member reviewed the reclassification criteria and the most recent CAASPP, ELPAC, and IXL Diagnostic data to determine what is needed to meet the reclassification criteria. Additionally, students shared study habits that they currently employ, identified what supports would be helpful, and developed a strategy for demonstrating knowledge on the upcoming ELPAC and CAASPP assessments. Many students shared that they have not tried their best on the ELPAC, as they did not know why they were taking the test.

In working to support our students with disabilities, principals also had the choice to shadow a student with a disability. In gathering data through multiple sources, it appears that the differentiated assistance identification for this group could partly be attributed to lower CAASPP participation rates. The special education director worked with case managers to ameliorate this. Additionally site leaders worked with parents to share supports available for students during testing.

School site leaders underwent a study of the book UDL Now, which will help support the academic needs of students with disabilities as well as other students. Principals participated in leadership cycles based on observation and feedback. A next step with this work will be to direct these observation and feedback cycles to support long-term English learners and students with disabilities. We look forward to continued collaboration with our county office of education as we endeavor to close the gaps for our long-term English learners and students with disabilities.

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.

Although PVSD does not have schools that have been identified for Comprehensive Support and Improvement, Monte Vista Middle School has been identified for ATSI. As a district, we have been identified for Differentiated Assistance for outcomes related to Long-Term English Learners in four indicators: ELA, Math, Chronic Absenteeism, and Suspension. We were also identified for Students with Disabilities in the ELA, Math, and Chronic absenteeism indicators.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Parents and families	In February, the LCAP family/community survey was launched which yielded (1416) responses--a PVSD record response with a 95% confidence interval with a 3% margin of error based on our enrollment.
Students	To capture a more comprehensive picture of the student experience and to inform the development of the LCAP, all site leaders conducted shadowing experiences of students in early spring. Site leaders focused on shadowing either a student with disabilities or a long-term English Learner, as these were both groups for which PVSD was identified for differentiated assistance. The superintendent student advisory, which includes students from the five middle school serving campuses met three times (October 2, 2024; January 30, 2025; and April 23, 2025) to provide perspectives on student needs. In addition, schools held site-specific student advisories. PVSD also moved to the yearly administration of the California Healthy Kids Survey (CHKS).
Community members	Community members are provided engagement opportunities throughout the year through membership in the PTA Superintendent's Roundtable and LCAP Advisory Committee meetings.

Educational Partner(s)	Process for Engagement
	The superintendent hosted four focus groups this year with parents of students impacted by hate speech.
Certificated Staff/ Bargaining Unit	The teacher advisory committee includes teachers from all eleven school sites. The structure provides direct input during meetings on LCAP-connected topics. Additionally, the Pleasant Valley Education Association provided staff input into priorities through direct involvement in LCAP advisory committee meetings. In February, certificated staff had the opportunity to participate in the LCAP certificated survey. The survey was taken during staff meeting time to ensure a strong participation rate. This year, 297 certificated staff completed the survey, which is an increase from last year. There are many certificated participants on the district's Inclusive Practices task force. Meetings for the task force were held on September 25, 2024; February 5, 2025; and May 8, 2025 and provided staff input. The PVSD grade level lead structure captures the curricular voices of campuses throughout the district and in every grade level by meeting several times per year. Grade-level lead meetings informed decisions related to professional learning on the survey and examined the data after the certificated LCAP survey was administered.
Classified Staff	Classified personnel had the opportunity to provide input through the classified LCAP survey. The survey mostly included closed-response items, although an open-response item was connected to querying their needs with specific professional learning. This year, 158 classified employees took the survey, which is consistent with last year's n of 155. The survey information was communicated to the PVSD Classified Personnel Commission on April 23, 2025. There are many classified participants on the district's Inclusive Practices task force. Meetings for the task force were held on: September 25, 2024; February 5, 2025; and May 8, 2025.

Educational Partner(s)	Process for Engagement
	Due to their comprehensive perspectives on individual school site operations, Input opportunities were provided to the School Administrative Assistants during their meetings held on February 27, 2025 and March 27, 2025.
District Leadership and School Site Leaders (Principals)	The LCAP and related data was regularly discussed at district leadership and instructional leadership meetings on the following dates: August 6, 2024; October 23, 2024; November 20, 2024; January 17, 2025; January 29, 2025; February 12, 2025; March 26, 2025; and April 20, 2025. During the March leadership meeting, site leaders engaged in a consultancy protocol to examine ways to improve implementation of an action they had struggled to implement. In April, the team reviewed progress towards the local indicators.
District English Learner Advisory Committee (DELAC)	DELAC meetings provided a strong lens for parental input. Staff reviewed achievement information with the DELAC and provided DELAC with survey information regarding English Learner priorities. Additionally, DELAC developed the English Learner program survey that gives key insights into English Learner needs across campuses. DELAC meetings where LCAP or LCAP metrics were discussed took place on October 8, 2024; November 5, 2024; January 7, 2025; March 4, 2025; and May 6, 2025.
LCAP District Advisory Committee	The District LCAP advisory committee met six times this year. Each meeting provided committee members with current information regarding student achievement, absenteeism, and behavior. The committee helped to create the survey instrument that was sent to all families. The committee discussed goal language over the course of several meetings. At each meeting, committee members had processing activities that led to LCAP priorities from the group. Meetings were held on October 23, 2024; December 4, 2024; February 5, 2025; March 27, 2025; and May 14, 2025.
PTA Roundtable	The PTA Roundtable included parent leaders from all eleven campuses in addition to community partners. This advisory meets monthly. Information regarding student achievement, LCAP

Educational Partner(s)	Process for Engagement
	development, and the opportunity for input were sought and discussed through this structure. Roundtable meetings where LCAP-related information was discussed took place on December 6, 2024; January 10, 2025; February 7, 2025; and April 4, 2025.
Special Education Local Plan Area (VCOE SELPA)	A SELPA consultation meeting was held on March 5, 2025.
Parents of Students with Disabilities (SEDAC)	PVSD hosts a special education district advisory community (SEDAC) for parents and/or guardians of students with disabilities. This committee meets throughout the year. Parents provided specific input regarding LCAP actions and services at the February 13, 2025 meeting.
PVSD Board of Education	The LCAP and LCAP connected-topics such as progress on metrics was discussed on the following dates: August 15, 2024; October 17, 2024; November 14, 2024; December 17, 2024; February 13, 2025; March 6, 2025; and April 10, 2025. The Educational Services subcommittee meeting to discuss the LCAP was held on May 20, 2025.

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

PVSD values the feedback and input provided through meaningful engagement with students, parents, staff, and the community. In the examination and subsequent revision of the plan to inform year two of its implementation, PVSD engaged with a wide variety of groups. There were more than forty meetings throughout the year where LCAP progress towards actions and metrics and direct LCAP development discussions were the focus. This yielded a panoramic perspective that informed plan development.

The following is a distillation of how the community and partner engagement support informed each goal of this LCAP revision.

Goal One: PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

During the midyear fidelity checks, principals shared challenges of plan actions that were challenging to implement or that weren't yielding the level of impact anticipated. Providing tutoring that was intentional and focused was a concern. Some campuses struggle more with securing faculty to provide this service than others due the size of the campus. Teams also discussed whether the use of Khanmigo to

support in-time tutoring opportunities might provide greater reach and instructional connection for students at the middle school levels. The examination of data in middle school mathematics also revealed the need for greater support in this area. Students from the student advisory shared that math is challenging and that more support is needed. The LCAP community survey accentuated this need with mathematics being the area of greatest academic need that parents/community members highlighted. At the May DELAC meeting, after the LCAP draft was reviewed, parents were given a preview of the Khanmigo platform. They were very excited about its potential. They shared that their students are able to access mathematical concepts using a variety of strategies. The math content specialist will continue to support the implementation of rich math tasks and the new mathematics framework. This support will be provided through action 1.2.

Parents from the District English Learner advisory expressed the need for continuing summer school programming, English learner support classes, and intersessions. This will continue through action 1.2. Data from the English Learner Needs assessment revealed parents value the reading and language supports students are provided, particularly small group instruction. PVSD will continue to have literacy intervention content specialist support on the campuses through action 1.7.

With the 2025-26 implementation of the Universal Reading Difficulties Screener, which was discussed with Roundtable and the LCAP Advisory, there is a continued need for literacy intervention content specialist support and instructional coach support. Administrators have expressed the importance of teachers participating in professional learning communities, particularly the need for more clearly defining this structure in middle school. This work will continue through action 1.8. Additionally, there is a need for increasing access for students with disabilities to have greater opportunities for inclusion, which the Inclusive Practices task force illuminated as a need. This will require additional support in universal design for learning and creating access points for teachers which will be addressed through actions 1.4 and 1.5. With the addition of learning centers and continued co-teaching models, this will necessitate administrative support to successfully implement. To this end, action 1.5 will be more strongly supported through the Learning Recovery Block grant funds.

Another highlighted area of need is in the area of writing. Teachers and parents have provided feedback in meetings and through surveys about this needing to be an area of focus. This iteration of the LCAP will include an action related to a supplemental writing program to support students, primarily those with high needs, in this area, as the survey input indicated this is the greatest area of need. Parents of English learners shared that writing is the area of most needed support for students. PVSD will be piloting a supplemental writing program in the 25-26 school year to help address this need which will be provided through action 1.6.

One metric that will be changed as a result of our consultation with teachers is the metric related to interim comprehensive assessments. Teachers were surveyed to inquire about their preferences regarding whether interim assessment blocks or locally created benchmarks were more useful. The majority shared that the creation of benchmark assessments would be useful; however, many also felt students needed familiarity with the CAASPP platform, so the IABs were necessary. To bridge this, students in grades 3-8 will take two locally-created benchmarks and one constructed response interim assessment block (IAB).This will be provided through action 1.8.

Goal Two: PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students

While student behavioral data is trending in the right direction, the LCAP surveys for both the community and staff elucidate the need for continued behavioral support. Cabinet, leadership, and site level feedback indicate that the extended supports are needed. Assistant principals will continue to be provided using LREBG funds through the 25-26 school as will behavior support staff including Board Certified

Behavior Analysts and Registered Behavior Technicians. These services are found in action 2.1 and will be further bolstered through LREBG.

Similarly, feedback from parents, staff, and surveys shows the need to continue with the expanded counseling services offered in action 2.2. Through Expanded-Learning Opportunity Grant funds and Learning Recovery Educational Grant Block funds, two counseling positions that will support students during the day and after hours will be provided to students from campuses with high needs.

Students from the student advisory shared that activities during the day and after school are meaningful and make students want to come to school. They also shared that their extension, exploratory, and elective courses can be engaging; however, students from some sites requested that the opportunities be expanded. In working to better engage middle school students, sites will explore ways to provide more opportunities through intervention, extension, and enrichment time. The No Place for Hate initiative is implemented throughout the district, although there is room for this to grow. Connectedness funding through action 2.3 will specifically address these needs.

Parents from Roundtable, LCAP advisory and District English Learner advisory echoed the importance of creating meaningful opportunities through clubs, MakerSpace, field trips, and sports. The continuation of MakerSpace Instructional Assistants through action 2.6 provides the opportunity to provide MakerSpace activities that engage while also supporting instruction.

PVSD has worked closely with the Somis Ranch administration as students have entered PVSD schools throughout the year. A barrier to attendance is the distance for students. A route was added to support this, and based on analysis of need, this will continue in this LCAP update in action 2.6.

Teachers and parents representing the superintendent's roundtable expressed the importance of having access to social emotional and behavioral supports such as counselors, social workers, and assistant principals. These services will continue through actions 2.1 (social emotional and mental health supports) and 2.2 (assistant principals and behavior supports)

Parents from the special education district advisory shared that they feel more should be done at the site level to ensure students with disabilities and their families are connected to site activities. Through the connectedness funds (action 2.3), principals can craft activities that are accessible to a wide array of students.

Goal Three: PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Parents of English Learners shared that students need tools to support them with practice at home. The Family Literacy Project will continue to be offered to support this. Parents of English Learners shared that they have access to understandable information. They shared that the translator support is very important. The bilingual translator will continue to support through action 3.4. Parents shared that communication is excellent from the district and the school site. Parents appreciate the weekly messaging from the schools.

Parents reported on the English Learner Needs assessment that they feel welcomed at school and have opportunities to connect and participate. We will continue the work of the parent engagement coordinator to support these efforts in action 3.3.

The superintendent held four focus group sessions this year with parents of students impacted by incidents of hate speech. Parents shared the need to ensure positive representation of different groups of people when selecting literature. PVSD will continue work in this area through action 3.6.

Goal Four: PVSD will allocate and monitor budget resources focusing on equity, transparency, and responsiveness to state fiscal conditions.

Parents and classified staff highly ranked the question regarding the district's need to be fiscally responsible. Actions in goal four will continue supporting principals with budget monitoring and management.

Public Hearing Date: 6/12/2025
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Public Adoption Date: 6/19/2025

A public hearing on the Local Control Accountability Plan was held on June 12th. No public comments were received; therefore, responses from the superintendent were not required.

Previous feedback from LCAP development during the 2023-24 school year can be found below.

Based on discussions with the LCAP Advisory Committee and Leadership, the decision was made to eliminate goal four (professional learning) from the previous plan. The professional learning actions will be embedded into plan goals. The goal language for goals one, two, and three was developed as a result of collaboration with the LCAP District Advisory Committee. The committee and leadership teams solidified the decision to bundle related actions and services in order to provide a more streamlined plan, particularly given the granularity of the previous plan.

All school sites met with their school site councils and/or leadership teams to complete a mid-year LCAP fidelity check. This document delineates all of the actions and services in the LCAP and teams must respond to the level of implementation as well as the next steps in that action or service. This provided an additional layer of data in considering whether plan actions needed to be reworked, expanded, or abandoned.

The following provides a distillation of how partner engagement influenced the development of goals and actions in this new three-year plan.

Goal One: PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

Parents noted the desire and need for continuous growth in programs and academics districtwide, which is the backbone of goal one.

The certificated staff survey indicated that writing instruction is an area of needed focus and attention for professional learning. (Actions 4 and 6). Similarly, parents and staff noted that students need additional support with writing. This will be an area of focus and was key in the selection of the CAASPP writing claim as a new metric in goal one. As part of this action, teams will collaborate during meetings where writing samples are examined across grade levels.

The student shadowing experiences provided a unique view into the student experience. Based on the findings of administrators who conducted these opportunities, it was noted that there is an engagement gap related to instruction. This helped to shape and inform conversations that the LCAP District Advisory Committee had when developing goal one. Consequently, training on engagement strategies will occur, including the incorporation of art into learning activities and content.

English Learner content support and access to summer programs and homework/tutoring support were noted as priorities by the District English Language Advisory Committee. These have been included as actions two and thirteen.

Given PVSD's movement towards increasing opportunities for inclusion, data from the teacher survey indicates there is a need for professional learning in this area, which will be addressed in goal one(actions four and give). Parents of students with disabilities would like to see inclusion efforts continue to increase in tandem with teacher and paraprofessional training, thereby supporting the inclusion of this action.

Principals expressed the value of having dedicated time during the day to review data with teams. Action 8 in Goal 1 will provide each site with specific data days. Teams will examine metric data progress during these days.

In the examination of the certificated and parent surveys, respondents strongly indicated the importance of providing reading intervention specialist support (action nine).

As we selected metrics for evaluation of goal one, and upon consulting with the Ventura County Office of Education, PVSD will capture CAASPP and CAST data, not only through meets/exceeds aggregated percentages, but also through distance from standard. The continued inclusion of D/F grades using a trend analysis is a result of discussion at the Educational Services subcommittee meeting.

Goal Two: PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

The community survey provided insights into the need for increased engagement opportunities for students. The wording of Goal 2 as influenced by this perspective and went through multiple iterations at the LCAP District Advisory Committee meetings.

Certificated staff and classified staff agreed that it is important for students to have access to clubs and activities to support student engagement and attendance. Connectedness activities such as Makerspace, clubs, and field trips will be provided through action three. As a result of the feedback from the students who were involved in the shadowing process or empathy interviews and in tandem with principal feedback, the student shadowing will now be part of Action 3. Students on the advisory committee noted that they would like to expand the advisory to include more meetings per year. Additionally, to expand student voice in day-to-day decisions, all school sites will have a student advisory in addition to the superintendent student advisory (Action three).

Leadership, staff (both classified and certificated), and parents punctuated the importance of having additional behavioral support and an array of social-emotional and mental health supports for students. Therefore, additional administrative support for behavior has been incorporated as Action 1 of the goal. Social-emotional and mental health supports have been incorporated into action two.

Leadership and staff expressed the need to continue to expand and clarify collaborative success team (CST) meetings as part of the PVSD Multi-Tiered Systems of Support (MTSS). Action 4 will provide sites with time to schedule CST meetings.

Administrators expressed they would like continued training on responding to incidents in an informed and culturally responsive way. This will be included in Action 7.

Goal three: PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

The wording of this goal was refined at the LCAP District Advisory Committee.

Both certificated and classified personnel noted the benefit of Parent University as an effective continued strategy. Additionally, parents shared they believe that community and parental involvement are assets. Therefore, Action 3 will provide Parent University and will be organized by the Family and Community Engagement Coordinator. Ensuring multiple means of communication was a priority expressed by staff and parents. Action 2 of the goal will support communication structures. The District English Learner Advisory Committee shared the importance of having access to translation and translated materials. Action 3 will support this. Additionally, a question assessing access to understandable materials will be added to the English Learner program survey.

Goal Four: PVSD will allocate and monitor budget resources focusing on equity, transparency, and responsiveness to state fiscal conditions.

The parent survey noted the importance of maintaining a sound fiscal budget, which is the focus of Goal 4. This was echoed strongly in the classified staff survey. Administrators also noted the need for continued training on understanding school budgets, which will be provided through Action 2 in Goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.	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)

An explanation of why the LEA has developed this goal.

The Pleasant Valley School District (PVSD) vision of "Excellence for All", provides the foundation for this academic goal. While PVSD is making strides in student achievement, in the examination of the dashboard and other sources, there are performance gaps that must continue to be addressed, particularly in meeting the needs of students with disabilities and long-term English learners. PVSD continues to work towards the operationalization of Professional Learning Communities focused on the four essential questions (DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006):
1. What do we want students to know?
2. How will we know when they have learned it?
3. How will we respond if they have not learned it?
4. How will we respond if they have learned it?

As we examine performance in specific content areas, writing is an area of focus that must be targeted for all students. Staff report that students have become more tech-dependent, and this has impacted writing fluency. PVSD will work to ensure there is a better balance of technology use throughout the instructional program. Reading instructional practices have shifted and will continue to shift, as the state implements the new state literacy plan and roadmap. This is compounded by the implementation of the reading difficulties screener beginning next year.

In mathematics, students continue to need support with math fluency, but more importantly, being able to apply mathematics to problem-solving in light of the new framework. There is a specific need to clearly define the math supports used during elementary resource time.

Data from the California Healthy Kids Survey and qualitative data gathered through student shadowing, focus groups, and previous conducted empathy interviews highlight the need to provide students with academic experiences that are engaging, relevant, and to increase academic discourse. Through weekly professional learning community time at the TK-5 grade levels, faculty are well-positioned to plan these experiences and connect them to data-informed cycles of inquiry. Both elementary and middle school students will have built-in enrichment

and intervention structures during the instructional day that will be designed to be responsive to student needs and to increase student engagement. Master schedules are examined to ensure that students have broad course access to intervention and enrichment at the elementary level. At the middle school level, master schedules are examined through the Q Students Information System to ensure that schools are providing access to the arts, music, electives, CTE pathways, in addition to the core and physical education courses. Further support is provided for Long Term English Learners (LTEL), Homeless (HOM), and any (FY, EL, LI) dually-identified Students with Disabilities with a focus on closing achievement gaps through a cohesive instructional program centered on high-quality instruction and support.

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 % of student group meeting or exceeding ELA standards disaggregated by student group	2022-23 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 58.31% African American: 54.17% Asian: 78.36% English Learner: 12% Filipino: 79.34% Hispanic: 45.89% Unhoused: 39.73% Student with Disabilities:18.88% Socioeconomically Disadvantaged: 41.98% Two or More Races: 73.06% White: 64.70%	2023-24 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 60.26% African American: 49.41% Asian: 76.59% English Learner: 15.36% Filipino: 73.60% Hispanic: 47.41% Unhoused: ***fewer than 11 students Student with Disabilities:21.96% Socioeconomically Disadvantaged: 44.34%		Source: 2025-26 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 61.31% African American: 57.17% Asian: 81.36% English Learner: 15% Filipino: 82.34% Hispanic: 48.89% Unhoused: 42.73% Student with Disabilities: 18.88% Socioeconomically Disadvantaged: 41.98% Two or More Races:	Source 2022-23--2023-24 CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: +1.95% African American: -4.76% Asian: -1.77% English Learner: +3.36% Filipino: -5.74% Hispanic: +1.52% Unhoused: ***fewer than 11 students Student with Disabilities:+3.08% Socioeconomically Disadvantaged: +2.36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 74.81% White: 69.06%		73.06% White: 64.70%	Two or More Races: +1.75% White: +4.36%
1.2	Academic Indicator (ELA)	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District ALL: 15.7 EL: -46.1 FY: NA HOM: -23.8 LI: -21.5 SWD: -80.8 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District SWD: -80.8 School(s): Camarillo Heights STEM SWD: -87	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District- Green ALL: 20.1 EL: -42.5 FY: NA HOM: -25.5 LI: -16.1 SWD: -78.7 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District- Red SWD: -78.7 Long-Term EL: -92.3		Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District ALL: 25 EL: -37 FY: NA HOM: -14 LI: -11 SWD: -70 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District SWD:-70 School(s):	Source: 2023 and 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District ALL: +4.4 EL: +3.6 FY: NA HOM: -1.7 LI: +5.4 SWD: +2.1 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District SWD:+2.1 School(s):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pleasant Valley ES EL: -91.9 SWD: -113.5 Las Colinas MS SWD: -106 Monte Vista MS SWD: -103.9	School(s): Camarillo Heights STEM- Red SWD: -86.9 Pleasant Valley ES- Red EL: -51.4 SWD: -114.7 Las Colinas MS- Red SWD: -117.6 EL:-71.2 Monte Vista MS SWD: -106.7		Camarillo Heights STEM SWD:-77 Pleasant Valley ES EL: -82 SWD: -103 Las Colinas MS SWD: -106 Monte Vista MS SWD: -94	Camarillo Heights STEM SWD: +.1 Pleasant Valley ES EL: +40.5 SWD: -1.2 Las Colinas MS SWD: -11.6 Monte Vista MS SWD: -2.8
1.3	CAASPP Writing Claim	Source 2022-23 CAASPP Writing Claim: "All student" group Above Standard:23.97% Near Standard: 56.47% Below Standard:19.56% English Learners Above Standard:1.92% Near Standard:48.28% Below Standard:49.81%	Source 2023-24 CAASPP Writing Claim: "All student" group Above Standard:26.68% Near Standard: 52.61% Below Standard:20.71% English Learners Above Standard:3.07% Near Standard:52.19%		Source 2026-27 CAASPP Writing Claim: "All student group" Above Standard:28.97% Near Standard: 53.47% Below Standard:17.56% English Learners Above Standard: 3% Near Standard:52%	Source 2022-23--2023-24 CAASPP Writing Claim: "All student group" Above Standard:+2.71% Near Standard: +3.86% Below Standard:+1.15% English Learners Above Standard: +1.15% Near Standard:3.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Below Standard:44.74%		Below Standard:45%	Below Standard:5.07%
1.4	Grade 3 CAASPP ELA Data disaggregated by student group	2022-23 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 55.43% African American: 50% Asian: 63.42% English Learner: 15% Filipino: 76.20% Hispanic: 44.76% Unhoused: 25% Student with Disabilities: 24.73% Socioeconomically Disadvantaged: 41.63% Two or More Races: 67.30% White: 61.06%	2023-24 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 63.02% African American:55.55% Asian: 70.58% English Learner: 15.38% Filipino: 70% Hispanic: 51.30% Unhoused: ***less than 11 students Student with Disabilities: 27.37% Socioeconomically Disadvantaged: 46.28% Two or More Races:75.67% White: 71.49%		Source: 2026-27 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 58.43% African American: 53% Asian: 66.42% English Learner: 18% Filipino: 79.20% Hispanic: 47.76% Unhoused: 28% Student with Disabilities: 27.73% Socioeconomically Disadvantaged: 44.63% Two or More Races:70.30% White: 64.06%	Source 2022-23--2023-24 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: +7.59% African American: +5.55% Asian: +7.16% English Learner: +.38% Filipino: -6.20% Hispanic: +6.54% Unhoused: ***less than 11 students Student with Disabilities: +2.64% Socioeconomically Disadvantaged: +4.65 Two or More Races:+8.37%% White: 10.43%
1.5	Interim Comprehensive Assessment ELA	Baseline year 2024-25 (Percent of students achieving at	N/A Metric changed to IAB		Source: 2026-27 ICA ELA	N/A Metric changed to IAB

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		meets/exceeds percentages)	and locally-created benchmark.		3% above baseline for aggregated meets and exceeds percentages	and locally-crated benchmark
1.6	CAASPP Math % of student group meeting or exceeding Math standard disaggregated by student groups	2022-23 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 47.45% African American: 38.89% Asian: 75.43% English Learner: 15% Filipino: 57.85% Hispanic: 32.60% Unhoused: 28% Student with Disabilities: 18.42% Socioeconomically Disadvantaged: 30.59% Two or More Races: 67.16% White: 55.57%	2023-24 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 49.28% African American: 41.17% Asian: 73.84% English Learner: 17.46% Filipino: 58.40% Hispanic: 34.14% Unhoused: ***fewer than 11 students Student with Disabilities:18.30% Socioeconomically Disadvantaged: 31.85% Two or More Races: 65.65% White: 59.20%		Source: 2026-27 Math CAASPP as found on CAASPP/ELPAC ETS reporting website All students: 50.45% African American: 41.89% Asian: 78.43% English Learner: 18% Filipino: 60.85% Hispanic: 35.60% Unhoused: 31% Student with Disabilities: 21.42% Socioeconomically Disadvantaged: 33.59% Two or More Races:70.16% White: 55.57%	Source 2022-23--2023-24 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: +1.83% African American: +2.28% Asian: -1.59% English Learner: +2.46% Filipino: +.55% Hispanic: +1.54% Unhoused: ***less than 11 students Student with Disabilities: -.12% Socioeconomically Disadvantaged: +1.26% Two or More Races: -1.51% White: +3.63%
1.7	Academic Indicator (Math)	Source: 2023 CA Dashboard	Source: 2024 CA Dashboard		Source: 2026 CA Dashboard	Source 2023 and 2024 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District ALL: -12.9 EL: -72.8 HOM: -53.5 LI: -54.3 SWD: -99.3 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: NA School(s): Rancho Rosal ES SWD: -108.1 Las Colinas MS SWD: -147.2 Monte Vista MS EL: -115.4 LI: -97.2 SWD: -103.9 HI: -113.5	Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District- Green ALL: -9.8 EL: -73.9 HOM: -55.8 LI: -51.9 SWD: -103.8 LTEL: -146 (baseline) Lowest performance on the Dashboard - Distance from Standard (DFS) District: Red Long-Term English Learners -146 SWD: -103.8 School(s): Rancho Rosal ES-Orange SWD: -97.5 Las Colinas MS-Red SWD: -165.9		Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District ALL: -7 EL: -65 HOM: -48 LI: -49 SWD: -95 LTEL: -125 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District School(s): Rancho Rosal ES SWD: -100 Las Colinas MS SWD: -130 Monte Vista MS EL: -110 LI: -92 SWD: -98	Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District ALL: +3.1 EL: -1.1 HOM: -2.3 LI: +2.4 SWD: -4.6 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District School(s): Rancho Rosal ES SWD: +10.6 Las Colinas MS SWD: -18.7 EL: -20.6 (from 2022-23) Monte Vista MS EL: -5.7 LI: -9.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: -111.4 Monte Vista MS - Red EL: -121.1 LI: -106.4 SWD: -157.4 HI: -113.8 Long-term EL: -133		HI: -108	SWD: -53.4 HI: -.3 Long-term EL: -133 (baseline)
1.8	Interim Comprehensive Assessment Math	Baseline year 2024-25 (Percent of students achieving at meets/exceeds percentages)	N/A (metric will be modified to a local benchmark assessment)		Source: 2026-27 ICA Mathematics 3% above baseline for aggregated meets and exceeds percentages	N/A (metric will be modified to a local benchmark assessmen
1.9	Local Measure- End of Year 5th grade math fluency examination	Source: Locally created assessment Baseline year percent of students achieving standard.	Source: Locally created assessment spring 2025- 91%		Source: 2026-2027 Locally created assessment Baseline year percent of students achieving standard. 3% above baseline	spring 2025- 91%
1.10	California Science Test Data (CAST)% of student group meeting or exceeding Science standards disaggregated by student group	2022-23 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 41.37% African American: 22.73% Asian: 65.38% English Learner: 2.78%	2023-24 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 43.07%		2025-26 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 44.37%	2022-23--2024-25 CAST as found on CAASPP/ELPAC ETS reporting website: All students: +1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 54.05% Latino: 26.33% Unhoused: 26.31% Student with Disabilities: 13.33% Socioeconomically Disadvantaged: 24.81% Two or More Races: 55% White: 51.28%	African American: 48% Asian: 72.61% English Learner: 6.95% Filipino:60% Latino: 25.91% Unhoused: ***less than 11 students Student with Disabilities: 12.73% Socioeconomically Disadvantaged: 25.91% Two or More Races: 63.64% White: 54.27%		African American: 25.73% Asian: 68.38% English Learner: 5.78% Filipino: 57.05% Latino: 29.33% Unhoused: 29.31% Student with Disabilities: 16.33% Socioeconomically Disadvantaged: 27.81% Two or More Races: 58% White: 54.28%	African American: +25.27% Asian: +7.38% English Learner: +4.17% Filipino: +5.95% Latino: -.42% Unhoused: ***less than 11 students Student with Disabilities: -.6% Socioeconomically Disadvantaged: +1.1% Two or More Races: +8.64% White:+2.99%
1.11	Percent of English Learners who made progress toward English Proficiency measured by ELPAC Summative	Source: ELPAC Summative 2022-23 as found on CAASPP/ELPAC ETS reporting website Level 1: 11.33% Level 2: 29.78% Level 3: 38.22% Level 4: 20.67%	Source: ELPAC Summative 2023-24 as found on CAASPP/ELPAC ETS reporting website Level 1: 19.03% Level 2: 26.68% Level 3: 37.35% Level 4: 16.94%		Source: ELPAC Summative 2025-26 as found on CAASPP/ELPAC ETS reporting website Increase 3% in students scoring Level 3.	Source: ELPAC Summative 2025-26 as found on CAASPP/ELPAC ETS reporting website Level 1: +7.7% Level 2: -3.1% Level 3: -.87% Level 4: -3.73%
1.12	Reclassified Fluent English Proficient (RFEP) rate as of May 1	Source 2023-24 Reclassification Rate as Found in ELLevation as of May 1 13%	Source 2024-25 Reclassification Rate as Found in ELLevation as of May 1 17%		Source 2026-27 Reclassification Rate as Found in ELLevation as of May 1 Above 13%	Source 2024-25 Reclassification Rate as Found in ELLevation as of May 1 +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11%			-2% from 2023-24
1.13	English Learner Progress Monitoring Indicator (ELPI)	Source: 2023 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 47.6% ALL ELs: 47.6% Lowest performance (red indicator) on the Dashboard District: NA School(s): Pleasant Valley School of Engineering & Arts ALL ELs: 38.3% Rancho Rosal Elementary School ALL ELs: 33.9%	Source: 2024 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 46% ALL ELs: 46% (Yellow) Lowest performance (red indicator) on the Dashboard District: NA School(s): Pleasant Valley School of Engineering & Arts ALL ELs: 59.8% Rancho Rosal Elementary School ALL ELs: 40.9%		Source: 2026 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 50% ALL ELs: 50% Lowest performance (red indicator) on the Dashboard District: NA School(s): Pleasant Valley School of Engineering & Arts ALL ELs: 42% Rancho Rosal ES ALL ELs: 37%	Source: 2023 and 2024 CA Dashboard English Learners (EL) making progress towards English language proficiency District: -1.6%% ALL ELs: -1.6% Lowest performance (red indicator) on the Dashboard District: NA School(s): Pleasant Valley School of Engineering & Arts ALL ELs: +21.5% Rancho Rosal ES ALL ELs: +7%
1.14	Implementation of Academic standards as	2022-2023, CA Dashboard Local Indicators	Source: 2023-24, CA Dashboard Local Indicators		2025-2026, CA Dashboard Local Indicators	2023 and 2024 CA Dashboard Local Indicators

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reported on the California Dashboard (State Priority 2A - Implementation of State Standards) Rating Scale(lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 5 Career Technical Education: 3 Health Education Content Standards: 3 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: 3 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4 & 5 Engagement of School Leadership: Identifying professional learning needs of	Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 3 Health Education Content Standards: 3 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4 & 5		Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 4 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 3 Health Education Content Standards: 3 Physical Education Model Content Standards: 5 Visual and Performing Arts: 4 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 5	Content Area Standards & Rating ELA-CCSS: Maintained ELD (Aligned to ELA): Maintained Mathematics-CCSS: Maintained Next Generation Science Standards: +1 History-Social Science: Maintained Career Technical Education: Maintained Health Education Content Standards: Maintained Physical Education Model Content Standards: Maintained Visual and Performing Arts: Maintained World Language: +1 Professional Development,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4	Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4		Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 5 Providing support for teachers on standards not yet mastered: 4	Instructional Materials, Policy & Program Support: Majority of areas in Maintained Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Maintained Identifying professional learning needs of individual teachers: Maintained Providing support for teachers on standards not yet mastered: Maintained
1.15	Least Restrictive Environment (LRE) Indicator 5B (corrected to 5A) – General Education Participation	Source: SIRAS May, 2024 Indicator 5A (corrected) 62.2%	Source: SIRAS May, 2025 Indicator 5A (corrected) 64.12%		Source: SIRAS May, 2027 Indicator 5A (corrected) 65%	Source: SIRAS May, 2025 Indicator 5A (corrected) +1.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The percentage of students with IEPs served inside the regular class 80% or more of the school day					
1.16	Third Grade GATE identification rates by student number by English Learner, Homeless, or Limited Income	Source-Q SIS Enrollment Report 2023-24 (baseline) EL:7% HOM: 4% LI: 8%	Source-Q SIS Enrollment Report 2024-25 report EL:7% HOM: 1% LI: 8%		Source-Q SIS Enrollment Report 2026-2027 Increase above previous year's number if the n is the same or above. EL: >7% HOM: >4% LI: >8%	Source-Q SIS Enrollment Report 2023-24--2024-25 report EL: Maintained HOM: -3% LI: Maintained
1.17	Fully credentialed and appropriately assigned teachers as reported through California Dashboard	Source: 2023 Dashboard 88.8% clear teaching credential (above statewide average)	Source: 2024 Dashboard 87.8% clear teaching credential (above statewide average)		Source: 2026 Dashboard 90% clear teaching credential (above statewide average)	Source: 2023 and 2024 Dashboard -1% clear teaching credential (above statewide average)
1.18	Percentage of middle school D or F's at trimester 2 or quarter three:	Source: Q SIS 2023-24 All students: 10.4% LI: 16.4% SPED: 16.7% EL: 22.2%	Source: Q SIS 2024-25 All students: 8.2% LI: 15.5% SPED: 16.8% EL: 17.9%		Source Q SIS 2026-27 All students: 9% LI: 14.4% SPED: 14.7% EL: 20%	Source Q SIS 2023-24--2024-25 All students: -2.2% LI: -.9% SPED: +.1% EL: -4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Williams Case Legislation: Uniform Complaint Process-Reports	Source: 2023-24 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment: Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0	Source: 2024-25 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment:		Source: 2026-27 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment:	Source: 2023-24--2024-25 Williams Uniform Complaints Report Instructional Materials Insufficiency: Maintained Number of Complaints – Maintained Number of Complaints Resolved – Maintained Number of Complaints Unresolved – Maintained Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – Maintained Number of Complaints Resolved – Maintained Number of Complaints

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0		Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0	Unresolved – Maintained Teacher Vacancy and Misassignment: Number of Complaints – Maintained Number of Complaints Resolved – Maintained Number of Complaints Unresolved – Maintained
1.20	These priorities are specifically designed for high school districts and do not apply to elementary school districts: A-G requirements completion (Priority 4B) Career technical education sequences completion (Priority 4C) A-G and CTE course requirements completion (Priority 4D) AP exam with score of 3 or higher (Priority 4G)	N/A	N/A		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Participation and demonstration of college preparedness (e.g, EAP) (Priority 4H) High school dropout rates (Priority 5D) High school graduation rates (Priority 5E)					

Goal Analysis [2024-25]

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

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

All services that were in the plan were implemented, although some to a fuller degree than others. For instance, there were some challenges with action 1.2 in the areas of tutoring and intersession. At smaller school sites with fewer faculty to provide the tutoring service, recruitment of personnel to provide services was a barrier. PVSD provided intersessions during winter break, Presidents' week, and spring break. Sites were provided with seats for the program based on their unduplicated student percentage. Some sites were more tenacious with ensuring enrollment and follow-up than others, and this led to some seats not being filled. Nonetheless, many students received an additional nine half days of instruction, and this was a success.

An area of focus for PVSD has been writing. Action 1.6 secured student supplies for writing as part of this focus. There were strong steps made in writing with one team trialing a new writing curriculum to more intentionally support students.

Professional Learning Communities continues to be a focus strategy in PVSD with each school receiving two data days to meet with staff regarding student outcomes. There was some level of inconsistency with how these data days were used. Some teams had looser structures for this time while others had tightly developed protocols. Campuses with new principals struggled more with this time.

Action 1.9 is centered on providing literacy and math content support. This action has been fully implemented. PVSD hired a single-subject math content specialist to support secondary teams in the rollout of the mathematics framework, which will be a multiyear initiative. The math content specialist provided two days of professional development to secondary teachers in addition to consistent peer-to-peer classroom support to support teaching practices. All campuses received reading intervention content specialist support with days of service based on the unduplicated student counts on the campus. Action 1.10, is intended to increase access to GATE and acceleration/enrichment

opportunities for students who are historically under identified. PVSD tested all third grade students and used nonverbal measures for students with disabilities and students who are newcomer English learners.

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

In the implementation of the goal one actions, there was one material difference to report. Action 1.8, data days, was underspent. While most sites conducted data days to review a variety of data points for students, there were two sites that did not accomplish this. One of the sites is a larger site. Some elementary sites leveraged the Tuesday professional learning community meeting structure for this purpose, which resulted in fewer substitutes being needed. Additionally, while a substitute code was added as an option for sites to select when scheduling a substitute for this purpose, some sites did not use this code, which led to the days being charged under a different code.

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

Most actions were effective in making progress toward the goal. Action 1.2, instructional supports, has been effective in most of the subsumed parts of the action. The IXL platform has proven to be effective in providing teachers with actionable data, which has translated into improved CAASPP outcomes in ELA and mathematics. The summer program has also contributed to this success; however, in analyzing our special education summer programming, there is an opportunity for us to realign the program to provide a more academically engaging experience for students. Teachers will be undergoing training through the National Summer School Initiative to build further capacity in proving a more intentional summer program for students. Additionally, the tutoring supports have been effective on some campuses and not as effective at others due to lack of personnel to provide the service. We have received feedback through our educational partner engagement that the tutoring as not as effective as we had planned. The certificated LCAP survey revealed that 30% of survey respondents strongly disagreed or disagreed that the tutoring and homework supports were effective on their campuses.

Action 1.9, instructional coaching support and intervention, is targeted to primary grade students and has been in place for multiple years and has helped to continue moving our ELA progress on a forward trajectory. Over the past two years, the literacy intervention content specialists have used a supplementary curriculum based on the science of reading that has greatly supported students and our goal of having all students be proficient readers by the end of third grade. The number of primary students on some campuses who have "graduated" from this service has allowed older students to receive this support, too. Action 1.8, data days, has shown promise at the some middle school-serving campuses as measured by D/F rates. In quarter 3 of the 23-24 school year, the D/F rate at the comprehensive middles schools was at 10.4%. This year, it is at 8.4%. There is a need to ensure consistency with this structure.

Action 1.10, GATE access resulted in two GATE academies, including one taking place at a local junior college. The action is intended to provide greater access to GATE services by ensuring equitable identification processes. This year, in addition to the 88 students who qualified for GATE using the traditional CogAT metric, two students qualified using the nonlinguistic measure, which is administered to newcomer English learners and students with disabilities. Action 1.11, English Learner support, was provided via teacher support from the English Learner content specialist. the previous year. PVSD has received many newcomer students, and the content specialist has worked with teachers on scaffolding strategies, materials procurement, and lesson modeling. Middle school English learners are experiencing more success this year as demonstrated by the English learner D/F rate decreasing to 17.9% from 22.2%.

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.

We have some changes that will be incorporated into this goal. Our tutoring services that are found in action 1.2 will be shifted to a virtual tutoring structure through Khanmigo for middle school students. This shift is being made to ensure that we provide in-the-moment tutoring services for our students. Our analysis of student performance in mathematics shows an overall Dashboard increase in mathematics 3.1 points, but most of this growth is concentrated at the 3-6 grade levels with performance gaps noted in 7th and 8th grade. The Khanmigo platform can support middle school students with additional math support.

We will also be revising two metrics related to the Interim Comprehensive Assessment (ICA) in math and ELA. Moving forward, the ICA will not be a metric in the plan. The IAB constructed response will replace this metric. We will also be adding a local benchmark for math and ELA in grades 3-8. Teacher teams are working through essential standards maps and creating these aligned benchmarks which will provide more timely information that is actionable information for teams. Further, these benchmarks will serve as the focus for the data days moving forward. Action 1.5 has been adjusted to note the learning center model as an additional strategy to support inclusive practices. Action 1.11, English Learner supports, which has been a teacher capacity building model, will be moved to a different funding stream for the 25-26 school year. The funds from this position will now provide additional literacy content specialist and instructional support.

There was previously an error in metric 1.15, as it was noted as indicator Least Restrictive Environment (LRE) Indicator 5B. It has been corrected to 5A– General Education Participation: the percentage of students with IEPs served inside the regular class 80% or more of the school day. In metric 1.20, which does not apply to PVSD due to being a high-school facing metric, the priority category was previously noted as 7 rather than 4. This has been adjusted.

There are some phrasing changes to actions in goal 1. Previously, action 1.5 read: Increase opportunities for co-teaching and inclusion and calibration of practices for related services staff. We have refined the action to state: Provide opportunities for increased inclusion through co-teaching, learning centers, and training /calibration of practices for staff. This has been supported through a Director of Inclusive Practices and program specialist. Both have worked with the variety of programs PVSD offers to increase opportunities for inclusion. As we launch learning centers at selected campuses (Camarillo Heights, La Mariposa, Las Posas, Las Colinas, Monte Vista, Pleasant Valley School of Engineering and Arts, Rancho Rosal School, and Tierra Linda), administrative staff to support this implementation will continue to be funded through LREBG funds through the 2025-26 school year.

Action 1.09, has two positions funded outside of LCFF sources. A math content specialist is currently funded through Educator Effectiveness state dollars and an instructional coach is funded through Title I dollars to augment services beyond supplemental supports on Title-I supported campuses.

Action 1.11, English Learner content specialist has been funded previously from supplemental dollars, and for this year, will be funded through Educator Effectiveness dollars, as this is a teacher-capacity support position. When Educator Effectiveness funds sunset, the position, which has long been in the LCAP as a strong supplemental funds support, will transition back based on educational partner input.

Additionally, phrasing was adjusted for action 1.6 which previously read: Writing focus through professional learning communities. The phrasing has been changed to: Writing focus through professional learning communities and writing program piloting.

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	Purchase technology devices, hardware, and software for students. and staff.	Devices, technology support staff, infrastructure (network needs), software: Licenses, ESGI, Eureka, Seesaw, Literably, Nearpod/Peardeck	$3,251,955.00	No
1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	Tutoring, homework, IXL (universal screening tool), Intersession (supplies), Summer program (supplies), Khanmigo	$131,300.00	Yes
1.3	Provide standards-aligned learning materials and consumable supports.	Eureka consumables, Amplify science, TK World of Wonders and Scholastic, Wonderworks, middle school core novels, Spanish curriculum, and additional teacher materials needed to support classes	$310,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Provide teacher staff training opportunities, grade/content level leadership teams to increase student achievement and staff instructional capacity.	Publisher training, standards training, workshops, opportunities for teachers to observe one another, grade level leads	$32,648.00	No
1.5	Increase opportunities for co-teaching and inclusion and calibration of practices for related services staff. Refined action for 25-26 Provide opportunities for increased inclusion through co-teaching, learning centers, and training /calibration of practices for staff. Action provided to address lowest performing groups in differentiated assistance. LREBG funds to be expended $391,868 through 2025-26 for Director of Inclusive	Learning center and inclusion related professional learning LREBG funds to support Director of Inclusive Practices and program specialists.	$399,869.00	No

Action #	Title	Description	Total Funds	Contributing
	Practices and program specialists Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, 1.7, and 1.15.			
1.6	Writing focus through professional learning communities Edited action for 25-26 Writing focus through professional learning communities and writing program piloting. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11	Provide opportunities for writing professional development and articulation between and across grade levels (horizontal and vertical) through professional learning communities and writing program pilot	$25,000.00	Yes
1.7	Provide support for theme schools and instructional strategies at all schools to increase instructional engagement.	Theme school work, middle school enrichment and intervention, WIN time, DLI, and CSI	$36,056.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Professional learning communities sustainability training, sub release days for data days, and increasing the intentionality of data use in middle school	$81,000.00	Yes
1.9	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Literacy content specialists, math instructional content specialist Math content specialist coach position funded through Educator Effectiveness	$978,713.00	Yes
1.10	Expand access to GATE and other extension	GATE identification, academies, and extension/enrichment	$26,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
	opportunities (Expert Night, CoGAT testing, GATE Academies).			
1.11	Provide programmatic and curricular English Learner Supports. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13.	English Learner content specialist support for campuses and English Learner academies	$2,592.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

PVSD has taken many steps to address the chronic absenteeism and attendance rates of students, and this has yielded a positive outcome with the P2 attendance rate moving to 95.35%. Attendance recovery options such as short-term independent study, Saturday Academies, and Intersession linked to attendance recoupment have yielded positive outcomes. It is important to note that these strategies do not substitute the instruction received in the traditional school day. As we work to uncover reasons for attendance challenges, administrators explored needs through student shadowing experiences. Principals shadowed students who are designated as long-term English Learners or students who are achieving average academics and not highly involved in campus life. Previously, approximately 56% of 7th-grade students were connected as measured through the California Healthy Kids Survey (CHKS). This percentage has increased to 60%. The percentage of Latino students who are engaged as measured by the survey increased from, 51% in 2024 to 57% in 2025. This indicates that the campus efforts towards creating connectedness/belongingness activities are trending in the right direction. Connectedness data for 5th grade students was who took the California Healthy Kids Survey was significantly higher with connectedness at 75% in aggregate.

When examining the data for high expectations from adults, the results for 7th graders varied based on ethnicity with the following percentages by group reporting adults having high expectations for them: African American 79% in 2025 (previous 2024 data not available due to having less than 10 respondents), Asian 75% in 2024 to 71% in 2025, Latino 68% in 2024 to 72% in 2025, White 78% in 2024 to 74% in 2025, and Multiracial 73% in 2024 to 79% in 2025. The 5th grade results related to high expectations from adults showed a gap when comparing the aggregate percentage of 86% and American Indian or Alaska Native at 77% and Black or African American at 78%.

Similarly, our behavior data indicates there are continued needs, including in the education of students with regard to ensuring they are treating one another with kindness. CHKS data indicate that the percentage of 7th graders reporting they are feeling sad or hopeless in the past 12 months decreased in 2025 to 25% from 30% in 2024. Campuses continue to work to eradicate behavioral incidents involving the use of hate language. All PVSD schools are No Place for Hate Schools which is part of the district's coordinated preventative approach to educate students on the impacts of using hate language and provide them with tools to respond in the moment. This work is being conducted in tandem with staff training, community outreach, and partnerships. The lack of student connection due to overreliance on devices also emphasized the need to provide students with a more distraction-free learning environment. As a result, PVSD has implemented an out-of-

sight cell phone policy during the instructional day. Additionally, in the 2024-25 school year, PVSD took steps to reduce the use of Chromebook devices during unstructured times.

There is still considerable work to be done as we address the social emotional and behavioral needs of our students. In creating a multi-tiered response, we will continue to rely on a constellation of supports that include different levels of support such as counselors, board-certified behavior analysts, and licensed clinical social workers. Previous support models provided a counseling-only approach, but given the more enhanced needs students are presenting with, we need a variety of tools to support them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension rate as of May 1st Expulsion rate	Source Q SIS: Suspension rate as of May 1, 2024 189 students were suspended (some more than one time) 0% expulsion rate	Source Q SIS: Suspension rate as of May 1, 2025 130 students were suspended (some more than one time) 0% expulsion rate		Source Q SIS: Suspension rate as of May 1, 2027 165 students suspended (some more than one time) 0% expulsion rate	Source Q SIS: Suspension rate May 1, 2024 and May 1, 2025 59 fewer students suspended (some more than one time) Maintained expulsion rate
2.2	Suspension Dashboard Indicator	Suspension Rate Source: 2023 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total) day during the school 2022-2023 year	Suspension Rate Source: 2024 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total)		Source: 2026 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total)	Source: 2023 and 2024 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate (total)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District ALL: 2.6% EL: 3.6% FY: 11.8% HOM: 3.2% LI: 4.2% SWD: 5.6% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): Pleasant Valley EL: 6.6% Tierra Linda ES SWD: 6.9%	day during the school 2023-24 year District ALL: 2.7% EL: 3.7% FY: * fewer than 11 students HOM: 3.6% LI: 4% SWD: 6.7% Lowest performance (red indicator) on the Dashboard - Percentage District: Red Long-term EL: 14.3 SWD:6.7% School(s) with groups in Red: Pleasant Valley EL: 5.1% Tierra Linda ES SWD: 14.3% White: 3.4		day during the school year District ALL: 2.1% EL:3.1% FY: 11.3% HOM: 2.7% LI: 3.7% SWD: 5.1% Lowest performance (red indicator) on the Dashboard - Percentage District:NA School(s): Pleasant Valley EL: 6.1% Tierra Linda ES SWD: 6.4%	day during the school year District ALL: +.1% EL:+.1% FY: *fewer than 11 students HOM: +.4% LI: -.2% SWD: +1.1% Lowest performance (red indicator) on the Dashboard - Percentage District:NA School(s): Pleasant Valley EL: -1.8% Tierra Linda ES SWD: +7.4%
2.3	Chronic absenteeism rate as of May 1	Source: Q SIS (as of May 1, 2024)	Source: Q SIS (as of May 1, 2025)		Source: Q SIS (as of May 1, 2027)	Source: Q SIS (as of May 1, 2024 and May 1, 2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measures students who are absent from school 10 percent or more of the instructional days they were enrolled	May 2023-24 rate was 13.5%	May 2024-25 rate was 12%		2025-2026 rate at 11%	-1.5%
2.4	Chronic Absenteeism Dashboard Indicator	Source: 2023 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 18% EL: 19.8% FY: 12.5% HOM: 33.1% LI: 26.8% SWD: 26.5% Lowest performance (red indicator) on the Dashboard - Percentage District HOM: 33.1% LI: 26.8% HI: 22.3% MR: 15.1%	Source: 2024 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 13.5% EL: 17.4% FY: * HOM: 25.5% LI: 20.6% SWD: 21.5% Long-term EL: 27.8% Lowest performance (red indicator) on the Dashboard - Percentage		Source: 2026 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 13% EL: 14.8% FY: 10% HOM: 28.1% LI: 21.8% SWD: 21.5% Lowest performance (red indicator) on the Dashboard - Percentage District HOM: 28%	Source: 2024 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: -4.5% EL: -2.4% FY: * HOM: -7.6% LI: -6.2% SWD: -5% Long-term EL: baseline (red) 27.8% Lowest performance (red indicator) on the Dashboard - Percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School(s) Camarillo Heights STEM LI: 27.1% HI: 22.7% Dos Caminos ES EL: 31.8% LI: 31.4% La Mariposa ALL: 14.6% SWD: 24.6% WH: 16% Los Primeros ALL: 12.3% SWD: 33.3% HI: 12% WH: 12.8% Pleasant Valley ALL: 28.3% LI: 35% HI: 28.8% Rancho Rosal ES EL: 23.5% LI: 32.6% Tierra Linda ES LI: 24.4%	District HOM: 25.5% LI: 20.6% HI: 17.5% MR: 9.9% School(s) Camarillo Heights STEM LI: 25.2% (Orange) HI: 18.8% (Yellow) Dos Caminos ES EL:17.9% (Yellow) LI: 22.4% (Yellow) La Mariposa ALL: 7.3% (Green) SWD: 14.7% (Yellow) WH: 6.5% (Green) Los Primeros ALL: 8.4% (Green) SWD: 12.5% (Yellow) HI: 7.7% (Green) WH: 11% (Yellow) Pleasant Valley ALL:23.7% (Yellow) LI: 28.3% (Yellow) HI:24.1% (Yellow) SWD: 30.7% (Red)		LI: 21% HI: 17% MR: 10% School(s) Camarillo Heights STEM LI: 22% HI: 17% Dos Caminos ES EL: 26% LI: 26% La Mariposa ALL: 10% SWD: 20% WH: 11% Los Primeros ALL: 8% SWD: 28% HI: 8% WH: 8% Pleasant Valley ALL: 23% LI: 30% HI: 23% Rancho Rosal ES EL: 18% LI: 27% Tierra Linda ES LI:21%	District HOM: -7.6% LI: -6.2% HI: -4.8% MR:-5.2% School(s) Camarillo Heights STEM LI: -1.9% (Orange) HI: -3.9% (Yellow) Dos Caminos ES EL:-13.9% (Yellow) LI: -9% (Yellow) La Mariposa ALL: -7.3% (Green) SWD: -9.9% (Yellow) WH: -9.5% (Green) Los Primeros ALL: -3.9% (Green) SWD: -20.8% (Yellow) HI: -4.3% (Green) WH: -1.8% (Yellow) Pleasant Valley

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Rancho Rosal ES EL: 20% (Yellow) LI: 27.3% (Yellow) SWD: 24.2% (Red) Tierra Linda ES LI:17% (Yellow)		LI:	ALL:-4.6% (Yellow) LI: -6.7% (Yellow) HI:4.7% (Yellow) SWD: baseline (red) 30.7% Rancho Rosal ES EL: -3.5% (Yellow) LI: -5.3% (Yellow) SWD: baseline (red) 24.2% Tierra Linda ES LI:-7.47% (Yellow)
2.5	Period 2 Attendance	Source: 2024 Period 2 Attendance Report 94.9%	Source: 2025 Period 2 Attendance Report 95.3%		Source: 2027 Period 2 Attendance Report 97%	Source: 2024 and 2025 Period 2 Attendance Report +.4%
2.6	California Healthy Kids Survey or similar measure safety Indicator grade 5	Source: 2024 California Healthy Kids Survey 1% of students report not feeling safe at school	Source: 2025 California Healthy Kids Survey 3% of students report not feeling safe at school		Source: 2027 California Healthy Kids Survey Maintain or improve below 1%	Source: 2024 and 2025 California Healthy Kids Survey +2% of students report not feeling safe at school
2.7	California Healthy Kids Survey or similar measure safety indicator grade 7	Source: 2024 California Healthy Kids Survey 7% do not feel safe at school	Source: 2025 California Healthy Kids Survey		Source: 2027 California Healthy Kids Survey	Source: 2024 and 2025 California Healthy Kids Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			9% do not feel safe at school		5% do not feel safe at school	+2% do not feel safe at school
2.8	California Healthy Kids Survey or similar measure belongingness/connectedness Indicator grade 5	Source: 2024 California Healthy Kids Survey 78%	Source: 2025 California Healthy Kids Survey 75%		Source: 2027 California Healthy Kids Survey 83%	Source: 2024 and 2025 California Healthy Kids Survey -5%
2.9	California Healthy Kids Survey or similar measure belongingness/connectedness indicator grade 7	Source: 2024 California Healthy Kids Survey 56%	Source: 2025 California Healthy Kids Survey 60%		Source: 2027 California Healthy Kids Survey 61%	Source: 2024 and 2025 California Healthy Kids Survey +4%
2.10	Middle school drop out rate	Source: Q SIS 2024 Middle school dropout rate 0%	Source: Q SIS 2025 Middle school dropout rate 0%		Source: Q SIS 2027 Middle school dropout rate 0%	Source: Q SIS 2024 and 2025 Middle school dropout rate Maintained
2.11	Instances where facilities do not meet the "Good Repair" standard	Source 2023-24 FIT Report 0	Source 2024-25 FIT Report 0		Source 2026-27 FIT Report 0	Source 2023-24 and 2024-25 FIT Report Maintained

Goal Analysis [2024-25]

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

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

All actions found in goal two that are supplemental funded actions have been implemented as planned. The assistant principal support (action 2.1) on the campuses provided additional time for principals to monitor instruction while ensuring that behavior was also supported. Additionally, assistant principals provided a higher degree of support for attendance follow-up procedures. Action 2.2, social-emotional and mental health supports, was implemented as planned. Every campus had access to these supports with days allocated based on the unduplicated student percentages on the campus. The counseling team and social work team further leveraged their services by sponsoring interns within their programs. Action 2.3, student belongingness, was successfully implemented throughout the district as evidenced by a large number of student interest groups, clubs, field trips, and other student activities. This may have contributed to the positive increase in attendance. The certificated, classified, and community surveys continue to outline this as an important strategy to continue. Action 2.4, multi-tiered systems of support, was implemented through the PVSD collaborative success team (CST) process. Most campuses had CST meetings, many with multiple meetings for a student, that were goal-based and resulted in a successful intervention plan. PVSD continued to provide expanded transportation access through action 2.5 to support attendance. Action 2.6 (hands-on STEM exploration through Makerspaces) was implemented, although to different degrees on campuses due to staffing issues. Two campuses had vacancies in this area for several months. Currently, all Makerspaces are staffed and students are provided with this service. PVSD has sought to increase opportunities for inclusion through professional learning (action 2.7). This year, staff learned from a motivational speaker who experienced learning challenges in school. They also learned about how to increase access for special education students into general education settings through inclusive practices training conducted throughout the year.

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 was a significant material difference in this goal due to overspending in action 2.5 (expanded transportation). Due to a new housing development coming online that supports students from agricultural backgrounds, there was the need to add two routes to ensure access.

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

The increase in positive attendance (95.3% P2) demonstrates that many of these actions were effective supports for students. Action 2.1 also supported the reduced suspension rate on most campuses. The social-emotional supports also impacted the positive attendance rate with social workers providing home visits and attendance intensive interventions. In the previous LCAP survey, community members had ranked the need for social emotional supports and services in the top two needs, this changed this year as student behavior continued to improve. There was an increase in the number of school sponsored trips and clubs offered to students this year indicating success in action 2.3. Action 2.4, supporting multi-tiered systems of support through the CST process has been further refined this year to include a specific process for CSTs that are related to behavior and not academics. The increase in transportation services (action 2.5) supported attendance outcomes, including the reduction of the chronic absenteeism rate from 18% on the 2023 Dashboard to 13.5% on the 2024 Dashboard. Over time, student access to the MakerSpace to engage with hands-on STEM experiences has supported incremental increases in CAST scores, although there is a need for a tighter nexus between the Amplify science curriculum and Makerspace activities. Finally, action 2.8 has centered on training to support behavior, inclusive practices, and engagement. PVSD has had some success in the area of inclusive

practices. As we work to increase time students with disabilities spend in the general education environment, the training on inclusive practices has supported the implementation of a variety of programs to expand our continuum of services. This has supported progress towards improving indicator 5a.

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 will be a slight change to how action 2.1 (Assistant Principals) is worded. The new working is centered on behavior supports, including assistant principals and specialized behavioral staff. A change in the implementation of this action is that it will require sites with assistant principals to develop a Saturday school or after-school detention model that is directly facilitated by the assistant principals on a scheduled basis. Additionally, based on feedback on the continued need for behavioral support, Learning Recovery Educational Block Grant (LREBG) funds will augment this support through two itinerant assistant principal positions. Through COVID-relief funds, as we worked to support student behavior, board certified behavior analysts (BCBAs) and Registered Behavior Technicians (RBTs) were onboarded over the last two years. Based on educational partner feedback received, it is recommended that this support continue for the 25-26 school year using the remaining one-time funds from the Learning Recovery Educational Block Grant, and this is noted as a change in the action.

Similarly, there is a continued need to have an array of social emotional supports for students. PVSD is braiding Expanded Learning Opportunity grants funds and Learning Recovery Educational Block grant funds to provide two counselors on campuses with high needs students to have access to after hour and in-the-day services.

For action 2.3, if a club or interest group is paid for through these funds, it must adhere to a minimum number of meetings in order to qualify for the full stipend amount. There will be a slight change to Action 2.4 (CST meetings). Previously, PVSD had a blended process for referral to the collaborative success team (CST). A behavior-specific CST process has now been developed and will be fully implemented in the 25-26 school year. Additionally, middle school will receive additional training on the CST process as it applies for middle school students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized	Provide campuses with additional behavior and attendance supports. (SARB, Saturday School, etc.), Registered Behavior Technicians, and Board Certified Behavior Analysts LREGB supported in addition to supplemental funds	$1,226,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
	behavioral staff to support student needs. Action provided to address lowest performing groups in differentiated assistance. LREBG action will fund a part of this action at $504,589 through 25-26. Progress will be monitored through metrics 2.1 and 2.2.			
2.2	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at $118,193 through 25-26. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Provide campuses with social-emotional and mental health supports (Counselors, Social Workers)	$1,534,497.00	Yes
2.3	Student belongingness activities (fieldtrips, performances, clubs,	School extracurricular, music opportunities, field trips, school community events, student shadowing, and other activities directed at supporting student engagement and attendance, principally directed at supporting Foster Youth, English Learners, Low Income Students, and students with unique needs.	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	sports, student interest groups). Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.			
2.4	Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Collaborative Success Teams (substitutes) and planning processes (academic and behavioral CST)	$19,000.00	Yes
2.5	Transportation and attendance supports Action provided to address lowest performing groups	Bus routes (driving staff, clerical staff, and related expenses)	$908,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.			
2.6	Access to engaging hands-on activities through Makerspaces	Makerspace instruction assistants and supplies with a focus on supporting Amplify science and providing connectedness opportunities in 6-8	$333,688.00	Yes
2.7	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	Training to be provided for staff	$70,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

PVSD has made strides in communication as evidenced by the LCAP community survey, teacher LCAP survey data, and data from the English Learners needs assessment. Feedback from input sessions indicates there is a need to streamline communication so that it is more targeted, as the various streams can create overload for families. This feedback was previously provided by the LCAP Parent Advisory Committee as well as the District English Learner Advisory Committee (DELAC). Additionally, DELAC expressed the importance of having access to understandable information. In response to this, PVSD has worked to provide more streamlined communication processes, including using an indexed feature for weekly communication. Also, a question was added on the English Learner needs assessment to assess access to understandable information about student progress.

PVSD has several committees and advisory opportunities that are leveraged to create opportunities for ongoing dialogue and meaningful engagement that enlist perspectives that reflect our community.

As we continue to engage community partners, we will expand the structures to ensure that as decisions are made voices include those most closely impacted by issues being addressed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Community Survey questions: "Communication from the district is clear and ongoing."	Source: 2023-24 LCAP Community Survey	Source: 2024-25 LCAP Community Survey		Source 2026-27 LCAP Community Survey	Source: 2024-25 LCAP Community Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I receive follow up when I email or call with a question or concern." "My child's school encourages involvement and seeks input through committees, meetings, and information nights."	"Communication from the district is clear and ongoing.": 93.08% "I receive follow-up when I email or call with a question or concern." (baseline to be established- new question) "My child's school encourages involvement and seeks input through committees, meetings, and information nights." : 92.74%	"Communication from the district is clear and ongoing.": 93.71% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls."- 93.93% "My child's school encourages involvement and seeks input through committees, meetings, and information nights." Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or		"Communication from the district is clear and ongoing.": 95% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls." Baseline +3% "My child's school encourages involvement and seeks input through committees, meetings, and information nights." : 95% Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or district level."	"Communication from the district is clear and ongoing." +.63% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls."- 93.93% baseline "My child's school encourages involvement and seeks input through committees, meetings, and information nights." Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			district level." - 93.72%			district level." - +.98%
3.2	English Learner Program Needs Assessment question, "How comfortable do you feel participating in school activities?" English Learner Program Needs Assessment: "I have access to understandable information about my child's progress."	Source: 2023-24 English Learner Program Needs Assessment: "How comfortable do you feel participating in school activities?" 86.1% corrected from 77% strongly agreed or agreed "I have access to understandable information about my child's progress." Baseline to be established (new question)	Source: 2024-25 English Learner Program Needs Assessment: "How comfortable do you feel participating in school activities?" 87.7% strongly agreed or agreed "I have access to understandable information about my child's progress." 88.3% strongly agreed or agreed		Source 2026-27 English Learner Program Needs Assessment "How comfortable do you feel participating in school activities?" 80% strongly agreed or agreed "I have access to understandable information about my child's progress." Baseline +3%	Source 2023-24 and 2024-25 English Learner Program Needs Assessment "How comfortable do you feel participating in school activities?" +1.6% strongly agreed or agreed "I have access to understandable information about my child's progress." Baseline 88.3%
3.3	LCAP classified staff survey questions: "When there is a problem at my school/department, our team works collaboratively to solve it." "I have access to information about what is happening at my school or in my department."	Source: 2023-24 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it." :90.89% Baseline to be established (new question)- "I have access to information	Source: 2024-25 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it.": 90.16% "I have access to information about what is happening		Source: 2026-27 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it.": 92% "I have access to information about what is happening	Source: 2023-24--2024-25 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it." -.73% % "I have access to information about what is happening

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		about what is happening at my school or in my department."	at my school or in my department." 84.69%		at my school or in my department." Baseline +3%	at my school or in my department." Baseline 84.69%
3.4	LCAP certificated staff survey questions: "My school has opportunities for staff participation in decision-making that affects school practices and policies." "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level."	Source: 2023-24 Certificated Survey "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 87.06% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 88.81%	Source: 2024-25 Certificated Survey "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 86.88% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 89.36%		Source: 2026-27 Certificated Survey Data "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 89% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 90%	Source: 2023-24--2024-25 Certificated Survey Data "My school has opportunities for staff participation in decision-making that affects school practices and policies." -.18% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : -.55%
3.5	California Healthy Kids Survey: 7th grade connectedness indicator	Source: 2024 California Healthy Kids Survey 7th grade connectedness indicator: 56%	Source: 2025 California Healthy Kids Survey 7th grade connectedness indicator: 60%		Source: 2027 California Healthy Kids Survey 7th grade connectedness indicator 61%	Source: 2024 and 2025 California Healthy Kids Survey 7th grade connectedness indicator +1%

Goal Analysis [2024-25]

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

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

The actions in goal two were fully implemented. There was a wide array of advisory structures in place per action 3.1. The superintendent continued her work with the student and teacher advisories. Site leaders commenced the practice of developing site-level student advisories. District English Learner advisory committee team members worked together to support English learners, including as advisors to the actions in the LCAP. The inclusive practices task force met several times this year to provide insights on how to support students and develop more opportunities for inclusion. PVSD continued to engage families of students with disabilities through the Special Education District Advisory Committee. Principals conducted shadowing activities to gather more precise information on the student experience. Action 3.3 provided parents and guardians to increased opportunities for parent education through the "All about Families" series that was provided at Title-I funded campuses as well as the variety of Parent University experiences offered through Fresno State University. Action 3.4 was implemented fully as evidenced through the translated materials and the translator's participation and support of families in an array of meetings. In the fulfillment of action 3.6, the middle school English Language Arts book core novel committee completed a first phase pilot to add title to the core novel list that reflect an array of backgrounds and experiences.

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 was a slight material difference to report in this goal. Action 3.6, digital and library supports, was underspent due to core literature novels not being adopted in all middle school grade levels by the end of the year. There are additional novels that will continue to be piloted for 8th grade in the 25-26 school year.

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

The actions of the goal were highly effective as measured by the related metrics. The LCAP community survey had the highest response rate recorded on this survey with 1416 responses. Similarly, the English Learner needs assessment yielded a much higher response rate when compared to past years. The work of the parent engagement coordinator was instrumental in the coordinated outreach efforts. On the LCAP community survey, a new item, "I receive timely responses to emails and/or phone calls.", was added to the survey, and 93.93% of respondent agreed or strongly agreed with the statement. The English Learner needs assessment also included a new item: "I have access to understandable information about my child's progress", and 88.3% of respondents strongly agreed or agreed with this statement. Staff continued to share they have input through surveys, meetings, and committees at the district level with 89.36% agreeing or strongly agreeing that they do. Finally, the California Healthy Kids Survey connectedness indicate increased from 56% to 60% for 7th grade students. Board presentations to address areas of community interest were also provided to ensure transparency in decision making.

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 input received through the LCAP community advisory two survey questions were modified prior to the administration of the community survey. The item "I receive follow-up when I email or call with a question or concern" was rephrased to "I receive timely responses to emails and/or phone calls." Also, the prompt "My child's school encourages involvement and seeks input through committees, meetings, and information nights" was rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or district level." Additionally, a data point reported as a baseline for the item "How comfortable do you feel participating in school activities?" on the English Learner needs assessment was not accurately captured from the inception of the plan, as there were paper copies of the survey not inputted. Once inputted, the percentage changed significantly from 77% to 86.1%. This is an important correction to make for transparency purposes, as leaving it incorrectly reported provides the misconception that there was a significant change in the response to this item. Another change that will be made is that wording has been added to action 3.6 to note that core novels will support to high needs students through more relevant selections.

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	Advisories and committees Action revised to the following for 25-26 Advisories, committees, and other opportunities for voice and engagement	PVSD will expand the advisory model to ensure consultation with representative groups as decisions are considered. • Parent Advisory Committee • Teacher Advisory Committee • Special Education District Advisory Committee • District English Learner Advisory Committee • Inclusive Practices Task Force • School site student advisories • Student shadowing of student from high needs group	$11,724.00	No
3.2	Communication support	PVSD will enlist the support of communication consultants and professional organizations to improve district communication efforts through social media and other means.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	PVSD will provide a part-time family engagement coordinator to provide information, support, and resources principally directed at outreach for families of Foster Youth, English Learner, Low Income (FY, EL, LI) students, and students with diverse needs. • Oversee parent engagement specialists at Title I-funded sites • Coordinate Parent University and other family engagement opportunities • Site engagement events	$116,375.00	Yes
3.4	Translation support services	Increase access to translation services and informational materials (bilingual translator and DeepL software)	$50,712.00	Yes
3.5	Educational Options and CTE	Provide information about educational options available to families, including articulation to high schoool and career technical education	$8,500.00	No
3.6	Digital Library Supports Action revised to the following for 25-26 Digital Library Supports and core novels to support high needs students	Digital library, librarian support, and acquisition of diverse core novels.	$52,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PVSD will allocate and monitor budget resources focusing on equity, transparency, and responsiveness to state fiscal conditions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Given the challenging fiscal conditions released by the state, it is essential that PVSD engage in responsible and responsive fiscal planning. Feedback from the parent and classified LCAP surveys strongly indicated the need for maintaining a sound fiscal budget. PVSD welcomed a new leader in special education and three new site leaders making it imperative that ongoing training on budgeting and fiscal monitoring continue.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Minimum Proportionality Percentage (MPP)	Source: 2023-2024 LCAP Met	Source: 2024-2025 LCAP Met		Source: 2026-2027 LCAP Met	Source: 2023-24 and 2024-25 LCAP Maintained
4.2	First interim budget certification	Source: PVSD first interim report certification Positive certification in 23-24 school year	Source: PVSD first interim report certification Positive certification in 24-25 school year		Source: PVSD first interim report certification Positive certification in 26-27 school year	Source: PVSD first interim report certification Maintained positive certification
4.3	Second interim budget certification	Source: PVSD second interim report certification	Source: PVSD second interim report certification		Source: PVSD second interim report certification	Source: PVSD first interim report certification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Positive certification in 23-24 school year	Positive certification in 24-25 school year		Positive certification in 26-27 school year	Maintained positive certification
4.4	LCAP Parent/Community Survey	Source: 2023-2024 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 94% strongly agree or agree	Source: 2024-25 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 98% strongly agree or agree		Parent/Community Survey: 2026-2027 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 96% strongly agree or agree	Source: 2023-24 and 2024-25 LCAP Parent/Community Survey: Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." +4% strongly agree or agree

Goal Analysis [2024-25]

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

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

The actions in goal four have been implemented as planned. Action 4.1 is centered on building capacity for site leaders on budgetary processes. The business office schedules regular meetings with principals with a more frequent cadence for newer principals and principals of sites with Title-I funds. Parents and community members have received information regarding the budget through the district's DELAC, LCAP advisory, and roundtable meeting structures. Additionally, educational partners were asked for input related to the use of LREBG funds. Action 4.3 ensures that funds are on track to be expended and that expenditures comply with legal requirements. The regular

business office check ins provided the opportunity for site leaders to track budgets in addition to the business office providing a PowerBI dashboard for principals to more easily track expenditures and account balances. PVSD distributed site supplemental funds and services based on unduplicated/high needs student percentages on the campuses.

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

There were no material differences to report in this goal.

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

The actions of this goal were effective as noted by the positive first and second interim certification. Additionally, all sites received services and supplemental funds that were proportionate with the high-needs pupil percentages at the site. Future work in the proper coding of substitutes will be an area of training next year.

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

There are no changes to this goal, metrics, target outcomes, or actions for the coming year based on analysis and reflection.

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	Budget training	Business department will provide budget training for departments and principals	$0.00	No
4.2	Family/parent education on school finance	Provide information on the Local Control Funding Formula	$0.00	No
4.3	Business office budget check-ins	Business services staff will check in with departments and schools for regular budget monitoring	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Business services personnel will allocate funding with equity, based on need.	$347,140.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,746,886	$0.00

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
7.545%	0.000%	$0.00	7.545%

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
1.2	**Action:** Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	PVSD socioeconomically disadvantaged students and English Learners have less access to tutoring supports at home. Hattie (2017) found a .53 effect size connected to second chance and enrichment programs. Therefore, tutoring and homework support services are provided districtwide and principally directed at supporting high-needs students. The IXL platform will provide another version of outside-of-school support that is linked to the base	CAASPP ELA and Math achievement for English Learners Benchmark achievement for English Learners ELPAC Summative Assessments Middle School D/Fs for long term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Students who hail from traditionally underserved populations have less access to after school and summer experiences that support academic chievement. English Learners, Limited Income, and Foster Youth need additional outside-of-the school day support to in ELA and mathematics. Students from socioeconomically disadvantaged environments are less likely to have access to summer academic and cultural capital-building experiences. Per CDE, research has shown low-income children to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade as a result of summer learning loss (National Summer Learning Association [NSLA], 2009). To address this, rich summer programming opportunities will be principally directed at supporting unduplicated students in the areas of writing, reading and mathematics. **Scope:** LEA-wide	curriculum and provides tutorials for students who may not have the same level of access to parental academic support. Additionally, the IXL platform provides information regarding student progress that can be analyzed through a benchmark as well as normative reference range. Tutoring and homework help supports are principally directed at meeting the needs of unduplicated pupils with campuses receiving allocations based on the number of unduplicated pupils at the school.	
1.6	**Action:** Writing focus through professional learning communities Edited action for 25-26 Writing focus through professional learning communities and writing program piloting.	Teachers will receive targeted development on how to use specific writing strategies and scaffolds.These scaffolds support English Learners in creating written pieces. Since all teachers have English Learners, all teachers will be provided with this support.	CAASPP ELA achievement for English Learners Writing Claim- CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11 **Need:** English Learners need additional support in developing writing, as writing is the last area to fully develop in English Language acquisition. Further, the PVSD English Learner Progress Indicator decreased on the 2023 Dashboard noting the need for attention in this area. Providing explicit strategies and support in writing will address this need. **Scope:** LEA-wide	Teachers in elementary grades will trial the use of Mystery Writing.	
1.8	**Action:** Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7. **Need:**	Through targeted analysis of data to address achievement gaps between unduplicated students and their peers, site leaders and teachers will engage in data days where data are analyzed and next steps for intervention are designed. Teams will use professional learning community (PLC) structures to support English Language Learners, socioeconomically disadvantaged students, and students with unique needs. With a focus on high levels of learning for all students, professional learning communities provide the opportunity for educators to work collaboratively to design instruction, analyze outcomes, and plan next steps for student learning as promulgated by DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006).	Baseline benchmark data ELA and Math grades 3-8 CAASPP ELA and Math D/F Grades in Middle School

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
	When compared to overall student outcomes, there are achievement gaps in ELA, math, and science among PVSD students who are English Learners, Low-income, or Foster Youth due to limited access to resources and other barriers. One of the strategies to address this is to provide school teams with time to review data from common benchmarks and other assessments with site leadership. Teams will create action plans to address needs revealed through these meetings. **Scope:** LEA-wide		
1.9	**Action:** Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7. **Need:** Due to limited access to resources in addition to other barriers, there is a gap in the reading performance (all claims) as measured by CAASPP between our high-needs student and the "all students" group as demonstrated by CAASPP, IABs, and local data sources.	The allocation of literacy intervention content specialists whose services are principally directed at supporting unduplicated students through targeted intervention is a strategy to meet their academic needs. Through the use of Tier III intervention groups, reading intervention content specialists will use materials grounded in the Science of Reading to principally support high-needs students, Lesaux (2012) describes a positive relationship between low-income students, linguistically diverse students, and skills-based reading instruction. In their metanalysis of primary reading intervention programs, Wanzek, Stevens, Williams, et al. 2018 found that primary reading intervention programs demonstrate a positive impact of early struggling readers.	CAASPP ELA CAASPP Math ELA and Math Benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	PVSD unduplicated students are present in varying percentages throughout our schools. Schools with higher numbers of unduplicated students receiving the most amount of support from literacy intervention content specialists. Math intervention supports will also be added to support teachers in meeting the needs of students with diverse needs, principally directed toward unduplicated pupils.	
1.10	**Action:** Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies). **Need:** Historically, PVSD English Learners and students who are socioeconomically disadvantaged have not been identified at the same rate as their peers for gifted and talented education programs.This can be a barrier to access to advanced course placement. Universal testing and access to Saturday Academies for GATE-identified students reduces this barrier. **Scope:** LEA-wide	Therefore, this action is principally directed toward supporting unduplicated pupils who have historically been underrepresented in GATE programming. A non-referral-based program where all students, regardless of demography are tested increases access to future advanced course opportunities. Flores (2007), found that students of color as well as students from disadvantaged socioeconomic backgrounds did not have the same access to high levels of math instruction that emphasized critical thinking. This action addresses the need to ensure that historically underrepresented students have access to GATE and or advanced course programming. Card & Giuliano (2015) discussed the implications of referral processes for identifying gifted students and found that traditional identification practices have led to overlooking qualified disadvantaged students. Students identified will have opportunities for participation in GATE weekend academies.	CAASPP ELA CAASPP Math ICA Math and ELA Number of students GATE identified by high needs student group

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
2.1	**Action:** Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs. Action provided to address lowest performing groups in differentiated assistance. LREBG action will fund a part of this action at $504,589 through 25-26. Progress will be monitored through metrics 2.1 and 2.2. **Need:** Due to limited access and other barriers, students in PVSD who are English Learners, Limited Income Students and Foster Youth demonstrated higher rates of suspension and chronic absenteeism. Higher rates of absenteeism and suspension result in reduced student outcomes and student engagement. **Scope:** Schoolwide	Reducing the student-to-administration ratio can support regular check-ins between administrators and parents in working to address issues of chronic absenteeism. Similarly, increased access to administrators provides students with more regular interventions to support student behavior. The three schools selected for this intervention include high numbers of unduplicated middle school students. Increased administrative support can also provide additional time for the principal to monitor instruction, thereby providing additional monitoring of academic achievement for high needs students.	Suspension through to May 1st Suspension Dashboard Indicator Chronic absenteeism through May 1st Chronic absenteeism Dashboard indicator California Healthy Kids Survey safety indicator grades 5 and 7
2.2	**Action:** Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at $118,193 through 25-26. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	PVSD students who are foster youth, experiencing homelessness, and who are economically disadvantaged have experienced higher than average chronic absenteeism and other barriers to learning. They are less likely to have access to counseling services, so counselors will be needed to support their socioemotional needs to support them in the learning environment. Jones & Khan	Period 2 attendance Chronic absenteeism through May 1st Chronic absenteeism Dashboard indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Chronic Absenteeism data for our unhoused students and socioeconomically disadvantaged students is very high, with both groups in the red performance range on the most recent California Dashboard. Due to barriers and limited access to resources, English Learners were also high in this indicator and were in the orange performance category. While we have seen some improvements this year and anticipate a reduction in chronic absenteeism percentages, this is largely attributed to concerted counseling efforts and intensive tiered support from school social workers. Students are still expressing the need for increased social-emotional and mental health supports. **Scope:** LEA-wide	2017 share that, "Evidence shows that high-quality programs focused on SEL contribute to improved academics and behavior." Additionally, Finigan-Carr & Shaia (2018), propose that, "School social workers also are dedicated to providing comprehensive supports that address many of the out-of-school needs that limit students' learning." This action is principally directed at supporting foster youth, students experiencing homelessness, and those who are economically disadvantaged through regular visits, home visits and check-ins.The social worker services will also provide much-needed community linkage services.	
2.3	**Action:** Student belongingness activities (fieldtrips, performances, clubs, sports, student interest groups). Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	By increasing opportunities for students to engage in sports, music, and extracurricular programs, students are more likely to feel a connection to campus, thereby supporting academic needs. Catterall, J., et al. (1999) found that academic achievement increased for students who were involved in the arts over time in comparison to counterparts who were not. Further, Witherspoon, Schotland, Way, & Hughes (2009) found that students who feel connected to their school were	California Healthy Kids Survey or similar measure belongingness/connectedness Indicator grades 5 and 7 P2 attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learner and Low Income students have higher suspension and chronic absenteeism rates in PVSD when compared to the "all students" group. Higher rates of suspension and chronic absenteeism impact student achievement due to reduced levels of student engagement. This indicates the need for targeted support and training. **Scope:** LEA-wide	more engaged in their individual learning. Increased connectedness will support academic outcomes of economically disadvantaged students who typically have fewer opportunities for this level of engagement. Due to unduplicated students being present, to varying percentages, on all PVSD campuses, each campus will receive an allocation proportional to the number of unduplicated students on campus.	
2.4	**Action:** Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4. **Need:** Due to limited access to resources in addition to other barriers, high-needs students in PVSD who are low-income, English Learners, or Foster Youth have higher rates of suspension, absenteeism, and lower academic outcomes when compared to all students. This punctuates the need for additional supports and services targeted towards individual student needs.	PVSD will refine its multi-tiered system of support through consistent protocols that are data-informed, goal-based, and leverage student strengths to improve student outcomes and ameliorate performance gaps. Jackson (2021) found that well-developed MTSS processes can "produce positive outcomes for all students, particularly culturally and linguistically diverse students." To that end, campuses will receive support for the CST process to ensure that achievement gaps are addressed, with targeted attention to unduplicated students. All campuses have high-needs students, although to varying degrees. Campuses will all receive this support, although campuses with more high-needs students will receive increased support.	Suspension through to May 1st Suspension Dashboard Indicator Chronic absenteeism through May 1st Chronic absenteeism Dashboard indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4. **Need:** Due to limited access to resources and a variety of other barriers, socioeconomically disadvantaged students are more likely than their peers to lack access to reliable transportation, which can impact attendance. Impacted student attendance results in reduced academic engagement and achievement. **Scope:** LEA-wide	There is a direct correlation between attendance and increased student achievement. Expanded transportation options and access for K–12 students can contribute to increasing opportunity (Bierbaum and Vincent 2013; McKoy et al. 2010; Center for Transit Oriented Development 2012). Transportation support will be principally targeted to support socioeconomically disadvantaged students, English Learners, and other high-needs students who are housed throughout the district; therefore, there is a need for an LEA-wide approach to this action.	Chronic absenteeism Dashboard indicator P2 attendance Chronic Absenteeism through May 1
2.6	**Action:** Access to engaging hands-on activities through Makerspaces **Need:** Due to limited access to resources in addition to other barriers, high-needs students in PVSD have higher rates of absenteeism as	Students from socioeconomically disadvantaged backgrounds are less likely to have access to enrichment-type STEM experiences. Tanenbaum (2016) discusses the participation and access of historically under-represented groups in STEM programming. Access to Makerspace experiences can result in stronger academic outcomes for students due to increased engagement.	California Healthy Kids Survey or similar measure belongingness/connectedness Indicator grades 5 and 7 P2 attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to the "all students" group. Absenteeism rates are directly correlated to reduced academic achievement. **Scope:** LEA-wide	Makerspace supplies and instructional systems to provide STEM enrichment opportunities will be allocated based on the number of unduplicated students on campuses. PVSD has developed a formula based on this distribution which is proportional to the number of unduplicated students on campus. All campuses have high-needs students, and those with higher numbers of high-needs students will be allotted more time for Makerspace support.	
2.7	**Action:** Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2. **Need:** PVSD high-needs students who are English Learners, Foster Youth or Limited income have reduced academic outcomes and attendance due to a variety of barriers. There is a clear need to more purposefully connect them with school. Staff training on cultural responsiveness can provide a conduit for developing instruction and supports that can be more meaningfully targeted when needs are understood. **Scope:**	To support the academic outcomes of high-needs students, site leaders need professional learning on anti-bias, the achievement gap, and professional learning communities. In their meta-analysis, Marzano, McNulty & Waters (2005), found that second to the influence of the classroom teacher, the school principal is the strongest school-based influence on student achievement. Providing staff with training on culturally relevant support can mitigate this. The action is provided on an LEA-wide basis, as all campuses have high-needs students and staff who need this training to support them.	Chronic absenteeism Dashboard indicator P2 attendance Chronic Absenteeism through May 1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2 **Need:** Families of newcomer English learners require support in acclimating to a new educational landscape due to cultural and linguistic barriers. Feedback from the District English Learner Advisory Committee was that families of English Learners often require additional supports navigating the US educational system and that these supports should be made available. Additionally, families of underrepresented students benefit from increased information to support school participation. **Scope:** LEA-wide	Newcomer families of English learners and families of students who have disengaged from the learning environment due to unique challenges benefit from specific outreach to provide them with the information and resources to support students academically. According to Castellon et al. (2015), "newcomer families need specific information on how to support their children's learning and development" as they adapt to a new culture and language. The Family Engagement Coordinator will provide support to families to help new families engage with school. Additionally, the coordinator will work with families of low-income students to ensure they have information about programs available. Given that there are high-needs families throughout the district, the coordinator will support families district-wide.	English Learner Program Needs Assessment question, "How comfortable do you feel participating in school activities?" English Learner Program Needs Assessment item: "I have access to understandable information about my child's progress. LCAP Community Survey question item: "My child's school encourages involvement and seeks input through committees, meetings, and information nights."
3.4	**Action:** Translation support services **Need:** DELAC shared that translated information is a priority and that a lack of translation can be a	Providing increased translation services for PVSD families will support increasing learning outcomes for English Learners. Han & Love (2015) found the importance of access to interpretation and translation was	English Learner Program Needs Assessment item: "I have access to understandable information about my child's progress.

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
	barrier to supporting students. Lack of access to translated information impacts parent involvement and student achievement. **Scope:** LEA-wide	essential in helping parents to communicate and learn about the U.S. educational system. This is a district-wide service, as English Learners are located throughout the district.	
3.6	**Action:** Digital Library Supports Action revised to the following for 25-26 Digital Library Supports and core novels to support high needs students **Need:** There is a need to ensure that students have access to culturally relevant texts that mirror the population of students in PVSD classrooms. Low-income, English Learners and other high-needs students often have less access to city library services due to transportation challenges and access to books that provide mirrors to their experience. The digital library removes this barrier. **Scope:** LEA-wide	English Learners, students in foster youth, and under-represented students must see themselves reflected in the curriculum and classroom materials with which they interact in order to foster a true sense of belonging in the school environment. Bishop (1990) and Yenika-Agbaw & Napoli (2011) as found in Wanless & Crawford (2016), posit that books can affirm a sense of identity for readers when they reflect their communities, families, and themselves. This is a district-wide action that will also support inclusivity for students from diverse backgrounds, including those in foster care, English learners, and other under-represented groups. Because our unduplicated student population is present on all campuses and classrooms, these books will be distributed throughout the district.	California Healthy Kids Survey: 7th grade connectedness indicator
4.4	**Action:** Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Business services personnel will allocate funding with equity, based on need. PVSD has developed a proportional formula that drives allocations of funds and services based on the number of	Minimum Proportionality Percentage MPP 1st Interim budget certification

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Students with more intensive needs such as English Learners, limited-income students, Foster or Unhoused Youth require additional supports and services due to a lack of access to resources. There is a need to ensure that supports are distributed based on need to support academic outcomes of high-needs students. **Scope:** LEA-wide	unduplicated students on campus. This provides funding for all LCAP actions based on unduplicated student numbers. PVSD's unduplicated student population is located in varying degrees in every school throughout the district. For instance, reading intervention support days increase based on the number of high-needs pupils on campuses. Tutoring funds are provided to all campuses since all have high-needs pupils, but campuses with higher numbers of high-needs students receive a larger allocation than those with lower numbers.	2nd Interim budget certification

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.

NA

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.

PVSD does not receive concentration 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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	62,917,886	4,746,886	7.545%	0.000%	7.545%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,099,566.00	$1,921,113.00	$17,000.00	$271,736.00	$10,309,415.00	$7,122,706.00	$3,186,709.00

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	Purchase technology devices, hardware, and software for students. and staff.	All	No			All Schools	July 1, 2025-June 30, 2026	$1,305,160.00	$1,946,795.00	$3,251,955.00	$0.00	$0.00	$0.00	$3,251,955.00	
1	1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	July 2025-May 2026	$60,000.00	$71,300.00	$131,300.00				$131,300.00	
1	1.3	Provide standards-aligned learning materials and consumable supports.	All	No			All Schools	July 1, 2025- June 30, 2026	$0.00	$310,000.00		$310,000.00			$310,000.00	
1	1.4	Provide teacher staff training opportunities, grade/content level leadership teams to increase student achievement and staff instructional capacity.	All	No			All Schools	August 1, 2025- June 30, 2026	$17,648.00	$15,000.00				$32,648.00	$32,648.00	
1	1.5	Increase opportunities for co-teaching and inclusion and calibration of practices for related services staff. Refined action for 25-26 Provide opportunities for increased inclusion	Students with Disabilities	No			Specific Schools: Camarillo Heights, La Mariposa, Las Posas, Las Colinas,	July 1, 2025-June 30, 2026	$399,869.00	$0.00	$8,001.00	$391,868.00			$399,869.00	

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
		through co-teaching, learning centers, and training /calibration of practices for staff. Action provided to address lowest performing groups in differentiated assistance. LREBG funds to be expended $391,868 through 2025-26 for Director of Inclusive Practices and program specialists Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, 1.7, and 1.15.					Monte Vista, Pleasant Valley School of Engineering and Arts, Rancho Rosal School, and Tierra Linda									
1	**1.6**	Writing focus through professional learning communities Edited action for 25-26 Writing focus through professional learning communities and writing program piloting. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2024- June 2025	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	**1.7**	Provide support for theme schools and instructional strategies at all schools to increase instructional engagement.	All	No			All Schools	July 1, 2024- June 30, 2025	$3,056.00	$33,000.00	$18,000.00			$18,056.00	$36,056.00	
1	**1.8**	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	October 2024- April 2025	$11,000.00	$70,000.00	$81,000.00				$81,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.														
1	**1.9**	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-June 2026	$972,213.00	$6,500.00	$779,305.00	$94,274.00		$105,134.00	$978,713.00	
1	**1.10**	Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	September 2025-May 2026	$10,556.00	$16,025.00	$26,581.00				$26,581.00	
1	**1.11**	Provide programmatic and curricular English Learner Supports. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13.	Students with Disabilities English Learners	No			All Schools	August 2025-June 2026	$2,592.00	$0.00				$2,592.00	$2,592.00	
2	**2.1**	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs. Action provided to address lowest performing groups in differentiated assistance.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Monte Vista Middle School, Las Colinas Middle School, Pleasant Valley School of Engineeri	August 2025-June 2026	$1,226,265.00	$0.00	$337,680.00	$888,585.00			$1,226,265.00	

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
		LREBG action will fund a part of this action at $504,589 through 25-26. Progress will be monitored through metrics 2.1 and 2.2.					ng & Arts									
2	**2.2**	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at $118,193 through 25-26. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-June 2026	$1,534,497.00	$0.00	$1,185,305.00	$236,386.00		$112,806.00	$1,534,497.00	
2	**2.3**	Student belongingness activities (fieldtrips, performances, clubs, sports, student interest groups). Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-June 2026	$200,000.00	$100,000.00	$300,000.00				$300,000.00	
2	**2.4**	Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	October 2025- May 2026	$19,000.00	$0.00	$19,000.00				$19,000.00	
2	**2.5**	Transportation and attendance supports Action provided to address lowest	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-August 2026	$857,851.00	$50,949.00	$908,800.00				$908,800.00	

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
		performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.														
2	**2.6**	Access to engaging hands-on activities through Makerspaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-June 2026	$326,938.00	$6,750.00	$333,688.00				$333,688.00	
2	**2.7**	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-May 2026	$10,000.00	$60,000.00	$70,000.00				$70,000.00	
3	**3.1**	Advisories and committees Action revised to the following for 25-26 Advisories, committees, and other opportunities for voice and engagement	All	No			All Schools	August 2025- June 2026	$6,724.00	$5,000.00	$11,224.00			$500.00	$11,724.00	
3	**3.2**	Communication support	All	No				July 1, 2025-June 30, 2026	$0.00	$55,000.00	$55,000.00				$55,000.00	
3	**3.3**	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025- June 30, 2026	$108,625.00	$7,750.00	$116,375.00				$116,375.00	
3	**3.4**	Translation support services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	July 1, 2025-June 30, 2026	$50,712.00	$0.00	$50,712.00				$50,712.00	

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
3	3.5	Educational Options and CTE	All	No			All Schools	July 1, 2024- June 30 2025	$0.00	$8,500.00	$8,500.00				$8,500.00	
3	3.6	Digital Library Supports Action revised to the following for 25-26 Digital Library Supports and core novels to support high needs students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025- June 2026	$0.00	$52,000.00	$35,000.00		$17,000.00		$52,000.00	
4	4.1	Budget training	All	No			All Schools	July 1, 2025, June 30, 2026	$0.00	$0.00	$0.00				$0.00	
4	4.2	Family/parent education on school finance	All	No			All Schools	August 2025- June 2026	$0.00	$0.00	$0.00				$0.00	
4	4.3	Business office budget check-ins	All	No			All Schools	July 1, 2025-June 30, 2026	$0.00	$0.00	$0.00				$0.00	
4	4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025-June 30, 2026	$0.00	$347,140.00	$347,140.00				$347,140.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
62,917,886	4,746,886	7.545%	0.000%	7.545%	$4,746,886.00	0.000%	7.545 %	**Total:**	$4,746,886.00
								LEA-wide Total:	$4,409,206.00
								Limited Total:	$0.00
								Schoolwide Total:	$337,680.00

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	1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$131,300.00	
1	1.6	Writing focus through professional learning communities Edited action for 25-26 Writing focus through professional learning communities and writing program piloting.	Yes	LEA-wide	English Learners	All Schools	$25,000.00	

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 (%)
		Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11						
1	**1.8**	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	LEA-wide	English Learners Low Income	All Schools	$81,000.00	
1	**1.9**	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$779,305.00	
1	**1.10**	Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,581.00	
2	**2.1**	Behavior supports: Assistant Principals to support behavior and attendance through	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monte Vista Middle School, Las Colinas Middle	$337,680.00	

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 (%)
		targeted interventions and specialized behavioral staff to support student needs. Action provided to address lowest performing groups in differentiated assistance. LREBG action will fund a part of this action at $504,589 through 25-26. Progress will be monitored through metrics 2.1 and 2.2.				School, Pleasant Valley School of Engineering & Arts		
2	**2.2**	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at $118,193 through 25-26. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,185,305.00	
2	**2.3**	Student belongingness activities (fieldtrips, performances, clubs, sports, student interest groups). Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
2	**2.4**	Multi-Tiered Systems of Support: Collaborative Success Team Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	

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 (%)
		Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.						
2	**2.5**	Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$908,800.00	
2	**2.6**	Access to engaging hands-on activities through Makerspaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$333,688.00	
2	**2.7**	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
3	**3.3**	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,375.00	
3	**3.4**	Translation support services	Yes	LEA-wide	English Learners Low Income	All Schools	$50,712.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Digital Library Supports Action revised to the following for 25-26 Digital Library Supports and core novels to support high needs students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
4	4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$347,140.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,049,852.00	$4,523,473.62

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**	Purchase technology devices, hardware, and software for students. and staff.	No	$3,340,502.00	
1	**1.2**	Instructional Supports (IXL, tutoring, Intersession, and Summer Programs)	Yes	$98,566.00	108,092.00
1	**1.3**	Provide standards-aligned learning materials and consumable supports.	No	$195,000.00	
1	**1.4**	Provide teacher staff training opportunities, grade/content level leadership teams to increase student achievement and staff instructional capacity	No	$32,648.00	
1	**1.5**	Increase opportunities for co-teaching and inclusion and calibration of practices for related services staff.	No	$8,001.00	
1	**1.6**	Writing focus through professional learning communities	Yes	$5,000.00	7,617.98
1	**1.7**	Provide support for theme schools and instructional strategies at all schools to increase instructional engagement.	No	$146,056.00	
1	**1.8**	Data days through professional learning communities	Yes	$58,348.00	13,526.85
1	**1.9**	Provide instructional coaching and intervention supports.	Yes	$666,254.00	685,657.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Expand access to GATE and other extension opportunities.	Yes	$23,306.00	25,000.00
1	1.11	Provide programmatic and curricular English Learner Supports.	Yes	$139,523.00	146,258.62
2	2.1	Assistant Principals	Yes	$692,189.00	332,773.09
2	2.2	Social-emotional and mental health supports.	Yes	$1,544,283.00	1,170,102.60
2	2.3	Student belongingness activities	Yes	$287,073.00	262,000.00
2	2.4	Multi-Tiered Systems of Support	Yes	$18,824.00	$18,800.00
2	2.5	Transportation and attendance supports	Yes	$781,393.00	$875,664.76
2	2.6	Engaging hands-on opportunities for STEM exploration	Yes	$334,312.00	$309,651.85
2	2.7	Behavior, cultural responsiveness responsiveness and engagement	Yes	$76,500.00	$76,500.00
3	3.1	Advisories and committees	No	$11,724.00	
3	3.2	Communication support	No	$55,000.00	
3	3.3	Family and Community Engagement Opportunities	Yes	$114,610.00	$108,591.62
3	3.4	Translation Support Services	Yes	$40,585.00	$37,514.53
3	3.5	Educational Options and CTE	No	$30,000.00	

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	3.6	Digital Library Supports	Yes	$40,000.00	$35,000.00
4	4.1	Budget training	No	$0.00	
4	4.2	Family/parent education on school finance	No	$0.00	$310,722.68
4	4.3	Business office budget check-ins	No	$0.00	
4	4.4	Funding based on equity	Yes	$310,155.00	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,515,388.00	$4,478,367.00	$4,523,473.62	($45,106.62)	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	1.2	Instructional Supports (IXL, tutoring, Intersession, and Summer Programs)	Yes	$98,566.00	$108,092		
1	1.6	Writing focus through professional learning communities	Yes	$5,000.00	$7,617.98		
1	1.8	Data days through professional learning communities	Yes	$58,348.00	$13,526.85		
1	1.9	Provide instructional coaching and intervention supports.	Yes	$666,254.00	$685,657.04		
1	1.10	Expand access to GATE and other extension opportunities.	Yes	$23,306.00	$25,000		
1	1.11	Provide programmatic and curricular English Learner Supports.	Yes	$136,931.00	$146,258.62		
2	2.1	Assistant Principals	Yes	$327,895.00	$332,773.09		
2	2.2	Social-emotional and mental health supports.	Yes	$1,158,615.00	$1,170,102.60		
2	2.3	Student belongingness activities	Yes	$287,073.00	$262,000.00		
2	2.4	Multi-Tiered Systems of Support	Yes	$18,824.00	$18,800.00		
2	2.5	Transportation and attendance supports	Yes	$781,393.00	$875,664.76		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.6**	Engaging hands-on opportunities for STEM exploration	Yes	$334,312.00	$309,651.85		
2	**2.7**	Behavior, cultural responsiveness responsiveness and engagement	Yes	$76,500.00	$76,500.00		
3	**3.3**	Family and Community Engagement Opportunities	Yes	$114,610.00	$108,591.62		
3	**3.4**	Translation Support Services	Yes	$40,585.00	$37,514.53		
3	**3.6**	Digital Library Supports	Yes	$40,000.00	$35,000.00		
4	**4.4**	Funding based on equity	Yes	$310,155.00	$310,722.68		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
60,619,459	$4,515,388.00	0.00%	7.449%	$4,523,473.62	0.000%	7.462%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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