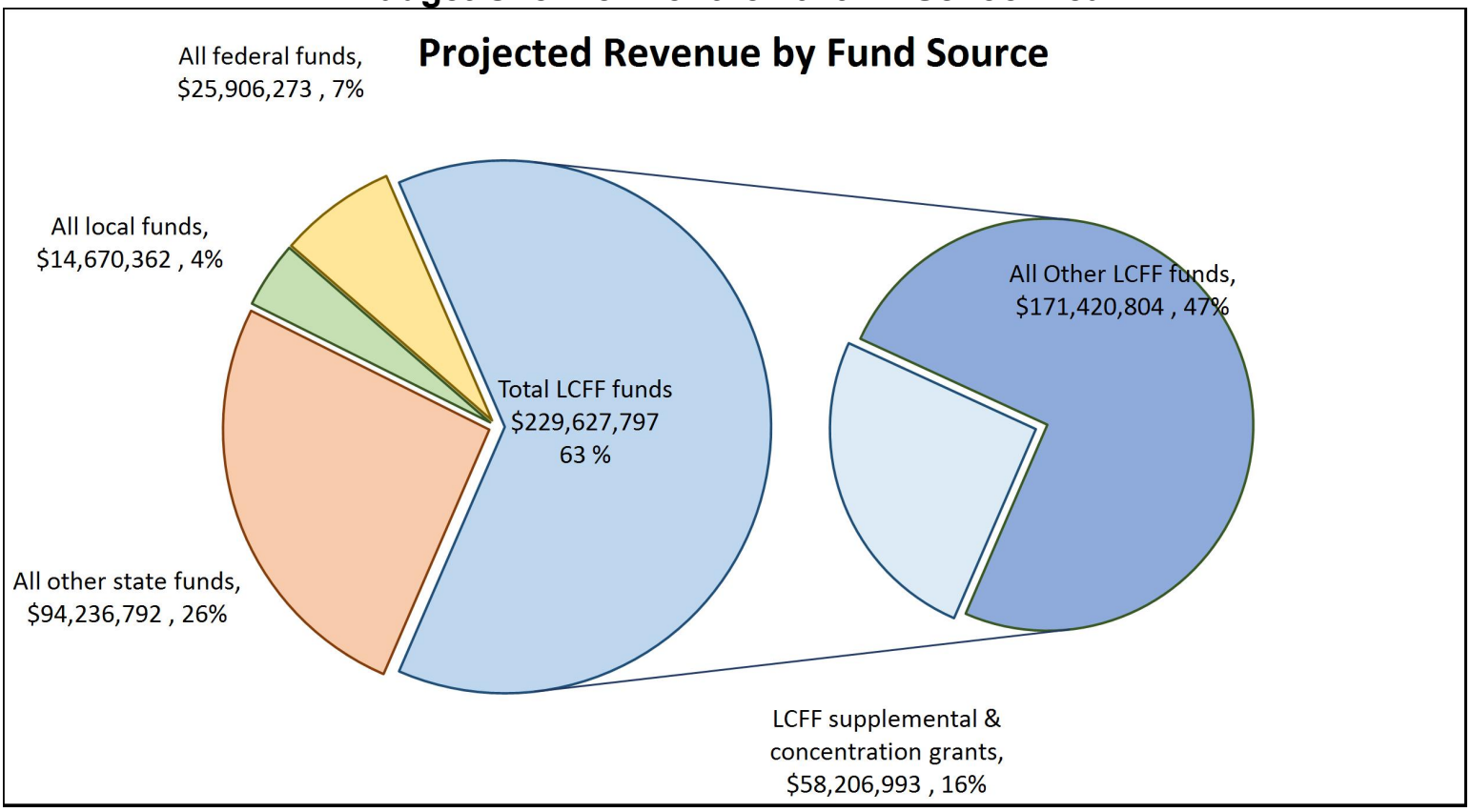
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pajaro Valley Unified School District
CDS Code: 44 69799 0000000
School Year: 2026-27
LEA contact information:
Dr. Heather Contreras
Superintendent
heather_contreras@pvusd.net
(831) 786-2100

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

Budget Overview for the 2026-27 School Year

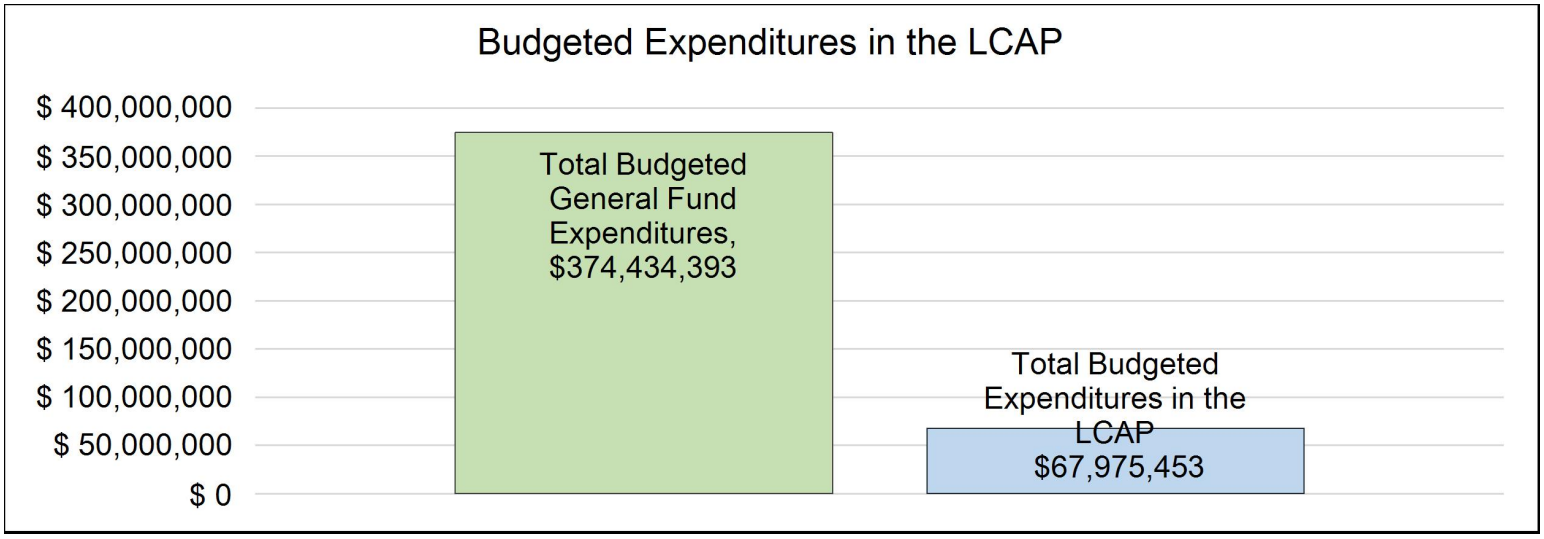


This chart shows the total general purpose revenue Pajaro Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pajaro Valley Unified School District is $364,441,224, of which $229,627,797 is Local Control Funding Formula (LCFF), $94,236,792 is other state funds, $14,670,362 is local funds, and $25,906,273 is federal funds. Of the $229,627,797 in LCFF Funds, $58,206,993 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pajaro Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pajaro Valley Unified School District plans to spend $374,434,393 for the 2026-27 school year. Of that amount, $67,975,453 is tied to actions/services in the LCAP and $306,458,940 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating costs, salaries, benefits, capital expenditures

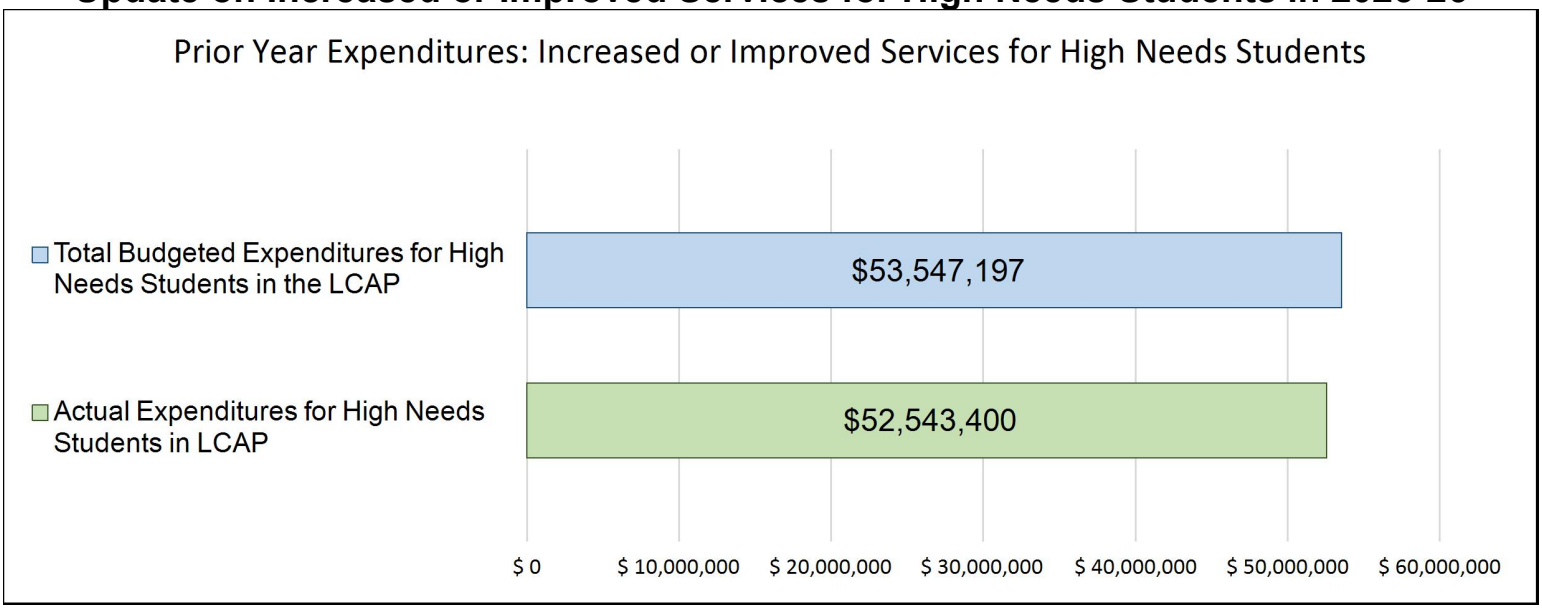
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pajaro Valley Unified School District is projecting it will receive $58,206,993 based on the enrollment of foster youth, English learner, and low-income students. Pajaro Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pajaro Valley Unified School District plans to spend $55,494,770 towards meeting this requirement, as described in the LCAP.

District is utilizing current resources in addition to LCFF dollars to increase services for high needs students and meet the projected LCFF supplemental and concentration revenue.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Pajaro Valley Unified School District's LCAP budgeted $53,547,197 for planned actions to increase or improve services for high needs students. Pajaro Valley Unified School District actually spent $52,543,400 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,003,797 had the following impact on Pajaro Valley Unified School District’s ability to increase or improve services for high needs students:

The variance is mainly due to vacancies during the 2025-26 school year, as well as some expenditures originally planned for supplemental/concentration dollars paid out of restricted grants instead.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pajaro Valley Unified School District	Dr. Heather Contreras Superintendent	heather_contreras@pvusd.net (831) 786-2100

Plan Summary [2026-27]

General Information

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

Pajaro Valley Unified School District covers a 150 square mile, predominantly rural and agricultural area that includes the communities of Watsonville, Freedom, Interlaken, Amesti, Corralitos, La Selva Beach and Aptos in Santa Cruz County, and Pajaro and Las Lomas in the northern end of Monterey County. The District serves 15,070 students at sixteen elementary schools, six middle schools, three high schools, four charter schools, and two alternative high schools and a special education preschool. The majority (64%) of our students are or were at one time English learners, 82% are low-income, including 10% classified as migrant, and 17% receive special education services. In addition, we have 38 foster youth and 8% of our students meet the criteria for homelessness largely due to multiple families living under one roof. There are two schools receiving Equity Multiplier funds, Renaissance high School and New School, Community Day School. Data examination and stakeholder feedback regularly inform an expanded definition of student success and fuel efforts that value innovation, rigor and joy, as students are prepared to be college, career and life ready upon graduation. This forward momentum is supported by collaborative community partner organizations (non-profits, higher education partners, community service agencies, foundations and others) who serve as additional valued stakeholders in this collective process. Our initiatives are often led collaboratively with community partners and stakeholders: YouthTruth Survey, College and Career Collaborative, Early Literacy Collaborative, Creative Leadership Solutions, California Ed Partners, Leaders 4ward, Aspiring Higher, School Services of California.

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

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

Our Mission: We are committed to cultivating a nurturing environment where every student thrives academically, socially, and emotionally, empowering them to flourish in a dynamic and evolving world.

Our Strategic Goals:

Goal 1: Academic Excellence/Powerful Learning
Provide a rigorous and inclusive educational program to raise academic excellence for all PreK-12 students through community-connected, culturally relevant learning that lifts up students' assets and strengths while addressing diverse learning needs.

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

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

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

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

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

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

Reflections: Annual Performance

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

Based on the 2025 California School Dashboard, Pajaro Valley Unified continues to show progress in several areas while also identifying persistent needs in academic achievement, attendance, and equity. PVUSD serves 15,070 students, with 81.2% socioeconomically disadvantaged, 37.9% English Learners, and 0.2% Foster Youth. The district met all local indicator standards, including Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

Districtwide successes include improvement in English Learner Progress, which increased from 42.1% in 2024 to 45.1% in 2025 and moved to Green. Long-Term English Learners showed particularly strong progress, with 59.9% making progress and a Blue performance level. Graduation Rate also increased from 90.6% to 92.3% and remained Green. College/Career Prepared increased from 34.9% in 2024 to 39.9% in 2025, although the performance level remains Yellow.

PVUSD also saw modest gains in academic performance. English Language Arts improved from 71.7 points below standard in 2024 to 68.7 points below standard in 2025 and is now Yellow. Mathematics improved from 101.2 points below standard to 97.9 points below standard and is Orange. While these gains are encouraging, academic outcomes remain below standard overall and continue to reflect the need for focused instructional support, especially for English Learners, Students with Disabilities, Homeless students, and socioeconomically disadvantaged students.

Chronic absenteeism remains a significant area of need. Although the district previously made a large improvement from 37.3% in 2023 to 25.8% in 2024, the 2025 Dashboard shows chronic absenteeism maintained at 25.6% and remains Red. Student groups in Red include Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Suspension Rate improved from 5.1% in 2024 to 4.6% in 2025 and moved to Yellow overall; however, African American students remain Red for suspension rate. While academic outcomes have generally improved since 2023, Chronic Absenteeism remains the district's most persistent challenge and is now the primary factor contributing to Red performance levels for several student groups and school sites.

These indicators highlight the continued need for targeted academic acceleration, student engagement, and equitable access to high-quality instruction and support systems. In response, PVUSD continued to prioritize literacy and mathematics improvement through professional development, instructional coaching, curriculum implementation support, and targeted intervention systems. The district expanded professional learning focused on foundational literacy, mathematics instructional practices, culturally responsive teaching, and strengthening Tier 1 instruction across grade spans. Dashboard results and local data continue to guide district actions, with particular focus on improving outcomes for English Learners, Students with Disabilities, Homeless students, Foster Youth, and socioeconomically disadvantaged students.

Highlighting Targeted Actions

To address the needs of our highest-priority student groups, PVUSD implemented a set of LCAP goals with aligned actions:

Targeted academic supports for English Learners, including Designated and Integrated ELD, Seal of Biliteracy pathways, literacy acceleration, mathematics intervention, and progress monitoring
Districtwide professional development focused on literacy instruction, mathematics instructional practices, foundational reading skills,

culturally responsive teaching, and strengthening Tier 1 instruction
Instructional coaching and collaborative professional learning communities to support implementation of standards-aligned curriculum and data-informed instruction
Academic and SEL supports through MTSS, with intervention teams and wellness center resources for Foster Youth, SWD, and Homeless students
Family engagement activities tailored to underrepresented communities, including language support and home-school connection programs
Expanded college and career readiness opportunities, including CTE pathways, A-G access, Seal of Biliteracy supports, and dual enrollment opportunities

Schools in Red by Indicator (2025 Dashboard)

Chronic Absenteeism

-Amesti Elementary
-Bradley Elementary
-Calabasas Elementary
-E.A. Hall Middle
-Freedom Elementary
-H.A. Hyde Elementary
-Hall District Elementary
-Lakeview Middle
-Mintie White Elementary
-Ohlone Elementary
-Starlight Elementary
-Valencia Elementary

Suspension Rate

-Aptos Junior High
-Freedom Elementary
-Lakeview Middle
-New School Community Day

English Learner Progress

-Ann Soldo Elementary
-Calabasas Elementary
-H.A. Hyde Elementary
-Starlight Elementary

College/Career Indicator

-Renaissance High Continuation

English Language Arts

-Amesti Elementary
-Ann Soldo Elementary
-E.A. Hall Middle
-Freedom Elementary
-H.A. Hyde Elementary
-Lakeview Middle
-Mintie White Elementary
-Ohlone Elementary
-Radcliff Elementary

Mathematics

-Amesti Elementary
-E.A. Hall Middle
-Lakeview Middle
-Pajaro Middle
-Radcliff Elementary

Science

-E.A. Hall Middle
-Freedom Elementary

Student Groups in Red – 2025 Dashboard
-African American students are in Red in: Suspension Rate
-English Learners are in Red in: Science
-Hispanic students are in Red in: Chronic Absenteeism
-Homeless students are in Red in: ELA, Math
-Long-Term English Learners are in Red in: Science
-Socioeconomically Disadvantaged students are in Red in: ELA, Chronic Absenteeism
-Students with Disabilities are in Red in: Chronic Absenteeism, College/Career

Schools with Multiple Red Indicators - 2025
School Red Indicators

-E.A. Hall Middle Chronic Absenteeism, ELA, Math, Science
-Freedom Elementary Chronic Absenteeism, Suspension, ELA, Science
-Lakeview Middle Chronic Absenteeism, Suspension, ELA, Math
-Amesti Elementary Chronic Absenteeism, ELA, Math
-H.A. Hyde Elementary Chronic Absenteeism, EL Progress, ELA
-Starlight Elementary Chronic Absenteeism, EL Progress
-Calabasas Elementary Chronic Absenteeism, EL Progress
-Ann Soldo Elementary EL Progress, ELA
-Mintie White Elementary Chronic Absenteeism, ELA
-Ohlone Elementary Chronic Absenteeism, ELA
-Radcliff Elementary ELA, Math

Student Groups in Red – 2024 Dashboard

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

Schools with Multiple Red Indicators -2024

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

- Rolling Hills Middle School: Suspension Rate, English Learner Progress, ELA, Math
- T.S. MacQuiddy Elementary: Suspension Rate, ELA, Math

2023 CA Dashboard red indicators:

- Schools in Red--English Learner Progress: Ann Soldo, Calabasas, Cesar Chavez MS, HA Hyde, Hall District, Landmark, Radcliff, Rolling Hills MS
- Schools in Red--Chronic Absenteeism: Amesti, Cesar Chavez MS, EA Hall MS, Mar Vista, Ohlone, Virtual Academy
- Schools in Red--Suspension Rate: EA Hall MS, Freedom, Pajaro MS, Rolling Hills MS, TS MacQuiddy
- Schools in Red--ELA: Amesti, Ann Soldo, Calabasas, Cesar Chavez MS, EA Hall MS, Freedom, HA Hyde, Hall District, Lakeview MS, Landmark, Mintie White, Virtual Academy, Pajaro MS, Pajaro Valley HS, Radcliff, Rolling Hills MS, TS MacQuiddy
- Schools in Red--Math: Amesti, Ann Soldo, EA Hall MS, Hyde, Hall District, Landmark, Mintie White, Virtual Academy, Pajaro MS, Pajaro Valley HS, Rolling Hills MS, TS MacQuiddy

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

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

Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.
-Amesti Elementary: chronic absenteeism, ELA, Math
-Ann Soldo Elementary: English Learner Progress, ELA, Math
-Calabasas: English Learner Progress, ELA
-Cesar Chavez Middle School: Chronic absenteeism, English Learner Progress, ELA
-E.A. Hall Middle School: Chronic absenteeism, Suspension rate, ELA, Math
-Freedom Elementary: Suspension rate, ELA
-H.A. Hyde Elementary: English Learner Progress, ELA, Math
-Hall District Elementary: English Learner Progress, ELA, Math
-Lakeview Middle School: ELA
-Landmark Elementary: English Learner Progress, ELA, Math
-Mar Vista Elementary: Chronic absenteeism
-Mintie White Elementary: ELA, Math
-Ohlone Elementary: Chronic absenteeism
-PVUSD Virtual Academy: Chronic absenteeism, ELA, Math
-Pajaro Middle School: Suspension rate, ELA, Math
-Pajaro Valley High School: ELA, Math
-Radcliff Elementary: ELA, Math

-Rolling Hills Middle School: Suspension rate, English Learner Progress, ELA, Math
-T.S. MacQuiddy Elementary: Suspension rate, ELA, Math

Conclusion
School-level Dashboard results reflect continued areas of need across multiple indicators, particularly in Chronic Absenteeism, English Language Arts, Mathematics, and English Learner Progress. Several elementary and middle schools were identified in Red for Chronic Absenteeism, while E.A. Hall Middle, Freedom Elementary, and Lakeview Middle demonstrated multiple Red indicators across academic achievement and school climate measures. Additionally, multiple elementary schools were identified in Red for English Learner Progress and English Language Arts, reinforcing the district's continued focus on literacy acceleration, attendance improvement strategies, integrated and designated ELD implementation, and strengthening Tier 1 instruction through professional development and instructional coaching.

LREGB
PVUSD has effectively utilized the majority of its Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year in alignment with the allowable uses identified in California Education Code Section 32526 and guidance from the California Department of Education (CDE). Implemented actions support the purposes of the grant, including accelerating academic progress, increasing instructional access and engagement, addressing learning gaps, integrating pupil supports, and removing barriers to learning for students disproportionately impacted by the COVID-19 pandemic.

PVUSD will carry forward a portion of unexpended LREBG funds into the 2026–27 school year. Carryover funds have been strategically programmed based on the district's LREBG Needs Assessment process, local data analysis, stakeholder input, and alignment with identified student needs reflected in the California School Dashboard and local indicators.

Remaining LREBG funds will support the following priority areas:

Expansion of high-quality virtual learning and independent study opportunities through continued implementation of Actions 1.4, and 2.8. Funds will support Universal Design for Learning (UDL), literacy-focused professional development, and implementation of the California ELA/ELD and Mathematics Frameworks for teachers serving students in independent study and alternative education settings, including PV Elevate. Funds will also support expansion of A-G aligned and Career Technical Education (CTE) online elective offerings to improve instructional access, engagement, and credit completion opportunities for students, particularly English Learners, Foster Youth, and socioeconomically disadvantaged students, who continue to demonstrate significant needs in academic achievement and attendance indicators.
Literacy-focused professional development and instructional support in grades TK–3 through Action 1.33. Stakeholder feedback and district data identified foundational literacy as a critical area of need. LREBG funds will support evidence-based literacy training, coaching, and implementation supports designed to accelerate early literacy outcomes and address unfinished learning.
Sustaining districtwide student supports through Actions 2.1 and 2.8. Remaining funds will support interventions aligned to the district's Multi-Tiered System of Supports (MTSS). Services include risk screening, short-term counseling, behavioral supports, and coordinated referrals to community-based providers. These supports are intended to address ongoing post-pandemic impacts on student wellness, chronic absenteeism, engagement, and school connectedness, particularly for unduplicated student groups.
Enhancement of Actions 1.9 and 2.9 related to TK–12 college and career alignment and community mental health partnerships. Funds will

support expanded access to college and career readiness opportunities, integrated pupil supports, and coordinated services that reduce barriers to student participation and academic recovery, including access to bilingual educators and staff (5.10).

All planned expenditures are incorporated into the 2026–27 LCAP and are supported by the district's LREBG Needs Assessment and data review process. PVUSD will continue monitoring implementation and effectiveness through metrics including literacy growth, professional development implementation measures, credit completion, course pass rates, chronic absenteeism, student engagement, and student wellness indicators.

PVUSD remains committed to expending all LREBG funds in compliance with statutory requirements and CDE guidance while prioritizing services and supports for students most impacted by pandemic-related disruptions to learning and engagement.

Reflections: Technical Assistance

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

Based on 2025 California School Dashboard results, Pajaro Valley Unified School District continues to participate in Differentiated Assistance through California's System of Support. Differentiated Assistance is designed to provide targeted guidance, coaching, and capacity-building support to local educational agencies to improve outcomes for student groups experiencing persistent inequities.

For 2025, PVUSD qualified for Differentiated Assistance based on the performance of the following student groups:

2025 Identified Student Groups

Students with Disabilities: Chronic Absenteeism and College/Career Indicator
Socioeconomically Disadvantaged Students: Chronic Absenteeism and English Language Arts

2024 Identified Student Groups

Foster Youth: Suspension Rate and English Language Arts
Students with Disabilities: English Language Arts, Mathematics, and College/Career Indicator

Technical assistance is being provided through the Santa Cruz County Office of Education Educational Services Team. District and county staff engage in ongoing collaboration focused on analyzing Dashboard and local data, monitoring progress toward identified outcomes, and determining areas where additional support or intervention may be needed.

Current support activities include:

Regular data analysis and progress-monitoring meetings focused on identified student groups and Dashboard indicators;
Coaching and support for district and site administrators related to implementation of PVUSD Signature Practices, culturally responsive instructional practices, and continuous improvement processes;

Collaboration regarding Local Control and Accountability Plan (LCAP) implementation, assessment systems, accountability requirements, and improvement planning;
Review of districtwide and site-level strategies designed to improve attendance, academic achievement, and college and career readiness for identified student groups; and
Ongoing consultation to strengthen Multi-Tiered Systems of Support (MTSS), data-informed decision making, and equitable access to academic and social-emotional supports.

Through this partnership, PVUSD continues to refine and strengthen actions designed to improve outcomes for Students with Disabilities, Socioeconomically Disadvantaged students, Foster Youth, and other student groups identified through the California School Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable. PVUSD does not have any schools currently identified for Comprehensive Support and Improvement (CSI) under ESSA. During the 2025 identification cycle, three schools were identified for Targeted Support and Improvement (TSI): E.A. Hall Middle School, Lakeview Middle School, and Mintie White Elementary School. These schools continue to address identified needs through their School Plans for Student Achievement (SPSAs), site-level data review, and district support and monitoring.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee (DAC) (representatives from School Site Councils, community partners, and students)	Families engaged in ongoing consultation through DAC, which also facilitated reporting between DAC and School Site Councils. Meeting dates included October 14,2025; Decemebr 16, 2025; February 24, 2026; March 24, 2026, April 28, 2026; May 26, 2026; Each meeting included review of student outcome data and LCAP goals, with structured opportunities for families to provide feedback on areas of success as well as needs for improvement.
Certificated Staff	Certificated Staff Input via Google Survey (Spring 2026): Newsletter _ update emailed to all STAFF members A one-page overview, “What is the LCAP?” A summary of PVUSD’s LCAP goals (one-pager) Direct links to the PVUSD LCAP website The survey invited staff to provide feedback on successes and areas for growth within each goal. YouthTruth Staff Survey (Winter 2026): To broaden engagement and include multiple employee groups, the YouthTruth Survey was administered from February 2 to February 27, 2026, to all classified and certificated bargaining unit members. The survey collected perceptions on school safety, engagement, relationships, culture, and professional learning. A total of 1,012 staff

Educational Partner(s)	Process for Engagement
	members participated, representing 62% of the combined classified and certificated unit membership. Participants received a summary of results to close the feedback loop and ensure transparency of findings.
Classified Staff	Classified Staff Input via Google Survey (Spring 2026): Newsletter _ update emailed to all STAFF members YouthTruth Staff Survey (Winter 2026): update From February 2 to February 27, 2026, the YouthTruth Survey was made available to all classified and certificated bargaining unit members. The survey measured staff perceptions regarding school safety, engagement, relationships, culture, and professional development. A total of 1,012 staff members participated, representing 62% of the combined classified and certificated unit membership. Staff received a summary of the survey results, ensuring transparency and closing the feedback loop.
Students grades 8-12	Districtwide Student Survey - (Spring 2026): On April 29, 2026, a survey link was emailed to 7059 students, inviting them to share perspectives on what is working well at their school, what is not, and what they need to do their best. Of those contacted, 665 students (9%) opened the email. The survey window remained open until May 30, 2026, and the message included: A student-friendly one-pager, “What is the LCAP?” Links to the PVUSD LCAP webpage for additional context and resources A total of 3 students submitted survey responses. YouthTruth Student Survey (Winter 2026): update From February 2 to February 27, 2026, the YouthTruth Survey was administered during the school day by classroom teachers. A total of 9,422 students participated, representing 79% of PVUSD’s 3rd–12th grade population. This survey gathered student perceptions across

Educational Partner(s)	Process for Engagement
	key areas including engagement, school culture, safety, belonging, and academic experience.
Families/ Parents	YouthTruth Family Survey (Winter 2026): In addition to engagement opportunities at school sites through School Site Councils, DAC and DELAC, all families were invited to participate in the YouthTruth Family Survey. The survey was open from February 2 to February 27, 2026, and gathered family input on school safety, climate, relationships, family engagement, and sense of belonging. A total of 3301 family members participated, representing 22% of PVUSD families. Results ares hared with all families, including those who do not complete the survey, to ensure transparency and continuous improvement. In addition A comprehensive survey qr code was shared and discussed at two board meetings to solicit actionable feedback from families and community members, ensuring a transparent and inclusive process for LCAP development.
District English Learner Advisory Committee	District English Learner Advisory Committee (DELAC): DELAC met monthly, creating a structured forum for families of English Learners to engage in LCAP development and monitoring. Meeting dates included October 21, 2025; November 18, 2025; January 20, 2026; February 17, 2026; March 17, 2026; April 21, 2026; and May 17, 2026. Each session focused on examining student data, reviewing LCAP goals, and gathering feedback on strengths, challenges, and areas where additional support was needed. Regular two-way reporting between DELAC and site-level English Learner Advisory Committees (ELACs) ensured alignment and carried forward site-level perspectives to the district level.
Administration - In person	Bi-Monthly Meetings with District Administrators and Leaders: The Teaching and Learning Team, composed of district administrators and leaders, met twice per month throughout the school year. Each meeting incorporated ongoing review of LCAP implementation. In addition, formal reviews of outcome data were conducted at midyear and again in May, allowing the team to assess progress on LCAP goals and identify adjustments. This process mirrored the district’s continuous cycle of improvement, ensuring that

Educational Partner(s)	Process for Engagement
	implementation was consistently monitored and responsive to student and school needs.
Principals	Principal Meetings: meetings were held with site principals to engage administrators in a continuous cycle of improvement and to ensure strong alignment between each school's SPSA and the districtwide LCAP. Each meeting included: Review and discussion of districtwide needs assessment data Family engagement strategies to strengthen stakeholder participation Opportunities for principals to provide input and connect site-level priorities with district goals LCAP FEED BACK meeting : March 2026 - 30 responses to Admin LCAP Google Survey
Equity Multiplier Schools - Renaissance & New School	Monthly Site Council and ELAC Meetings: At New School and Renaissance, families engaged through regular School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. These monthly sessions provided structured opportunities to review the Equity Multiplier designation, examine site-level goals, and evaluate progress. Families contributed feedback on successes, challenges, and needs, ensuring that their perspectives were incorporated into ongoing planning and improvement efforts.
PVFT - Pajaro Valley Federation of Teachers	Met with bargiaining unit on April 16th.
CSEA - California School Employees Association	Cancelled 3 scheduled meetings due to leader absences related to health. Classified staff had access to surveys in the newsletter to staff and were presneted the QR code in board meetings.

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

Educational partner feedback influenced the review, maintenance, and adjustments to the 2025–2026 Local Control and Accountability Plan (LCAP). Feedback trends were consistent across students, families, staff, administrators, DAC, DELAC, YouthTruth survey participants, bargaining units, principals, and community partners, demonstrating common priorities related to academic achievement, school climate, student belonging, safety, multilingual supports, mental health, family engagement, and equitable access to student supports. Educational

partners consistently emphasized that positive school climate, culturally responsive instruction, strong family partnerships, and student belonging are directly connected to academic success and student wellbeing.

Educational partners identified several academic initiatives as important district strengths, including LETRS professional development, SWUN Math, DIBELS/Lectura literacy supports, AVID, dual enrollment opportunities, CTE pathways, instructional coaching, MTSS systems, expanded learning programs, and increased reclassification rates for English Learners. Families and staff reviewing California School Dashboard data also noted positive growth trends among English Learners, Long-Term English Learners, graduation rates, and A-G completion improvements. Educational partners appreciated opportunities for biliteracy, culturally relevant learning experiences, and expanded college and career readiness pathways.

At the same time, educational partners identified several priority areas for improvement. Staff, families, and students consistently emphasized the need for stronger and more consistent Tier 1 instruction, improved mathematics achievement, expanded intervention supports, and more consistent implementation of English Learner services across schools. DELAC and DAC families specifically highlighted the importance of bilingual instruction, multilingual communication, math discourse opportunities, visual and hands-on instructional strategies, and stronger communication regarding curriculum and student supports. Educational partners also requested additional instructional assistants, small-group intervention supports, and increased teacher professional learning related to newly adopted curriculum and instructional programs.

School climate, safety, and student wellbeing were also major themes identified across educational partner groups. Students, families, and staff expressed appreciation for PBIS, restorative practices, wellness centers, family engagement activities, expanded learning opportunities, and positive relationships with staff. However, educational partners also identified concerns regarding student behavior, bullying, supervision, emotional wellbeing, and the need for additional counseling and mental health supports. Participants emphasized the importance of strengthening student belonging, increasing extracurricular opportunities, and maintaining safe and welcoming schools where students feel connected and supported.

YouthTruth survey results further reinforced many of the themes identified through DAC, DELAC, administrator, staff, and community feedback. Students reported positive relationships with caring adults, opportunities for future planning through college and career readiness programs, and appreciation for expanded extracurricular and engagement opportunities. At the same time, students identified a continued need for stronger feelings of belonging, increased student voice in decision-making, and additional support for mental health and emotional wellbeing. Students also expressed a desire for engaging and relevant instruction, consistent academic expectations across classrooms, and additional support in mathematics and intervention services.

Family responses through YouthTruth highlighted appreciation for staff commitment to students, communication efforts, and opportunities for family participation. Families also emphasized the importance of timely and accessible communication, increased understanding of instructional programs and student progress, and continued opportunities to engage in meaningful dialogue regarding district priorities. Staff responses similarly reflected the need for ongoing professional learning, collaboration, instructional consistency, and continued investments in student academic and social-emotional supports.

Across educational partner groups, YouthTruth findings affirmed that academic achievement, student belonging, safety, mental health, family engagement, and equitable access to opportunities remain interconnected priorities that are essential to student success.

As a result of educational partner feedback, the adopted LCAP includes continued investments in:
-technology imrpovements for up to date programs and materials;
-literacy and mathematics instructional supports, training, and intervention systems;
-instructional coaching, professional learning, and Tier 1 instructional improvement;
-Integrated and Designated ELD supports, multilingual programs, and newcomer services;
-PBIS, restorative practices, MTSS, and wellness supports;
-expanded learning opportunities, extracurricular programs, and student engagement initiatives;
-family engagement, multilingual communication, and school-family partnership strategies;
-culturally responsive and inclusive instructional practices;
-attendance improvement and student belonging efforts;
-subgroup progress monitoring and data-informed decision-making systems; and
-school safety, supervision, and positive school climate initiatives.

Educational partner feedback will continue to inform district planning, implementation, and continuous improvement efforts throughout the completion of the LCAP cycle.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts SBAC Performance (grades 3-8, 11) -Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -70.4 Change: -8.3	2023-24 SBAC: Indicator: Red - Very low Status: -71.7 Change: -1.4	2024-25 SBAC: Indicator: Yellow - Medium Status: -68.7 Change: +3	2025-26 SBAC: Indicator: Medium Status: At standard Change: +70.4	Change: +1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Math SBAC Performance (grades 3-8, 11) - Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -102.2 Change: -4.4	2023-24 SBAC: Indicator: Red - Very low Status: -101.2 Change: +1.0	2024-25 SBAC: Indicator: Orange - low Status: -97.9 Change: +3.3	2025-26 SBAC: Indicator: Medium Status: At standard Change: +102.2	Change: +4.3
1.3	English Language Arts SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -86.5 Change: -7.7	2023-24 SBAC: Indicator: Red - Very low Status: -87.2 Change: -0.7	2024-25 SBAC: Indicator: Red - Very low Status: -84.7 Change: +2.5	2025-26 SBAC: Indicator: Medium Status: At standard Change: +86.5	Change: +1.8
1.4	Math SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -117.6 Change: -3.7	2023-24 SBAC: Indicator: Red - Very low Status: -117.2 Change: +0.5	2024-25 SBAC: Indicator: Orange-low Status: 113.9 Change: +3.2	2025-26 SBAC: Indicator: Medium Status: At standard Change: +117.6	Change: +3.7
1.5	English Language Arts SBAC Performance (grades 3-8, 11) - Homeless (Students in transition) Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -108.9 Change: -12.3	2023-24 SBAC: Indicator: Red - Very low Status: -107.1 Change: +1.8	2024-25 SBAC: Indicator: Red - Very low Status: -110.9 Change: -3.7	2025-26 SBAC: Indicator: Medium Status: At standard Change: +108.9	Change: -2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Math SBAC Performance (grades 3-8, 11) - Homeless (Student in Transition) Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -129.6 Change: +2.7	2023-24 SBAC: Indicator: Red - Very low Status: -134.2 Change: -4.6	2023-24 SBAC: Indicator: Red - Very low Status: -138.4 Change: -4.2	2025-26 SBAC: Indicator: Medium Status: At standard Change: +129.6	Change: -8.8
1.7	A-G completion rates Percent of PVUSD 12th graders graduating four year college eligible	Graduating class of 2023: All students: 45% Latino/Hispanic: 39% Male: 37% Female: 52% Economically Disadvantaged: 65% Foster Youth: N/A Students with Disabilities: 1% English Learners: 4.2%	Graduating class of 2024: All students: 42% Latino/Hispanic: 36% Male: 34% Female: 49% Economically Disadvantaged: 38% Foster Youth: N/A Students with Disabilities: 11% English Learners: 16% Students in Transition: 23%	Graduating class of 2025: All students: 42% Latino/Hispanic: 38% Male: 36% Female: 50% Economically Disadvantaged: 36% Foster Youth: N/A Students with Disabilities: 10% English Learners: 13%	Graduating class of 2026: All students: 50% Latino/Hispanic: 44% Male: 41% Female: 56% Economically Disadvantaged: 69% Foster Youth: N/A Students with Disabilities: 10% English Learners: 10%	Graduating class of 2024: All students: -3% Latino/Hispanic: -3% Male: -3% Female: -3% Economically Disadvantaged: -27% Foster Youth: N/A Students with Disabilities: +10% English Learners: +13.8% Students in Transition: -
1.8	High School Graduation Rate State Indicator (9-12) - Overall Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23 Indicator: Medium Status: 88.8% Change: +.06%	Based on Data from CA Dashboard 2023-24 Indicator: Green Status: 90.6% Change: +1.8%	Based on Data from CA Dashboard 2024-25 Indicator: Green Status: 92.3% Change: +1.7%	Based on Data from CA Dashboard 2025-26 Indicator: High Status: 95% Change: +6.2%	Change: +3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	High School Graduation Rate State Indicator (9-12) - Economically Disadvantaged Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23: Indicator: Medium Status: 88% Change: +.9%	Based on Data from CA Dashboard 2023-24 Indicator: Green Status: 90.2% Change: +2.2%	Based on Data from CA Dashboard 2023-24 Indicator: Green Status: 92.1% Change: +1.9%	Based on Data from CA Dashboard 2025-26 Indicator: High Status: 95% Change: +7%	Change: +4.1%
1.10	Percent of Advanced Placement examinations taken with a score of 3 or higher	Based on 2023 data: All students: 56%	Based on 2024 data: All Students: 62%	Based on 2025 data: All Students: 65%	Based on 2026 data: All students: 66%	+9%
1.11	Percent of PVUSD preschool students ready for kindergarten as measured by the DRDP	Social Emotional Development 65% Language and Literacy 62% Number Sense Quantity 68%	Current measurement: DRDP Social Emotional Development 72% Language and Literacy Development 80% Cognitive 3 Number Sense Quantity 65%	SED 61% LLD 4 (FLD3) 58% COG 3 (Math 3) 64%	Social Emotional Development 68% Language and Literacy 65% Number Sense Quantity 71%	Social Emotional Development -4% Language and Literacy Development -4% Cognitive 3 Number Sense Quantity -4%
1.12	Ca School Dashboard Indicator: Implementation of Academic Standards. Providing Professional learning for teaching to the adopted academic standards and/or curriculum frameworks.	Based on CA Dashboard 2023 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5	Based on CA Dashboard 2025 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5	Based on CA Dashboard 2026 ELA Common Core Standards - 5 out of 5 Mathematics Common Core Standards - 5 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - Same Mathematics Common Core Standards - Same History-Social Science - Same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Development - 4 out of 5 Next Generation Science Standards - 3 out of 5	History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 4 out of 5	History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 4 out of 5	History-Social Science - 5 out of 5 English Language Development - 5 out of 5 Next Generation Science Standards - 4 out of 5	English Language Development - Same Next Generation Science Standards - +1
1.13	Ca School Dashboard Indicator: Implementation of Academic Standards - Implementing policies/programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, instructional feedback)	Based on CA Dashboard 2023 Career Technical Ed.: 5 out of 5 Physical education Model Content Standards: 5 out of 5 World Language: 4 out of 5 health Education Content Standards 5 out of 5 Visual and Performing Arts: 4 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 4 out of 5	Based on CA Dashboard 2025 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5 History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 4 out of 5	Based on CA Dashboard 2026 Career Technical Ed.: 5 out of 5 Physical education Model Content Standards: 5 out of 5 World Language: 5 out of 5 Health Education Content Standards 5 out of 5 Visual and Performing Arts: 5 out of 5	Based on CA Dashboard 2024 ELA Common Core Standards - -1 Mathematics Common Core Standards - Same History-Social Science - Same English Language Development - -1 Next Generation Science Standards - Same
1.14	As measured by the YouthTruth Survey, percent of high school students who agree or strongly agree their school has helped understand the steps needed in order to have their career wanted.	Based on Winter 2024 Survey Overall: 43% Hispanic, Latinx, or Spanish:46% White: 39% Black or AA: 29% Economically Disadvantaged: N/A	Based on Winter 2025 Survey Overall: 47% Hispanic, Latinx, or Spanish: 49% White: 40% Black or AA: 31% Economically Disadvantaged: N/A	Based on Winter 2026 Survey Overall: 48% • Hispanic, Latinx, or Spanish: 50% • White: 59%	Based on Winter 2027 Survey Overall: 50% Hispanic, Latinx, or Spanish: 53% White: 46% Black or AA: 31% Economically Disadvantaged: N/A	Based on Winter 2026 Survey Overall: +5% Hispanic, Latinx, or Spanish: +3% White: +1% Black or AA: +2% Economically Disadvantaged: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Non-Economically Disadvantaged: N/A Male: 46% Female: 43% Identified another way: 29% English Language Learner: 52% Non-English Language Learner: 44% Students with Disabilities: 54%	Non-Economically Disadvantaged: N/A Male: 49% Female: 48% Non-Binary or gender non-conforming: 44% Prefer to self-describe/identify: 19% English Language Learner: 52% Non-English Language Learner: 48% Students with Disabilities: 50%	Black or AA: 31% Economically Disadvantaged: N/A • Non-Economically Disadvantaged: N/A • Male: 48% • Female: 53% • Non-Binary or gender non-conforming: 48% • Prefer to self-describe/identify: 20% • English Language Learner: 52% • Non-English Language Learner: 50% • Students with	Non-Economically Disadvantaged: N/A Male: 52% Female: 51% Identified another way: 46% English Language Learner: 57% Non-English Language Learner: 50% Students with Disabilities: 60%	Non-Economically Disadvantaged: N/A Male: +3% Female: +5% Non-Binary or gender non-conforming: +15% Prefer to self-describe/identify: NA English Language Learner: Same Non-English Language Learner: +4% Students with Disabilities: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Disabilities: 55%		
1.15	Number of students satisfying criteria to earn the California State Seal of Civic Engagement.	72	143	153	175	+ 81
1.16	Number of students completing a CTE pathway.	395	686	476	450	+ 81
1.17	Percent of CTE students enrolled in interdisciplinary CTE courses.	56%	59.12%	56%	75%	No change
1.18	Number of CTE students receiving early college credit via articulated CTE courses and/or dual enrollment courses.	350	1,224	635	500	+ 285
1.19	Percent of 3rd grade students reading at or above grade level norm as measured by MAP	Spring 2024 All: 19.6% Hispanic/Latinx:13.7% Socioeconomically Disadvantaged:10.3% Foster Youth: 0% Students with a Disability: 10.5% English Learner: 4.4% Students in Transition: 8.7%	Assessment Discontinued.	Assessment Discontinued.	34.60%	
1.20	Percent of 5th grade students reading at or above grade level as measured by MAP	Spring 2024 All: 18.9% Hispanic/Latinx: 14.6% Socioeconomically Disadvantaged:11.6% Foster Youth: 0%	Assessment Discontinued.	Assessment Discontinued.	33.90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with a Disability: 6.7% English Learner: 2.9% Students in Transition: 11.9%				
1.21	Percent of 8th grade students reading at or above grade level norm as measured by MAP	Spring 2024 All: 17.2% Hispanic/Latinx: 12% Socioeconomically Disadvantaged:10% Foster Youth: 0% Students with a Disability: 3.7% English Learner: 0.8% Students in Transition: 7.9%	Assessment Discontinued.	Assessment Discontinued.	25.8%	
1.22	Percent of 3rd grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 25.4% Hispanic/Latinx:20.1% Socioeconomically Disadvantaged:16% Foster Youth: 0% Students with a Disability: 14.9% English Learner: 12.8% Students in Transition: 15.1%	Assessment Discontinued.	Assessment Discontinued.	40.40%	
1.23	Percent of 5th grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 17.6% Hispanic/Latinx: 12.9% Socioeconomically Disadvantaged:9.9% Foster Youth: 0% Students with a Disability: 4.7% English Learner: 3.9%	Assessment Discontinued.	Assessment Discontinued.	32.60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students in Transition: 8.4%				
1.24	Percent of 8th grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 19.9% Hispanic/Latinx: 13.3% Socioeconomically Disadvantaged:9.6% Foster Youth: 0% Students with a Disability: 4.9% English Learner: 1.3% Students in Transition: 10.6%	Assessment Discontinued.	Assessment Discontinued.	29.70%	
1.25	Percent of 11th and 12 grade students enrolled in Advanced Placement Courses	Based on 2023-24 schoolyear: 33.10%	Based on the 24-25 School Year: 34.4%	Based on the 24-25 School Year: 37.7%	45%	+1.3%
1.26	Percent of elementary students with access to the visual and performing arts (VAPA)	94%	88%	88% in Visual Arts 94% in Performing Arts	100%	-6%
1.27	Percent of secondary students with access to VAPA	89%	89%	89% in Visual Arts 89%in Performing Arts	100%	No Change
1.28	School attendance rate	90.6%	92.5%	93%	98%	+2.4%
1.29	Ca Dashboard Indicator Basics: Instructional Materials. Percent of students without access to their own copies of standards-aligned Instructional Materials for use at school and at home	0%	0%	0%	0%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.30	Percent of classroom assignments filled on the first day of school	95%	99%	99%	100%	+4%

Goal Analysis [2025-26]

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

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

In 2025–26, PVUSD continued implementation of Goal 1 actions focused on strengthening Tier 1 instruction, improving early literacy outcomes, expanding intervention systems, increasing college and career readiness opportunities, and providing equitable access to enrichment, arts, technology, and expanded learning opportunities for unduplicated student groups. Goal 1 implementation included early literacy initiatives, professional development, instructional coaching, educational technology, MTSS supports, college and career pathways, visual and performing arts programming, expanded learning opportunities, and supplemental instructional supports across grade spans. While many actions were fully implemented, several actions were revised, consolidated, partially implemented, or discontinued to improve coherence, align staffing resources, and streamline district instructional systems.

Actions Fully Implemented

Actions 1.1, 1.24, and 1.25 – Early Literacy and Class Size Reduction

Action 1.1 continued implementation of the district's focused early literacy initiative through maintenance of an Early Literacy Coordinator, Early Literacy Coach, LETRS professional learning, use of mClass lessons, and Tier 1 literacy programming. The district also incorporated school-home literacy connections (1.24) and class size reduction efforts (1.25) into this action. PVUSD maintained TK–3 class sizes below state requirements and supported family literacy engagement efforts through collaboration with multiple district departments. A total of 247 teachers and administrators participated in LETRS professional learning. DIBELS/Lectura data cycles, PLCs, walkthroughs, and data meetings continued throughout the year to support implementation. Mid-year literacy data identified ongoing foundational literacy challenges, particularly in phonemic awareness, letter naming, reading fluency, and comprehension skills. Despite these challenges, district implementation systems remained fully operational and continue to support long-term literacy improvement efforts.

Action 1.2 – Early Childhood Education and Kindergarten Readiness

Action 1.2 was fully implemented through developmentally appropriate, standards-aligned instruction aligned to the Desired Results Developmental Profile (DRDP). Implementation included DRDP assessment administration, PLC collaboration, differentiated small-group instruction, instructional coaching, classroom walkthroughs, and progress monitoring systems supporting early literacy, language acquisition, and mathematics readiness. Mid-year DRDP data demonstrated that most students were progressing within the Exploring to Building developmental levels across literacy and math domains. The district identified a continued need to strengthen differentiated supports for students entering kindergarten at Tier 2 and Tier 3 levels, particularly English Learners and Students with Disabilities.

Action 1.3 and 1.14 – Supplemental Instructional Supports and Materials

Action 1.3 continued implementation of supplemental staffing, instructional materials, intervention resources, instructional assistants, specialty release teachers, and curriculum-aligned supports across grades TK–12. Action 1.14 was consolidated into Action 1.3 to streamline

supplemental instructional material supports. Curriculum and Instruction Professional Development (CIPD) continued providing unit overviews, intervention supports, and assessment guidance for ELA and Social Studies, while SWUN Math support continued at elementary and middle school sites. STAR Reading and STAR Math were implemented to strengthen progress monitoring systems. Although instructional coaching capacity was reduced due to reassignment of instructional coaches back into classroom teaching positions, instructional materials, intervention schedules, and professional development supports remained in place across sites.
Actions 1.7 – Culturally and Linguistically Responsive Pedagogy and Ethnic Studies
Action 1.7 was fully implemented through continued professional development in culturally responsive pedagogy and Ethnic Studies curriculum development. Three strands of professional learning were implemented during the school year, including training focused on curriculum development, primary source analysis, and leadership development. Six professional learning sessions were completed with CRE and two additional training sessions were completed with Dr. Ignacio Ornelas. Due to expiration of grant funding, the district plans to revise the level and structure of future Ethnic Studies professional development.
Action 1.12 – Expand CTE Pathways
Action 1.12 was fully implemented through expansion of Career Technical Education pathways. Watsonville High School expanded the Land, Sea, Air, and Space pathway into a two-course sequence serving 36 students, while Pajaro Valley High School expanded the Public and Community Health pathway serving 151 students. The district continues strengthening college and career readiness opportunities for unduplicated student groups through expanded pathway access.
Action 1.16 – Expanded Learning and Student Access
Action 1.16 was fully implemented through alignment of Expanded Learning programs with school-day instructional goals and MTSS systems. Expanded Learning programs provided supplemental academic support, enrichment, STEAM opportunities, camps, intersession programming, and enrichment opportunities serving more than 13,500 participation days districtwide. Elementary schools demonstrated particularly high participation rates, and Expanded Learning programming continued reinforcing school-day instruction in NGSS, arts, theater, music, and enrichment programming.
Action 1.19 – El Sistema
Action 1.19 was revised and continued through New School Community Day and ELOP programming. Approximately 250–350 students participated in afterschool El Sistema programming, including three levels of off-site classes supporting music instruction, school connectedness, and social-emotional engagement for English Learners, Foster Youth, and socioeconomically disadvantaged students.
Action 1.20 – STEAM and Enrichment Access
Action 1.20 was fully implemented through expanded STEAM and enrichment programming serving over 5,000 students across 20 school sites. Students participated in more than 102 weekly STEAM classes and 116 weekly arts enrichment classes, including theater, dance, visual arts, Science My Way, wetlands programming, and CTE Agricultural Science pathways. The district continued prioritizing equitable enrichment access for English Learners and other unduplicated student groups.
Actions 1.26, 1.27, and 1.30 – Site Allocations, VAPA, and Assessments
Action 1.26 site-based allocations were fully implemented using unduplicated pupil counts to provide intervention, professional development, clubs, and small-group instructional supports. Action 1.27 consolidated elementary, middle, and high school VAPA programming into a streamlined districtwide visual and performing arts structure serving approximately 14,000 students through 31 visual arts teachers and 34 performing arts teachers. Action 1.30 continued implementation of districtwide formative and summative assessment systems, including professional learning for site leaders related to instructional leadership, formative assessments, and Tier 1–3 intervention planning.
Actions Partially Implemented
Actions 1.4, 1.5, 1.8, and 1.21 – Professional Development and Instructional Coaching

Professional development and coaching systems were partially implemented due to staffing changes and reduced instructional coaching capacity. Actions 1.5, 1.8, and 1.21 were consolidated into Action 1.4 to streamline district professional development systems. Approximately 30 professional learning events totaling 38.25 hours of technology-focused training were provided during the year. However, many instructional coaches returned to classroom teaching assignments, limiting the district's ability to provide ongoing coaching cycles and integrated ELD instructional support. Some English Learner Specialists continued supporting integrated ELD implementation at middle school sites.

Action 1.6 – Educational Technology

Action 1.6 was partially implemented through continued use of Lexia, STAR Math, ST Math, Newsela, and adaptive instructional software. A total of 2,593 students utilized STAR Math and 745 students participated in ST Math intervention supports. Professional learning continued for educational technology implementation, although district leadership noted the need to evaluate long-term effectiveness and determine whether some educational software supports should eventually be consolidated into Action 1.3.

Action 1.9, 1.10, and 1.11 – College and Career Readiness and Academic Counseling

Actions 1.10 and 1.11 were consolidated into Action 1.9 to streamline college and career readiness systems, counseling supports, AP access, and dual enrollment opportunities. Fall 2025 marked implementation of the first PV Advance dual enrollment cohort, with 60 students enrolled and 57 students successfully completing their first college course. The district plans additional revisions to strengthen AP access, counseling systems, and support for unduplicated student groups in rigorous coursework.

Action 1.13 and 1.15 – MTSS and GATE Supports

Action 1.13 continued implementation of MTSS systems, intervention supports, and professional development. Action 1.15 related to GATE supports was consolidated into Action 1.13 to align enrichment supports and intervention systems under MTSS structures. Ongoing implementation included intervention planning and support systems, though district documentation identified a continued need for stronger implementation monitoring and fidelity systems.

Action 1.17 – Math Supports Middle and High School

Action 1.17 was partially implemented through winter intersession math intervention supports, including participation of 45 Aptos High School students. The district identified continued need for stronger math intervention systems and additional secondary math supports to improve student preparedness and Math 1 success rates.

Action 1.23 – Academic Coordinators and Assistant Principals

Action 1.23 was partially implemented. Academic Coordinators and Assistant Principals continued supporting assessment systems, MTSS implementation, and intervention planning; however, district staffing ratios are being reevaluated due to declining student enrollment and fiscal considerations.

Action 1.32 – Supplemental Classroom Support

Action 1.32 was partially implemented through reading intervention and supplemental instructional supports for unduplicated students. The district identified the need to revise implementation by reducing reading intervention teacher staffing and increasing emphasis on literacy coaching systems and Tier 1 instructional supports.

Discontinued or Revised Actions

Several Goal 1 actions were revised, consolidated, or discontinued during the 2025–26 school year to improve efficiency, reduce duplication, and strengthen coherence across district instructional systems. Actions 1.5, 1.8, and 1.21 were consolidated into Action 1.4 related to professional development and instructional coaching. Actions 1.10 and 1.11 were consolidated into Action 1.9 to streamline counseling, AP, and college and career readiness systems. Actions 1.14 and 1.15 were consolidated into Actions 1.3 and 1.13 respectively. Actions 1.18 and

1.22 were discontinued. Action 1.19 was revised to focus implementation through New School Community Day and Expanded Learning programming.

Challenges and Successes
Major successes under Goal 1 included expansion of early literacy systems and LETRS training, implementation of STAR Reading and STAR Math progress monitoring systems, expansion of dual enrollment and CTE pathways, strong Expanded Learning participation, continued growth in STEAM and enrichment access, and districtwide implementation of visual and performing arts programming. The district also successfully maintained lower TK–3 class sizes and strengthened kindergarten readiness supports through DRDP implementation. Challenges included persistent foundational literacy gaps in phonemic awareness, fluency, comprehension, and letter naming; reduced instructional coaching capacity due to staffing changes; inconsistent implementation of intervention systems; and continued academic performance gaps for unduplicated student groups. District data continue to demonstrate the need for intensified literacy supports, stronger intervention systems, expanded math supports, and rebuilt instructional coaching capacity to accelerate academic achievement outcomes districtwide.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures within Goal 1 primarily resulted from staffing adjustments, expanded implementation needs, timing of expenditures, and increased investments in instructional materials, technology, and Career Technical Education (CTE) programming.

Action 1.1 experienced a slight increase in expenditures due to expanded implementation of early literacy supports, including added investments related to smaller class size supports and school-home literacy connections. Action 1.2 exceeded projected expenditures as additional early childhood education supports and services were implemented during the school year.

Action 1.3 slightly exceeded budgeted expenditures due to increased supplemental instructional supports and materials needed to support student learning and intervention services across sites. Action 1.4 exceeded projected expenditures as the district expanded professional development opportunities, including integrated instructional coaching, curriculum implementation support, cognitive coaching, technology integration training, and CTE-related professional learning that had been consolidated into this action.

Action 1.6 reflected a significant increase between budgeted and actual expenditures due to expanded investments in educational technology infrastructure, Chromebook replacement cycles, devices, instructional technology systems, and technology access improvements needed across schools.

Action 1.7 expenditures were slightly lower than projected due to staffing adjustments and implementation changes related to culturally responsive classroom and teaching supports.

Action 1.9 expenditures were slightly below projected amounts due to staffing vacancies and adjustments within college and career readiness programming and implementation timelines across some secondary sites.

Action 1.12 exceeded projected expenditures as the district expanded Career Technical Education pathways, materials, staffing, and program implementation supports beyond original estimates.

Action 1.13 expenditures were lower than budgeted primarily due to staffing vacancies, implementation timing, and challenges filling supplemental support positions connected to MTSS and intervention systems during the school year.

Action 1.17 reflected no expenditures during the year due to implementation adjustments and the integration of mathematics supports into broader instructional support systems and professional development efforts.

Action 1.19 exceeded projected expenditures due to expanded implementation and operational costs associated with El Sistema programming and arts access supports for students.

Action 1.20 exceeded projected expenditures due to increased participation and expanded STEAM and enrichment opportunities provided to underrepresented student groups.

Action 1.23 expenditures remained closely aligned with projected amounts, with only minor adjustments related to personnel costs and salary and benefit changes.

Action 1.26 expenditures were lower than projected due to site-level staffing adjustments, timing of expenditures, and varying implementation timelines for site-based allocations.

Action 1.27 expenditures were lower than originally budgeted due to staffing vacancies, implementation timing, and adjustments related to Visual and Performing Arts programming across elementary, middle, and high school sites.

Action 1.30 expenditures were lower than projected due to adjustments in assessment implementation costs, assessment systems, and related materials expenditures during the school year.

Action 1.32 reflected lower than projected expenditures due to staffing and implementation adjustments related to supplemental classroom support services within the MTSS framework.

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

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

The effectiveness of Goal 1 actions is reflected through modest but positive academic growth trends, increased graduation and college-readiness outcomes, expanded access to enrichment and career pathways, and strengthened early literacy and intervention systems. Districtwide academic indicators demonstrated incremental improvement during the 2025–26 school year, with overall English Language Arts SBAC performance improving from -70.4 points below standard to -68.7 (+1.7), and overall Math SBAC performance improving from -102.2

to -97.9 (+4.3). Graduation rates also continued to improve, increasing from 88.8% to 92.3%, while Advanced Placement exam passage rates increased from 56% to 65%.

Although many Dashboard indicators remain in the Red or Orange performance levels, district implementation data indicate that several Goal 1 actions are contributing positively to academic achievement, intervention systems, college and career readiness, student engagement, and access to rigorous coursework and enrichment opportunities.

More specifically by action:

Action 1.1 (with 1.24 and 1.25) – Early Literacy, Home-School Literacy Connections, and Class Size Reduction
Early literacy actions demonstrated moderate effectiveness and established foundational systems for long-term literacy improvement. The district fully implemented LETRS professional learning, DIBELS/Lectura screening cycles, literacy coaching, PLC collaboration, and class size reduction efforts. A total of 247 teachers and administrators participated in LETRS professional learning. Mid-year literacy data demonstrated improvement in reading accuracy, increasing from 32% proficient at Beginning of Year to 43% proficient at Middle of Year. However, foundational literacy gaps remain significant, particularly in phonemic awareness, fluency, letter naming, and comprehension. District data showed that 78% of kindergarten students and 55% of first grade students remained below proficiency in phonemic awareness, while reading fluency and comprehension continued to be major areas of concern in second and third grade. Despite these challenges, the district's implementation of structured literacy systems, data meetings, small-group interventions, and early literacy coaching is helping establish stronger Tier 1 literacy systems districtwide.

Action 1.2 – Early Childhood Education and Kindergarten Readiness
Action 1.2 demonstrated effectiveness in supporting kindergarten readiness and foundational early learning development. DRDP implementation, differentiated small-group instruction, progress monitoring, and coaching systems contributed positively to student growth in early literacy, language, and mathematics. Mid-year DRDP results showed that 61% of students scored at Building Middle or higher in Social Emotional Development (SED 2), 58% scored at Building Middle or higher in Language and Literacy Development (LLD 4/FLD 3), and 64% scored at Building Middle or higher in Cognitive 3 Math. These outcomes demonstrate age-appropriate developmental growth and indicate that early intervention and differentiated instruction systems are supporting readiness for kindergarten and future academic success.

Action 1.3 (with 1.14) – Supplemental Instructional Supports and Materials
Action 1.3 was effective in maintaining districtwide instructional support systems and strengthening access to curriculum-aligned resources, intervention materials, and progress monitoring tools. STAR Reading, STAR Math, SWUN Math, Bridges, Benchmark intervention, and instructional assistant supports strengthened Tier 1 and intervention systems across schools. Although SBAC growth remained modest, internal assessment systems and STAR data are providing more immediate instructional information for site teams. Districtwide implementation of SWUN Math supports and just-in-time coaching also strengthened mathematics instruction at participating schools. Staffing shortages and reassignment of instructional coaches limited the district's ability to provide coaching cycles at all sites; however, curriculum resources and intervention systems remained operational districtwide. Overall district ELA SBAC performance improved by +1.7 points, indicating incremental progress in academic achievement.

Actions 1.4, 1.5, 1.8, and 1.21 – Professional Development and Instructional Coaching

Professional learning systems demonstrated partial effectiveness. Approximately 30 professional learning events totaling 38.25 hours of technology-focused professional development were implemented districtwide, including integrated ELD support, technology integration, and instructional strategy training. LETRS participation, coaching supports, and integrated ELD implementation strengthened teacher instructional capacity; however, reassignment of instructional coaches back into classroom teaching positions significantly reduced districtwide coaching capacity and limited implementation of ongoing coaching cycles. Despite these challenges, implementation of professional learning systems contributed to incremental CAASPP improvement and increased AP passage rates from 56% to 65%.

Action 1.6 – Educational Technology
Educational technology supports demonstrated moderate effectiveness in supporting intervention and differentiated learning. STAR Math was utilized by 2,593 students as a diagnostic and progress-monitoring tool, while 745 students participated in ST Math intervention programming. Lexia, Newsela, and adaptive intervention software continued supporting literacy and instructional intervention systems across grade spans. While districtwide SBAC gains remained modest, educational technology tools are helping strengthen immediate instructional adjustments and intervention planning at the site level.

Action 1.7 – Culturally and Linguistically Responsive Pedagogy and Ethnic Studies
Action 1.7 demonstrated strong effectiveness in expanding culturally responsive instructional opportunities and student engagement. Professional development implementation remained ongoing throughout the year, including multiple strands of Ethnic Studies training and curriculum development. Districtwide Ethnic Studies participation and instructional access continued expanding significantly, supporting culturally responsive practices and student engagement opportunities across secondary schools.

Action 1.9 – College and Career Readiness and AP Access
These actions demonstrated strong effectiveness in improving graduation outcomes, college readiness, and access to rigorous coursework. Graduation rates increased from 88.8% to 92.3%, while AP exam passage rates increased from 56% to 65%. Dual enrollment participation also expanded significantly through the launch of PV Advance, where 57 of 60 participating students successfully completed their first college course. In addition, the percentage of students enrolled in AP coursework increased from 33.1% to 37.7%. YouthTruth survey data also demonstrated improvement in student understanding of career pathways and postsecondary planning, increasing from 43% to 48% overall. These indicators suggest that counseling systems, college and career readiness supports, dual enrollment, AVID expansion, and AP support systems are positively impacting postsecondary readiness outcomes.

Action 1.12 – Expand CTE Pathways
Action 1.12 demonstrated effectiveness in expanding equitable access to Career Technical Education pathways and workforce-aligned coursework. CTE pathway expansion at Watsonville High School and Pajaro Valley High School increased student participation in engineering, health, and technology pathways. The district also demonstrated strong growth in students earning early college credit through articulated CTE and dual enrollment courses, increasing from 350 students at baseline to 635 students in 2025.

Actions 1.13 and 1.15 – MTSS and GATE Supports
Districtwide MTSS implementation demonstrated moderate effectiveness in supporting intervention systems and differentiated supports for students. MTSS implementation included intervention planning, professional development, supplemental materials, GATE supports, and data monitoring systems. While state-level academic gains remain incremental, internal intervention and screener data indicate that intervention systems and MTSS structures are supporting student progress and instructional responsiveness at the site level.

Action 1.16 – Expanded Learning and Student Access
Expanded Learning implementation was highly effective in increasing student engagement, participation, and access to enrichment opportunities. Expanded Learning programs generated more than 13,500 participation days districtwide, including camps, intervention classes, afterschool enrichment, and intersession supports. The district also reported more than 420,000 fall student attendance days in Expanded Learning programming and over 6,800 family participants in Passport activities. These programs continue strengthening school connectedness, academic support, and enrichment opportunities for unduplicated student groups.

Action 1.17 – Secondary Math Supports
Action 1.17 demonstrated partial effectiveness. Winter intersession intervention supports provided targeted math support for secondary students, including participation by 45 students at Aptos High School. The district identified continued need for stronger intervention systems and additional math supports to accelerate secondary mathematics achievement and preparedness for Math 1 and Math 2 coursework.

Action 1.19 – El Sistema
Action 1.19 demonstrated effectiveness in increasing student engagement, school connectedness, and enrichment participation through afterschool programming. Participation and attendance data indicate that students participating in El Sistema are demonstrating improved school engagement and stronger attendance patterns, particularly among English Learners, Foster Youth, and socioeconomically disadvantaged students. The program's relationship-based enrichment model continues positively supporting social-emotional wellness and school connectedness.

Action 1.20 – STEAM and Enrichment Access
Action 1.20 demonstrated strong effectiveness in expanding equitable enrichment access districtwide. More than 5,000 students across 20 school sites participated in science rotations, Science My Way activities, wetlands programming, agricultural science pathways, theater, visual arts, dance, and additional STEAM and arts programming. High participation rates demonstrate strong student engagement and indicate that expanded enrichment programming is effectively increasing access and school connectedness for underrepresented student groups.

Actions 1.23, 1.27, and 1.30 – School Administrators, VAPA, and Assessment Systems
Academic Coordinators and Assistant Principals continued supporting MTSS implementation, intervention planning, and assessment systems, although staffing models are being revised due to enrollment declines. Visual and Performing Arts implementation remained highly effective, with districtwide VAPA access maintained across elementary and secondary schools serving approximately 14,000 students. Assessment systems also demonstrated effectiveness through implementation of formative and summative assessment training and transition away from MAP toward more aligned universal screener and progress monitoring systems.

Overall, Goal 1 actions demonstrated moderate to strong effectiveness in improving graduation outcomes, AP participation and success, college and career readiness, early literacy systems, Expanded Learning participation, enrichment access, and districtwide instructional supports. Although state academic indicators continue to demonstrate significant achievement gaps for several student groups, implementation data and local measures indicate that many district systems are strengthening and laying the foundation for continued academic growth and long-term improvement.

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

Based on reflections on implementation, analysis of local and California School Dashboard data, declining enrollment, and educational partner feedback gathered through DAC, DELAC, YouthTruth surveys, staff surveys, principal meetings, and student engagement activities, several revisions and refinements were made to Goal 1 actions and implementation priorities for the coming year.

Educational partners consistently identified literacy and mathematics achievement as continued priority areas, particularly for English Learners, Long-Term English Learners, students with disabilities, and students performing below grade level standards. As a result, the district refined Goal 1 actions to strengthen Tier 1 instruction, increase instructional consistency across schools, and expand intervention and academic support systems. Additional emphasis was placed on early literacy implementation, instructional coaching, data-informed instructional practices, and professional development aligned to LETRS, evidence-based instructional strategies, and improved Math curriculum.

Reflections on prior implementation also demonstrated a need for greater coherence and alignment across instructional programs and professional learning systems. As a result, several professional development and instructional support actions were consolidated to improve efficiency, coordination, and implementation consistency. Technology coaching, CTE professional learning, and instructional coaching supports were integrated into broader districtwide professional development systems to strengthen alignment and reduce duplication of services.

Educational partner feedback also reinforced the importance of culturally and linguistically responsive instructional practices and stronger English Learner supports. DELAC families, staff, and students consistently emphasized the need for stronger Integrated and Designated ELD implementation, increased bilingual instructional supports, additional math discourse opportunities, and greater consistency in multilingual supports across schools. In response, the district refined actions supporting multilingual learners, instructional coaching, and integrated ELD implementation.

Reflections on prior practice also resulted in expanded emphasis on college and career readiness, including continued investment in dual enrollment, CTE pathways, AVID strategies, and A-G completion supports. Data analysis activities identified ongoing subgroup disparities in graduation rates, A-G completion, literacy achievement, and mathematics performance, particularly among historically underserved student groups. These reflections informed continued refinement of instructional supports, intervention systems, and subgroup progress monitoring practices and ensuring apropriate technology refreshes occur to ensure students have updated technology access and learning.

The district also reflected on implementation challenges related to staffing vacancies, chronic absenteeism, intervention delivery, and consistency of supports across schools. As a result, actions related to MTSS, instructional support staffing, academic intervention, and site-based supports were refined to improve implementation effectiveness and responsiveness to student needs.

Overall, changes made to Goal 1 for the coming year were designed to:

-strengthen instructional coherence and Tier 1 implementation;
-expand literacy and mathematics intervention supports 7 curriculum;

-improve outcomes for English Learners and underserved student groups;
-strengthen multilingual and culturally responsive instructional practices;
-improve coordination of professional learning and coaching systems;
-increase access to college and career readiness opportunities; and
-strengthen data-informed decision-making and progress monitoring systems.

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	Early Literacy	Continue the focused effort on Early Literacy by providing training and implementation feedback. Create a strong connection between the classroom and home to support early literacy at home. Collaborate with a variety of District departments to host meetings for parents/caregivers. Specifically focused on maintaining K-3 class size lower than the state requirement; Maintain 4-12 class sizes at state requirement or below. District literacy data continue to show significant achievement gaps for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, particularly in early literacy. Maintaining smaller class sizes, strengthening home-school literacy partnerships, and providing early intervention increase opportunities for individualized instruction and language development during the years when reading proficiency is most effectively developed. This action will specifically benefit English Learners, who continue to demonstrate the lowest elementary literacy outcomes, socioeconomically disadvantaged students, who remain in the Red performance level for English Language Arts, and students experiencing homelessness, who remain in the Red performance level for English Language Arts.	$11,987,034.00	Yes
1.2	Early childhood education	Create a coherent continuum of instruction between Early Childhood Education and Elementary Schools, including the development of detailed MTSS Tier 1 supports and intensive supports to accelerate the learning of students entering elementary school at Tier 2 or 3 so all students enter Kindergarten ready. Local data indicate many English Learners and socioeconomically disadvantaged students begin elementary school with lower literacy readiness, contributing to later achievement gaps.	$90,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Strengthening the preschool-to-kindergarten continuum and providing early Tier 1 and intervention supports address learning needs before students fall further behind. This action will specifically benefit English Learners and socioeconomically disadvantaged students, who continue to demonstrate significant early literacy needs as evidenced by district readiness and literacy measures.		
1.3	Supplemental Instructional Supports	Provide supplemental staffing, instructional materials, resources and professional development that supports the curriculum. Including: unit plans, writing prompts, differentiation, formative assessments, Language Development Approach, intellectual preparation guide, specialty PE and science release teachers at elementary sites, Instructional Assistants, Bridges and Benchmark intervention, and supplemental pay for extra work hours. Support science instruction by providing supplemental instructional materials. English Learners continue to demonstrate some of the lowest literacy outcomes in the district, while homeless and socioeconomically disadvantaged students remain well below standard in English Language Arts and Mathematics. Supplemental instructional staff, intervention programs, and differentiated instructional resources provide targeted academic support that accelerates learning while maintaining access to rigorous grade-level instruction. his action will specifically benefit socioeconomically disadvantaged students, who remain Red in English Language Arts, and students experiencing homelessness, who remain Red in English Language Arts and Mathematics.	$4,226,201.00	Yes
1.4	Professional development	Provide professional development on an on-going and as needed basis to improve implementation of the MTSS Tier 1 core curriculum instruction.Technology professional development, coaches and training. Professional development for all teachers who teach CTE courses. Achievement gaps for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness require consistently strong Tier 1 instruction across all classrooms. Ongoing professional learning equips teachers with evidence-based instructional practices, differentiation strategies, and language supports that improve access to grade-level standards for these student groups. This action will specifically benefit English Learners and socioeconomically disadvantaged students,	$3,183,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		whose academic outcomes indicate the continued need for stronger Tier 1 instruction aligned to evidence-based practices.		
1.6	Educational technology	Provide students access to adaptive educational technology to supplement the core instructional program and meet their individual needs. This includes the annual evaluation of the programs to ensure effectiveness, usage and friendly interface. Educational technology programs including improved Math Curriculum. This also includes ongoing technology refresh cycles to ensure student and staff devices have the capacity to support emerging artificial intelligence tools, digital learning platforms, cybersecurity requirements, and evolving instructional technology needs. Local data show that students experiencing homelessness continue to perform significantly below standard in English Language Arts and Mathematics, while socioeconomically disadvantaged students remain below standard and English Learners continue to demonstrate persistent literacy gaps. Providing adaptive educational technology and ensuring students have access to current devices increases equitable access to differentiated instruction, targeted intervention, and grade-level curriculum, allowing teachers to personalize learning and better meet the academic needs of these student groups.This action will specifically benefit English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, who require differentiated instructional supports and equitable access to technology that personalizes learning and accelerates academic growth. This action will specifically benefit socioeconomically disadvantaged students, who remain in the Red performance level for English Language Arts and Orange in Mathematics, and students experiencing homelessness, who remain in the Red performance level for both English Language Arts and Mathematics.	$7,856,294.00	Yes
1.7	Culturally responsive classrooms and teaching	Further develop and implement Culturally and Linguistically Responsive Pedagogy and Ethnic Studies. Include implementation of courses at the high school/middle school level, curricular adjustments within elementary, professional development and updating library collections elementary/middle/high school, and associated professional development (including Library Media Technicians). Include professional development in	$249,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
		culturally responsive and relationship-based pedagogy as well as with the Ethnic Studies cohort. District data show persistent academic disparities for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness. Culturally and linguistically responsive instruction strengthens engagement, belonging, and meaningful participation in learning, creating conditions that support improved academic outcomes for students whose backgrounds have historically been underrepresented in curriculum and instruction.This action will specifically benefit English Learners, who continue to demonstrate persistent literacy gaps, and socioeconomically disadvantaged students, who remain Red in English Language Arts.		
1.9	College and career development	LREBG action: Offer engaging instruction in all classes, offer multiple credit recovery options, and jump start/bridge programs to assist in the transition from middle to high school. Offer a range of programs and experiences across the district, for example: AVID, CTE pathways, EAOP supports, dual enrollment, and project based learning. Assess and refine supports for students enrolled in Advanced Placement (AP) courses, with a focused effort to expand access, increase enrollment, and improve academic success for unduplicated student groups—specifically English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities. Continue to strengthen PVUSD academic counseling services. Includes partnering with UCSC to provide additional counseling support, transcript evaluation services (TES), and College and Career Centers. This includes professional development for counselors in core counseling curriculum, including: student placement, 4-8 year plans, student academic supports, and use of data and EduClimber to monitor student progress. Secondary counselors will offer academic counseling, college counseling, and career guidance to both students and families. Although overall A-G completion has improved to 50%, English Learners continue to complete A-G requirements at substantially lower rates (10%), demonstrating the need for targeted counseling, transcript evaluation, and college planning. These services reduce barriers to advanced coursework and postsecondary opportunities for English Learners, foster youth, homeless students, socioeconomically disadvantaged students, and students with disabilities. This action will specifically benefit English Learners, students with	$4,538,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disabilities, socioeconomically disadvantaged students, and students experiencing homelessness, who continue to experience lower rates of college and career readiness, including A-G completion. This action will specifically benefit English Learners, whose A-G completion rate is 10% compared with 50% overall, as well as students with disabilities (10%) and socioeconomically disadvantaged students (36%), who continue to experience lower rates of college readiness.		
1.12	Expand CTE Pathways	Implement Land, Sea, Air, and Space CTE pathway at Watsonville High School; design and implement Public and Community Health pathway at Pajaro Valley High School and Web and Social Media Programming/Design pathway at Watsonville High School. District data show that while overall A-G completion increased to 50%, only 10% of English Learners met A-G requirements, demonstrating the need for additional college and career pathways that engage students and provide multiple avenues to postsecondary success. Expanding CTE pathways increases access to hands-on, career-connected learning for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, improving engagement, persistence, and readiness for college and careers.This action will specifically benefit English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, who continue to experience lower rates of college and career readiness and benefit from expanded career pathways.	$3,547,319.00	Yes
1.13	Multi-tiered systems of support (MTSS) -	Support district wide implementation of multi tiered systems of support (MTSS) in attendance, academics, behaviors, and social emotional competencies through professional development for administrators, teachers, counselors, and other support staff. Support district wide MTSS through site teams' fidelity to Tier 1 and 2 supports and interventions and data monitoring. Provide instructional resources, professional development, supplies and materials, and EWRs for GATE liaisons, GATE cluster teachers, and/or Intervention Teachers to prepare and deliver instruction, interventions and enrichment opportunities (i.e. GATE STEAM Nights, Math Circle, PBL projects, etc.) as they align to MTSS supports for GATE identified students.Local data demonstrate persistent academic	$2,018,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disparities for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness in English Language Arts and Mathematics. Baseline literacy data showed that only 4.4% of English Learner third-grade students and 2.9% of English Learner fifth-grade students were reading at or above grade level. Strengthening districtwide MTSS ensures students receive timely, data-informed academic, behavioral, and social-emotional interventions while providing targeted supports that improve equitable access to grade-level instruction and accelerate student learning.This action will specifically benefit English Learners, who continue to demonstrate the lowest literacy and mathematics outcomes, as well as socioeconomically disadvantaged students and students experiencing homelessness, who continue to perform below standard academically.		
1.16	Student access	Align all Expanded Learning programs—including summer school, after school, academic clubs, winter intersession, outdoor science camp, Yosemite camp, enrichment camps, college trips, and Washington DC trips—to the school-day program, ensuring the implementation of core instructional strategies during Expanded Learning time. These expanded opportunities are intentionally designed to provide supplemental academic support and enrichment for unduplicated students, including English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities—student groups identified as performing in the Red performance level on the California School Dashboard in English Language Arts, Math, Graduation Rate, Suspension Rate, and English Learner Progress. These experiences not only reinforce academic content but also promote school connectedness, cultural enrichment, and college/career awareness, addressing both academic and social-emotional needs that contribute to long-term success. Some examples are the reinforcement of NGSS from the school day programs during the expanded learning Ag science program. This accelerates learning and provides more opportuntiy for application. The multiple theatre and music programs in the expanded learning program, re-enforce the learning that is provided by the teachers in those subject areas in the school day program. Smooth alignment from the school day program to the afterschool program will positively impact student growth and provide more opportunities to apply their learning. Teachers and		Yes

Action #	Title	Description	Total Funds	Contributing
		administrators use PVUSD collaboration time to ensure these overlaps. The expanded learning program enlists administrators and teachers from the regular school program to allow for this.		
1.17	Math supports middle/high school	Increase math supports at middle and high school levels to ensure all students are successful in Math 1 and increase number of students entering high school prepared to take Math 2. Local data continue to demonstrate significant mathematics achievement gaps for students experiencing homelessness and socioeconomically disadvantaged students. Students experiencing homelessness remain well below standard in Mathematics, while socioeconomically disadvantaged students continue to perform below standard despite recent improvement. Increasing middle and high school math supports provides timely intervention and academic assistance to ensure these student groups successfully complete Math 1, are prepared for higher-level mathematics, and remain on track for graduation and college and career readiness.This action will specifically benefit students experiencing homelessness, who remain in the Red performance level for Mathematics, and socioeconomically disadvantaged students, who remain in the Orange performance level for Mathematics.	$10,350.00	Yes
1.19	El Sistema	New school Community Day only and continue in ELOP:Partnering with El Sistema, continue the El Sistema program where students are learning to read and play music. Local data demonstrate significant academic disparities for English Learners, socioeconomically disadvantaged students, and foster youth, including low rates of students reading at grade level in the elementary grades. Providing El Sistema through the Community Day School (New School) and Expanded Learning program increases access to engaging, high-quality music instruction that strengthens school connectedness, attendance, and student engagement while supporting the academic and social-emotional development of students with the greatest demonstrated needs.	$341,550.00	Yes
1.20	STEAM and enrichment access	Provide resources for school sites for after school STEAM and other enrichment classes for unduplicated students.Local data continue to	$1,190,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for under represented students	demonstrate significant academic disparities for students experiencing homelessness and socioeconomically disadvantaged students in English Language Arts and Mathematics. Expanded STEAM and enrichment opportunities provide additional instructional time, hands-on learning, and meaningful school connections that increase engagement while supporting improved academic outcomes for students with the greatest demonstrated needs. This action will specifically benefit students experiencing homelessness and socioeconomically disadvantaged students, who continue to demonstrate lower academic outcomes and benefit from increased access to engaging enrichment opportunities.		
1.23	Personnel	REVISED: Staffing for secondary Assistant Principals enabling MTSS and timely support for student . Local data indicate that students experiencing homelessness continue to perform in the Red performance level in both English Language Arts and Mathematics, while socioeconomically disadvantaged students remain below standard academically despite overall district improvement. Additional assistant principal staffing strengthens MTSS implementation by allowing schools to identify attendance, behavioral, and academic concerns earlier, coordinate interventions more effectively, and ensure these student groups receive timely supports to remain engaged and on track for graduation.This action will specifically benefit students experiencing homelessness and socioeconomically disadvantaged students, who continue to demonstrate the greatest academic needs and benefit from coordinated academic, behavioral, and attendance interventions.	$3,255,746.00	Yes
1.26	Site-based allocations	Monies allocated to school sites based on unduplicated student enrollment for school site supports with professional development, intervention, clubs, and small group instruction. This action will specifically benefit English Learners, foster youth, students experiencing homelessness, and socioeconomically disadvantaged students, whose needs differ across school sites and require targeted, locally determined supports.	$1,824,622.00	Yes
1.27	Elementary Visual and Performing Arts	Continue to provide comprehensive visual and performing arts at all elementary sites through release specialty teachers. Maintain visual and	$3,594,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performing arts teachers at six middle schools to allow students their choice of programs. Maintain visual and performing arts teachers at all three comprehensive high schools to allow students their choice of programs. The staffing allocation will be based on program development and student interest. District data show that 88% of elementary students and 89% of secondary students currently have access to visual arts programming, demonstrating continued opportunity to expand equitable access. At the same time, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness continue to experience significant academic disparities in English Language Arts and Mathematics. Maintaining and expanding access to visual and performing arts provides these student groups with engaging, culturally relevant learning experiences that strengthen school connectedness, attendance, and persistence while supporting a well-rounded education.This action will specifically benefit English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, who benefit from increased engagement and equitable access to a well-rounded educational program.		
1.30	Assessment	Utilize formative and summative assessments to monitor student learning and provide Tier 1, 2, 3 support for students. Programs and assessment specilaist staffing to support this work at sites. Local data demonstrate persistent achievement gaps for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness in English Language Arts and Mathematics. Baseline data also showed that only 4.4% of English Learner third-grade students and 3.9% of English Learner fifth-grade students were performing at or above grade level in reading and mathematics, respectively. Utilizing formative and summative assessments enables teachers to identify learning needs early, monitor student progress, and provide timely Tier 1, Tier 2, and Tier 3 interventions that improve equitable access to grade-level instruction and accelerate academic growth. This action will specifically benefit English Learners, who continue to demonstrate the lowest literacy and mathematics outcomes, as well as socioeconomically disadvantaged students and students experiencing homelessness, who require timely identification of learning needs and targeted intervention.	$599,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.32	MTSS- Supplemental Classroom support	Supplemental 1-1 and small group support .Local data demonstrate persistent achievement gaps for English Learners and socioeconomically disadvantaged students, particularly in the elementary grades. Baseline data showed that only 4.4% of English Learner third-grade students were reading at or above grade level and only 12.8% were meeting grade-level expectations in mathematics. Providing supplemental one-to-one and small-group instruction ensures students with the greatest academic needs receive targeted support to accelerate learning, strengthen foundational skills, and improve equitable access to grade-level curriculum. This action will specifically benefit English Learners, whose elementary literacy rates remain significantly below grade level, and socioeconomically disadvantaged students, who continue to demonstrate persistent academic achievement gaps.		Yes
1.33	Literacy Professional Development	LREBG action: Provide ongoing professional learning, coaching, and implementation support for Transitional Kindergarten through Grade 3 teachers and site administrators focused on evidence-based literacy instruction aligned to the Science of Reading. Training will emphasize explicit and systematic instruction in foundational reading skills, language comprehension, vocabulary development, and integrated supports for Multilingual Learners. This action was added in response to 2025 California School Dashboard results and local literacy data indicating continued achievement gaps in English Language Arts for English Learners and Socioeconomically Disadvantaged students. The district will prioritize high-quality Tier 1 literacy instruction and early intervention to improve reading proficiency and long-term academic outcomes.This action will specifically benefit English Learners and socioeconomically disadvantaged students, who continue to demonstrate persistent literacy achievement gaps in English Language Arts.		Yes
1.34	Expanded Learning Opportunities and Academic Recovery	Provide expanded learning opportunities for unduplicated pupils in grades TK–12 through before-school, after-school, intersession, summer, and extended-day programming designed to increase academic achievement, attendance, engagement, and access to enrichment opportunities. Programs will provide targeted literacy and mathematics intervention,		Yes

Action #	Title	Description	Total Funds	Contributing
		homework and credit recovery support, enrichment activities, extracurricular access, and opportunities for student connection and belonging. Services will prioritize English Learners, Low Income students, and Foster Youth who have experienced interrupted learning, chronic absenteeism, or academic skill gaps. Expanded learning opportunities will increase instructional time and provide timely intervention and enrichment beyond the traditional school day to accelerate learning recovery and improve student outcomes. Research and local data indicate that students who participate in expanded learning and extracurricular opportunities demonstrate stronger school connectedness and improved attendance outcomes.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	As measured by the percent middle school parents who agree or strongly agree they feel engaged with their child(ren)'s school	63%	64%	71%	68%	+8%
2.3	As measured by the percent of high school parents who agree or strongly agree they feel engaged with their child(ren)'s school	48%	57%	59%	50%	+11%
2.4	As measured by the survey, percent of elementary parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	91%	93%	86%	92%	-5%
2.5	As measured by the survey, percent of middle school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	82%	87%	82%	78%	+0%
2.6	As measured by the survey, percent of high school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	71%	81%	71%	70%	+0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	As measured by a survey, percent of elementary parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	68%	66%	64%	70%	-4%
2.8	As measured by a survey, percent of middle school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	57%	54%	64%	62%	+7%
2.9	As measured by a survey, percent of high school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	44%	44%	46%	48%	+2%
2.10	Expulsion rate	.06%	.08%	.0000%	Maintain below .06%	-.06%
2.11	Suspension Rate CA School Dashboard Indicator: Suspension Rate- Overall. Students who have been suspended at least once in a given school year. Students who are suspended multiple	4.9%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 5.1% Change: +0.2%	Based on Data from CA Dashboard 2024-25 Indicator: Yellow Status: 4.6% Change: -0.5%	Maintain below 4.9%	-0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	times are only counted once. Change is Decrease/Increase compared to the previous year.					
2.12	CA School Dashboard Indicator: Suspension Rate- Economically Disadvantaged. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	5.5%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 5.5% Change: +0%	Based on Data from CA Dashboard 2024-25 Indicator: Yellow Status: 4.9% Change: -0.6%	4.5%	-.6%
2.13	CA School Dashboard Indicator: Suspension Rate- Homeless. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	17.1%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 6.5% Change: +0.2%	Based on Data from CA Dashboard 2024-25 Indicator: Yellow Status: 5.4% Change: -1.1%	14%	+11.7%
2.14	School Attendance Rate	90.06%	92.5%	91.7%	98%	+1.64%
2.15	Chronic Absenteeism	37.3%	Based on Data from CA	Based on Data from CA	34.00%	-11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard 2023-24 Indicator: Avg - Yellow Status: 25.8% Change: -11.5%	Dashboard 2024-25 Indicator: Red Status: 25.6% Change: -0.2%		
2.16	School Attendance Rate: Economically Disadvantaged Students	89.94%	92.48%	92.55%	98%	+2.61%

Goal Analysis [2025-26]

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

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

In Year 2, PVUSD continued implementation of a broad range of actions under Goal 2 focused on improving school climate, increasing family engagement, strengthening attendance systems, reducing exclusionary discipline practices, and expanding wellness and mental health supports through a Multi-Tiered System of Supports (MTSS) framework. Overall implementation contributed to reductions in suspension rates, stable attendance outcomes, continued decreases in chronic absenteeism, and improved family engagement survey responses at middle and high school levels.

School Climate, MTSS, and Behavioral Supports (Actions 2.2, 2.3, 2.5, 2.6, 2.7, 2.12):
MTSS implementation (2.2) continued across all school sites through attendance committees, Tier 1 and Tier 2 interventions, attendance campaigns, SARB supports, and behavioral intervention planning. Attendance rates remained relatively stable, increasing slightly from 91.7% to 91.8%, while chronic absenteeism improved from 25.8% to 25.6%. Actions 2.3 and 2.5 were formally discontinued and consolidated into Action 2.2 to streamline MTSS implementation and reduce duplication of services.

Trauma-informed and trauma resiliency training (2.6) was partially implemented. Some professional development opportunities were provided, particularly for Special Education staff; however, implementation was inconsistent due to staffing capacity and shifting district priorities.

Restorative practices implementation (2.7) continued districtwide as part of the district's tiered behavioral support systems. Suspension rates improved from 5.1% to 4.6% overall, while suspension rates for Economically Disadvantaged students improved from 5.5% to 4.9%, and Homeless student suspension rates improved from 6.5% to 5.4%. Schools continued documenting restorative interventions within Synergy, although some planned restorative practices trainings were delayed due to competing district priorities.

Action 2.12, focused on monitoring disaggregated suspension data and equity outcomes, was fully implemented. Site and district teams reviewed subgroup discipline data regularly to monitor disproportionality and guide intervention planning for student groups including English Learners, Foster Youth, Homeless students, and Students with Disabilities.

Family Engagement & Community Partnerships (Actions 2.1, 2.10, 2.13–2.16):
The Family Engagement & Wellness Centers (2.1) continued providing wraparound supports and family engagement services through food co-ops, counseling supports, community partnerships, and attendance outreach. During the year, the FEWC provided more than 4,705 points of service, supporting over 1,867 households and impacting approximately 8,682 individuals. Outreach efforts expanded through Kindergarten Round-Up events at 14 of 16 elementary sites.

Family engagement survey metrics demonstrated growth across several grade spans. Middle school parent engagement increased from 63% at baseline to 71%, while high school parent engagement increased from 48% to 59%. Parent empowerment metrics also increased at middle and high school levels.

The YouthTruth climate and engagement survey (2.10) was fully implemented districtwide, collecting feedback from 13,735 respondents, including students, families, and staff. Survey results continue informing school climate planning, engagement strategies, and subgroup analysis.

Parent Education Specialist implementation (2.14) was partially implemented due to staffing reductions from four positions to two positions districtwide. Despite reduced staffing, eleven schools participated in the Family Engagement Learning Institute (FELI) and Learning Heroes partnership work focused on relationship-based family engagement.

Family Engagement Plans (2.15) were implemented across sites, with Community School planning processes supporting implementation at several campuses. Districtwide parent engagement opportunities (2.16), including DELAC, DAC, CAC, Parent Education Conferences, and multilingual outreach efforts, continued throughout the year with ongoing collaboration across Educational Services, Migrant Education, Expanded Learning, Student Services, and Special Services.

Action 2.13, focused on development of a centralized Family Welcome Center, remained discontinued due to overlapping services now provided through Community Schools and site-based family engagement systems.

Mental Health, Counseling, and Wellness Supports (Actions 2.8, 2.9):
Counselors, social-emotional supports, and mental health clinician services (2.8) continued districtwide. PVUSD maintained 10.6 FTE social-emotional counselors, 24.6 FTE academic counselors, 14 PVUSD mental health clinicians, and 14 non-PVUSD mental health clinicians during the school year. Staffing structures were revised due to fiscal solvency planning, including planned reductions in mental health clinician staffing for 2026–27.

Community counseling partnerships (2.9) remained fully implemented through partnerships with agencies such as PVPSA, Encompass, Monarch Services, and Shine a Light. Hundreds of referrals were made to community-based mental health and counseling supports, and multidisciplinary student support meetings continued across grade spans.

Transportation & Student Access (Actions 2.4, 2.20, 2.21):
Transportation supports (2.4) continued to provide access to school and services for unduplicated students, including Foster Youth, English Learners, Migrant students, and low-income students. Attendance rates for key student groups remained above 93% across several demographics.

Secondary sports implementation (2.20) continued districtwide with expanded access for unduplicated students. Transportation for extracurricular and athletic participation (2.21) was fully implemented, supporting approximately 126 athletic trips between August and December 2025. Additional participation and academic monitoring metrics for student-athletes are planned for future implementation.

Student Leadership, Clubs, and Student Engagement (Actions 2.18, 2.19, 2.22):
Action 2.18, College and Career Night, was discontinued and not implemented during the current year.

Student clubs and social activities (2.19), including GSA, Friendship, and Ally clubs, were partially implemented. Schools continued developing inclusive student engagement opportunities, though implementation varied across sites.

Career Technical Education student leadership development (2.22) was partially implemented. Development of California Alternative Forms of Student Leadership guidance and instructional frameworks continued through collaboration with CTE staff and advisory groups. Draft implementation guidance is expected to support expanded leadership opportunities during the coming year.

Overall, Goal 2 demonstrated positive progress in attendance, family engagement, school climate, and suspension reduction efforts. Family engagement survey results improved at middle and high school levels, suspension rates decreased across several student groups, and attendance systems remained stable through MTSS, transportation, wellness, and counseling supports. Challenges included staffing reductions impacting family engagement and mental health supports, inconsistent implementation of restorative practices and trauma-informed training, and incomplete implementation of several discontinued or revised actions. Reflections on implementation resulted in plans to strengthen MTSS systems, restorative practices, multilingual family engagement, attendance interventions, and school climate monitoring during the coming 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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures within Goal 2 primarily resulted from staffing adjustments, implementation timelines, transportation costs, wellness supports, and varying levels of participation in student engagement and family engagement activities.

Action 2.1 expenditures were lower than projected due to staffing vacancies, implementation timing adjustments, and changes in operational costs associated with family engagement and wellness center services during the school year.

Action 2.2 expenditures were lower than budgeted primarily due to implementation adjustments and staffing challenges related to MTSS Tier 2/3 supports and supplemental materials connected to MTSS implementation.

Action 2.4 expenditures were lower than projected due to adjustments in transportation utilization, operational efficiencies, and actual transportation service costs during the year.

Action 2.8 exceeded projected expenditures due to the inclusion of Learning Recovery Emergency Block Grant (LREBG) funds to support wellness staff and student wellness services at school sites.

Action 2.9 exceeded projected expenditures due to increased utilization of community-based counseling services and expanded partnerships to support student mental health and wellness needs.

Action 2.14 expenditures were lower than projected due to staffing vacancies, adjustments in personnel assignments, and implementation timelines related to Parent Education Specialist positions.

Action 2.16 expenditures were significantly lower than projected due to implementation adjustments, reduced event costs, staffing capacity, and changes in the scope and timing of districtwide parent engagement opportunities during the school year.

Action 2.19 expenditures were lower than projected due to reduced participation costs and implementation adjustments related to clubs and social activities.

Action 2.20 expenditures were lower than budgeted due to staffing vacancies, transportation adjustments, scheduling changes, and implementation variations related to secondary sports programming.

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

The effectiveness of Goal 2 actions is reflected in continued improvements in school climate, attendance, family engagement, and reductions in exclusionary discipline practices during the 2025–26 school year. Overall suspension rates improved from 5.1% to 4.6%, suspension rates for Economically Disadvantaged students improved from 5.5% to 4.9%, and Homeless student suspension rates improved from 6.5% to 5.4%. Chronic absenteeism improved slightly from 25.8% to 25.6%, maintaining a substantial reduction from the baseline rate of 37.3%. Family engagement metrics demonstrated growth at several grade spans, particularly at middle and high school levels, where middle school parent engagement increased from 63% at baseline to 71%, and high school parent engagement increased from 48% to 59%.

The following actions were implemented effectively, with implementation outcomes aligned to district goals related to attendance, school climate, wellness, and family engagement:

Action 2.1 – Family Engagement and Wellness Centers
Action 2.2 – MTSS Implementation and Attendance Supports
Action 2.4 – Home to School Transportation
Action 2.7 – Restorative Practices
Action 2.8 – SE Supports
Action 2.9 – Community Resources for Counseling
Action 2.10 – School Culture and Climate Survey

Action 2.12 – Monitoring Suspension Rates
Action 2.15 – Family Engagement Plans
Action 2.16 – District Parent Engagement Opportunities
Action 2.20 – Secondary Sports
Action 2.21 – Secondary Sports and Extracurricular Transportation

These actions contributed to measurable improvements in attendance, student engagement, family connection, and reduction of exclusionary discipline practices. Effectiveness is supported by:

A reduction in overall suspension rates from 5.1% to 4.6% (-0.5%)
A reduction in suspension rates for Economically Disadvantaged students from 5.5% to 4.9% (-0.6%)
A reduction in Homeless student suspension rates from 6.5% to 5.4% (-1.1%)
Chronic absenteeism remaining reduced at 25.6%, representing an 11.7% reduction from baseline
Stable overall attendance rates increasing from 90.06% at baseline to 91.7%
Increased family engagement survey results, including an 8% increase in middle school parent engagement and continued growth in high school family engagement and empowerment measures
Over 4,705 points of service delivered through the Family Engagement & Wellness Center, supporting more than 1,867 households and approximately 8,682 individuals
Expanded multilingual outreach, attendance education, and counseling access through community partnerships and districtwide engagement events

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

Based on reflections on implementation, California School Dashboard data, local data, and extensive educational partner feedback gathered through DAC, DELAC, YouthTruth surveys, staff surveys, student input sessions, and administrator consultation, several refinements were made to Goal 2 actions and implementation priorities for the coming year.

Educational partners consistently emphasized the importance of school safety, student belonging, emotional wellbeing, family engagement, and positive school climate as foundational conditions for student success. Families, students, and staff expressed appreciation for PBIS, restorative practices, expanded learning opportunities, wellness centers, family engagement activities, and positive relationships with caring staff. At the same time, educational partners identified ongoing concerns related to student behavior, bullying, emotional wellness, student engagement, attendance, and consistency of implementation across schools.

Reflections on prior practice demonstrated a continued need to strengthen MTSS implementation, improve consistency of Tier 1 behavioral supports, and increase coordination of school climate and student wellness systems districtwide. As a result, actions related to MTSS, restorative practices, trauma-informed practices, and student support systems were refined to strengthen alignment, improve implementation consistency, and better support students demonstrating academic, behavioral, and social-emotional needs.

Educational partners also consistently emphasized the importance of student belonging and engagement opportunities. Students and families requested increased access to sports, clubs, extracurricular activities, expanded learning opportunities, and student leadership experiences. In response, the district refined actions supporting student engagement, secondary athletics, extracurricular activities, and student leadership opportunities to strengthen student connection to school and improve attendance and school climate outcomes.

Families and educational partners additionally identified the importance of authentic family engagement, multilingual communication, and stronger school-family partnerships. Feedback highlighted the need for clearer communication regarding district initiatives, expanded parent leadership opportunities, and increased support for families navigating school systems and student services. As a result, Goal 2 actions related to family engagement, parent education, multilingual outreach, and district parent engagement opportunities were refined to strengthen accessibility and responsiveness to family needs.

Reflections on implementation and student wellness data also reinforced the continued need for wellness supports for students. Educational partners highlighted the importance of wellness centers, school-based supports, and expanded community counseling services. In response, the district refined actions supporting wellness systems, and partnerships with community agencies to strengthen access to student mental health supports and wraparound services.

The district also reflected on implementation challenges related to staffing capacity, participation rates, and consistency of services across schools. As a result, several actions were revised and consolidated to improve operational efficiency, coordination of services, and alignment of MTSS and school climate systems across the district.

Overall, changes made to Goal 2 for the coming year were designed to:

strengthen school climate, safety, and student belonging;
improve MTSS implementation and behavioral support systems;
expand student engagement and extracurricular opportunities;
strengthen family engagement and multilingual communication;
improve access to wellness and community counseling supports;
strengthen restorative, trauma-informed, and culturally responsive practices; and
improve consistency and coordination of student support systems across schools.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement and Wellness Centers	LREBG action: PVUSD will maintain a community wellness center for mental, physical and emotional support. The Wellness Centers will be staffed by PVUSD staff and will partner with community agencies for wrap	$463,762.00	Yes

Action #	Title	Description	Total Funds	Contributing
		around services and family referrals. Use Tier 1 strategies for parent engagement around attendance by establishing partnerships with community and district resources such as our Wellness Center to support families facing attendance challenges. Provide attendance information at all new registration orientation events before school begins.Local data show that chronic absenteeism remains a significant concern at 25.6%, while the overall school attendance rate is 91.7%. Wellness Centers increase access to mental health, physical health, family referrals, and attendance supports for students experiencing homelessness and socioeconomically disadvantaged students, helping families address barriers that interfere with consistent attendance, engagement, and access to instruction.		
2.2	MTSS Implementation/ MTSS Tier 2/3 Supplemental materials support for MTSS implementation	All sites will have MTSS tier I strategies and programs to address attendance, students social emotional, and behavioral needs. All sites will have MTSS teams to facilitate the MTSS tier 2 and tier 3 strategies and supports (CICO, social intervention groups, etc.) to provide responsive data driven intervention and services will be implemented on all sites. This includes professional development,materials for students with tier 2 and 3 needs.Utilize partner contracts to increase access to various small group. Local data demonstrate continued improvement in suspension rates, with the overall suspension rate decreasing from 5.1% to 4.6%; however, chronic absenteeism remains at 25.6%, indicating that many students continue to require coordinated academic, behavioral, and social-emotional supports. Strengthening MTSS ensures English Learners, students experiencing homelessness, and socioeconomically disadvantaged students receive timely, data-informed interventions that improve attendance, engagement, behavior, and access to instruction.	$193,384.00	Yes
2.4	Home to School Transportation	Transportation for students to and from school. Local data indicate that chronic absenteeism remains at 25.6%, while students who are socioeconomically disadvantaged continue to experience barriers that impact consistent school attendance. Providing home-to-school transportation on an LEA-wide basis removes transportation barriers for socioeconomically disadvantaged students, students experiencing homelessness, English Learners, and foster youth, increasing consistent	$5,253,934.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance and ensuring equitable access to daily instruction and school-based supports.		
2.6	Trauma informed training	Trauma Resiliency Training for schools.Local data demonstrate continued improvement in suspension rates, with the overall suspension rate decreasing from 5.1% to 4.6%; however, schools continue to serve students with significant social-emotional and behavioral needs. Trauma-informed training equips staff with strategies to recognize and respond to the effects of trauma, strengthening supportive learning environments, reducing exclusionary discipline, and improving engagement for English Learners, foster youth, students with disabilities, and other students experiencing adversity.	$20,702.00	Yes
2.7	Restorative Practices	Implement restorative practices on school sites as a tiered system of support that builds inclusive school communities, strengthens student-staff relationships, and reduces exclusionary discipline practices. This action specifically targets unduplicated student groups. Local data demonstrate continued improvement in suspension rates, with the overall suspension rate decreasing from 5.1% to 4.6%, including improvements for socioeconomically disadvantaged students (5.5% to 4.9%) and students experiencing homelessness (6.5% to 5.4%). Continued implementation of restorative practices will build on this progress by strengthening student relationships, reducing exclusionary discipline, increasing instructional time, and improving school connectedness for student groups that continue to experience disproportionate disciplinary outcomes.		Yes
2.8	Student Supports	LREBG action: Academic and SE student support staff. Local data indicate that chronic absenteeism remains at 25.6%, while overall school attendance is 91.7%, demonstrating the continued need for targeted student supports. Providing academic and social-emotional support staff increases timely intervention for English Learners, students experiencing homelessness, foster youth, and socioeconomically disadvantaged students by addressing barriers to attendance, strengthening school engagement, and connecting students with services that improve access to learning and overall well-being.	$1,703,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Community Resources for counseling	LREBG action: PVUSD will seek and establish services with community agencies to provide counseling services. Such as, but not limited to, PVPSA, Encompass, ESS, Hospice, and Monarch services. Ensure space is inviting and available for groups at school sites.Local data indicate that chronic absenteeism remains at 25.6%, demonstrating the continued need for coordinated mental health and social-emotional supports. Partnering with community agencies to provide school-based counseling increases access to services for English Learners, foster youth, students experiencing homelessness, and socioeconomically disadvantaged students by addressing barriers to attendance, strengthening student well-being, and improving engagement and access to learning.	$2,444,208.00	Yes
2.10	School culture and climate survey	Distribute a district-wide climate survey to families, students and staff to understand the health and well-being of our community. This survey will be disaggregated by subgroups to ensure we look specifically at unduplicated students.Local survey data show opportunities to strengthen family engagement and shared decision-making, with 64% of elementary, 64% of middle school, and 46% of high school parents reporting they feel empowered to play a meaningful role in decision-making at their child's school. Administering and analyzing a districtwide climate survey, disaggregated by student group, enables schools to identify barriers experienced by English Learners, foster youth, students experiencing homelessness, and socioeconomically disadvantaged students and to implement targeted improvements that strengthen school climate, family engagement, and student belonging.	$69,189.00	Yes
2.12	Monitoring suspension rates	Ensure that disaggregated suspension rates reflect equitable outcomes aligned to each school’s demographic composition. Site teams will regularly and systematically collect and analyze school-wide and subgroup-specific behavior data—including by English Learner, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities status—to assess the effectiveness of tiered supports and identify patterns of disproportionate discipline. Local data demonstrate continued improvement in suspension rates, with the overall suspension	$21,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rate decreasing from 5.1% to 4.6%, socioeconomically disadvantaged students decreasing from 5.5% to 4.9%, and students experiencing homelessness decreasing from 6.5% to 5.4%. Ongoing monitoring of disaggregated behavior and suspension data enables schools to identify remaining disparities, evaluate the effectiveness of MTSS and restorative practices, and implement timely interventions that further reduce exclusionary discipline and increase students' access to instructional time.		
2.14	Parent Education Specialists	Two parent education specialists to support site parent engagement activities, develop district-wide workshops, family nights and parent education conferences. English Learners comprise a significant portion of PVUSD's student population, and strong family-school partnerships are essential to improving student outcomes. Parent Education Specialists provide linguistically responsive workshops, leadership opportunities, and navigation of school systems that increase family engagement and strengthen student attendance, achievement, and school connectedness.	$211,875.00	Yes
2.15	Family Engagement Plan	In collaboration with the parent engagement team, each school site will create a family engagement plan based on their own YouthTruth data. English Learners continue to experience significant academic disparities, and many families require linguistically accessible communication and support to fully participate in their children's education. Districtwide parent engagement opportunities—including DELAC, multilingual workshops, interpretation, translation services, and parent education conferences—remove language and access barriers for English Learner, socioeconomically disadvantaged, and homeless families, increasing meaningful family engagement to support improved student attendance, engagement, and academic outcomes.	$239,085.00	Yes
2.16	District Parent Engagement Opportunities	The Parent Engagement Office will continue with the coordination of monthly DELAC, DAC district-wide family opportunities as well as the Parent Education Conferences and Migrant Parent Education Conference. The coordination of parent outreach efforts will encompass all departments in the district office and mostly with Educational Services, Expanded Learning (for Pajaro Passport and gas cards), Migrant Education, Special	$327,543.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services, and Student Services. This includes personnel for various translators and translation services. PVUSD English Learners continue to experience significant academic disparities, and many families require linguistically accessible communication and support to fully participate in their children's education. Districtwide parent engagement opportunities—including DELAC, multilingual workshops, interpretation, translation services, and parent education conferences—remove language and access barriers for English Learner, socioeconomically disadvantaged, and homeless families, increasing meaningful family engagement to support improved student attendance, engagement, and academic outcomes.These groups are Red in ELA and Math :Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) as reported on the CA Dashboard.		
2.18	College and Career Night	During College Week, a family college and career family night may be held to engage and familiarize families with different post high school options. Local data show that while overall A-G completion reached 50%, only 10% of English Learners completed A-G requirements. Family College and Career Night increases access to college knowledge, financial aid information, and postsecondary planning for English Learners and low-income families, helping reduce barriers to college readiness and postsecondary participation. Local Dashboard data indicate that only 39.9% of graduates met the College/Career Indicator (CCI) Prepared level. English Learners performed in the Orange level, while socioeconomically disadvantaged students (36.3% Prepared) and students experiencing homelessness (28.9% Prepared) remained in the Yellow level. Local A-G data further show that only 10% of English Learners completed A-G requirements compared with 50% overall. Family College and Career Night increases access to college knowledge, financial aid information, A-G requirements, dual enrollment, CTE pathways, and postsecondary planning for English Learners and socioeconomically disadvantaged families, helping reduce barriers to college and career readiness and improve future College/Career Indicator outcomes.	$5,175.00	Yes
2.19	Clubs and social activities	Add funding to each site discretionary budget to include Suicide Awareness Month, LGBTQ+ History Month and Mental Health Awareness.	$20,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For Secondary, provide Youth Wellness Advisory materials and education. Unduplicated students may not have the same opportunities to participate in clubs and social activities without these supports due to financial constraints or limited resources of individual school sites. Local data continue to demonstrate significant academic disparities for students experiencing homelessness and socioeconomically disadvantaged students. Providing access to clubs, wellness activities, and extracurricular programs removes financial barriers that may otherwise limit participation for these student groups and increases opportunities to build school connectedness, develop positive peer relationships, and strengthen engagement in school.		
2.20	Secondary Sports	These funds allow PVUSD to increase opportunities to unduplicated students. Unduplicated students may not have the same opportunities to participate in sports without these supports due to financial constraints or limited resources of individual school sites. Offering these supports on an LEA-wide basis ensures that all students across the district, regardless of their background, have equal opportunities to benefit from high quality athletic programs. This equitable provision helps level the playing field, allowing unduplicated students to engage in extracurricular activities that enhance their school experience and personal growth. PVUSD has expanded athletic opportunities by increasing sports offerings across school sites.	$2,702,092.00	Yes
2.21	Secondary sports and extra curricular activities	Transportation for students to attend extra curricular and sporting events. Providing transportation for students to attend extracurricular and sporting events supports unduplicated students by ensuring they have equitable access to participate in a wide range of activities beyond the regular school day. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face transportation barriers that can prevent them from engaging in these enriching experiences. Access to extracurricular activities and sports is crucial for holistic development, as it promotes teamwork, leadership, and social skills, and can enhance academic performance and school engagement. District attendance has improved from 90.6% to 93%, demonstrating the importance of strategies that strengthen student engagement and school connectedness. However,	$117,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students experiencing homelessness, foster youth, and socioeconomically disadvantaged students continue to face barriers that can limit participation in extracurricular activities. Providing equitable access to athletics removes financial barriers and increases opportunities for these student groups to build positive relationships, strengthen their connection to school, and remain engaged in their education.		
2.22	Student Leadership, CTE	Design standards-aligned California Alternative Form of Student Leadership program for implementation in CTE pathways including support for teachers and students. Local data indicate continued opportunities to strengthen college and career readiness, with only 48% of high school students reporting that their school has helped them understand the steps needed to achieve their desired career. Expanding student leadership opportunities within Career Technical Education pathways increases engagement, leadership skills, and career awareness for English Learners, foster youth, and socioeconomically disadvantaged students while strengthening their connection to school and preparation for postsecondary success.	$9,315.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Arts SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -145 Change: -.9	2023-24 SBAC: Indicator: Very low - Red Status: -153.7 Change: -.8.7	2024-25 SBAC: Indicator: No Performance Color Status: -68.5 Change: +85.2	2025-26 SBAC: Indicator: Medium Status: At standard Change: +145	+76.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Math SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -210.2 Change: -30.7	2023-24 SBAC: Indicator: Low - Orange Status: -205.6 Change: +4.6	N/A	2025-26 SBAC: Indicator: Medium Status: At standard Change: +210.2	+4.6
3.3	A-G completion rates: Percent of PVUSD 12th graders graduating four year college eligible	Graduating class of 2023: All students: 45% Foster Youth: N/A	Graduating class of 2024: All students: 42% Latino/Hispanic: 36% Male: 34% Female: 49% Identified another way: N/A Economically Disadvantaged: 38% Foster Youth: N/A Students with Disabilities: 11% English Learners: 16% Students in Transition: 23%	Graduating class of 2025: All students: 42% Latino/Hispanic: 38% Male: 36% Female: 50% Economically Disadvantaged: 36% Foster Youth: N/A Students with Disabilities: 10% English Learners: 13%	Graduating class of 2026: All students: 65% Foster Youth: 50%	-3%
3.4	School Attendance Rate: Foster Youth	79.72%	90.87%	92%	98%	+12.28%
3.5	Chronic absenteeism: Foster Youth	61.9%	Based on Data from CA Dashboard 2023-24: Indicator: Low - Orange Status: 52.2% Change: -9.7%	Based on Data from CA Dashboard 2024-25: Indicator: Low - Orange Status: 34.8% Change: -17.4%	58.9%	-27.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	CA School Dashboard Indicator: Suspension Rate- Foster Youth. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	18.8%	Based on Data from CA Dashboard 2023-24: Indicator: Very low - Red Status: 26.5% Change: +9.5%	Based on Data from CA Dashboard 2024-25: Indicator: Orange Status: 20.5% Change: -6%	15%	+1.7%
3.7	High School Graduation Rate State Indicator (9-12)- Homeless (Students in Transition) Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	84.5%	Based on Data from CA Dashboard 2023-24 Indicator: Green Status: 88.5% Change: +4.4%	Based on Data from CA Dashboard 2024-25 Indicator: orange Status:85% Increased: +1.7%	95%	+.5%
3.8	Expulsion rate: Foster Youth	0.05%	0%	0%	Maintain below .05%	-0.05%

Goal Analysis [2025-26]

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

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

Action 3.1 – Academic Support for Foster Youth

Implementation: Partial
This action was partially implemented through foster youth identification processes, school-site communication, and contracted tutoring referrals. Eight foster youth were referred for tutoring services, with four students ultimately receiving support services. Foster Youth English Language Arts performance improved significantly from -145 points below standard in 2022–23 to -68.5 points below standard in 2024–25,

representing a gain of 76.5 points. Math performance also improved from -210.2 to -205.6 points below standard, demonstrating early progress toward improved academic outcomes despite continued academic need reflected in benchmark and STAR data.

Action 3.2 – Inclusive School Environment

Implementation: Partial
This action was partially implemented through restorative practices training, foster rights professional development, and collaboration among Healthy Start staff, counselors, and site teams. Twenty-eight schools received office staff training related to foster youth rights, and over 50 administrators and staff participated in restorative practices and related professional development activities. Attendance and school climate outcomes improved for foster youth, with attendance rates increasing from 79.72% to 92% and chronic absenteeism declining from 61.9% to 34.8%. Suspension rates also improved from 26.5% in 2023–24 to 20.5% in 2024–25 on the California Dashboard, although suspension outcomes remain an area of ongoing focus.

Action 3.3 – Attendance Monitoring and Outreach

Implementation: Partial
This action was partially implemented through monthly collaboration meetings, SARB supports, attendance monitoring, and Parent Teacher Home Visit professional development involving classified staff, teachers, and administrators. Twenty foster youth identified through SARB processes continued receiving monitoring and support during the school year. Attendance-focused interventions contributed to improved foster youth engagement, with attendance rates increasing by 12.28 percentage points from baseline and chronic absenteeism decreasing by 27.1 percentage points between baseline and 2024–25 data.

Action 3.4 – Transition Planning and Support

Implementation: Not Implemented
This action was not implemented during the first portion of the school year, though planning efforts began during the spring semester to establish collaborative transition structures and protocols between schools and support teams. Because implementation had not yet fully occurred, there is limited evidence of direct impact. However, graduation outcomes for Students in Transition improved from 84.5% to 92.3%, maintaining a Green performance level on the California Dashboard and suggesting broader district supports positively impacted student stability and transitions.

Action 3.5 – Individualized Academic Learning Plans

Implementation: Partial
This action was partially implemented through IEPs, Student Improvement Plans (SIPs), and 504 Plans for foster youth. Twenty-one foster students received individualized academic support plans monitored by school teams. While benchmark data indicates continued academic challenges, individualized planning structures strengthened student monitoring and contributed to improved attendance, graduation outcomes, and academic progress for foster youth over time.

Action 3.6 – Tier 2/3 Team Reviews and MTSS Action Planning

Implementation: Partial
This action was partially implemented through Tier 2 and Tier 3 MTSS meetings focused on foster youth attendance, behavior, and academic data to inform interventions and support services. Schools reviewed student progress and identified adjustments to Tier 1 supports and targeted interventions where appropriate. MTSS-focused interventions contributed to reductions in chronic absenteeism and suspension rates for foster youth while maintaining a 0% expulsion rate districtwide.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures within Goal 3 primarily resulted from expanded implementation of student supports and increased personnel and operational costs associated with Foster Youth services.

Action 3.1 exceeded projected expenditures due to expanded academic support services, increased student support needs, and adjustments to staffing and intervention implementation costs during the school year.

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

PVUSD has demonstrated meaningful progress on several indicators connected to attendance, school engagement, graduation outcomes, and academic performance for foster youth, though continued refinement and expansion of supports remain necessary to fully achieve Goal 3 outcomes.

Academic Achievement (Metrics 3.1 & 3.2 – SBAC ELA and Math):
Foster Youth English Language Arts performance showed substantial improvement between 2022–23 and 2024–25, increasing from -145 points below standard to -68.5 points below standard, representing a gain of 76.5 points. While Foster Youth remained below standard overall, this improvement suggests that targeted academic supports, tutoring referrals, MTSS monitoring, and individualized interventions are beginning to positively impact literacy outcomes. Foster Youth Math performance also improved from -210.2 points below standard in 2022–23 to -205.6 points below standard in 2023–24, indicating modest progress, though mathematics achievement remains an area requiring intensified intervention and support.

A-G Completion Rates (Metric 3.3):
Historically, Foster Youth A-G completion data has been limited or unavailable; however, the district established a 2025–26 target of 50% A-G completion for Foster Youth. Expanded academic planning, individualized support plans, and MTSS monitoring structures are intended to strengthen college and career readiness pathways for foster youth moving forward. Continued improvement of data tracking systems and targeted counseling supports will be necessary to effectively monitor progress toward this goal.

Attendance and Engagement (Metrics 3.4 & 3.5):
Attendance outcomes for foster youth improved significantly during the implementation period. Foster Youth attendance rates increased from 79.72% to 92%, representing a gain of 12.28 percentage points. Chronic absenteeism also declined substantially from 61.9% to 34.8%, a decrease of 27.1 percentage points. These improvements suggest that attendance monitoring systems, Parent Teacher Home Visit

strategies, SARB processes, coordination with the Santa Cruz County Office of Education, and increased site awareness of foster youth needs positively impacted school engagement and student connectedness.

Suspension Rate (Metric 3.6):
Suspension outcomes showed improvement between 2023–24 and 2024–25, decreasing from 26.5% to 20.5%, moving Foster Youth from a Red to an Orange performance level on the California Dashboard. While suspension rates remain disproportionately high, implementation of restorative practices training, MTSS interventions, and increased staff awareness appear to have contributed to reducing exclusionary discipline practices and improving behavioral supports for foster youth.

Graduation Rate (Metric 3.7 – Students in Transition):
Graduation outcomes for Students in Transition improved from 84.5% to 85%, moving to Orange performance level on the California Dashboard. Although this metric reflects homeless youth rather than exclusively foster youth, it suggests that expanded wraparound supports, case management systems, and intervention coordination may be positively impacting highly mobile and vulnerable student populations more broadly.

Expulsion Rate (Metric 3.8):
The expulsion rate for Foster Youth improved from 0.05% to 0%, meeting the district's goal of maintaining expulsion rates below 0.05%. This reflects continued efforts to reduce exclusionary discipline and maintain school stability for foster youth students.

Summary

PVUSD's implementation of Goal 3 actions contributed to measurable gains in attendance, chronic absenteeism reduction, suspension reduction, graduation outcomes, and improved ELA performance for foster youth. While academic achievement data demonstrates progress, particularly in English Language Arts, Foster Youth continue to perform below standard in both ELA and Math, indicating a continued need for targeted academic intervention, tutoring expansion, and strengthened MTSS supports. Several actions were only partially implemented due to capacity and system development challenges, particularly around transition planning and standardized MTSS review structures. Continued refinement of intervention systems, behavioral supports, individualized planning, and progress monitoring will be essential to sustaining and accelerating outcomes for foster youth.

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

Based on reflections on implementation, educational partner feedback, and review of local and California School Dashboard data, refinements were made to Goal 3 actions and implementation priorities for the coming year to strengthen supports for Foster Youth students. Educational partners, including staff, administrators, and families, expressed appreciation for the district's Foster Youth support systems, expanded learning outreach, wellness supports, MTSS coordination, and increased communication regarding available student services. Staff specifically identified the importance of individualized supports, transition assistance, expanded learning access, and collaboration between school sites and district Foster Youth personnel.
At the same time, educational partners identified several areas for continued growth. Feedback emphasized the need for stronger academic intervention systems, increased awareness of Foster Youth supports across schools, improved coordination between schools and outside

agencies, additional staff training related to Foster Youth requirements and trauma-informed practices, and stronger systems for progress monitoring and individualized student support planning. Educational partners also emphasized the importance of providing consistent emotional, behavioral, and academic support systems for Foster Youth students experiencing instability or transitions between schools.
Reflections on prior practice demonstrated the need to strengthen coordination of MTSS systems and improve consistency of implementation across school sites. As a result, Goal 3 actions were refined to strengthen individualized academic planning, transition support systems, Foster Youth progress monitoring, and coordination of wraparound supports connected to attendance, academic achievement, and student wellbeing.
The district also reflected on the importance of increasing awareness among school staff regarding Foster Youth rights, supports, and legal protections. Educational partner feedback highlighted the value of continued professional learning and cross-department collaboration to ensure students receive timely academic, behavioral, and social-emotional support services.

Overall, changes made to Goal 3 for the coming year were designed to:

-strengthen academic and MTSS supports for Foster Youth students;

-improve transition planning and school stability supports;

-strengthen individualized student support planning and progress monitoring;

-improve coordination between schools, families, and outside agencies;

-expand staff awareness and training related to Foster Youth supports and requirements; and

-strengthen systems that support attendance, belonging, academic achievement, and student wellbeing for Foster Youth 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
3.1	Academic Support	Implement targeted academic support programs specifically designed for foster youth, focusing on improving their literacy, numeracy, and overall academic skills. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$154,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Inclusive School Environment	Foster a Supportive and Inclusive School Environment by increasing awareness and sensitivity among school staff regarding the unique challenges faced by foster youth. Student Services coordinator will work with Healthy Start staff, site-liaisons and counselors. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$508,941.00	Yes
3.3	Attendance	Establish a system to monitor and support foster youth attendance, monthly. Provide attendance PD to admin and office staff to help identify and support our students with chronic absenteeism. Identify and conduct outreach to the previous year's chronic absentees; review root causes of absenteeism and link to appropriate staff (health assistant, counselor, homeless/foster liaison, special education staff, etc.) (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		Yes
3.4	Transition Support	Strengthen transition support for Foster Youth by providing comprehensive transition planning and support services to foster youth to ensure successful transitions between schools and grade level. Transition team will include Healthy Start, relevant site staff, resource parents and any appropriate individual from the foster youth's wrap-team. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$33,862.00	Yes
3.5	Individualized academic learning plan	All foster youth will receive an individualized academic learning plan which will be monitored and reviewed annually by a site team. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$33,862.00	Yes
3.6	MTSS Action Planning	Site Tier 2/3 teams will hold a review for all foster youth attending the school. Findings will inform recommendations for either Tier 1 adjustments or possible Tier 2 interventions. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$22,574.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In order to address state priorities for students with disabilities, which include ELA and Math proficiency, least restrictive environment (LRE) targets, suspension rates, and graduation rates, PVUSD will provide training in high quality curricular programs, coaching to create multi-tiered systems of support (MTSS) including all academic, social/emotional and behavior areas, and a comprehensive graduation pathway plan for students with disabilities.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts SBAC Performance (grades 3-8, 11) Students with Disabilities: Status: Points above or below "standard met"	2022-23 CA Dashboard -RED Indicator:3c status: -137.0 Change: -3.3	2023-24 CA Dashboard Indicator: Very low - Red Status: -135.9 Change: +1.0	2024-25 CA Dashboard Indicator: Orange Status: -129.6 Change: +6.3	2025-26 SBAC: Indicator: Medium Status: At standard Change: +137	+7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Math SBAC Performance (grades 3-8, 11) Students with Disabilities: Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -163.9 Change: -.1.5	2023-24 CA Dashboard Indicator: Very low - Red Status: -164.6 Change: -0.7	2024-25 CA Dashboard Indicator: Orange Status: -157.6 Change: +7	2025-26 SBAC: Indicator: Medium Status: At standard Change: +163.9	+6.3%
4.3	High School Graduation Rate State Indicator (9-12) - Students with Disabilities Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23: Indicator: Very Low Status: 63.9% Change: -2.7%	2023-24 CA Dashboard Indicator: Avg - Yellow Status: 72.6% Change: +8.7%	2024-25 CA Dashboard Indicator: Avg - Yellow Status: 79% Change: +6.4%	Based on Data from CA Dashboard 2025-26 Indicator: Medium Status: Change:	+15.1%
4.4	Decrease Suspension Rate for Students with Disabilities.	2022-23 CA Dashboard 8.07%	2023-24 CA Dashboard Indicator: Avg - Yellow Status: 7.2% Change: -0.9%	2024-25 CA Dashboard Indicator: Avg - Yellow Status: 6.5% Change: -0.7%	7.0% SWD suspension Rate Change -1.07	-1.57%
4.5	Decrease Chronic Absenteeism rate for Students with Distabilities	2022-2023 CA Data Quest SWD 44.44%	2023-24 CA Dashboard Indicator: Avg - Yellow Status: 35.3% Change: -10.1%	2024-25 CA Dashboard Indicator: Red Status: 35.2% Change: 0%	42.95% Change -1.5%	-9.24%
4.6	High School dropout rate State Indicator (9-12)- Students with Disabilities Status: Cohort	2022-23 CA Dashboard Indicator: Very Low Status 63.9%	Based on 2023-24 CA Dashboard Indicator: Yellow Status: 72.6%	Based on 2024-25 CA Dashboard Indicator: Yellow Status: 79%	Indicator: Yellow	+15.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduation rate compared to state targets Change: Growth/decline compared to previous year		Change: +8.7%	Change: +6.4%		
4.7	Least Restrictive Environment (LRE) regular class 80% or more	Indicator 5a 61.45%	23/24 Regular Class 80 Percent or More of the Day: 57.3%	Unknown	>62%	-4.15%
4.8	Least Restrictive Environment (LRE) regular class 40% or more	Indicator 5b 19.93%	23/24 Regular Class 40 to 79 Percent of the Day: 15.8%	Unknown	<16.5%	-4.13%

Goal Analysis [2025-26]

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

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

In 2025–26, PVUSD continued implementing targeted actions under Goal 4 to improve academic achievement, graduation outcomes, literacy instruction, intervention systems, and inclusive practices for Students with Disabilities (SWD). Several actions were fully implemented, particularly those focused on graduation pathways and literacy training, while other actions were only partially implemented due to staffing capacity, inconsistent implementation across sites, and the need for stronger alignment with districtwide instructional initiatives. Reflections on implementation resulted in revisions to several actions to better align literacy systems, intervention supports, and inclusion practices during the coming year.

Actions Fully Implemented

Action 4.1 – Alternative Graduation Pathway
Action 4.1 was fully implemented through continued expansion of alternative graduation pathways for students eligible for the California Alternate Assessment (CAA). Teachers received standards-based curriculum training, transcript reviews were conducted, and collaboration occurred between Program Specialists and counselors to support four-year planning for students in Extensive Support Needs (ESN) programs. Four out of five teachers completed curriculum implementation requirements, and all teachers were trained in standards-aligned curriculum and CAA graduation requirements. The district plans to continue strengthening counselor training and implementation support during the coming year.

Actions 4.2, 4.3, and 4.4 – Literacy Instruction and Evidence-Based Reading Supports
Actions focused on literacy instruction and evidence-based reading supports for Students with Disabilities were fully implemented. Middle school mild-to-moderate teachers, Instructional Assistants, and Special Education staff received training and coaching in evidence-based literacy practices, structured literacy instruction, and multisensory reading strategies. Site-based coaching, peer collaboration, classroom walkthroughs, and support from district literacy coaches continued throughout the year. Although implementation occurred with fidelity in many areas, the district noted that literacy growth outcomes did not yet meet desired levels, resulting in planned revisions to align more closely with districtwide literacy initiatives and LETRS implementation.

Actions Partially Implemented

Action 4.5 – MTSS Tier 2 and Tier 3 Intervention Supports
Action 4.5 was partially implemented. PLC collaboration, walkthroughs, and district literacy coaching continued to support intervention systems; however, the originally planned restructuring of elementary intervention systems was not fully implemented districtwide. The district plans to revise this action to focus more directly on supporting Education Specialists with literacy and math intervention implementation.

Action 4.6 – Professional Development and Universal Design for Learning (UDL)
Action 4.6 was partially implemented. Collaboration between general education and Special Education staff occurred through PLCs, walkthroughs, and some professional learning opportunities related to inclusive practices, transition planning, restorative practices, and instructional strategies such as Universal Design for Learning (UDL). However, the district did not fully implement the originally planned professional development systems and coaching structures. This action will be revised to strengthen collaboration and implementation of inclusive instructional practices.

Challenges and Successes

Several successes emerged during implementation of Goal 4 actions. Dashboard indicators for Students with Disabilities improved in both English Language Arts and Math, with ELA performance improving from -135.9 points below standard to -129.6 and Math improving from -164.6 to -157.6, both moving from Red to Orange. Graduation rates for Students with Disabilities increased significantly from 72.6% to 79%, representing a 15.1% increase from baseline. Suspension rates for Students with Disabilities also improved from 7.2% to 6.5%.

Challenges included inconsistent implementation of some MTSS and inclusion-focused professional development, limited staffing capacity, and the need for stronger alignment between literacy training initiatives and districtwide curriculum implementation. While staff training occurred broadly, student outcome growth in literacy and math has not yet reached desired levels. Chronic absenteeism for Students with Disabilities remained high at 35.2%, indicating a continued need for intervention and engagement supports. Reflections on implementation resulted in plans to strengthen structured literacy alignment, improve intervention systems, expand inclusive instructional practices, and continue developing effective graduation and postsecondary pathways for Students with Disabilities.

A Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

The effectiveness of Goal 4 actions is reflected in continued improvement across several key indicators for Students with Disabilities during the 2025–26 school year. English Language Arts Dashboard performance improved from -135.9 points below standard to -129.6, representing a +6.3 point increase, while Math performance improved from -164.6 to -157.6, representing a +7 point increase. Both indicators improved from Red to Orange on the California Dashboard. Graduation rates for Students with Disabilities increased from 72.6% to 79%, while suspension rates improved from 7.2% to 6.5%. Chronic absenteeism remained relatively stable at 35.2%, maintaining improvement from the baseline rate of 44.44%.

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

For Goal 4, which focuses on improving outcomes for students with disabilities, there were no actions identified as contributing to increased or improved services for unduplicated student groups under LCFF guidelines during the 2025–26 school year. As such, there are no planned or estimated actual expenditures categorized under LCFF contributing funds, and no planned or estimated percentages of improved services applicable to this goal. All actions in Goal 4 were designed to support compliance with state priorities and federal requirements for students with disabilities, and were funded through special education and other non-LCFF sources.

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

The following actions demonstrated positive effectiveness in supporting progress toward Goal 4 outcomes:

Action 4.1 – Alternative Graduation Pathway
Action 4.2 – Literacy Instruction for Special Education Teachers
Action 4.3 – Literacy Training for Instructional Assistants
Action 4.4 – Coaching and Support for Evidence-Based Reading Practices
Action 4.5 – MTSS Tier 2 and Tier 3 Intervention Supports
Action 4.6 – Professional Development and UDL Supports

These actions contributed to measurable improvement in academic achievement, graduation rates, and intervention systems for Students with Disabilities. Effectiveness is supported by:

A +6.3 point improvement in ELA Dashboard performance for Students with Disabilities
A +7 point improvement in Math Dashboard performance for Students with Disabilities
A 15.1% increase in graduation rates for Students with Disabilities from baseline
A reduction in suspension rates for Students with Disabilities from 7.2% to 6.5%
Continued reduction in chronic absenteeism from the baseline rate of 44.44% to 35.2%

Action 4.1 – Alternative Graduation Pathway was highly effective in increasing graduation outcomes for Students with Disabilities. Implementation of standards-based curriculum, transcript monitoring, counselor collaboration, and alternative pathways aligned to CAA requirements contributed to significant graduation rate growth from 72.6% to 79%.

Actions 4.2, 4.3, and 4.4 – Literacy Instruction and Evidence-Based Reading Supports demonstrated moderate effectiveness. Staff training and coaching systems were implemented broadly, and Students with Disabilities demonstrated academic growth in both ELA and Math Dashboard indicators. However, district leadership noted that literacy gains have not yet reached desired levels, indicating a continued need for refinement and stronger alignment to districtwide literacy systems and structured literacy practices.

Action 4.5 – MTSS Tier 2 and Tier 3 Intervention Supports demonstrated partial effectiveness. Collaboration structures, intervention supports, and literacy coaching contributed to improved academic indicators, but implementation of intervention restructuring was inconsistent across sites. Continued refinement of Tier 2 and Tier 3 systems is needed to improve consistency and impact.

Action 4.6 – Professional Development and UDL Supports demonstrated partial effectiveness. Collaboration between general education and Special Education staff increased awareness and implementation of inclusive instructional practices; however, incomplete implementation of districtwide professional learning systems limited the overall impact of this action.

Overall, Goal 4 actions demonstrated positive effectiveness in improving graduation outcomes, academic achievement indicators, and intervention supports for Students with Disabilities. Continued refinement of literacy systems, MTSS implementation, inclusive instructional practices, and attendance interventions is expected to further strengthen outcomes for Students with Disabilities during the coming 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.

Based on reflections from the 2025–26 implementation year, several revisions and refinements have been made to Goal 4 actions to strengthen academic achievement, graduation outcomes, literacy instruction, intervention systems, and inclusive practices for Students with Disabilities.

Action 4.1, focused on implementation of alternative graduation pathways for students eligible for the California Alternate Assessment (CAA), will continue with no substantive changes. Strong implementation of standards-based curriculum, counselor collaboration, transcript reviews, and four-year planning contributed to a significant increase in graduation rates for Students with Disabilities from 72.6% to 79%. Based on implementation reflections, the district will continue strengthening counselor training and monitoring systems to support continued growth in graduation outcomes.

Actions 4.2, 4.3, and 4.4, focused on evidence-based literacy instruction, instructional assistant training, and ongoing literacy coaching, will be revised to better align with districtwide literacy initiatives and structured literacy implementation. Although staff training and coaching were implemented broadly and Dashboard indicators improved in both ELA and Math, district leadership determined that student literacy growth has not yet reached desired levels. As a result, future implementation will place greater emphasis on alignment with district literacy systems, including LETRS and evidence-based structured literacy practices.

Action 4.5, focused on MTSS Tier 2 and Tier 3 intervention supports, will be revised to clarify and strengthen implementation expectations related to literacy and math intervention supports for Students with Disabilities. Reflection on prior implementation identified inconsistent

restructuring of intervention systems across school sites. Future implementation will focus more directly on supporting Education Specialists with targeted intervention strategies and improving consistency of intervention delivery.

Action 4.6, focused on professional development related to Universal Design for Learning (UDL), restorative practices, transition planning, and inclusive instructional practices, will also be revised. While collaboration between general education and Special Education staff increased during the year, implementation of districtwide professional learning systems was inconsistent. The district plans to strengthen structured collaboration opportunities, improve coaching systems, and increase implementation of inclusive instructional strategies and co-planning supports.

Several revisions across Goal 4 actions also reflect the district's broader focus on increasing inclusive practices, improving academic outcomes, and strengthening systems supporting Least Restrictive Environment (LRE) access for Students with Disabilities. While academic Dashboard indicators improved from Red to Orange in both ELA and Math and graduation rates increased significantly, chronic absenteeism and LRE indicators continue to demonstrate a need for stronger intervention and inclusion systems.

These revisions are informed by implementation data, Dashboard outcomes, staff feedback, and reflections on the need for stronger alignment between instructional initiatives, intervention systems, and inclusive practices across general education and Special Education settings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation rates	Implement alternative graduation pathway for students who are eligible for California Alternative Assessment (CAA) (Students with Disabilities are Red in Graduation Rate.)		No
4.2	Support for Students with Disabilities: ELA	Train special education middle school mild moderate teachers in an Evidence Based Reading Program. Train elementary Resource Specialist teachers in a direct, explicit, multisensory, structured, program to teach literacy. Train elementary Resource Specialist teachers in a direct, explicit, multisensory, structured, program to teach literacy. (Students with Disabilities are Red in: Graduation Rate, ELA.)		No

Action #	Title	Description	Total Funds	Contributing
4.3	Support for Students with Disabilities: ELA	Train Instructional Assistants in the Evidence Based Reading Program (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.4	Support for Students with Disabilities: ELA	Ongoing coaching sessions for all teachers and staff using an Evidence Based Reading program. (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	Restructuring Elementary resource and intervention support to integrate whole site Tier 2 and 3 strategies in general education classrooms, targeting skill development in heterogeneous groups for students with learning difficulties. (Students with Disabilities are Red in ELA, Math.)		No
4.6	Professional Development: UDL	Professional development for teachers and staff on topics including culturally appropriate restorative practices, transition planning and IEP goal setting, co-teaching such as Universal Design for Learning (UDL) model. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.7	Support for Students with Disabilities: Math	Professional development for general education and special ed teachers and staff on topics including strategies for supporting diverse learners in the general education classrooms. (Students with Disabilities are Red in Math.)		No
4.8	DISCONTINUE: (duplicative)Support for Students with Disabilities: Math	Train special education staff in i-ready math. Train special education staff in general education math curriculum. (Students with Disabilities are Red in Math.)		No
4.9	Support for Students with Disabilities: Math	Master schedule developed to increase special education staff push-in to support students in college and career ready math classes. (Students with Disabilities are Red in Graduation Rate and Math.)		No

Action #	Title	Description	Total Funds	Contributing
4.10	Professional development for administrators: MTSS	Train and coach site administrators in academic systems/focusing on Tier 2 and Tier 3 supports for struggling learners in general education classes. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.11	Professional development for administrators: MTSS	Train site administrators on equitable systems and core values of inclusive practices. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.12	Support for Students with Disabilities	Master schedules developed to increase inclusion of students with disabilities in general education classes. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.13	Support for Students with Disabilities	Master schedule to include co-teaching and push-in of special education staff in general education classrooms. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.14	Support for Students with Disabilities	Support elementary site administrators to develop schedules that are inclusive of students with disabilities and facilitating collaboration with general education teachers and special education ed specialists. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.15	Support for pre-school students with disabilities	Increased strategic collaboration with the Child Development Department in MTSS. (Students with Disabilities are Red in ELA, Math.)		No
4.16	Support for students' readiness for full inclusion	Develop shared equitable skill criteria for students' readiness for full inclusion, mainstreaming and other opportunities across the continuum of		No

Action #	Title	Description	Total Funds	Contributing
		services. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		
4.17	Decrease suspension rates for students with disabilities	Provide ongoing training to school psychologists to support site teams with behavior intervention plans. (Students with Disabilities are Red in Suspension Rate.)		No
4.18	Safety Care training	Provide Safety Care training and de-escalation strategies to teaching staff and site administration. (Students with Disabilities are Red in Suspension Rate.)		No
4.19	Graduation rates	Develop pathway to graduation options for students with disabilities		No
4.20	Supporting social emotional and behavioral needs of students with disabilities	Train and coach site administrators to build evidence based tiers of support that address social emotional and behavioral needs. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.21	Reduce suspension rates for students with disabilities	Support site administrators to build restorative practices in lieu of suspension. (Students with Disabilities are Red in Suspension Rate.)		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Learner Progress State Indicator Status: Percentage of students making progress towards English language proficiency	44.8% of Students made gains of 1 or more levels	Based on 2023-24 CA Dashboard Indicator: Orange Status: 42.1% Change: -2.7%	Based on 2024-25 CA Dashboard Indicator: Orange Status:45.1% Change:+ 3%	60%	+.3%
5.2	High School Graduation Rate State Indicator (9-12)- English Learners Status: Cohort	Based on CA Dashboard Indicator: Low Status: Maintained	Based on Data from CA Dashboard 2023-24	Based on Data from CA Dashboard 2024-25	82% Graduation rate	Change: +11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduation rate compared to state targets Change: Growth/Decline compared to previous year	Change: -0.1% Currently: 78.1% Graduated	Indicator: Green - 85.7% Status: Increased Change: +7.6%	Indicator: Green 89.4% Status: Increased Change: +3.7%		
5.3	CA School Dashboard Indicator: Suspension Rate- English Learners. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	In Orange on the Dashboard 5.3% : Increased by 0.9%	Based on Data from CA Dashboard 2023-24 Indicator: Low - Orange Status: 5.1% Change: -0.2%	Based on Data from CA Dashboard 2024-25 Indicator: Green Status: 4.3% Change: -0.7%	Green: Decrease	Change: -1%
5.4	Percent of students classified as Long Term English Learners	15.3% per Dataquest	15.3% per Dataquest	15.6% per Dataquest	12%	+.3%
5.5	Ca Dashboard Indicator Basics Teachers. Mis-Assignments of English Learners	Standards Met	Standards met	Standards met	Standards Met	Standards met
5.6	English Language Arts SBAC Performance (grades 3-8, 11)- English Learners Status: Points above or below "standard met"	Declined 13.7 points. 109.6 points below standard	Based on CA Dashboard 2024 Indicator: Red Status: -108.3 Change: +1.4	Based on CA Dashboard 2024-25 Indicator: Orange Status: -103.5 below standard Change: +4.8	90 points below standard	Change: +6.1
5.7	Math SBAC Performance (grades 3-8, 11) English Learners:	Declined 8.7 points. 133.2 points below standard	Based on CA Dashboard 2024 Indicator: Red	Based on CA Dashboard 2024-25	103 points below standard	Change: +5.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year)		Status: -132.5 Change: +0.7	Indicator: Orange Status: -127.5 below standard Change: +4.9		
5.8	EL Chronic Absenteeism	Based on Data from CA Dashboard 2022-23 Indicator: Avg - Yellow 35.1% change - 8.2%	Based on Data from CA Dashboard 2023-24 Indicator: Avg - Yellow Status: 22.6% Change: -12.5%	Based on Data from CA Dashboard 2024-25 Indicator: Orange Status: 22% Change: -.7%	33%	Change: -13.1%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Pajaro Valley Unified School District implemented a range of actions under Goal 5 to support English Learners (ELs) in language acquisition, academic achievement, college and career readiness, and multilingualism. Overall implementation across Goal 5 contributed to improvement in several English Learner outcomes. The English Learner Progress Indicator (ELPI) improved from 42.1% to 45.1% of students making progress toward English proficiency. English Learner graduation rates increased from 85.7% to 89.4%, maintaining Green status and surpassing the district target of 82%. Suspension rates for English Learners improved from 5.1% to 4.3%, moving from Orange to Green on the California Dashboard. English Learner academic performance also improved, with ELA Dashboard performance improving from -108.3 points below standard to -103.5 and Math improving from -132.5 to -127.5, both moving from Red to Orange. Chronic absenteeism improved from 22.6% to 22%, while Long-Term English Learner rates slightly increased from 15.3% to 15.6%, indicating continued need for targeted interventions.

Action 5.1 focused on English Learner identification, placement, monitoring, and support systems, including Seal of Biliteracy implementation. This action was fully implemented. The district significantly increased reclassification outcomes, with 529 students reclassified by winter compared to 289 students during the same reporting period the prior year, and 729 students reclassified overall during the year. Additionally, 219 students earned the Seal of Biliteracy, representing approximately a 30% increase. Improved systems for ELD placement, monitoring, and language development contributed to improved ELPI outcomes and stronger student engagement. The district plans to continue strengthening monitoring systems, course placement alignment, and supports for Long-Term English Learners.

Action 5.2 focused on elementary professional development related to Designated and Integrated ELD instruction and support for English Learners, including English Learners with disabilities. This action was partially implemented. Collaboration between Educational Services and Special Education teams increased support for English Learners with disabilities; however, staffing limitations and inconsistent implementation across sites reduced the overall impact of the action. The district plans to strengthen implementation monitoring, increase site-based coaching supports, and expand Integrated ELD professional learning opportunities during the coming year.

Action 5.3, which provided additional staffing to monitor English Learner course access and supports, was fully implemented. Approximately 2.5 FTE supplemental English Learner Specialist support positions were implemented across several secondary schools, increasing monitoring of placement, intervention participation, and access to appropriate courses and services. Middle schools demonstrated strong ELPI performance, with most middle schools performing at Blue and one at Green on the Dashboard. The district plans to continue supplemental staffing supports and strengthen systems for monitoring course access and intervention participation.

Action 5.4 focused on English Language Development course enrollment and placement by proficiency level. This action was partially implemented. Schools utilized longitudinal ELPAC domain data and years-in-program information to strengthen placement decisions and ELD enrollment practices. While implementation improved alignment between student proficiency levels and instructional services, inconsistencies across secondary schools remained. The district plans to improve monitoring systems and increase consistency in ELD placement practices across all sites.

Action 5.5 supported International Academy and newcomer programming. This action was partially implemented due to staffing shortages at Rolling Hills Middle School that limited full implementation of newcomer supports. Despite staffing challenges, students continued to receive supplemental ELD support through advisory periods and Saturday programming. Watsonville High School completed two professional learning sessions for Newcomer Academy teachers, strengthening instructional capacity to support newly arrived multilingual learners. The district plans to strengthen staffing stability, improve implementation monitoring, and continue expanding newcomer supports during the coming year.

Action 5.6 focused on implementation of the Dual Language Master Plan and expansion of multilingual instructional practices. This action was fully implemented. The district completed the Dual Language Handbook and continued collaboration with the Dual Language Leadership Team to strengthen translanguaging practices and implementation coherence across dual language sites. The district plans to continue implementation monitoring and strengthen instructional fidelity and multilingual learner outcomes.

Action 5.7, involving the use of Language Line interpretation services, was fully implemented. Following district refresher trainings and communication to staff, secondary school sites demonstrated approximately a 24% increase in Language Line utilization between August and December 2025. Interpretation services supported communication in Spanish as well as Mixteco and Arabic, strengthening multilingual family engagement and equitable communication systems. The district plans to continue staff training and strengthen monitoring of interpretation service usage.

Action 5.8 focused on increasing college and career readiness and A–G access for English Learners at varying English proficiency levels. This action was partially implemented. Watsonville High School added A–G-approved Newcomer Biology and Newcomer Math courses, and counselors strengthened newcomer intake processes, transcript audits, and individualized four-year planning for newcomer students, LTELs, and SIFE/SLIFE students. Although English Learners continue to perform in Red on the Dashboard for ELPI, ELA, and Math, graduation

rates increased significantly to 89.4%, indicating improved long-term student outcomes. The district plans to continue expanding differentiated A–G pathways and targeted supports for newcomer and Long-Term English Learners.

Action 5.9 focused on secondary professional development aligned to ELD Standards and instructional supports for multilingual learners. This action was partially implemented due to districtwide staffing reductions and reassignment of district English Learner coaches back to classroom positions. Planned districtwide coaching and cross-site professional learning opportunities were reduced to prioritize site-based leadership support. ELD 3D curriculum training modules began during second semester and will continue during the next school year. The district plans to expand Integrated ELD training and strengthen site-based professional development systems.

Action 5.10 focused on bilingual stipends and multilingual staffing supports. This action was partially implemented. Planning occurred in collaboration with Human Resources and PVFT regarding bilingual staffing incentives and recruitment strategies; however, district staffing reductions and reorganization delayed full implementation. The district plans to continue bilingual recruitment efforts and strengthen supports for bilingual authorization pathways.

Action 5.11, focused on development of a districtwide pathway to multilingualism, was not implemented during the current year. Progress was interrupted due to the absence of a Multilingual Learner Director or coordinator position for approximately 18 months, limiting district capacity to fully implement and systematize the initiative. The district plans to reevaluate leadership structures and capacity needed to support multilingual learner initiatives.

Action 5.12 focused on supplemental ELD instructional materials and progress-monitoring supports. This action was partially implemented. IXL and related supplemental instructional tools were utilized in ELA, Math, and ELD courses, with approximately 28% of total IXL usage dedicated to English Learner-focused instruction. These supports contributed to targeted intervention and progress-monitoring efforts in areas where English Learners continue to perform below standard. The district plans to continue implementation of supplemental instructional tools and strengthen monitoring of intervention effectiveness.

Action 5.13 focused on English Learner Specialist (ELS) staffing and targeted intervention supports. This action was fully implemented across most secondary sites. Several middle schools and Watsonville High School increased ELS staffing using supplemental funds to provide additional small-group intervention, progress monitoring, and language development supports. Staffing shortages at Rolling Hills Middle School International Academy limited implementation capacity at that site. Expanded ELS supports contributed to improved ELPI outcomes, increased reclassification rates, and stronger intervention systems districtwide. The district plans to continue strengthening ELS implementation systems and improve consistency of supplemental support delivery across sites.

Overall, Goal 5 demonstrated meaningful progress in English Learner outcomes, particularly in English Learner graduation rates, ELPI growth, suspension reduction, reclassification outcomes, and multilingual family engagement. Challenges included staffing shortages, inconsistent implementation of professional development systems, and reduced district capacity for multilingual leadership initiatives. Reflections on implementation resulted in plans to strengthen Integrated and Designated ELD systems, improve placement and monitoring structures, expand newcomer and LTEL supports, and increase consistency of implementation across school sites.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures within Goal 5 primarily resulted from staffing adjustments, implementation timelines, expanded college and career readiness supports, and adjustments to multilingual program implementation.

Action 5.4 expenditures were lower than projected due to staffing vacancies, scheduling adjustments, and implementation changes related to English Language Development enrollment and course delivery.

Action 5.5 expenditures were significantly lower than budgeted due to implementation adjustments, lower-than-anticipated operational costs, and staffing changes related to the International Academy program.

Action 5.8 exceeded projected expenditures due to expanded college and career readiness opportunities, increased student participation, and additional supports connected to multilingual learners and college and career access initiatives.

Action 5.9 reflected no expenditures during the year due to adjustments in professional development implementation and integration of secondary professional learning into broader district professional development systems.

Action 5.12 reflected no expenditures during the year due to adjustments in the timing and implementation of supplemental ELD instructional materials purchases.

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

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

The effectiveness of Pajaro Valley Unified School District's efforts to support English Learners' language acquisition, academic achievement, multilingualism, and college and career readiness is reflected in improvements across several Goal 5 metrics during the 2025–26 school year. Overall, the district improved the English Learner Progress Indicator (ELPI) from 42.1% to 45.1%, increased English Learner graduation rates from 85.7% to 89.4%, reduced suspension rates from 5.1% to 4.3%, improved English Learner ELA performance from -108.3 to -103.5 points below standard, improved Math performance from -132.5 to -127.5 points below standard, and reduced chronic absenteeism from 22.6% to 22%. While Long-Term English Learner (LTEL) rates increased slightly from 15.3% to 15.6%, the district expanded interventions and monitoring systems intended to improve long-term language acquisition outcomes.

Action 5.1 supported English Learner identification, placement, monitoring, and reclassification systems. This action was highly effective in improving progress toward Goal 5 outcomes. Reclassification rates increased significantly, with 529 students reclassified by winter compared to 289 students during the same reporting period the prior year, and 729 students reclassified districtwide overall. Additionally, 219 students

earned the Seal of Biliteracy, representing approximately a 30% increase. These efforts contributed to improvement in ELPI outcomes and increased access to multilingual achievement opportunities.

Actions 5.2 and 5.9 focused on professional development related to ELD Standards, Integrated and Designated ELD instruction, and supports for English Learners, including English Learners with disabilities and Long-Term English Learners. While implementation was partially limited by staffing reductions and reduced coaching capacity, these actions contributed to districtwide improvements in English Learner academic performance. English Learner ELA Dashboard performance improved from -108.3 to -103.5 points below standard, while Math improved from -132.5 to -127.5 points below standard, with both indicators improving from Red to Orange. Continued expansion of professional learning and coaching supports is expected to further improve instructional consistency and student outcomes.

Actions 5.3 and 5.13 focused on English Learner course access, intervention systems, and English Learner Specialist staffing supports. These actions were effective in strengthening secondary systems for placement, intervention, monitoring, and supplemental supports. Increased staffing capacity across middle schools and high schools contributed to stronger ELPI outcomes, increased reclassification rates, and improved monitoring of English Learner progress. Most middle schools demonstrated strong ELPI performance, with most middle school sites performing in Blue and one in Green on the Dashboard.

Action 5.4 focused on improving ELD course enrollment and placement based on English proficiency data. While implementation varied across sites, improved use of longitudinal ELPAC data and placement criteria contributed to stronger alignment between instructional services and student language proficiency needs. These efforts supported improvement in ELPI outcomes from 42.1% to 45.1%, although continued refinement is needed to improve consistency across all secondary schools.

Action 5.5 supported newcomer programming and International Academy implementation. Despite staffing challenges at Rolling Hills Middle School that limited full implementation, newcomer students continued receiving supplemental ELD supports through advisory periods and Saturday programming. Professional learning for Newcomer Academy teachers at Watsonville High School strengthened instructional supports for newly arrived multilingual learners. These efforts contributed to improved engagement and access to instructional supports for newcomer students.

Action 5.6 focused on implementation of the Dual Language Master Plan and strengthening multilingual instructional practices districtwide. Completion of the Dual Language Handbook and ongoing collaboration with the Dual Language Leadership Team strengthened implementation of translanguaging practices and multilingual learning systems. Continued development of dual language programming supports the district’s long-term goals related to multilingualism and biliteracy.

Action 5.7 focused on Language Line interpretation services and multilingual family communication. This action was effective in improving equitable access to communication and family engagement supports. Secondary school sites demonstrated approximately a 24% increase in Language Line utilization following district trainings and communication efforts. Expanded access to interpretation services in Spanish, Mixteco, Arabic, and other languages strengthened multilingual family engagement and supported improved communication regarding placement, registration, and student supports.

Action 5.8 focused on college and career readiness and differentiated A–G pathway access for English Learners. Expansion of A–G-approved Newcomer Biology and Newcomer Math courses at Watsonville High School, along with improved newcomer intake processes and

individualized four-year planning, strengthened college and career readiness systems for multilingual learners. These efforts likely contributed to the significant increase in English Learner graduation rates from 85.7% to 89.4%, surpassing the district target of 82%.

Action 5.10 focused on bilingual staffing incentives and multilingual staffing supports. While implementation was only partially completed due to staffing reductions and district reorganization, planning and recruitment efforts established foundational systems to strengthen bilingual staffing capacity and language accessibility for multilingual learners and families.

Action 5.11, focused on development of a districtwide pathway to multilingualism, was not effective during the current year due to the absence of district multilingual leadership capacity. Lack of centralized leadership limited the district's ability to fully implement and coordinate multilingual pathway initiatives.

Action 5.12 focused on supplemental instructional materials and intervention supports for English Learners. Use of IXL and related supplemental instructional tools provided additional targeted intervention and progress-monitoring supports in ELA, Math, and ELD. Approximately 28% of total IXL usage was dedicated to English Learner-focused instruction, supporting targeted interventions in areas where English Learners continue to perform below standard.

Overall, the district's Goal 5 actions demonstrated positive effectiveness in improving English Learner outcomes, particularly in ELPI growth, graduation rates, suspension reduction, reclassification outcomes, multilingual family engagement, and access to college and career pathways. Areas requiring continued focus include Long-Term English Learner rates, consistency of ELD implementation across sites, staffing stability, and districtwide multilingual leadership capacity. Continued refinement of instructional systems, professional development, intervention monitoring, and multilingual learner supports is expected to strengthen progress toward Goal 5 outcomes during the coming 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.

Based on reflections from the 2025–26 implementation year, several refinements and revisions have been made to Goal 5 actions to strengthen English Learner language acquisition, academic achievement, multilingualism, and college and career readiness outcomes. These changes are informed by implementation data, Dashboard outcomes, staff feedback, and ongoing analysis of English Learner Progress Indicator (ELPI), graduation, attendance, suspension, and academic achievement data.
Action 5.1, focused on English Learner identification, placement, monitoring, and reclassification systems, will continue with refinements to strengthen progress-monitoring systems and improve consistency of placement practices across sites. Significant gains in reclassification outcomes, including 729 total reclassifications and increased Seal of Biliteracy participation, demonstrated positive impact; however, continued refinement is needed to improve monitoring of Long-Term English Learners (LTELs), strengthen secondary placement systems, and increase early reclassification opportunities. Additional focus will be placed on improving alignment between ELD placement practices, student language proficiency data, and family communication systems.
Action 5.2, focused on elementary professional development related to Designated and Integrated ELD instruction, will be revised to strengthen implementation monitoring and increase site-based coaching supports. Partial implementation and inconsistent instructional

follow-through across sites highlighted the need for more structured coaching systems, stronger integration of ELD practices across content areas, and expanded support for English Learners with disabilities and LTELs.
Action 5.3, focused on English Learner course access and supplemental English Learner Specialist supports, will continue with refinements to monitoring systems and intervention tracking. Expanded staffing supports contributed to improved ELPI outcomes and stronger secondary monitoring systems; however, the district identified a need for more centralized systems to monitor course access, intervention participation, and timely student placement adjustments.
Action 5.4, focused on English Language Development course enrollment and placement by proficiency level, will be revised to improve consistency of implementation across secondary schools. Reflections on implementation identified ongoing inconsistencies in alignment between ELPAC proficiency data and ELD course placement. The district will continue refining placement criteria and increasing monitoring of designated ELD enrollment practices to better support English Learner Progress Indicator outcomes and reclassification rates.
Action 5.5, supporting International Academy and newcomer programming, will continue with increased focus on staffing stability, newcomer transition systems, and implementation monitoring. Staffing shortages at Rolling Hills Middle School impacted full implementation of newcomer supports during the current year. The district plans to strengthen newcomer transition supports, improve implementation fidelity, and clarify placement and exit practices for newcomer students transitioning into mainstream coursework.
Action 5.6, focused on implementation of the Dual Language Master Plan and multilingual instructional practices, will continue with expansion of implementation monitoring and instructional support systems. As the district expands dual language programming, additional focus will be placed on strengthening translanguaging practices, instructional fidelity, and recruitment of bilingual and BCLAD-certified staff to support multilingual learner outcomes.
Action 5.7, focused on Language Line interpretation services and multilingual family communication, will continue with expanded staff training and implementation monitoring. Increased utilization of interpretation services demonstrated positive impact on multilingual family engagement; however, site feedback identified a continued need for staff training and stronger monitoring of language access implementation across school sites.
Action 5.8, focused on college and career readiness and differentiated A–G pathways for English Learners, will be refined to further strengthen newcomer and LTEL access to rigorous coursework and individualized graduation planning. The addition of A–G-approved newcomer courses and strengthened four-year planning systems contributed to increased graduation rates for English Learners; however, ongoing Dashboard performance in ELPI, ELA, and Math demonstrates a continued need for expanded instructional and intervention supports.
Action 5.9, focused on secondary professional development related to ELD Standards and instructional supports, will be revised to strengthen districtwide coaching and Integrated ELD implementation. Staffing reductions and reassignment of district English Learner coaches limited implementation of districtwide professional learning systems during the current year. Future implementation will focus on expanded ELD 3D training, increased Integrated ELD support for content-area teachers, and stronger site-based instructional coaching systems.
Action 5.10, focused on bilingual stipends and multilingual staffing supports, will continue with additional refinement to recruitment systems and bilingual authorization pathways. Staff feedback and implementation challenges identified the need for clearer implementation systems and expanded support for bilingual credentialing and multilingual staffing development.
Action 5.11, focused on development of a districtwide pathway to multilingualism, will be revised due to limited implementation during the current year. The absence of a Multilingual Learner Director or coordinator position for approximately 18 months significantly impacted implementation capacity. The district plans to reevaluate leadership structures and continue exploring phased implementation of multilingual pathway systems as staffing capacity increases.

Action 5.12, focused on supplemental ELD instructional materials and intervention supports, will continue with increased monitoring of implementation consistency and intervention effectiveness across school sites. Supplemental instructional tools supported targeted intervention and progress-monitoring systems; however, district leadership identified a need for stronger consistency in implementation and use of intervention data to inform instructional adjustments.
Action 5.13, focused on English Learner Specialist staffing and supplemental intervention supports, will continue with refinements to implementation systems and service delivery expectations across sites. Expanded English Learner Specialist staffing contributed positively to ELPI outcomes and reclassification rates; however, staffing shortages at some sites impacted consistency of implementation and supplemental support delivery.
Overall, these revisions reflect the district's continued focus on strengthening instructional quality, improving consistency of implementation across school sites, increasing multilingual family engagement, expanding newcomer and LTEL supports, and accelerating English language acquisition and academic achievement outcomes for multilingual learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Learner placement and support	English Language Learner Identification and monitoring including SEAL of Biliteracy Ceremony; English Language Learners will be properly identified and placed in appropriate language level/pathways and/or specialized program (ie. International Academy) and services. Placement will be informed by formative and summative academic and language development results and personnel with strategic moves for LTEL's.	$230,698.00	Yes
5.2	Elementary Professional Development	The teachers and administrators will be provided professional development to consistently and masterfully implement the English Language Development Standards along with the CCSS as described in the Master Plan to increase the quality of instruction to English Learner students. LTEL students will be identified and trageted strategies will be implemented to increase langugae proficiency for this group. This includes designated and integrated ELD during the instructional day; invest in resources and professional development to provide focused support for our EL students to build their home language assets and to increase the quality of instruction to EL students.		Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Course Access	Course Access: Additional FTE to assist in monitoring EL course access.	$34,609.00	Yes
5.4	English Language Development Enrollment	Build English Language Development course enrollment and groupings based on English Language Development by proficiency using formative and summative assessments and personnel to administer tests. Provide program and community support for English Language Development.	$588,519.00	Yes
5.5	International Academy	Support the curriculum and courses in the International Academy at the middle school and high school level to focus on English Development for quick transition to mainstream courses. The International Academy is for students who have been in the country for less than one and half years and is at an L1 proficiency level.	$333,320.00	Yes
5.6	Dual Language programs	Complete the Dual Language School Master Plan with the addition of Dual Language School Programs.	$314,931.00	Yes
5.7	Language Line	Language Line is the services for staff to be able to communicate with families of English Learners.	$51,750.00	Yes
5.8	College and Career Readiness	To increase the number of English Learner students who graduate A-G eligible, the district will create pathways to A-G courses for ELs entering high school with different English Language Development proficiency levels	$1,576,590.00	Yes
5.9	Secondary Professional Development	Provide professional development for teachers and administrators to consistently and masterfully implement the English Language Development Standards along with the adopted ELD curriculum. This includes targeted strategies for Long-Term English Learners (LTELs) and focused support for our EL students to build their home language assets and to increase quality of instruction to EL Services.	$11,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.10	Bilingual Stipends	LREBG action: Stipends are given to bilingual staff who are directly working with English Learners. This is to help support accessibility of instruction, translation services, as well as home communication.	$1,568,846.00	Yes
5.11	Support for the pathway to multilingualism	Define and develop a District pathway to achieve multilingualism (K-12) that includes placement assessments at transition grades (eg: 5th to 6th, 8th to 9th)	$20,700.00	Yes
5.12	Supplemental ELD instructional materials	Supplemental ELD instructional materials to support emerging and expanding English learners. (English Learners are in Red in English Learner Progress, ELA, Math.)	$20,700.00	Yes
5.13	English Learner Specialists-supplemental	Middle school and High School ELS to provide supplemental and targeted support for English learners		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate: a) New School b) Renaissance High School	a) 68.8% b) 84%	2023-2024 Graduation Rate: a) New School: 72%	2024-2025 Graduation Rate: a) New School: 96%	a) 85% b) 90%	a) New School: +27.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			b) Renaissance High School: 84%	+ 24% b) Renaissance High School: 84% Maintained		b) Renaissance High School: No Change
6.2	Attendance Rate a) New School b) Renaissance	a) 89.96% b) 77.43%	2023-2024 Attendance Rate: a) New School: 88.56% b) Renaissance High School: 78.05%	2024-2025 Attendance Rate: a) New School: 83.4% -4.9% b) Renaissance High School:79.9% +1.85%	a) 95% b) 88%	a) New School: -6.56% b) Renaissance High School: +2.47%

Goal Analysis [2025-26]

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

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

In 2025–26, Goal 6 continued to focus on supporting the social-emotional, behavioral, and academic needs of students at Renaissance Continuation High School and New School Community Day School, with an emphasis on improving attendance, school connectedness, student engagement, and graduation outcomes for students experiencing significant academic and social-emotional barriers. Both schools continued implementing MTSS-aligned supports, restorative practices, PBIS strategies, family engagement efforts, and expanded student activities designed to foster a supportive and engaging school environment.

At Renaissance High School, Actions 6.1 through 6.5 were fully implemented during the 2025–26 school year. Renaissance continued strengthening its Tier 1 PBIS framework through improved behavioral systems, schoolwide expectations, and positive student recognition practices. Suspension rates tracked in Synergy decreased by 3.4%, and 100% of students were recognized through the 5-Star positive behavior system. Staff reported improved consistency in schoolwide expectations and Tier 1 behavioral supports.

Attendance improvement efforts under Action 6.2 included implementation of attendance incentives, recognition assemblies, and positive attendance rewards. Attendance improved by 1.85%, and 73% of Renaissance students maintained an attendance rate of 80% or higher during the first semester. Staff noted that the school's highly mobile student population and significant chronic absenteeism continued to present implementation challenges despite overall progress.

Student engagement and school connectedness continued to improve through expanded ASB activities, spirit events, and student participation opportunities under Action 6.3. Data showed that 98.9% of students attended at least one school event, 87.4% attended two or

more events, and 35.8% participated in at least one ongoing activity or club, reflecting strong student engagement efforts throughout the year.

Under Action 6.4, Renaissance implemented college and career exploration opportunities including visits to Cabrillo College, Hartnell College, and California State University Monterey Bay, as well as presentations from the Carpenters Union and Universal Technical Institute guest speakers. While implementation was successful overall, planned events were impacted by a counselor maternity leave during part of the school year. Staff noted that strong participation rates indicated students remained engaged in post-secondary planning opportunities.

Action 6.5 was fully implemented through individualized graduation planning and ongoing academic counseling. Renaissance reported that 100% of students had individualized graduation plans in place to support credit completion and post-secondary goal setting.

At New School Community Day School, implementation focused heavily on strengthening family connectedness, student belonging, and college and career readiness for students with significant attendance, behavioral, and academic needs. Action 6.6, the New School Family Connection program, was partially implemented and expanded family engagement opportunities through use of school facilities for laundry access, cooking activities, and community support efforts. Families increasingly participated in SSC meetings, and staff reported stronger family connectedness through outreach conducted by the Community School Specialist. Students and families also participated in activities supporting the Pajaro Valley shelter through use of the school kitchen facilities.

Action 6.7, New School College and Career Readiness, was fully implemented. The school hosted weekly guest speakers and monthly campus visits focused on exposing students and families to post-secondary opportunities and living-wage career pathways. Graduation rates increased by 24%, reflecting significant progress toward the goal of improving student outcomes and future planning opportunities. Staff emphasized the importance of involving families in college and career exploration conversations to strengthen long-term student planning and aspirations.

Action 6.8 focused on student activities and community-building opportunities at New School. Outdoor education, character development activities, and relationship-centered programming continued to strengthen student belonging and peer connections. Staff reported that while approximately 10% of students remained chronically absent, the remaining 90% attended regularly, demonstrating increased engagement and school connection among participating students.

Overall, Goal 6 implementation demonstrated continued progress in strengthening school climate, attendance systems, student engagement, family connection, and post-secondary planning opportunities across both Renaissance and New School. Key successes included improved attendance outcomes, reduced suspensions, increased student participation in school activities, expanded family engagement, and increased graduation outcomes at New School. Ongoing challenges included chronic absenteeism, student mobility, staffing interruptions, and the complex behavioral and mental health needs often present within alternative education settings. Despite these challenges, both schools continued building stronger systems of support focused on belonging, engagement, and student success.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures within Goal 6 primarily resulted from implementation adjustments, staffing capacity, student participation levels, and expanded family and student support activities at Renaissance High School and New School Community Day School.

Action 6.1 exceeded projected expenditures due to expanded implementation of PBIS supports, student wellness activities, and school climate initiatives at Renaissance High School.

Action 6.2 expenditures were lower than projected due to implementation adjustments and reduced operational costs associated with attendance support programming.

Action 6.3 expenditures were lower than budgeted due to adjustments in student activity implementation, participation levels, and operational costs during the school year.

Action 6.4 expenditures were lower than projected due to implementation timing adjustments and reduced costs associated with college and career readiness activities.

Action 6.6 exceeded projected expenditures due to expanded family connection and engagement activities implemented at New School Community Day School.

Action 6.7 exceeded projected expenditures due to expanded college and career readiness supports and increased student participation in New School programming.

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

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

Metric Outcomes and Analysis
Graduation Rate – New School Community Day School
Baseline: 68.8%
2024–25 Outcome: 96%
Change: +24%

Analysis: New School demonstrated substantial improvement in graduation outcomes, far exceeding the 5% improvement target identified in Goal 6. This increase appears closely connected to implementation of Actions 6.6, 6.7, and 6.8, which focused on strengthening family connectedness, college and career readiness, student engagement, and relationship-centered supports. Weekly guest speakers, monthly college visits, individualized support systems, and expanded family outreach efforts helped increase student motivation, future planning, and

school connectedness. Staff also emphasized connecting students and families to post-secondary opportunities that support long-term economic stability and living-wage career pathways.

Although several California School Dashboard indicators at New School Community Day School did not receive performance colors due to the school's small student population size, the Dashboard did identify the school as Red for Suspension Rate. This indicates that while graduation outcomes improved significantly, behavioral and engagement supports remain an important ongoing area of focus.

Graduation Rate – Renaissance Continuation High School
Baseline: 84%
2024–25 Outcome: 84%
Change: Maintained

Analysis: Renaissance High School maintained its graduation rate at 84%, reflecting continued stability in supporting students toward graduation completion despite serving a highly mobile and credit-deficient student population. Actions 6.1 through 6.5 contributed to maintaining this outcome through PBIS implementation, individualized graduation planning, attendance interventions, student engagement opportunities, and college and career readiness activities. While growth beyond the baseline was not observed, maintaining graduation rates in an alternative education setting demonstrates continued effectiveness of intervention systems and student support structures.

California School Dashboard results for Renaissance High Continuation showed Green performance for English Learner Progress, Yellow for Graduation Rate and Suspension Rate, and Red for College/Career readiness. Several academic indicators, including Mathematics and Science, did not receive performance colors due to insufficient student counts. These Dashboard outcomes reflect both the progress and continuing challenges associated with serving highly at-risk alternative education students.

Attendance Rate – Renaissance Continuation High School
Baseline: 77.43%
2024–25 Outcome: 79.9%
Change: +1.85%

Analysis: Renaissance demonstrated moderate improvement in attendance outcomes during the 2024–25 school year. Action 6.2, which implemented attendance incentive programs, recognition assemblies, and positive attendance rewards, appears to have positively impacted student attendance and engagement. Additional evidence of effectiveness includes data showing that 73% of Renaissance students maintained attendance rates above 80% during the first semester. Expanded student activities, PBIS supports, and increased school engagement opportunities likely contributed to stronger student connectedness and improved attendance participation.

Although Chronic Absenteeism did not receive a Dashboard performance color due to insufficient student counts, local attendance data and participation indicators suggest modest improvement in student engagement and attendance consistency at Renaissance.

Attendance Rate – New School Community Day School
Baseline: 89.96%
2024–25 Outcome: 83.4%

Change: -4.9%

Analysis: Attendance rates at New School declined during the 2024–25 school year despite implementation of student engagement, restorative practices, and family connection efforts. Staff noted that a small group of chronically absent students significantly impacted the overall attendance percentage, while approximately 90% of students attended regularly and demonstrated stronger school connectedness. Students enrolled at New School often experience significant barriers including housing instability, mental health concerns, inconsistent prior school engagement, and family challenges that continue to impact attendance outcomes.

Several Dashboard indicators for New School Community Day School did not receive performance colors because the school population did not meet the minimum student count thresholds required for state reporting. As a result, local measures, participation data, graduation trends, and qualitative implementation evidence remain critical tools for evaluating program effectiveness and student engagement outcomes at the site.

School Climate and Student Engagement Indicators

Additional implementation evidence suggests positive progress in strengthening school climate and student engagement across both sites.

Renaissance suspension rates decreased by 3.4% through implementation of PBIS and restorative practices.
100% of Renaissance students were recognized through the 5-Star positive behavior system.
At Renaissance, 98.9% of students attended at least one school event, while 87.4% attended two or more events, demonstrating high levels of student participation and engagement.
New School expanded outdoor education, character development, and community-building opportunities that strengthened peer relationships, student belonging, and engagement with school.
Overall Effectiveness

Collectively, the outcomes under Goal 6 demonstrate meaningful progress in strengthening school climate, student connectedness, graduation outcomes, and student engagement at Renaissance Continuation High School and New School Community Day School.

Actions 6.1 through 6.5 at Renaissance contributed to improved behavioral outcomes, increased student engagement, stable graduation rates, and modest attendance gains through implementation of PBIS systems, attendance supports, individualized graduation planning, and expanded student activities.

Actions 6.6 through 6.8 at New School appear to have significantly contributed to increased graduation outcomes, stronger family engagement, and improved student connectedness through relationship-centered supports, college and career readiness opportunities, and expanded family outreach efforts.

While attendance outcomes remain an area of continued need, particularly at New School, the overall implementation of Goal 6 actions demonstrates positive movement toward creating more supportive, engaging, and student-centered alternative education environments for high-needs students.

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 reflection of implementation and outcome data from 2025–26, no substantive changes were made to the overall Goal 6 goal statement or core metrics related to attendance and graduation rates for Renaissance Continuation High School and New School Community Day School. The district will continue prioritizing student connectedness, attendance improvement, graduation outcomes, and social-emotional supports within alternative education settings.

For the coming year, the district will continue refining and strengthening implementation of the existing actions based on lessons learned through the first years of implementation. Particular focus will be placed on expanding interventions and supports related to chronic absenteeism, behavioral health needs, family engagement, and post-secondary readiness.

At Renaissance High School, the district plans to strengthen attendance intervention systems and continue expanding PBIS and restorative practices to improve consistency across classrooms and student support systems. Based on reflections from implementation, the school will continue emphasizing student recognition systems, attendance incentives, individualized graduation planning, and expanded college and career readiness opportunities. Additional attention will also be given to strengthening College and Career Indicator outcomes, which remain an identified area of need based on Dashboard results.

At New School Community Day School, reflection on attendance outcomes highlighted the need for intensified family outreach, individualized attendance supports, and stabilization efforts for students experiencing significant barriers to consistent school attendance. As a result, the district plans to continue and strengthen relationship-centered engagement strategies, family connection supports, and community-building opportunities. The Family Connection program will continue to be expanded to increase student and family access to supportive services and strengthen school-home partnerships.

Additionally, reflections on Dashboard reporting indicated that several state indicators for both alternative education sites did not receive performance colors due to insufficient student counts. As a result, the district will continue relying on local measures, participation data, graduation outcomes, attendance trends, and qualitative evidence to monitor effectiveness and guide continuous improvement efforts for these small alternative school settings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Renaissance PBIS	Align Renaissance High School policies, procedures and practice with PBIS Tier 1 Practices.	$86,955.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
6.2	Renaissance Attendance Program	Implement an attendance incentive program at Renaissance Continuation High School that rewards students for consistent attendance with recognition, privileges, and tangible rewards, to motivate and encourage regular attendance. This program aims to reduce absenteeism and improve overall student engagement and success.	$13,428.00	No Yes
6.3	Renaissance Student Activities	Increase ASB student activities at Renaissance Continuation High School by organizing regular events such as themed dances, student-led clubs, community service projects, and spirit weeks, designed to enhance student engagement, foster school spirit, and build a stronger sense of community.	$16,909.00	No Yes
6.4	Renaissance College and Career	Implement a comprehensive college exploration program at Renaissance Continuation High School, including college fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid, to encourage students to focus on and plan for their post-high school education and career paths.	$36,078.00	No Yes
6.5	Renaissance Graduation Plans	Develop and implement individualized graduation plans for each student at Renaissance Continuation High School, involving personalized academic counseling sessions, goal-setting meetings, and regular progress reviews to tailor educational pathways that align with students' unique strengths, interests, and post-graduation goals.	$59,030.00	No Yes
6.6	New School Family Connection	Implement an after-school program at Renaissance Continuation High School that allows students and families to use school facilities for basic services, such as cooking and laundry.	$24,590.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
6.7	New School College and Career	Implement a comprehensive college exploration program at New School Community Day School, including college fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid, to encourage students to focus on and plan for their post-high school education and career paths.	$32,374.00	No Yes
6.8	New School Student Activities	ASB activities, Spirit Days, Teambuilding	$33,111.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$58,206,993	$6,575,961

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.801%	1.156%	$1,886,976.04	35.957%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Early Literacy **Need:** District literacy data continue to show significant achievement gaps for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, particularly in early literacy.	The SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) reading program is designed to address the needs of unduplicated pupils, such as English Learners, socioeconomically disadvantaged students, and foster youth, by providing systematic and explicit instruction in foundational literacy skills. By focusing on phonological awareness, phonics, and sight word recognition, SIPPS aims to build a strong foundation in reading proficiency, which is	DIBELS Data, STAR

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		assessment practices. For students requiring additional support, intensive interventions at Tier 2 and 3 levels are provided, tailored to their specific needs and delivered by highly qualified educators and specialists. By offering MTSS supports on an LEA-wide basis, the district ensures equitable access to high-quality instruction and support services, maximizes resources, promotes consistency in practices across schools, and fosters a collaborative culture of continuous improvement focused on meeting the needs of every student from the earliest stages of their educational journey.	
1.3	**Action:** Supplemental Instructional Supports **Need:** English Learners continue to demonstrate some of the lowest literacy outcomes in the district, while homeless and socioeconomically disadvantaged students remain well below standard in English Language Arts and Mathematics. **Scope:** LEA-wide	Providing supplemental staffing, instructional materials, resources, and professional development to support the curriculum, including a Language Development Approach, directly addresses the needs of unduplicated pupils, such as English Learners, socioeconomically disadvantaged students, and foster youth. By allocating additional resources and personnel to support language development and academic achievement, the district ensures that all students have access to the support they need to succeed academically, regardless of their background or language proficiency. Professional development opportunities focused on the Language Development Approach equip educators with the knowledge and strategies needed to effectively support language acquisition and proficiency among English Learners and other students who may require additional language support. Providing these resources and supports on an LEA-wide basis ensures equitable access to high-quality instruction and support services for all students across the district, promoting academic	DIBELS, IDEL, CAASPP, STAR

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		success, language development, and overall educational equity.	
1.4	**Action:** Professional development **Need:** Achievement gaps for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness require consistently strong Tier 1 instruction across all classrooms. **Scope:** LEA-wide	Providing professional development on an ongoing and as-needed basis to enhance the implementation of the MTSS Tier 1 core curriculum instruction is crucial for addressing the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. By offering targeted training sessions and support to educators, the district ensures that teachers have the knowledge, skills, and resources needed to effectively deliver high-quality instruction that meets the diverse needs of all students within the general education classroom setting. This professional development focuses on evidence-based practices for differentiated instruction, culturally responsive teaching strategies, and the integration of instructional technologies to enhance student engagement and learning outcomes. By providing professional development on an LEA-wide basis, the district ensures consistency in instructional practices across schools, promotes equity in access to effective teaching strategies and resources, and fosters a culture of continuous improvement where educators collaborate and learn from one another to better support the academic success of all students, particularly those who may be historically marginalized or underserved.	STAR, DIBELS, CAASPP
1.6	**Action:** Educational technology **Need:** Local data show that students experiencing homelessness continue to perform significantly	Providing students access to adaptive educational technology and updated technology, supplements the core instructional program and addresses the diverse needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. These	STAR, DIBELS, CAASPP, Edtech Program Usage

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard in English Language Arts and Mathematics, while socioeconomically disadvantaged students remain below standard and English Learners continue to demonstrate persistent literacy gaps. **Scope:** LEA-wide	adaptive technology programs offer personalized learning experiences tailored to each student's individual needs, allowing for targeted instruction and intervention to support academic growth and proficiency. By annually evaluating the effectiveness, usage, and user interface of these programs, the district ensures that resources are aligned with student needs, remain relevant, and maximize impact. Providing access to adaptive educational technology on an LEA-wide basis ensures equitable access to these resources for all students across the district, regardless of their background or individual learning needs. This action promotes consistency in instructional support, fosters a culture of innovation and technology integration, and ultimately enhances student outcomes by providing personalized learning experiences that meet the diverse needs of all learners within the district.	
1.7	**Action:** Culturally responsive classrooms and teaching **Need:** District data show persistent academic disparities for English Learners, socioeconomically disadvantaged students, and students experiencing homelessness. **Scope:** LEA-wide	Further developing and implementing Culturally and Linguistically Responsive Pedagogy (CLRP) and Ethnic Studies addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by providing culturally relevant and inclusive educational experiences that affirm their identities, histories, and cultures. By offering courses in Ethnic Studies at the high school and middle school levels, as well as making curricular adjustments within elementary schools, the district ensures that students have opportunities to explore diverse perspectives, histories, and contributions within their education. Providing professional development in CLRP and relationship-based pedagogy equips educators with the knowledge, skills, and strategies needed	CAASPP, Student grades, Graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to create inclusive and supportive learning environments that honor students' cultural backgrounds and foster positive relationships. Additionally, updating library collections and providing professional development for Library Media Technicians ensures that students have access to diverse and representative literature and resources that reflect their identities and experiences. By implementing these initiatives on an LEA-wide basis, the district ensures equitable access to culturally responsive education for all students, promotes inclusivity and diversity in the curriculum, and fosters a sense of belonging and empowerment among unduplicated pupils across the district.	
1.9	**Action:** College and career development **Need:** English Learners continue to complete A-G requirements at substantially lower rates (10%). **Scope:** LEA-wide	Offering engaging instruction in all classes, multiple credit recovery options, and jump start/bridge programs to assist in the transition from middle to high school addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by providing comprehensive support and opportunities for academic success and advancement. By offering engaging instruction in all classes, the district ensures that all students have access to rigorous and meaningful learning experiences that promote student engagement, motivation, and achievement. Multiple credit recovery options provide students with opportunities to make up missed credits and stay on track for graduation, addressing the needs of students who may have experienced academic challenges or setbacks. Jump start/bridge programs support the transition from middle to high school, providing students with the necessary skills, resources, and support to navigate the	Graduation rate, Attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		academic and social demands of high school successfully. Additionally, offering a range of programs and experiences across the district, such as AVID, CTE pathways, EAOP supports, dual enrollment, and project-based learning, addresses the diverse needs and interests of unduplicated pupils by providing access to a variety of educational pathways and opportunities for academic and career advancement. These programs offer targeted support and resources to help students build academic skills, explore career interests, and prepare for post-secondary education and careers, ultimately promoting equity in access to educational opportunities and outcomes for all students across the district. Providing these actions on an LEA-wide basis ensures equitable access to high-quality educational programs and experiences for all students, regardless of their background or individual needs, and promotes a culture of inclusivity, diversity, and academic excellence throughout the district.	
1.12	**Action:** Expand CTE Pathways **Need:** English Learners, Latinx(Hispanic per CDE), and Students with Disabilities, are low or very low as rated by the college and career readiness indicator on the CA Dashboard. District data show that while overall A-G completion increased to 50%, only 10% of English Learners met A-G requirements **Scope:**	Implementing CTE pathways of Land, Sea, Air, and Space at Watsonville High School, Public and Community Health at Pajaro Valley High School, and Web and Social Media Programming/Design at Watsonville High School benefits unduplicated students by offering specialized career preparation and skills development opportunities that align with their interests and career aspirations. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face barriers to accessing higher education and career opportunities. By providing targeted CTE pathways that cater to	Attendance rate, Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	diverse industries and career fields, the district empowers unduplicated students to explore and pursue career paths that resonate with their strengths and interests, ultimately increasing their engagement, motivation, and academic success. Offering these pathways on a school-wide basis ensures equitable access to high-quality CTE education and resources for all students, regardless of their background or individual needs, thereby promoting educational equity, workforce readiness, and post-secondary success for unduplicated students across the school district.	
1.13	**Action:** Multi-tiered systems of support (MTSS) - **Need:** Baseline literacy data showed that only 4.4% of English Learner third-grade students and 2.9% of English Learner fifth-grade students were reading at or above grade level. **Scope:** LEA-wide	Supporting district-wide implementation of Multi-Tiered Systems of Support (MTSS) in attendance, academics, behaviors, and social-emotional learning (SEL) through comprehensive professional development benefits unduplicated students by providing targeted interventions and support services that address their diverse academic and socio-emotional needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional support to succeed academically and navigate social-emotional challenges. By providing professional development for administrators, teachers, counselors, and support staff, the district ensures that all educators have the knowledge, skills, and resources to effectively implement MTSS practices and provide tiered interventions that meet the needs of unduplicated students. Providing district-wide MTSS support on an LEA-wide basis ensures equity in access to high-quality support services and interventions for all students, regardless of their background or individual needs, thereby promoting academic success, social-emotional	

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
		well-being, and overall educational equity for unduplicated students across the district.	
1.19	**Action:** El Sistema **Need:** Local data demonstrate significant academic disparities for English Learners, socioeconomically disadvantaged students, and foster youth, including low rates of students reading at grade level in the elementary grades. (These groups are Red in ELA and Math: Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:** Schoolwide	Partnering with El Sistema to continue the program in expanded learning programs provides unduplicated students with access to music education, fostering academic and social development. Unduplicated students often face barriers to accessing extracurricular activities and enrichment programs. Offering this program school-wide ensures equitable access to enrichment opportunities, promoting inclusivity and fostering a culture of artistic expression for all students.	Youth Truth, Attendance rate
1.23	**Action:** Personnel **Need:** (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged. English Learners and LTEIS in Orange for Chronic absenteeism, Math, ELA. EL's in Orange for College and Career.) **Scope:** LEA-wide	Assigning Assistant Principals at secondary schools to facilitate the assessment and multi-tiered systems (MTSS) supports on the school campus benefits unduplicated students by ensuring they receive targeted academic interventions and support services tailored to their individual needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional academic support to succeed in school. By having dedicated personnel overseeing the MTSS process, unduplicated students can be identified early, allowing for timely interventions and support services to address their academic growth and success. Providing this support on a LEA-wide basis ensures equity in access to high-quality academic interventions and support	CAASPP, DIBELS, IXL

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
		services for all students across the district, regardless of their background or individual needs. By implementing MTSS practices district-wide, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for all students. Additionally, providing this support on a LEA-wide basis helps address disparities in academic outcomes and ensures that unduplicated students have the resources and support they need to thrive academically.	
1.27	**Action:** Elementary Visual and Performing Arts **Need:** District data show that 88% of elementary students and 89% of secondary students currently have access to visual arts programming, demonstrating continued opportunity to expand equitable access. At the same time, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness continue to experience significant academic disparities in English Language Arts and Mathematics. **Scope:** LEA-wide	Continuing visual and performing arts at all elementary sites through release specialty teachers ensures unduplicated students have equal access to enriching arts education. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education outside of the school setting due to factors such as limited resources or lack of exposure. By offering these programs district-wide, the district fosters a culture of artistic expression and creativity, addressing disparities in access to arts education resources and opportunities. This approach supports a well-rounded education for all students.	Attendance rate, CAASPP
1.30	**Action:** Assessment **Need:**	Utilizing formative and summative assessments to monitor student learning and provide Tier 1, 2, and 3 supports helps unduplicated students by identifying their specific academic needs and delivering targeted interventions. Unduplicated	CAASPP, Dibels, Paradigm, STAR

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	Baseline data also showed that only 4.4% of English Learner third-grade students and 3.9% of English Learner fifth-grade students were performing at or above grade level in reading and mathematics, respectively **Scope:** LEA-wide	students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional support to achieve academic success. By regularly assessing student performance, educators can tailor instruction and interventions to address learning gaps and promote progress. Providing this support on a LEA-wide basis ensures that all students across the district, regardless of their background or individual needs, receive consistent and equitable access to high-quality education and support services. This approach promotes inclusivity, academic equity, and fosters a culture of continuous improvement, ensuring that unduplicated students have the necessary resources and support to thrive academically and reach their full potential.	
1.33	**Action:** Literacy Professional Development **Need:** SED and Multilingual learners **Scope:** Schoolwide	PVUSD English Learners and Socioeconomically Disadvantaged students continue to experience lower literacy outcomes, particularly in the early grades. Providing high-quality, evidence-based literacy instruction through ongoing professional learning and coaching strengthens Tier 1 instruction in every classroom, ensuring unduplicated pupils have consistent access to effective reading instruction without limiting supports to individual schools. Because these student groups are enrolled across the district, this action is provided on a schoolwide basis to improve equitable literacy outcomes for all students while principally benefiting unduplicated pupils.	Dibels BOY, MOY, EOY ; CAASPP
1.34	**Action:** Expanded Learning Opportunities and Academic Recovery	Services provided through before-school, after-school, intersession, summer, and extended-day programming increase access to timely academic	Dibels, CAASPP ELA & MATH, Chronic Absenteeism

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	Need: Unduplicated pupils, including English Learners, Low Income students, and Foster Youth, continue to demonstrate disproportionate rates of chronic absenteeism and lower academic performance in English Language Arts and mathematics as reflected in local assessment data and the California School Dashboard. Stakeholder feedback and student data also indicate a need for increased access to timely academic intervention, enrichment opportunities, extracurricular participation, and supportive learning environments beyond the traditional school day. **Scope:** LEA-wide	support, literacy and mathematics intervention, homework assistance, credit recovery, and enrichment opportunities that many unduplicated pupils may otherwise be unable to access outside of school. These opportunities also strengthen student engagement, belonging, and connection to school, which supports improved attendance and participation. Although services are available to all students, the district expects unduplicated pupils to benefit the most because these student groups have been identified through local data and Dashboard indicators as experiencing the greatest needs in academic performance, chronic absenteeism, and access to expanded learning opportunities.	
2.2	**Action:** MTSS Implementation/ MTSS Tier 2/3 Supplemental materials support for MTSS implementation **Need:** Socioeconomically disadvantaged students continue to experience higher suspension rates (4.9%) than desired, while chronic absenteeism remains at 25.6%, indicating the need for coordinated academic, behavioral, and attendance interventions. **Scope:**	Implementing MTSS Tier I strategies and programs at all sites to address attendance, social-emotional, and behavioral needs significantly benefits unduplicated students by providing a proactive, school-wide approach to support their overall well-being and academic success. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face various challenges that can impact their attendance, social-emotional health, and behavior These proactive measures help identify and address issues early, reducing the need for more intensive interventions later. By fostering a supportive and responsive school climate, unduplicated students are more likely to engage in	Attendance rate, Suspension rate,

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	LEA-wide	their learning, feel a sense of belonging, and develop the skills necessary for academic and personal success. Implementing MTSS teams at all sites to facilitate Tier 2 and Tier 3 strategies and supports, such as Check-In/Check-Out (CICO) and social intervention groups, directly benefits unduplicated students by providing targeted, data-driven interventions tailored to their specific needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional, individualized support to overcome academic, social, and behavioral challenges. By having dedicated MTSS teams, schools can effectively identify students who need extra help, monitor their progress, and provide timely and appropriate interventions. Offering these supports on an LEA-wide basis ensures equity, as all students across the district, regardless of their background or individual school, have access to the same level of high-quality support services. This uniform approach ensures that unduplicated students receive the targeted interventions they need to succeed academically and socially. By addressing the diverse needs of students through comprehensive MTSS strategies, the district promotes inclusivity, supports academic achievement, and enhances the well-being of all students, particularly those who are unduplicated. Utilize supplemental materials to ensure students are receiving Tier 2 and 3 supports for SEL and Behavioral needs curriculum and training for staff, partner contracts to increase access to various small group.	

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		Providing these supports on an LEA-wide basis ensures that all students across the district have equitable access to high-quality, consistent support services.	
2.4	**Action:** Home to School Transportation **Need:** Socioeconomically disadvantaged students continue to have an attendance rate of 92.55%, below the district goal of 98%, demonstrating the need to reduce transportation barriers to consistent school attendance. Over 90% of riders are unduplicated. **Scope:**	Providing home-to-school transportation on an LEA-wide basis is principally directed toward and effective in meeting the needs of socioeconomically disadvantaged students, foster youth, and newcomer students by reducing transportation barriers that disproportionately impact these student groups and contribute to chronic absenteeism. Access to reliable transportation is a critical factor in ensuring students can safely and consistently attend school, access support services, and remain connected to their school community. Many socioeconomically disadvantaged families face challenges related to transportation availability, work schedules, housing instability, and limited access to private vehicles. Foster youth may experience placement changes or transportation disruptions that affect school stability and attendance. Newcomer students and families often face additional challenges navigating transportation systems and accessing school sites. In addition, PVUSD serves students across urban, agricultural, and rural communities where long travel distances, limited public transportation options, and safety concerns can create significant barriers to regular school attendance. Although transportation services are available to all students who qualify under district transportation guidelines, the district has determined that unduplicated pupils experience	Attendance rate

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		these barriers at disproportionately higher rates and therefore receive the greatest benefit from this service. Because socioeconomically disadvantaged students, English learners, foster youth, and newcomer students are enrolled throughout the district, including schools that are not eligible for schoolwide Title I programs, limiting transportation services to specific schools would not effectively address their needs. An LEA-wide approach ensures equitable access to safe and reliable transportation regardless of where students live or attend school. This action is expected to contribute to improved attendance and reduced chronic absenteeism among unduplicated pupils. Chronic absenteeism remains a significant area of need within the district, with the District and multiple student groups, including Hispanic students and socioeconomically disadvantaged students, identified in the Red performance level on the California Dashboard, along with numerous school sites. By removing transportation barriers and increasing safe, reliable access to school, the district seeks to improve student engagement, strengthen school connectedness, and support positive school climate and academic outcomes for unduplicated pupils.	
2.6	**Action:** Trauma informed training **Need:** Suspension rates remain disproportionately higher for socioeconomically disadvantaged students (4.9%) and students experiencing homelessness (5.4%) than desired,	Trauma Resiliency Training for schools helps support unduplicated students by equipping educators and staff with the knowledge and skills to recognize, understand, and respond to the effects of trauma that many unduplicated students may experience. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, are	Attendance rate, Youth Truth

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	demonstrating the need for trauma-informed practices that strengthen supportive learning environments and reduce exclusionary discipline. **Scope:** LEA-wide	often more likely to encounter adverse childhood experiences and traumatic events that can significantly impact their academic performance, behavior, and social-emotional well-being. Providing Trauma Resiliency Training on an LEA-wide basis ensures that all school staff across the district are consistently prepared to create a trauma-informed environment. This training helps educators implement strategies that foster a safe, supportive, and responsive school climate, where students feel understood and supported. By adopting trauma-informed practices, schools can better address the emotional and behavioral needs of unduplicated students, reducing barriers to learning and helping them develop resilience.	
2.8	**Action:** Student Supports **Need:** Local data indicate that chronic absenteeism remains at 25.6%, while overall school attendance is 91.7%, demonstrating the continued need for targeted student supports.. **Scope:** LEA-wide	Unduplicated students, including English Learners (New Comer Students), socioeconomically disadvantaged students, and foster youth, often face unique challenges and stressors that can impact their mental health and overall well-being. Implementing this strategy on an LEA-wide basis ensures equity, as all students across the district, regardless of their background or individual school, have access to the support they need. This uniform approach helps to create a consistent standard of care and support throughout the district, ensuring that unduplicated students receive the assistance required to thrive academically, socially, and emotionally.	Youth Truth, Chronic Absenteeism, CAASPP
2.9	**Action:** Community Resources for counseling **Need:** Chronic absenteeism remains at 25.6%, demonstrating the need for expanded school-based counseling and mental health services.	Seeking and establishing services with community agencies to provide counseling services helps support unduplicated students by expanding access to essential mental health and socio-emotional resources. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face unique	Attendance rate, Youth Truth, CAASPP, Academic outcomes

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	Scope: LEA-wide	challenges that can impact their well-being and academic success. These students may have limited access to mental health services due to various barriers, such as financial constraints, lack of transportation, or insufficient availability of services within the school. By partnering with community agencies, PVUSD can provide a broader range of counseling services, ensuring that unduplicated students receive the support they need to address mental health and socio-emotional issues. These partnerships allow for a more comprehensive approach to student well-being, integrating school-based support with community resources to create a more robust support network for students and their families. Providing these services on an LEA-wide basis ensures that all students across the district have equitable access to high-quality counseling services, regardless of their background or individual school. This consistent and inclusive approach promotes equity by addressing disparities in access to mental health resources and ensuring that all students, particularly those who are unduplicated, receive the necessary support to thrive both academically and personally.	
2.10	**Action:** School culture and climate survey **Need:** Only 46% of high school parents reported feeling empowered to participate in school decision-making, indicating the need to better understand and respond to family perspectives. **Scope:**	Distributing a district-wide climate survey to families, students, and staff helps support unduplicated students by providing valuable insights into the health and well-being of the school community. This comprehensive survey allows the district to gather feedback on various aspects of the school environment, including safety, inclusivity, support services, and overall satisfaction. By understanding the perspectives and experiences of all stakeholders, the district can identify areas of strength and areas needing	Youth Truth

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	LEA-wide	improvement, particularly in how the needs of unduplicated students are being met. Additionally, disaggregating the survey data by unduplicated student groups, such as English Learners, socioeconomically disadvantaged students, and foster youth, enables the district to pinpoint specific challenges and tailor interventions more effectively. This detailed analysis helps to ensure that the unique needs of each subgroup are addressed, leading to more targeted and impactful support strategies. Conducting this survey on an LEA-wide basis ensures that all voices are heard, promoting equity and inclusivity in the feedback process. The data collected helps the district make informed decisions to enhance policies, programs, and resources that address the specific needs of unduplicated students.	
2.14	**Action:** Parent Education Specialists **Need:** Only 59% of high school parents reported feeling engaged with their child's school, demonstrating the need for continued family outreach and education. **Scope:** LEA-wide	Hiring three parent education project specialists to support site parent engagement activities and develop district-wide workshops, family nights, and parent education conferences significantly benefits unduplicated students by enhancing family involvement in their education. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often come from families who may face barriers to engaging with the school system due to language differences, work schedules, or lack of familiarity with educational resources. These specialists will work to bridge these gaps by providing tailored support and resources to help parents and caregivers become more actively involved in their children's education. They will organize and facilitate workshops, family nights, and conferences that address the specific needs	Attendance at parent engagement opportunities, youth truth

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		and concerns of unduplicated student families, offering guidance on how to support academic success, navigate the school system, and access community resources. Providing these services on an LEA-wide basis ensures that all families across the district, regardless of their background or individual school, have equitable access to these valuable resources and support systems. This consistent and inclusive approach fosters a stronger connection between home and school, empowering parents to play a more active role in their children's education, which research shows is crucial for student success.	
2.15	**Action:** Family Engagement Plan **Need:** Only 46% of high school parents reported feeling empowered to participate in school decision-making, demonstrating the need for targeted family engagement strategies. **Scope:** LEA-wide	Collaborating with the parent engagement team to create family engagement plans based on each school site's YouthTruth data, disaggregated by student subgroups, supports unduplicated students by addressing the specific needs and concerns of their families in a targeted and data-driven manner. Disaggregating data by student subgroups, such as English Learners, socioeconomically disadvantaged students, and foster youth, provides valuable insights into the unique challenges and experiences of these groups, allowing each school to identify areas for improvement and tailor their engagement strategies accordingly. Implementing these plans on an LEA-wide basis ensures consistency and equity across the district. Every school, regardless of its demographic composition, benefits from a structured approach to family engagement that is responsive to the specific needs of its community. This promotes a cohesive and inclusive environment where all families have the opportunity to contribute to and participate in their children's education, ultimately enhancing the	YouthTruth Data, atendance rate

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		academic and social-emotional outcomes for unduplicated students. By fostering stronger home-school connections, the district supports the overall success and well-being of all students.	
2.16	**Action:** District Parent Engagement Opportunities **Need:** High school parent engagement remains at 59%, indicating the need for continued multilingual family engagement and outreach opportunities. **Scope:** LEA-wide	The Parent Engagement Office's coordination of monthly DELAC, DAC district-wide family opportunities, Parent Education Conferences, and Migrant Parent Education Conference supports unduplicated students by fostering strong family engagement and providing vital educational resources to parents. These efforts ensure that families of English Learners, socioeconomically disadvantaged students, and foster youth have access to important information, support, and tools needed to actively participate in their children's education. Engaging parents through these conferences and meetings helps build a supportive home environment that reinforces student learning and development. Providing these services on an LEA-wide basis ensures that all families across the district, regardless of their background or language, have equitable access to engagement opportunities and resources. By encompassing all departments in the district office and including personnel for translation services, the district promotes inclusivity and ensures effective communication with all families. This comprehensive approach strengthens the connection between home and school, leading to better academic outcomes and overall well-being for unduplicated students.	YouthTruth
2.18	**Action:** College and Career Night **Need:**	Holding a family college and career night during College Week supports unduplicated students by providing their families with crucial information about post-high school options, helping to	Number of students graduating A-G eligible

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	Only 48% of high school students reported that their school helped them understand the steps needed for their desired career, demonstrating the need for expanded college and career engagement opportunities. **Scope:** LEA-wide	demystify the pathways to higher education and careers. Unduplicated students, including English Learners and socioeconomically disadvantaged students often face additional barriers to accessing information about college and career opportunities due to factors such as lack of resources, limited exposure, or unfamiliarity with the application and financial aid processes. By engaging families through a dedicated college and career night, the district may ensures that parents and caregivers receive valuable guidance on various post-secondary options, including colleges, vocational training programs, and career opportunities. This event helps families understand the steps necessary for their children to pursue higher education and careers, including how to navigate applications, financial aid, scholarships, and other resources. Providing this event on an LEA-wide basis ensures that all students and families across the district, regardless of their background or individual school, have equitable access to this important information and more so with unduplicated students.	
2.19	**Action:** Clubs and social activities **Need:** Chronic absenteeism remains at 25.6%, indicating the need for opportunities that strengthen school connectedness and student engagement. **Scope:**	Allocating funding to each site's discretionary budget to include Suicide Awareness Month, LGBTQ+ History Month, and Mental Health Awareness initiatives, along with providing stipends for Youth Wellness Advisory staffing and materials at the secondary level, supports unduplicated students by promoting a safe, inclusive, and supportive school environment. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and	Youth Truth

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	LEA-wide	foster youth, often face unique challenges and stressors that can impact their mental health and sense of belonging. These initiatives raise awareness, provide education, and foster an inclusive environment that addresses the specific needs of unduplicated students. Suicide Awareness Month and Mental Health Awareness activities help destigmatize mental health issues, encourage students to seek help, and provide resources and support for those in need. LGBTQ+ History Month celebrates diversity, promotes acceptance, and ensures that LGBTQ+ students feel valued and supported. Providing these initiatives and supports on an LEA-wide basis ensures that all students across the district have equitable access to these important resources and programs. This consistent approach helps create a positive school culture that values diversity and supports the well-being of all students, particularly those who are unduplicated.	
2.20	**Action:** Secondary Sports **Need:** Chronic absenteeism remains at 25.6%, demonstrating the need to expand opportunities that strengthen school connectedness and student engagement for unduplicated students. **Scope:** LEA-wide	These funds allow PVUSD to increase opportunities to unduplicated students. Unduplicated students may not have the same opportunities to participate in sports without these supports due to financial constraints or limited resources of individual school sites. Offering these supports on an LEA-wide basis ensures that all students across the district, regardless of their background, have equal opportunities to benefit from high quality athletic programs. This equitable provision helps level the playing field, allowing unduplicated students to engage in extracurricular activities that enhance their school experience and personal growth. PVUSD has expanded athletic opportunities by	Unduplicated student count participation in sports, GPA

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		increasing sports offerings across school sites, including the addition of Girls Flag Football, in response to student and family feedback gathered through YouthTruth and other district engagement surveys. District attendance has improved from 90.6% to 93%, demonstrating the importance of strategies that strengthen student engagement and school connectedness. However, students experiencing homelessness, foster youth, and socioeconomically disadvantaged students continue to face barriers that can limit participation in extracurricular activities. Providing equitable access to athletics removes financial barriers and increases opportunities for these student groups to build positive relationships, strengthen their connection to school, and remain engaged in their education. The district will continue to monitor athletic participation by student subgroup, participation trends in newly added sports, and student engagement data to evaluate the effectiveness of these expanded opportunities and inform future program improvements.Providing coaching stipends for middle and high school sports, funding for the prep period of athletic directors, and covering the cost of officials and sports trainers supports unduplicated students by ensuring they have access to well-organized, high-quality athletic programs. Unduplicated students may not have the same opportunities to participate in sports without these supports due to financial constraints or limited resources of individual school sites. Offering these supports on an LEA-wide basis ensures that all students across the district, regardless of their background, have equal opportunities to benefit from high quality athletic	

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		programs. This equitable provision helps level the playing field, allowing unduplicated students to engage in extracurricular activities that enhance their school experience and personal growth. Offerings at school sites have been increased - including Girls Flag Football. Families and students have requested these increased services through youth truth and other surveys.	
2.21	**Action:** Secondary sports and extra curricular activities **Need:** Chronic absenteeism remains at 25.6%, demonstrating the need to expand opportunities that strengthen school connectedness and student engagement for unduplicated students. **Scope:** LEA-wide	Providing transportation for students to attend extracurricular and sporting events supports unduplicated students by ensuring they have equitable access to participate in a wide range of activities beyond the regular school day. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face transportation barriers that can prevent them from engaging in these enriching experiences. Access to extracurricular activities and sports is crucial for holistic development, as it promotes teamwork, leadership, and social skills, and can enhance academic performance and school engagement. Offering this transportation on an LEA-wide basis ensures that all students across the district, regardless of their background or socioeconomic status, have the opportunity to benefit from these activities. This consistent and equitable provision helps to create a level playing field, allowing unduplicated students to fully participate in and benefit from the comprehensive educational experience that includes extracurricular and sporting events. By removing transportation barriers, the district promotes inclusivity and supports the overall growth and well-being of all students.	Unduplicated student count participation in sports, extra curricular activities

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2.22	**Action:** Student Leadership, CTE **Need:** 48% of high school students reporting that their school has helped them understand the steps needed to achieve their desired career **Scope:** Schoolwide	The CTE standards aligned student leadership programs in high schools prepare unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) with an array of skills, including financial literacy, civic engagement, self advocacy, and career readiness skills.	Number of high school students completing a CTE pathway
5.6	**Action:** Dual Language programs **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** LEA-wide	Completing the Dual Language School Master Plan with the addition of Dual Language School Programs benefits English Learners (EL) by providing a structured and comprehensive approach to bilingual education. Dual Language Programs offer EL students the opportunity to develop proficiency in both their home language and English, enhancing their cognitive abilities, academic performance, and cultural understanding. These programs typically involve balanced instruction in both languages, allowing EL students to strengthen their home language while acquiring English, promoting biliteracy and bilingualism. For EL students, this approach supports their language development in a way that values and builds upon their existing linguistic and cultural assets. It helps them maintain a strong connection to their cultural identity and community, while also providing the language skills necessary to succeed academically and socially in an English-dominant environment. Additionally, research has shown that students in dual language programs often outperform their peers in traditional monolingual	DIBEL, IDEL, CAASPP, STAR

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		programs in various academic areas, due to the cognitive benefits of bilingualism. Implementing Dual Language School Programs on an LEA-wide basis ensures that all EL students across the district have equitable access to high-quality bilingual education. This consistency supports the development of bilingualism and biliteracy for all students, regardless of their background or individual school. The Dual Language School Master Plan outlines the curriculum, instructional strategies, and professional development needed to effectively implement these programs, ensuring that teachers are well-prepared to support bilingual instruction.	
5.11	**Action:** Support for the pathway to multilingualism **Need:** English Learners and LTELS in Orange for Chronic absenteeism, Math, ELA. EL's in Orange for College and Career. **Scope:** LEA-wide	Defining and developing a district pathway to achieve multilingualism (K-12) involves creating a comprehensive program that promotes bilingualism and biliteracy from kindergarten through 12th grade. Placement assessments at key transition grades, such as kindergarten, 5th grade, and 8th grade, are implemented to accurately determine students' language proficiency levels. These assessments ensure that students are placed in appropriate language development programs that match their proficiency and learning needs. The district establishes and supports various language programs, such as Dual Language Immersion, Heritage Language programs, and World Language courses, to provide continuous language learning opportunities throughout a student's K-12 journey. Ongoing professional development for teachers and administrators is provided to ensure they are equipped with effective strategies for language instruction and cultural competency. Additionally,	CAASPP, STAR, DIBELS, IDEL, number of students receiving the Seal of Bilteracy

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		the district involves parents and the community in the multilingual education process through workshops, informational sessions, and resources that support language learning at home. Promoting cultural awareness and appreciation as an integral part of the multilingual pathway fosters an inclusive environment that celebrates linguistic diversity. Implementing this multilingual pathway on an LEA-wide basis ensures consistency and equity across the district, providing all students with the opportunity to become proficient in multiple languages. This approach not only enhances academic achievement but also prepares students for a globalized world, where multilingualism is a valuable asset.	
6.1	**Action:** Renaissance PBIS **Need:** Increase school attendance and school connectedness for socioeconomically disadvantaged students **Scope:** Schoolwide	At Renaissance Continuation High School, creating a positive climate is crucial for addressing the needs of socioeconomically disadvantaged students (SED). With 94% of the student population being SED, it is essential to build a culture of respect and inclusivity. This approach helps all students, regardless of their socioeconomic background, feel valued and accepted, mitigating feelings of isolation and alienation that often accompany economic hardship. Recognizing and celebrating student achievements is another vital action. SED students may lack positive reinforcement at home due to various stressors related to their socioeconomic status. Publicly and frequently acknowledging student progress and accomplishments provides motivation and boosts self-esteem, encouraging SED students to stay engaged and strive for success.	Attendance rate, Chronic absenteeism

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		Encouraging student voice and leadership is also important. SED students might not always have the confidence or opportunities to express their opinions and take on leadership roles. By providing platforms for student voice and leadership, Renaissance empowers these students to actively participate in their education and community, enhancing their sense of agency and belonging. Implementing these actions on a schoolwide basis is necessary given the high percentage of SED students. A schoolwide approach promotes equity and inclusivity, ensuring that all students benefit from a positive school climate. This strategy prevents any subgroup of students from feeling singled out or stigmatized and fosters a cohesive, supportive school culture. When all students and staff engage in creating and maintaining a positive climate, it strengthens the sense of community and shared responsibility, maximizing the impact and sustainability of these efforts.	
6.2	**Action:** Renaissance Attendance Program **Need:** Increase school attendance for socioeconomically disadvantaged students **Scope:** Schoolwide	The attendance incentive program at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged students (SED) by providing tangible rewards and recognition that can motivate and encourage regular attendance, which is often challenging for SED students due to various socio-economic barriers. By implementing this program on a schoolwide basis, where 94% of students are SED, the school ensures that the benefits reach the vast majority of the student body, promoting equity and inclusivity, and creating a unified effort to improve attendance and engagement among all students.	Attendance rate

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6.3	**Action:** Renaissance Student Activities **Need:** Increase Attendance Rate **Scope:** Schoolwide	The increase in ASB student activities at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged (SED) students by providing opportunities for engagement, leadership, and social interaction, which are often limited for SED students due to economic constraints. By organizing regular events such as themed dances, student-led clubs, community service projects, and spirit weeks, the school offers accessible and inclusive activities that enhance students' sense of belonging and community. Providing these activities on a schoolwide basis ensures that all students, including the 94% who are SED, benefit from a cohesive, supportive, and engaging school environment, promoting equity and fostering a unified school culture.	Youth Truth, School Attendance
6.4	**Action:** Renaissance College and Career **Need:** Increase graduation rate **Scope:** Schoolwide	The college exploration program at Renaissance Continuation High School specifically addresses the needs of socioeconomically disadvantaged (SED) students by providing them with crucial resources and guidance that they might otherwise lack due to financial and informational barriers. College fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid are tailored to help these students navigate the complexities of higher education and make informed decisions about their future. By offering this program on a schoolwide basis, where 94% of the student population is SED, the school ensures that the benefits are equitably distributed, promoting inclusivity and support for all students. This approach helps to level the playing field, giving SED students the same opportunities to explore and plan for post-high school education and	Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		careers, thereby fostering a culture of aspiration and academic success throughout the school.	
6.5	**Action:** Renaissance Graduation Plans **Need:** Increase Graduation Rate **Scope:** Schoolwide	The implementation of individualized graduation plans at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged (SED) students by providing tailored support and guidance that takes into account their unique circumstances and challenges. Personalized academic counseling sessions, goal-setting meetings, and regular progress reviews ensure that each student receives focused attention and a clear roadmap to graduation, which can significantly boost their motivation and academic performance. By offering individualized graduation plans on a schoolwide basis, the school ensures that all students, including the 94% who are SED, benefit from personalized educational pathways. This approach promotes equity by giving every student the necessary support to succeed academically, regardless of their socioeconomic background. Providing these plans schoolwide fosters a comprehensive and inclusive support system, helping to close achievement gaps and improve overall graduation rates.	Graduation Rate
6.6	**Action:** New School Family Connection **Need:** Increase Attendance (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:**	The after-school program at New School, addresses the needs of socioeconomically disadvantaged (SED) students by alleviating one of the many burdens faced by low-income families. By providing a practical and essential service, the school helps to reduce stress and improve the quality of life for students and families, allowing students to focus more on their education. This will provide a practical resource for socioeconomically disadvantaged families while also creating opportunities for staff to engage with parents about	Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	their child's academic progress and well-being. Offering this program on a schoolwide basis ensures that the benefits are accessible to all students, particularly given that 98% of the student population is SED. This inclusive approach promotes equity and support for the entire school community.	
6.7	**Action:** New School College and Career **Need:** Increase graduation rate (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:** Schoolwide	The college exploration program at New School Community Day School specifically addresses the needs of socioeconomically disadvantaged (SED) students by providing them with crucial resources and guidance that they might otherwise lack due to financial and informational barriers. College fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid are tailored to help these students navigate the complexities of higher education and make informed decisions about their future. By offering this program on a schoolwide basis, where 98% of the student population is SED, the school ensures that the benefits are equitably distributed, promoting inclusivity and support for all students. This approach helps to level the playing field, giving SED students the same opportunities to explore and plan for post-high school education and careers, thereby fostering a culture of aspiration and academic success throughout the school.	Graduation Rate
6.8	**Action:** New School Student Activities **Need:** Increase attendance rate (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged)	The increase in ASB student activities at New School Community Day School addresses the needs of socioeconomically disadvantaged (SED) students by providing opportunities for engagement, leadership, and social interaction, which are often limited for SED students due to economic constraints. By organizing regular events such as community building activities,	attendance rate, Youth Truth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	student-led clubs, community service projects, and spirit weeks, the school offers accessible and inclusive activities that enhance students' sense of belonging and community. Providing these activities on a schoolwide basis ensures that all students, including the 98% who are SED, benefit from a cohesive, supportive, and engaging school environment, promoting equity and fostering a unified school culture.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.16	**Action:** Student access **Need:** These expanded opportunities are intentionally designed to provide supplemental academic support and enrichment for unduplicated students, including English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities—student groups identified as performing in the Red performance level on the California School Dashboard in English Language Arts, Math, Graduation Rate, Suspension Rate, and English Learner Progress.	Aligning all Expanded Learning programs, including summer school, after school, academic clubs, and winter intersession, to the school day program and implementing the core instructional program during Expanded Learning benefits unduplicated students by providing additional opportunities for academic support, enrichment, and engagement outside of regular school hours. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to academic success and enrichment opportunities due to limited access to resources and support outside of the regular school day. By aligning Expanded Learning programs with the core instructional program and providing access to high-quality academic instruction, interventions, and	Graduation rate, , STAR, CAASPP, Attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	enrichment activities during these extended hours, the district ensures that unduplicated students have additional time and opportunities to receive targeted support, participate in engaging learning experiences, and strengthen their academic skills and knowledge. Aligning Expanded Learning programs ensures equity in access to additional academic support and enrichment opportunities for all students across the district, regardless of their background or individual needs. By offering these programs, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for students. Additionally, providing Expanded Learning opportunities that align with the core instructional program helps to address disparities in access to educational resources and support services, ensuring that unduplicated students have the support they need to succeed academically and reach their full potential.	
1.17	**Action:** Math supports middle/high school **Need:** (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:** Limited to Unduplicated Student Group(s)	Increasing math supports at middle and high school levels to ensure students are successful in Math 1 and increase the number of students entering high school prepared to take Math 2 benefits unduplicated students by providing targeted interventions and support services that address their diverse academic needs and promote success in mathematics. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face barriers to succeeding in mathematics due to factors such as limited access to resources, gaps in foundational math skills, and lack of academic support. By increasing math supports and interventions, the district ensures that unduplicated students receive the additional	STAR, CAASPP, IXL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		instruction, tutoring, and resources they need to succeed in Math 1 and progress to higher-level math courses such as Math 2. By offering targeted interventions and support services, the district promotes inclusivity, diversity, and excellence in math education, and fosters a culture of academic achievement and equity for all students. Additionally, providing math supports helps to address disparities in math proficiency and course placement, ensuring that unduplicated students have the support they need to succeed academically and access advanced math courses that align with their interests and career aspirations.	
1.20	**Action:** STEAM and enrichment access for under represented students **Need:** Local data continue to demonstrate significant academic disparities for students experiencing homelessness and socioeconomically disadvantaged students in English Language Arts and Mathematics. (These groups are Red in ELA and Math: Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:** Limited to Unduplicated Student Group(s)	Providing resources for school sites for after-school STEAM and other enrichment classes for unduplicated students helps by offering them opportunities to engage in hands-on learning experiences that may not be available during regular school hours. Additionally, Unduplicated students, including socioeconomically disadvantaged students, may face barriers to accessing arts education programs and opportunities due to factors such as limited resources and/or lack of exposure. Additionally, we found a large difference between the number of fieldtrips taken at Aptos Schools versus the number of fieldtrips at Watsonville Schools. This is due to transportation. The additional resources for day fieldtrips will help to narrow this opportunity gap. These classes can enhance their academic skills, foster creativity, and spark interest in fields such as science, technology, engineering, arts, and mathematics (STEAM). Additionally, participating in enrichment classes can boost self-confidence, improve social skills, and provide a	Attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		supportive environment for students to explore their interests and talents outside of the traditional classroom setting.	
1.26	**Action:** Site-based allocations **Need:** (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:** Limited to Unduplicated Student Group(s)	Allocating funds to school sites based on unduplicated student enrollment for various supports, including professional development, intervention programs, clubs, and small group instruction, directly benefits unduplicated students by addressing their unique academic and socio-emotional needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional resources and support to succeed academically and thrive in school. By allocating funds based on unduplicated student enrollment, the district ensures that schools with higher concentrations of unduplicated students receive the necessary resources to provide targeted interventions and support services that address their specific needs. Additionally, allocating funds based on unduplicated student enrollment helps to address disparities in academic outcomes and ensure that unduplicated students have the resources and support they need to succeed academically.	School budget analysis of programs
1.27	**Action:** Elementary Visual and Performing Arts **Need:** (These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged) **Scope:** Limited to Unduplicated Student Group(s)	Continue to provide comprehensive visual and performing arts at all elementary sites through release specialty teachers. Maintain visual and performing arts teachers at six middle schools to allow students their choice of programs. Maintain visual and performing arts teachers at all three comprehensive high schools to allow students their choice of	OUTCOME :ELA, MATH and ELPAC scores. Dibels, 3x a year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		programs. The staffing allocation will be based on program development and student interest(These groups are Red in ELA and Math:Unhoused, (Homeless per the CDE), Socioeconomically Disadvantaged).	
1.32	**Action:** MTSS- Supplemental Classroom support **Need:** ELA support as well as language support. Identified through Dibels data in MTSS team. Baseline data showed that only 4.4% of English Learner third-grade students were reading at or above grade level and only 12.8% were meeting grade-level expectations in mathematics. **Scope:** Limited to Unduplicated Student Group(s)	Supplemental 1-1 and small group support	OUTCOME :ELA, MATH and ELPAC scores. Dibels, 3x a year.
2.1	**Action:** Family Engagement and Wellness Centers **Need:** Chronic absenteeism remains high (25.6%), and students experiencing homelessness and socioeconomically disadvantaged students continue to experience barriers to consistent attendance, engagement, and access to school and community supports. **Scope:** Limited to Unduplicated Student Group(s)	Maintaining a community wellness center for mental, physical, and emotional support significantly benefits unduplicated students by providing comprehensive wrap-around services that address their diverse needs. These centers, staffed by PVUSD personneland in partnership with community agencies, offer vital resources and referrals to support students and their families. This holistic approach ensures that unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, have access to essential services that promote their overall well-being and academic success.	Attendance rate, Families served

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Using Tier 1 strategies for parent engagement around attendance helps to address and mitigate attendance challenges by proactively involving families and providing necessary support and information. By establishing partnerships with community and district resources, such as the Wellness Center, the district creates a network of support for families facing attendance issues. Providing attendance information at new registration orientation events ensures that parents are well-informed and prepared to support their children's consistent school attendance from the outset. These initiatives, offered on an LEA-wide basis, ensure equity in access to comprehensive support services for all students across the district. By addressing mental, physical, and emotional needs, and promoting consistent school attendance, the district helps unduplicated students overcome barriers to learning, supporting their overall academic achievement and well-being.	
2.7	**Action:** Restorative Practices **Need:** Suspension rates for socioeconomically disadvantaged students remain at 4.9%, demonstrating the continued need for restorative practices that increase instructional time and reduce exclusionary discipline. **Scope:** Limited to Unduplicated Student Group(s)	Implementing restorative practices on school sites as a tiered strategy for building school community and providing alternatives to school suspension benefits unduplicated students by promoting a supportive and inclusive school climate. Unduplicated students socioeconomically disadvantaged students, and foster youth, are often disproportionately affected by punitive disciplinary measures such as suspensions, which can negatively impact their academic progress and social-emotional well-being. Restorative practices focus on repairing harm, fostering accountability, and building positive relationships, which helps reduce the need for suspensions and other	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		exclusionary practices. Providing restorative practices ensures students benefit from these supportive disciplinary strategies. This consistent, implementation promotes equity by ensuring that students have access to fair and effective alternatives to suspension. By fostering a culture of inclusivity and respect, restorative practices help create a positive learning environment where unduplicated students can thrive both academically and socially.	
2.12	**Action:** Monitoring suspension rates **Need:** Students experiencing homelessness continue to have a suspension rate of 5.4%, demonstrating the need to monitor disciplinary outcomes by student group. **Scope:** Limited to Unduplicated Student Group(s)	Regularly and systematically collecting and analyzing school-wide and student group data helps support unduplicated students by ensuring that programs and practices are effective and equitable. By reviewing behavior data quarterly, the district can identify and address potential disproportionality in disciplinary actions among subgroups, such as English Learners, socioeconomically disadvantaged students, and foster youth. This data-driven approach allows the district to detect trends, tailor interventions, and adjust practices to better meet the specific needs of unduplicated students. By fostering a culture of accountability and continuous improvement, the district can make informed decisions to enhance support services and ensure students receive fair and effective assistance.	Suspension rate, Chronic Absenteeism
2.20	**Action:** Secondary Sports **Need:** **Scope:**		athletic participation rates disaggregated by English Learner, Foster Youth, Homeless, and Socioeconomically Disadvantaged status; attendance rates of participating students; eligibility and persistence

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			throughout the season; and student school connectedness as measured through local climate or YouthTruth survey results. These data will be reviewed annually to determine the effectiveness of the action and identify opportunities to expand equitable participation.
3.1	**Action:** Academic Support **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Implementing targeted academic support programs specifically designed for foster youth helps by addressing the unique challenges these students often face, thereby improving their literacy, numeracy, and overall academic skills. Foster youth frequently experience disruptions in their education due to changes in living situations, emotional stress, and lack of consistent support, which can lead to gaps in their learning and academic performance. By providing specialized programs tailored to their needs, the district ensures that foster youth receive the additional support and resources necessary to overcome these challenges. These programs can include one-on-one tutoring, small group instruction, personalized learning plans, and access to specialized educational materials and resources. Such targeted interventions help to bridge learning gaps, build foundational skills, and enhance academic confidence and engagement. .	DIBELS, IDEL, STAR, CAASPP
3.2	**Action:** Inclusive School Environment	Fostering a supportive and inclusive school environment by increasing awareness and	Youth Truth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	sensitivity among school staff regarding the unique challenges faced by foster youth helps in several important ways. When school staff understand the specific needs and difficulties that foster youth encounter, they can provide more empathetic, informed, and effective support. This awareness leads to the development of strategies and interventions tailored to foster youth, creating a more nurturing and understanding school atmosphere. By having a Student Services coordinator collaborate with Healthy Start staff, site liaisons, and counselors, the district ensures a coordinated and comprehensive approach to supporting foster youth. This collaboration enables targeted training and professional development for school staff, enhancing their ability to respond appropriately and supportively. Additionally, coordinated efforts ensure holistic support systems, providing consistent academic assistance, emotional and social support, and access to necessary resources. Increased awareness also leads to early identification of issues and prompt interventions, preventing minor challenges from becoming major obstacles. Strengthening relationships between school staff and foster youth helps these students feel more secure, supported, and engaged in their education.	
3.3	**Action:** Attendance **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate.	Establishing a system to monitor and support foster youth attendance on a monthly basis helps ensure these students are consistently attending school, which is crucial for their academic success. Providing attendance professional development (PD) to administrators and office staff equips them with the skills to identify and support students with chronic absenteeism. By focusing on	Attendance Rate, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	foster youth, who often face unique challenges that can impact their attendance, the district can create targeted interventions to address these barriers.Identifying and conducting outreach to previous year's chronic absentees allows the district to understand the root causes of absenteeism and link students to the appropriate support staff and resources. This proactive approach helps prevent ongoing attendance issues by addressing the underlying problems that contribute to chronic absenteeism. By offering targeted support, such as counseling, academic assistance, or transportation, the district can help foster youth overcome obstacles that hinder their regular school attendance. Implementing this system on an LEA-wide basis ensures that all foster youth across the district receive consistent and equitable support for their attendance. This comprehensive approach helps to improve the overall attendance rates of foster youth, thereby enhancing their academic performance and engagement. By closely monitoring attendance and providing targeted interventions, the district promotes educational equity and supports the long-term success and well-being of foster youth.	
3.4	**Action:** Transition Support **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Strengthening transition support for foster youth by providing comprehensive transition planning and support services ensures successful transitions between schools and grade levels. Foster youth often experience frequent changes in their living situations, which can lead to disruptions in their education. By offering targeted transition planning, the district helps these students adjust smoothly to new educational environments, minimizing the negative impacts of such changes.	Attendance, STAR

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	The transition team, comprising Healthy Start staff, relevant site staff, resource parents, and appropriate individuals from the foster youth's wrap-team, ensures that all aspects of the student's needs are addressed. This collaborative approach allows for a holistic support system that covers academic, social, emotional, and logistical aspects of transitions. By including key stakeholders in the planning process, the team can create personalized strategies that cater to the unique needs of each foster youth, ensuring they receive the necessary support to thrive in their new school or grade level.	
3.5	**Action:** Individualized academic learning plan **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Providing all foster youth with an individualized academic learning plan, monitored and reviewed annually by a site team, helps ensure that their unique educational needs are met. Foster youth often face disruptions in their education and other challenges that can impact their academic progress. An individualized plan allows for personalized learning strategies and targeted support tailored to each student's specific needs, strengths, and goals. The annual review and monitoring by a site team, which includes teachers, counselors, and other relevant staff, ensure that the plan remains relevant and effective. This regular assessment allows for timely adjustments based on the student's progress, changing needs, or new challenges that may arise. It also provides an opportunity to celebrate achievements and set new goals, keeping the student engaged and motivated. Implementing this approach ensures that foster youth receive consistent and comprehensive	Attendance, Suspensions, STAR, Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academic support, which is crucial for their success. By addressing their individual needs and providing a structured plan for their educational journey, the district helps foster youth overcome obstacles, stay on track academically, and achieve their long-term educational goals. This proactive support fosters a more inclusive and equitable learning environment, promoting the overall well-being and academic success of foster youth.	
3.6	**Action:** MTSS Action Planning **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Having Site Tier 2/3 teams hold a review for all foster youth attending the school ensures that these students receive the focused attention and support they need. By regularly assessing the academic and social-emotional progress of foster youth, these teams can identify specific challenges and needs that may not be apparent through general monitoring. The findings from these reviews will inform recommendations for either Tier 1 adjustments or Tier 2 interventions. If the review identifies that a foster youth can benefit from adjustments in the general classroom setting (Tier 1), such as differentiated instruction or additional classroom resources, these changes can be implemented to better support the student within the regular learning environment. If the review indicates the need for more targeted support, the student can receive Tier 2 interventions, which may include small group instruction, counseling, or other specialized services designed to address specific issues.	Attendance, suspension, graduation rates. CAASPP
5.1	**Action:** English Learner placement and support **Need:**	To ensure English Learners are correctly identified and placed in the most suitable language level or pathway, as well as any specialized programs or services they may require. By utilizing formative and summative academic and language development assessments, educational personnel	Number of English Learners making 1 year progress, LTEL's making progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	can make informed decisions about placement, ensuring that English Learners receive appropriate support and instruction tailored to their individual needs. Targeted strategies will be implemented to support Long-Term English Learners (LTELs), including early identification, data-informed progress monitoring, and placement in designated ELD courses that emphasize academic vocabulary, reading comprehension, and reclassification readiness. Teachers and staff will receive professional development on addressing the unique needs of LTELs to accelerate their language acquisition and academic achievement. The SEAL of Biliteracy Ceremony recognizes and celebrates the achievements of English Learners who demonstrate proficiency in both their native language and English.	
5.2	**Action:** Elementary Professional Development **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Provide professional development to ensure that teachers and administrators are equipped with the necessary skills and knowledge to effectively implement English Language Development (ELD) Standards alongside the Common Core State Standards (CCSS). By providing training and support in this area, educators can enhance the quality of instruction provided to English Learner (EL) students. The integration of designated and integrated ELD throughout the instructional day is essential for supporting the language development of EL students across various content areas. This includes targeted strategies for Long-Term English Learners (LTELs), such as differentiated instruction focused on academic vocabulary, complex text structures, and reclassification support. Educators will be trained to recognize the	CAASPP, STAR, DIBEL, IDEL disaggregated for LTELS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		distinct needs of LTELs and implement scaffolds and instructional approaches to accelerate their progress. Investing in resources and professional development specifically targeted at supporting EL students helps to build upon their home language assets while also improving the overall quality of instruction they receive. This holistic approach acknowledges the importance of both English language acquisition and the preservation and development of students' native languages. By prioritizing professional development in this area, schools can better meet the diverse needs of EL students and facilitate their academic success.	
5.3	**Action:** Course Access **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Allocating additional FTE positions to assist in providing English Learners with more course access and lowering class sizes significantly benefits these students by ensuring they receive more personalized and effective instruction. Smaller class sizes enable teachers to give more individualized attention to each student, addressing their specific language development needs and academic challenges more effectively. This approach fosters a supportive learning environment where EL students can thrive. Increased course access allows EL students to participate in a wider variety of subjects, including advanced and elective courses, which can enhance their educational experience and broaden their academic horizons. By expanding the range of courses available to EL students, the district ensures that they are not limited in their academic pursuits and can fully engage with the curriculum.	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.4	**Action:** English Language Development Enrollment **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	This approach ensures that each student is placed in the appropriate ELD level, allowing for targeted and effective instruction tailored to their current language proficiency. Using formative and summative assessments provides a comprehensive understanding of each student's progress and needs. Formative assessments offer ongoing insights, enabling teachers to adjust instruction in real-time, while summative assessments provide a broader evaluation of language development over time. This dual approach ensures that placements are accurate and responsive to students' evolving skills. Personnel dedicated to administering these assessments ensure that the process is efficient, reliable, and consistent across the district. This helps maintain the integrity of the data, ensuring that all EL students are fairly and accurately assessed and placed in the appropriate ELD courses.	Number of English Learners making 1 year progress
5.5	**Action:** International Academy **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Supporting the curriculum and courses in the International Academy at the middle and high school levels, with a focus on English development for a quick transition to mainstream courses, significantly benefits newly arrived English Learners. The International Academy is designed for students who have been in the country for less than one and a half years and are at an L1 proficiency level, ensuring that these students receive intensive and targeted language instruction tailored to their unique needs. By providing a specialized curriculum that focuses on rapid English language development, the International Academy helps students acquire the	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		language skills necessary to succeed in mainstream courses. This targeted support includes comprehensive English language instruction, as well as academic content that is accessible to students with limited English proficiency. The goal is to equip students with the foundational language skills they need to quickly and confidently transition into mainstream classes, where they can continue their education alongside their peers.	
5.7	**Action:** Language Line **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Implementing Language Line services for staff to communicate with families of English Learners (EL) significantly benefits both students and their families. Language Line provides real-time translation and interpretation services, enabling effective communication between school staff and families who may have limited English proficiency. This service ensures that language barriers do not hinder the involvement of EL families in their children's education. For English Learners, having their families fully engaged and informed about their educational progress, school events, and available resources enhances their overall academic experience and well-being. When families can communicate effectively with school staff, they are better able to support their children's learning at home, address any issues that arise, and advocate for their educational needs.	Meetings with Parents
5.8	**Action:** College and Career Readiness **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard.	Creating pathways to A-G courses for English Learners (ELs) entering high school with different English Language Development (ELD) proficiency levels helps increase the number of EL students who graduate A-G eligible, thereby improving their college and career readiness. This initiative recognizes the diverse starting points of EL	Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	students and provides tailored support to ensure they can access and succeed in the rigorous coursework required for A-G eligibility. By developing these pathways, the district ensures that EL students receive appropriate language support alongside their academic instruction. This might include designated ELD courses, integrated ELD support within content classes, and additional resources such as tutoring, mentoring, and academic counseling. These supports help EL students build the language proficiency and academic skills needed to excel in A-G courses. Providing these pathways on an LEA-wide basis ensures equity, as all EL students across the district, regardless of their initial proficiency level or school, have access to the necessary resources and opportunities to pursue A-G eligibility. This comprehensive approach helps to close the achievement gap, ensuring that EL students are not left behind and have the same opportunities for academic success and post-secondary options as their peers.	
5.9	**Action:** Secondary Professional Development **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing professional development for teachers and administrators to masterfully implement the English Language Development (ELD) Standards and adopted ELD curriculum significantly enhances instruction quality for English Learners , including targeted strategies for Long-Term English Learners (LTELs). This training equips educators with strategies for integrating ELD standards and differentiating instruction to support EL students at various proficiency levels. Additionally, it emphasizes building students' home language assets, promoting bilingualism and validating cultural identity.	Star, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.10	**Action:** Bilingual Stipends **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing stipends to bilingual staff who directly work with English Learners (EL) supports the accessibility of instruction, translation services, and home communication. Bilingual staff can more effectively bridge language barriers, ensuring that EL students receive clear and understandable instruction. They also facilitate better communication between the school and EL families, enhancing parental involvement and support.	Meeting outcomes, parent participation rate, Youth Truth
5.12	**Action:** Supplemental ELD instructional materials **Need:** English Learners ELA and Math scores, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing supplemental English Language Development (ELD) instructional materials to support emerging and expanding English learners significantly enhances their language acquisition and academic success. These materials are specifically designed to address the unique needs of English learners at various proficiency levels, offering targeted support that complements the core curriculum. Supplemental ELD materials include resources such as leveled readers, vocabulary-building tools, interactive language activities, and practice exercises focused on grammar, listening, speaking, reading, and writing skills. These resources help bridge the gap between students' current language abilities and the academic demands of their grade level. By integrating these materials into their instruction, teachers can provide more personalized and effective support, ensuring that English learners receive the differentiated instruction they need to progress. This targeted approach helps students develop their English language skills more rapidly and	DIBELS, IDEL, STAR, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		effectively, enabling them to fully participate in all academic subjects.	
5.13	**Action:** English Learner Specialists- supplemental **Need:** English learner language needs - LTEL focus **Scope:** Limited to Unduplicated Student Group(s)	support small group suppplemental support - push in and pull out. CO-teach as needed in ELD for supplemental support	ELPI and ELPAC

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

Additional Concentration Grant Funding

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

The concentration grant add-on funding will be used to increase the number of staff who provide direct services to students on school campuses with an enrollment of 55% or more of students who are socio-economically disadvantaged, English Learners and/or foster youth. The current schools that fall under this category are Amesti, Ann Soldo, Calabasas, Cesar Chavez, E.A. Hall, Freedom, HA Hyde, Hall District, Lakeview, Landmark, MacQuiddy, Mintie White, New School, Ohlone, Pajaro Middle School, Pajaro Valley High School, Radcliff, Renaissance, Rolling Hills, Starlight, Watsonville High School.

PVUSD will continue to support:

* Additional FTE to middle school for English Language Development
* Additional FTE to high school for English Language Development

* A teacher at Watsonville High School specifically to teach students new to the country
* Dual Language teachers at Freedom, Hyde, Amesti Elementary School
* Intervention Teachers at the elementary schools

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	117:1	104:1
Staff-to-student ratio of certificated staff providing direct services to students	21:1	19:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	167,255,044	58,206,993	34.801%	1.156%	35.957%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$59,958,983.00	$6,659,630.00	$34,062.00	$1,473,740.00	$68,126,415.00	$48,660,775.00	$19,465,640.00

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	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5		$11,581,176.00	$405,858.00	$11,987,034.00				$11,987,034.00	
1	1.2	Early childhood education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK, K		$87,139.00	$3,049.00	$90,188.00				$90,188.00	
1	1.3	Supplemental Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,831,352.00	$394,849.00	$3,226,201.00	$1,000,000.00			$4,226,201.00	
1	1.4	Professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,999,857.00	$183,853.00	$2,988,637.00	$130,073.00		$65,000.00	$3,183,710.00	
1	1.6	Educational technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,856,294.00	$6,762,309.00			$1,093,985.00	$7,856,294.00	
1	1.7	Culturally responsive classrooms and teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$249,246.00	$249,246.00				$249,246.00	
1	1.9	College and career development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,241,984.00	$2,296,962.00	$1,298,108.00	$3,240,838.00			$4,538,946.00	
1	1.12	Expand CTE Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WHS, PVHS		$3,307,362.00	$239,957.00	$3,547,319.00				$3,547,319.00	

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	**1.13**	Multi-tiered systems of support (MTSS) -	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,492,586.00	$525,851.00	$2,018,437.00				$2,018,437.00	
1	**1.16**	Student access	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									0.06
1	**1.17**	Math supports middle/high school	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6-12		$0.00	$10,350.00	$10,350.00				$10,350.00	
1	**1.19**	El Sistema	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: New SchoolEL OP-Radcliff, Valencia, Macquiddy, Mintie White, New School (CTE), Duncan Holbert		$0.00	$341,550.00	$341,550.00				$341,550.00	
1	**1.20**	STEAM and enrichment access for under represented students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$1,101,522.00	$88,602.00	$1,190,124.00				$1,190,124.00	
1	**1.23**	Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools - 3 High Schools, 6 Middle Schools 6th -12th		$3,145,649.00	$110,097.00	$3,255,746.00				$3,255,746.00	

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	1.26	Site-based allocations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$1,824,622.00	$1,824,622.00				$1,824,622.00	
1	1.27	Elementary Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$3,472,617.00	$122,059.00	$3,594,676.00				$3,594,676.00	
1	1.30	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$376,291.00	$223,264.00	$599,555.00				$599,555.00	
1	1.32	MTSS- Supplemental Classroom support	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Elementary: Radcliff, Valencia, Ohlone, Rio Del Mar, Mintie White, Ann Soldo, Amesti, Bradley, Calabasas, Freedom, Ha Hyde, TS MacQuiddy, Hall District K-5									.23
1	1.33	Literacy Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	TK-3									1.50
1	1.34	Expanded Learning Opportunities and Academic Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools									1.03

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.1**	Family Engagement and Wellness Centers	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$213,455.00	$250,307.00	$220,925.00	$114,467.00		$128,370.00	$463,762.00	
2	**2.2**	MTSS Implementation/ MTSS Tier 2/3 Supplemental materials support for MTSS implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$121,401.00	$71,983.00	$111,983.00	$51,401.00		$30,000.00	$193,384.00	
2	**2.4**	Home to School Transportation	All	No			All Schools		$5,076,265.00	$177,669.00	$5,253,934.00				$5,253,934.00	
2	**2.6**	Trauma informed training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$16,002.00	$4,700.00	$20,702.00				$20,702.00	
2	**2.7**	Restorative Practices	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools									.10
2	**2.8**	Student Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,666,580.00	$37,330.00	$1,103,910.00	$600,000.00			$1,703,910.00	
2	**2.9**	Community Resources for counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,444,208.00	$2,444,208.00				$2,444,208.00	
2	**2.10**	School culture and climate survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$69,189.00	$69,189.00				$69,189.00	
2	**2.12**	Monitoring suspension rates	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$21,203.00	$742.00	$21,945.00				$21,945.00	
2	**2.14**	Parent Education Specialists	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$199,711.00	$12,164.00	$211,875.00				$211,875.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.15	Family Engagement Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$239,085.00	$239,085.00				$239,085.00	
2	2.16	District Parent Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$264,467.00	$63,076.00	$327,543.00				$327,543.00	
2	2.18	College and Career Night	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$5,175.00	$5,175.00				$5,175.00	
2	2.19	Clubs and social activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,004.00	$19,700.00	$20,704.00				$20,704.00	
2	2.20	Secondary Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$2,299,824.00	$402,268.00	$2,181,446.00	$520,646.00			$2,702,092.00	
2	2.21	Secondary sports and extra curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$0.00	$117,975.00	$87,975.00	$30,000.00			$117,975.00	
2	2.22	Student Leadership, CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12		$0.00	$9,315.00	$9,315.00				$9,315.00	
3	3.1	Academic Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$130,488.00	$23,719.00	$154,207.00				$154,207.00	
3	3.2	Inclusive School Environment	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$472,945.00	$35,996.00	$473,029.00			$35,912.00	$508,941.00	
3	3.3	Attendance	Foster Youth	Yes	Limited to Undupli	Foster Youth	All Schools									.04

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
3	3.4	Transition Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$32,717.00	$1,145.00	$33,862.00				$33,862.00	
3	3.5	Individualized academic learning plan	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$32,717.00	$1,145.00	$33,862.00				$33,862.00	
3	3.6	MTSS Action Planning	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$21,813.00	$761.00	$22,574.00				$22,574.00	
4	4.1	Graduation rates	Students with Disabilities	No			All Schools 12th grade									
4	4.2	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools 6-8									
4	4.3	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools									
4	4.4	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools									
4	4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	Students with Disabilities	No			All Schools TK-5									
4	4.6	Professional Development: UDL	Students with Disabilities	No			All Schools									
4	4.7	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.8**	DISCONTINUE: (duplicative)Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools 6-8									
4	**4.9**	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools 9-12									
4	**4.10**	Professional development for administrators: MTSS	Students with Disabilities	No			All Schools									
4	**4.11**	Professional development for administrators: MTSS	Students with Disabilities	No			All Schools									
4	**4.12**	Support for Students with Disabilities	All	No			All Schools									
4	**4.13**	Support for Students with Disabilities	Students with Disabilities	No			All Schools									
4	**4.14**	Support for Students with Disabilities	Students with Disabilities	No			All Schools									
4	**4.15**	Support for pre-school students with disabilities	Students with Disabilities	No			All Schools ECE, TK									
4	**4.16**	Support for students' readiness for full inclusion	Students with Disabilities	No			All Schools									
4	**4.17**	Decrease suspension rates for students with disabilities	Students with Disabilities	No			All Schools									
4	**4.18**	Safety Care training	Students with Disabilities	No			All Schools									
4	**4.19**	Graduation rates	Students with Disabilities	No			All Schools Specific Schools: High Schools									
4	**4.20**	Supporting social emotional and behavioral needs of students with disabilities	Students with Disabilities	No			All Schools									
4	**4.21**	Reduce suspension rates for students with disabilities	Students with Disabilities	No			All Schools									
5	**5.1**	English Learner placement and support	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		$215,953.00	$14,745.00	$230,698.00				$230,698.00	

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
					Student Group(s)											
5	**5.2**	Elementary Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-5									.03
5	**5.3**	Course Access	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$33,439.00	$1,170.00	$34,609.00				$34,609.00	
5	**5.4**	English Language Development Enrollment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$558,443.00	$30,076.00	$588,519.00				$588,519.00	
5	**5.5**	International Academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WHS, RHMS		$322,049.00	$11,271.00	$333,320.00				$333,320.00	
5	**5.6**	Dual Language programs	English Learners	Yes	LEA-wide	English Learners	All Schools		$204,282.00	$110,649.00	$314,931.00				$314,931.00	
5	**5.7**	Language Line	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$51,750.00	$51,750.00				$51,750.00	
5	**5.8**	College and Career Readiness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,526,561.00	$50,029.00	$1,479,090.00	$97,500.00			$1,576,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.9	Secondary Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12		$10,000.00	$1,035.00	$11,035.00				$11,035.00	
5	5.10	Bilingual Stipends	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,540,383.00	$28,463.00	$842,081.00	$572,230.00	$34,062.00	$120,473.00	$1,568,846.00	
5	5.11	Support for the pathway to multilingualism	English Learners	Yes	LEA-wide	English Learners	All Schools		$15,000.00	$5,700.00	$20,700.00				$20,700.00	
5	5.12	Supplemental ELD instructional materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$20,700.00	$20,700.00				$20,700.00	
5	5.13	English Learner Specialists-supplemental	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Middle schools and High schools 6-12									.42
6	6.1	Renaissance PBIS	English Learners Foster Youth Low Income	No Yes	School wide		Specific Schools: Renaissance High		$3,386.00	$83,569.00		$86,955.00			$86,955.00	
6	6.2	Renaissance Attendance Program	English Learners Foster Youth	No	School wide		Specific Schools: Renaissance		$3,328.00	$10,100.00		$13,428.00			$13,428.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income	Yes												
6	**6.3**	Renaissance Student Activities	English Learners Foster Youth Low Income	No Yes	School wide		Specific Schools: Renaissance		$4,459.00	$12,450.00		$16,909.00			$16,909.00	
6	**6.4**	Renaissance College and Career	English Learners Foster Youth Low Income	No Yes	School wide		Specific Schools: Renaissance		$3,467.00	$32,611.00		$36,078.00			$36,078.00	
6	**6.5**	Renaissance Graduation Plans	English Learners Foster Youth Low Income	No Yes	School wide		Specific Schools: Renaissance		$10,830.00	$48,200.00		$59,030.00			$59,030.00	
6	**6.6**	New School Family Connection	English Learners Foster Youth	No	School wide		Specific Schools: New School		$0.00	$24,590.00		$24,590.00			$24,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income	Yes												
6	**6.7**	New School College and Career	English Learners Foster Youth Low Income	No Yes	School wide		Specific Schools: New School		$0.00	$32,374.00		$32,374.00			$32,374.00	
6	**6.8**	New School Student Activities	English Learners Foster Youth Low Income	No Yes	School wide		Specific Schools: New School		$1,068.00	$32,043.00		$33,111.00			$33,111.00	
7	**7.2**															

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
167,255,044	58,206,993	34.801%	1.156%	35.957%	$54,705,049.00	3.410%	36.118 %	**Total:**	$54,705,049.00
								LEA-wide Total:	$43,229,563.00
								Limited Total:	$11,171,978.00
								Schoolwide Total:	$3,898,184.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$11,987,034.00	
1	**1.2**	Early childhood education	Yes	LEA-wide	English Learners Foster Youth Low Income	TK, K	$90,188.00	
1	**1.3**	Supplemental Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,226,201.00	
1	**1.4**	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,988,637.00	
1	**1.6**	Educational technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,762,309.00	
1	**1.7**	Culturally responsive classrooms and teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,246.00	

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	1.9	College and career development	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,298,108.00	
1	1.12	Expand CTE Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, PVHS	$3,547,319.00	
1	1.13	Multi-tiered systems of support (MTSS) -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,018,437.00	
1	1.16	Student access	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		0.06
1	1.17	Math supports middle/high school	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6-12	$10,350.00	
1	1.19	El Sistema	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: New School	$341,550.00	
1	1.20	STEAM and enrichment access for under represented students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,190,124.00	
1	1.23	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools - 3 High Schools, 6 Middle Schools 6th -12th	$3,255,746.00	
1	1.26	Site-based allocations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,824,622.00	
1	1.27	Elementary Visual and Performing Arts	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$3,594,676.00	
1	1.30	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$599,555.00	
1	1.32	MTSS- Supplemental Classroom support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Elementary: Radcliff, Valencia,		.23

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 (%)
						Ohlone, Rio Del Mar, Mintie White, Ann Soldo, Amesti, Bradley, Calabasas, Freedom, Ha Hyde, TS MacQuiddy, Hall District K-5		
1	1.33	Literacy Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	TK-3		1.50
1	1.34	Expanded Learning Opportunities and Academic Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		1.03
2	2.1	Family Engagement and Wellness Centers	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$220,925.00	
2	2.2	MTSS Implementation/ MTSS Tier 2/3 Supplemental materials support for MTSS implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,983.00	
2	2.6	Trauma informed training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,702.00	
2	2.7	Restorative Practices	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		.10
2	2.8	Student Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,103,910.00	
2	2.9	Community Resources for counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,444,208.00	
2	2.10	School culture and climate survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,189.00	
2	2.12	Monitoring suspension rates	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	$21,945.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)	Low Income			
2	2.14	Parent Education Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,875.00	
2	2.15	Family Engagement Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$239,085.00	
2	2.16	District Parent Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,543.00	
2	2.18	College and Career Night	Yes	LEA-wide	English Learners Low Income	All Schools	$5,175.00	
2	2.19	Clubs and social activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,704.00	
2	2.20	Secondary Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$2,181,446.00	
2	2.21	Secondary sports and extra curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$87,975.00	
2	2.22	Student Leadership, CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$9,315.00	
3	3.1	Academic Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$154,207.00	
3	3.2	Inclusive School Environment	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$473,029.00	
3	3.3	Attendance	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		.04
3	3.4	Transition Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$33,862.00	
3	3.5	Individualized academic learning plan	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$33,862.00	

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	MTSS Action Planning	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$22,574.00	
5	5.1	English Learner placement and support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$230,698.00	
5	5.2	Elementary Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-5		.03
5	5.3	Course Access	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,609.00	
5	5.4	English Language Development Enrollment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$588,519.00	
5	5.5	International Academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WHS, RHMS	$333,320.00	
5	5.6	Dual Language programs	Yes	LEA-wide	English Learners	All Schools	$314,931.00	
5	5.7	Language Line	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$51,750.00	
5	5.8	College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,479,090.00	
5	5.9	Secondary Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$11,035.00	
5	5.10	Bilingual Stipends	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$842,081.00	
5	5.11	Support for the pathway to multilingualism	Yes	LEA-wide	English Learners	All Schools	$20,700.00	
5	5.12	Supplemental ELD instructional materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,700.00	
5	5.13	English Learner Specialists-supplemental	Yes	Limited to Unduplicated	English Learners	Specific Schools: All Middle schools		.42

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)		and High schools 6-12		
6	**6.1**	Renaissance PBIS	Yes	Schoolwide				
6	**6.2**	Renaissance Attendance Program	Yes	Schoolwide				
6	**6.3**	Renaissance Student Activities	Yes	Schoolwide				
6	**6.4**	Renaissance College and Career	Yes	Schoolwide				
6	**6.5**	Renaissance Graduation Plans	Yes	Schoolwide				
6	**6.6**	New School Family Connection	Yes	Schoolwide				
6	**6.7**	New School College and Career	Yes	Schoolwide				
6	**6.8**	New School Student Activities	Yes	Schoolwide				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$74,672,693.00	$69,258,269.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	REVISED: Added- 1.24,1.25: Early Literacy	Yes	$11,737,857.00	$11,830,239.00
1	**1.2**	Early childhood education	Yes	$91,986.00	$115,479.00
1	**1.3**	REVISED : Added 1.14 - Supplemental Instructional Supports	Yes	$5,211,572.00	$5,292,936.00
1	**1.4**	REVISED : Combined with 1.5,1.8, 1.21- Professional development	Yes	$3,136,310.00	$3,379,131.00
1	**1.5**	DISCONTINUE - Professional development(combined with 1.4)			0
1	**1.6**	Educational technology	Yes	$1,263,091.00	$3,287,314.00
1	**1.7**	Culturally responsive classrooms and teaching	No	$240,818.00	226,463
1	**1.8**	DISCONTINUE - Professional development and instructional coaching for all teachers who teach CTE courses-.(combined with 1.4)	No		0
1	**1.9**	REVISED (Combined with 1.10 and 1.11) College and career development	Yes	$5,293,928.00	$5,175,632.00
1	**1.10**	(Discontinue & Combine with 1.9) College and career development actions			0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	(Discontinue & Combine with 1.9) College and career development			0
1	1.12	Expand CTE Pathways	Yes	$2,801,008.00	$3,595,408.00
1	1.13	Multi-tiered systems of support (MTSS) - Added/combined 1.15	Yes	$5,593,075.00	2,789,355
1	1.14	Discontinue/Delete--and ADDED to 1.3 -Supplemental instructional materials			0
1	1.15	DISCONTINUE: (added to 1.13)- Support for GATE identified students			0
1	1.16	Student access	Yes		0
1	1.17	Math supports middle/high school	Yes	$10,439.00	0
1	1.18	DISCONTINUED : Latino Film Institute/Youth Cinema Project			0
1	1.19	REVISE: El Sistema	No	$330,000.00	441,840
1	1.20	STEAM and enrichment access for under represented students	No	$1,149,879.00	1,395,294
1	1.21	REVISED/combine: Add to 1.4 - Technology professional development			0
1	1.22	DISCONTINUE - Virtual Academy class offerings			0
1	1.23	REVISE: Personnel	Yes	$4,961,974.00	4,978,379
1	1.24	REVISED: ADDED to 1.1: School/home connection to support early literacy			0
1	1.25	REVISED: ADDED to 1.1: Smaller class size			0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.26	Site-based allocations	Yes	$2,472,716.00	1,669,572
1	1.27	REVISE: Elementary Visual and Performing Arts (Add/Combine 1.28 and 1.29)	Yes	$4,559,305.00	3,475,857
1	1.28	Discontinue/revise: Combine with 1.27 - Middle School Visual and Performing Arts			0
1	1.29	Discontinue/revise: Combine with 1.27 - High School Visual and Performing Arts			0
1	1.30	Assessment	Yes	$609,922.00	$423,621.00
1	1.31	DISCONTINUE: Seal of Civic Engagement			0
1	1.32	MTSS- Supplemental Classroom support	Yes		0
2	2.1	Family Engagement and Wellness Centers	Yes	$942,079.00	$617,669.00
2	2.2	MTSS Implementation/ MTSS Tier 2/3/ Supplemental materials support for MTSS implementation	Yes	$193,236.00	$122,878.00
2	2.3	DISCONTINUE : COMBINED WITH 2.2 : MTSS Tier 2/3			0
2	2.4	Home to School Transportation	No	$6,688,876.00	$5,222,664.00
2	2.5	DISCONTINUE - (combined with 2.2 and 2.3)Supplemental materials support for MTSS implementation			0
2	2.6	Trauma informed training	Yes	$20,878.00	$14,644.00
2	2.7	Restorative Practices	Yes		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	REVISED: SEL Counselors and Mental Health Clinicians	Yes	$3,681,282.00	$4,617,876.00
2	2.9	Community Resources for counseling	No	$1,000,000.00	$1,426,167.00
2	2.10	School culture and climate survey	Yes	$63,741.00	69,784.00
2	2.11	DISCONTINUE/DELETE: Social Emotional strategies and monitoring			0
2	2.12	Monitoring suspension rates	Yes	$22,131.00	$0.00
2	2.13	DISCONTINUE : Family Welcome Center			$0.00
2	2.14	Parent Education Specialists	Yes	$282,106.00	$136,749.00
2	2.15	Family Engagement Plan	No	$231,000.00	$233,434.00
2	2.16	District Parent Engagement Opportunities	Yes	$2,304,198.00	$301,363.00
2	2.17	DISCONTINUE: not implemented - Professional Development			0
2	2.18	College and Career Night	Yes	$5,220.00	$5,220.00
2	2.19	Clubs and social activities	Yes	$20,878.00	$9,395.00
2	2.20	Secondary Sports	Yes	$4,023,073.00	$2,619,028.00
2	2.21	Secondary sports and extra curricular activities	Yes	$123,951.00	$134,091.00

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)
2	2.22	Student Leadership, CTE	Yes	$9,395.00	$9,395.00
3	3.1	Academic Support	Yes	$129,577.00	$151,587.40
3	3.2	Inclusive School Environment	Yes	$461,023.00	$505,575.00
3	3.3	Attendance	Yes		0
3	3.4	Transition Support	Yes	$32,394.00	$33,068.85
3	3.5	Individualized academic learning plan	Yes	$32,394.00	$33,068.85
3	3.6	MTSS Action Planning	Yes	$21,596.00	$22,045.90
4	4.1	Graduation rates	No		
4	4.2	Support for Students with Disabilities: ELA	No		
4	4.3	Support for Students with Disabilities: ELA	No		
4	4.4	Support for Students with Disabilities: ELA	No		
4	4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	No		
4	4.6	Professional Development: UDL	No		
4	4.7	Support for Students with Disabilities: Math	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.8	DISCONTINUE: (duplicative)Support for Students with Disabilities: Math	No		
4	4.9	Support for Students with Disabilities: Math	No		
4	4.10	Professional development for administrators: MTSS	No		
4	4.11	Professional development for administrators: MTSS	No		
4	4.12	Support for Students with Disabilities	No		
4	4.13	Support for Students with Disabilities	No		
4	4.14	Support for Students with Disabilities	No		
4	4.15	Support for pre-school students with disabilities	No		
4	4.16	Support for students' readiness for full inclusion	No		
4	4.17	Decrease suspension rates for students with disabilities	No		
4	4.18	Safety Care training	No		
4	4.19	Graduation rates	No		
4	4.20	Supporting social emotional and behavioral needs of students with disabilities	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.21	Reduce suspension rates for students with disabilities	No		
5	5.1	English Learner placement and support	Yes	$197,404.00	218,607.00
5	5.2	Elementary Professional Development	Yes		
5	5.3	Course Access	Yes	$34,177.00	$34,625.00
5	5.4	English Language Development Enrollment	Yes	$757,570.00	$594,769.00
5	5.5	International Academy	Yes	$489,116.00	$218,072.00
5	5.6	Dual Language programs	Yes	$179,523.00	$207,687.00
5	5.7	Language Line	Yes	$52,195.00	$52,195.00
5	5.8	College and Career Readiness	Yes	$1,792,044.00	$2,143,481.00
5	5.9	Secondary Professional Development	Yes	$1,566.00	$0.00
5	5.10	Bilingual Stipends	Yes	$1,057,861.00	$1,094,443.00
5	5.11	Support for the pathway to multilingualism	Yes	$20,878.00	$15,877.00
5	5.12	Supplemental ELD instructional materials	Yes	$20,878.00	$0.00
5	5.13	English Learner Specialists-supplemental	Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Renaissance PBIS	No	$79,000.00	$117,376.00
6	**6.2**	Renaissance Attendance Program	No	$25,000.00	$13,764.00
6	**6.3**	Renaissance Student Activities	No	$34,000.00	$16,137.00
6	**6.4**	Renaissance College and Career	No	$53,000.00	$33,147.00

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)
6	**6.5**	Renaissance Graduation Plans	No	$61,627.00	$59,302.00
6	**6.6**	New School Family Connection	No	$11,000.00	$20,166.00
6	**6.7**	New School College and Career	No	$5,000.00	$9,898.00
6	**6.8**	New School Student Activities	No	$47,946.00	$46,500.00

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)
7	7.1	DISCONTINUED/DELETED: Tier 2 Academics			
7	7.2	DISCONTINUED/DELETED from Virtual:English Language Specialist			
7	7.3	DISCONTINUED/DELETED from Virtual Academy- Tutoring			
8	8.1	DISCONTINUED/DELETED- Tier 2 Academics			
8	8.2	DISCONTINUED/DELETED: English Language Specialist			
8	8.3	DISCONTINUED/DELETED:Tutoring			

2025-26 Contributing Actions 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)
55,635,186	$53,547,197.00	$52,543,400.00	$1,003,797.00	1.320%	1.120%	-0.200%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	REVISED: Added- 1.24,1.25: Early Literacy	Yes	$11,737,857.00	$11,830,239.00		
1	1.2	Early childhood education	Yes	$91,986.00	$115,479.00		
1	1.3	REVISED : Added 1.14 - Supplemental Instructional Supports	Yes	$3,636,572.00	$4,333,764.00		
1	1.4	REVISED : Combined with 1.5,1.8, 1.21- Professional development	Yes	$2,948,351.00	$2,998,093.00		
1	1.6	Educational technology	Yes	$763,091.00	$3,287,314.00		
1	1.9	REVISED (Combined with 1.10 and 1.11) College and career development	Yes	$3,693,928.00	$3,575,632.00		
1	1.12	Expand CTE Pathways	Yes	$2,801,008.00	$3,595,408.00		
1	1.13	Multi-tiered systems of support (MTSS) - Added/combined 1.15	Yes	$4,165,742.00	$2,789,355.00		
1	1.16	Student access	Yes			0.10	.11
1	1.17	Math supports middle/high school	Yes	$10,439.00	0.00		
1	1.23	REVISE: Personnel	Yes	$4,961,974.00	$4,978,379.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.26	Site-based allocations	Yes	$2,472,716.00	$1,669,572.00		
1	1.27	REVISE: Elementary Visual and Performing Arts (Add/Combine 1.28 and 1.29)	Yes	$4,559,305.00	$3,475,857.00		
1	1.30	Assessment	Yes	$609,922.00	$423,621.00		
1	1.32	MTSS- Supplemental Classroom support	Yes			.70	.57
2	2.1	Family Engagement and Wellness Centers	Yes	$417,079.00	$347,669.00		
2	2.2	MTSS Implementation/ MTSS Tier 2/3/ Supplemental materials support for MTSS implementation	Yes	$163,236.00	$37,878.00		
2	2.6	Trauma informed training	Yes	$20,878.00	$14,644.00		
2	2.7	Restorative Practices	Yes			.10	.01
2	2.8	REVISED: SEL Counselors and Mental Health Clinicians	Yes	$2,281,282.00	$2,040,586.00		
2	2.10	School culture and climate survey	Yes	$63,741.00	69,784.00		
2	2.12	Monitoring suspension rates	Yes	$22,131.00	$0.00		
2	2.14	Parent Education Specialists	Yes	$282,106.00	$136,749.00		
2	2.16	District Parent Engagement Opportunities	Yes	$302,198.00	$301,363.00		
2	2.18	College and Career Night	Yes	$5,220.00	$5,220.00		
2	2.19	Clubs and social activities	Yes	$20,878.00	$9,395.00		
2	2.20	Secondary Sports	Yes	$2,347,427.00	$1,937,657.00		
2	2.21	Secondary sports and extra curricular activities	Yes	$93,951.00	$93,951.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.22	Student Leadership, CTE	Yes	$9,395.00	$9,395.00		
3	3.1	Academic Support	Yes	$129,577.00	$151,587.40		
3	3.2	Inclusive School Environment	Yes	$425,111.00	$458,075.00		
3	3.3	Attendance	Yes			.04	.04
3	3.4	Transition Support	Yes	$32,394.00	$33,068.85		
3	3.5	Individualized academic learning plan	Yes	$32,394.00	$33,068.85		
3	3.6	MTSS Action Planning	Yes	$21,596.00	$22,045.90		
5	5.1	English Learner placement and support	Yes	$197,404.00	218,607.00		
5	5.2	Elementary Professional Development	Yes			.03	.03
5	5.3	Course Access	Yes	$34,177.00	$34,625.00		
5	5.4	English Language Development Enrollment	Yes	$757,570.00	$594,769.00		
5	5.5	International Academy	Yes	$489,116.00	$218,072.00		
5	5.6	Dual Language programs	Yes	$179,523.00	$207,687.00		
5	5.7	Language Line	Yes	$52,195.00	$52,195.00		
5	5.8	College and Career Readiness	Yes	$1,612,544.00	$1,864,496.00		
5	5.9	Secondary Professional Development	Yes	$1,566.00	0.00		
5	5.10	Bilingual Stipends	Yes	$1,057,861.00	562,222.00		
5	5.11	Support for the pathway to multilingualism	Yes	$20,878.00	$15,877.00		
5	5.12	Supplemental ELD instructional materials	Yes	$20,878.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.13**	English Learner Specialists-supplemental	Yes			.35	.36

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$163,253,382	55,635,186	0.382	34.461%	$52,543,400.00	1.120%	33.305%	$1,886,976.04	1.156%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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