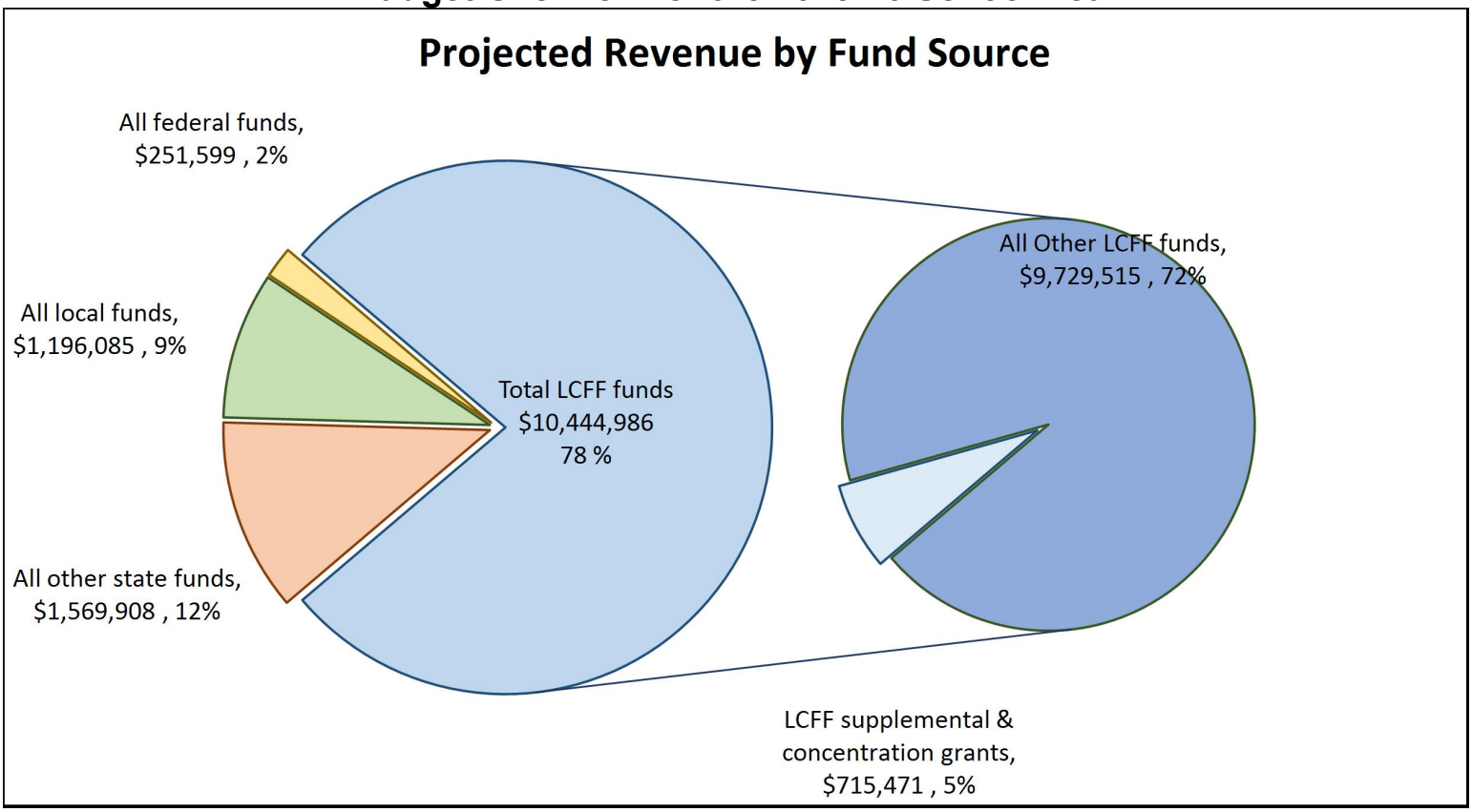
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bennett Valley Union School District & Bennett Valley Charter
CDS Code: 49-70623-6098248
School Year: 2025-26
LEA contact information:
Alexis Cala
Superintendent
lexie.cala@bvusd.org
707 542-2201

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

Budget Overview for the 2025-26 School Year

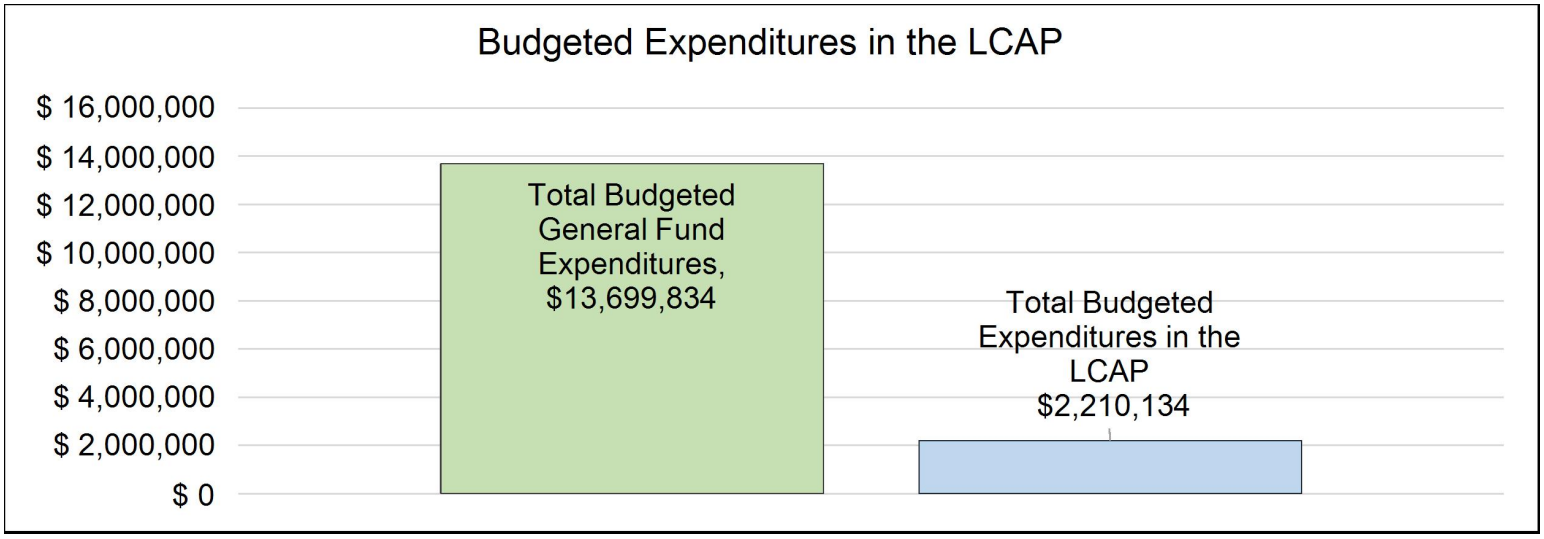


This chart shows the total general purpose revenue Bennett Valley Union School District & Bennett Valley Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bennett Valley Union School District & Bennett Valley Charter is $13,462,578, of which $10,444,986 is Local Control Funding Formula (LCFF), $1,569,908 is other state funds, $1,196,085 is local funds, and $251,599 is federal funds. Of the $10,444,986 in LCFF Funds, $715,471 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 Bennett Valley Union School District & Bennett Valley Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bennett Valley Union School District & Bennett Valley Charter plans to spend $13,699,834 for the 2025-26 school year. Of that amount, $2,210,134 is tied to actions/services in the LCAP and $11,489,700 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

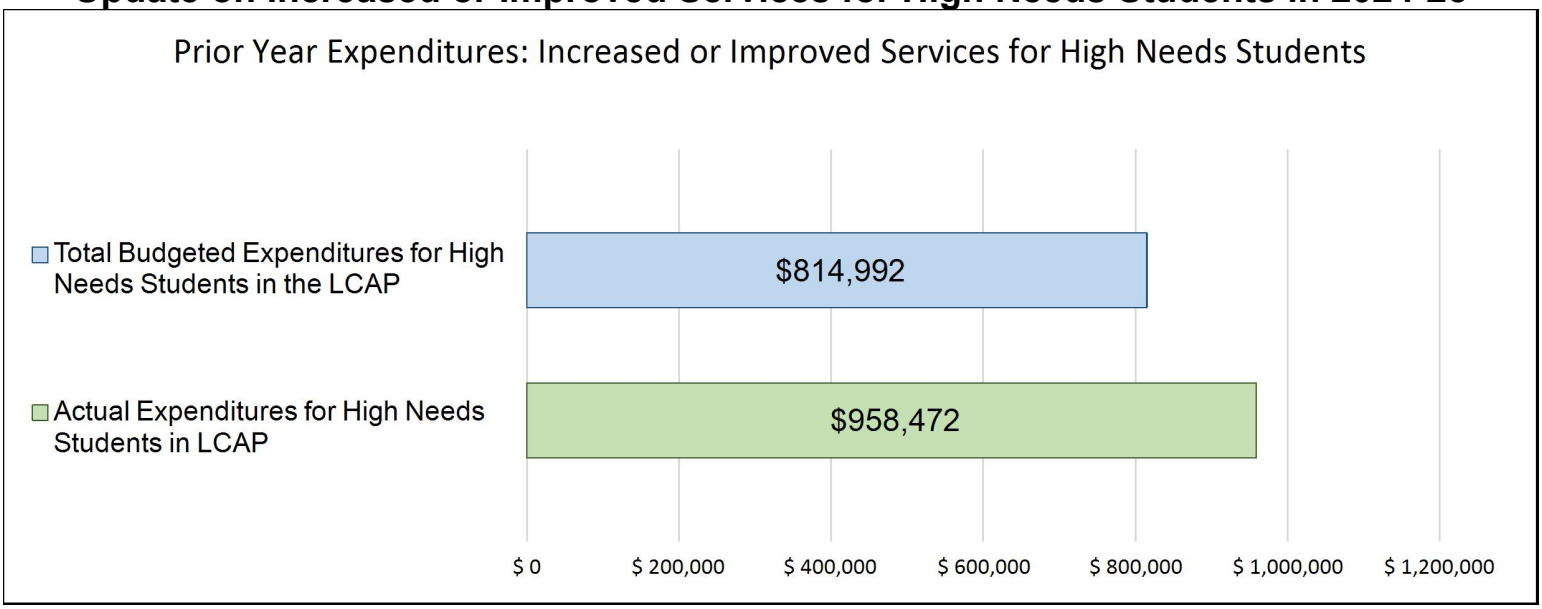
The bulk of the General Fund Expenditures not included in the LCAP cover compensation in the form of salary, benefits, and employer pension contributions for most positions. As usual, we also cover sizable special education encroachment, which we anticipate to be between $1,000,000 and $1,500,000. Additional expenditures cover smaller ancillary costs like Classroom Budget funds.

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

In 2025-26, Bennett Valley Union School District & Bennett Valley Charter is projecting it will receive $715,471 based on the enrollment of foster youth, English learner, and low-income students. Bennett Valley Union School District & Bennett Valley Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Bennett Valley Union School District & Bennett Valley Charter plans to spend $790,501 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Bennett Valley Union School District & Bennett Valley Charter's LCAP budgeted $814,992 for planned actions to increase or improve services for high needs students. Bennett Valley Union School District & Bennett Valley Charter actually spent $958,472 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bennett Valley Union School District & Bennett Valley Charter	Alexis Cala Superintendent	lexie.cala@bvusd.org 707 542-2201

Plan Summary [2025-26]

General Information

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

The Bennett Valley Union School District: Relentlessly Pursuing Success for All Students

BVUSD SCHOOLS / PROGRAMS / GRADES SERVED
Bennett Valley Union School District was created in 1951 with the merger of Bennett Valley School and Strawberry School, each originally housed in one room school houses. Today, the district encompasses 20 square miles of both suburban and rural Santa Rosa. The district serves approximately 900 students housed on two campuses. Yulupa School serves our TK through third grade students. Strawberry School serves fourth through sixth graders. Both schools have on-site childcare run by the YMCA. In addition, the district owns a third school site, the Bennett Valley Early Childhood Center which houses a state subsidized preschool and preschool child care program run by the 4 C's (Community Child Care Council), and a special education preschool program operated by the Rincon Valley Partnership, a consortium of six districts, that allows integration between the 4C's general education preschool and the preschool speech unit and preschool special education classes.

CHARTER CONVERSION
The Bennett Valley Union School District is currently transitioning grades 1–6 to a district-operated charter school model. This transition is guided by a commitment to preserving educational continuity, maintaining fiscal responsibility, and expanding instructional flexibility to better serve all students.Transitional Kindergarten (TK) and Kindergarten will continue to operate as traditional district programs, with LCAP oversight and approval provided by the Sonoma County Office of Education (SCOE). Grades 1–6 are undergoing conversion to a charter program authorized by the District's Governing Board, with anticipated state approval in July 2025.

This LCAP reflects the integration of both programs: the TK and K program, which remains under SCOE oversight, and the grades 1–6 program, which is transitioning to charter status. We have developed a unified plan that provides a comprehensive narrative of our instructional goals, performance data, and strategies for continuous improvement across all grade levels. By aligning our educational planning efforts across both traditional and charter frameworks, we aim to ensure coherence and equity for all students within the Bennett Valley community.While this LCAP presents an integrated narrative that reflects the district's unified vision for all students, financial reporting and requirements will continue to be differentiated as required—separately addressing expenditures and goals for the traditional (TK–K) and charter (1–6) programs in alignment with state and authorizing agency guidelines.

ACADEMIC PERFORMANCE & RECOGNITION
The Bennett Valley Union School District is one of the top-performing districts in Sonoma County. Both schools have earned Distinguished School Status by the State of California. Strawberry was named a Gold Ribbon School under the State's program. Most recently, Yulupa was named as a top elementary school by the U.S. News and World Report. The District has a long tradition of quality education, a strong Special Education program, and excellent rapport with and support from the parents and the community. The teaching staff is a dedicated group of experienced professionals who are committed to excellence.

BVUSD MISSION / VISION
We approach instruction with bold certainty that all students can learn while pledging to provide our children with both 'roots' and 'wings.' Our mission is distilled into three key elements: scholarship, mentorship, and friendship which translates into an investment in rigorous learning, healthy systems, and social-emotional support.
1 | Scholarship – We provide high-quality instruction that fosters students' intellectual, physical, and social growth, helping each reach their full potential.
2 | Mentorship – We offer layered academic supports and enrichment, along with meaningful opportunities for families to engage in their child's education.
3 | Friendship – We cultivate a safe, supportive environment that promotes every child's social and emotional development.

BVUSD LCAP DATA
Some of our data highlights areas for growth and opportunity while some data confirms we continue to be successful in our effort and have a lot to celebrate.The District analyzes student performance as a whole, by student demographic group, and by individual on a host of measures including the State Dashboard and our local measures. State assessments are usually given once a year in the spring. Local measures are generally given three times per year and include PELI, DIBELs and STAR. Data for groups that could be individually identifiable is not included in this report to protect the privacy of those students. Not all data is available for all student demographic groups, grade levels, or subject areas. For example, BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. The same is true of several additional student demographic groups, and is noted as appropriate.

DATA NOTES & REPORT NOTATIONSThe BVUSD LCAP is informed by the most recent data available and includes comparisons to prior years to track progress over time. Typically, the data used reflects the previous school year, as current-year outcomes are not fully available at the time of plan development. For example, the 2025–26 LCAP is based on data from the 2023–24 school year and earlier, and outlines

actions for the 2025–26 school year accordingly. The California School Dashboard data also reflects a one-year lag. The most recent release, the 2024 Dashboard, includes performance data from the 2023–24 school year. Prior-year data, such as from the 2023 Dashboard, is used alongside current data to provide historical context and highlight trends. In most cases, parenthetical references clarify the year of the data being cited. Where additional data points are included for context, notations are provided at the beginning of each section.
Local Student Outcome data includes the following abbreviations:

- BOY = Beginning of Year (fall)
- MOY = Middle of Year (winter)
- EOY = End of Year (spring)

INCLUDED DATA
Below is a summary of available assessment data referenced in this report.

- Dashboard data for grades TK, K, 1, 2, 3, 4, 5, 6
- Academic local assessment data (PELI, DIBELs, STAR) for grades TK, K , 1, 2
- Academic State data (CAASPP) for grades 3, 4, 5, 6
- Academic State data (CAST) for grade 5
- Physical Fitness Data data (PFT) for grade 5
- Student Input & Survey Data (YouthTruth) for grades 3, 4, 5, 6
- Staff Input & Survey Data (YouthTruth) for all staff
- Family Input & Survey Data (YouthTruth) for all families

ADDITIONAL NOTES (Equity Multiplier / Strategic Plan / ATSI)

> EQUITY MULTIPLIER:
For the 2025-26 school year, BVUSD does not have any schools identified for the Equity Multiplier.

> STRATEGIC PLAN:
The BVUSD 2025-26 LCAP serves as the district's Strategic Plan.

> ATSI:
ATSI planning has been included in prior LCAPs; however, the BVUSD 2025-26 LCAP does not include ATSI planning, as no school or student groups continued to qualify per CDE data in the 2024 reporting year.

Additional details about what is included in this plan are included in the following section. LREBG FUNDS (Actions 1.4 & 2.1):

Reflections: Annual Performance

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

DASHBOARD DATA NOTES:
- 2023 Dashboard Data is for 2022-23 school year is is noted in parentheses ( )
- 2024 Dashboard Data is for 2023-24 school year and is noted with an asterisk *
- Percent change is noted in a double parentheses (( ))
- Dashboard colors are used to reflect performance levels as follows:

(lowest level) Red > Orange > Yellow > Green > Blue (highest level)
- (+ / -) are used before each category to show the number of performance levels an indicator increased or decreased

REFLECTIONS -- Successes per CA Dashboard and Local Data:
No indicators received a “red” performance for “all students” in 2024. The following State indicators reflect high performance levels ("green" or "blue") or improvement on the 2024 Dashboard for "all students."

2024 BVUSD - All Students (2023 data in parenthesis)
- (++) Chronic Absenteeism = YELLOW; (red, 2023) > + 2 performance levels
- (++) Suspension Rate = BLUE; (yellow, 2023) > + 2 performance levels
- English Language Arts = GREEN; (green, 2023) > no change
- Mathematics = GREEN; (green, 2023) > no change

Yulupa - All Students
- (++) Chronic Absenteeism = YELLOW; (red, 2023) > + 2 performance levels
- (+) Suspension Rate = BLUE; (green, 2023) > + 1 performance level
- (++) English Learner Progress = GREEN; (orange, 2023) > + 2 performance levels
- English Language Arts = GREEN; (green, 2023) > no change
- (+) Mathematics = BLUE; (green, 2023) > + 1 performance level

Strawberry - All Students
- (+) Chronic Absenteeism = YELLOW; (orange, 2023) > + 1 performance level
- (+++) Suspension Rate = BLUE; (orange, 2023) > + 3 performance levels
- English Language Arts = GREEN; (green, 2023) > no change

REFLECTIONS -- Challenges per CA Dashboard and Local Data:
(1) Dashboard for “All Students” (District-wide / School-wide) receiving a “red” performance level in 2023
- Yulupa Elementary - Chronic Absenteeism; “red” for “all students”

(2) Dashboard for Student Groups (District-wide) receiving a “red” performance level in 2023
• BVUSD - Chronic Absenteeism; “red” for the following groups: Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White

(3) Dashboard for Student Groups (School-wide) receiving a “red” performance level in 2023
• Yulupa Elementary - Chronic Absenteeism; “red” for the following groups: Hispanic, Two or More Races, Socioeconomically Disadvantaged, White
• Strawberry Elementary - Chronic Absenteeism; “red” for the following groups: Socioeconomically Disadvantaged, Students with Disabilities, White

REFLECTIONS -- Challenges / Required Actions

2023 Required Actions - (Reds from 2023)
The State of California requires LCAP actions to address low performance (“red”) in (1) any school, (2) student group within the district, and (3) student group within any school on one or more state indicators on the 2023 Dashboard. While all efforts arguably impact absenteeism, BVUSD continues to address Chronic Absenteeism as an identified area of need most specifically in the following LCAP actions:
- Action 2.1 (CULTURE & SAFETY - Safe & Inclusive Climate)
- Action 2.3 (ENGAGEMENT & SUPPORT - Attendance & Enrollment)
- Action 2.5 (ENGAGEMENT & SUPPORT - Community & Family)

See additional data details below.

2024 Required Actions (DA / Equity Multiplier / EL / LTELS / LREBG)
The State of California requires the following actions to be included in a district’s LCAP for 2025-26:

(A) DIFFERENTIATED ASSISTANCE: BVUSD does not qualify for Differentiated Assistance; therefore it is not applicable for our 2025-26 LCAP

(B) EQUITY MULTIPLIER:For the 2025-26 school year, BVUSD does not have any schools identified for the Equity Multiplier; therefore it is not applicable for our 2025-26 LCAP

(C) ENGLISH LANGUAGE LEARNERS: As a document largely targeted to support English Learners, all actions are intended to support our ELs. Most specifically however, the following LCAP actions are most principally targeted:
• Action 1.3 (Student Support - INCLUSIVE CLASSROOMS)
• Action 1.4 (Student Support - TARGETED ACADEMIC SUPPORT)
• Action 1.5 (Student Support - EXPANDED OPPORTUNITIES)
• Action 2.5 (Engagement & Support - COMMUNITY & FAMILY)

(D) LONG-TERM ENGLISH LEARNERS:BVUSD has fewer than 15 long-term English learners (LTELs); and therefore LTEL data is not included on the Dashboard and is not applicable for BVUSD's 2025-26 LCAP

(E) STRATEGIC PLAN:
The BVUSD 2025-26 LCAP serves as the district's Strategic Plan.

(F) ATSI:
ATSI planning has been included in prior LCAPs, however the BVUSD 2025-26 LCAP does not include ATSI planning, as no school or student groups continued to qualify per CDE data in the 2024 reporting year. Yulupa Elementary had been identified for Additional Targeted Support and Improvement (ATSI) in 2022 and 2023 based on Chronic Absenteeism rates. Due to measurable gains in 2024, Yulupa has now met the criteria to exit ATSI status—an important milestone that reflects our ongoing efforts to improve attendance.

(G) LREBG FUNDS (Actions 1.4 & 2.1):
BVUSD has expended all LREBG funds for the 2025-26 school year. However, if additional funding is received, LREBG dollars will first fund Goal 1, Action 1.4 (Targeted Student Support), specifically in our goal to expand Multi-Tiered System of Support (MTSS). In addition to the academic support, social-emotional well-being is also prioritized under MTSS. Should additional LREBG dollars be available after supporting academic supports (including materials, diagnostics, and/or professional learning), LREGB could could also partially fund Goal 2, Action 2.1: Safe & Inclusive Climate). In this case, funded actions would be primarily targeted on counseling, mental health services, and social emotional learning.

Pursuant to EC Section 32526(c)(2)(A-F) LREBG expenditures are limited to actions or services that:
- (1) - are permissible under the list of allowable uses
- (2) - are limited to those that are evidence-based
- (3) - target an identified need for students or schools in the greatest need according to a needs assessment
- (4) - are monitored by at least one metric to ensure appropriate impact
- (5) - are included within the description of the associated action or analysis describing the rationale for selecting the action or service and how the selected action or service is expected to address the identified areas of need for the students or schools in greatest need.

Each of the requirements above is fulfilled as follows:
(1) Allowable Use of Funds
MTSS qualifies under both category (B) and category (C) of allowable uses for LREBG. Category B lists evidence-based learning supports (e.g., individualized learning, programs/materials to accelerate learning, TK-3 early literacy, and professional development in the K-12 Mathematics / ELA / ELD Frameworks for California Public Schools). Category C lists evidence-based student supports (e.g., counseling, mental health, and social-emotional learning).

(2) Evidence-based Service
MTSS is is an evidence based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being.

(3) Students/Schools in Greatest Need per Needs Assessment
The identified needs are described here:

ELA Support for EL & SED (Goal 1, Action 1.4)
While overall, 61.9% of BVUSD met or exceeded ELA standards earning the district a “green” performance level, ELs and SEDs both earned the second to lowest level (“orange”) with only 37.9% and 51.7% meeting/exceeding ELA standards, respectively.

Math Support for EL & SED (Goal 1, Action 1.4)
While overall, 53.1% of BVUSD met or exceeded Math standards earning the district a “green” performance level, ELs and SEDs both earned the second to lowest level (“orange”) with only 31% and 38.1% meeting/exceeding Math standards, respectively.

Counseling / Relationships Support for EL (Goal 2, Action 2.1)
While 67% of white BVUSD students reported feeling like there is an adult from school they can talk to if they’re feeling upset, only 44% of Spanish-speaking students reported the same.

(4) Metric used to Monitor Impact
The metrics being used to monitor the impact of the action includes:
- Equitable Access to Quality Learning Materials (Metrics 1.2 & 1.4)
- Achievement and Equitable Outcomes in ELA (1.6), ELD (1.6), Math (1.7), and Science (1.8)
- English Language Proficiency (1.9)
- Local Outcomes (1.10)
- Equitable Access to a Broad Course of Study (1.14)
- Academic Challenge & Student Learning (1.15)
- Climate & School Connectedness (2.4)
- Student Sense of Safety (2.6)

(5) How the Service Addresses the Identified Need
Per the CDE, MTSS is a multifaceted approach that is scalable and sustainable.“It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.” In alignment with CDE’s vision of “one coherent system of education” MTSS is specified as an opportunity that “affords a full range of academic, behavioral, and social support for all students to achieve.” As part of the MTSS model, BVUSD would like to provide more comprehensive support to ensure equitable access and outcomes for all students academically (through improved diagnostics, targeted instruction, and professional learning) and social-emotionally (through additional counseling, mental health services, and social-emotional learning).

RED DASHBOARD DATA: As of the 2024 Dashboard release, BVUSD does not have any school-wide or district-wide indicators in the

lowest performance level (red). This marks a positive shift from the 2023 data, when Chronic Absenteeism was the only metric with performance in the red for schools, the district, and specific student groups.

To illustrate this progress, the following summary provides 2023 Chronic Absenteeism data for all student demographic groups that were identified as performing at the red level.

Chronic Absenteeism | Districtwide Data
• Overall, districtwide Chronic Absenteeism improved by two performance levels from Red (2023 data) > Yellow *2024 data - for "all students."

(++) BVUSD - OVERALL (All Strawberry Students)
• 2024 = *13% / YELLOW ((- 6.1% from prior year))
• 2023 = (19.1%) / RED ((+ 4.1% from prior year))

BVUSD - By Student Demographic Groups
(+++) BVUSD - Two or More Races
• 2024 Data = *9.9% / GREEN ((- 21.2%, prior year))
• 2023 Data = (31.3%) / RED ((+ 17.3%, prior year))

(++) BVUSD - Hispanic
• 2024 Data = *17.6% / YELLOW ((- 2.5%, prior year))
• 2023 Data = (20.1%) / RED ((+ 17.3% prior year))

(++) BVUSD - Socioeconomically Disadvantaged
• 2024 Data = *9.9% / YELLOW ((- 21.2%, prior year))
• 2023 Data = (31.3%) / RED ((+ 42.3%, prior year))

(++) BVUSD - Students with Disabilities
• 2024 Data = *9.9% / YELLOW ((- 21.2%, prior year))
• 2023 Data = (31.3%) / RED ((+ 8%, prior year))

(++) BVUSD - White
• 2024 Data = *9.9% / YELLOW ((- 21.2%, prior year))
• 2023 Data = (31.3%) / RED ((+ 7.6%, prior year))

Chronic Absenteeism | Yulupa
• All but one group improved by at least one performance level in the area of Chronic Absenteeism.
• One group saw a moderate improvement, but stayed in the lowest performance level (red) in the area of Chronic Absenteeism:

Yulupa - Socioeconomically Disadvantaged
• 2024 Data = *24.1% / RED ((+ 2.1%, prior year))
• 2023 Data = (23.8%) / RED ((- 0.4%, prior year))

However, BVUSD notes the following improvements in the area of Chronic Absenteeism, as all of the following student groups had received the lowest performance level (red) in 2023-24, but improved at least one performance level in 2024-25

(+) Yulupa - English Learners
• 2024 Data = *24.7% / RED ((+ 15.9%, prior year))
• 2023 Data = (22.5%) / ORANGE ((- 2.2%, prior year))

(++) Yulupa - OVERALL (All Strawberry Students)
• 2024 Data = *20.3% / RED ((+ 10.1%, prior year))
• 2023 Data = (14.2%) / YELLOW ((- 6.1%, prior year))

(++) Yulupa - Hispanic
• 2024 Data = *21.2% / RED ((+ 8%, prior year))
• 2023 Data = (17.6%) / YELLOW ((- 3.6%, prior year))

(++) Yulupa - Two or More Races
• 2024 Data = *32% / RED ((+ 21%, prior year))
• 2023 Data = (10.3%) / YELLOW ((- 21.7%, prior year))

(++) Yulupa - White
• 2024 Data = *16.7% / RED ((+ 8.7%, prior year))
• 2023 Data = (11.9%) / YELLOW ((- 4.8%, prior year))

Chronic Absenteeism | Strawberry
• Overall, Chronic Absenteeism improved at Strawberry in 2024, moving up two performance levels from the lowest performance level (red) in 2023-24 to yellow in 2024-24.

(++) Strawberry - OVERALL (All Strawberry Students)
• 2024 Data = *16% / RED ((+ 2.8%, prior year))
• 2023 Data = (10.2%) / YELLOW ((- 5.8%, prior year))

(++) Strawberry - Socioeconomically Disadvantaged
• 2024 Data = *27.5% / RED ((+ 3.3%, prior year))
• 2023 Data = (16.2%) / YELLOW ((- 11.4%, prior year))

(++) Strawberry - Students with Disabilities
• 2024 Data = *28.8% / RED ((+ 11.6%, prior year))
• 2023 Data = (14.3%) / YELLOW ((- 14.5%, prior year))

(+++) Strawberry - White
• 2024 Data = *13.7% / RED ((+ 4.2%, prior year))
• 2023 Data = (7.9%) / GREEN ((- 5.8%, prior year))

COMMUNITY INPUT DATA - OVERALL
2025 YouthTruth Survey Data Summary - Students, Staff, & Families

Summary: We are proud to report that the percent of positive responses increased in ALL areas this year with one exception, as noted below. Importantly, we are particularly proud of the significant increase in the percent of positive responses we saw in the area of School Safety. This response improved by 6% by families and an impressive 20% as reported by staff.

COMMUNITY INPUT DATA - COMPARATIVE SUMMARY

Compared to other participating elementary schools, BVUSD's highest rated themes are:
• STUDENTS - Relationships & Culture
• FAMILIES - School Safety & Resources
• STAFF - School Safety & Engagement

Compared to other participating elementary schools, BVUSD's lowest rated themes are:
• STUDENTS - Academic Challenge & Engagement
• FAMILIES - Culture & Engagement
• STAFF - Culture & Professional Development

COMMUNITY INPUT DATA - RELATIVE SUMMARY

Highest Rated BVUSD Themes
• STUDENTS - Relationships & Engagement
• FAMILIES - Relationships & Culture
• STAFF - Relationships & Engagement

Lowest Rated BVUSD Themes

- STUDENTS - Culture & Belonging
- FAMILIES - Engagement & School Safety
- **STAFF - **Professional Development & Culture

**Of note, the percent of positive staff responses in the area of Professional Development, was the only area of the Youth Truth survey that saw an overall decline from the prior year dropping from 48% to 39%

ADDITIONAL DATA
Additional YouthTruth data appears in the Metrics sections of the LCAP:
- Metric 1.4 - Implementation of Core CA Content Standards
- Metric 1.15 - Academic Challenge & Student Learning
- Metric 2.4 - Climate & School Connectedness
- Metric 2.5 - Community Engagement - Enrollment, Participation, & Communication
- Metric 2.6 - School Safety

*BVUSD does not have any schools eligible for the Equity Multiplier funding.

Reflections: Technical Assistance

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

N/A - BVUSD is not eligible for or receiving technical assistance

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - BVUSD is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A - BVUSD is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

N/A - BVUSD is not eligible for comprehensive support and 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
Parents	Parent voices helped shape key LCAP focus areas, including chronic absenteeism, student belonging, and communication improvements. In addition to feedback submitted formally with respect to the LCAP, BVUSD administration considers every occasion to meet, connect, and engage with families as an opportunity to gather input from families. Accordingly, BVUSD continued to leverage existing parent group meetings, town halls, school events, and conferences to actively gather ongoing feedback, in addition to more formalized methods like the Youth Truth Survey. Throughout the year, parents receive regular communication and information about district policies, challenges, and opportunities for growth. The LCAP, along with many other district plans, reports, board policies, administrative regulations, meeting agendas, and frameworks are available online at www.bvusd.org. The LCAP appears on at least three (3) board meetings throughout the year, and families are notified and invited to participate in each: • Meeting #1 - January/February: Public Hearing & Mid-Year Update • Meeting #2 -February/March: Proposed LCAP changes (to reflect data in Mid-Year update and survey input)

Educational Partner(s)	Process for Engagement
	• Meeting #3 - 1st June Meeting: LCAP Public Hearing (with Budget) • Meeting #4 - 2nd June Meeting: LCAP Approval (with Budget) Prior to each meeting, parents receive reminders about each meeting with links to the agenda (via ParentSquare messaging) along with invitations to submit written comments regarding any proposed goals, actions, or expenditures (via Agenda content). In 2024-25 families were invited to participate in a series of Budget Study Sessions (October 2024 - February 2025) designed to gather input about necessary budget cuts and efforts to mitigate the impact of these cuts. Presentations with opportunities for family input were included in several board meetings. In addition, parents are invited and encouraged: • to provide feedback directly to school and district administrators • to attend individual meetings (specific to their student) • to participate in our joint advisory committee (BVUSD District Advisory Council - including ELAC/DELAC) • to participate in Bennett Valley Education Foundation (BVEF) and Bennett Valley Alliance of Parents & Teachers (BVAPT); teacher reps and all administrators participate in these monthly meetings as well • to attend and participate in monthly board meetings via public comment and Public Hearings Principals and the Superintendent also participate in monthly parent group meetings (BVEF & BVAPT). These are interactive meetings which provide opportunities to learn about the parent perspective in many areas, including those that connect to our LCAP. The majority of formalized Parent Feedback influencing the LCAP was gathered through our annual YouthTruth survey. 60% of BVUSD parents participated in this year's survey and provided

Educational Partner(s)	Process for Engagement
	input in the areas of Engagement, Relationships, Culture, Communication & Feedback, and Resources. As reported by families, the lowest ranked survey theme was in the area of engagement, which is why this area continues to be heavily prioritized in LCAP goals and actions (especially Goal #2).
Students	Student feedback was primarily gathered through the YouthTruth Survey and shared by staff and administrators throughout the year. Emerging themes (such as student belonging and school connectedness) directly informed new SEL goals and instructional strategies in the 2025–26 LCAP. Student feedback is encouraged throughout the year, and administration similarly considers all occasions to connect with students an opportunity to better understand their experience - and therefore, as an opportunity to inform the LCAP. In addition, third through sixth graders are given time during class to complete the YouthTruth Survey administered in January. We had almost 100% participation rates for students. Student survey responses are carefully reviewed to identify key themes in opportunities for growth and indications of success. Responses are disaggregated by grade levels. Student performance data also informs the LCAP and is carefully examined for areas of success and growth across each student demographic groups.
Teachers	Teachers contributed through site-based leadership roles, participation in PLCs, district-wide initiatives (e.g., CAPS), and regular meetings with administrators. Input from YouthTruth surveys, budget study sessions, and instructional planning was used to prioritize resources for PD, instructional time, and student engagement efforts.Teachers receive regular communication and information about district policies, challenges, and opportunities for growth.

Educational Partner(s)	Process for Engagement
	Principals (regularly) and the Superintendent (on occasion) also participate in monthly grade level team meetings. These are interactive meetings which provide opportunities to learn about each grade level team's perspective in many areas, including those that connect to our LCAP. The LCAP, along with many other district plans, reports, board policies, administrative regulations, meeting agendas, and frameworks are available online at www.bvusd.org. The LCAP appears on at least three (3) board meetings throughout the year, and families are notified and invited to participate in each: • Meeting #1 - January/February: Public Hearing & Mid-Year Update • Meeting #2 - February/March: Proposed LCAP changes (to reflect data in Mid-Year update and survey input) • Meeting #3 - 1st June Meeting: LCAP Public Hearing (with Budget) • Meeting #4 - 2nd June Meeting: LCAP Approval (with Budget) Prior to each meeting, teachers receive reminders about each meeting with links to the agenda (via ParentSquare messaging) along with invitations to submit written comments regarding any proposed goals, actions, or expenditures (via Agenda content). In addition, teachers are invited and encouraged: • to provide feedback directly to school and district administrators • to attend individual meetings with district leaders as needed or requested • to participate in our joint advisory committee (BVUSD District Advisory Council - including ELAC/DELAC) • to participate in various stipend opportunities (negotiated each spring with BVTA); many provide opportunities feedback and district leadership • to share feedback during monthly staff meetings

Educational Partner(s)	Process for Engagement
	• to report feedback from monthly grade-level team meetings • to attend and participate in monthly board meetings via public comment and Public Hearings • to participate in an LCAP Public Hearing when the mid-year report was presented and again in April for the purposes of generating feedback for our LCAP • to complete our comprehensive YouthTruth Survey (January) • to provide input about our budget - specifically around necessary cuts implemented this year • to provide input about funding they receive from our parent groups • to provide input in all district plans (e.g., LCAP, ELOP, Prop 28, our new Strategic Plan for the Arts, etc.) Each spring, all staff (teachers and certificated personnel) are also invited to provide written feedback about the LCAP.
Principals & Other Administrators	Monthly leadership meetings and ongoing (weekly, sometimes daily) and collaborative planning sessions with principals and site admin teams supported alignment of site needs with LCAP goals. Their insights guided budget trade-offs and helped prioritize actions related to chronic absenteeism, student support systems, and staff professional learning. Principals and other district administrators have an open door policy and solicit feedback regularly. Principals and other district administrators also had the same opportunities to provide feedback as listed above for families and staff which includes: • Board meetings with agendized LCAP items • Annual YouthTruth Survey • Budget Study Sessions The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.

Educational Partner(s)	Process for Engagement
Other School Personnel	Classified staff and other school personnel shared feedback through their bargaining unit, surveys, and informal conversations. They also participate in the B.R.I.D.G.E team as part of the CAlifornia Labor Management Initiative (CA LMI). Their input helped shape operational priorities and informed areas such as student safety, site-level needs, and workplace culture. All school personnel had many of the same opportunities to provide feedback as those listed above for families and staff which includes: • Board meetings with agendized LCAP items • Annual YouthTruth Survey • Budget Study Sessions The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.
Local Collective Bargaining Units	BVUSD fosters strong relationships with both bargaining units through weekly check-ins, collaborative labor-management practices, and participation in the CA Labor Management Initiative. Labor groups are regularly consulted, and specifically so during conversations about change (e.g., during charter conversion planning) and throughout the year to align LCAP priorities with staff input, including budget and professional development focus areas In addition to the opportunities listed above, BVUSD continued the partnership with the California Labor-Management Initiative (CA LMI) this year as a result of generous Sonoma County Office of Education (SCOE) funding. Members include the superintendent, labor group presidents (both certificated and classified), three certificated teachers, three classified staff members, a school psychologist, one trustee, and one principal.

Educational Partner(s)	Process for Engagement
	• The team defined their goals and established a new name for the group: B.R.I.D.G.E. (Building Relationships Improving Dialogue Guiding Education). Engagement has continued to be thoughtful, vulnerable, and deeply meaningful, as we share our experiences, identify gaps, provide clarification, and continually evaluate our key areas of focus. The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.
Parent Advisory Committee & English Language Parent Advisory Committee - called DAC in BVUSD = District Advisory Council (a combined advisory group)	The District Advisory Council is a major component of the LCAP development. Another major feedback group is the District English Learner Parent Advisory Committee (DELAC). BVUSD combined the ELAC and DAC structures in response to low participation, but engagement continues to be limited. This impacted the depth of EL-specific input. Future plans include rebuilding ELAC as a distinct advisory group to better reflect the needs of English learners in the LCAP. DAC meetings were not well attended in 2024–25. The district acknowledges this as a growth area and plans to reinvest in meaningful DAC engagement next year. Feedback from this year emphasized the need for more structured parent involvement and was used to inform revised parent engagement strategies. Bolstering our DAC/ELAC programs as a means of Increasing opportunities for meaningful engagement has risen as a top priority for the 2025-26 school year. BVUSD's DAC includes: staff, community members, and parents including parents/guardians of ELs, low-income & Foster Youth, and the following are topics and tasks for the full council:

Educational Partner(s)	Process for Engagement
	• Inform District Priorities, especially as it relates to providing input for the LCAP • Stakeholder Input • Needs Assessment (develop & conduct) • Community Survey Data • Comprehensive School Safety Plan (CSSP) • School Accountability Report Card (SARC) • District Budget Summary Report ELAC/DELAC Subcommittee work includes: • English Learner Programs & Services (reclassification, written notifications, program goals & objectives, staff compliance) • EL Roadmap • EL Parent Survey • Annual Language Census R-30 • School Attendance The details of this feedback are included in the family priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime. Additional details about BVUSD's DAC are included online at bvusd.org/dac.
Special Education Local Plan Area (SELPA) Administrator	Our first draft of the LCAP was shared with the SELPA in May. Feedback was helpful in refining some details and largely positive. Ongoing consultation with SELPA administrators supported analysis of student performance data and the development of a root cause analysis for Students with Disabilities. These discussions directly influenced the continued focus on instructional access and targeted supports reflected in the plan. SELPA feedback has been largely positive, noting many areas of improvement for students with disabilities (e.g., chronic absenteeism,

Educational Partner(s)	Process for Engagement
	ELA, Math), our documented commitment to increase students with disabilities (SWD) time in the general education classrooms, and funding allocations dedicated to SWDs in Actions 1.1, 1.2, and 1.3. Per the SELPA's recommendation, actions in the 2025-26 LCAP continue to align with the work already underway with our Compliance Improvement Monitoring (CIM) team and the corresponding plan. Outside of feedback solicited specifically with respect to the 2024-25 LCAP, District leaders and special education teachers have been in regular contact with our SELPA experts. This has included several meetings between district staff and SELPA staff to analyze BVUSD special education data and collaborate around areas for improvement. As a result of these collaborative sessions, BVUSD has priorities increasing school psychologist services, continued to encourage more collaboration between our general education and special education teachers, reviewed class placement procedures to better align with the Individuals with Disabilities in Education Act (IDEA), and we continue to emphasize (with goals to deepen) UDL and universal accommodations to maximize access to grade-level, standards-aligned core curriculum instruction, and learning within the general education classrooms.

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

Details describing how the 2025-26 LCAP was influenced by the feedback provided by educational partners is reference in the table above. Additional details about the influence of specific feedback is included below in the Actions section of this LCAP, but a broad summary of some of the key pieces informing our LCAP Goals and Actions are as follows:

- Teachers - interest in more inspiring Professional Development (PD)
- Teachers - interest in more safety-related PD per collective bargaining
- Teachers - interest to continue our focus on culture
- Students - need to examine the area of "belonging" per Youth Truth survey data
- Families - additional opportunities to engage in meaningful decision making
- Families - additional opportunities to engage in meaningful decision making
- Labor Groups - need for additional paraprofessional training

- Labor Groups - need for additional training during onboarding in general
- SELPA - support to improve our service model to more closely align with Least Restrict Environment (LRE) in alignment with the Individuals with Disabilities in Education Act (IDEA).
- SELPA - continued support to improve implementation of services as prescribed in each student's IEP

Additional details about the influence of specific feedback is included below in the Actions section of this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC SUCCESS | EQUITABLE ACCESS & OUTCOMES: We support the academic success of all students by providing effective support to our qualified staff to deliver a rigorous, standards-aligned curriculum, with high-quality resources, to meet and respond to the needs of all learners within an inclusive learning environment.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ACADEMIC SUCCESS | EQUITABLE ACCESS & OUTCOMES:
We support the academic success of all students by providing effective support to our qualified staff to deliver a rigorous, standards-aligned curriculum with high-quality resources, in order to meet and respond to the needs of all learners through inclusive classroom practices and differentiated academic support.

GOAL DESCRIPTION
BVUSD will ensure the academic success of all students by equipping qualified educators with the curriculum, tools, and training needed to deliver rigorous, standards-aligned instruction in inclusive and supportive classrooms. This goal is centered on guaranteeing equitable access to academic opportunity and outcomes for all students, with a specific focus on closing gaps for English Learners (ELs), Students with Disabilities (SWDs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Actions are intentionally grouped into two categories: Staff Support and Student Support, to promote alignment across professional learning, instructional quality, and academic intervention systems.

WHY THE GOAL WAS DEVELOPED
This goal was developed based on a comprehensive analysis of student achievement data, stakeholder feedback, and equity-focused needs assessments. Input from students, families, and staff consistently emphasized the need for a high-quality curriculum, inclusive instructional practices, and targeted academic interventions—especially for students in underserved groups. Persistent achievement gaps and access disparities for ELs, FY, SEDs, and SWDs underscore the importance of early and responsive academic support. The actions and metrics aligned to this goal are designed to build a system where every student is supported to meet or exceed grade-level standards and achieve long-term academic success.

HOW ACTIONS AND METRICS SUPPORT THE GOAL
Each action advances the goal of academic success through equitable access. Actions 1.4 and 1.5 are identified as “Contributing” because they are principally directed to, and designed to increase or improve services for, unduplicated pupils.

- Staff Support actions (1.1–1.3) ensure that teachers have access to materials, training, and inclusive frameworks.
- Student Support actions (1.4–1.5) expand intervention, learning time, and instructional differentiation—especially for unduplicated students.

METRICS USED TO MONITOR PROGRESS
Each action is measurable and aligned with the overall goal. Descriptions for each include a rationale (need), summary of services, and expenditures, and are monitored through multiple indicators to assess effectiveness and ensure equitable outcomes. Progress will be measured using the following specific, measurable indicators aligned with state priorities and the goal description:

- Teacher Assignment & Credentialing – Appropriately assigned staff
- Access to Standards-Aligned Materials – Verified through SARC and site data
- School Facility Conditions (FIT) – Measure of learning environment quality
- Statewide Assessments (CAASPP, CAST) – Academic performance in ELA, Math, Science
- English Learner Progress (ELPI) – Annual progress toward proficiency
- Local Academic Measures – Additional district performance data
- YouthTruth Survey Data – Perceptions of academic challenge and support engagement

SUMMARY OF ACTIONS
1.1 – Staff Support – RESOURCES & MATERIALS
1.1 – Description =Provide all students with access to high-quality, standards-aligned curriculum and instructional materials
1.1 – State Priorities = 1 & 4
1.1 – Contributing = No
1.1 – Scope = LEA-wide
1.1 – Primary Metrics = SARC, FIT, CAASPP, CAST, & YouthTruth Survey data

1.2 – Staff Support – ATTRACT & RETAIN
1.2 – Description = Increase and improve efforts to recruit and retain high-quality staff through targeted support and opportunities in: leadership, formal induction, peer support, mentorship, and professional learning.
1.1 – State Priorities = 2
1.2 – Contributing = No
1.2 – Scope = LEA-wide
1.2– Primary Metrics = Teacher Input / YouthTruth Survey data

1.3 – Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION
1.3 – Description = Establish effective strategies to improve classroom inclusion for all students with a principal focus on students who face additional barriers to access and outcomes (SWDs, ELs, Foster, SEDs). Ensure compliance in prescribed services for SWDs and our

obligation to serve all students in the Least Restrictive Environment (LRE) while promoting parental participation in the IEP process.
1.3 – State Priorities = 1
1.3 – Contributing = No
1.3 – Scope = LEA-wide
1.3 – Primary Metrics = CAASPP, CAST, SEIS / State Annual Determination Letter

1.4 – Student Support – TARGETED ACADEMIC SUPPORT
1.4 – Description = Support differentiated student opportunities to access and demonstrate learning and equitable outcomes for all students with a principal focus on students who face additional barriers (ELs, Foster, SEDs). Increase teacher capacity in the principles and implementation of Universal Design for Learning (UDL) and expand upon universal progress-monitoring systems to inform just-right instruction as a means of early intervention.
1.4 – State Priorities = 4, 7, 8
1.4 – Contributing = Yes
1.4 – Scope = LEA-wide
1.4 – Primary Metrics = CAASPP, CAST, State Dashboard, Local Indicators, Local Measures, & YouthTruth Survey

1.5 – Student Support – EXPANDED OPPORTUNITIES
1.5 – Description = Continue to build high-quality before and after school opportunities (including summer programming) for all students, with a principal focus on students with additional barriers.
1.5 – State Priorities = 4, 7
1.5 – Contributing = Yes
1.5 – Scope = LEA-wide
1.5 – Primary Metrics = State Dashboard, Local Indicators, & YouthTruth Survey

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	METRIC: Properly Credentialed Teachers DATA SOURCE: School Accountability Report Card (SARC) STATE PRIORITY:	BASELINE: There are no mis-assignments of teachers. All are qualified to teach their grade levels and have English Learners in their classroom.	YEAR 1: There continue to be no mis-assignments of teachers. All are qualified to teach their grade levels and have		2026-27 TARGET: All teachers will continue to be fully qualified to teach their grade levels and English learners.	YEAR 1 vs BASELINE (change) (0) no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 APPLICABLE LCAP ACTIONS: (1.1)		English Learners in their classroom.			
1.2	METRIC: Student Access to Instructional Materials DATA SOURCE: School Accountability Report Card (SARC) STATE PRIORITY: 1 APPLICABLE LCAP ACTIONS: (1.1)	BASELINE: Access – All students have access to Board-adopted materials. Adoption – Strawberry and Yulupa students need access to new Science and ELA curricular materials.	YEAR 1: Access – All students continue to have access to Board-adopted materials. Adoption – • Yulupa adopted new ELA & Science curriculum for 2024-2025 • Strawberry is still piloting for ELA & Science - no adoption yet		2026-27 TARGET: All students will continue to have access to high-quality standards-aligned materials. All students will have access to new curricular materials (via new adoptions) in ELA and Science.	YEAR 1 vs BASELINE (change) (0) – Access (In Progress) – Adoption
1.3	METRIC: Facilities in Good Repair DATA SOURCE:	BASELINE Facilities –	YEAR 1 Facilities –		2026-27 TARGET: There will be no instances in which	YEAR 1 vs BASELINE (change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SARC Facilities Inspection Tool (FIT) STATE PRIORITY: 1 APPLICABLE LCAP ACTIONS: (1.1)	There are no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	There continue to be no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)		facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	(0) no change – Facilities
1.4	METRIC: Implementation of Core CA Content Standards including EL Access to Content and ELD Standards - Resources DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 2 APPLICABLE LCAP ACTIONS: (1.2)	BASELINE: Access – All students have access to Board-adopted materials. Adoption – Strawberry and Yulupa students need access to new Science and ELA curricular materials. Includes English Language access to both state standards and ELD standards. _ _ _ _ _ _ 2023-24 YOUTH TRUTH SURVEY: STAFF – Implementation	YEAR 1: Access – All students have access to Board-adopted materials. Adoption – • Yulupa adopted new ELA & Science curriculum for 2024-2025 - including ELD standards • Strawberry is still piloting for ELA & Science - no		2026-27 TARGET: Staff will report that they have the resources to provide high-quality, standards-based instruction. Any instances of 75% or less in percent positive responses will increase by at least 2%.	YEAR 1 vs BASELINE (change) (0) no change – Access (In Progress) – Adoption _ _ _ _ _ _ STAFF - Implementation (+1%) – Quality (-14%) – Resources

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88% (Quality) teachers feel that students are getting a high quality education at this school 67% (Resources) teachers report having the necessary resources to do their job well	adoption yet _ _ _ _ _ _ 2024-25 YOUTH TRUTH SURVEY: STAFF – Implementation 89% (Quality) teachers feel that students are getting a high quality education at this school 53% (Resources) teachers report having the necessary resources to do their job well			
1.5	METRIC: Implementation of Core CA Content Standards - Professional Support & Development DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 2	BASELINE: All students have access to Board-adopted materials. Strawberry and Yulupa students need access to new Science and ELA curricular materials. _ _ _ _ _ _	YEAR 1: ACCESS All students have access to Board-adopted materials. ADOPTION NOTES • Yulupa adopted new ELA & Science		2026-27 TARGET: Staff will report feeling positive about the quality of professional development opportunities. Any instances of 75% or less in percent positive responses will	YEAR 1 vs BASELINE (change) (No Change) – Access (In Progress) – Adoption _ _ _ _ _ _ IMPLEMENTATIO N

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	APPLICABLE LCAP ACTIONS: (1.2)	2023-24 YOUTH TRUTH SURVEY: STAFF - Professional Development 40% (Professional Development) staff report that they have access to meaningful professional development 31% (PD Strategies) staff report that professional development over the last year has provided them with teaching strategies to better meet their students' needs 18% (Content Support) staff report that professional development over the last year has provided them with content support 67% (Learning) staff reported that they have opportunities to learn at work 33% (Connections)	curriculum for 2024-2025 - including ELD standards • Strawberry is still piloting for ELA & Science - no adoption yet – – – – – – 2024-25 YOUTH TRUTH SURVEY: STAFF - Implementation 34% (Professional Development) staff report that they have access to meaningful professional development 12% (PD Strategies) staff report that professional development over		increase by at least 2%	% of staff reporting they feel positive about the quality of professional development: (- 6%) – Professional Development (- 19%) – PD Strategies (+ 2%) Content Support (- 2%) – Learning (- 6%) – Connections

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		staff reported positively about the year's professional learning with regard to its connection with school priorities	the last year has provided them with teaching strategies to better meet their students' needs 20% (Content Support) staff report that professional development over the last year has provided them with content support 65% (Learning) staff reported that they have opportunities to learn at work 27% (Connections) staff reported positively about the year's professional learning with regard to its connection with school priorities			
1.6	METRIC: ELA Student Achievement & Equitable Outcomes DATA SOURCE:	BASELINE: • - - - - IMPORTANT NOTE: Please note that baseline data – noted by { } below – was	YEAR 1: • - - - - IMPORTANT NOTE: Please note that baseline data – as		2026-27 TARGET: All student demographic groups will make progress toward	YEAR 1 vs BASELINE (change) • - - - - IMPORTANT NOTE:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP - 3rd - 6th grade STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.3) (1.4) *(2.1) *2.1 is a Goal 2 Action, but overlaps with this metric.	accidentally and incorrectly reported in the 2024-25 LCAP. ** indicates updated/corrected baseline data. • - - - - All Students (Grades 3-6) - 497 students tested - scored **25.8 {28.7} points above standard 62.7% – Overall (all students) met or exceeded standard in ELA **64.2% {42.96%} 3rd Grade **62.5% {43.7%} 4th Grade **62.4% {46.7%} 5th Grade **61.6% {44.2%} 6th Grade **34.72% {11.1%} English Learners (EL) **30.67% {15.8%} Students with Disabilities (SWD)	now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All Students (Grades 3-6) scored 23.4 points above standard 61.9% – Overall (all students) met or exceeded standard in ELA 70.2% – 3rd Grade 58.2% – 4th Grade 59.8% – 5th Grade 59.9% – 6th Grade 37.9% – English Learners (EL) 26.1% – Students with Disabilities (SWD); but 3rd SWD increased 14% from 25% to 39.13% 66.8% – White		meeting/exceeding standards. Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - (- 0.7%) - All (+ 6%) – 3rd (- 4.3%) – 4th (- 2.6%) – 5th (- 2.6%) – 6th (+ 5.2%) – EL (- 4.5%) – SWD but 3rd SWD increased 14% (- 3.3%) – White (- 1.5%) – Hispanic (- 0.3%) – SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**70.1% {60.7%} White **48.48% {36.1%} Hispanic **52% {35.3%} Socioeconomically Disadvantaged (SED) -- - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	50.0% – Hispanic 51.7% – Socioeconomically Disadvantaged (SED) • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	METRIC: MATH Student Achievement & Equitable Outcomes DATA SOURCE: CAASPP - 3rd - 6th grade STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.3) (1.4) *(2.1) *2.1 is a Goal 2 Action, but overlaps with this metric.	BASELINE: • - - - - IMPORTANT NOTE: Please note that baseline data – noted by { } below – was accidentally and incorrectly reported in the 2024-25 LCAP. ** indicates updated/corrected baseline data. • - - - - All Students - (496 tested) - scored 0.5 points above standard, and increased 4 points % Met or exceeded standard in Math 50.4% – Overall (All Students) COUNTY: (31.9%) STATE: [34.6%] **61.32% {45.1%} 3rd Grade **53.91% {40.8%} 4th Grade **38.46% {33.4%} 5th Grade	YEAR 1: • - - - - IMPORTANT NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All Students (Grades 3-6) scored 1.2 points above standard, and increased 0.7 points. % Met or exceeded standard in Math 53.1% – Overall (All Students) COUNTY: (31.8%) STATE: [35.5%] 72.5% – 3rd Grade 44% – 4th Grade 49.6% – 5th Grade		2026-27 TARGET: All student demographic groups will make progress toward meeting/exceeding standards. Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	YEAR 1 vs BASELINE (change) • - - - - IMPORTANT NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - (+2.7%) - All (+11.2%) – 3rd (-9.9%) – 4th (+11.1%) – 5th (- 0.7%) – 6th (+7.4%) – EL (+ 2.7%) – SWDs (and 3rd SWD increase 14%) (- 0.3%) – White (+6.3%) – Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**45.97% {33.2%} 6th Grade **23.61% {9.9%} English Learners (EL) **20.00% {12.3%} Students with Disabilities (SWD) **59.6% {49.1%} White **35.6% {22.7%} Hispanic **40.3% {22.9%} Socioeconomically Disadvantaged (SED) • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and	45.3% – 6th Grade 31.0% – English Learners (EL) 22.7% – Students with Disabilities (SWD); but 3rd increased 19% from 20% to 39.13% 59.3% – White 41.9% – Hispanic 38.1% – (SED) Socioeconomically Disadvantaged • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American			(- 2.2%) – SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		therefore LTEL data is not included for privacy.	BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.			
1.8	METRIC: SCIENCE Student Achievement & Equitable Outcomes DATA SOURCE: CAST - 5th Grade Only STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.3) (1.4) *(2.1) *2.1 is a Goal 2 Action, but overlaps with this metric.	BASELINE: 37.6% 5th grade students met or exceeded standard in Science COUNTY: (29.3%) STATE: [30.2%] 23.1% – English Learners (EL) 21.1% – Students with Disabilities (SWD) 44.6% – White 25.0% – Hispanic 29.1% – Socioeconomically Disadvantaged (SED) • - - - - Fewer than 11 students existed in the following	YEAR 1: 44.4% 5th grade students met or exceeded standard in Science COUNTY: (29.34%) STATE: [30.7%] 7.1% – English Learners (EL) 23.5% – Students with Disabilities (SWD) 53.0% – White 26.7% – Hispanic 38.5% – Socioeconomically Disadvantaged		2026-27 TARGET: All student demographic groups will make progress toward meeting/exceeding standards. Subgroups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	YEAR 1 vs BASELINE (change) (+6.8%) - All (-15.9%) – EL (+2.4%) – SWD (+8.4%) – White (+1.7%) – Hispanic (+9.4%) – SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	(SED) • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.			
1.9	METRIC: English Learner Progress -including EL Reclassification rates DATA SOURCE: Ca Dashboard	BASELINE: EL PROGRESS Dashboard Data / 2023 ELPAC 20.3% (RFEP) ELs were reclassified	YEAR 1: EL PROGRESS Dashboard Data / 2024 ELPAC 13.9% (RFEP) ELs were		2026-27 TARGET: At least 15% of English Learners will annually Reclassify as Proficient (RFEP).	YEAR 1 vs BASELINE (change) • - - - - PROGRESS (-6.4%) – RFEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.4)	as Fluent English Proficient 58.9% (Progress) English Learners made progress towards English language proficiency • - - - - LANGUAGE PROFICIENCY Notations: BVUSD% (county%) [state%] • - - - - 16.5% (16.4%) [16.5%] Well Developed 33.8% (35.8%) [33.8%] Moderately Developed 29.4 % (20.1%) [29.4%] Somewhat Developed 20.3% (18.8%) [20.3%] Beginning to Develop • - - - - LANGUAGE ACQUISITION (Dashboard Data) 2023 ELPAC The percentage of	reclassified as Fluent English Proficient 51.1% (Progress) English Learners made progress towards English language proficiency. • - - - - LANGUAGE PROFICIENCY Notations: BVUSD% (county%) [state%] • - - - - 28.7% (13.7%) [14.6%] Well Developed 37.7% (33.7%) [32.8%] Moderately Developed 23.8% (28.4%) [28.7%] Somewhat Developed 9.8% (24.2%) [23.9%] Beginning to		English Learners will make a 2% point gain (annually) toward English language proficiency. Baseline 58.9% 2024-25 Goal: 60.9% 2025-26 Goal: 60.2% 2026-27 Goal: 62.2%	(-7.8%) – progress • - - - - PROFICIENCY (+12.2%) – Well (+3.9%) – Moderately (-5.6%) – Somewhat (-10.5%) – Beginning • - - - - ACQUISITION (+3.1%) – decreased at least one ELPI level (-11.0%) – maintained ELPI Levels 1, 2L, 2H, 3L, 3H (-0.01%) – maintained ELPI Level 4 (+7.9%) – progressed at least

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. 35.8% decreased at least one ELPI level (decreased 3.9%) 23.2% maintained ELPI Levels 1, 2L, 2H, 3L, 3H (increased 1.4%) 17.9% maintained ELPI Level 4 (decreased 3.9%) 23.2% progressed at least one ELPI Level (increased 8.1%) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	Develop • - - - - LANGUAGE ACQUISITION (Dashboard Data) 2024 ELPAC The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. 38.9% decreased at least one ELPI level 12.2% maintained ELPI Levels 1, 2L, 2H, 3L, 3H 17.8% maintained ELPI Level 4 31.1% progressed at least			one ELPI Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			one ELPI Level • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.			
1.10	METRIC: Equitable Student Outcomes DATA SOURCE: local measures (PELI, DIBELS, STAR) TK-6 STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.4)	BASELINE: • - - - - ELA: At/Above % = 2024 EOY (figure in parenthesis is data from prior year) 92% (87) TK- PELI 54% (61) K- DIBELS 87% (80) 1st- DIBELS 72% (79) 2nd- DIBELS 76% (77) 3rd- STAR 75% (80) 4th- STAR 77% (70) 5th- STAR 69% (68) 6th- STAR	YEAR 1: • - - - - ELA: At/Above % = 2025 EOY 85% TK- PELI 44% K- DIBELS 82% 1st- DIBELS 76% 2nd- DIBELS 76% 3rd- STAR 78% 4th- STAR 83% 5th- STAR 85% 6th- STAR • - - - -		2026-27 TARGET: All student demographic groups will make progress toward meeting/exceeding standards. For any grade level without at least 80% of students scoring at/above grade level: a 2% point increase per year in the percentage of students scoring at/above grade level	YEAR 1 vs BASELINE (change) ELA: At/Above % (-7%) TK- PELI (-10%) K- DIBELS (+6%) 1st- DIBELS (+4%) 2nd- DIBELS (0%) 3rd- STAR (+4%) 4th- STAR (+6%) 5th- STAR (+16%) 6th- STAR MATH:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• - - - - MATH At/Above % = 2024 EOY (figure in parenthesis is data from prior year) 75% (74) 3rd- STAR 74% (78) 4th- STAR 85% (66) 5th- STAR 66% (71) 6th- STAR	MATH At/Above % = 2025 EOY (*n/a) *3rd- STAR *did not assess in 2024-25; District did not purchase the program) 77% 4th- STAR 74% 5th- STAR 80% 6th- STAR			At/Above % (*n/a) *3rd- STAR *did not assess in 2024-25; District did not purchase the program) (+3%) 4th- STAR (-11%) 5th- STAR (+14%) 6th- STAR
1.11	METRIC: Physical Fitness DATA SOURCE: PFT - 5th Grade Only STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.4)	BASELINE: 2023 PFT Healthy Fitness Zones 90% Aerobic Capacity 97.7% Abdominal Strength 97.7% Trunk Extension Strength 91.6 % Upper Body Strength 97.7% Flexibility	YEAR 1: 2024 PFT Healthy Fitness Zones 90% Aerobic Capacity 97.7% Abdominal Strength 91.6 % Trunk Extension Strength 90 % Upper Body Strength		2026-27 TARGET: At least 90% of 5th Graders will score in all healthy fitness zones as measured by the annual Physical Fitness Test (PFT).	YEAR 1 vs BASELINE (change) (0%) – Aerobic Capacity (0%) – Abdominal Strength (-6.1%) – Trunk Extension Strength (-1.6%) – Upper Body Strength (-6.1%) – Flexibilit

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			91.6% Flexibility			
1.12	METRIC: Inclusion Data for Students with Disabilities (SWDs) DATA SOURCE: SEIS STATE PRIORITY: 7 APPLICABLE LCAP ACTIONS: (1.3)	BASELINE: 52.8% – Access % SWDs have access to their general education at least 80% of the time.	YEAR 1: 65.4% – Access % SWDs have access to their general education at least 80% of the time		2026-27 TARGET: At least 62% (state target) of SWDs will have access to their general education at least 80% of the time. We will continue to increase the percentage by 2% a year.	YEAR 1 vs BASELINE (change) (+12.6%) – Access
1.13	METRIC: Service Implementation Monitoring Data for Students With Disabilities (SWDs) DATA SOURCE: State Implementation Monitoring Data STATE PRIORITY: 7 APPLICABLE LCAP ACTIONS: (1.3)	BASELINE: 75% (15) sampled students received less than 90% of prescribed services.	YEAR 1: 75% (15) sampled students received at least 90% of prescribed services.		2026-27 TARGET: In a random sample (generated by the state) of 20 SWDs: the number of students receiving at least 90% of prescribed services will increase by 5% per year for SWDs. Baseline 75% 2024-25 Goal: 80%	YEAR 1 vs BASELINE (change) (0%) sampled students received at least 90% of prescribed services.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2025-26 Goal: 85% 2026-27 Goal: 90%	
1.14	METRIC: Access to a Broad Course of Study DATA SOURCE: Ca Dashboard (local indicators) STATE PRIORITY: 7 APPLICABLE LCAP ACTIONS: (1.4)	BASELINE: Access – All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.	YEAR 1: Access – All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.		2026-27 TARGET: All students will continue to have access to our comprehensive curriculum.	YEAR 1 vs BASELINE (change) (0%) – Access No Change
1.15	METRIC: Academic Challenge & Student Learning DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 4	BASELINE: 40% (Thinking) students reported that the work they do in class really makes them think 52% (Interesting)	YEAR 1: 45% (Thinking) students reported that the work they do in class really makes them think 56% (Interesting) students reported that they learn		2026-27 TARGET: Student 'percent positive' responses will increase by at least 2% annually in any instance that at least 75% of students do not report positively on applicable	YEAR 1 vs BASELINE (change) (+5%) – Thinking (+4%) – Interesting (+7%) – Life Connection

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	APPLICABLE LCAP ACTIONS: (1.1) (1.4)	students reported that they learn interesting things in school 36% (Life Connection) students reported that what they learn in school helps them in their life 62% (Help) students reported that their teacher helps them correct mistakes 57% (Understanding) students reported that their teacher asks them if they understand what they are learning 53% (Explain Ideas) students report that their teacher allows them to explain their ideas 39% (Problem-Solving) students report that they are prompted to think about other ways to solve a problem 9% (Choice) students report that they are given an opportunity to choose	interesting things in school 43% (Life Connection) students reported that what they learn in school helps them in their life 69% (Help) students reported that their teacher helps them correct mistakes 62% (Understanding) students reported that their teacher asks them if they understand what they are learning 58% (Explain Ideas) students report that their teacher allows them to explain their ideas *n/a (Problem-Solving) students report that they are prompted to think		YouthTruth metrics.	(+7%) – Help (+5%) – Understanding (+5%) – Explain Ideas (*n/a) – Problem-Solving *no comparable question in 2025 (*n/a) – Choice *no comparable question in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		what kinds of projects to work on	about other ways to solve a problem *no comparable question in 2025 *n/a (Choice) students report that they are given an opportunity to choose what kinds of projects to work on *no comparable question in 2025			

Goal Analysis [2024-25]

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

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

As described below, we were largely successful in both implementing our planned actions and making progress toward achieving the Goal.

(1.1) – Staff Support – RESOURCES & MATERIALS – Partially Implemented
This action was implemented as intended, focusing on providing all students with access to high-quality, standards-based curriculum and instructional materials. Both school sites benefited from supplemental programs and release time for teacher collaboration. Yulupa completed adoptions in Science and ELA, while Strawberry continued piloting but has not yet identified a preferred program. While full implementation has not yet occurred at Strawberry, this was not expected to be complete until the end of the three-year cycle. There were no substantive differences between the planned and implemented actions. The restructuring of minimum days (from Mondays to Wednesdays) was credited as a key factor in supporting implementation progress.

(1.2) – Staff Support – ATTRACT & RETAIN – Implemented, but continuing
This action was implemented as planned to support recruitment and retention of high-quality staff through leadership opportunities, induction, mentorship, and professional learning. Notably, participation in stipend-based leadership roles increased in 2024–25 compared to the previous year, which had seen several roles unfilled. This improvement is attributed to adjustments in how the opportunities were structured. There were no substantive differences between what was planned and what was implemented.

(1.3) – Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION – Partially Implemented
The action was implemented as planned to improve inclusive classroom practices and support students in the Least Restrictive Environment (LRE), with a strong focus on Students with Disabilities (SWDs), English Learners (ELs), Foster Youth, and SED students. Implementation aligned with planned efforts, and significant progress was made through participation in the CDE Compliance and Improvement Monitoring (CIM) process. This structured plan enhanced collaboration, clarified compliance details, and strengthened the coherence between general and special education teams. No substantive differences occurred between planned and implemented actions, and ongoing work will continue into the final year of the LCAP.

(1.4) – Student Support – TARGETED ACADEMIC SUPPORT – Partially Implemented
This action was implemented with some minor adjustments. While most planned elements proceeded as intended (including efforts to build teacher capacity in Universal Design for Learning and the pilot of a new diagnostic tool, i-Ready), the planned purchase of the Amplify Boost program was not completed due to budget constraints.
Before- and after-school intervention programs were launched but implemented with moderate success. These efforts partially offset the loss of a daytime intervention position that was eliminated the prior year due to budget reductions. Although the complete vision for this action is still in development, most planned components have been implemented. Lessons learned will inform program improvements for the following year.

(1.5) – Student Support – EXPANDED OPPORTUNITIES – Implemented, but continuing
This action was carried out as planned to expand high-quality before-school, after-school, and summer programming, particularly for students facing additional barriers, such as English Language Learners (EL), Foster, and Socio-economically Disadvantaged (SED) students. All actions proceeded as designed, with no substantive differences between the planning and implementation phases. These programs will be continued and refined in the upcoming 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.

While the overall alignment between planned and estimated actual expenditures suggests few material differences, there are some notable variances within individual actions. These are summarized below by action:

(1.1) – Estimated expenditures are approximately $175,000 less than planned. This variance is primarily due to delays in identifying suitable curriculum programs for Strawberry's planned pilot and adoption process. These funds will carry over into the 2025–26 LCAP, with the goal of completing the adoption process during the current LCAP cycle.

(1.2) – There are no material differences between planned and estimated actual expenditures for this action.

(1.3) – Estimated expenditures are approximately $51,000 higher than budgeted, due to an increase in FTE allocated to student support in response to emerging needs.

(1.4) – While overall expenditures are relatively stable, there is an internal shift:

- An increase of approximately $20,000 in staffing costs due to increased FTE needs
- A corresponding decrease of approximately $20,000 in materials expenditures to offset the staffing increase, the district was unable to move forward with the planned purchase of the Amplify program.

(1.5) – Estimated expenditures are approximately $120,000 less than planned. This difference stems from overestimating program costs associated with ELOP offerings.

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

Overall, our actions are successful in making progress toward the goal. In some instances, an action may benefit from paying closer attention to a particular demographic group, as we hope to realize equitable outcomes across all groups.

In most cases, we saw overall gains, with some discrepancies among demographic groups.

(1.1) – Effective
Student achievement remains strong overall, with BVUSD earning “green” performance levels in both ELA and Math on the CA Dashboard. However, performance gaps persist for SWD and SED students, and ELA scores declined slightly overall (-1%). YouthTruth family feedback on resources improved (+3%), but staff perceptions declined significantly (-14%). While access to high-quality materials remains strong, targeted improvement is needed to ensure these materials equitably benefit all student groups.

(1.2) – Somewhat Effective
This action has been largely ineffective to date, based on staff perception data. Survey results show steep declines in reported access to meaningful professional development (-6%), strategies to meet student needs (-18%), and content support (-2%). These results indicate a significant disconnect between the professional learning being offered and staff needs, particularly in supporting diverse learners and differentiated instruction. Revisions to the design and delivery of professional development (PD) are needed to improve alignment and impact.

(1.3) – Somewhat Effective
Results are mixed. Although system-wide achievement remains flat or declined in ELA and Math, localized gains in inclusive settings (e.g., 3rd-grade students with increased LRE) suggest a positive correlation between inclusive placement and student performance. Third-grade SWDs showed +14% gains in both ELA and Math. Additionally, BVUSD enhanced its understanding of service implementation reporting, resulting in a 10% increase in accurately reported services this year, which is expected to be reflected in the next Local Control Accountability Plan (LCAP) cycle.

(1.4) – Effective
This action shows a promising impact, especially among English Learners. ELA scores for ELs improved by +5.2%, and Math scores by +7.4%, although achievement for SED students declined slightly. YouthTruth student perception data improved across all indicators related to instructional support and academic engagement (+4 to +7 percentage points). These improvements affirm the value of MTSS Tier 1 and

Tier 2 supports. However, continued investment is needed to close equity gaps, particularly for SED students, and further to scale Universal Design for Learning (UDL) practices.

(1.5) – Somewhat Effective
Survey data highlight both need and opportunity. Only 7% of families identified expanded learning as a district strength, but 21% of English Language (EL) families and 15% overall cited it as an area needing improvement. Comments suggest that both financial and language barriers limit participation in enrichment and afterschool programming for SED and EL families. While baseline services are in place, additional investment and accessibility supports are needed to make these opportunities more equitable and impactful.

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.

After reviewing prior practice, the LEA determined that no substantive changes are needed to the planned goal, metrics, desired outcomes, or actions for the coming year. The focus will be on building upon this year's successes and strengthening efforts in areas identified for continued growth and improvement, with a few minor modifications.

No changes are being considered for Actions 1.1, 1.3, or 1.4, although minor adjustments are planned for Actions 1.2 and 1.5.

(1.1) – No change; although some demographic groups experienced declines in achievement, strong system-wide outcomes suggest that the core structure is effective. We will largely stay the course.

(1.2) – Staff perception data shows sharp declines in satisfaction with PD, indicating support is not translating into classroom impact, especially in differentiation and inclusive practices. Without changing the action, we will incorporate more teacher voice into professional development planning, redesign professional development to address teacher-identified needs (such as differentiation, Universal Design for Learning, and neurodiversity), and consider ways to utilize job-embedded professional development models rather than single sessions.

(1.3) – Promising results in LRE-related gains for SWDs in early grades; we will stay the course and expand.

(1.4) – Data shows improved perceptions and EL gains; we will continue implementation and scale where possible. We didn't change this action, but we did add text about the planned use of LREBG funds, should they become available.

(1.5) – EL families disproportionately view this area as needing improvement (21%, vs. 15% overall). Without changing the action, we will reassess outreach and enrollment practices for afterschool/enrichment and attempt more targeted outreach to EL and SED families.

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	Staff Support – RESOURCES & MATERIALS	1.1 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • CAASPP – California Assessment of Student Performance and Progress • CAPS – California Principal Support Network focused on PLC work • CAST – California Science Test • EL / ELs – English Learner(s) (UPP group) • ELA – English Language Arts • LEA – Local Educational AgencyLEA – Local Educational Agency • FIT – Facility Inspection Tool; used to assess the condition of school facilities • FY – Foster Youth (UPP group) • SARC – School Accountability Report Card • SED – Socioeconomically Disadvantaged (UPP group) • SWD – Students with Disabilities (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 1.1 – ACTION DESCRIPTION: Staff Support – RESOURCES & MATERIALS Action 1.1 is designed to improve outcomes for all students, including students with disabilities (SWDs), English language learners (ELs), and students from socioeconomically disadvantaged backgrounds (SEDs). Specifically, this action is designed to ensure all students have access to standards-aligned instructional materials, core academic programs, and effective curriculum implementation. This includes the adoption, purchase, and sustained use of high-quality textbooks, digital platforms, and supplemental materials for English Language Arts (ELA), Math, Science, and other core content areas. Resources are aligned with state frameworks and accessible to all students, including those with disabilities	$440,860.00	No

Action #	Title	Description	Total Funds	Contributing
		and English learners. 1.1 – IDENTIFIED NEED(S) A meaningful needs assessment, which included both formal data (such as YouthTruth Survey results) and informal feedback from collaborative meetings and conversations with staff and families, highlighted the need for updated curriculum materials, improved instructional coherence, and increased staff involvement in curriculum decisions. Educational partners consistently emphasized the importance of content-rich instructional tools and training that equips teachers to meet the needs of all learners. For the most part, objective achievement data (e.g., teacher qualifications, state assessments, Dashboard data) in this area are quite positive. For example, across the district, student achievement has earned a "green" for performance in both ELA and Math. BVUSD is proud of this, and we're also paying attention to some of the discrepancies among demographic groups as highlighted in the sampling below: 2024 Dashboard ELA Achievement – Percent Meeting Standards – ((change from 2023 data)) • Overall: 62% (down from 63% in 2023) – ((-1)) • Students with Disabilities (SWDs): 26% (down from 30%) – ((-4)) • Socioeconomically Disadvantaged (SED): 52% (maintained) – ((0)) 2024 Dashboard Math Achievement – Percent Meeting Standards – ((change from 2023 data)) • Overall: 53% (up from 50%) – ((+3)) • SWDs: 23% (up from 20%) – ((+3)) • SED: 38% (down from 40%) – ((-2)) 2024–25 YouthTruth Survey – Resources (Percent Positive): • Families: 73% (up from 70%) – ((+3)) • Staff: 48% (down from 62%) – ((-14)) 1.1 – ADDRESSING NEED(S) This action addresses disparities in material access and instructional coherence identified through performance data and input from educational		

Action #	Title	Description	Total Funds	Contributing
		partners. While BVUSD demonstrates strong overall academic performance, achievement gaps remain for Students with Disabilities (SWDs), English Learners (ELs), and Socioeconomically Disadvantaged (SED) students. High-quality instructional materials are essential for all students to engage meaningfully with grade-level content. Educational partners emphasized the need for a consistent, content-rich curriculum and opportunities for teachers to be involved in instructional design and implementation. 1.1 – SCOPE = DISTRICT-WIDE This action is implemented LEA-wide to ensure all classrooms are equipped with quality instructional materials and facilities that promote equity and coherence across school sites. All students benefit when teachers have access to rigorous, content-rich materials. High-quality curriculum and clean, safe facilities strengthen instructional quality and improve outcomes across all demographic groups. While the action benefits all students, it is designed to build a consistent instructional foundation that supports improved outcomes across all subgroups, including those with additional barriers. Providing this support LEA-wide promotes system-wide coherence and equity while strategically planning to address the needs of higher-need groups. 1.1 – Contributing to Increased/Improved Services for Unduplicated Pupils: No This action benefits all students and is foundational for academic success; however, it is not primarily directed toward or designed to increase or improve services specifically for unduplicated pupils. 1.1 – METRICS TO MONITOR PROGRESS • Metric(s) 1.1: % of appropriately assigned, fully credentialed teachers • Metric(s) 1.2: Student access to standards-aligned instructional materials (SARC data) • Metric(s) 1.3: School facility conditions (FIT reports) • Metric(s) 1.6–1.8: CAASPP/CAST performance in ELA, Math, Science • Metric(s) 1.15: YouthTruth survey results (academic challenge and learning resources)		

Action #	Title	Description	Total Funds	Contributing
		1.1 – SUMMARY OF PLANNED ACTIONS • Continue ELA (Wonders) and Science (Mystery Science) implementation at Yulupa • Evaluate current ELA and Science pilots at Strawberry • Explore a potential math curriculum pilot across both sites • Evaluate the effectiveness of existing supplemental programs and adjust based on outcomes • Continue providing print/digital tools and materials through central support (copy clerk, benchmark days) 1.1 – PRIMARY PLANNED EXPENDITURES • Personnel – Copy Clerk - materials duplication costs • Personnel – Substitute Costs for Grade Level Benchmark Days (UPP - equitable outcomes) [3 per teacher] • Materials – Curriculum Pilot / Adoption - Science - [Strawberry] • Materials – Curriculum Pilot / Adoption - ELA - [Strawberry] • Materials – Curriculum Pilot / Adoption - Health - [Strawberry] • Materials – K-3 Curriculum - Mystery Science - [Yulupa] • Materials – K-3 Curriculum Kits - Mystery Science - [Yulupa] • Materials – 4-6 Curriculum - Mosa Mack Science - [Strawberry] • Program – Instructional Support – CAPs Professional Learning Network (UPP - equitable outcomes)		
1.2	Staff Support – ATTRACT & RETAIN	1.2 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • B.R.I.D.G.E. Team – (Local Labor / Management initiative) • BVAPT – Bennett Valley Association of Parents & Teachers (Parent Group) • BVEF – Bennett Valley Education Foundation (Parent Group) • CA LMI – California Labor Management Initiative • CAPS – California Principal Support Network focused on PLC work • CDE – California Department of Education	$49,120.00	No

Action #	Title	Description	Total Funds	Contributing
		• EL / ELs – English Learner(s) (UPP group) • FY – Foster Youth (UPP group) • PLC – Professional Learning Communities • PLT – Professional Learning Team • SED – Socioeconomically Disadvantaged (UPP group) • SWD – Students with Disabilities (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • UDL - Universal Design for Learning • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 1.2 – ACTION DESCRIPTION: Staff Support – ATTRACT & RETAIN Action 1.2 is designed to improve outcomes for all students, including students with disabilities (SWDs), English language learners (ELs), and students considered socio-economically disadvantaged (SEDs). Specifically, this action is designed to strengthen efforts to attract, support, and retain high-quality educators through comprehensive professional learning, leadership development, peer mentorship, and formal induction. This includes targeted supports for new and experienced teachers to foster instructional excellence and long-term commitment to the district. 1.2 – IDENTIFIED NEED(S) Input from staff and survey data reveal declining perceptions of professional support and job satisfaction, particularly in areas related to differentiated instruction, neurodiversity, and meaningful PD. The following data points indicate a significant discrepancy between intended support and actual impact, underscoring the need for greater alignment in professional learning design. Some of our lowest data points (and most significant declines) are reflected below: 2024-25 Staff Professional Development – Percent Positives – ((change)) • Meaningful Professional Development: 34% (down from 26% in 2023-24) – ((-6))		

Action #	Title	Description	Total Funds	Contributing
		• Strategies to Meet Student Needs: 12% (down from 31% in 2023-24) – ((-18)) • Content Support: 41% (down from 18% in 2023-24) – ((-2%)) • Opportunities to Learn at Work: 65% (down from 67% in 2023-24) – ((-2%)) 1.2 – ADDRESSING NEED(S) Teacher turnover disrupts instructional continuity and disproportionately impacts students who face barriers to learning. Providing high-impact training, mentorship, and leadership pathways builds educator capacity and retention, key factors in ensuring equitable outcomes for all students. The planned actions below ensure that all educators have equitable access to quality support, building staff capacity, reducing turnover, and promoting instructional coherence across schools. These investments not only enhance the professional experience of teachers but also directly improve student achievement and equity. 1.2 – SCOPE = DISTRICT-WIDE This action is implemented LEA-wide to ensure all educators receive the support necessary to grow professionally, deliver high-quality instruction, and remain in the profession. Improved staff retention and development benefit every student, especially those in classrooms with greater instructional needs. All students benefit from the expertise of well-supported, highly qualified teachers, and this action is designed to ensure both. 1.2 – Contributing to Increased/Improved Services for Unduplicated Pupils: No Although this action supports students who are unduplicated pupils, it is not principally directed toward increasing or improving services specifically for them. It therefore does not meet the criteria for a contributing action. 1.2 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor progress based on performance in the following metrics: • Metric(s) 1.4: Educational partner feedback (YouthTruth) on PD, support for standards implementation, and opportunities to grow		

Action #	Title	Description	Total Funds	Contributing
		• Metric(s) 1.5: Staff input and participation in professional learning communities and leadership opportunities 1.2 – SUMMARY OF PLANNED ACTIONS • Design PD in collaboration with site leaders and educational partners, especially focused on supporting UPP • Focus on topics including UDL, trauma-informed practice, differentiation, and neurodiversity • Expand new teacher support through induction, mentorship, onboarding, and procedural training • Strengthen PLCs and teacher-led learning through participation in the CAPs Network • Provide stipends and flexible formats for PD outside contract hours • Incorporate teacher voice in PD selection through surveys and collaborative planning • Structure time and roles to promote peer observations, shared planning, and leadership development 1.2 – PRIMARY PLANNED EXPENDITURES • Personnel – North Coast Teacher Induction Program Fee - New Teacher Cost • Personnel – Induction Mentor Stipend • Personnel – New Teacher Mentor - Stipend • Personnel – BVEF Teacher Representative • Personnel – BVAPT Teacher Representative • Personnel – District Advisory Council Teacher Representative • Personnel – Technology Committee Teacher Representative • Personnel – Principal Designee Stipend • Personnel – Substitute Costs for Peer Observations (all students) • Personnel – PLT Leadership Stipends (UPP Equitable Access & Equitable Outcomes) • Personnel – Professional Learning - Staff Stipends - (UPP equitable access & outcomes) • Personnel – Substitute coverage for B.R.I.D.G.E – Labor Management Relationship (CA LMI)		

Action #	Title	Description	Total Funds	Contributing
1.3	Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	1.3 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • CAPS – California Principal Support Network focused on PLC work • CDE – California Department of Education • Child Find – % students identified for SPED services (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • CIM – Compliance Improvement Monitoring (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • EL / ELs – English Learner(s) (UPP group) • ELA – English Language Arts • FY – Foster Youth (UPP group) • GE – General Education • IDEA – Individuals with Disabilities Act (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • IEP – Individualized Learning Plan (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • LCFF – Local Control Funding Formula • LEA – Local Educational Agency • LRE – Least Restrictive Environment (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • MTSS – Multi-tiered System of Support • SED – Socioeconomically Disadvantaged (UPP group) • SPED – Special Education (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • SWD – Students with Disabilities (Non-Contributing Actions 1.1, 1.2, 1.3 - only) • UDL - Universal Design for Learning • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____	$212,024.00	No

Action #	Title	Description	Total Funds	Contributing
		1.3 – ACTION DESCRIPTION: Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION Action 1.3 is designed to improve outcomes for all students, including ELs & SEDS, but primarily for SWDs. Specifically, this action is designed to strengthen inclusive classroom practices and ensure compliance with special education service delivery through targeted staff support, increased collaboration between general and special education teams, and family engagement in the IEP process. Emphasis is placed on ensuring all Students with Disabilities (SWDs) are served in the Least Restrictive Environment (LRE) and have equitable access to high-quality instruction. 1.3 – IDENTIFIED NEED(S) - This action was developed based on student data, IEP goals, and input from educational partners, and includes efforts to increase parental participation through meaningful IEP involvement and access to parent education. SWD achievement in ELA and Math remains lower than the district average, despite recent gains in inclusive placement. Data from the state's Annual Determination Letter and BVUSD's Compliance Improvement Monitoring (CIM) plan show progress in LRE targets, but also reveal stagnant rates of IEP service implementation and uneven academic outcomes. Educational partners, including the families of SWDs, have called for stronger collaboration, increased transparency, and more consistent support. This action addresses those needs through capacity-building and structural alignment. SWD Dashboard & CDE Data • > Data Year Notations > 2023-24 (Data Year 2022-23) ((Change from 2022-23 to 2023-24)) • (1) ELA % Met Standard – 26% / Orange (31% / Yellow) ((-5%)) • (2) Math % Met Standard – 23% / Orange (20% / Orange) ((+3%)) • (3) Suspension Rates – 1.2% / Blue (2.7% / Yellow) ((-1.5%)) • (4) Chronic Absenteeism – 16% / Yellow (24% / Red) ((-8%)) • (5) Child Find % [Target ˜ = 8] – 3% / Green / 8% (10% / Blue) ((-5%)) • (6) Service Implementation = 90% [Target = = 90%] – 75% / Not Met (75% / Not Met) ((0)) • (7) LRE = 80% [Target ˜ = 64%] – 65% / Green (52% / Orange) ((-5%))		

Action #	Title	Description	Total Funds	Contributing
		• (8) LRE = 40% [Target ˜ = 15%] – 8% / Blue (12% / Blue) ((-5%)) • (9) LRE = 40% [Target ˜ = 15%] – 8% / Blue (12% / Blue) ((-5%)) 2024-25 Educational Partner Input – Engagement % Positives, by Special Education Enrollment • > Notations > (GE Families) [SWD Families) [(Difference between GE & SWD)] • (10) “I feel engaged with my school.” • – (GE Families = 68%) [SWD Families = 78%] [(+10%)] • (11) “I feel represented by parent/family groups at my school.” • – (GE Families = 69%) [SWD Families = 73%] [(+4%)] • (12) “I feel empowered to play a meaningful role in decision-making.” • – (GE Families = 46%) [SWD Families = 58%] [(+12%) 1.3 – ADDRESSING NEED(S) This action is designed to strengthen inclusive instructional models and classroom-based supports for Students with Disabilities (SWDs), ensuring compliance with prescribed services and promoting equitable access to learning environments in the Least Restrictive Environment (LRE). BVUSD’s most recent Annual Determination Letter indicates we are making progress, but have not quite met the state-established targets in our Compliance Improvement Monitoring (CIM) plan. This action builds on the following priorities established in the district’s current CIM Plan, specifically regarding collaboration, integration, capacity building, continuity, and sustainability, as reflected in the summary of planned actions below. Least Restrictive Environment (LRE) (#7): BVUSD is particularly proud of the gains it has made in the area of the Least Restrictive Environment (see data #7 above). The District originally entered the CIM program because only 38% of our students were in their general education classroom at least 80% of the time. This improved to 52% during the 2022-23 data year, and we finally surpassed our target during the 2023-24 data year, with 65% of our students assigned to their		

Action #	Title	Description	Total Funds	Contributing
		general education classroom at least 80% of the time. This was a sizable undertaking to make such significant shifts over a few years, but we are proud of our targeted focus on Least Restrictive Environment gains. We initially established the end of the 2026-27 data year to accomplish this goal, but we achieved it three years sooner, and are proud to be in compliance. Other Data Notes Family Participation (#9) & Engagement % Positives (#s 10, 11, 12): BVUSD would like to continue to see increases in engagement data across the board. However, we note that in all survey data regarding engagement, SWD Families report higher levels of engagement than their General Education counterparts. While we are celebrating significant gains in some areas (like LRE), BVUSD is less impressed with the steady decline in ELA achievement (#1 above) and relatively flatline changes in Math (#2 above) achievement. While our original metric focused on these rates overall, it's important to note that in the grade levels where LRE has improved by the highest rates, we are also seeing gains in achievement. For example, SWDs in 3rd grade, where LRE gains were most tremendous, saw an impressive 14% gain in both ELA and math performance. This leads us to believe that we will begin to see greater overall performance gains for all SWDs as our new service model expands into the upper grades. Additionally, we were disappointed that our Service Implementation rates have not improved since we began reporting them in the 2022-23 data year. However, we realized this year (data year 2024-25, which is not yet reflected in our reports) that we had been miscalculating service data. Based upon a clearer understanding of which missed minutes were required to be reported as missed service, we have noted a 10% increase in this year's implementation (which we will be excited to celebrate in next year's 2026-27 LCAP). CIM Participation We credit our participation in the CIM program for these gains, as it supported our ability to collaborate, solicit input from Educational Partners, clarity our understanding of nuanced details, analyze data to identify root		

Action #	Title	Description	Total Funds	Contributing
		causes, develop greater capacity, and establish greater collaboration and coherence between our general education and special education educator teams. We still have work to do and will continue to sustain and improve our efforts; however, we are proud of the growth we have achieved thus far. 1.3 – SCOPE = DISTRICT-WIDE While primarily focused on Students with Disabilities, this action is implemented LEA-wide to promote coherence in inclusive instructional practices and to build the collective capacity of all educators to serve diverse learners. Inclusive classrooms benefit all students by fostering collaboration, differentiated instruction, and equitable access to rigorous content. This aligns with IDEA requirements, and BVUSD applies the principle that all students, regardless of designation, deserve access to general education settings and rigorous content. 1.3 – Contributing to Increased/Improved Services for Unduplicated Pupils: No This action is principally focused on SWDs, a group not included in the LCFF's definition of unduplicated pupils. However, the inclusive practices developed through this action benefit many student groups, including English Learners and SED students. 1.3 – METRICS TO MONITOR PROGRESS • Metric(s) 1.6–1.8: Improved academic outcomes through inclusive practices • Metric(s) 1.12: Inclusion data for Students with Disabilities (SWDs) • Metric(s) 1.13: Service implementation monitoring for SWDs 1.3 – SUMMARY OF PLANNED ACTIONS • Hire and retain qualified paraprofessionals and education specialists • Provide ongoing PD in inclusive practices, differentiation, and co-teaching • Increase collaboration between GE and SPED staff, including shared planning and classroom visits • Monitor LRE data and ensure continued alignment with CIM targets		

Action #	Title	Description	Total Funds	Contributing
		• Strengthen structures for parent engagement and feedback in the IEP process • Ensure fidelity in service delivery and improve accuracy in reporting implementation data • (CIM) Strengthen GE/SPED collaboration, review data, co-plan services, conduct joint classroom visits • (CIM) Provide inclusive practices training, explore tools, launch co-teaching models • (CIM) Build feedback structures, support implementation, and maintain consistent LRE-focused systems 1.3 – PRIMARY PLANNED EXPENDITURES • Personnel – Full Inclusion Student Support (SWD) • Materials – Wechsler Individual Achievement Test 4 - Tier 3 Assessment - (SWD) • Materials – Woodcock Johnon-4 - Tier 3 Assessment - (SWD) • Materials – Wide Range Assessment of Memory & Learning - Tier 3 Assessment - (SWD) • Educator Learning – Staff Training / Professional Learning - Neurodiverse Learners - (UPP)		
1.4	Student Support – TARGETED ACADEMIC SUPPORT	1.4– NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • CDE – California Department of Education • EL / ELs – English Learner(s) (UPP group) • ELA – English Language Arts • ELD – English Language Development • FY – Foster Youth (UPP group) • K–3i – K–3 Intervention Pilot Program • LREBG –Learning Recovery Emergency Block Grant • MTSS – Multi-tiered System of Support • SED – Socioeconomically Disadvantaged (UPP group) • SIPPS – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words	$380,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• UDL - Universal Design for Learning • UFLI – University of Florida Literacy Institute • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 1.4 – ACTION DESCRIPTION: Student Support – TARGETED ACADEMIC SUPPORT Action 1.4 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Along with Action 2.1, Action 1.4 is a foundational component of BVUSD's efforts to expand and systematize a Multi-Tiered System of Supports (MTSS). While Action 2.1 focuses on the social-emotional and behavioral branch of MTSS, Action 1.4 is designed to strengthen the academic branch. Specifically, this action aims to establish and sustain a safe, inclusive, and supportive school climate that fosters student belonging, well-being, and engagement. Emphasis is placed on prevention and early intervention systems that support the social, emotional, and behavioral health of all students, especially those facing additional barriers such as English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Key elements include relationship-centered practices, mental health supports, shared school norms, and structured behavioral expectations that are developmentally appropriate and culturally responsive. 1.4 – IDENTIFIED NEED(S) Despite academic gains in some subgroups, Dashboard and YouthTruth data continue to highlight persistent achievement gaps for ELs and SEDs. Educational partners identified the need for earlier academic interventions, consistent use of progress-monitoring tools, and broader implementation of inclusive instructional strategies. As a key component of MTSS, differentiation through UDL and tiered supports directly addresses these needs, promoting more equitable outcomes. The 2025 YouthTruth Survey indicates an increase in students' positive		

Action #	Title	Description	Total Funds	Contributing
		perceptions of instructional support and access to Universal Design for Learning (UDL), suggesting that current efforts are yielding results. However, overall response rates in this area remain lower than other indicators, reinforcing the importance of continued district-wide focus. 2024-25 Student Perception Data | Academic Access & Challenge – Percent Positives – ((change)) • (Thinking) 45% report class work makes them think (up from 40% in 2024) – ((+5)) • (Interesting) 56% report what they learn is interesting (up from 52% in 2024) – ((+4)) • (Life Connection) 43% report that what they learn in school helps them in life (up from 36% in 2024) – ((+7)) • (Help) 69% reported that their teacher helps them correct mistakes (up from 57% in 2024) – ((+7)) • (Understanding) 62% report their teacher checks for their understanding (up from 57% in 2024) – ((+5)) • (Explain Ideas) 58% report their teacher allows them to explain their ideas (up from 53% in 2024) – ((+5)) We also observe some discrepancies in achievement, indicating a need for additional academic support targeted at English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. For this reason, we will continue to target these student demographic groups principally. Dashboard Data – 2024 Student Achievement % – ((change from 2023)) 61.9% of students met or exceeded standard in ELA ((- 0.7%)) • ELs: 37.9% ((+ 5.2%)) • SEDs: 51.7% ((- 0.3%)) 53.1% of students met or exceeded standard in Math ((+ 6.8%)) • ELs: 31% ((+ 7.4%)) • SEDs: 38.1% ((- 2.2%)) 1.4 – ADDRESSING NEED(S) Extensive research in neuroscience, learning theory, and cognitive psychology supports Universal Design for Learning (UDL) as a highly effective approach for addressing diverse learning styles, behavioral		

Action #	Title	Description	Total Funds	Contributing
		needs, and social-emotional development. UDL is especially beneficial for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Additionally, English learners gain from focused support provided by paraprofessionals trained in English Language Development (ELD). This action is designed to foster a more inclusive and supportive learning environment for all students, with a particular focus on those facing additional barriers. It was developed in response to data analysis and feedback from educational partners, highlighting the need for more differentiated instruction and targeted academic support. While this action is implemented district-wide, it is vital for EL and SED students, who often encounter greater challenges due to language or economic barriers. Supporting all classrooms in UDL implementation ensures system-wide impact, while prioritizing the needs of our highest-need students. 1.4 – SCOPE = DISTRICT-WIDE Although primarily directed toward unduplicated students, this action is effective LEA-wide because practices that benefit English Learners (ELs) and students from Socioeconomically Disadvantaged (SED) backgrounds, such as inclusive instruction, progress monitoring, and individualized supports, are universally beneficial. This is the foundational principle of UDL, a framework BVUSD has long embraced and is now preparing to expand in the coming years. Although the action is principally directed toward unduplicated pupils, it is implemented LEA-wide because instructional approaches like UDL benefit all students. Practices that increase accessibility and scaffold learning support students with a wide range of academic and linguistic needs, while addressing systemic barriers to achievement. The planned actions are universally beneficial, which is the foundational principle of Universal Design for Learning (UDL), a framework that BVUSD has long embraced and is now preparing to expand in the coming years. 1.4 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed toward unduplicated pupils (ELs, FY, SED) and is designed to increase and improve services for them. It includes expanded supports that directly address the learning needs of these student groups.		

Action #	Title	Description	Total Funds	Contributing
		1.4 – METRICS TO MONITOR PROGRESS • Metric(s) 1.6–1.10: Pupil achievement in ELA, Math, Science, EL progress, and local outcomes • Metric(s) 1.11: Physical fitness and whole-child development • Metric(s) 1.14: Access to a broad course of study • Metric(s) 1.15: Academic challenge and engagement for students 1.4 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Expand and systematize MTSS practices • Provide differentiated instructional materials and supports aligned with student needs • Maintain access to a broad course of study for all students • Expand adaptive learning tools and programs that personalize instruction • Improve ELD instruction through CCSS and ELD standards alignment • Use assessment to inform ELD services and monitor ELD progress toward gap reduction • Strengthen ELD services through ongoing educator development and collaboration • Strengthen ELD services through collaboration and instructional alignment • Increase paraprofessional support, particularly for ELs and SED students • Deliver targeted professional learning in UDL, early intervention, and inclusive practices • Implement progress-monitoring tools to identify and respond to learning gaps • Support the K–3i pilot program to refine early literacy interventions • Build teacher capacity through PD, collaboration time, and just-in-time support *LREBG FUNDS – Academic Supports under MTSS BVUSD has fully expended all Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year. However, if additional LREBG funding becomes available, funds will first be allocated to support Goal 1,		

Action #	Title	Description	Total Funds	Contributing
		Action 1.4 (Targeted Student Support) to further develop the academic branch of our Multi-Tiered System of Support (MTSS). This action prioritizes equitable educational access for students who face systemic barriers, particularly English Learners (ELs) and students who are Socioeconomically Disadvantaged (SED). Funding would support evidence-based practices, such as academic diagnostics, intervention materials, and professional learning, aligned with the California English Language Arts (ELA), Mathematics, and English Language Development (ELD) frameworks. * Use of LREBG Funds: Any available LREBG Funds would be allocated to some of the non-personnel noted below with an * under 'PRIMARY PLANNED EXPENDITURES.' Compliance with EC Section 32526(c)(2)(A–F): 1 - Allowable Use of Funds - This action qualifies under Category B: evidence-based learning supports, including individualized learning, literacy acceleration, and professional development aligned to state frameworks. 2 - Evidence-Based Service- MTSS is explicitly listed as an evidence-based framework by the CDE for learning recovery and academic support: https://www.cde.ca.gov/ci/cr/ri/ 3 - Greatest Need per Needs Assessment: ELA & Math for EL & SED In both cases below ELs and SEDs received an "orange" performance level in state Dashboard indicators. • ELA: Only 37.9% of ELs and 51.7% of SED students met/exceeded standards, compared to 61.9% overall. • Math: Only 31% of ELs and 38.1% of SED students met/exceeded standards, compared to 53.1% overall. 4 - Metrics Used to Monitor Impact • ELA & Math Outcomes (1.6, 1.7) • English Language Proficiency (1.9) • Equitable Access to Learning Materials (1.2, 1.4) • Broad Course of Study (1.14) • Academic Challenge & Learning (1.15)		

Action #	Title	Description	Total Funds	Contributing
		• Local Outcomes (1.10) 5 - How the Service Addresses the Identified Need Aligned with CDE guidance, MTSS offers a scalable, sustainable model integrating evidence-based interventions. Academic supports in Action 1.4 aim to reduce achievement gaps by providing diagnostics, differentiated instruction, and professional learning to meet diverse student needs. 1.4 – PRIMARY PLANNED EXPENDITURES • Personnel – Additional Reading Paraprofessional Classroom Support (UPP Equitable Access & Outcomes) • Personnel – Highly Qualified EL Paraprofessionals (UPP - EL) • Personnel – Highly Qualified Instructional Paraprofessionals (all students) • Personnel – Highly Qualified Instructional Paraprofessionals (UPP) • Educator Learning – UDL, Reducing Barriers, Differentiation, Intervention, etc.- (UPP - Universal Access) • Educator Learning – iReady Diagnostic Professional Development (ELA & Math) • * Materials – iReady Diagnostic with Learning Path • * Materials – Phonics Intervention - SIPPS / UFLI - (UPP - targeted intervention) • * Materials – K-6 Math Skill Building - Zearn (UPP - targeted intervention) • * Materials – K-6 Math Skill Building - Khan Academy (UPP - targeted intervention) • * Materials – 4-6 Math Fact Fluency - Formative Loop - (UPP - targeted intervention) • * Materials – 4-6 Digital Skill Building - Typing Agent • * Materials –TK & K Literacy & Numeracy Skill Building - Starfall - (UPP - targeted intervention) • * Materials – 4-6 Literacy Skill Building - Flocabularly - (UPP - targeted intervention) • * Materials – TK & K Literacy Skills - Handwriting without Teachers (no annual cost) - (all students) • * Materials –TK: PELI - Tier 1 & 2 Assessment - (UPP Equitable Outcomes & Access)		

Action #	Title	Description	Total Funds	Contributing
		* denotes potential funding shift to LREBG (per anticipated funding allocation) * Note: the * in the list above indicates expenditures that could be funded with LREGB funds – if available.		
1.5	Student Support – EXPANDED OPPORTUNITIES	1.5 – NOTATIONS: Acronyms / Abbreviations / Term Summary • CDE – California Department of Education • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • EL / ELs – English Learner(s) (UPP group) • ELD – English Language Development • ELO / ELOP – Expanded Learning Opportunities / Expanded Learning Opportunities Program • FY – Foster Youth (UPP group) • LEA – Local Educational Agency • SED – Socioeconomically Disadvantaged (UPP group) • UDL - Universal Design for Learning • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 1.5 – ACTION DESCRIPTION: Student Support – EXPANDED OPPORTUNITIES Action 1.5 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to expand access to high-quality before-school, after-school, and summer programming that supports academic learning, enrichment, social-emotional development, and peer connection. Programs are provided at no cost and are designed to help all students, with prioritized access and targeted supports for English	$461,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. 1.5 – IDENTIFIED NEED(S) Students facing additional barriers often require extended learning opportunities beyond the traditional school day to access academic support and enrichment activities. YouthTruth survey data and stakeholder feedback indicate that many families, particularly those from low-income and socioeconomically disadvantaged (EL and SED) backgrounds, experience financial and language barriers that limit their access to academic and enrichment programs. District demographics reinforce the need for this action: • 13% of students are English Learners • 35% are Socioeconomically Disadvantaged • 10% of students qualify as both EL and SED Responses and comments in our YouthTruth survey highlighted a need for support for families of low-income and English language learner students. EL families face language barriers, making it challenging to access community resources. SED families report financial barriers, and EL families cite language barriers in engaging with community resources and providing high-quality enrichment and before/after school programming for their students. Families were asked about the strength of our district's extracurricular programs in the YouthTruth survey. There was no discrepancy in the percentage of families seeing this area as a strength (7%), although the rate is relatively low. There is a discrepancy among groups regarding whether families view this as an area for improvement. 2024-25 Family Perception Data | Expanded Opportunities as an Area of STRENGTH • Overall - All Families: 7% • EL Families: 7% 2024-25 Family Perception Data | Expanded Opportunities as an Area for IMPROVEMENT • Overall - All Families: 15% • EL Families: 21%		

Action #	Title	Description	Total Funds	Contributing
		1.5 – ADDRESSING NEED(S) This action is designed to support high-quality before-school, after-school, and summer learning opportunities for all students, with a principal focus on English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. It was developed based on data analysis and direct input from educational partners, including survey responses, stakeholder meetings, and feedback from families. Providing no-cost, inclusive programming is especially critical for ELs, Foster Youth, and SED students, who often face financial and language barriers that limit access to these opportunities. Expanding access helps close opportunity gaps and supports long-term academic success. Even with the discrepancy in need between English-speaking and non-English-speaking families, our community has been very appreciative of the expanded services we've been able to offer due to the Expanded Learning Opportunities Program (ELOP) and associated funds. We are grateful for the ELOP funding that enables us to continue providing these opportunities for all families, particularly for English Language Learners (ELs) and students from Socio-economically Disadvantaged (SED) backgrounds. 1.5 – SCOPE = DISTRICT-WIDE This action is implemented LEA-wide to maximize impact and ensure access for all students, while prioritizing services for unduplicated pupils. Research supports the notion that high-quality expanded learning programs are most effective when they are inclusive and accessible to a broad range of students, with an intentional focus on those facing barriers. 1.5 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed toward increasing and improving services for unduplicated pupils. ELs, Foster Youth, and SED students are prioritized for enrollment and specifically targeted through program design, staffing, and academic content. 1.5 – METRICS TO MONITOR PROGRESS • Metric(s) 1.14–1.15: Student access to enrichment and core instruction beyond the regular school day.		

Action #	Title	Description	Total Funds	Contributing
		1.5 –SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Maintain/expand after-school programs focused on enrichment, language development, & peer interaction • Offer extended summer school with a focus on early literacy and ELD • Partner with community-based organizations (e.g., YMCA) to provide additional opportunities • Prioritize enrollment for EL, FY, and SED students • Ensure program content supports academic standards, student engagement, and SEL • Monitor impact through surveys and annual growth targets in participation and perception • Provide ongoing training for expanded learning staff to align programs with student needs 1.5 – PRIMARY PLANNED EXPENDITURES • Personnel – Staff Stipends for Student Enrichment Clubs (UPP) • Personnel – AM/PM Academic Intervention (UPP) • Personnel – Director of Expanded Student Opportunities (UPP) • Personnel – Certificated Summer School teacher (UPP) • Personnel – Summer School Teacher in Charge Stipend (UPP) • Personnel – Summer School Paraprofessionals (UPP) • Personnel – Summer School Office Manager (UPP) • Personnel – Summer School Food Service Lead (UPP) • Personnel – Summer School Food Service (UPP) • Personnel – ELO Student Support (UPP) • Materials / Food – ELO Intersession (UPP) • Materials – Summer School classroom materials (UPP) • Program – Expanded Programs: Partnership with YMCA (UPP) • Program – Expanded Programs: Additional various community organizations -TBD - (UPP)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HEALTHY CULTURE | CLIMATE & COMMUNITY: We nurture the growth of every learner by supporting student social, emotional, and behavioral development within a positive school climate that engages our entire community, within a safe, healthy, positive school wide climate.	Broad Goal

State Priorities addressed by this goal.

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.

GOAL #2 - HEALTHY CULTURE | CLIMATE & COMMUNITY:
We nurture the growth of every learner by supporting student social, emotional, and behavioral development within a safe, healthy, positive school climate that actively engages students, families, and staff.

Goal Description
BVUSD will foster a healthy, inclusive, and supportive school climate by placing a strong emphasis on student well-being, family partnerships, and collaborative staff culture. This goal is rooted in proactive systems that promote social-emotional learning (SEL), equitable behavioral supports, and physical and emotional safety across all school sites and for all students - with a principal focus on students who have historically experienced barriers to full participation—such as English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Actions are strategically organized into two categories: Climate, Culture & Safety and Engagement & Support - to build both safe learning environments and deeper family and community connections.

Why the Goal Was Developed
This goal was developed in response to stakeholder feedback, chronic absenteeism and suspension data, and student perception surveys (e.g., YouthTruth). Input indicates a need to strengthen belonging, engagement, and trust. While many students report positive experiences, data reveal significant disparities in school connectedness and safety - especially among unduplicated students and families who speak languages other than English. BVUSD is committed to addressing these gaps by strengthening schoolwide norms, increasing access to mental health and SEL supports, and deepening engagement with families. These efforts are essential to creating school environments where all students feel seen, supported, and ready to learn.

How the Actions and Metrics Support the Goal
All actions are implemented district-wide but are principally directed toward unduplicated students, ensuring targeted improvements that

address the unique needs of ELs, FY, and SEDs. Each action is designed to be measurable through clearly defined metrics (organized by State Priority), using multiple and reliable data sources. Actions for Goal #2 are summarized below. The combination of quantitative (assessment data, credentials, materials access) and qualitative (student perception) measures ensures progress toward this goal can be assessed from multiple angles.The five actions in Goal 2 create the conditions necessary for student success:

- Climate and Culture actions (2.1, 2.2) build inclusive environments through SEL, mental health, and safety preparedness.
- Engagement and Support actions (2.3–2.5) promote attendance, access to services, and family-school partnerships.

Metrics Used to Monitor Progress
The actions are monitored through measurable metrics aligned with California's eight state priorities, with attention to both quantitative outcomes (e.g., assessment data, access to materials) and qualitative indicators (e.g., student and staff perceptions). Progress will be measured using the following specific, measurable indicators aligned with state priorities and the goal description:

- Average Daily Attendance – Student engagement and connection
- Chronic Absenteeism – Early warning indicator of disengagement
- Suspension Rates – Safe and inclusive environments
- YouthTruth Survey (School Climate & Connectedness) – Belonging and safety perceptions
- Family Engagement and Communication – Access and empowerment
- Safety and Preparedness Perceptions – Emergency readiness and safety culture

SUMMARY OF GOAL #2 ACTIONS
Actions for Goal #2 are organized in two categories (Climate, Culture & Safety - and - Safe & Inclusive Climate).
All actions are provided on a district-wide basis and all actions are contributing.

2.1 – Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE
2.1 – State Priorities = 3, 5
2.1 – Contributing = Yes
2.1 – Scope = LEA-wide
2.1 – Primary Data Sources = Local Data, State Dashboard & YouthTruth Survey data

2.2 – Climate, Culture & Safety – SAFE & PREPARED CULTURE
2.2 – State Priorities = 3, 6
2.2 – Contributing = Yes
2.2 – Scope = LEA-wide
2.2 – Primary Data Sources = Teacher Input / YouthTruth Survey data

2.3 – Engagement & Support – ATTENDANCE & ENROLLMENT
2.3 – State Priorities = 3, 5, 6
2.3 – Contributing = Yes
2.3 – Scope = LEA-wide
2.3 – Primary Data Sources = Local Data, State Dashboard & YouthTruth Survey data

2.4 – Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION
2.4 – State Priorities = 3, 5, 6
2.4 – Contributing = Yes
2.4 – Scope = LEA-wide
2.4 – Primary Data Sources = Local Data, State Dashboard & YouthTruth Survey data

2.5 – Engagement & Support – COMMUNITY & FAMILY SUPPORT
2.5 – State Priorities = 3, 5, 6
2.5 – Contributing = Yes
2.5 – Scope = LEA-wide
2.5 – Primary Data Sources = Local Data, State Dashboard & YouthTruth Survey data

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	METRIC: Average Daily Attendance Rates DATA SOURCE: Local Data STATE PRIORITY: 5 APPLICABLE LCAP ACTIONS: (2.1) (2.3) (2.4)	BASELINE: 2023 Average Daily Attendance Rates 91% (ADA) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino	YEAR 1: 2024 Average Daily Attendance Rates 95.4% (ADA) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in		2026-27 TARGET: Average Daily Attendance will increase annually and return to pre-pandemic rates of at least 96% by 2027-28	YEAR 1 vs BASELINE (change) (+ 3.5%) Average Daily Attendance Rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Pacific Islander • Homeless / Foster • American Indian • African American	the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American			
2.2	METRIC: Chronic Absenteeism DATA SOURCE: CA Dashboard Data STATE PRIORITY: 5 APPLICABLE LCAP ACTIONS: (2.1) (2.3) (2.4)	BASELINE: 2023 Chronic Absenteeism Rate: Per the Dashboard, BVUSD had no student groups in the blue, green, or yellow performance levels. Asians and English Learners were categorized as orange, and the other 5 student groups (Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White) all performed in the red.	YEAR 1: 2024 Chronic Absenteeism Rate: Per the Dashboard, BVUSD had no student groups in lowest performance level (red). DATA NOTATION Chronic Absenteeism details are summarized below by demographic group as follows:		2026-27 TARGET: Chronic Absenteeism Rates will decrease by 2% annually in each subgroup.	YEAR 1 vs BASELINE (change) • - - - - PERFORMANCE LEVEL NOTATION [+] = up 1 PL [++] = up 2 PL [+++]= up 3 PL [0] = no PL change • - - - - (-6.1%) – All • [++] (-5.8%) – White • [++] (+3.4%) – Asian

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DATA NOTATION Chronic Absenteeism details are summarized below by demographic group as follows: Demographic Group • % Absenteeism • {# students in group} • Performance Color • (% change) • - - - - Overall (All Students) • 19% • {980 students} • RED • (increase 7.6%) White • 16.3% • {541 students} • RED • (increase 7.6%) Asian • 9.1% • {44 students} • ORANGE • (increase 6.6%) Hispanic • 20.1% • {234 students} • RED	Demographic Group • % Absenteeism • {# students in group} • Performance Color • - - - - Overall (All Students) • 10.4% • {537 students} • YELLOW White • 16.3% • {541 students} • RED • (increase 7.6%) Asian • 12.5% • {40 students} • ORANGE Hispanic • 17.6% • {234 students}			• [0] (-2.5%) – Hispanic • [++] (-21.2%) – Two or more races • [+++] (-1.5%) – EL • [+] (-4.6%) – SED • [++] (-8.7%) – SWD • [++]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• (increase 4.1%) Two or more races • 31.1% • {104 students} • RED • (increase 17.3%) English Learners (EL) • 19.2% • {130 students} • ORANGE • (increase 6.5%) Socioeconomically Disadvantaged (SED) • 25.9% • {251 students} • RED • (increase 2.3%) Students with Disabilities (SWD) • 24.3% • {148 students} • RED • (increase 8%) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students	• YELLOW Two or more races • 9.9% • {91 students} • RED English Learners (EL) • 17.7% • {130 students} • YELLOW Socioeconomically Disadvantaged (SED) • 21.2% • {353 students} • YELLOW Students with Disabilities (SWD) • 15.6% • {160 students} • YELLOW • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American			
2.3	METRIC: School Climate: Pupil Suspension & Expulsion Rates DATA SOURCE: CA Dashboard Data STATE PRIORITY: 5 APPLICABLE LCAP ACTIONS: (2.1) (2.4)	BASELINE: 2023 OVERALL 1.4% Suspension Rates: 0% Expulsion Rates • - - - - SUSPENSION DETAILS DATA NOTATION Suspension details are summarized below by	YEAR 1: 2024 OVERALL 1.4% Suspension Rates: 0% Expulsion Rates • - - - - SUSPENSION DETAILS Per the Dashboard, BVUSD had no		Desired Outcome (2026-27): Suspension rates will be less than 3%. Expulsion rates will remain at 0%	YEAR 1 vs BASELINE (change) • - - - - PERFORMANCE LEVEL NOTATION [+] = up 1 PL [++] = up 2 PL [+++]= up 3 PL [0] = no PL change • - - - - (-1%) – All • [++]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		demographic group as follows: Demographic Group • % Suspension • {# students in group} • Performance Color • (% change) • - - - - Overall (All Students) • 1.4% • {987 students} • YELLOW • (increase 1%) White • 16.3% • {546 students} • YELLOW • (increase 0.9%) Asian • 0% • {44 students} • BLUE • (no change) Hispanic • 1.7% • {241students} • ORANGE • (increase 1.3%) Two or more races	student groups in lowest performance level (red). DATA NOTATION Suspension details are summarized below by demographic group as follows: Demographic Group • % Suspension • {# students in group} • Performance Color • - - - - Overall (All Students) • 0.4% • {965 students} • BLUE White • 10.6% • {539 students} • GREEN			(-0.9%) – White • [+] (0%) – Asian • [0] (-1.3%) – Hispanic • [+++] (-1.9%) – Two or more races • [+++] (0%) – EL • [0] (-1.7%) – SED • [+++] (-1.4%) – SWD • [++]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 1.9% • {104 students} • ORANGE • (increase 1.9%) English Learners (EL) • 0% • {132 students} • BLUE • (no change) Socioeconomically Disadvantaged (SED) • 0.8% • {256 students} • ORANGE • (increase 1.2%) Students with Disabilities (SWD) • 2% • {50 students} • ORANGE • (increase 2.7%) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:	Asian • 0% • {41 students} • BLUE Hispanic • 0.4% • {242 students} • BLUE Two or more races • 0% • {91 students} • BLUE English Learners (EL) • 0% • {130 students} • BLUE Socioeconomically Disadvantaged (SED) • 0.3% • {355 students} • BLUE Students with Disabilities (SWD) • 1.2%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	• {162 students} • GREEN • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American			
2.4	METRIC: Climate & School Connectedness - Students, Families, & Staff	BASELINE: % of students, families, and staff reporting they feel connected to their	YEAR 1: % of students, families, and staff reporting they feel connected to their		2026-27 TARGET: Families, students and staff will report a positive school climate and that	YEAR 1 vs BASELINE (change) • - - - - - -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 6 APPLICABLE LCAP ACTIONS: (2.1) (2.2) (2.3) (2.4)	school: • - - - - - - FAMILIES 83% (Friendly) report that their school creates a friendly environment 79% (Proud) report that they are proud of their school 89% (Care) report that families and teachers care about each other. • - - - - - - STUDENTS 54% (Students) report that other students are friendly 82% (Teacher) report that their teachers cares about them 51% (Adult) report that there is an adult from school they can talk to if they're feeling upset	school: • - - - - - - FAMILIES 87% (Friendly) report that their school creates a friendly environment 88% (Proud) report that they are proud of their school 89% (Care) report that families and teachers care about each other. • - - - - - - STUDENTS 59% (Students) report that other students are friendly 86% (Teacher) report that their teachers cares about them 57% (Adult) report that there is an adult from		they feel connected to their school. Any instances of 75% or less in percent positive responses will increase by at least 2%.	FAMILIES (+4%) – Friendly (+9%) – Proud (0%) – Care • - - - - - - STUDENTS (+5%) – Students (+4%) – Teacher (+6%) – Adult • - - - - - - STAFF (0%) – Decision-Making (+6%) – Environment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• - - - - - - STAFF 44% (Decision-Making) report that feel empowered to play a meaningful role in decision-making at their school 58% (Environment) report that their school creates a positive work environment	school they can talk to if they're feeling upset • - - - - - - STAFF 44% (Decision-Making) report that feel empowered to play a meaningful role in decision-making at their school 64% (Environment) report that their school creates a positive work environment			
2.5	METRIC: Community Engagement - Enrollment, Participation & Communication - promotion of parental participation in programs for unduplicated pupils DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 6	BASELINE: PARENTS – Participation 73% of parents responded to 2024 survey • - - - - - - PARENTS – Decision-Making 45% - Overall (all families)	YEAR 1: PARENTS – Participation 56% of parents responded to 2025 survey • - - - - - - PARENTS – Decision-Making 47% - Overall (all		2026-27 TARGET: Families and staff will report they feel empowered to play a meaningful role in their schools and receive appropriate support and communication. Any instances of 75% or less in percent positive	YEAR 1 vs BASELINE (change) (-17%) of parents responded to 2025 survey • - - - - - - PARENTS (Decision-Making) (+2%) – Overall (all families)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	APPLICABLE LCAP ACTIONS: *(1.1) *(1.5) (2.3) (2.4) *1.1 and 1.5 are Goal 1 Actions, but they overlap with this metric.	feel empowered to play a meaningful role in decision-making 48% - TK 55% - K 57% - 1st Grade 52% - 2nd Grade 49% - 3rd Grade 34% - 4th Grade 32% - 5th Grade 33% - 6th Grade 49% - White 46% - Hispanic 45% - English Speaking 75% - Spanish Speaking 47% - Gen Ed Parents 44% - Parents of SWDs • - - - - - - PARENTS – Feeling Valued 66% - Overall (all families) feel valued by their school 67%- TK 79%- K 73%- 1st Grade 62%- 2nd Grade 66%- 3rd Grade	families) feel empowered to play a meaningful role in decision-making 53% - TK 53% - K 56% - 1st Grade 64% - 2nd Grade 35% - 3rd Grade 39% - 4th Grade 33% - 5th Grade 57% - 6th Grade 50% - White 55% - Hispanic 49% - English Speaking 67% - Spanish Speaking 46% - Gen Ed Parents 58% - Parents of SWDs • - - - - - - PARENTS – Feeling Valued 73% - Overall (all families) feel valued by their school		responses will increase by at least 2% per year.	feel empowered to play a meaningful role in decision-making (+5%) – TK (-2%) – K (-1%) – 1st Grade (+12%) – 2nd Grade (-6%) – 3rd Grade (+5%) – 4th Grade (+1%) – 5th Grade (+24%) – 6th Grade (+1%) – White (+9%) – Hispanic (+4%) – English Speaking (-8%) – Spanish Speaking (-1%) – Gen Ed Parents (+14%) – Parents of SWDs • - - - - - - PARENTS (Feeling Valued) (+7%) – Overall (all families) feel valued by their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41%- 4th Grade 62%- 5th Grade 65%- 6th Grade 71%- White 74%- Hispanic 66%- English Speaking 88%- Spanish Speaking 67%- Gen Ed Parents 71%- Parents of SWDs • - - - - - - PARENTS – Progress Feedback, by language 75% (English Speaking) report receiving regular feedback about their child's progress 70% (Other Languages) report receiving regular feedback about their child's progress • - - - - - - PARENTS – Learning Targets, by language 79% (English Speaking) report receiving information about what their child 82% (Other Languages)	79%- TK 82%- K 73%- 1st Grade 82%- 2nd Grade 70%- 3rd Grade 71%- 4th Grade 59%- 5th Grade 68%- 6th Grade 78%- White 85%- Hispanic 75%- English Speaking 83%- Spanish Speaking 77%- Gen Ed Parents 76%- Parents of SWDs • - - - - - - PARENTS – Progress Feedback, by language 78% (English Speaking) report receiving regular feedback about their child's progress 76% (Other Languages)			school (+12%) – TK (+3%) – K (0%) – 1st Grade (+20%) – 2nd Grade (+4%) – 3rd Grade (+30%) – 4th Grade (-3%) – 5th Grade (+3%) – 6th Grade (+7%) – White (+9%) – Hispanic (+9%) – English Speaking (-5%) – Spanish Speaking (+10%) – Gen Ed Parents (+5%) – Parents of SWDs • - - - - - - PARENTS (Progress Feedback, by language) (+3%) – English Speaking (+6%) – Other

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		report receiving information about what their child • - - - - - - PARENTS – Expectations, by language 76% (English Speaking) report teachers clearly communicate expectations for their child's progress 67% (Other Languages) report teachers clearly communicate expectations for their child's progress — — — — STAFF DATA 41% (Policies) report information about school policies is clear 60% (Goals) understand their school's goals 35% (Informed) feel informed about important decisions 29% (Direction)	report receiving regular feedback about their child's progress • - - - - - - PARENTS - Learning Targets, by language 80% (English Speaking) report receiving information about what their child 82% (Other Languages) report receiving information about what their child • - - - - - - PARENTS – Expectations, by language 77% (English Speaking) report teachers clearly communicate expectations for their child's progress 71% (Other			Languages • - - - - - - PARENTS (Learning Targets, by language) (+1%) – English Speaking (0%) – Other Languages • - - - - - - PARENTS (Expectations, by language) (+1%) – English Speaking (+4%) – Other Languages — — — — STAFF (-3%) – Policies (+8%) – Goals (+1%) – Informed (-2%) – Direction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school communicates a clear direction for the future	Languages) report teachers clearly communicate expectations for their child's progress — — — — STAFF DATA 38% (Policies) report information about school policies is clear 68% (Goals) understand their school's goals 36% (Informed) feel informed about important decisions 27% (Direction) school communicates a clear direction for the future			
2.6	METRIC: School Safety DATA SOURCE: Survey (YouthTruth)	BASELINE: — — — — STUDENT DATA: 61% (Feel Safe)	YEAR 1: — — — — STUDENT DATA: 64% (Feel Safe)		2026-27 TARGET: Students, families, and staff will report that they feel safe at school, that	YEAR 1 vs BASELINE (change) — — — — STUDENT DATA:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	STATE PRIORITY: 6 APPLICABLE LCAP ACTIONS: (2.2) (2.3)	report they feel safe at school. 30% (Bullying) report that they have been bullied at least once in the last school year. 16% (Behavior) report that students behave in class. — — — — FAMILY DATA: 78% (Safe) report that their child's learning environment is safe. 54% (Bullying) report that their child is safe from bullying at school. 77% (Operations) report that their school runs smoothly. — — — — STAFF DATA: 78% (Feel Safe) staff report feeling safe at school	report they feel safe at school. 25% (Bullying) report that they have been bullied at least once in the last school year. 25% (Behavior) report that students behave in class. — — — — FAMILY DATA: 85% (Safe) report that their child's learning environment is safe. 61% (Bullying) report that their child is safe from bullying at school. 83% (Operations) report that their school runs smoothly. — — — — STAFF DATA: 80% (Feel Safe)		students are safe from bullying, and that students follow school rules. Any instances of 75% or less in percent positive responses will increase by at least 2%.	(+3%) – Feel Safe (-5%) – Bullying (+9%) – Behavior — — — — FAMILY DATA: (+7%) – Safe (+7%) – Bullying (+6%) – Operations — — — — STAFF DATA: (+2%) – Feel Safe (+17%) – Bullying (+21%) – Rules (-3%) – Policies

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47% (Bullying) report that students are safe from bullying at school 57% (Rules) report that there are clear rules for students 41% (Policies) report that information about school policies is clear	staff report feeling safe at school 64% (Bullying) report that students are safe from bullying at school 78% (Rules) report that there are clear rules for students 38% (Policies) report that information about school policies is clear			

Goal Analysis [2024-25]

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

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

As described below, we were largely successful in both implementing our planned actions and in making progress toward achievement of the Goal.

(2.1) – Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE – Partially Implemented
This action was implemented as planned to establish and sustain a healthy school climate that supports all students, with particular attention to those facing additional barriers such as English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. The action focused on strengthening student relationships, promoting a sense of belonging, and providing social-emotional and behavioral supports through prevention and early intervention strategies. While we were unable to fill the Primary Intervention Personnel (PIP) position, all other components of the action proceeded as intended. There were no additional substantive differences between the planned action and its actual implementation.

(2.2) – Climate, Culture & Safety – SAFE & PREPARED CULTURE – Implemented, continuing
This action was carried out as planned to promote a positive and safe school culture, emphasizing structure, preparedness, and consistent behavioral expectations. Efforts included reinforcing school norms, providing explicit instruction and practice opportunities for behavior expectations, and ensuring adult intervention was both supportive and restorative in nature. Although some elements (such as professional development) are phased over the course of the LCAP cycle, year two activities were implemented as expected. There were no substantive changes to the planned action, though small adjustments were made to better align educator training with current site needs. Implementation remains on track for full execution by the end of the three-year cycle.

(2.3) – Engagement & Support – ATTENDANCE & ENROLLMENT – Fully Implemented
This action was implemented fully and effectively, focusing on improving student attendance and maintaining enrollment through increased community engagement, family outreach, and use of satisfaction and performance data. Key strategies such as attendance campaigns, early intervention, and data-informed supports were executed as planned. There were no substantive differences between the planned action and its implementation. Notably, this area demonstrated clear success in both execution and outcomes, as reflected in districtwide improvements in chronic absenteeism data.

(2.4) – Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION – Implemented, continuing
This action was implemented in alignment with its original design, emphasizing clear, transparent, and two-way communication to promote parent participation (particularly for EL, Foster, and SED families). Strategies included translation services, enhanced messaging platforms, and feedback mechanisms that invite meaningful family input. While we identified areas for ongoing refinement (especially in reaching linguistically diverse families) there were no substantive differences between what was planned and what was implemented. Adjustments will be considered to further improve accessibility and family responsiveness in future years.

(2.5) – Engagement & Support – COMMUNITY & FAMILY SUPPORT – Implemented, continuing
This action was carried out as intended to expand community engagement and family support, with focused strategies to serve families of English Learners, Foster Youth, and SED students. Implementation included parent education programs, early learning collaborations, and sustained access to meals and transportation. All aspects of the action were implemented as planned, with no substantive changes to the original design. The action remains on course to meet its intended outcomes.

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.

While overall planned and estimated actual expenditures show few material differences, a handful of variances exist at the action level. These are summarized below:

(2.1) – Total expenditures remain stable overall, with a $15,000 increase in staffing costs due to increased need for psychologist services. To balance this, the district spent approximately $15,000 less on program and materials, and did not move forward with hiring a Primary Intervention Personnel (PIP) position.

(2.2) – Estimated expenditures are approximately $27,000 higher than planned, due to an increase in FTE for nursing services to meet student health needs.

(2.3) – There is a minor difference in expenditures, with actual spending approximately $600 less than budgeted. This variance is not considered material.

(2.4) – To address a shift in service demand, the district spent approximately $13,000 less than planned on translation and interpretation services.

(2.5) – Estimated expenditures are approximately $180,000 higher than budgeted, due to increased transportation costs.

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

Overall, our actions seem to be successful in making progress toward the goal. In some instances, an action may benefit from paying closer attention to a particular demographic group, as our hope is to realize equitable outcomes across all groups.

In most cases, we saw overall gains, with some discrepancies among demographic groups.

(2.1) – Somewhat Effective
This action has shown moderate effectiveness with improvements in overall school climate and relationships. Student sense of belonging increased from 33% to 39%, and positive relationship ratings rose across all groups. However, belonging remains low and disparities persist for EL and SED students. Stakeholder feedback emphasized the need for consistent behavioral systems, trauma-informed practices, and mental health supports, indicating continued investment is necessary to close equity gaps and meet climate goals.

(2.2) – Effective
Perception of safety improved modestly among students and more significantly among families and staff. Notably, students reporting safety from bullying increased +15%, and classroom behavior improvement rose from 16% to 25%. However, only 64% of students report feeling safe at school, and feedback identifies inconsistencies in behavior and emergency systems. While the action is trending positively, results indicate partial effectiveness, with a continued need for systemic improvements and culturally responsive implementation.

(2.3) – Effective
This action has been effective in reducing chronic absenteeism across student groups. BVUSD moved out of “red” performance on the Dashboard for all schools and student groups in 2024, showing significant improvement from 2023. While absenteeism remains a concern, especially for UPP students, the trend suggests that current strategies are working and should be maintained and refined for sustained impact.

(2.4) – Somewhat Effective
Districtwide family engagement has improved (+6%), but effectiveness varies across language groups. While empowerment and connection increased overall, Spanish-speaking family engagement declined in key areas—most notably, an 8% drop in their reported empowerment in

school decision-making. This highlights inconsistent effectiveness, with strong growth among English-speaking families but a clear need to strengthen supports for linguistically diverse households through improved access and cultural responsiveness.

(2.5) – Somewhat Effective
This action has achieved uneven results. While Spanish-speaking families reported high satisfaction (100%), families speaking languages other than English or Spanish reported lower levels of connection (59%). Stakeholders across groups identified family engagement and extracurricular access as key areas for improvement—especially for English Learner families. Participation in formal groups like DELAC remains low, pointing to the need for more inclusive outreach and engagement structures to equitably support all families.

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.

After reviewing prior practice, the LEA determined that no substantive changes are needed to the planned goal, metrics, desired outcomes, or actions for the coming year. The focus will be on building upon this year's successes and strengthening efforts in areas identified for continued growth and improvement - with a few minor modifications.

No changes are being considered for Actions 2.1 or 2.3, although although minor adjustments are planned for Actions 2.2, 2.4 and 2.5.

(2.1) – Sense of belonging improved, but remains low; we will continue with climate strategies.

(2.2) – Student safety ratings are still relatively low (64%) and only 25% report improved behavior. Without changing the action, we see a need to target our efforts more in the area of standardizing implementation.

(2.3) – Chronic absenteeism improved significantly; we will maintain action with strengthened supports.

(2.4) – Shows strong gains for English-speaking families but not for key subgroups. Spanish-speaking family empowerment declined by 8%, despite overall improvement. Without substantially changing the action, we see a need to expand culturally responsive family engagement strategies.

(2.5) – Participation in formal engagement structures like DELAC is low and families who speak languages other than English or Spanish report lower levels of support. Without changing our actions, we plan to rethink family group structures or outreach practices to actively recruit underrepresented families. In addition to making minor adjustments to this action, we also added text about planned use of LREBG funds, should they become available.

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	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	2.1 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • ELA – English Language Arts • EL / ELs – English Learner(s) (UPP group) • FY – Foster Youth (UPP group) • LREBG –Learning Recovery Emergency Block Grant • MTSS – Multi-tiered System of Support • RULER – Social-Emotional Learning framework from Yale • SED – Socioeconomically Disadvantaged (UPP group) • Toolbox – Social-Emotional Learning program • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 2.1 – ACTION DESCRIPTION: Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE Action 2.1 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Along with Action 1.4, Action 2.1 is a foundational component of BVUSD's efforts to expand and systematize a Multi-Tiered System of Supports (MTSS). While Action 1.4 focuses on the academic branch of MTSS, Action 2.1 is designed to strengthen the social-emotional and behavioral aspects of MTSS. Specifically, this action aims to establish and sustain a safe, inclusive, and supportive school climate that fosters student belonging, well-being, and engagement. Emphasis is placed on prevention and early intervention systems that support the social, emotional, and behavioral health of all students, especially those facing additional barriers such as English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Key elements include relationship-centered practices, mental health supports, shared school norms, and	$247,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		structured behavioral expectations that are developmentally appropriate and culturally responsive. 2.1 – IDENTIFIED NEED(S) While overall climate data are improving, gaps remain in student-reported belonging and engagement, particularly for English Language (EL) and Socioeconomically Disadvantaged (SED) students. YouthTruth data indicates progress, but with only 39% of students reporting a sense of belonging (up from 33%), further investment is needed. Research suggests that a favorable school climate is directly correlated with academic success, improved attendance, and enhanced student well-being. Educational partners identified the need for consistent, restorative behavior systems, increased mental health support, and trauma-informed practices. Climate and culture data are generally improving, with room for further improvement. A snapshot of some of the 2024-25 Educational Partner input follows: 2024-25 Relationships – Percent Positives – ((change)) • Students: 83% (up from 76% in 2023-24) – ((+7)) • Families: 88% (up from 86% in 2023-24) – ((+2)) • Staff: 87% (up from 80% in 2023-24) – ((+7)) 2024-25 Culture – Percent Positives – ((change)) • Students: 32% (up from 26% in 2023-24) – ((+6)) • Families: 81% (up from 75% in 2023-24) – ((+6)) • Staff: 41% (up from 34% in 2023-24) – ((+7)) While we saw a 6% increase, one concerning data point is student perception data around their sense of belonging. Only 39% of students reported feeling a sense of belonging. For additional context, this represents an increase from 33% in 2023-24, but remains an area of concern nonetheless. 2.1 – ADDRESSING NEED(S) This action is designed to address these needs through schoolwide culture-building and targeted support. At minimum, this action is designed to prevent ELs and SEDs from experiencing additional stress and trauma at school. In addition to ensuring physical and emotional safety, research		

Action #	Title	Description	Total Funds	Contributing
		suggests that a positive student-reported school climate is correlated with higher academic performance. A healthy school climate can inspire engagement, fulfillment, connectedness, and a sense of belonging, whereas an unhealthy climate can cause members to disengage and reject norms and values. This action intends to improve all of the following: • a healthy climate (the way we feel) • shared understanding of school norms and values • effective support systems that include prevention & early intervention to address student needs • improved relationships • community building based within a climate of belonging and connection • increased healthy engagement (and attendance rates) 2.1 – SCOPE = DISTRICT-WIDE Although the action is principally directed to unduplicated pupils (ELs, FY, SED), it is implemented LEA-wide because inclusive climate strategies benefit all students and require consistency across sites to be effective. 2.1 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed toward unduplicated pupils. It is designed to increase and improve services for them by addressing climate-related barriers that disproportionately impact access, engagement, and academic performance. 2.1 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.1: Average daily attendance through strong relationships and supportive climate • Metric(s) 2.2: Chronic absenteeism with proactive strategies for student connection and belonging • Metric(s) 2.3: Suspension rates by fostering a safe, inclusive, and responsive environment • Metric(s) 2.4: School climate and connectedness (as reported in YouthTruth data)		

Action #	Title	Description	Total Funds	Contributing
		2.1 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Expand and systematize MTSS practices • Provide direct mental health and behavioral support through school psychologists and counseling • Provide lessons, sessions, & social groups to promote emotional well-being and peer relationships • Implement SEL and climate-building programs (e.g., RULER, Toolbox, Safe School Ambassadors) • Build staff capacity in trauma-informed practices, restorative practices, and inclusive discipline • Engage in collaborative behavior plan revision and develop shared expectations and consequences • Increase supervision and adult presence during recess and unstructured times • Train yard supervisors and explore structured recess options (e.g., clubs, safe spaces) • Use regular feedback and data to monitor and improve school climate *LREBG FUNDS – Social-Emotional Supports under MTSS Should additional LREBG funding remain after supporting academic needs in Action 1.4, BVUSD may allocate funds to Goal 2, Action 2.1 (Safe & Inclusive Climate) to strengthen the social-emotional and behavioral branch of MTSS This action supports all students while prioritizing Unduplicated Pupils, especially ELs, Foster Youth (FY), and SED students, through services like school counseling, mental health supports, and structured SEL programs. These services foster a climate of belonging and engagement that is essential for learning recovery. * Use of LREBG Funds: Any available LREBG Funds would be allocated to some of the non-personnel noted below with an * under ‘PRIMARY PLANNED EXPENDITURES.’ Compliance with EC Section 32526(c)(2)(A–F):		

Action #	Title	Description	Total Funds	Contributing
		1 - Allowable Use of Funds - This action qualifies under Category C: evidence-based student supports, including counseling, mental health services, and social-emotional learning. 2 - Evidence-Based Service- MTSS is recognized by CDE as an evidence-based framework supporting student well-being and behavioral development: https://www.cde.ca.gov/ci/cr/ri/ 3 - Greatest Need per Needs Assessment: ELA & Math for EL & SED • Only 44% of Spanish-speaking students report having an adult at school they can talk to when upset (compared to 67% of white students) • Student sense of belonging remains low, with only 39% of students reporting a feeling of belonging (despite some improvements) 4 - Metrics Used to Monitor Impact • School Climate & Connectedness (2.4) • Student Safety & Preparedness (2.6) • Chronic Absenteeism (2.2) • Average Daily Attendance (2.1) 5 - How the Service Addresses the Identified Need MTSS emphasizes the integration of academic, behavioral, and social-emotional learning. Action 2.1 focuses on prevention and early intervention strategies, including counseling, social-emotional learning (SEL), and trauma-informed practices. These supports help build positive school climates, improve student engagement, and close opportunity gaps—especially for those facing systemic barriers. 2.1 – PRIMARY PLANNED EXPENDITURES • Personnel - School Psychologist • Personnel - School Psychologist / Counseling Services (UPP) • Personnel - Primary Intervention Personnel (UPP) • Educator Learning - Trauma-Informed Practices - (UPP - targeted support) • Educator Learning - Student Regulation - (UPP - targeted support)		

Action #	Title	Description	Total Funds	Contributing
		• * Student Lessons & Assemblies - Anti-Bullying & Anti-Harassment - (UPP) • * Student Lessons & Assemblies - Student Behavior • * Student Program - Toolbox annual cost (UPP) • * Student Program - RULER annual cost (UPP) * denotes potential funding shift to LREBG (per anticipated funding allocation) * Note: the * in the list above indicates expenditures that could be funded with LREGB funds – if available.		
2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	2.2 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • EL / ELs – English Learner(s) (UPP group) • FY – Foster Youth (UPP group) • SED – Socioeconomically Disadvantaged (UPP group) • VPP – Violence Prevention Plan • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 2.2 – ACTION DESCRIPTION: Climate, Culture & Safety – SAFE & PREPARED CULTURE Action 2.2 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to strengthen district-wide safety systems, behavioral expectations, and emergency preparedness protocols, thereby establishing a safe, structured, and inclusive school culture. This includes training for staff and students, enhanced emergency planning, physical safety improvements, and clear, consistent behavior systems that	$45,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support positive student outcomes, particularly for underrepresented students. 2.2 – IDENTIFIED NEED(S) Safety perception data, while improving, continue to show disparities in how students and families experience school environments, especially for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. YouthTruth results show that only 64% of students feel safe at school, and only 25% reported improvement in classroom behavior. Staff and family feedback has highlighted inconsistencies in safety practices, emergency response roles, and behavioral systems. The 2024-25 YouthTruth Survey data show improvement in perceptions of school safety, operations, and policies; however, BVUSD sees room for further improvement, particularly among students. A small sampling of data is below: 2024-25 Overall Safety – Percent Positives – ((change)) • Students: 64% (up from 61% in 2023-24) – ((+3)) • Families: 85% (up from 78% in 2023-24) – ((+7)) • Staff: 80% (up from 78% in 2023-24) – ((+2)) 2024-25 Safety from Bullying - Percent Positives • Students: 75% (up from 60% in 2023-24) – ((+15)) • Families: 61% (up from 54% in 2023-24) – ((+7)) • Staff: 64% (up from 47% in 2023-24) – ((+17)) Classroom Behavior: While 25% of students in the 2024-25 academic year reported an improvement in classroom behavior (up from 16% in 2023-24), this stands out as comparatively low, given the perception data. 2.2 – ADDRESSING NEED(S) This action addresses these needs by enhancing safety training, implementing behavior systems with a trauma-informed lens, and ensuring alignment across sites. Planned actions (as summarized below) are provided to clarify school norms, offer explicit instruction on how to meet behavioral expectations, and ensure that adult intervention maintains high expectations, ensures accountability, and addresses the root cause of unexpected behaviors. Specifically, this action is designed to strengthen		

Action #	Title	Description	Total Funds	Contributing
		comprehensive school safety planning and emergency preparedness across the district, creating a safer and more supportive environment for all students, particularly those facing additional barriers such as English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. It includes physical safety, emergency readiness, and a shared understanding of safety protocols among staff, students, and families. The planned actions also aim to reduce trauma and prevent additional stress, especially for EL and SED students who are more likely to experience safety-related barriers. A strong safety framework supports the development of a healthy school culture. 2.2 – SCOPE = DISTRICT-WIDE While unduplicated students face greater barriers to accessing safe, predictable environments (e.g., due to trauma, language access, or systemic inequities), safety structures must be implemented consistently across all schools. Therefore, this action is implemented LEA-wide, with a focus on inclusive planning, targeted staff support, and equitable access to information and resources. Implementing this action LEA-wide ensures system coherence and protects all students while prioritizing those with the greatest need. 2.2 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is primarily directed at unduplicated pupils. It is designed to enhance and improve services by ensuring safe, trauma-sensitive, and accessible systems that reduce stressors and promote readiness to learn. 2.2 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.4: Perceptions of safety and culture among students and families (YouthTruth survey results) • Metric(s) 2.6: Perceptions of school safety and preparedness (YouthTruth survey results) 2.2 – SUMMARY OF PLANNED ACTIONS		

Action #	Title	Description	Total Funds	Contributing
		• Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Deliver annual mandated reporter and Title IX training to all staff • Provide regular CPR, AED, First Aid, and "Stop the Bleed" emergency training • Conduct active shooter and suicide threat assessment training (every two years) • Practice reunification drills and tabletop scenarios with staff • Review and refine behavior protocols, discipline procedures, and restorative options • Improve physical readiness: organize emergency "Go Kits," emergency food storage, and signage • Engage families with resources on emergency alerts, trauma supports, and safety protocols • Use safety walkthroughs and planning meetings to ensure consistency in implementation 2.2 – PRIMARY PLANNED EXPENDITURES • Personnel - Nursing Services (UPP - targeted support) • Personnel - Nursing Services (all students) • Educator Learning - Trauma-Informed Practices - (UPP - targeted support) • Educator Learning - Mandated Reporter & Other Required Staff Safety Training - [annually] • Educator Learning - Threat Assessment Training • Educator Learning - Suicide Assessment Training • Educator Learning - Title IX [annually] • Educator Learning - Emergency: Stop the Bleed [every 2 years] • Educator Learning - Emergency: First Aid, CPR, AED [annually] • Educator Learning - Emergency: Active Shooter [every 2 years] • Educator Learning - Violence Prevention Plan (VPP) [annually] • Emergency Preparedness - Emergency Supplies • Emergency Preparedness - Monthly Drills		
2.3	Engagement & Support –	2.3 – NOTATIONS: Acronyms / Abbreviations / Term Summary	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	ATTENDANCE & ENROLLMENT	• Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • ATSI – Additional Targeted Support and Improvement • EL / ELs – English Learner(s) (UPP group) • FY – Foster Youth (UPP group) • SARB / SART – School Attendance Review Board / Team • SAST – Student Attendance Success Team • SED – Socioeconomically Disadvantaged (UPP group) • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 2.3 – ACTION DESCRIPTION: Engagement & Support – ATTENDANCE & ENROLLMENT Action 2.3 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to improve student attendance, reduce chronic absenteeism, and strengthen school enrollment through proactive systems of engagement, outreach, and intervention. This includes clear protocols, early intervention frameworks, targeted family support, and communication strategies that remove barriers and promote daily attendance, particularly for English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. 2.3 – IDENTIFIED NEED(S) Chronic absenteeism was flagged as a significant challenge across schools and subgroups, especially among ELs and SEDs. The 2023 Dashboard marked chronic absenteeism in "red" for many groups; while 2024 data showed improvement, it remains a key priority. Yulupa Elementary exited this year, but had previously been identified for Additional Targeted Support and Improvement (ATSI) due to attendance concerns. Additional data regarding Chronic Absenteeism is more thoroughly detailed in the Reflections section of this LCAP. A summary is		

Action #	Title	Description	Total Funds	Contributing
		provided below: 2023 Dashboard data assigned “red” performance levels to the following groups: • 2023 District-wide: BVUSD - Chronic Absenteeism; “RED” for the following groups: Hispanic, Two or More Races, Socioeconomically Disadvantaged, White • 2023 School-wide: Yulupa Elementary - Chronic Absenteeism; “RED” for “all students” • 2023 Student Demographic Groups: Yulupa Elementary - Chronic Absenteeism; “RED” for the following groups: Hispanic, Two or More Races, Socioeconomically Disadvantaged, White • 2023 Demographic Groups: Strawberry Elementary - Chronic Absenteeism; “RED” for the following groups: Socioeconomically Disadvantaged, White While Chronic Absenteeism remains an area of relative challenge for BVUSD, 2024 data reveals moderate to significant improvements across the district, at both school sites, and within key student demographic groups. Notably, no group, school, or district achieved the lowest performance level (red) in 2024. This suggests that the actions are successful, and we will continue to maintain our focus. 2.3 – ADDRESSING NEED(S) This action addresses those priorities through systemic improvements and targeted outreach. Inconsistent attendance disrupts student learning and impacts peer relationships, funding, and school culture. Educational partners emphasized the need for earlier outreach, more transparent attendance communication, and culturally responsive family support. The planned actions include refined districtwide systems, outreach efforts, and partnerships to reduce chronic absenteeism and increase student connectedness, with a focus on English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Attendance strategies include attendance awareness campaigns, data analysis, progressive intervention, and ongoing family engagement and support. Enrollment strategies include expanding community engagement, increasing attention to family satisfaction data, and enhancing marketing efforts.		

Action #	Title	Description	Total Funds	Contributing
		2.3 – SCOPE = DISTRICT-WIDE Though resources are principally directed toward unduplicated students, absenteeism affects the entire school community. Absences affect everyone in a school community. Attendance and engagement have a direct impact on academic success, peer relationships, and access to resources. Absenteeism negatively impacts all students in a class, disrupts the teaching process, and reduces ADA-based funding. As ELs and SEDs face greater barriers to attendance, planning and resource allocation are principally directed to these groups. This action is offered districtwide to ensure equity and coherence. Effective attendance systems also support broader district goals related to school climate, communication, and instructional quality. A consistent district-wide framework ensures that all students benefit from improved systems while prioritizing those facing the most significant barriers. 2.3 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed toward unduplicated pupils and designed to increase and improve services for them by removing barriers to attendance and re-engaging students through personalized outreach and support. 2.3 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.1: Average daily attendance through outreach and intervention • Metric(s) 2.2: Chronic absenteeism through re-engagement strategies • Metric(s) 2.4: School climate and connectedness, as reflected in engagement data • Metric(s) 2.5: Enrollment and participation, as reflected in engagement data • Metric(s) 2.6: Perceptions of school safety and preparedness (YouthTruth survey results) 2.3 – SUMMARY OF PLANNED ACTIONS		

Action #	Title	Description	Total Funds	Contributing
		• Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Implement and monitor a revised district Attendance Framework with clear intervention protocols • Conduct Student Attendance Success Team (SAST) meetings with individualized plans • Launch targeted attendance awareness campaigns and community messaging • Use Aeries and internal tools to track attendance and identify trends • Continue use of SARB/SART processes and provide multilingual family support • Conduct root cause analyses at identified schools (e.g., Yulupa ATSI designation) • Expand family outreach and improve trust through culturally relevant communication • Promote positive attendance habits through inclusive messaging and incentives • Improve collaboration between school teams and families to reduce absences 2.3 – PRIMARY PLANNED EXPENDITURES • Program Participation – Attendance Works (UPP - Targeted Intervention) • Improvement Plan – Chronic Absenteeism (UPP - SED -Targeted Intervention) • Intervention – Truancy, Tardy, Absenteeism, & SARB Communication - Phone Calls, Meetings, Mailings		
2.4	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	2.4 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • EL / ELs – English Learner(s) (UPP group) • FY – Foster Youth (UPP group) • SED – Socioeconomically Disadvantaged (UPP group)	$60,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 2.4 – ACTION DESCRIPTION: Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION Action 2.4 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to enhance internal and external communication systems, ensuring that all families, particularly those of English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, receive timely, clear, and accessible information. This includes expanding translation services, strengthening two-way communication platforms, and promoting trust and transparency through consistent messaging and family engagement. 2.4 – IDENTIFIED NEED(S) While overall engagement has improved, data indicates lower participation and satisfaction among Spanish-speaking and low-income families. In 2024–25, 66% of families reported feeling engaged, up from 58%, but the percentage declined for Spanish-speaking families in key areas. For example, only 67% of Spanish-speaking families felt empowered to participate in school decisions, an 8% decline from the prior year. These trends underscore the need for expanded language access, enhanced communication tools, and greater cultural responsiveness to engage families who have historically faced barriers. 2024-25 Overall Engagement – Percent Positives – ((change)) • Students: 89% (up from 85% in 2023-24) – ((+4)) • Families: 66% (up from 58% in 2023-24) – ((+6)) • Staff: 78% (up from 75% in 2023-24) – ((+3))		

Action #	Title	Description	Total Funds	Contributing
		BVUSD met most targets overall (all families), though we saw relative declines in Spanish-speaking families: • 47% of all families feel empowered to play a meaningful role in decision-making (up from 25% in 2023) • 67% of Spanish-speaking families reported feeling empowered (an 8% decline from 75% in 2023) • 73% of all families reported feeling valued by their school (up from 66% in 2023) • 83% of Spanish-speaking families reported feeling valued (a 5% from 88% in 2023) 2.4 – ADDRESSING NEED(S) This action enhances internal and external communication systems to ensure that all families, particularly those facing language and income barriers, receive timely, clear, and meaningful information. Broad strategies encompass practical communication tools, clear messaging, translation services, and structures that facilitate meaningful two-way communication, feedback, and parental input in decision-making. Actions support transparency, trust-building, and inclusive engagement by expanding communication tools, translation services, and collaborative structures. Clear, accessible communication builds trust, increases family participation, and supports student success. Spanish-speaking and socioeconomically disadvantaged families often face language and access barriers that limit their involvement in school activities and decision-making. Translation services and inclusive communication tools help ensure equitable access for all families. 2.4 – SCOPE = DISTRICT-WIDE While the focus is on removing barriers for unduplicated student groups, planned actions aim to improve transparency and two-way communication for all members of our community, with a primary focus on promoting parental participation for student groups facing additional barriers, such as English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. Communication systems must be inclusive and consistent across the district to ensure equitable access to information and opportunities for all		

Action #	Title	Description	Total Funds	Contributing
		families. Communication impacts the entire district community; however, planning and resource allocation are primarily directed toward ELs and SEDs to address the barriers they face in engaging with schools. 2.4 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed to unduplicated pupils. It is designed to increase and improve services by eliminating language and access barriers that prevent families from participating in their children's education. 2.4 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.1–2.2: Attendance and absenteeism by ensuring families are informed and connected • Metric(s) 2.3: Pupil engagement and behavior through clearer communication of norms • Metric(s) 2.4: Family and student perception of connectedness and safety • Metric 2.5: Family engagement and communication • Metric 2.6: Perceptions of school safety and preparedness (YouthTruth survey results) 2.4 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Expand the use of ParentSquare as a platform for two-way communication with translation tools • Maintain and enhance the district's updated website with accessible design and content • Promote engagement and enrollment through social media and multilingual outreach • Continue providing both written and live in-person translation services • Ensure all school communication is offered in families' preferred languages		

Action #	Title	Description	Total Funds	Contributing
		• Engage in the California Labor Management Initiative to improve systems of collaboration and communication • Continue BVUSD's B.R.I.D.G.E. Team to foster trust, equity, and relationship-building across the district 2.4 – PRIMARY PLANNED EXPENDITURES • Personnel (Translation) – Bilingual Paraprofessional - (UPP - EL Equitable Access) [@Strawberry] • Service - Improved Communication (Translation) - Parent Square - (UPP/EL Equitable Access) • Service - Improved Communication (Translation) - Smart Sites Web Platform - (UPP/EL Equitable Access)		
2.5	Engagement & Support – COMMUNITY & FAMILY SUPPORT	2.5 – NOTATIONS: Acronyms / Abbreviations / Term Summary • Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements • DAC – District Advisory Committee • (D)ELAC – (District) English Learner Advisory Committee • EL / ELs – English Learner(s) (UPP group) • FY – Foster Youth (UPP group) • SED – Socioeconomically Disadvantaged (UPP group) • Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF • UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category _____ 2.5 – ACTION DESCRIPTION: Engagement & Support – COMMUNITY & FAMILY SUPPORT Action 2.5 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to expand opportunities for community engagement and strengthen support systems for all families, with a principal focus on English Learners (ELs),	$311,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. This includes family education, early learning programs, childcare, transportation, and nutrition services that reduce barriers to participation and promote equitable access to education and overall well-being. 2.5 – IDENTIFIED NEED(S) While family engagement has improved districtwide, perception data shows uneven experiences across language groups. In particular, families who speak a language other than English or Spanish reported lower levels of support and connection. Family engagement and extracurricular access were cited most often as areas for improvement in stakeholder feedback. Families of English language learners (ELs) consistently report needing more opportunities to participate in decision-making and support their children's learning. Family engagement in formal district groups, such as the DAC and DELAC, was low in 2024–25. BVUSD showed an overall improvement in the areas of family and engagement support; however, the data is uneven across various groups. Perception data about their school's support and resources for their child was reported positively as follows: • 74% of All Families • 76% of English-speaking • 100% of Spanish-speaking • 59% of Families speaking another language (other than English or Spanish) Overall, the two areas that families selected as most needing improvement were Family Engagement and Extracurriculars. In both cases, this was chosen as an area for improvement by 15% of all families and 21% of English Learners. 2.5 – ADDRESSING NEED(S) This action expands community and family engagement opportunities, parent education, and access to early learning, child care, meals, and transportation. Broad strategies include increasing parent education opportunities and sustaining effective implementation of early learning partnerships, and universal access to no-cost meals and transportation. Support is provided for all families, with a primary focus on those with additional barriers, including English Language Learners (ELs), students in		

Action #	Title	Description	Total Funds	Contributing
		Foster Care, and those from Socioeconomically Disadvantaged (SED) backgrounds. Community and family engagement are strongly linked to academic achievement and student behavior, particularly for students facing language or income barriers. When schools help families feel valued and informed, especially those with communication barriers, student outcomes improve. The positive influence of school practices on engaging families is most significant for students who face additional challenges, such as language barriers and low income. Research confirms that strong family-school partnerships, particularly when combined with essential services such as transportation, meals, and early learning, have a positive impact on student achievement and help reduce inequities. Broad efforts to engage the community are linked to improvements in: • community building across our district • expansion and broader utilization of resources • improved tools to help families support their students • shared understandings • informed community members 2.5 – SCOPE = DISTRICT-WIDE Although services are primarily directed to unduplicated pupils, expanding community engagement, early education, and basic services benefits all students and families, fostering district-wide coherence, equity, and partnership. This supports improved student outcomes by addressing key barriers that affect English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, while benefiting all students across the district. 2.5 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is primarily directed at unduplicated pupils. It is designed to increase and improve services by expanding access to early learning, child care, parent education, transportation, and meals, thereby removing key barriers to engagement and success. 2.5 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved		

Action #	Title	Description	Total Funds	Contributing
		services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.1 - 2.2: Student access to enrichment and core instruction beyond the regular school day • Metric(s) 2.4: Connection and support for families • Metric(s) 2.5: Family engagement and communication 2.5 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Increase participation in DAC and DELAC, with targeted strategies for non-English-speaking families • Offer parent education sessions with translation, child care, and meals to remove access barriers • Partner with YMCA to offer on-site child care at no cost to qualifying families • Ensure no-cost meal access for all students through universal school nutrition services • Provide transportation services to reduce attendance barriers for low-income and rural students • Strengthen communication with families about available supports and how to access them 2.5 – PRIMARY PLANNED EXPENDITURES • Program Collaboration – 4Cs preschool - (primarily targeted to UPP) [no cost to district] • Parent Engagement / Education - Materials - (UPP) • Parent Engagement / Education - Childcare - (UPP) • Parent Engagement / Education - Food - (UPP) • Program Participation – UPP Childcare: Partnership with YMCA (UPP) [cost included in Action 1.5] • Transportation Service – UPP Home-to-School Transportation • Meal Service – UPP Universal Meals [no cost]		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$715,471	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.603%	0.000%	$0.00	7.603%

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
1.4	**Action:** Student Support – TARGETED ACADEMIC SUPPORT **Need:** (included in main text for action description) **Scope:** LEA-wide	(included in main text for action description)	(included in main text for action description)

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
1.5	**Action:** Student Support – EXPANDED OPPORTUNITIES **Need:** (included in main text for action description) **Scope:** LEA-wide	(included in main text for action description)	(included in main text for action description)
2.1	**Action:** Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE **Need:** (included in main text for action description) **Scope:** LEA-wide	(included in main text for action description)	(included in main text for action description)
2.2	**Action:** Climate, Culture & Safety – SAFE & PREPARED CULTURE **Need:** (included in main text for action description) **Scope:** LEA-wide	(included in main text for action description)	(included in main text for action description)
2.3	**Action:** Engagement & Support – ATTENDANCE & ENROLLMENT	(included in main text for action description)	(included in main text for action description)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: (included in main text for action description) **Scope:** LEA-wide		
2.4	**Action:** Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION **Need:** (included in main text for action description) **Scope:** LEA-wide	(included in main text for action description)	(included in main text for action description)
2.5	**Action:** Engagement & Support – COMMUNITY & FAMILY SUPPORT **Need:** (included in main text for action description) **Scope:** LEA-wide	(included in main text for action description)	(included in main text for action description)

Limited Actions

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

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

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

N/A - BVUSD does not have any Limited Actions.

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.

BVUSD does not receive additional concentration grant add-on funding but we will have additional funding coming from our Charter Conversion. We are planning a dependent charter; TK/K will stay the district and grades 1st-6th will become our new charter.

TK/K District is roughly 20% of our total LCFF revenue:
LCFF Base Grant - $2,126,025
Supplemental Grant - $146,729
Percent to increase / Improve Services - 6.90%

1st grade through 6th grade Charter is roughly 80% of our total LCFF revenue:
LCFF Base Grant - $7,284,096
Supplemental Grant - $568,742
Percent to increase / Improve Services - 7.81%

BVUSD TOTALS (District + Charter):
LCFF Base Grant - $9,410,121
Supplemental Grant - $715,471
Percent to increase / Improve Services - 7.60%

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - BVUSD does not receive additional concentration grant add-on funding	N/A - BVUSD does not receive additional concentration grant add-on funding
Staff-to-student ratio of certificated staff providing direct services to students	N/A - BVUSD does not receive additional concentration grant add-on funding	N/A - BVUSD does not receive additional concentration grant add-on funding

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$9,410,121	$715,471	7.603%	0.000%	7.603%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$801,501.00	$1,196,999.00	$0.00	$211,634.00	$2,210,134.00	$1,111,048.00	$1,099,086.00

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	Staff Support – RESOURCES & MATERIALS	All	No			All Schools	Ongoing improvements - through 2027.	$36,200.00	$404,660.00	$11,000.00	$429,860.00	$0.00	$0.00	$440,860.00	
1	1.2	Staff Support – ATTRACT & RETAIN	All	No			All Schools	Ongoing improvements - through 2027.	$49,120.00	$0.00	$0.00	$49,120.00	$0.00	$0.00	$49,120.00	
1	1.3	Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	All	No			All Schools	Ongoing improvements - through 2027.	$203,300.00	$8,724.00	$0.00	$990.00	$0.00	$211,034.00	$212,024.00	
1	1.4	Student Support – TARGETED ACADEMIC SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	$351,068.00	$29,385.00	$364,713.00	$15,740.00	$0.00	$0.00	$380,453.00	
1	1.5	Student Support – EXPANDED OPPORTUNITIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027.	$157,624.00	$303,665.00	$0.00	$461,289.00	$0.00	$0.00	$461,289.00	
2	2.1	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027-2028	$240,000.00	$7,320.00	$7,320.00	$240,000.00	$0.00	$0.00	$247,320.00	
2	2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027-2028	$35,736.00	$9,265.00	$44,401.00	$0.00	$0.00	$600.00	$45,001.00	
2	2.3	Engagement & Support – ATTENDANCE & ENROLLMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027-2028	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	

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
2	2.4	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027-2028	$38,000.00	$22,755.00	$60,755.00	$0.00	$0.00	$0.00	$60,755.00	
2	2.5	Engagement & Support – COMMUNITY & FAMILY SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvements - through 2027-2028	$0.00	$311,812.00	$311,812.00	$0.00	$0.00	$0.00	$311,812.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,410,121	$715,471	7.603%	0.000%	7.603%	$790,501.00	0.000%	8.401 %	**Total:**	$790,501.00
								LEA-wide Total:	$790,501.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Student Support – TARGETED ACADEMIC SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$364,713.00	
1	**1.5**	Student Support – EXPANDED OPPORTUNITIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.1**	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,320.00	
2	**2.2**	Climate, Culture & Safety – SAFE & PREPARED CULTURE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,401.00	
2	**2.3**	Engagement & Support – ATTENDANCE & ENROLLMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	**2.4**	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,755.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.5**	Engagement & Support – COMMUNITY & FAMILY SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$311,812.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,199,202.00	$2,148,891.00

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**	STAFF SUPPORT | RESOURCES & MATERIALS	No	$435,860.00	$259,395
1	**1.2**	STAFF SUPPORT | ATTRACT & RETAIN	No	$37,220.00	$37,650
1	**1.3**	STUDENT SUPPORT | INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	No	$164,172.00	$214,583
1	**1.4**	STUDENT SUPPORT | TARGETED ACADEMIC SUPPORT	Yes	$378,649.00	$379,687
1	**1.5**	STUDENT SUPPORT | EXPANDED OPPORTUNITIES	Yes	$425,413.00	$304,881
2	**2.1**	CLIMATE, CULTURE & SAFETY | SAFE & INCLUSIVE CLIMATE	Yes	$258,360.00	$256,705
2	**2.2**	CLIMATE, CULTURE & SAFETY | SAFE & PREPARED CULTURE	Yes	$116,665.00	$143,994
2	**2.3**	ENGAGEMENT & SUPPORT | ATTENDANCE & ENROLLMENT	Yes	$1,500.00	$896
2	**2.4**	ENGAGEMENT & SUPPORT | INTERNAL / EXTERNAL COMMUNICATION	Yes	$60,755.00	$46,893
2	**2.5**	ENGAGEMENT & SUPPORT | COMMUNITY & FAMILY SUPPORT	Yes	$320,608.00	$504,207

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$674,269	$814,992.00	$958,472.33	($143,480.33)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	STUDENT SUPPORT | TARGETED ACADEMIC SUPPORT	Yes	$214,974.00	$131,428.35		
1	1.5	STUDENT SUPPORT | EXPANDED OPPORTUNITIES	Yes	$92,750.00	$77,496.00		
2	2.1	CLIMATE, CULTURE & SAFETY | SAFE & INCLUSIVE CLIMATE	Yes	$132,160.00	$95,263.00		
2	2.2	CLIMATE, CULTURE & SAFETY | SAFE & PREPARED CULTURE	Yes	$15,000.00	$105,800.00		
2	2.3	ENGAGEMENT & SUPPORT | ATTENDANCE & ENROLLMENT	Yes	$1,500.00	$0.00		
2	2.4	ENGAGEMENT & SUPPORT | INTERNAL / EXTERNAL COMMUNICATION	Yes	$38,000.00	$46,893.35		
2	2.5	ENGAGEMENT & SUPPORT | COMMUNITY & FAMILY SUPPORT	Yes	$320,608.00	$501,591.63		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,659,362	$674,269	0	6.980%	$958,472.33	0.000%	9.923%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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