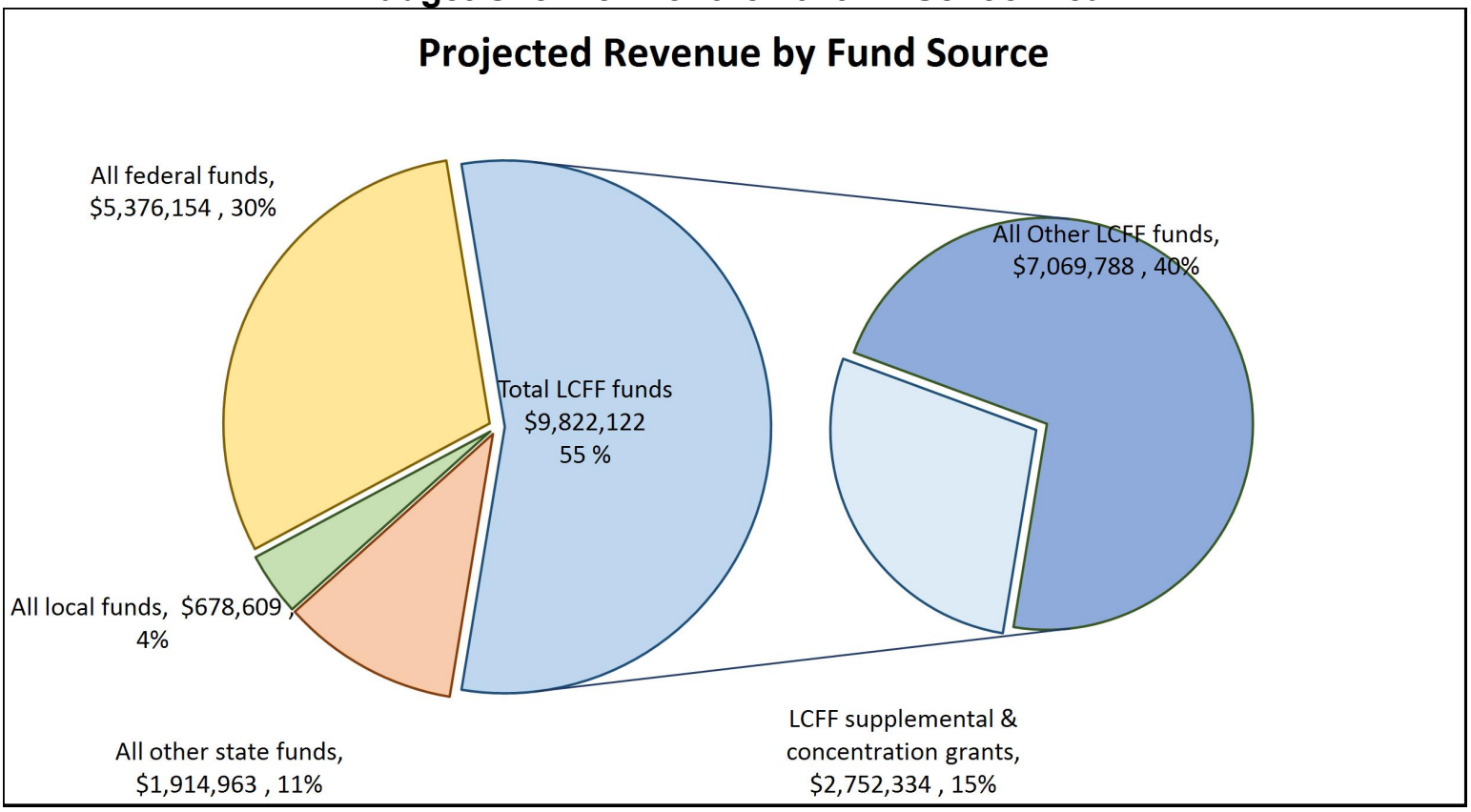
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Pasqual Valley Unified School District
CDS Code: 13632140000000
School Year: 2026-27
LEA contact information:
Richard Cordero
Superintendent
rcordero@spvusd.org
(760) 572-0222 x2400

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

Budget Overview for the 2026-27 School Year

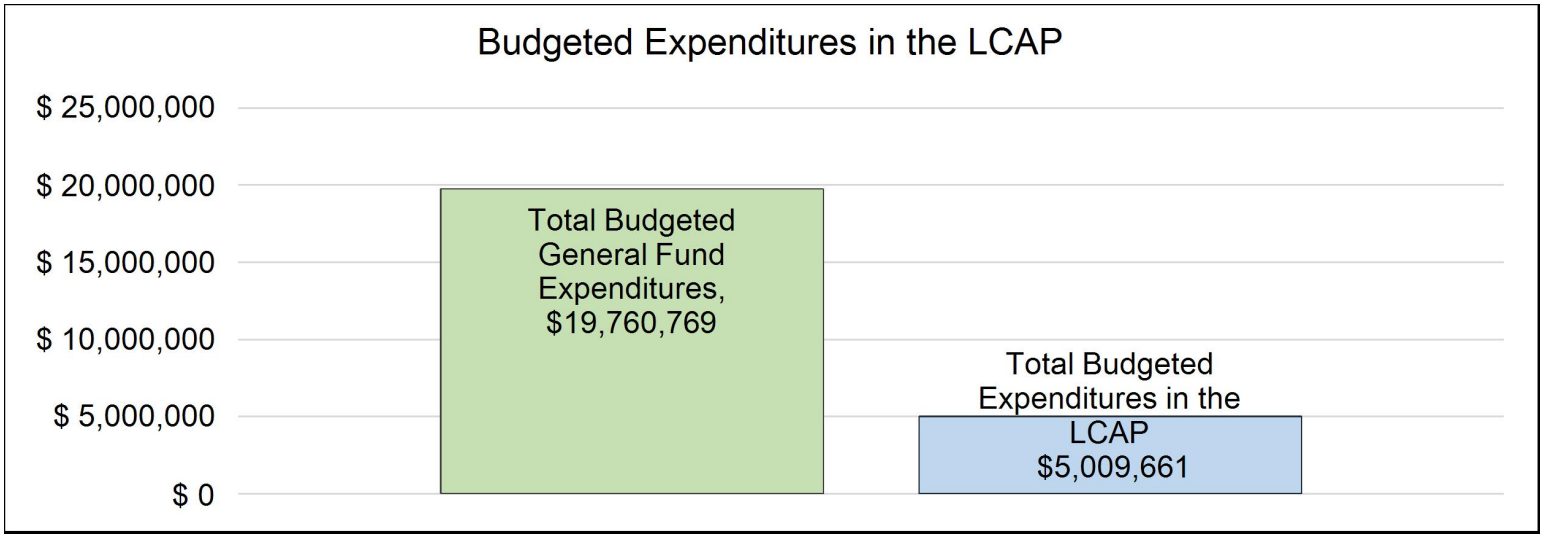


This chart shows the total general purpose revenue San Pasqual Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Pasqual Valley Unified School District is $17,791,848, of which $9,822,122 is Local Control Funding Formula (LCFF), $1,914,963 is other state funds, $678,609 is local funds, and $5,376,154 is federal funds. Of the $9,822,122 in LCFF Funds, $2,752,334 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 San Pasqual Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Pasqual Valley Unified School District plans to spend $19,760,769 for the 2026-27 school year. Of that amount, $5,009,661 is tied to actions/services in the LCAP and $14,751,108 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the 2026-27 school year, the District anticipates spending more than the Supplemental and Concentration funds allocated to us. To cover the gap, we will rely on the base LCFF funds, which are essential for the operation of our schools. These funds support approximately 120 staff members, including teachers, paraprofessionals, administration, cafeteria workers, bus drivers, custodians, and grounds staff. They also cover essential operational costs, such as maintaining facilities, grounds, and transportation services.

In addition to the actions outlined in the Local Control and Accountability Plan (LCAP), the District allocates resources to several critical programs and services, including:
A Preschool program staffed by a certificated teacher and a paraprofessional
A WASC-accredited continuation school, supported by 2.0 FTE certificated teachers
An Adult Education program with a certificated teacher
An Agriculture program with a certificated teacher
Maintaining low class sizes (less than 25 students) at every grade level
Educational field trips for every grade level

The District has also made several important investments to enhance the educational experience:
Two new parking lots for staff and families funded by the Imperial County Air Pollution Control Board
New Softball Field and scoreboard
Outdoor Field Lighting Upgrades funded by IID
HVAC replacements funded by IID
New School Bus

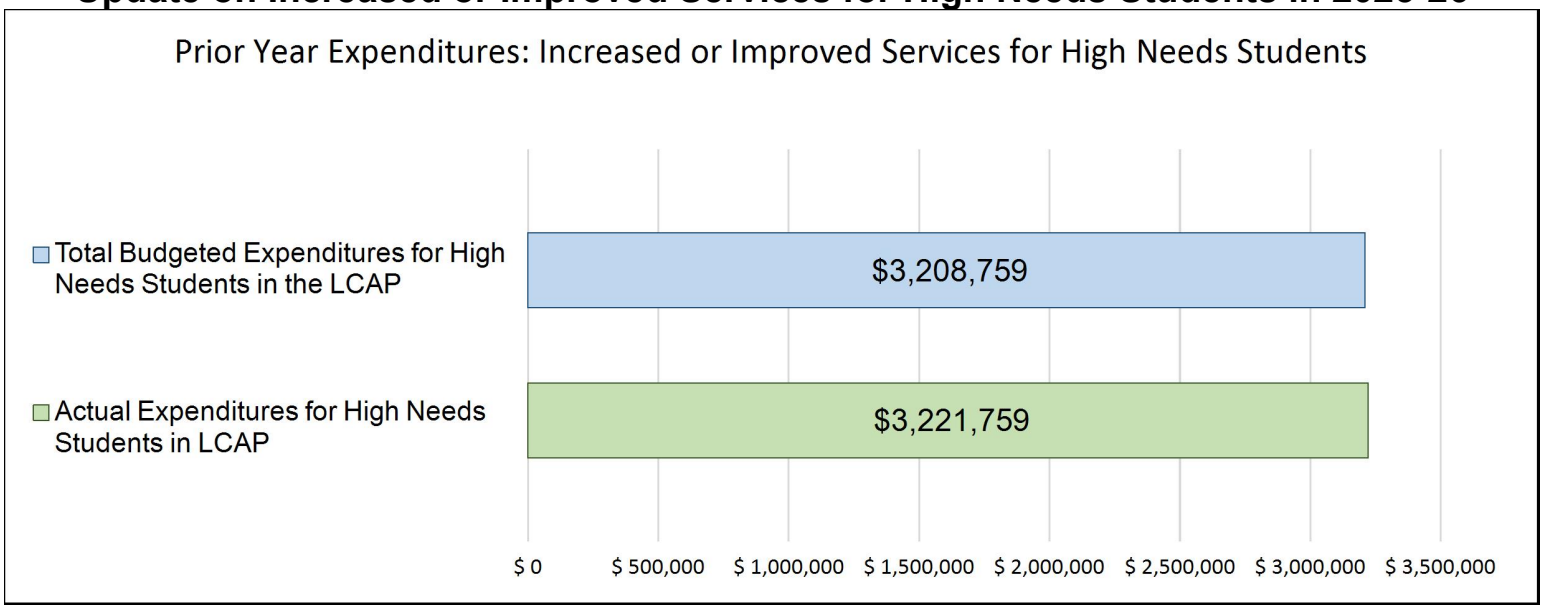
These investments demonstrate the District's commitment to providing a well rounded and high-quality educational experience while ensuring that our facilities and services meet the needs of our students and staff.

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

In 2026-27, San Pasqual Valley Unified School District is projecting it will receive $2,752,334 based on the enrollment of Foster Youth, English learner, and low-income students. San Pasqual Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Pasqual Valley Unified School District plans to spend $3,216,740 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, San Pasqual Valley Unified School District's LCAP budgeted $3,208,759 for planned actions to increase or improve services for high needs students. San Pasqual Valley Unified School District actually spent $3,221,759 for actions to increase or improve services for high needs students in 2025-26.

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
San Pasqual Valley Unified School District	Richard Cordero Superintendent	rcordero@spvusd.org (760) 572-0222 x2400

Plan Summary [2026-27]

General Information

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

General Information

San Pasqual Valley Unified School District (SPVUSD) is located in Winterhaven, California, in the southeastern corner of the state near the borders of Arizona and Mexico. The District serves the Fort Yuma Indian Reservation and the Quechan Tribe, encompassing a rural agricultural region of approximately 60 square miles in Imperial County. SPVUSD operates an elementary school, middle school, high school, continuation high school, preschool, and adult education program, serving students in grades TK–12. Many students live in trailers or tribal housing owned by the Quechan Tribe. Declining enrollment continues to be a concern as we project into the future.

Our Vision
Steeped in tradition and culture, San Pasqual Valley Unified School District holds to the vision of “Honoring the past as we prepare our students for the future.”
Mission Statement
The San Pasqual Valley staff believes in the worth and dignity of each individual. San Pasqual provides a safe and orderly environment where mutual respect is modeled, fostered, and student academic needs are met and challenged. We believe that education is a lifelong process of learning and living. Our school provides a California standards-based curriculum for the skills needed to be successful in school and society.

Student Demographics
In the 2025–26 academic year, SPVUSD serves 543 students. According to CALPADS, the racial/ethnic makeup is: Hispanic/Latino: 50.9%, American Indian or Alaska Native: 39.59%, White: 3.31%, Two or More Races: 5.16%, African American: 0.37%, Not Reported: 1.47%

However, according to Title VI Indian Education 506 forms, 64% of students (356/555) are identified as Native American, meaning they have at least one parent or grandparent of Native American heritage and are eligible for Title VI supports. This more fully reflects the cultural identity of our community, which is not entirely captured by state-reported data.

The district's unduplicated pupil percentage is 94.3%, indicating a high level of need. Additional 2024–25 subgroup data includes: Socioeconomically Disadvantaged (SED): 94.3%, English, Learners (EL): 20.6%, Students with Disabilities (SWD): 20.3%, Foster Youth (FY): 0.2%, Migrant Students: 6.1%, Homeless Youth: 2.3%

Services and Supports
SPVUSD offers comprehensive wraparound services to support the whole child. All students are offered free transportation, with many riding over an hour each way. The district often transports homeless students across state lines or to remote areas for education and healthcare access. Student and family supports include three outreach consultants, a full-time school psychologist, two TK–8 counselors, one high school counselor, and three campus security officers. Behavioral health services are provided through the CHAT program and Imperial County Behavioral Health. The district also maintains a monthly food distribution, clothing closet, transportation to medical appointments, and conducts home visits to support attendance and student wellness.

Bill Manes is our Alternative Education school that has qualified for Equity Multiplier funding to implement evidence based supports and services.

Community Partnerships
SPVUSD works in close collaboration with the Quechan Tribe to support the success of Native American students. The District Indian Parent Advisory Committee (DIPAC) meets monthly to provide input on cultural relevance, academic programs, and student well-being. The district also coordinates monthly meetings of the District English Learner Advisory Committee (DELAC) and Migrant Parent Advisory Committee (MPAC) to address the needs of English Learners and migrant students.

Differentiated Assistance:
Differentiated Assistance Eligibility: Year 1 2025 Qualifiers
Priority 4: American Indian, Students with Disabilities
Priority 5: American Indian, Students with Disabilities

Differentiated Assistance Eligibility: Year 2 2024 Qualifiers
Priority 4: American Indian, Homeless, SED, SWD (Math)
Priority 6: Suspension Rate = American Indian, Homeless, SED, SWD

ELPI: No identified populations
Special Education – CIM: Identified for late IEPs/initial assessments or lack of improvement

Reflections: Annual Performance

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

After reviewing state and local data from the 2025 CA Dashboard, as well as local surveys and results of Williams visit, we have identified several areas of success at SPVUSD.

The dashboard for 2025 reports that our graduation rate maintained at 80%. College and Career readiness increased 2.2% for a total of 30.8%. English learner progress improved 11.1% for a total of 47.1%. English Language Arts increased 17.7 points towards standard putting us at 67.7 points below standard and no student groups in red. Science scores increased 3.1 points with students with disabilities as the only student group in red. Access to broad course of study has been met, as well as implementation of academic standards.
There was also a decline in suspension rates of 1.8% with a total of only 6.7% of students suspended at least one day. To continue to decrease suspension rates, the district has employed addition duty aides to monitor playground and cafeteria behavior.

Williams shows standard met with 76.6% of teachers appropriately assigned and fully credentialed in their subject areas and standard met regarding school facilities with 0 instances where facilities are not in at least good repair standing. Teacher assignments at the middle school is being addressed to increase the 66% appropriately assigned currently.

Our local surveys indicate the following:
Students: 333 of our students participated in the local climate survey.
Staff: 60 of our staff participated in the local climate survey.
Parents: 46 of our parents participated in the local climate survey.

Using this same data, we also identified areas for growth.
Our math scores maintained at 140.9 points below standard. There are three populations scoring in the red in math: AI, SWD, LTEL. To address the challenges we face with academics in mathematics, we have began to focus on first best instruction with our teachers and implementing administration walkthrough protocols to increase accountability. Expectations are in place at all sites for use of KAGAN cooperative learning strategies, as well as Thinking Maps. Data discussion is at the forefront of collaboration between teachers, site TOSAs and administration. Elementary teachers also participated in a planning day to overhaul the math core instruction and intervention blocks. FIABs are being used to track student progress and guide instructional decision making and focus.

Our chronically absent student increased 3.5% for a total of 36.8% of our students chronically absent. 4 students groups are in the red for absenteeism: AI, HI, SED, SWD with only our ELs in the orange.
To address the challenges with chronic absenteeism, the district has invested in targeted attendance supports, including van drivers to transport students from remote areas and unstable housing, a full-time Health Aide to address health-related barriers to school, and a more robust SARB process at the elementary school. Attendance incentives have also been expanded to encourage daily participation. Also, San

Pasqual Valley Unified School District has strategically leveraged Learning Recovery Emergency Block Grant (LREBG) funds to implement evidence-based actions focused on ELA, Math, and chronic absenteeism.

Areas for Focus and Improvement

Reclassification and Language Proficiency
ELPI progress improved, reclassification rates increased to 5.13% in 2025

Learning Recovery Emergency Block Grant Alignment
San Pasqual Valley Unified School District has strategically leveraged Learning Recovery Emergency Block Grant (LREBG) funds to implement evidence-based actions focused on ELA, Math, and chronic absenteeism—key areas identified through the district's needs assessment and reflected on the 2024 CA School Dashboard. These actions serve unduplicated student groups disproportionately impacted by the pandemic and align with allowable uses of LREBG, as outlined in EC § 43522.

Goal 1, Action 1.12 – In-School Restriction (ISR) Teacher
Allowable Use(s): Increasing learning supports; providing integrated pupil supports to address barriers to learning.
Justification: This role supports students at risk of suspension, particularly SED, SWD, and American Indian students in Dashboard "Red" for suspension. Through restorative practices and reentry coaching, this action reduces lost instructional time and maintains continuity of learning.

Goal 1, Action 1.7 – Van Drivers for Attendance
Allowable Use(s): Addressing barriers to learning; pupil supports to improve attendance and reengagement.
Justification: Two van drivers transport homeless and chronically absent students from remote areas. This directly addresses the district's high chronic absenteeism rates, particularly for American Indian and socioeconomically disadvantaged students, ensuring equitable access to in-person instruction.

Goal 1, Action 1.15 – Health Aide
Allowable Use(s): Providing health services to address barriers to learning.
Justification: The Health Aide supports wellness-related attendance issues, offering immediate care and communication that reduce chronic absenteeism and promote instructional access for underserved students.

Goal 3, Action 3.1 – Special Education Paraprofessional
Allowable Use(s): Providing learning supports; staffing to support academic recovery for SWD.
Justification: This paraprofessional assists students with disabilities in inclusive settings and reinforces IEP goals. Supports access to core instruction in ELA and Math, contributing to academic recovery and reduced disciplinary incidents.

Goal 3, Action 3.25 – Director of Technology & Applications (50%)
Allowable Use(s): Implementing early intervention systems; supporting data-driven instruction.
Justification: Oversees Synergy Analytics and platforms that help sites identify students at risk in ELA, Math, and attendance. Enables timely intervention and improves instructional decision-making through real-time data use.

These LREBG-funded positions are intentionally designed to meet the learning recovery and whole-child support priorities set forth in the statute. They collectively serve to increase and improve services for SPVUSD's unduplicated student groups, in alignment with LCAP Goals 1, 2, and 3.

Overall Summary
We are encouraged by improvements in attendance, graduation rate, suspension rates, and English Learner progress. These outcomes reflect district-wide alignment, better use of data, and increased site ownership. However, persistent gaps in academic achievement, especially for American Indian and SED, demand a deeper focus on Tier 1 instruction, preventative mental health supports, and authentic family partnerships. We are seeing signs of momentum—and now must ensure that every student, in every subgroup, benefits equitably.

2025 Dashboard Reds and Continuing Action
San Pasqual Valley Unified School District continues to confront persistent disparities in academic achievement, attendance, and school climate—particularly among student groups identified in the Red performance level on the 2025 California School Dashboard. While there have been early signs of progress, including improvements in P1 and P2 attendance rates, the Dashboard data underscores the need for focused and sustained intervention.

Chronic absenteeism remains a critical concern, with American Indian, Hispanic, Students with Disabilities (SWD), and SED student groups all receiving a Red designation. These trends are evident across all sites. In response, the district has invested in targeted attendance supports, including van drivers to transport students from remote areas and unstable housing (Goal 1, Action 1.7), a part-time Health Aide to address health-related barriers to school (Action 1.15), and a more robust SARB process at the elementary school (Action 1.6). Attendance incentives (Action 1.16) have also been expanded to encourage daily participation.

Suspension rates also reflect systemic disproportionality, with EL and LTEL students in the Red. To reduce exclusionary discipline and support student reengagement, the district implemented an In-School Restriction (ISR) Teacher (Goal 1, Action 1.12) and expanded restorative and behavioral health supports (Actions 1.10, 1.13, and 1.14). These roles are critical to keeping students on campus and providing in-the-moment intervention and reentry planning.

In English Language Arts, the district increased scores and no students are in Red designations. SPVUSD has strengthened site-based intervention services (Goal 3, Actions 3.4–3.6), added paraprofessional support for students with disabilities (Action 3.1), and expanded data-driven instructional practices through the leadership of the Director of Technology & Applications (Action 3.25). Recognizing the home-school connection, the district also funded a Parent Development Coordinator (Goal 2, Action 2.7) to increase educational partner engagement.

Mathematics achievement remains a district-wide challenge, with SWD, American Indian, and LTEL students marked in the Red. While modest improvements were noted among EL, SED, and Hispanic groups, significant disparities persist. SPVUSD has responded with intervention services (Actions 3.2 and 3.3) and continues to provide targeted academic and EL support (Actions 3.10 and 3.11).

The Graduation Rate indicator shows no students in the Red, and local data demonstrates steady improvement at the comprehensive high school. Any disparity is largely impacted by fluctuations in enrollment and graduation at the small alternative education site. Actions aimed at addressing this include the addition of a credit recovery teacher (Goal 3, Action 3.12), expanded A-G coursework access and counseling (Action 3.16), and college and career readiness programs (Action 3.17).

The English Learner Progress Indicator (ELPI) also increased and is now green, with a 11.1% incline from the prior year. The district continues to reinforce designated and integrated ELD instruction (Goal 3, Action 3.10), providing staff development on ELD strategies (Action 3.11), and strengthening data use to monitor EL progress (Action 3.25).

Finally, access to a Broad Course of Study remains limited for American Indian, Hispanic, EL, and SED students. To address this, the district is expanding access to electives (Goal 3, Action 3.13), CTE pathways (Action 3.15), and dual/concurrent enrollment opportunities (Action 3.18).

Red indicators reinforce the need for differentiated and evidence-based responses, many of which are being supported through the Learning Recovery Emergency Block Grant and embedded in our 202–2 LCAP actions. Moving forward, the district remains committed to closing equity gaps and ensuring that all students—particularly those most impacted by the pandemic—receive the support they need to thrive.

Previous Year Data:
Chronic Absenteeism & Graduation Rate
Chronic absenteeism declined from 43.5% in 2023 to 33.3% in 2024, removing SPVUSD from district-level intervention status. All student groups improved, with targeted attendance systems, SARB processes, and home visits contributing to this gain.
The graduation rate increased to 86.4%—a 21.6 percentage point jump—moving All Students to Green on the Dashboard.

College and Career Readiness (CCI
The percentage of students “Prepared” on the College/Career Indicator rose from 20.4% to 45%, driven by growth in CTE completion, dual enrollment, and Seal of Biliteracy awards.
English Learner progress improved, with 35.9% of ELs making gains, moving SPVUSD to Yellow on the ELPI for the first time.

Early Literacy and Elementary Gains
Elementary students showed measurable growth in reading and math proficiency. Reading “at or near standard” increased from 50.86% to 55.73%, and math from 31.62% to 34.35%. Grade 4 reading saw a significant jump (45.24% to 60%), supported by new foundational reading programs and Thinking Maps implementation.

Areas for Focus and Improvement

Academic Achievement Gaps
Despite elementary growth, All Students and key subgroups remain in the Red for ELA and Math. Middle school math continues to underperform, with only 1.53% meeting standard. ELA declines were seen in Grades 7–11, with subgroup drops among Homeless, ELs, and SED students.

Suspension Rate and School Climate

Suspension rates declined within the district with EL and LTEL in the red. Tier 1 SEL implementation and restorative consistency remain uneven. Site fidelity to ISRI, Suite360, and PeaceBuilders must improve to reduce disproportionality.

Reclassification and Language Proficiency
ELPI progress improved, reclassification rates increased to 5.13% in 2024. Middle school EL performance regressed on the ELPAC, with 0% of students reaching Well Developed. Site-level inconsistencies in ELD implementation and progress monitoring are limiting English Learner advancement.

Learning Recovery Emergency Block Grant Alignment
San Pasqual Valley Unified School District has strategically leveraged Learning Recovery Emergency Block Grant (LREBG) funds to implement evidence-based actions focused on ELA, Math, and chronic absenteeism—key areas identified through the district's needs assessment and reflected on the 2024 CA School Dashboard. These actions serve unduplicated student groups disproportionately impacted by the pandemic and align with allowable uses of LREBG, as outlined in EC § 43522.

Goal 1, Action 1.12 – In-School Restriction (ISR) Teacher
Allowable Use(s): Increasing learning supports; providing integrated pupil supports to address barriers to learning.
Justification: This role supports students at risk of suspension, particularly SED, SWD, and American Indian students in Dashboard "Red" for suspension. Through restorative practices and reentry coaching, this action reduces lost instructional time and maintains continuity of learning.

Goal 1, Action 1.7 – Van Drivers for Attendance
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Goal 1, Action 1.15 – Health Aide
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Justification: The Health Aide supports wellness-related attendance issues, offering immediate care and communication that reduce chronic absenteeism and promote instructional access for underserved students.

Goal 3, Action 3.1 – Special Education Paraprofessional
Allowable Use(s): Providing learning supports; staffing to support academic recovery for SWD.
Justification: This paraprofessional assists students with disabilities in inclusive settings and reinforces IEP goals. Supports access to core instruction in ELA and Math, contributing to academic recovery and reduced disciplinary incidents.

Goal 3, Action 3.25 – Director of Technology & Applications (50%)
Allowable Use(s): Implementing early intervention systems; supporting data-driven instruction.
Justification: Oversees Synergy Analytics and platforms that help sites identify students at risk in ELA, Math, and attendance. Enables timely intervention and improves instructional decision-making through real-time data use.

These LREBG-funded positions are intentionally designed to meet the learning recovery and whole-child support priorities set forth in the statute. They collectively serve to increase and improve services for SPVUSD's unduplicated student groups, in alignment with LCAP Goals 1, 2, and 3.

Review of previous actions addressing the 2023 Dashboard analysis in the 2024-25 LCAP:

The 2023 California School Dashboard identified key performance gaps across student groups and school sites, requiring targeted actions within this LCAP.

English Learners (EL), particularly in elementary and high schools, were identified as a lowest-performing group. Actions 3.2 and 3.4 addressed these needs through enhanced ELD instruction and staff training.

Chronic absenteeism was flagged across multiple groups—including EL, SED, SWD, Homeless, AI, and HI—especially in elementary and middle schools. Actions 1.1–1.4, 1.9, 1.11, and 1.18 supported attendance interventions, family engagement, and social-emotional learning.

Graduation rates for ALL and SED students were a concern. Actions 1.4, 1.8, 1.9, 1.18, and 2.7 focus on academic counseling, credit recovery, and postsecondary readiness.

Academic performance in ELA and Math also showed significant disparities for SED, SWD, AI, HI, and EL students. Actions 1.9, 1.11, 1.18, 3.2, and 3.6 support data-driven instruction, interventions, and educator development.

Finally, elevated suspension rates in elementary AI and SED student groups are addressed through Actions 1.10–1.15, emphasizing restorative practices and positive behavior supports.

This LCAP strategically aligns actions to Dashboard indicators, ensuring a focused and equitable response to the needs of our most impacted students.

Reflections: Technical Assistance

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

San Pasqual Valley Unified School District continues to participate in Differentiated Assistance due to performance gaps in Priority 4 (ELA and Math) and Priority 6 (Suspension Rate). Specifically, the student groups identified for support include American Indian, Socioeconomically Disadvantaged.

In response, SPVUSD has engaged in ongoing collaboration with both the Imperial County Office of Education (ICOE) and representatives from the California Collaborative for Educational Excellence (CCEE). The district is also receiving Direct Technical Assistance (DTA).

Through this partnership, SPVUSD has completed a Comprehensive Needs Assessment, which identified key areas of growth and shaped the direction of its LCAP and site plans. The most critical findings include:

- A need to improve the quality of site-based collaboration time, ensuring that teacher teams engage in meaningful, standards-aligned, and student-centered discussions. (Actions 3.1, 3.25)
- A need for professional development in interpersonal skills and adult collaboration to strengthen staff culture, shared responsibility, and effectiveness of team-based learning cycles. (Actions 1.12, 3.1)
- The adoption and training in a structured data protocol, allowing teachers to examine student work, assessment results, and engagement data with greater consistency and rigor. (Actions 3.10, 3.25)
- Identification of students by name and need who are not making adequate progress, helping the district target interventions and personalize support. (Actions 1.11, 3.25)
- The recognition that students need more exposure to Focused Interim Assessments (FIAs) and similar tools to better align instructional expectations with the rigor of the CAASPP. (Action 3.6)
- A continued capacity need to cross-train site leaders and teacher leaders in how to enter, interpret, and act on student data, ensuring shared ownership of instructional improvement. (Actions 1.5, 3.25)
- A need for a common observation protocol for administrator walkthroughs that helps accurately capture classroom environment and successful teaching techniques used.

SPVUSD continues to face the unique challenges of being a small, rural district serving a highly socioeconomically disadvantaged community. These constraints make recruitment, professional learning, and consistent implementation more difficult; however, the district remains committed to acting on its data, increasing coherence across schools, and deepening the impact of technical assistance. LCAP actions were designed in direct response to the findings from the differentiated assistance process.

Differentiated Assistance Eligibility: Year 1 2025 Qualifiers
Priority 4: American Indian, Students with Disabilities
Priority 5: American Indian, Students with Disabilities

Differentiated Assistance Eligibility: Year 2 2024 Qualifiers
Priority 4: American Indian, Homeless, SED, SWD (Math)
Priority 6: Suspension Rate = American Indian, Homeless, SED, SWD

Special Education Monitoring
Year 3 - Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement.

TSI
San Pasqual Middle School (Target: English Learners)

San Pasqual High School (Target: Socioeconomically Disadvantaged Students)

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC), District Indian Parent Advisory Committee (DIPAC), Parent Advisory Committee (PAC), School Site Council (SSC)	Monthly meetings to share district/site information and receive input from educational partners/families/students.
Community Advisory Committee (CAC), Special Education Local Plan Area (SELPA)	Quarterly meetings to discuss information and trends regarding Special Education. Monthly communication with the SELPA at both the Operations Committee and Executive Board meetings and on-going communication with the Special Education Director ensure SWD in our district know about services, events, or field trip opportunities available in our county. Feedback is requested throughout the year, but definitely before the LCAP is developed.
Quechan Indian Tribe	Superintendent shares bi-weekly district happenings with Tribal Council. Feedback is occasionally provided. Provide Tribal Council Impact Aide Report once complete. Tribal Council is encouraged to complete the Community and Family LCAP survey.
Associated Student Body (student leadership)/students	Weekly meetings and monthly reports at board meetings provide information and ideas about events or what is needed in the district. SPVUSD also gathers input through an ASB meeting where the LCAP was presented and student feedback was given. Students also participate in the LCAP survey annually in the spring.
SPTA and CSEA (Employee bargaining units)	Monthly and as needed meetings to discuss needs, wants, and to troubleshoot with a proactive partnership lens. Employees are encouraged to complete staff specific LCAP surveys annually in the spring for input in all goal areas.

Educational Partner(s)	Process for Engagement
Families/community, students, employees	LCAP surveys/general surveys: Surveys are distributed to families/community (in Spanish as well), students, employees to gather information and feedback on school culture, educational partnerships, professional development, academic achievement, social emotional support, and family focused workshops. This occurs annually in the spring. These surveys are shared in the office and on social media for easy access. Surveys are distributed and completed by teachers, principals and other administrators, other school personnel, families, parents, students, community members.
Families and Community, general	Families and community who are not on the various committees are encouraged through Facebook, Catapult calls/text home, Class Dojo at the elementary and in the office of each school to provide feedback regarding LCAP goals on the Community and Family LCAP surveys. These surveys are also in Spanish.
Bill Manes Educational Partners	Staff at Bill Manes hold meetings to discuss Equity Multiplier, goals, and successes. Bill Manes staff and students are encouraged to complete the LCAP surveys for more input.

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

San Pasqual Valley Unified School District used extensive feedback from educational partners—including students, families, and staff—to inform key changes in the 2026–27 LCAP. Survey participation included 333 (70%) students (117 K–5, 100 middle school, and 109 high school, 7 Bill Manes), 46 families, and 60 staff members, and was supplemented by feedback from site leaders and educational partner meetings. This input directly influenced changes aligned to all three LCAP goals.

In Goal 1: School Culture and Pupil Engagement, students and families expressed mixed perceptions of campus behavior programs and a desire for more meaningful engagement opportunities. In response, all sites will replace the outdated PeaceBuilders curriculum with an updated program that integrates character education and leadership skills (Goal 1 – Replaces 1.10; aligns with 1.12 and 1.13), creating a unified approach to character development and behavior expectations. Additionally, the highly rated Class Teambuilding program from the high school will be expanded to all sites to promote belonging and climate (Goal 1 – New Action; supports 1.3). Families and staff also supported after-school academic and enrichment opportunities, prompting the district to expand high school tutoring efforts using new ADA recovery guidance (Goal 3 – Expands 3.9).

In Goal 2: Educational Partner Involvement, families emphasized the value of more accessible, personalized academic supports and clearer communication around student progress. The district will address these concerns by implementing Synergy Analytics and providing training for administrators (Goal 3 – Expands 3.25) to support real-time data use and improve responsiveness during collaborative planning time.

In Goal 3: Student Achievement, students overwhelmingly requested more hands-on, relevant learning experiences, and parents echoed a desire for better college and career preparation. The district will expand IXL to the high school to support math and reading intervention (Goal 3 – New Action; builds on 3.9) and replace the online health course with in-person instruction to improve curriculum quality and compliance (Goal 3 – New Action). The high school will introduce Contemporary Issues and Debate courses (Goal 3 – New Action; supports 3.5, 3.8), and expand its CTE offerings by developing a Hospitality/Tourism pathway and adding Ag Mechanics to the Agriculture pathway (Goal 3 – Expands 3.3, 3.7, 3.8). To support earlier exposure, the middle school will acquire career kits in veterinary and ag science (Goal 3 – Extends 3.3). The district will also continue early college and career planning beginning in grade 6 (Goal 3 – Continues 3.18).

In Goal 4: Educational partner feedback at Bill Manes —gathered through SSC meetings, site engagement, and LCAP survey—highlighted the need for stronger academic support and credit recovery options for low-income and EL students. In response, and aligned with Equity Multiplier requirements, the district hired a credentialed Multiple Subject teacher to provide daily instruction, support IEPs, and expand access to credit recovery. This shift replaced the prior paraprofessional model and was designed to improve graduation outcomes and better serve unduplicated students.
Additionally, Educational partner input from middle school students and families directly influenced the development of Action 4.2, which funds a site-based Teacher on Special Assignment (TOSA) to support instructional quality, engagement, and student leadership. Survey responses revealed a decline in student happiness at school, a need for more structured activities, and strong demand for meaningful connections with adults. Families expressed interest in increased communication about student progress, more engaging instruction, and expanded enrichment opportunities. In response, the middle school TOSA is tasked with improving the coherence of instructional practices, facilitating student engagement initiatives such as clubs and leadership development, and supporting professional learning aligned to site goals. This role ensures that student voice and family feedback are acted upon through targeted strategies that improve school climate, increase belonging, and build instructional momentum across grade levels.

These changes are rooted in identified trends from surveys, open-ended comments, and site-level analysis, ensuring that LCAP actions remain responsive and centered on student success and equity.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	School Culture and Pupil Engagement: Attendance, Discipline, Social Emotional Learning (SEL) By June 2026, San Pasqual Valley Unified School District will reduce chronic absenteeism by at least 10 percentage points overall and by at least 15 percentage points for American Indian, Homeless, and Students with Disabilities, while increasing the percentage of students who report feeling safe at school to 90% or higher across all grade spans. In addition, the district will reduce suspension rates by 30% districtwide and eliminate Red Dashboard designations in Priority 6 subgroups through site-based SEL programming, consistent attendance monitoring, student incentives, re-engagement protocols, and equity-focused family outreach. SPVUSD was identified as needing support through Differentiated Assistance (DA) and Direct Technical Assistance (DTA). This support is provided by Imperial County Office of Education (ICOE) which focuses and systems improvement, data analysis, and goal setting. This work in monitored by California Collaborative for Educational Excellence (CCEE). Established in 2013 under California Education Code Section 52074, the CCEE is a statewide agency that provides advice and assistance to school districts, county offices of education, and charter schools in achieving the goals set forth in their Local Control and Accountability Plans (LCAPs). Differentiated Assistance: Differentiated Assistance Eligibility: Year 1 2025 Qualifiers Priority 4: American Indian, Students with Disabilities Priority 5: American Indian, Students with Disabilities Differentiated Assistance Eligibility: Year 2 2024 Qualifiers Priority 4: American Indian, Homeless, SED, SWD (Math) Priority 6: Suspension Rate = American Indian, Homeless, SED, SWD ELPI: No identified populations Special Education – CIM: Identified for late IEPs/initial assessments or lack of improvement	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.

This goal was developed to address persistent barriers to engagement, school climate, and attendance that disproportionately impact American Indian, Homeless, and Students with Disabilities at SPVUSD. In 2024–25, 36.8% students were chronically absent, suspension rates decreased to 6.7%, however significant subgroup disparities remained. Educational partner feedback and student survey data also revealed declining engagement at all levels.

To create a safe, inclusive, and engaging school culture, SPVUSD will invest in proactive attendance systems, Tier 1 SEL instruction, schoolwide behavior expectations, and targeted family and student supports. These actions aim to increase daily attendance, improve student perceptions of safety, and reduce the use of exclusionary discipline — especially for historically underserved students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate % Chronic Absenteeism Rate % Sources used: CALPADS California Dashboard DataQuest Tableau Public:	Priority 5: Student engagement 2023-24 Attendance Rate 92% Dashboard 2023 Chronic Absenteeism Rate: 43.5% Foster: 0.0% Migrant: --% EL: 39.2% Homeless: 62.5% SED: 44.5% SWD: 50.6% White: --% Hispanic: 40%	Priority 5: student engagement 2024-25 Attendance Rate 89.4% Dashboard 2024 Chronic Absenteeism Rate: 33.3% Foster: --% Migrant: --% EL: 29.8% Homeless: 52.5% SED: 34.8% SWD: 38.1% White: --% Hispanic: 32.6%	Priority 5: student engagement 2025-26 Attendance Rate 90.10% Dashboard 2025 Chronic Absenteeism Rate: 36.8% Foster: --% Migrant: --% EL: 22.7% Homeless: --% SED: 36.6% SWD: 41.5% White: 9.1% Hispanic: 33.2%	Priority 5: student engagement Attendance Rate: 95% or higher Reduce overall chronic absenteeism to less than 10% districtwide and for each student group by 2026–27. Foster Migrant EL Homeless SED	Priority 5: student engagement Attendance Rate -1.9% (decline) Dashboard Chronic Absenteeism Rate: -6.7% (Significant decrease, improvement) Foster: --% Migrant: --% EL: -16.5% (Improvement) Homeless: --% now less than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators	Two or more Races: --% American Indian: 47.7% --% means there are not enough students in the group to publish data DataQuest, 2023, Chronic Absenteeism by site Elementary 51.6% Middle School 29.3% High School 27.9%	Two or more Races: 40.0% American Indian: 36.0% --% means there are not enough students in the group to publish data DataQuest, 2024, Chronic Absenteeism by site Elementary: 35.8% Middle School: 28.7% High School: 24.9%	Two or more Races: 44% American Indian: 41.2% --% means there are not enough students in the group to publish data DataQuest, 2025, Chronic Absenteeism by site Elementary: 37.3% Middle School: 35.9% High School: 34%	SWD White Hispanic Two or more Races American Indian DataQuest, 2027, Chronic Absenteeism by site Elementary under 10% Middle School under 10% High School under 10%	SED: -7.9% (improvement) SWD: -9.1% (improvement) White: +9.1% (no prior scores, 11 kids) Hispanic: -6.8% (improvement) Two or more Races: +4% (no prior score) American Indian: -6.5% (improvement) --% means there are not enough students in the group to publish data DataQuest, 2025, Chronic Absenteeism by site Elementary: -14.3% (improvement) Middle School: +6.6% (Decline) High School: +6.1% (Decline)
1.2	Graduation Rate %	Priority 5. Dashboard Graduation data is:	Priority 5. Dashboard Graduation data is:	Priority 5. Dashboard Graduation data is:	Dashboard Graduation Rate, 2027	Dashboard Graduation data is: 2025: +6.5% (increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Drop Out Rate % Sources used: California Dashboard DataQuest Tableau Public	2023: 79.5% compared to State: 86.2% In 2023, the SPVUSD graduates student groups were the following: 81.8% were English Learners 79.1% were Socioeconomically Disadvantaged 88.9% were Hispanic/Latino 66.7% were American Indian 2023 Dropout Rate: District: 32.1% High School: 20.5% Continuation:--% --% means there are not enough students in the group to publish data	2024: 86.4% compared to State: 86.4% In 2024, the SPVUSD graduates student groups were the following: 91.7% were English Learners 85.7% were Socioeconomically Disadvantaged 90.0% were Hispanic/Latino 81.0% were American Indian 2024 Dropout Rate: District: 20.4% High School: 13.6% Continuation:--% --% means there are not enough students in the group to publish data	2025: 86% compared to State: 87.8% In 2025, the SPVUSD graduates student groups were the following: 88.2% were English Learners 80.8% were Socioeconomically Disadvantaged 84% were Hispanic/Latino 72.7% were American Indian 92.3% LTEL Baseline Set 2025 Dropout Rate: District: 20% High School: 14% Continuation:--% --% means there are not enough students in the group to publish data	High School - above 95% Continuation - above 80% SPVUSD graduates student groups: 90% or higher English Learners Socioeconomically Disadvantaged Hispanic/Latino American Indian SWD 2027 Dropout Rate: Under 5%	In 2025, the SPVUSD graduates student groups were the following: English Learners +6.4% (Improvement) SED +1.7% (Improvement) Hispanic/Latino - 4.9% (Decline) American Indian + 6% (improvement) LTEL Baseline Set (no previous score, 13 kids) 2025 Dropout Rate: District: -12.1% age points (improvement) High School: -6.5% age points (improvement) Continuation:--% --% means there are not enough students in the group to publish data
1.3	School Climate	Priority 6: School Climate (Engagement)	Priority 6: School Climate (Engagement)	Priority 6: School Climate (Engagement)	Priority 6: School Climate (Engagement)	Priority 6: School Climate (Engagement)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Suspension % Expulsion % LCAP Survey % Sources used: Internal data DataQuest Dashboard Tableau Public	Public Tableau has 7.4% rate for suspensions and 0% recorded expulsion for 2023. Dashboard, Suspension Rate, 2023 District 7.2% ES 6.3% MS 9.3% HS 5.7% From Dashboard, Suspension Data: 2023 District 6.9% Migrant --% Homeless 13% English Learners 6.4% SED 7.5% SWD 5.3% White --% Hispanic 5.9% American Indian 8.3% Two or more races 8.7% --% means there are not enough students in the group to publish data From Tableau, Expulsion Data: 2023 0.0% LCAP Survey Results:	Public Tableau has 8.5% rate for suspensions and 0% recorded expulsion for 2024. Dashboard, Suspension Rate, 2024 District 8.5% ES 3.6% MS 8.3% HS 15.7% From Dashboard, Suspension Data: 2024 District % Migrant --% Homeless 13.6% English Learners 7.0% SED 9.0% SWD 8.7% White --% Hispanic 7.4% American Indian 10.9% Two or more races 0.0% --% means there are not enough students in the group to publish data	Public Tableau has 6.7% rate for suspensions and .5% recorded expulsion for 2025. Dashboard, Suspension Rate, 2025 District 6.7% ES 2.9% MS 7.5% HS 11.3% From Dashboard, Suspension Data: 2025 District % Migrant --% Homeless 4.3% English Learners 10.7% SED 6.8% SWD 5% White --% Hispanic 7.4% American Indian 6.1% Two or more races --% LTEL 20.7% --% means there are not enough students in the group to publish data	Reduce suspension rate to below 5% for the district and each student group Dashboard, Suspension Rate District not to exceed 5% Dashboard, Suspension Data Under 5% per group: Migrant Homeless English Learners SED SWD White Hispanic American Indian Two or more races Maintain expulsion rate at 0%. LCAP Survey Results: Survey:	Dashboard, Suspension Rate, 2025 District -.7% (decline) ES -3.4% (Improvement) MS -1.8% (Improvement) HS +5.6% (increase to suspensions) From Dashboard, Suspension Data: 2025 District 6.7% (decrease) -.2% Migrant --% Homeless -8.7% (decline) English Learners +4.3% (Increase) SED -.7% (decline) SWD -.3% (decline) White --% Hispanic +1.5% (increase) American Indian -2.2% (decline) Two or more races --% LTEL no previous data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPVUSD is making a positive impact regarding attendance: Staff 76% Parents/Community 70% HS 78.1%, but 87.9% believe they should be rewarded for showing up to school Happy at School: MS 72.5% ES 86.8% School Culture Improved: Staff 80.7% some/yes Enough activities on campus: Staff 26.6% enough activities Parents/Community 60% want to see more activities HS 72.6% believe there are enough activities on campus 84% believe they are being prepared for post-secondary life MS 54.1% believe there are enough	From Tableau, Expulsion Data: 2024 0.0% LCAP Survey Results: SPVUSD is making a positive impact regarding attendance: Staff 87.9% Parents/Community % HS 79.8%, and 86% believe they should be rewarded for showing up to school Happy at School: MS 55.7% ES 91% School Culture Improved: Staff 87.9% some/yes Not captured - Enough activities on campus: Staff % enough activities Parents/Community % want to see more activities	From Tableau, Expulsion Data: 2025 0.5% LCAP Survey Results: Not captured in new survey SPVUSD is making a positive impact regarding attendance: not in the new survey Staff % Parents/Community % HS %, and % believe they should be rewarded for showing up to school Happy at School: MS % No Student Survey this year ES % no student survey this year School Culture Improved: Staff 65% positive Not captured - Enough activities on campus:	At least 85% of students report feeling safe at school. At least 85% of staff and parents report positive school climate and culture.	--% means there are not enough students in the group to publish data From Tableau, Expulsion Data: 2025 - .+5% (slight increase) LCAP Survey Results: Not captured this year SPVUSD is making a positive impact regarding attendance: Staff - percentage points Parents/Community % HS %, but rewarded for showing up to school had dropped by % Happy at School: No survey this year MS - percentage points ES - percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		activities on campus 10% belong to clubs/many students recorded being involved in sports, Attends ASES 66% ES 50% believe there are enough activities on campus, 25.7% belong to clubs, 60% attend ASES	HS 33% believe there are enough activities on campus 84% believe they are being prepared for post-secondary life MS 53.9%believe there are enough activities on campus 33% belong to clubs/many students recorded being involved in sports, Attends ASES 64% ES 78.2% believe there are enough activities on campus, 20% belong to clubs, 49% attend ASES	Staff % enough activities Parents/Community 35% want to see more activities HS - not captured in the new survey % believe there are enough activities on campus % believe they are being prepared for post-secondary life MS- not captured in the new survey %believe there are enough activities on campus % belong to clubs/many students recorded being involved in sports, Attends ASES 76% ES - not captured in the new survey % believe there are enough activities on campus, % belong to clubs, 58% attend ASES		School Culture Improved: Staff - -15.7 percentage points Enough activities on campus: Not captured for Staff or parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Parent Advisory Committees Number of participants per meeting Priority 3 Parent and Family Engagement Reflection Tool Scores (scale of 1-5 with 5 the highest level of engagement) LCAP Survey % CA Healthy Kids Survey % when available Sources used: DIPAC, DELAC, SSC Participants	2023-2024 Priority 3. Parental Involvement and Family Engagement. SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated a three (3) overall, which is Initial Implementation. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and the School Site Council (SSC). SSC: attendance has remained steady throughout year. DIPAC: The 2023-2024 year has fluctuated consistently. Meetings have had from one to	2024-2025 Priority 3. Parental Involvement and Family Engagement. SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated 3.4 overall. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and the School Site Council (SSC). SSC: attendance has remained steady at MS and	2025-2026 Priority 3. Parental Involvement and Family Engagement. SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated 3. overall. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and the School Site Council (SSC). SSC: attendance has been low, 1 or no parents	Priority 3. Parental Involvement and Family Engagement. SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. Rates a 4 by 2027. District Indian Parent Advisory Committee (DIPAC) District English Learner Advisory Committee (DELAC) Parent Advisory Committee (PAC) School Site Council (SSC). SSC: Quorum each meeting, each month DIPAC: Goal 10 participants per meeting.	2024-2025 Priority 3. Parental Involvement and Family Engagement. Priority 3 reflection tool no % change on rating scale SSC: MS HS ES participation low or quorum not met DIPAC: -8 participants per meeting. DELAC: +6 participants per meeting PAC: in combination with other parent meeting. Similar attendance CAC: 1 parent; 1 community member at meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCAP/ELOG Surveys Response Numbers Internal data CA Healthy Kids Surveys	ten participants on any given evening. On two occasions it was canceled due to lack of attendance. DELAC: Participants range from one through six. PAC: Very challenging to get parents to another meeting. We had student representation to discuss the LCAP. The suggestions were helpful and insightful especially around how we should be asking the questions on the LCAP survey. On the LCAP Student Survey: ES: 76 students responded.89.5% students feel safe/safe most of the time.	HS throughout year. DIPAC: The 2024-2025 year has fluctuated consistently. Meetings have had from one to five participants on any given evening. On three occasions it was canceled due to lack of attendance. DELAC: The 2024-2025 year has fluctuated consistently. Participants range from one to six. PAC: Very challenging to get parents to another meeting. We had student representation to discuss the LCAP. The suggestions were helpful and insightful especially around how we should be asking the	attending at all three sites this year. DIPAC: 2025-2026 A small group of only 2 faithful members continue to make up the monthly DIPAC audience. DELAC: 2024-2025 A larger group of 6-12 faithful members continue to make up the monthly DELAC audience. PAC: On the LCAP Student Survey: ES: 117 students responded. 73% how often do you worry about violence (almost never, once in a while, sometimes) MS: 100 students responded. 89%	DELAC: Goal 10 participants per meeting PAC: Goal 10 participants per meeting CAC: Goal five parents per meeting On the LCAP Student Survey: Students feel safe: Goal 90% 90% of K–12 students report feeling safe at school on student surveys. “85% of families report satisfaction with school communication and engagement	Elementary students feel less safe in 2025 — a very strong decline (-16.5%). Middle School students report improved safety perceptions (+6.4%) High School students show improvement in safety feelings (+9%) Note change to survey wording could have an affect. Family/Community LCAP Survey (38 responses): Safety of the school: - 22 percentage points Attendance: --- percentage points efforts to increase student attendance. Activities: - 20 percentage points want to see more activities for students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MS: 99 students responded. 82.6% of students feel safe/safe most of the time. HS/BM: 107 students responded.87.8% students feel safe/safe most of the time. Family/Community LCAP Survey (13 responses): Safety of the school: 85% Attendance: 74% appreciate efforts to increase student attendance. Activities: 85% want to see more activities for students. Believe teachers are providing engaging classroom instruction: 77% 85% believe we keep them informed on issues and events. 69% understand the graduation requirements. Family/community has requested workshops in SEL, homework help,	questions on the LCAP survey. On the LCAP Student Survey: ES: 101 students responded. 97.0% feel safe/safe most of the time (55.4% Yes + 41.6% Most of the Time) MS: 89 students responded. 86.5% feel safe/safe most of the time (25.8% Yes + 60.7% Most of the Time) HS/BM: 115 students responded. 89.6% feel safe/safe most of the time (46.1% Yes + 43.5% Most of the Time) Family/Community LCAP Survey (38 responses): Safety of the school: 60% Attendance: 70% appreciate efforts	how often do you worry about violence (almost never, once in a while, sometimes) HS/BM:116 students responded 94% how often do you worry about violence (almost never, once in a while, sometimes) Family/Community LCAP Survey (46 responses): Safety of the school: 63% Attendance: -- appreciate efforts to increase student attendance. Activities: 65% activities for students match student needs.(new wording) 71% Believe teachers are providing engaging classroom instruction: (motivating	efforts on the LCAP survey. 90% of families/community report feeling school is safe on surveys. 90% of families/community report that they believe teachers are providing engaging classroom instruction.	Believe teachers are providing engaging classroom instruction: -6% decrease Believe we keep them informed on issues and events. +6% increase -- understand the graduation requirements not captured in new survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		testing requirements, and empowering students. Some of the workshops have already been offered by the Family and Guidance Coordinator, and Community Liaison.	to increase student attendance. Activities: 60% want to see more activities for students. Believe teachers are providing engaging classroom instruction: 77% 85% believe we keep them informed on issues and events. 69% understand the graduation requirements. Family/community has requested workshops in SEL, homework help, testing requirements, and empowering students. Some of the workshops have already been offered by the Family and Guidance Coordinator, and Community Liaison.	lessons new wording) 91% believe we keep them informed on issues and events. (know how to communicate with the school new wording) -- understand the graduation requirements. (not captured in the new survey) Family/community has requested workshops. Some workshops have already been offered by the Family and Guidance Coordinator, and Community Liaison.		
1.5	Priority 5: Student engagement	The American Indian Program Coordinator	Priority 5: Student engagement	Priority 5: Student engagement	Priority 5: Student engagement	There was districtwide cultural

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Program Outreach Student Involvement and engagement Internal Data will demonstrate increase in number of cultural events and participation in clubs, should also lead to increase in students taking Native American Studies and Mexican American History (with counselor guidance).	took a sabbatical for second semester. Strong Hearts is still operating, but the certificated staff member is seeking a replacement for the 2024-2025 school year. Cinco de Mayo celebration, district-wide, May 6, 2024.	The American Indian Program Coordinator coordinated • Quechan Pageant • Native Literacy event Oct. 2024 • 125 books by Native American authors were purchase d During the 2024-2025 school year, Strong Hearts is still operating without a certificated advisor; however, between the classified sponsor, HS principal and the Interim Superintendent, the club is able to remain active. • Honoring our Elders event	The American Indian Program Coordinator coordinated • Quechan Pageant Strong Hearts: 2025-2026 Below is an overview of what Strong Hearts accomplished during this school year. The club was led by one classified staff member and one certificated staff member as advisors. The officers, advisors and the principal attended the Unity Conference in San Diego. We organized the Miss San Pasqual and Warrior Pageant. The club also sponsored and hosted Indigenous Peoples' Day for	Host at least 3 districtwide cultural events annually. Achieve 10% annual increase in participation in Strong Hearts and cultural clubs.	events - Indian Days Assembly No Cinco de Mayo this year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Mega Throw Bird singing/dancing event Parker, AZ 2/21/25 Cinco de Mayo celebration, district-wide, May 6, 2024.	the entire district. Students were invited to and participated in several community and cultural events, including singing at the Miss Quechan Pageant, participating in the Quechan Day Parade and Quechan Indian Days, and attending local gatherings such as the Quechan Youth Gathering and Xamar Akuuts Gathering. This was also the first-year students participated in the Yuma Light Parade. Additionally, students were invited to SDSU Calexico for a sculpture unveiling and recently took part in a tree planting event. Looking ahead, we are participating in MMIP events today and on May		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				12. We will also host a table for incoming freshmen on Thursday. Our end-of-year trip is scheduled for May 8 at Mission Beach. While we usually participate in Mega Throw, we were unable to do so this year due to scheduling conflicts. Strong Hearts also awards a scholarship each year. Cinco de Mayo celebration, district-wide - did not occur		

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, San Pasqual Valley Unified School District implemented a multi-tiered, proactive approach to improve student engagement, attendance, school climate, and safety as part of Goal 1. Key systems were strengthened, and site-level execution was supported by targeted staff roles and data-driven planning.

Fully Implemented Actions:

Action 1.2 (Attendance Support Staff): Fully implemented through consistent participation by outreach consultants, attendance clerks, and counselors. Teams met regularly and conducted home visits and SARB interventions.
Action 1.4 (Saturday School): Fully implemented with strong impact for those who participated, participation and numbers are improving.
Action 1.5 (Family Engagement): Fully implemented with regular meetings, outreach events, and coordination of parent education sessions.
Action 1.7 (Transportation – Van Drivers): Fully implemented, ensuring access to school for homeless and chronically absent students, particularly in rural and tribal areas.
Action 1.9 (TK–8 Counseling): Fully implemented, providing site-level SEL and academic guidance.
Action 1.11 (SST System – BeyondSST): Fully implemented. Platform is in use and processes are being refined and improved
Action 1.12 (In-School Restriction Teacher): Fully implemented, supporting Tier 2/3 SEL needs and discipline reentry protocols.
Action 1.14 (CHAT, Counselors, Outreach Coordination): Fully implemented with strong utilization across student support tiers.
Action 1.15 (Campus Security & Health Aide): Fully implemented. Campus security positions filled. Health Aide was active and impactful.
Action 1.16 (Cultural Events): Fully implemented. District-wide events and targeted site celebrations increased visibility and belonging, especially for American Indian students.
Action 1.18 (American Indian Program Coordinator): Fully implemented. Program coordination was consistent, Strong Hearts was staffed this year.

Partially Implemented Actions:
Action 1.1 (Attendance Mini-Grants): Partially implemented. All sites are not sure it they submitted site-based attendance plans and received mini-grant funding tied to chronic absenteeism reduction.
Action 1.3 (Family Attendance Trainings): Partially implemented. Meetings occurred but frequency and participation were inconsistent; change made to shift from quarterly to monthly in 2025–26.
Action 1.6 (Attendance-Based Eligibility): Partially implemented. Policies were applied with some variation between sites; clearer tracking and student communication planned for the next year.
Action 1.8 (VAPA Programs): Partially implemented with ongoing integration of arts across grade spans.
Action 1.10 (School Climate Curriculum): Partially implemented. PeaceBuilders program is being phased out, but full adoption of a replacement curriculum was not completed in 2025–26.
Action 1.13 (SEL Family Workshops): Partially implemented as some previously given workshops did not occur this school year..
Action 1.17 (Health and PE Curriculum): Partially implemented. PE instruction continued, but the Health course was delivered online; a credentialed in-person teacher is now being sought.

Outcomes and Reflection:
Participation in meetings was rare. Families come to workshops, activities, parent conferences, but not advisory committee meetings.

Challenges and Successes:
Survey results did not match up with previous years due to the new wording and grading system in the Panorama survey site.

Adjustments for 2026–27:
We need to either continue with the new company and begin reporting results based on the current questions and rating scale, or we need to send out a survey with questions written and added by us to meet the requirements similar to previous years.

By refining these strategies and addressing remaining implementation gaps, SPVUSD aims to continue strengthening school culture, reducing chronic absenteeism, and ensuring that all students experience a safe, inclusive, and engaging environment.

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.

Several actions under Goal 1 exhibited material variances due to staffing and programmatic shifts:

Action 1.15 was significantly underspent due to difficulties in hiring and retaining four campus security guards throughout the year. As a result, expenditures fell short by over $70,000. This impacted the actual percentage of improved services related to campus safety presence.

Actions 1.16 and 1.17 saw increased actual expenditures compared to budget. In Action 1.16, the district leveraged carryover in Indian Education funds to expand cultural trips for Native American students. Action 1.17 costs increased due to investment in both a dedicated teacher and the Edgenuity platform for credit recovery—expenditures that were originally underestimated.

While some services exceeded initial scope due to carryover and needs-based reallocation, others were not implemented as planned due to staffing shortages, resulting in a mixed impact on planned vs. actual service improvements for unduplicated pupils.

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

Effectiveness of Actions for Goal 1: Engagement, Safety, and Positive School Culture
The actions implemented under Goal 1 during the 2025–26 school year were largely effective in advancing the district's objectives related to student engagement, attendance, safety, and positive school culture. The establishment of a districtwide attendance monitoring system (Action 1.1), consistent use of the SART and SARB processes (Action 1.2), and expanded outreach through attendance consultants and parent education efforts (Actions 1.3 and 1.5) contributed to measurable improvements in student attendance and chronic absenteeism rates. Every student has access to reliable daily transportation to and from school and to afterschool programs, which supports consistent attendance and participation in extended-day learning (Action 1.7). Saturday School (Action 1.4) saw an increase in participation, and was highly effective for the students who attended, enabling them to recover instructional minutes and avoid chronic absentee thresholds.

The district's social media campaigns, student incentive programs, and cultural events (Actions 1.6 and 1.16) created a more vibrant and inclusive climate, encouraging participation and school connectedness. Monthly board reports and parent meetings (Action 1.5) increased transparency and built stronger home-school partnerships. Student feedback from all levels also affirmed a desire for expanded engagement opportunities, which has been partially met through enhanced lunchtime and afterschool activities and will continue to be a focus. Notably, middle school student survey data pointed to a need for more extracurricular and leadership options, which the district will prioritize through strengthened ASES programming and club offerings (Actions 1.8 and 1.6).

The district's integrated approach to mental health and social-emotional support has proven highly effective. A robust MTSS framework supported by a TK–8 counselor (Action 1.9), and CHAT therapist (Action 1.14) allowed the district to serve a broad range of student needs. Effectiveness is demonstrated by the number of students served across tiers of support, indicating strong utilization and access.

Complementing this work, the SST online system (Action 1.11) ensured that students received appropriate interventions and that documentation supported timely special education referrals. The number of accepted referrals following multiple rounds of intervention reflects the system's reliability and fidelity.

Students' sense of safety—measured by annual surveys—showed a decline across grade spans. However, the new survey system needs to be taken into account as the wording and rating system is all new. We will monitor the growth using this new platform in the 2026-2027 school year. These gains align with efforts to maintain a safe, engaging school environment through behavior supports (Action 1.10), professional development (Action 1.12), site supervision (Action 1.13), and cultural awareness programming (Actions 1.16 and 1.18). The number of cultural events increased significantly in 2024–25, promoting inclusion and belonging—especially among American Indian students, supported by a dedicated coordinator (Action 1.18).

Core Health and PE instruction (Action 1.17) needs more work to further contribute to safety and wellness. PE was reduced to half time at the elementary school. Next school year, teachers in kindergarten through third grade will receive PE minutes from their regular classroom teacher. The effectiveness of this new design will be monitored during the 2026-2027 school year.

Security and Health Aide (Action 1.15): Although security is now fully staffed at each site, our health aide left mid year, leaving the position unfilled.

While progress has been substantial, challenges remain—These gaps will inform 2026–27 refinements, including expanded clubs, enhanced ASES opportunities, and targeted outreach to students who remain disengaged. Overall, the strategic layering of attendance systems, inclusive programming, proactive communication, and comprehensive student support services has made Goal 1 effectively implemented in the 2025–26 LCAP.

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

Goal 1 – School Culture and Pupil Engagement

Nearly all actions under Goal 1 were implemented as planned; however, several minor adjustments were made based on site-level reflection, staff feedback, and effectiveness reviews.

Action 1.3 (Family Outreach for Attendance):
Meetings with families to discuss the importance of regular attendance and the long-term effects of chronic absenteeism will now occur monthly rather than quarterly. This change was made to increase consistency, build stronger family-school partnerships, and intervene earlier in patterns of student absence.

Action 1.6 (Attendance Incentive and Accountability Systems):
Attendance-based incentive and eligibility systems continue to be implemented at both the middle and high school levels, with site-specific adaptations:

At the middle school, attendance directly impacts eligibility for extracurriculars. Students must attend school on game or practice days, or they are ineligible to participate. Accumulating unexcused absences (e.g., three missed practices without a doctor's note) may result in removal from teams. Year-end consequences for not meeting the 90% attendance benchmark include mandatory summer school, ineligibility for the 8th-grade trip, dance, and promotion ceremony.

At the high school, participation in sports and field trips requires both passing grades (no F's) and 90% attendance. This includes major activities such as the senior trip and other off-campus opportunities.

Action 1.10 (School Climate Curriculum):
Based on student and staff feedback, the district has decided to replace the outdated PeaceBuilders program. A new, updated curriculum focused on character development, leadership, and behavior expectations will be adopted across all sites in the coming year.

Action 1.14 (Behavioral Support Staffing):
The district no longer employs a Behavior Intervention Specialist. In its place, SPVUSD has utilized temporary grant funding to support a School-based Mental Health Specialist, whose services will continue through June 2025. This position provides direct mental health support and SEL resources for students needing Tier 2 and Tier 3 interventions.

Action 1.15 (Campus Security Staffing):
The district was able to successfully employ three campus security officers, enhancing student safety and adult presence across campuses. However, hiring qualified candidates for this role has been challenging, and the district continues to explore additional recruitment and retention strategies.

These refinements reflect SPVUSD's commitment to using continuous reflection and educational partner input to adjust practices, sustain what is working, and address identified gaps in implementation.

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	Attendance Incentive Mini-grants (Priority 5 Pupil Engagement)	1.1 SPVUSD will continue to implement attendance incentive mini-grants of $2,000 per school site to support the development and implementation of data-driven attendance improvement plans. Each site will be required to: • Submit a plan addressing overall attendance, chronic absenteeism, and Monday-specific absences; • Outline specific activities for students and a budget aligned to prior year data;	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Host at least one parent meeting to present the site's attendance plan and encourage family support; • Participate in monthly attendance data reviews with site and district leadership; • Track and update attendance data daily via a shared Google Sheet accessible by site secretaries and administrators; • Submit a quarterly update to the district office reviewing goals, outcomes, and adjustments. All attendance data, including Monday/Friday absences and trends by subgroup, will be shared with educational partners to foster transparency and collaboration.		
1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	1.2 SPVUSD will continue to fund a districtwide network of attendance-focused support staff, including Outreach Consultants, attendance clerks, and paraprofessionals, to provide targeted assistance to school sites—particularly at the elementary and middle school levels where chronic absenteeism remains a significant challenge. These staff members will: • Participate in and follow up from SARB (School Attendance Review Board) meetings; • Conduct home visits, wellness checks, and outreach to students and families experiencing attendance barriers; • Support sites in implementing tiered re-engagement strategies; • Collaborate with site administrators and attendance teams to monitor and analyze attendance data for early intervention. This team functions as the frontline support system to reconnect students with school, strengthen family-school partnerships, and ensure timely responses to attendance concerns.	$181,533.00	Yes
1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student	1.3 SPVUSD will continue to host monthly family trainings focused on the critical connection between attendance and academic success. These events will: • Educate families on the impacts of chronic absenteeism on student learning, engagement, and graduation rates;	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Achievement Training	• Provide resources and tools to help parents track attendance, support morning routines, and understand school expectations; • Be facilitated by counselors, site administrators, the Guidance and Family Coordinator, and the Community Liaison; • Offer electronic signature access to participation and documents to ensure accessibility for families facing transportation or communication barriers. Sessions will be designed to be interactive, culturally responsive, and delivered in both English and Spanish to reach a broad cross-section of families across the district.		
1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	1.4 SPVUSD will continue to implement after-school and Saturday School attendance recovery programs, such as Weekend Warrior and Weekend Wildcat, to support students who are chronically absent or frequently tardy. Through this action: • Students may recover lost instructional time to improve academic achievement and stay on track for graduation; • Seat time recovery will be offered after school or on Saturdays, depending on site needs and student availability; • Schools will prioritize credit recovery and standards-based assignments for high school students and intervention or enrichment for elementary and middle school students. Participation will be tracked, and outcomes will be monitored in relation to academic progress and chronic absenteeism rates.	$21,739.00	Yes
1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	1.5 SPVUSD will continue to fund attendance-focused outreach efforts and support personnel to lead family engagement activities centered on improving attendance and academic outcomes. These efforts will include: • District and site teams organizing family engagement events (e.g., Parent Dinner, Ice Cream Social, Back-to-School Night, Parent Conferences); • Targeted communication and education for families about the importance of consistent attendance and how it impacts student achievement;	$343,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Positive home visits and bus stop outreach to connect with families in a proactive, relationship-centered manner; Quarterly family attendance meetings led by site support teams (including Outreach Consultants, administrators, counselors, and liaisons) to share data, resources, and strategies to support attendance.		
1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	1.6 SPVUSD will continue to implement an attendance-based eligibility policy requiring students to maintain a minimum 90% attendance rate in order to participate in extracurricular activities, including sports, clubs, dances, and field trips. This policy will be: • Communicated clearly to students and families at the beginning of the school year and reinforced throughout the year; • Supported by school staff who monitor attendance rates and notify students at risk of becoming ineligible; • Paired with school-based interventions and supports (e.g., attendance incentives, meetings with counselors) to help students maintain or recover eligibility. The purpose of this action is to incentivize strong attendance by linking it directly to high-interest opportunities that foster school connectedness.	$572,977.00	Yes
1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance - Van Drivers (LREBG-Funded)	1.7 This action is partly funded by LREBG to support reliable transportation for chronically absent students, including foster youth, homeless students, and students from rural areas. It is designed to remove a key barrier to school attendance, directly addressing Red-level performance in chronic absenteeism. Evidence-Based Justification: Attendance Works highlights that transportation is one of the top structural barriers to regular attendance in rural and low-income communities. SPVUSD will continue to ensure that reliable transportation is provided to all students, including enhanced service options for after-school programming and expanded access to extracurricular opportunities. Specifically:	$693,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• The district will allocate an additional Supplemental and Concentration funds to cover the costs of after-school transportation and additional “white fleet” bus runs (LREBG 2 van drivers); • This expanded access supports student participation in tutoring, enrichment, ASES programs, sports, and family engagement events; • Transportation is also provided for students experiencing homelessness or foster placement, ensuring compliance with McKinney-Vento and support for school stability. LREBG Funds : 111,662 to be spent in through 26-27. Metric 1.1 – Attendance Rate % (disaggregated by subgroup); Transportation service logs and ride participation data (e.g., Homeless, Foster Youth)		
1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	1.8 SPVUSD will continue to support and expand Visual and Performing Arts (VAPA) offerings districtwide, with a particular emphasis on ensuring access for historically underserved student groups. This action includes: • Continued funding of a full-time art teacher and exploration of expanded offerings such as drama at the high school; • Art, music, and performance-based electives that encourage creative expression and critical thinking; • Integration of arts programming across elementary, middle, and high school to enhance student connection and promote college and career readiness through the development of transferable 21st-century skills.	$257,456.00	Yes
1.9	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing	1.9 SPVUSD will continue to fund a dedicated Elementary and Middle School Counselor who provides direct support in the following areas: • Academic advising, including monitoring of progress toward grade-level standards and early identification of students needing intervention; • Small group and 1:1 counseling to support students’ social-emotional development and reduce barriers to learning;	$368,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
	SEL/College and Career	• College and career readiness exposure beginning in middle school, including A-G awareness, goal setting, and exploration of post-secondary pathways; • Support for unduplicated student groups, including Foster Youth, Homeless Youth, ELs, and SWD, ensuring equitable access to academic, behavioral, and social supports.		
1.10	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Districtwide Character Education and School Climate Program Transition	1.10 SPVUSD will transition from the existing PeaceBuilders program to a modern, research-based character education and leadership development framework to strengthen school climate, student agency, and social-emotional learning across all sites. In 2025–2026: • A districtwide leadership team will be established to evaluate and select a program such as Leader in Me or Character Strong, ensuring alignment with the district's goals for school climate and student leadership; • Implementation planning will include staff training, curriculum selection, and integration into MTSS, SEL, and PBIS frameworks at each site; • The action will be supplemented by existing grant funds supporting health and safety initiatives at all three sites. This action will ensure that all students—especially those from historically underserved groups—benefit from a shared culture of respect, accountability, and leadership development.	$5,000.00	Yes
1.11	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	1.11 SPVUSD will continue to utilize Beyond SST, a digital intervention management system, to identify, document, and monitor support plans for students demonstrating barriers to academic, behavioral, or social-emotional success. The system is used districtwide to: • Track progress for students identified through the SST (Student Study Team) and CARE (Coordination of Services) processes; • Ensure real-time collaboration among administrators, teachers, counselors, and other specialists;	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide case management and early intervention for Foster Youth, Homeless Youth, English Learners, SWD, and other unduplicated pupils. CARE Teams at each site are responsible for reviewing new student entries, with a focus on Foster and Homeless Youth upon enrollment to ensure timely connection to appropriate supports and services.		
1.12	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SEL and Reentry Support System for Students requiring Tier 2/3 services In-School Restriction (ISR) Teacher (LREBG-Funded)	1.12 SPVUSD will continue to implement a coordinated system of social-emotional learning (SEL) and behavioral support, led by school counselors, mental health professionals, in-school restriction teacher, and site administrators. This system includes: • Tier 2 and Tier 3 supports targeting students with significant social-emotional and behavioral needs, particularly those at risk of suspension or chronic absenteeism; • A structured reentry protocol for students returning from suspension, including counselor check-ins, behavior plan updates, and access to mental health interventions; • A focus on intervention accountability, ensuring that teams are implementing supports with fidelity and following through with behavior intervention plans and progress monitoring. This action is funded by the Learning Recovery Emergency Block Grant (LREBG). The ISR teacher provides restorative, tiered behavioral support and academic supervision to students who would otherwise face out-of-school suspensions. This action is aligned with our identified need to reduce suspension rates among students performing in red on the dashboard. Evidence-Based Justification: Research supports that in-school alternatives to suspension reduce repeated misbehavior and keep students connected to instruction (Losen & Martinez, 2013). These services are designed to support the whole child, ensuring students can re-engage academically and socially, especially after discipline-related absences.	$145,714.00	No

Action #	Title	Description	Total Funds	Contributing
		LREGB Funding: $137,346 to be spent through the 26-27 school year. Metric: 1.3 – Suspension Rate % (Dashboard, disaggregated by student group)		
1.13	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL and Mental Health Workshops for Students and Families	1.13 SPVUSD will continue to provide targeted workshops and outreach sessions for students and families to increase awareness, understanding, and access to the district's social-emotional learning (SEL) supports and mental health services. These workshops will include: • Guidance on SPVUSD's discipline policies and Education Code regulations for suspensions and expulsions; • Early warning signs and preventative strategies to reduce exclusionary discipline; • Awareness around teen mental health, including suicide prevention and recognition of red flags; • Access to mental health providers and referral pathways; • Family-centered support on navigating school systems to advocate for student well-being and success. Workshops will be held at the beginning of each semester and as needed, with support from counselors, the Guidance and Family Coordinator, site administrators, and community partners.	$100,082.00	Yes
1.14	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Integrated SEL and Mental Health Support Team (CHAT, Counselors, Outreach Consultants)	1.14 San Pasqual Valley USD will continue to implement a district-wide social-emotional and mental health support system by utilizing a team composed of school counselors, the CHAT program, and Outreach Consultants. Together, this team will: • Provide targeted small group and individual counseling, as well as SEL lessons and behavioral support services for students experiencing challenges; • Participate in COST, SST, IEP, and CARE Teams to ensure continuity of services and coordinated support across systems; • Deliver professional development to staff on trauma-informed practices, social-emotional learning strategies, and positive behavioral supports; • Prioritize Foster and Homeless Youth for services, consistent with legal requirements and best practices for high-risk populations.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Although SPVUSD no longer employs a dedicated Behavior Intervention Specialist, the support model has been adapted and strengthened through cross-training and coordinated roles among CHAT staff, counselors, and Outreach personnel.		
1.15	Priority 5 – Pupil Engagement Priority6 – School Climate (Engagement) Campus Security, Health Aide (LREBG-Funded) & Safety Support	1.15 San Pasqual Valley USD will continue to provide and expand its Campus Security team to promote a safe, inclusive, and proactive school environment. In 2026–2027, the District will continue to staff Campus Security personnel, after formally discontinuing the School Resource Officer (SRO) position. This model reflects a shift toward school-based prevention and early intervention rather than law enforcement-based discipline. Campus Security personnel will: • Build relationships with students and staff to foster a safe and welcoming climate; • Intervene early in student conflict and misbehavior to de-escalate situations and support restorative approaches; • Collaborate with the district health aide and school staff to address emerging behavioral, emotional, and safety concerns. This LREBG-funded position provides immediate health-related support at school sites, ensuring students do not miss instructional time due to unmanaged minor illnesses or lack of access to basic care. It supports improved attendance and addresses chronic absenteeism. CDC research shows that on-campus health services increase school attendance, especially for underserved populations; • Participate in trauma-informed de-escalation training and CPR certification to ensure readiness to respond in emergencies. This action reflects SPVUSD's commitment to creating a safer, more supportive campus culture that prioritizes student well-being, positive adult connections, and early intervention. LREBG Funding: $40,200 to be spent during the 26-27 school year Metric: 1.3 – Campus Security/Heath Aide Staff Training Completion	$231,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
		% of Campus Security staff and health aides trained in CPR, trauma-informed de-escalation, and crisis intervention		
1.16	(Priority 4 and 7) Pupil Achievement and Course Access Cultural diversity and empowerment	1.16 San Pasqual Valley USD will continue to plan and implement culturally relevant courses and enrichment activities to reflect and honor the heritage of its diverse student population. This includes course offerings such as Mexican American History and Native American Studies, as well as site-based cultural events and projects that connect students to their backgrounds and identities. This action is LEA-wide and ensures all students, particularly those from historically marginalized backgrounds, see themselves reflected in the curriculum and school culture. The aim is to enhance academic motivation, increase course engagement, and affirm students' identities as valued members of the learning community. This is especially important for unduplicated pupils, including American Indian, Hispanic, EL, and Homeless youth, who have historically experienced cultural erasure or limited representation in curriculum.	$7,000.00	No
1.17	(Priority 4 and 7) Pupil Achievement and Course Access Health, Wellness, and Safety	1.17 SPVUSD will continue to offer Health Education courses at both the middle school and high school as part of the core instructional program. These courses provide students with comprehensive instruction on HIV/AIDS awareness, sexual health, mental wellness, and positive life choices as required by the California Healthy Youth Act. Additionally, Physical Education (PE) classes will remain a key part of the master schedule across all grade spans. These courses promote healthy lifestyles, self-discipline, and collaborative skills, and are essential to ensuring whole child development. This action is LEA-wide and serves all student groups, including EL, HOM, SED, SWD, AI, and HI. Comprehensive health and physical education are linked to better academic outcomes and long-term well-being. Research from the Centers	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		for Disease Control and Prevention (CDC) and California Department of Education (CDE) shows: “Students who receive high-quality health and PE instruction demonstrate improved academic performance, better emotional regulation, and lower rates of risky behaviors.”		
1.18	(Priority 4, 5, 6, and 7) Pupil Achievement, Pupil Engagement, School Climate (Engagement) and Course Access. Focused on American Indian students.	1.18 SPVUSD will continue to fund the American Indian Program Coordinator to enhance academic success, increase cultural awareness, support parent engagement, and expand post-secondary readiness among American Indian students. This role supports students through: • Cultural enrichment and traditional learning opportunities • Academic tutoring and homework support • Coordination of family engagement efforts with the Quechan community • Delivery of college and career guidance services • Increased visibility and celebration of Native heritage across the district This action is provided LEA-wide and serves most student groups, including EL, HOM, SED, SWD, AI, and HI, but centers the needs of American Indian students—a group with historically significant disproportionality in academic achievement, attendance, and engagement.	$89,006.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Educational Partner Involvement and Learning By June 2027, San Pasqual Valley Unified School District will increase educational partner engagement in decision-making by ensuring at least 85% of families report feeling informed and involved in school decisions, and will double participation in parent advisory committees across all sites. The district will also increase participation in family workshops focused on social-emotional learning, college and career planning, and school systems navigation by 25% annually, with special outreach to families of English Learners, American Indian students, and those experiencing homelessness. SPVUSD was identified as needing support through Differentiated Assistance (DA) and Direct Technical Assistance (DTA). This support is provided by Imperial County Office of Education (ICOE) which focuses and systems improvement, data analysis, and goal setting. This work in monitored by California Collaborative for Educational Excellence (CCEE). Established in 2013 under California Education Code Section 52074, the CCEE is a statewide agency that provides advice and assistance to school districts, county offices of education, and charter schools in achieving the goals set forth in their Local Control and Accountability Plans (LCAPs). Differentiated Assistance: Differentiated Assistance Eligibility: Year 1 2025 Qualifiers Priority 4: American Indian, Students with Disabilities Priority 5: American Indian, Students with Disabilities Differentiated Assistance Eligibility: Year 2 2024 Qualifiers Priority 4: American Indian, Homeless, SED, SWD (Math) Priority 6: Suspension Rate = American Indian, Homeless, SED, SWD ELPI: No identified populations Special Education – CIM: Identified for late IEPs/initial assessments or lack of improvement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner feedback, survey data, and advisory committee attendance trends reveal a need to strengthen how the district informs and involves families—especially those from historically underserved communities—in school decisions.

This goal reflects SPVUSD's commitment to inclusive and equitable family engagement, recognizing that meaningful involvement leads to improved student outcomes. Expanding access to parent workshops, digital tools like the Synergy Parent Portal, and culturally responsive advisory structures will help ensure all voices are heard and that families can actively support student learning and wellness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3. Parental Involvement and Family Engagement Self Reflection Tool Parent/family Committees participant numbers -School Site Council -DIPAC -DELAC -CAC Families/Community LCAP Survey Results %	Priority 3. Parental Involvement and Family Engagement. Rated 3 out of 5. 2023-2024 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators. This Year's Score on Building Partnerships for Student Outcomes is three out of five as SPVUSD is in initial	Priority 3. Parental Involvement and Family Engagement. Rated 3.4 out of 5. 2024-2025 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators.	Priority 3. Parental Involvement and Family Engagement. Rated 3.5 out of 5. 2025-2026 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators.	Increase Family Engagement Self-Reflection Tool score from 3 to 4 (Building) in all three focus areas by June 2027. SSC - Achieve quorum at each meeting, each month, at each site. Minimum of 10 participants at the following meetings: PAC DIPA DELAC Community Advisory Committee (CAC)	Priority 3. Parental Involvement and Family Engagement. Rated 3.5 out of 5. +.5 increase SSC: MS HS monthly quorum, ES met quorum 1 of 8 months DIPAC: 2 participants per meeting. maintained DELAC: 6-12 participants per meeting. increase from 3-5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Sources used: Reflection Tool data CALPADS Internal data and LCAP survey responses	implementation with some initiatives and revamping others. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the School Site Council (SSC). SSC: attendance has remained steady throughout year. Only members attend, generally no extra parent/community input. Meetings are held monthly, agenda is followed, and comments/suggestions made. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to	This Year's Score on Building Partnerships for Student Outcomes is 3.5 out of five as SPVUSD is in initial implementation with some initiatives and revamping others. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the School Site Council (SSC). Attendance has declined and remains between 3-5 participants. SSC: attendance has remained steady throughout year at the MS and	This Year's Score on Building Partnerships for Student Outcomes is 3.5 out of five as SPVUSD is in initial implementation with some initiatives and revamping others. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the School Site Council (SSC). Attendance has declined for DIPAC to only 2 families and remains comparable to other years in DELAC with	Families/Community LCAP Survey Results: Safety of School: 85% rate school safe Enough activities on campus: 85% want to see more Believe SPVUSD provides engaging instruction: 77% most/some of the time Believe SPVUSD keep families/community informed of events: 85% Highly informative/Informative Workshops are based on educational partner needs as detailed in the LCAP surveys or conversations at PAC, CAC, DIPAC, DELAC	PAC: 2 participants, maintained CAC: 1 parent; 1 community member at meeting. maintained Family/Community LCAP Survey (45 responses): increase Safety of the school: - 33 percentage points Activities: - 21 percentage points want to see more activities for students. Believe teachers are providing engaging classroom instruction: -13 percentage points We keep them informed on issues and events no surveyed as "know how to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		encourage participation in events and activities. Foster (0) and Homeless (19). DIPAC – District Indian Parent Advisory Committee – these meetings were held once a month these meetings are a bridge for better communication and problem solving along with learning to work together and build positive relationships with the parents and community. DIPAC: The 2022-2023 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening. DELAC: Participants range from four through six. Consistently, families have stated that there would be more participation if the meetings went back to in-person.	HS. Elementary has had a difficult time getting parents to participate to create a quorum. Meetings are held monthly, agenda is followed, and comments/suggestions made. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (0) and Homeless (13). DIPAC – District Indian Parent Advisory Committee – these meetings were held once a month these meetings are	between 6-12 families. SSC: We have had a hard time getting parents to attend regularly. MS average 2, HS 2 parents. Elementary 1 parent. Meetings are held monthly, agenda is followed, and comments/suggestions made. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (1) and Homeless (14). DIPAC – District Indian Parent Advisory		communicate with the school" -9 percentage points Workshops are based on educational partner needs as detailed in the LCAP conversations

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community Advisory Committee (CAC): All educational partners are represented. Families/Community LCAP Survey Results: Safety of School: 85% rate school safe Enough activities on campus: 85% want to see more Believe SPVUSD provides engaging instruction: 77% most/some of the time Believe SPVUSD keep families/community informed of events:	a bridge for better communication and problem solving along with learning to work together and build positive relationships with the parents and community. DIPAC: 2024-2025 A small group of 3-5 faithful members continue to make up the monthly DIPAC audience. DELAC: 2024-2025 A small group of 3-5 faithful members continue to make up the monthly DELAC audience. Community Advisory Committee (CAC): All educational partners are represented. Families/Community LCAP Survey Results:	Committee – these meetings were held once a month these meetings are a bridge for better communication and problem solving along with learning to work together and build positive relationships with the parents and community. DIPAC: 2025-2026 A small group of only 2 faithful members continue to make up the monthly DIPAC audience. DELAC: 2024-2025 A larger group of 6-12 faithful members continue to make up the monthly DELAC audience. Community Advisory Committee (CAC): All educational		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% Highly informative/Informative Workshops would be helpful in the following areas: Social emotional learning Safe School Environment Collaboration with Community (mental health, child welfare, juvenile justice) Clubs and Activities Information Positive Culture (bullying prevention)	Safety of School: 60% rate school safe Enough activities on campus: 60% want to see more Believe SPVUSD provides engaging instruction: 77% most/some of the time Believe SPVUSD keep families/community informed of events: 85% Highly informative/Informative Workshops would be helpful in the following areas: Social emotional learning 75% Safe School Environment 87.5% Collaboration with Community (mental health, child welfare, juvenile justice) 87.5%	partners are represented. Families/Community LCAP Survey Results: New survey company so new measure and questions need to be considered Safety of School: 52% rate school safe Enough activities on campus: Now surveyed as "activities match student needs?" 64% Believe SPVUSD provides engaging instruction: now surveyed as "provides motivating instruction" 71% somewhat/quite/extremely of the time Believe SPVUSD keep families/community informed of events:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Clubs and Activities Information 87.5% Positive Culture (bullying prevention) 75%	now surveyed as "knows how to communicate with the school" 76% comfortable with communication Not captured in the new survey: What workshops would be helpful Positive Culture (bullying prevention) 75%		
2.2	Parent Workshops/Learning Opportunities Session Agendas and number of sessions as applicable: -Community Liaison sessions -Positive Traditional Parenting w/Teens -Counseling Program Data Snapshot, K-8 -Counseling Program Data Snapshot, 9-12	2023-2024 Priority 3: Family Engagement Priority 6: School Climate District Community Liaison provided / facilitated. And co-facilitated: Families discussed topics such as Bullying/ Cyber bulling / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is supporting and protecting our students in- person and online	2024-2025 Priority 3: Family Engagement Priority 6: School Climate District Community Liaison provided / facilitated. And co-facilitated: Families discussed topics such as Bullying/ Cyber bulling / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is	2025-2026 Priority 3: Family Engagement Priority 6: School Climate District Community Liaison provided / facilitated. And co-facilitated: Families discussed topics such as Bullying/ Cyber bulling / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is	Priority 3: Family Engagement Priority 6: School Climate District Community Liaison provided / facilitated. And co-facilitated: Families discussed topics such as Bullying/ Cyber bulling / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is supporting and	District Community Liaison provided / facilitated. And co-facilitated: Continued: Families discussions, Middle School Positive Traditional Parenting, Elementary Positive Traditional Parenting: Not Done in 25-26: Coordination with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Cafecito, listed under Counseling Program Data -CHAT Therapist Behavior Support -School Based Mental Health Professional Sources used: Internal data	Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles. Elementary Positive Traditional Parenting: Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting. Coordinated the Quechan Language Preservation program to be able to come in and teach the language for our ASES middle school program. Coordinated the Quechan Language Preservation program to come and help with the	supporting and protecting our students in- person and online Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles. Elementary Positive Traditional Parenting: Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting.	supporting and protecting our students in- person and online Positive Traditional Parenting – is held once a month for Elem (K-5th) MS once a month (6-8) and Pre-k Parenting / Literacy night also once a month. We have a steady flow of 3-5 families for 2026 so far. Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles.	protecting our students in- person and online Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles. Elementary Positive Traditional Parenting: Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting.	Quechan Language School Counseling Program Data Snapshot, PK-12: Cafecito Chats: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		pronunciation and meaning of our Kwatsaan words we have posted throughout the district. Counseling Program Data Snapshot, PK-12: Cafecito Chats: 4 Classroom Lessons: 519 Group Sessions: 356 Individual Sessions: 1,942 School Activities:9 Updated Peace Corners, Higher Ed Week, You Matter Day/Suicide prevention, Day of Unity, Healthy Choices, Kindness Week, Career Day, FASFA Nights, MS/HS Orientation Crisis Response: 41 The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions	Coordinated the Quechan Language Preservation program did not occur Counseling Program Data Snapshot, PK-12: Cafecito Chats: 4 Classroom Lessons: 353 Group Sessions: 292 Individual Sessions: 1,712 School Activities: 42 Updated Peace Corners, Higher Ed Week, You Matter Day/Suicide prevention, Day of Unity, Monthly Food Distribution, Healthy Choices, Kindness Week, , FASFA Nights, SEL Night, Peace Picnic, Career Expo, MS/HS Orientation Crisis Response: 33	Elementary Positive Traditional Parenting: Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting. Coordinated the Quechan Language Preservation program did not occur Counseling Program Data Snapshot, PK-12: Tier 1: 100% of students TK-5th (+SDC) Total Lessons: 409 (August-April) Themes: Community Building, Positive Choices, You Matter/Self-Love, Optimism, Problem-	Coordinated the Quechan Language Preservation program to be able to come in and teach the language for our ASES middle school program. Coordinated the Quechan Language Preservation program to come and help with the pronunciation and meaning of our Kwatsaan words we have posted throughout the district. Counseling Program Data Snapshot, PK-12: First 100 days. Cafecito Chats: 2 Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180 School Activities: 5	Classroom Lessons: -110 Group Sessions: +101 Individual Sessions: +709 School Activities: +22 Crisis Response: -8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Individual/Family sessions 234 Referrals 414 Case Management: 610 School Based Mental Health Professional: Total # of High School students (9-12) served by: 87 Crisis intervention sessions: 28 Individual sessions (counseling, case management, brief mental health/emotional support): 241 Group sessions: 30 Referrals to outside agency (IHS& ICBH): 4 CHAT referrals: 3 Outreach events: 6 (1xmonthly) Mental Health Classroom lessons: 6 (1x monthly) Main Issues Addressed while providing direct services: Teen dating violence, family and household conflict, drug induced psychosis, drug related behavior,	The information below is for July 1, 2024 to March 31 , 2025, CHAT Therapist provided 83 students support: Ages 0-12: 7 students Ages 13-17: 76 students Crisis counseling sessions: 37 Individual/Family sessions: 286 Referrals: 358 Case Management: 331 School Based Mental Health Professional: Total # of High School students (9-12) served by: 91 Individual sessions (counseling, case management, brief mental health/emotional support): 260 Group sessions: 30	Solving/Conflict-Resolution, Self-Control, Empathy, Kindness, Resilience, Courage, Goal-Setting Self-Reflection, Communication, Healthy Friendships, Stress & Anxiety, Brain Response Cafecito Chats: 4 Classroom Lessons: 409 Group Sessions: 457 Individual Sessions: 2,651 School Activities: 31 Updated Peace Corners, Higher Ed Week, You Matter Day/Suicide prevention, Day of Unity, Monthly Food Distribution, Healthy Choices, Kindness Week, , FASFA Nights, SEL Night, Peace Picnic, Career Expo, MS/HS Orientation	Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610 School Based Mental Health Professional: Warrior Empowerment Group	CHAT Therapist provided 34 more students: Crisis counseling sessions: +11 Individual/Family sessions: +26 Referrals:-56 Case Management: -176 School Based Mental Health Professional: Position cut, no support provided to students from this position

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		anxiety, depression, trauma related symptoms, coping/resiliency skills, safety planning related to self harm and suicidal thoughts. Student Group Topics (# of Students in each group): Anger management, mental health education, stress management, value exploration, developmental assets, identifying cognitive distortions, healthy relationships, emotional regulation. Warrior Empowerment Group: 12 students Bill Manes Alternative Education Student Success Group: 11 students	Referrals to outside agency (IHS& ICBH): 9 CHAT referrals: 8 Outreach events: 12 Mental Health Classroom lessons: 24 Main Issues Addressed while providing direct services: · Emotional Regulation & Trauma Responses Anxiety, depression, hypervigilance, and emotional dysregulation Flashbacks, nightmares, or dissociation · Safety & Suicidality Self-harm, suicidal thoughts, or unsafe behavior Creating and maintaining safety plans	Crisis Response: 33 District Counselor Support Data: The information below is for July 1, 2025 to April 22, 2026, CHAT Therapist provided 103 students support. Crisis counseling sessions: 37 Outreach Events: 8 (focused on Suicide Awareness, Teen Dating Violence Awareness, Self-Harm Awareness, Child Abuse Awareness, Mental Health Awareness, Drug and Alcohol Prevention, Homeless Youth Awareness, and Bullying Prevention) Individual/Family sessions: 260 Referrals: 358 Referrals to Outside Agencies: 709 (Referrals to over 30 different agencies and	Bill Manes Alternative Education Student Success Group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			· Trust & Relationship Building Difficulty forming safe, supportive relationships Challenges with attachment, boundaries, or authority figures · Academic Avoidance & School Engagement Chronic absenteeism or school refusal Lack of motivation or focus due to trauma impact · Family & Environmental Stressors Unstable or unsafe home environments Ongoing exposure to violence, neglect, or substance abuse · Identity & Self-Worth Low self-esteem, shame, or distorted self-image	community partners) Group Therapy: 15 sessions (with a total of 55 attendees/22 different students) Crisis Response: 20 Court/Victim Services Assistance: 12 Case Management: 434 (intake, assessment, service planning, treatment planning, care coordination, referrals, system navigation, advocacy, monitoring, follow-up, safety planning, family support, psychoeducation, compliance, multidisciplinary teamwork, and collaboration) School Based Mental Health Professional:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Struggles with identity, especially after trauma involving betrayal or marginalization Student Group Topics : Grounding and Mindfulness Practices, Managing Anxiety & Panic, The Window of Tolerance: Recognizing Triggers, Creating Peer Support Circles Warrior Empowerment Group: Did not do empowerment group second semester Bill Manes Alternative Education Student Success Group: 8-12 students	NA Position removed Warrior Empowerment Group: NA This year Bill Manes Bill Manes Alternative Education Success Group: 19 students		
2.3	Guidance and Family Coordinator data regarding session agendas and number of participants:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access	Maintained the same level of service and access to families when it came to college and career access.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-AWC -Scholarship Financial Literacy -Career Prep: IVROP -College and Career Expos -AWC Ambassadors Program -UC Connections Summer Program -SPVHS Student Service-Learning Program -SPPACE Workshops organized by Guidance and Family Coordinator	Guidance and Family Coordinator data: Financial Aid -Parent Senior Night: FAFSA Update and FSAID -November 2023- -December 2023- FAFSA Night -February 2024 -March 2024 -May 2024 (Scheduled for May 8, 2024) Scholarship Sessions / Presentations Scholarship Sessions with Guidance and Family Coordinator -October 2023 through April 2024 IVROP Scholarship Session -February 2024 Arizona Western College Warrior to Matador Event -April 2024- During the event two seniors won scholarship raffles. -1st Scholarship Raffle $300 -2nd Scholarship Raffle: AWC presidential	(Conditions of Learning) Guidance and Family Coordinator data: Financial Aid -Parent Senior Night: FAFSA Update and FSAID- October 2024- 19 participants -November 2024- 19 participants -December 2024- 24 participants FAFSA Night -January 2025- 47 participants -February 2025- 21 participants -March 2025- Didn't happen -May 2025- 4 participants Scholarship Sessions / Presentations Scholarship Sessions with Guidance and Family Coordinator -October 2024 through April 2025	(Conditions of Learning) Guidance and Family Coordinator data: Financial Aid -Senior Parent Night (FSA ID) - September - 43 participants FSA ID Night -October 2025- 6 participants FAFSA Night -October 2025 - 9 participants -November 2025 - 18 participants -January 2026- 5 participants -February 2026- 5 participants Scholarship Information with Guidance and Family Coordinator -October 2025 through April 2026 IVROP Scholarship Session - December 2025	(Conditions of Learning) Financial Aid Parent Senior Night: FAFSA Update and FSAID - Goal - 5 workshops per year Scholarship Sessions / Presentations Scholarship Sessions: Continue -IVROP Scholarship Session -Quechan Higher Student Presentation-Scholarship Workshops -I got a Scholarship, now what? Continue to build workshop options based on educational partner need.	Financial Aid Parent Senior Night: maintained Scholarship Sessions / Presentations Scholarship Sessions: Continued Workshops Continued Post Ed: College and Career Sessions (Sessions regarding Post-Ed, scholarships, FAFSA, etc.) - Continued Continued: -Community College and four-year university

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Scholarship- scholarship will cover 2 years of tuition. Quechan Higher Student Presentation- Scholarship -May 2024 -SPVHS Scholarship and Award Night -May 2024 The total amount scholarship money is still pending. Workshops -I got a Scholarship, now what? -A workshop will be conducted after the scholarship awards night in order to guide students on how to budget and used scholarship money wisely. Post Ed: College and Career Sessions -Senior Seminar Session by Ms. Kenia (Sessions regarding Post-Ed, scholarships, FAFSA, etc.) -September 2023 through April 2024	IVROP Scholarship Session -December 2024 Arizona Western College Warrior to Matador Event -April 2025- -1st Scholarship Raffle: $300 -2nd Scholarship Raffle: Pending AWC presidential Scholarship- Pending Quechan Higher Student Presentation- Scholarship -October 2024 SPVHS Scholarship and Award Night -May 2025 The total amount of scholarship money is still pending. Workshops -I got a Scholarship, now what?	Arizona Western College Warrior to Matador Event - April 2026, 16 participants -1st Scholarship Raffle: $500 -2nd Scholarship Raffle: Pending AWC presidential Scholarship- Pending Quechan Higher Student Presentation- Scholarship - October 2025 SPVHS Scholarship and Award Night-May 2026 The total amount of scholarship money is still pending. Workshops -How to Pay for College -A workshop will be conducted after the scholarship awards night in	Post Ed: College and Career Sessions (Sessions regarding Post-Ed, scholarships, FAFSA, etc.) - Continue Continue: -Community College and four-year university presentations - Continue -Arizona Western College Admissions Day -IVROP Mock Interviews (Seniors) -SDSU RISE- Imperial Valley -Arizona Western College Warrior to Matador Event -Imperial Valley College- College and University Day -Arizona Southwest Career and Trade Expo SPVUSD Career Expo Workshops	presentations - Continue -Arizona Western College Admissions Day -IVROP Mock Interviews (Seniors) -SDSU RISE- Imperial Valley -Arizona Western College Warrior to Matador Event -Imperial Valley College- College and University Day -Arizona Southwest Career and Trade Expo SPVUSD Career Expo Workshops: Continues Workshop- Continued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-San Diego State University RISE Program (Research, Innovation, Student Engagement)- Imperial Valley Program Introduction Presentation- August 2023- 34 students. SDSU RISE Student Meetings (Twice a month) -September 2023 through April 2024 – 22 student participants Grand Canyon University Presentation -August 2023 – 29 students Grand Canyon University Presentation Admissions Day -September 7, 2023 – 12 students Arizona Western College Admissions and Major Presentation -September 2023 – 27 students Arizona Western College Admission Rep Visit	-A workshop will be conducted after the scholarship awards night in order to guide students on how to budget and used scholarship money wisely. Post Ed: Did not happen (no senior seminar class this year) -September 2024 through April 2025 -San Diego State University RISE Program (Research, Innovation, Student Engagement)- Imperial Valley Program Introduction Presentation- August 2024 SDSU RISE Student Meetings (Twice a month) -September 2024 through April 2025 – 28 student participants	order to guide students on how to budget and use scholarship money wisely. San Diego State University RISE Program (Research, Innovation, Student Engagement)- Imperial Valley • Program Introduction Presentation- August 2025 • SDSU RISE Student Meetings (Twice a month) -September 2025 through April 2026 – 27 student participants Grand Canyon University	SPPACE (San Pasqual Academic Course Engagement) Workshops -KEYS to Success -Financial Aid: How Do I pay for College- -College Planning: Are you ready for your Senior to fly the nest? Workshop- Continue to build based on survey needs: -Parenting Center -Technology Parent -Cyber Bullying -Understanding Parent Vue -Overview Session + Understanding CalKids – Continue: -Educational Opportunities for Students -University California Connections	Continued SPVHS Student Service-Learning Program: continued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Once a month (September 2023 through April 2024) -Arizona Western College- College Assistant Migrant Program Presentation -September 2023 -Only 5 students qualify to apply for the program- acceptance into the program is still pending. Arizona Western College- TRIO KEYS Program Presentation -September 2023 -IVROP Resume Workshop -October 2023 -Arizona Western College: Junior and Senior Day -November 2023 – 38 students -Arizona Western College Admissions Day -December 2023- 35 students (all applied for admissions at AWC) IVROP Mock Interviews (Seniors) -February 2024	Grand Canyon University Presentation -May 2025 – 29 students Grand Canyon University Presentation Admissions Day -Did not happen Arizona Western College Admissions and Major Presentation -September 2025 – 30 students Arizona Western College Admission Rep Visit -Once a month (September 2024 through April 2025) -Arizona Western College- College Assistant Migrant Program Presentation -September 2025 -12 students qualify to apply for the program- acceptance into the program is still pending.	Presentation - October 2025 – 40 students Arizona Western College Admission Rep Visit -Once a month (September 2024 through April 2025) IVROP Resume Workshop - Pending Arizona Western College: Senior Day - November 2025 – 29 students Arizona Western College Admissions Day - October 2025 - 53 students IVROP Mock Interviews (Seniors) - Pending SDSU RISE-Imperial Valley: Technology Nursing School of Nursing Tour (Brawley) - October 2025 – 21	-Cesar Chavez Leadership Conference -IVROP Career Technical Education Leadership Conference -Imperial Valley College Talent Search Program SPVHS Student Service-Learning Program Goal- develop comprehensive plan to encourage and access service learning.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SDSU RISE- Imperial Valley: Technology Nursing School of Nursing Tour (Brawley) -March 2024 – 6 students participated. Arizona Westen College Warrior to Matador Event -April 2024 -18 students participated- all students were able to register for 2024 fall semester, and attended a resource fair, campus tour and presentations. -Hispanic 10 -Native American 8 Arizona Western College TRIO KEYS Advising Sessions for fall 2024. -May 2024 -12 students have applied to the program and have interview schedule for May 7, 2024 -Career Expos / Higher Ed Week Imperial Valley College- College and University Day	Arizona Western College- TRIO KEYS Program Presentation -September 2024 -IVROP Resume Workshop • December 2024 -Arizona Western College: Senior Day -November 2024 – 25 students -Arizona Western College Admissions Day October 2024- 26 students (all applied for admissions at AWC) IVROP Mock Interviews (Seniors) -April 2024 SDSU RISE- Imperial Valley: Technology Nursing School of Nursing Tour (Brawley) • October 2024 – 10	students participated. Arizona Western College Warrior to Matador Event - April 2026 -16 students participated (6 students pending for May)- all students were able to register for the 2026 fall semester, and attended a resource fair, campus tour and presentations. -Hispanic- 13 -Native American- 3 Arizona Western College TRIO KEYS Advising Sessions for fall 2026 -June 2026 (Pending) AWC Spanish & Writing CLEP Exam: April 2026 - 10 students (12 pending for May 2026) Higher Ed Week I		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-September 2023 – 42 students Higher Ed Week I -September 2023- Juniors and Seniors Arizona Western College Transfer and Career Expo -October 2023 Arizona Southwest Career and Trade Expo (9th-12th) -March 2024 SPVUSD Career Expo - April 2024- 9TH – 12TH Higher Ed Week II - May 2024 – 9th- 12th Priority 3: Parental Involvement (Engagement) Workshops SPPACE (San Pasqual Academic Course Engagement) Workshops -KEYS to Success (August, September and January Sessions) -Financial Aid: How Do I pay for College- September 2023	students participated. Arizona Western College Warrior to Matador Event -April 2025 -28 students participated- all students were able to register for the 2025 fall semester, and attended a resource fair, campus tour and presentations. -Hispanic- 15 -Native American- 13 Arizona Western College TRIO KEYS Advising Sessions for fall 2025. -June 2025 (Pending) -Career Expos / Higher Ed Week Imperial Valley College- Career Expo -March 2025- 13 students	-September 2025- 48 Seniors Arizona Southwest Career and Trade Expo (10th -12th) - March 2026- 27 students SPVUSD Career Fair- May 2026- HS students Higher Ed Week II - May 2026 – 11th grade Priority 3: Parental Involvement (Engagement) Workshops NO SPPACE (San Pasqual Academic Course Engagement) Workshops -Financial Aid: How Do I pay for College -Did not happen Now working with Florecer (non-profit) instead of SPPACE		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-College Planning: Are you ready for your Senior to fly the nest? Workshop in- progress -Parenting Center (Collaboration with Mrs. Alvarez) -Technology Parent Meeting- January 2024 -Cyber Bullying – February 2024 -Understanding Parent Vue – April 2024 -Overview Session + Understanding CalKids – May 2024 Educational Opportunities for Students -Girl State- Summer 2024 -Junior student will be attending Girl State 2024 University California Connections Summer Program 2024 -Sophomore student will be attending (Migrant program will be funding female student to attend)	Higher Ed Week I -September 2024- Juniors and Seniors Arizona Southwest Career and Trade Expo (11th-12th) -March 2025- 31 students SPVUSD Career Fair- May 2025- 9TH – 12TH Higher Ed Week II - May 2025 – 11th Priority 3: Parental Involvement (Engagement) Workshops SPPACE (San Pasqual Academic Course Engagement) Workshops -Financial Aid: How Do I pay for College- September 2023 -Did not happen	Workshop in-progress: Liaison in collaboration with SDSU Native Resource Center to bring familiarity and awareness to parents about their support and guidance at the university -Parenting Center (Collaboration with Mrs. Alvarez) -The affects and use of smoking vapes and resources for quitting Educational Opportunities for Students -Girl State- Summer 2025 -Junior student will be attending Girl State 2025 Did not happen Arizona State University Inspire 2025 -Junior student will be attending -Cesar Chavez		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Cesar Chavez Leadership Conference 2024 -UC Davis -9 students IVROP Career Technical Education Leadership Conference (Calexico- Ag students only) -October 2023- 6 students Imperial Valley College Talent Search Program -10 Senior Participants SPVHS Student Service-Learning Program -Community Service- Food box distribution or other events -Number of students various each month from 3 to 9 students Besides the 18 students registered and attending AWC in the fall, we have one student who will be attending Santa Monica Community College (Native American student).	Workshop in-progress -Parenting Center (Collaboration with Mrs. Alvarez) -The affects and use of smoking vapes and resources for quitting Educational Opportunities for Students -Girl State- Summer 2025 -Junior student will be attending Girl State 2025 Did not happen Arizona State University Inspire 2025 -Junior student will be attending -Cesar Chavez Leadership Conference 2025 -Did not happen Imperial Valley College Talent Search Program	Leadership Conference 2025 -Did not happen Imperial Valley College Talent Search Program • 10 Senior Participants SPVHS Student Service-Learning Program -Community Service- Food box distribution or other events -Number of students various each month from 3 to 9 students Besides the 27 students registered and attending AWC in the fall, we have one student who will be attending U of A and one student who will be attending GCU (Native American student). Museum of Latin		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 10 Senior Participants SPVHS Student Service-Learning Program -Community Service- Food box distribution or other events -Number of students various each month from 3 to 9 students Besides the 27 students registered and attending AWC in the fall, we have one student who will be attending U of A and one student who will be attending GCU (Native American student). Museum of Latin American Art and beach trip- students attended via a grant offered through San Manuel Band of Indians.	American Art and beach trip- students attended via a grant offered through San Manuel Band of Indians. -34 students Healthy Futures Symposium: Building a Career in Food, Nutrition, Health, and Wellness- April 2025- 10 students Admit Reception- IV Fairgrounds- April 2025- recognition ceremony honoring High School Seniors that have been accepted to a 4-year college or university. 4 students attended 2025-2026 Cal State Humboldt Presentation- September 2024- Juniors and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-34 students Healthy Futures Symposium: Building a Career in Food, Nutrition, Health, and Wellness- April 2025- 10 students Admit Reception- IV Fairgrounds- April 2025- recognition ceremony honoring High School Seniors that have been accepted to a 4-year college or university. Cal State Humboldt Presentation- September 2024- Juniors and Seniors Cal State University Fullerton- September 2024- Juniors and Seniors Campesinos Sin	Seniors Cal State University Fullerton- September 2024- Juniors and Seniors Campesinos Sin Fronteras Youth Conference- Rise and Thrive: Building Connections Through Advocacy- May 2025 -14 students UC San Diego- Comienza Con Un Sueno 2025 Conference- April 2025 -4 students		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Fronteras Youth Conference- Rise and Thrive: Building Connections Through Advocacy- May 2025 -14 students UC San Diego- Comienza Con Un Sueno 2025 Conference- April 2025 -4 students			

Goal Analysis [2025-26]

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

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

In 2025–26, all planned actions under Goal 2 were initiated or completed, with steady progress made toward improving communication, transparency, and access for families.

Partially Implemented Actions:
Action 2.1 – Educational Partner Surveys & Participation
Status: No pre survey at this time. Data in the new survey system will be compared by Panorama in future years.
SPVUSD administered its primary educational partner survey during the spring window and expanded its outreach through social media, parent connection apps, QR codes, and parent-teacher conferences. We were able to increase survey participants in the community again this year, and the survey results informed LCAP revisions and site planning.
While parental involvement in committees is still low, we strive to provide varying meetings times as well as other ways for families to give their input.

Action 2.2 – Parent Portal and Academic Transparency

Status: In progress at middle school, completed at high school, elementary does not have the portal available for parents yet.
SPVUSD continues to work on digital access to progress reports and report cards for parents at the elementary level. Returning to letter grades has been a challenge but parents are responding to the new grading system. Soon, parents will have real time access to student progress through an online portal.

Fully Implemented Actions
Action 2.3 (Communication Platforms): Fully implemented. The district maintained consistent communication through social media, flyers, and the website, as well as translated outreach in Spanish and Quechan.
Action 2.5 (Community Liaison): Fully implemented. The liaison supported workshops, outreach events, and resource connection for families.
Action 2.7 (Parent Education & Advocacy): Fully implemented through collaboration with external organizations and SPAACE (now Florecer), offering relevant and culturally affirming support for families.

Overall Progress & Next Steps
Progress was seen in:
Expanding survey outreach and feedback quality
Launching a revised elementary report card
Providing a wide range of well-received family workshops

Challenges included:
Low attendance in formal advisory groups
Incomplete rollout of the Synergy Parent Portal
Difficulty scaling family workshop attendance due to logistical barriers

These reflections will inform improvements in engagement structures, scheduling, and family communications for 2026–27, with the goal of increasing equitable access and ensuring all families have a voice in district decision-making.

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

There were no material differences reported in the data for Goal 2. Expenditures aligned closely with original projections, and all planned services were delivered. As a result, the percentage of improved services provided was consistent with the plan.

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

The actions under Goal 2 have shown many attempts at gathering parent and community making progress toward improving educational partner engagement and communication.

Action 2.1 (Educational Partner Surveys & Participation):
This action was partially effective. The spring 2025 survey window yielded higher family participation than in previous years, particularly due to the QR code that was created for the survey and the use of district social media sites and parent communication apps. Survey feedback

shows a lower percentage of positive responses but this could be due to the new survey system not exactly aligning with previous survey questions and not being scored the same. Future surveys will be compared by the company and show a more accurate rating of the input from families. However, formal parent and community input attempts such as DIPAC, DELAC, and PAC continued to have low attendance, with an average of 2 community members present resulting in some meetings canceled due to lack of quorum.

Action 2.2 (Synergy Parent Portal & Report Card Transparency):
This action showed partial progress and was not effective. The district-wide rollout of the Synergy Parent Portal is incomplete due to issues at the elementary site that the company is still working to resolve.

Family Workshops (supporting Actions 2.3, 2.5, and 2.7):
The Guidance and Family Coordinator, Community Liaison, and school counselors, led multiple high-quality workshops, Positive Traditional Parenting, and mental health awareness (CAFECITO series). Attendance has improved at these workshops indicating that when support is provided, families are open to coming now.

Parent and Family Engagement Reflection Tool (Metric 2.1):
The district rated a 3.5 out of 5, reflecting “initial implementation with some emerging practices.” This rating illustrates progress in building infrastructure but highlights the need for deeper engagement and greater inclusivity across all family groups.

Summary of Effectiveness

What worked: Family surveys with the new company roll out, quality of workshops

What needs improvement: Broader advisory committee participation, full rollout of digital tools

These insights have guided refinements in the 2026–27 LCAP, including plans to provide additional staff training, align meeting times with high-interest community events, and offer incentives for parent involvement. SPVUSD remains committed to creating a more inclusive, transparent, and accessible family engagement system that centers the voices of all educational partners.

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.

If nothing has changes you state no changes to .....

As a result of reflection on prior year implementation, including survey data, attendance at advisory meetings, and feedback from site leaders, SPVUSD made targeted refinements to Goal 2 actions for 2025–26 to improve educational partner engagement and access to actionable information.

Action 2.1 (Survey Access & Advisory Participation):

Survey participation increased in 2025–26 due to the new program Panorama and easy access to the surveys. Through this company, we were able to push out the survey in student emails, QR codes, and social media. We need to target events next school year to get more community completions. We plan to have tables set up at sporting events and other events parents attend in order to encourage survey completion.

Action 2.2 (Academic Transparency & Communication Tools):
While the new elementary report card was successfully implemented, challenges with consistent use of the Synergy gradebook delayed full activation of the Parent Portal. After many failed attempts through the company to complete the set-up for elementary school, we will begin looking for another portal in 2025-2026, for grading sharing with parents.

These refinements reflect a commitment to creating more inclusive, engaging, and responsive systems for family engagement and communication, aligned with feedback gathered through survey responses and site-level reflections.

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	Pre/Post Parent Surveys (Priority 3 and 6)	2.1Action Description: SPVUSD will administer a pre- and post-survey to families to assess perceptions of their opportunities to participate in school decision-making and overall feelings of school connectedness and safety. The surveys will be distributed through a variety of outreach methods to maximize participation, including at high-interest events such as: Football games; PeaceBuilder family picnic; Fall festival; Parent-teacher conferences and school site events To encourage robust participation, the district will consider offering incentives for survey completion. Survey prompts will reflect LCAP-aligned themes, including: Family and community engagement;Perceived safety; Equity and inclusiveness; Opportunities to influence school decisions The data collected will be disaggregated by student group, including American Indian (AI), English Learners (EL) and Homeless (HOM) populations, and will be used to draft a narrative analysis that guides the district's efforts to strengthen educational partner voice and improve school	$6,960.00	No

Action #	Title	Description	Total Funds	Contributing
		climate. Findings will be presented to district leadership and shared with educational partners to inform planning and adjust future engagement practices. This action is designed to support all students and families, fostering a culture of inclusion, transparency, and responsive decision-making across all school sites.		
2.2	Synergy Parent Portal (Priority 3 and 5)	2.2 SPVUSD will continue to implement and promote the Synergy Parent Portal to increase communication and transparency between schools and families. The portal provides real-time access to student grades, attendance records, discipline, and school notices for families of students in grades K–12. This tool is designed to:Strengthen family engagement in student learning; Provide early access to academic or attendance concerns; Support timely parent/guardian response to potential barriers to student achievement or school connectedness. This action supports all families, with particular benefit for families of American Indian (AI), English Learners (EL), Hispanic (HI), Homeless (HOM), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD), who may face barriers to in-person engagement or may benefit from on-demand digital access to school information. Ongoing efforts will be made to: Provide training and support for families on how to use the portal effectively; Ensure language access and mobile-friendly design; Encourage schools to actively refer parents to the portal as a key engagement strategy. The Synergy Parent Portal is a foundational component of SPVUSD’s broader family engagement strategy, supporting attendance improvement, academic monitoring, and parent empowerment across all student groups.	$10,652.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Pre-Meeting and Orientation Packet for New Families (Priority 3, 5, and 6)	2.3 To strengthen parent engagement and support smoother school transitions, SPVUSD will implement a structured orientation process for families, with a focus on those new to the site or district. This action includes: Development of a comprehensive parent orientation packet containing key information about school policies, attendance expectations, academic supports, behavior guidelines, and communication tools; A welcome meeting hosted prior to the district's annual Ice Cream Social, open to all but targeting families of newly enrolled students; Campus tours offered during the event to build familiarity, comfort, and school connectedness; Continuation of the Kindergarten Round-Up, an early enrollment and family engagement event designed to support staffing projections, establish early relationships, and orient incoming families. These activities are designed to improve school connectedness, parent understanding of expectations, and access to resources, particularly for families who may be new to the district or less familiar with school procedures. The action supports all families and is especially beneficial for families of American Indian (AI), English Learner (EL), Hispanic (HI), Homeless (HOM), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). This early engagement strategy helps foster a welcoming school climate and improves family confidence and involvement—factors strongly associated with student attendance, behavioral outcomes, and academic achievement.	$1,500.00	No
2.5	District-wide Calendar and new website through Catapult (Priority 3, 5, and 6)	2.5 SPVUSD will develop and distribute a monthly, districtwide calendar that consolidates all school and district events, meetings, and family engagement opportunities. This calendar will: Include events from all school sites and district departments; Be color-coded by site to make navigation easy for families with students at multiple campuses; Be distributed in print and digital formats (e.g.,	$6,567.00	No

Action #	Title	Description	Total Funds	Contributing
		posted to the district website, shared via social media platforms, and provided at school sites); Highlight opportunities for families to participate in school activities, advisory committees, academic events, and community celebrations. The calendar promotes equitable access to school engagement information and encourages regular family participation, particularly for families who may not have consistent access to campus or rely on digital communication channels. This action is designed to increase family awareness, visibility of engagement opportunities, and feelings of inclusion in the school community. It directly supports the participation of American Indian (AI), English Learner (EL), Hispanic (HI), Homeless (HOM), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) family groups by improving access to event information and strengthening school-home communication. This communication strategy supports SPVUSD's broader goal of improving school connectedness, increasing parent involvement in decision-making structures, and reinforcing a welcoming school climate for all families.		
2.7	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	2.7 SPVUSD will continue to implement and expand family-centered workshops and postsecondary planning supports as part of its strategy to strengthen student outcomes and close opportunity gaps. This role supports family engagement and parent education. It is principally directed to foster youth, English Learners, and low-income families, particularly in households with high levels of disengagement or trauma. Family engagement is linked to improved student outcomes, especially in low-income communities (Henderson & Mapp, 2002). Guidance and Family Coordinator, these learning opportunities are designed to: Equip families with tools for proactive parenting and supporting academic development at home; Increase access to college and career planning resources, including A–G transcript reviews, FAFSA/scholarship support, and postsecondary application guidance; Provide college and career awareness activities such as field trips, guest speakers, and community	$89,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
		events; Promote understanding of graduation requirements, school expectations, and district supports through accessible, multilingual outreach. This role enhances home-school partnerships and promotes equitable access to information for all families, with a focus on unduplicated pupils, including American Indian (AI), English Learners (EL), Hispanic (HI), Homeless (HOM), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Student Achievement By June 2027, San Pasqual Valley Unified School District will increase the percentage of students meeting or exceeding standards on state assessments in ELA and Math by at least 10 percentage points overall and by 15 percentage points for American Indian and SWD student groups. The district will also decrease the amount of students chronically absent and as well as increase average daily attendance to 95% district wide. SPVUSD was identified as needing support through Differentiated Assistance (DA) and Direct Technical Assistance (DTA). This support is provided by Imperial County Office of Education (ICOE) which focuses and systems improvement, data analysis, and goal setting. This work in monitored by California Collaborative for Educational Excellence (CCEE). Established in 2013 under California Education Code Section 52074, the CCEE is a statewide agency that provides advice and assistance to school districts, county offices of education, and charter schools in achieving the goals set forth in their Local Control and Accountability Plans (LCAPs). Differentiated Assistance: Differentiated Assistance Eligibility: Year 1 2025 Qualifiers Priority 4: American Indian, Students with Disabilities Priority 5: American Indian, Students with Disabilities Differentiated Assistance Eligibility: Year 2 2024 Qualifiers Priority 4: American Indian, Homeless, SED, SWD (Math) Priority 6: Suspension Rate = American Indian, Homeless, SED, SWD ELPI: No identified populations Special Education – CIM: Identified for late IEPs/initial assessments or lack of improvement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SPVUSD continues to face significant academic performance gaps, particularly in English Language Arts and Mathematics. Recent CAASPP and STAR data indicate that fewer than 25% of students are meeting grade-level standards, with American Indian, SED, and SWD students disproportionately represented in the lowest performance bands.

Educational partners have called for more engaging instruction, relevant coursework, and earlier exposure to college and career planning. This goal emphasizes Tier 1 instructional improvement, structured academic interventions, and expanded postsecondary access through dual enrollment, CTE pathways, and targeted supports for English Learners and at-risk youth.

By setting ambitious but attainable targets, this goal prioritizes equity, rigor, and readiness—ensuring every student is supported and challenged to meet their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP -ELA and Math % met or exceeded standard per district, site, and student group -CAST California Science Test % met or exceeded standard per district and site -EAP ELA and Math % college ready	Priority 4 – Pupil Achievement CAASPP, 2022-2023, All Students ELA 23.02% Met or Exceeded Math 5.61% Met or Exceeded Elementary School: ELA 16.4% Met or Exceeded Math 6.8% Met or Exceeded Middle School:	Priority 4 – Pupil Achievement CAASPP, 2023-2024, All Students ELA 20.78% Met or Exceeded Math 6.21% Met or Exceeded Elementary School: ELA 18.32% Met or Exceeded Math 11.45% Met or Exceeded Middle School:	Priority 4 – Pupil Achievement CAASPP, 2024-2025, All Students ELA 23.73% Met or Exceeded Math 7.1% Met or Exceeded Elementary School: ELA 19.84% Met or Exceeded Math 11.81% Met or Exceeded Middle School:	Priority 4 – Pupil Achievement CAASPP, All Students ELA 40% Met or Exceeded Math 40% Met or Exceeded Elementary School: ELA 40% Met or Exceeded Math 40% Met or Exceeded Middle School:	Priority 4 – Pupil Achievement CAASPP, All Students ELA +.71 percentage points (slight improvement) Met or Exceeded Math +1.49 percentage points (a slight improvement) Elementary School:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source used: Dashboard CAST DataQuest CALPADS RFEP CAASSP- ELPAC.CDE.CA. GOV	ELA 22.9% Met or Exceeded Math 2.3% Met or Exceeded High School: ELA 37.5% Met or Exceeded Math 12.1% Met or Exceeded CAASPP RFEP 5% in 2023 CAASPP Students with Disability ELA 3.7% Met or Exceeded Math 0% Met or Exceeded CAASPP Homeless ELA 23.8% Met or Exceeded Math 9.1% Met or Exceeded CAASPP EL ELA 9.1% Met or Exceeded Math 1.8% Met or Exceeded CAASPP SED ELA 22.6% Met or Exceeded	ELA 19.85% Met or Exceeded Math 1.53% Met or Exceeded High School: ELA 33.33% Met or Exceeded Math 4.88% Met or Exceeded CAASPP RFEP in 2024 CAASPP Students with Disability ELA 4.41% Met or Exceeded Math 1.47% Met or Exceeded CAASPP Homeless ELA 11.54% Met or Exceeded Math 0% Met or Exceeded CAASPP EL ELA 5% Met or Exceeded Math 5.08% Met or Exceeded CAASPP SED ELA 18.53% Met or Exceeded	ELA 21.23% Met or Exceeded Math 2.63% Met or Exceeded High School: ELA 37.26% Met or Exceeded Math 6.12% Met or Exceeded CAASPP RFEP 2025: (5.13%) CAASPP Students with Disability ELA 6.89% Met or Exceeded Math 0% Met or Exceeded CAASPP Homeless ELA --% Met or Exceeded Math --% Met or Exceeded CAASPP EL ELA 10.77% Met or Exceeded Math 4.69% Met or Exceeded CAASPP SED ELA 23.42% Met or Exceeded	ELA 40% Met or Exceeded Math 40% Met or Exceeded High School: ELA 70% Met or Exceeded Math 40% Met or Exceeded CAASPP RFEP - 35% CAASPP Students with Disability ELA 30% Met or Exceeded Math 30% Met or Exceeded CAASPP Homeless ELA 40% Met or Exceeded Math 40% Met or Exceeded CAASPP EL ELA 40% Met or Exceeded Math 40% Met or Exceeded CAASPP SED ELA 40% Met or Exceeded	ELA +3.44 percentage points (improvement) Math +5.01 percentage points (strong improvement) Middle School: ELA -1.67 percentage points (decline) Math +0.33 percentage points (slight improvement) High School: ELA -.24 percentage points (slight decline) Math -5.98 percentage points (significant decline) CAASPP RFEP - +.13% CAASPP Students with Disability ELA +3.19 percentage points (improvement) Math 0 percentage points (initial

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math 5.28% Met or Exceeded American Indian ELA 26.3% Met or Exceeded Math 6.16% Met or Exceeded 11th grade - 55.55% Met or Exceeded in ELA 11th grade - 23.08% Met or Exceeded in Math Hispanic ELA 17.9% Met or Exceeded Math 4.1% Met or Exceeded 11th grade - 31.58% Met or Exceeded in ELA 11th grade - 5.26% Met or Exceeded in Math CAST California Science Test Standard Met or Exceeded: District 8.3% Elementary 9.4% Middle School 7.5% High School 8.3%	Math 5.28% Met or Exceeded American Indian ELA % Met or Exceeded Math % Met or Exceeded 11th grade - % Met or Exceeded in ELA 11th grade - % Met or Exceeded in Math Hispanic ELA 21.52% Met or Exceeded Math 5.10% Met or Exceeded 11th grade - 33.33% Met or Exceeded in ELA 11th grade - 5.56% Met or Exceeded in Math CAST California Science Test Standard Met or Exceeded: District 7.69% Elementary 17.5% Middle School 3.12%	Math 6.99% Met or Exceeded American Indian ELA 22.84% Met or Exceeded Math 3.94% Met or Exceeded 11th grade --% Met or Exceeded in ELA 11th grade --% Met or Exceeded in Math Hispanic ELA 25% Met or Exceeded Math 8.97% Met or Exceeded 11th grade - 36.11% Met or Exceeded in ELA 11th grade - 8.82% Met or Exceeded in Math CAST California Science Test Standard Met or Exceeded: District 7% Elementary 8.89% Middle School 2.33%	Math 40% Met or Exceeded American Indian ELA 40% Met or Exceeded Math 40% Met or Exceeded 11th grade - 80% Met or Exceeded in ELA 11th grade - 40% Met or Exceeded in Math Hispanic ELA 40% Met or Exceeded Math 40% Met or Exceeded 11th grade - 80% Met or Exceeded in ELA 11th grade - 40% Met or Exceeded in Math CAST California Science Test Standard Met or Exceeded: District 20% Elementary 30% Middle School 30% High School 30%	progress from 0 baseline) CAASPP Homeless ELA —-- percentage points Math --- percentage points CAASPP EL ELA +1.61 percentage points (slight improvement) Math +2.89 percentage points (significant improvement) CAASPP SED ELA +.82 percentage points (slight improvement) Math +1.71 (improvement) American Indian ELA -3.46% Met or Exceeded (significant decline) Math -2.22% Met or Exceeded (significant decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAA - fewer than 10 tested, DATA SUPPRESSED EAP College Ready Rate: English District: 15.9% High School: 12.5% EAP College Ready Rate: Math District: 2.8% High School: 3.0%	High School 5.13%	High School 8.16%	CAA - fewer than 10 tested - 30 % proficiency EAP College Ready Rate: English District: 40% High School: 40% EAP College Ready Rate: Math District: 40% High School: 40%	11th grade - ---% Met or Exceeded in ELA 11th grade - % Met or Exceeded in Math Hispanic ELA +7.12 percentage points (significant improvement) Math +4.87 percentage point (significant improvement) 11th grade ELA - +4.53 percentage points (improvement) 11th grade Math- +3.56 percentage points (improvement) CAST California Science Test Standard Met or Exceeded: District +3.1 points (improvement) Elementary -.51 percentage points (slight decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Middle School – 5.17 percentage points (significant decline) High School –.14 percentage points (slight decline)
3.2	Number of CTE Completers Number of Dual Enrollment CCI % prepared Number meeting A-G requirements % meeting both A-G and CTE completion requirements % earning an AP exam score of 3 or higher High School Graduation Rate %	Priority 4 and 5 – Student Achievement and Engagement 2022 - 2023 CCI % prepared 20.4% CTE Completers, 6 seniors in Agri-science, 4 in progress, 19 juniors in progress Attended AWC Ag Summit: 5 Work-Based Learning - 10 students, 1 pending Dual Enrollment, completed in 2023 - 2024: 16 students in Eng 101 12 students in Eng 102 18 students in Art History 142 8 students in Math 151 Per DataQuest:	Priority 4/5 – Student Achievement and Engagement 2023 - 2024 CCI % prepared 45% CTE Completer 20 Seniors in Agri-science, 5 in progress, 27 juniors in progress Attended AWC Ag Summit: 12 registered Work-Based Learning - 11 students Dual Enrollment, completed in 2024 - 2025: 16 students in Eng 101 (semester 1)	Priority 4/5 – Student Achievement and Engagement 2024 - 2025 CCI % prepared 50.9% CTE Completer (completers): 12 students (25%) 25/26 projection Total 42 (79.2%0 Seniors graduating as completers 31 Agriculture CTE 11 Education CTE 6 Both CTE Pathways Dual Enrollment, completed in 2025 - 2026:	Priority 4 and 5 – Student Achievement and Engagement 2026-2027 CCI % prepared 45% CTE Completers 15 seniors in Agri-science 10 seniors in Education Work-Based Learning - 25 students Dual Enrollment, completed: 25 students in Eng 101 25 students in Eng 102 30 students in Art History 142	Priority 4/5 – Student Achievement and Engagement CCI % prepared - +30.5 percentage points – Major increase from baseline Seniors in Agri-science More than decreased, Juniors in progress not reported Attended AWC Ag Summit: Work-Based Learning - Dual Enrollment, completed in 2025 - 2026: Eng 101 (semester 1) - +4 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dropout Rate % Middle School Promotion Rate % Middle School Dropout Rate % Source used: Dashboard, College/Career CALPADS - CTE DataQuest Tableau Public https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators	3 Native students meeting UC/CSU requirements 3 Hispanic students meeting UC/CSU requirements 5% of students were CTE completers and met A-G 2023 AP US History, AP exams, test and results not yet received. 2023 Graduation Rate: 2023: 79.5% compared to State: 86.2% In 2023, the SPVUSD graduates student groups were the following: 81.8% who were English Learners graduated 79.1% who were Socioeconomically Disadvantaged graduated 88.9% who were Hispanic/Latino graduated	12 students in Eng 102 0 students in Art History 142 6 students in Math 151 Per DataQuest: Native students meeting UC/CSU requirements Hispanic students meeting UC/CSU requirements 5% of students were CTE completers and met A-G 2024-2025 Dual enrollment in lieu of AP Graduation Rate: 2024: 86.4% compared to State: 86.4% In 2024, the SPVUSD graduates student groups were the following: --% were English Learners	20 students in Eng 101 (semester 1) 20 students in Eng 102 11 students in math 151 9 students in History 122 Per DataQuest: Native students meeting UC/CSU requirements - 13.3% Hispanic students meeting UC/CSU requirements - 36.8% 18% of students were CTE completers and met A-G 2025-2026 Dual enrollment in lieu of AP Graduation Rate: 2025: 86% compared to State: 87.8% In 2025, the SPVUSD graduates student	20 students in Math 151 Add two more AWC/IVC courses by 2027. 40% of students are CTE completers and meet A-G 2027 Graduation Rate: 95% or above 2027 Dropout Rate: District: under 5% Graduation Rate: 85%	Eng 102 +8 students Art History 142- removed Math 151- +1 student History 122 (new) +9 students Graduation Rate: 2025: -.4 percentage points decrease– maintained SPVUSD is now on par with state average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.7% who were American Indian graduated 2023 Dropout Rate: District: 32.1% High School: 20.5% Continuation:--% --% means there are not enough students in the group to publish data Middle School Graduation/Promotion Rates, 2022-2023: Dropout Rate: 0% Promotion Rate:98.68%	79.2% who were Socioeconomically Disadvantaged graduated 90% who were Hispanic/Latino graduated 81% who were American Indian graduated 2024 Dropout Rate: District: 20.4% High School: 13.6% Continuation:--% --% means there are not enough students in the group to publish data Middle School Graduation/Promotion Rates, 2023-2024: Dropout Rate: 0% Promotion Rate: %	groups were the following: 93.3% were English Learners 86.7% who were Socioeconomically Disadvantaged graduated 90.5% who were Hispanic/Latino graduated 78.9% who were American Indian graduated 2026 Dropout Rate: District: 11.5% High School: 10.5% Continuation: 25% --% means there are not enough students in the group to publish data Middle School Graduation/Promotion Rates, 2025-2026: Dropout Rate: 0% Promotion Rate: %		
3.3	(Priority 2) Implementation of state board adopted academic	(Priority 2) SPVUSD utilizes Priority 2 Reflection	(Priority 2) SPVUSD utilizes Priority 2	(Priority 2) SPVUSD utilizes Priority 2	2027 RFEP - 25% ELPI - 25%	(Priority 2) RFEP: 2.84% gain from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content and performance standards for all students. (Priority 4) Programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency. -Reclassification Fluent English Proficient (RFEP) number and % -English Learners Progress Indicator (ELPI) -ELPAC % Proficient -ELPAC Well developed rate	Tool to analyze our implementation of state standards. Results from this reflection are shared with the board in June and reported through the Dashboard in Fall 2023-34. (Priority 4) RFEP - 2021-2022: 3 students (2.29%) 2022-2023: 4 students (2.9%) 2023-2024: 2 students (1.58%) ELPI - 2023: Unavailable English Lang Proficiency, Summative ELPAC 2022-2023: 7.94% Proficient Summative: 14.6% Level 1: 35.71% Level 2: 30.16% Level 3: 26.19% Level 4: 7.94% 2023 ELPAC Well Developed Rate: SPVUSD: 7.9% Elementary: 2.1% Middle School: 14.3%	Reflection Tool to analyze our implementation of state standards. Results from this reflection are shared with the board in June and reported through the Dashboard in Fall 2024-25. (Priority 4) RFEP - 2024-2025: 4 (3.13%) ELPI - 2024: 35.9% Making progress English Lang Proficiency, Summative ELPAC 2023-2024 6.72 % Proficient Level 1: 36.13% Level 2: 34.45% Level 3: 22.69% Level 4: 6.72% 2024 ELPAC Well Developed Rate: SPVUSD: 6.72 %	Reflection Tool to analyze our implementation of state standards. Results from this reflection are shared with the board in June and reported through the Dashboard in Fall 2025-26. (Priority 4) RFEP - 2025-2026: 6 students (5.13%) ELPI - 2025: 47.1% Making progress English Lang Proficiency, Summative ELPAC 2024-2025 Proficient: 11.11% Level 1: 29.06% Level 2: 38.46% Level 3: 21.37% Level 4: 11.11% 2024 ELPAC Well Developed Rate:	English Lang Proficiency, Summative ELPAC 2027: 25% Proficient Summative: 25% Level 1: 40% Level 2: 50% Level 3: 60% Level 4: 70% 2027 ELPAC Well Developed Rate: SPVUSD: 20% Elementary: 20% Middle School: 20% High School: 20%	ELPI - 2024: 11.2% gain from baseline (using 2024) English Lang Proficiency, Summative ELPAC 2023-2024 +3.17% increase Level 1: -6.65% Significant decrease – suggests progression Level 2: +8.3% indicates movement from 1 to 2 Level 3: - 4.82% suggests movement from 3 to 4 Level 4: +3.17% overall proficiency increase 2024 ELPAC Well Developed Rate: SPVUSD: +3.21% Elementary: +7.52% – significant increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School: 10.3%	Elementary: 5.77% Middle School: 0% High School: 10.42%	SPVUSD: 11.11 % Elementary: 9.62% Middle School: 0% High School: 17.39%		Middle School: -14.3% – urgent concern High School: +7.09% significant increase
3.4	Priority 1 – Basic Conditions Teachers -number fully credentialed -number misassigned Instructional Materials -number of complaints -percentage without access Administrators Counselors Psychologist Williams Act	Priority 1 – Basic Conditions 2023-2024 Teachers are appropriately assigned in the subject areas and for the pupils they are teaching. Science- Vacancy= Misassignment Sped Director holds teaching credential, enrolled in an administrative program. 49 teachers (includes 3 counselors, 1 psychologist) 49 fully credentialed teachers 5- Admin 54 total certificated staff 2023-2024- No Williams findings.	Priority 1 – Basic Conditions 2024-2025 Teachers are appropriately assigned in the subject areas and for the pupils they are teaching. Science - Filled Sped Director holds teaching credential, continued enrollment in an administrative program. 45 teachers (includes 3 counselors, 0 psychologist) 5- Admin 53 total certificated staff	Priority 1 – Basic Conditions 2025-2026 Teachers are appropriately assigned in the subject areas and for the pupils they are teaching. Science - Filled Sped Director holds teaching credential, continued enrollment in an administrative program. 45 teachers (includes 3 counselors, 1 psychologist) 5- Admin 54 total certificated staff	Priority 1 – Basic Conditions Teachers are appropriately assigned in the subject areas and for the pupils they are teaching. Zero Misassignments 2027 51 certificated staff (includes 3 counselors, 1 psychologist) 51 fully credentialed teachers 5- Admin 60 total certificated staff 2027 No Williams findings.	Priority 1 - Basic conditions In 2025-2026 the district reported no misassignments. The SPED Director continues to hold a teaching credential and is progressing through an administrative credentialing program. Across both years, the district experienced no Williams Findings, no instructional materials complaints, and 0% of students lacked access to materials, confirming full compliance with instructional access requirements.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Textbooks and Instructional Material - 0 complaints Sufficient instructional materials and access per Williams review Percent of students without access to instructional materials = 0% Facilities are maintained and in good repair. SPVES 98.95%	2024-2025- No Williams findings. Textbooks and Instructional Material - 0 complaints Sufficient instructional materials and access per Williams review Percent of students without access to instructional materials = 0% Facilities are maintained and in good repair. SPVES 100%	2025-2026- No Williams findings. Textbooks and Instructional Material - 0 complaints Sufficient instructional materials and access per Williams review Percent of students without access to instructional materials = 0% Facilities are maintained and in good repair.	Textbooks and Instructional Material Zero complaints Sufficient instructional materials and access per Williams review Percent of students without access to instructional materials = 0 Facilities are maintained and in good repair. SPVES 100%	Facility conditions at San Pasqual Valley Elementary are considered meeting.
3.5	SPVUSD utilizes Priority 7 Course Access Reflection Tool reported to board and CA School Dashboard Annually High School - Curriculum, Master Schedule redesign, 4x4 block, leading to 320 credits in four years, with dual enrollment option.	Priority 7: Course Access 2023-2024 High School Middle School - Cultures Around the World Yearbook ASB	Priority 7: Course Access 2024-2025 High School - High school has returned to a traditional schedule. Middle School - Cultures Around the World Yearbook	Priority 7: Course Access 2025-2026 High School - High school has returned to a traditional schedule. Middle School - Cultures Around the World Yearbook	2027 Bill Manes Alternative High School - Curriculum aligned with high school. Full support for reintroduction to High School campus for graduation. Students have Individual Learning	Priority 7 HS. Traditional 7 period was tried and adjustments to period numbers will be made for the 26-27 school year to reduce the amount of daily classes. MS - No new additions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Middle School - Electives added to schedule Elementary School - Redesign. Bill Manes - complete overhaul of expectations and direction. Community Day School (CDS) Adult School -	Music Computers Elementary School Bill Manes Alternative High School - Curriculum aligned with high school. Full support for reintroduction to High School campus for graduation. Students have Individual Learning Plans to stay informed and encouraged to move forward. High School teachers provide core instruction for BM students, one core area per period. Teacher has been assigned to BM to provide instruction, guidance, and monitoring of success of students. Bill Manes received a six-year WASC accreditation with a three-year review, good until 2029.	ASB Music Computers Wildcat Success Elementary School - Master schedule has been redesigned to allow for 2 grade levels at a time to participate in collaboration together. Bill Manes - complete overhaul of expectations and direction. Community Day School (CDS)- was not operational in 24-25 Adult School - 15 Grads in 24-25	ASB Music Computers Wildcat Success Elementary School - Master schedule returned to one grade level collaboration at a time due to removal of computers. Bill Manes - complete overhaul of expectations and direction. Community Day School (CDS)- was not operational in 25-26 Adult School - 12 Grads in 25-26	Plans to stay informed and encouraged to move forward. Bill Manes received a six-year WASC accreditation with a three-year review, good until 2029. GOAL: In 2027 student population will be under 10 students with all graduating on-time. There will be one or fewer students moving to the Adult School on an annual basis.	ES- Collaboration returned to one grade level at a time. Collaboration tool was improved to include essential questioning. Data talks were put into place as well. BM- Improved program management of with full time multiple subject teacher and push in single subject. Community Day School (CDS)- was not operational in 25-26 Adult School: -2 Grads in 25-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CDS Adult School -14 Grads in 23-24				
3.6	Elementary CAASPP % at or near standard for reading, writing, math	Priority 4 – Pupil Achievement 2022-2023 CAASPP Reading: % at or near standard Grade 3 57.62% Grade 4 45.24% Grade 5 62.52% All Grades 50.86% Writing: % at or near standard Grade 3 26.9% Grade 4 47.62% Grade 5 56.25% All Grades 42.25% Math: % at or near standard Grade 3 34.89% Grade 4 40.47% Grade 5 15.63% All Grades 31.62%	Priority 4 – Pupil Achievement 2023-2024 CAASPP Reading: % at or near standard Grade 3 56.52% Grade 4 60% Grade 5 50% All Grades 55.73% Writing: % at or near standard Grade 3 45.65% Grade 4 44.44% Grade 5 47.50% All Grades 45.8% Math: % at or near standard Grade 3 34.78% Grade 4 40% Grade 5 27.5% All Grades 34.35%	Priority 4 – Pupil Achievement 2024-2025 CAASPP Reading: % at or near standard Grade 3 66.67% Grade 4 57.77% Grade 5 53.33% All Grades 57.29% Writing: % at or near standard Grade 3 55.56% Grade 4 48.88% Grade 5 46.67% All Grades 55.93% Math: % at or near standard Grade 3 27.78% Grade 4 32.60% Grade 5 48.89% All Grades 35.13%	Priority 4 – Pupil Achievement 2027 CAASPP Reading: % at or near standard Grade 3 75% Grade 4 80% Grade 5 85% All Grades 80% Writing: % at or near standard Grade 3 75% Grade 4 80% Grade 5 85% All Grades 80% Math: % at or near standard Grade 3 50% Grade 4 60% Grade 5 60% All Grades 58%	Priority 4 – Pupil Achievement 2024-2025 CAASPP Reading: % at or near standard Grade 3 +9.05% Grade 4 +12.53% Grade 5 -9.19% All Grades +6.43% Writing: % at or near standard Grade 3 +28.66% Grade 4 +1.26% Grade 5 -9.58% All Grades +13.68% Math: % at or near standard Grade 3 -7.11% Grade 4 -7.87% Grade 5 +33.26% All Grades +3.51%
3.7	Middle School CAASPP % at or near standard for reading, writing, math,	Priority 4 - Pupil Achievement 2022-2023	Priority 4 - Pupil Achievement 2023-2024	Priority 4 - Pupil Achievement 2024-2025	Priority 4 - Pupil Achievement 2027	Priority 4 - Pupil Achievement 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	communicating reasoning	Reading: at or near standard Grade 6 36.36% Grade 7 57.45% Grade 8 60% Writing: % at or near standard Grade 6 38.64% Grade 7 40.43% Grade 8 42.50% Math: % at/near standard Problem Solving Grade 6 25% Grade 7 35.42% Grade 8 40% Communicating Reason Grade 6 38.64% Grade 7 43.75% Grade 8 52.5%	Reading: at or near standard Grade 6 40% Grade 7 62.22% Grade 8 52.94% Writing: % at or near standard Grade 6 54.29% Grade 7 40% Grade 8 43.14% Math: % at/near standard Problem Solving Grade 6 25.71% Grade 7 31.11% Grade 8 43.14% Communicating Reason Grade 6 % Grade 7 % Grade 8 %	Reading: at or near standard Grade 6 35.89% Grade 7 59.38% Grade 8 50% Writing: % at or near standard Grade 6 48.72% Grade 7 62.5% Grade 8 50% Math: % at/near standard Problem Solving Grade 6 23.08% Grade 7 21.88% Grade 8 32.56% Communicating Reason Grade 6 43.59% Grade 7 46.88% Grade 8 30.23%	Reading: at or near standard Grade 6 75% Grade 7 80% Grade 8 80% Writing: % at or near standard Grade 6 75% Grade 7 80% Grade 8 80% Math: % at/near standard Problem Solving Grade 6 50% Grade 7 55% Grade 8 60% Communicating Reason Grade 6 50% Grade 7 60% Grade 8 70%	Reading: at or near standard Grade 6 -.47% Grade 7 +1.93% Grade 8 -10.00% Writing: % at or near standard Grade 6 +10.08% Grade 7 +22.07% Grade 8 +7.5% Math: % at/near standard Problem Solving Grade 6 -1.92% Grade 7 -13.54% Grade 8 -7.44% Communicating Reason Grade 6 +4.95% Grade 7 +3.13% Grade 8 -22.27%
3.8	High School and Bill Manes Alternative CAASPP % at or near standard for reading, writing, listening, research/inquiry math	Priority 4 - Pupil Achievement 2022-2023 CAASPP Grade 11 Reading: % at or near standard 81.81% Writing: % at or near standard 72.73%	Priority 4 - Pupil Achievement 2023-2024 CAASPP Grade 11 Reading: % at or near standard 64.28% Writing: % at or near standard 52.38%	Priority 4 - Pupil Achievement 2024-2025 CAASPP Grade 11 Reading: % at or near standard 73.21% Writing: % at or near standard 75%	Priority 4 - Pupil Achievement 2027 CAASPP Grade 11 Reading: % at or near standard 90% Writing: % at or near standard 85%	Priority 4 - Pupil Achievement 2024-2025 CAASPP Grade 11 Reading: -8.6% Writing: +2.27% Listening: % at or near standard +10.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Listening: % at or near standard 77.28% Research/Inquiry: % at or near standard 86.36% Math: % at or near standard 23.33%	Listening: % at or near standard 76.19% Research/Inquiry: % at or near standard 83.34% Math: Concepts and procedures: % at or near standard 22.39%	Listening: % at or near standard 87.5% Research/Inquiry: % at or near standard 82.14% Math: Concepts and procedures: % at or near standard 27.27%	Listening: % at or near standard 85% Research/Inquiry: % at or near standard 90% Math: % at or near standard 50%	Research/Inquiry: % at or near standard -4.22% Math: Concepts and procedures: +3.94
3.9	District Wide CAASPP %standard met or exceeded	Priority 4 - Pupil Achievement CAASPP - 2022-2023 DISTRICT WIDE: Standard Met or Exceeded: Mathematics - 5.61% RFEP --% Migrant --% SED 5.28% English Learners 1.82% Homeless 9.10% Students with Disabilities 0% Two or More Races --% Hispanic 4.1% American Indian 6.16% Female 5.96% Male 5.23% English Language Arts - 23.02%	Priority 4 - Pupil Achievement CAASPP - 2023-2024 DISTRICT WIDE: Standard Met or Exceeded: Mathematics - 6.21% RFEP --% Migrant --% SED 5.28% English Learners 5.08% Homeless 0% Students with Disabilities 1.47% Two or More Races --% Hispanic 6.20% American Indian 5.10%	Priority 4 - Pupil Achievement CAASPP - 2024-2024 DISTRICT WIDE: Standard Met or Exceeded: Mathematics - 7.1% RFEP --% Migrant 12.5% SED 6.99% English Learners 4.69% Homeless --% Students with Disabilities 0% Two or More Races --% Hispanic 8.97% American Indian 3.94%	Priority 4 - Pupil Achievement CAASPP - 2027 DISTRICT WIDE: Standard Met or Exceeded: Mathematics - 40% Migrant --% SED 40% English Learners 40% Homeless 40% Students with Disabilities 30% Two or More Races 40% Hispanic 40% American Indian 40% Female 40% Male 40%	Priority 4 - Pupil Achievement CAASPP - 2023-2024 DISTRICT WIDE: Standard Met or Exceeded: +0.60% Mathematics - RFEP --% Migrant --% SED +1.71% English Learners +2.85% Homeless --% Students with Disabilities 0% Two or More Races --% Hispanic +4.87% American Indian -2.22% Female -3.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RFEP --% Migrant --% SED 22.60% English Learners 9.09% Homeless 23.81% Students with Disabilities 0% Two or More Races --% Hispanic 17.88% American Indian 26.32% Female 29.87% Male 37.96% --% means there are not enough students in the group to publish data	Female 4.43% Male 8.11% English Language Arts - 20.78% RFEP --% Migrant --% SED 18.53% English Learners 5% Homeless 11.54% Students with Disabilities 4.41% Two or More Races --% Hispanic 16.92% American Indian 21.52% Female 22.64% Male 18.79% --% means there are not enough students in the group to publish data	Female 2.03% Male 12.16% English Language Arts - 20.78% RFEP --% Migrant 31.25% SED 23.42% English Learners 10.77% Homeless --% Students with Disabilities 6.89% Two or More Races --% Hispanic 25% American Indian 22.84% Female 22.45% Male 25% --% means there are not enough students in the group to publish data	English Language Arts - 23.02% Migrant 40% SED 40% English Learners 40% Homeless 40% Students with Disabilities 30% Two or More Races 40% Hispanic 40% American Indian 40% Female 70% Male 70%	Male +6.93% English Language Arts - -2.24% RFEP --% Migrant --% SED +.82% English Learners +1.68% Homeless --% Students with Disabilities +6.89% Two or More Races --% Hispanic +7.12% American Indian -3.48% Female -7.42% Male -12.96%
3.10	Priority 4 - Pupil Achievement STAR High School Star Reading Star Reading Proficiency Rate (District Benchmark) Benchmark 4	Priority 4 - Pupil Achievement STAR High School Star Reading 123 students assessed. Star Reading Proficiency Rate (District Benchmark)	Priority 4 - Pupil Achievement STAR High School Star Reading 87 students assessed. Star Reading Proficiency Rate	Priority 4 - Pupil Achievement STAR High School Star Reading 119 students assessed. Star Reading Proficiency Rate	Priority 4 - Pupil Achievement STAR High School Star Reading Star Reading Proficiency Rate (District Benchmark)	Priority 4 - Pupil Achievement High School Star Reading 119 students assessed. -4 Star Reading Proficiency Rate (District Benchmark)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Reading Proficiency Rate (State Benchmark) Benchmark 4 Star Reading Current Student Growth Percentile (SGP) Fall to Spring High School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4 Star Math Proficiency Rate (State Benchmark) Benchmark 4	Benchmark 4 2023-2024- 14.6% (18 of 123 students scored at or above the minimum district benchmark proficiency level). Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2023-2024- 30.1% (37 of 123 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 69.2% (74 of 107 students scored at or above typical growth (35th current SGP) from Fall to the given test period). High School Star Math 114 students assessed.	(District Benchmark) Benchmark 3/3 2024-2025 - 42.5% (37 of 87 students scored at or above the minimum district benchmark proficiency level). Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2024-2025- 31% (27 of 87 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2024-2025- 60.3% (47 of 78 students scored at or above typical growth (	(District Benchmark) Benchmark 3/3 2025-2026 - 42.9% (51 of 119 students scored at or above the minimum district benchmark proficiency level). Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- 36.1% (43 of 119 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- 81.8%	Benchmark 4 2026-2027 - 50% Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50% Star Reading Current Student Growth Percentile (SGP) Fall to Spring 85% High School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50% Star Math Proficiency Rate (State Benchmark)	Benchmark 3/3 2025-2026 - +28.3% Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- +6% Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- +12.6% High School Star Math 83 students assessed. -31 Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- +5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Math Current Student Growth Percentile (SGP) Fall to Spring	Star Math Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 31.6% (36 of 114 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 4 2023-2024- 1.8% (2 of 114 students estimated to score at or above proficiency benchmark on the Math state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 80.4% (78 of 97 students scored at or above typical growth (35th current SGP) from Fall to the given test period) .	35th current SGP) from Fall to the given test period). High School Star Math 71 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2024-2025- 42% (37 of 87 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2024-2025- 31% (27 of 87 students estimated to score at or above the proficiency benchmark on the Reading state test) Star Math Current Student Growth Percentile (SGP)	(90 of 110 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is up 21% from Fall to Spring 2024-2025 High School Star Math 83 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- 37.3% (31 of 83 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- 10.8% (9 of 83 students estimated to score at or above the	Benchmark 4 2026-2027 - 50% Star Math Current Student Growth Percentile (SGP) Fall to Spring 90%	Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- +9% Star Math Current Student Growth Percentile (SGP) –19.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Fall to Spring 2024-2025- 60.3% 47 of 78 students scored at or above typical growth (35th current SGP) from Fall to the given test period	proficiency benchmark on the Reading state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2024-2025- 61% 47 of 77 students scored at or above typical growth (35th current SGP) This is down 10% from Fall to Spring 2024-2025		
3.11	Priority 4 - Pupil Achievement STAR Middle School- Star Reading Proficiency Rate (District Benchmark) Benchmark 4 Star Reading Proficiency Rate (State Benchmark) Benchmark 4	Priority 4 - Pupil Achievement STAR Middle School- Reading 121 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 8.3% (10 of 121 students scored at or above the minimum district benchmark proficiency level).	Priority 4 - Pupil Achievement STAR Middle School- Reading 104 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 3/3 2024-2025- 26% (27 of 104 students scored at or above the minimum district	Priority 4 - Pupil Achievement STAR Middle School- Reading 95 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- 32.6% (31 of 95 students scored at or above the minimum	Priority 4 - Pupil Achievement STAR Middle School- Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50% Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50%	Priority 4 - Pupil Achievement Middle School- Reading 94 students assessed. -27 Star Reading Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- +24.3% Star Reading Proficiency Rate (State Benchmark)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Reading Current Student Growth Percentile (SGP) Fall to Spring Middle School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4 Star Math Proficiency Rate (State Benchmark) Benchmark 4 Star Math Current Student Growth Percentile (SGP) Fall to Spring	Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2023-2024- 11.6% (14 of 121 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 66.4% (75 of 113 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is up 28% from Fall to Spring 2022-2023 Middle School Star Math- 116 students assessed Star Math Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 6.9%	benchmark proficiency level). Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2024-2025- 12.5% (13 of 104 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2024-2025- 57.9% (62 of 107 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is down 8% from Fall to Spring 2023-2024	district benchmark proficiency level). Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- 22.1% (21 of 95 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- 65.9% (60 of 91 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is up 6% from Fall to Spring 2024-2025	Star Reading Current Student Growth Percentile (SGP) Fall to Spring 85% Middle School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 50% Star Math Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 50% Star Math Current Student Growth Percentile (SGP) Fall to Spring 75%	Benchmark 3/3 2025-2026- +10.5% Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- –.5% High School Star Math 87 students assessed. -29 Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- +20.7% Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- +4% Star Math Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- +14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(8 of 116 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 4 2023-2024- 1.7% (2 of 116 students estimated to score at or above proficiency benchmark on the Math state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 52.3% (57 of 109 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is down 1% from Fall to Spring 2022-2023	High School Star Math 101 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2024-2025- 14.9% (15 of 101 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2024-2025- 2% (2 of 101 students estimated to score at or above proficiency benchmark on the Math state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2024-2025- 54.6%	High School Star Math 87 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- 27.6% (24 of 87 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- 5.7% (5 of 87 students estimated to score at or above proficiency benchmark on the Math state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- 67.1%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(59 of 108 students scored at or above typical growth (35th current SGP) from Fall to the given test period) . This is up 2% from Fall to Spring 2023-2024	(57 of 85 students scored at or above typical growth (35th current SGP) from Fall to the given test period) . This is up 11% from Fall to Spring 2024-2025		
3.12	Priority 4 - Pupil Achievement STAR - Elementary School Elementary Star Reading- 151 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 4 Star Reading Proficiency Rate (State Benchmark) Benchmark 4	Priority 4 - Pupil Achievement STAR - Elementary School Elementary Star Reading- 151 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 18.5% (28 of 151 students scored at or above the minimum district benchmark proficiency level). Star Reading Proficiency Rate (State Benchmark)	Priority 4 - Pupil Achievement STAR - Elementary School Elementary Star Reading-158 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 3/3 2024-2025- 25.3% (40 of 158 students scored at or above the minimum district benchmark proficiency level).	Priority 4 - Pupil Achievement STAR - Elementary School Elementary Star Reading- 194 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 2025-2026- 29.4% (57 of 194 students scored at or above the minimum district benchmark proficiency level).	Priority 4 - Pupil Achievement STAR - Elementary School Elementary Star Reading- Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50% Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50% Star Reading Current Student	Priority 4 - Pupil Achievement Elementary School- Reading 194 students assessed. +43 Star Reading Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- +10.9% Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- +7.2% Star Reading Current Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Reading Current Student Growth Percentile (SGP) Fall to Spring Elementary Star Math- 179 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 4 Star Math Proficiency Rate (State Benchmark) Benchmark 4 Star Math Current Student Growth Percentile (SGP) Fall to Spring	Benchmark 4 2023-2024 15.2% (23 of 151 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 58.6% (58 of 99 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is up 14% from Fall to Spring 2022-2023 Elementary Star Math- 179 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 26.8% (48 of 179 students scored at or above the minimum district	Star Reading Proficiency Rate (State Benchmark) Benchmark 3/3 2024-2025- 19.6% (31 of 158 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2024-2025- 53.6% (81 of 151 students scored at or above typical growth (35th current SGP) from Fall to the given test period). This is down 5% from Fall to Spring 2023-2024	Star Reading Proficiency Rate (State Benchmark) Benchmark 2025-2026- 22.4% (39 of 174 students estimated to score at or above the proficiency benchmark on the Reading state test). Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- 54.3% (89 of 164 students scored at or above typical growth (35th current SGP) from Fall to the given test period). Elementary Star Math 177 students assessed. Star Math Proficiency Rate	Growth Percentile (SGP) Fall to Spring 85% Elementary Star Math- Star Math Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50% Star Math Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50% Star Math Current Student Growth Percentile (SGP) Fall to Spring 85%	Growth Percentile (SGP) Fall to Spring 2025-2026- –4.3% Star Math 177 students assessed. -2 Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2025-2026- +6.5% Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- +10.1% Star Math Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- –2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 4 2023-2024- 12.3% (22 of 179 students estimated to score at or above proficiency benchmark on the Math state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 55.2% (64 of 116 students scored at or above typical growth (35th current SGP) from Fall to the given test period) This is up 5% from Fall to Spring 2022-2023	Elementary Star Math 158 students assessed. Star Math Proficiency Rate (District Benchmark) Benchmark 3/3 2024-2025- 25.3% (40 of 158 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2024-2025- 19.6% (31 of 158 students estimated to score at or above the proficiency benchmark on the Reading state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2024-2025- 53.6%	(District Benchmark) Benchmark 3/3 2025-2026- 33.3% (59 of 177 students scored at or above the minimum district benchmark proficiency level) Star Math Proficiency Rate (State Benchmark) Benchmark 3/3 2025-2026- 22.4% (37 of 165 students estimated to score at or above the proficiency benchmark on the Reading state test) Star Math Current Student Growth Percentile (SGP) Fall to Spring 2025-2026- 52.9% (90 of 170 students scored at or above typical growth (35th current SGP) from Fall to the given test period)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(81 of 151 students scored at or above typical growth (35th current SGP) from Fall to the given test period) This is down 5% from Fall to Spring 2023-2024	This is down 5% from Fall to Spring		

Goal Analysis [2025-26]

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

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

In 2025–26, SPVUSD implemented a broad set of actions under Goal 3 to strengthen academic achievement, expand college and career readiness, and address persistent disparities for unduplicated student groups. While all actions were launched, their degree of implementation fidelity and effectiveness varied, particularly across school levels and student subgroups.

Implementation Overview
Fully Implemented Actions:
3.2: % of students college and career ready has increased
3.4: IXL and STAR are in use
3.5: Admin walkthroughs are happening at all sites with a walkthrough tool in place
3.6: District wide system of coaching, data analysis and reflective practice is in place
3.8: Technology plan had been created and reviewed
3.9: Summer school, independent student, and in school are offered.
3.10: Improvements have been made to the master schedules and a single subject math teacher was hired
3.12: Targeted after school tutoring and support is offered
3.13: Support and online programs and materials are provided for EL students
3.14: Counselors provide many supports for students who are at risk or have individual needs
3.15: Meetings for students transitioning from middle school to high school are happening
3.18: Middle school students are creating a success plan
3.19: Master schedule at HS is aligned in a way that supports A-G progress
2.24: Support is provided to students taking college classes

2.25: Director of technology position is still funded for the district

Partially Implemented Actions:
3.1: Professional development has been completed but we are not fully staffed with paraprofessionals in SPED
3.3: Implementation of STEM projects is still in progress
3.11: EL TOSA has not been able to consistently hold monthly meetings with teachers of ELD
3.22: Middle school is using Building a Bridge but High School is not using Get Focused Stay Focused

Not Implemented Actions:
3.20: Practice PSAT tests are not being given at High School

Highlights of Full Implementation
Walkthroughs are improving first best instruction as accountability increases throughout the district
FIAB scores are improving as professional development on data talks and collaboration occur

College & Career Readiness:
The district's College/Career Indicator (CCI) increased 2.2%, and the graduation rate maintained at 80%, reflecting strong implementation of:
Dual enrollment opportunities (3.11)
CTE expansion (3.13, 3.14)
Academic planning and early college awareness (3.15)
1:1 counseling and structured student supports (3.10, 3.12)

Districtwide structures were launched or sustained to support:
Academic PD and coaching (3.1, 3.2)
EL progress monitoring (3.10)
Site-based collaboration and data protocols (3.24, 3.25)

Identified barriers include lack of knowledge and training surrounding first best instruction and tiered systems of instruction.

Successes
Improved elementary showed an increase in math and literacy performance
Graduation rates remained the same
Expanded access to CTE, dual enrollment, and planning tools
Strong progress monitoring and data analysis
High School Math: Increase 7.3 points from standard
PLC training to improve culture and implement data analysis to drive instruction
Expanded access to academic interventions and formative assessment tools.

Challenges
Persistent opportunity gaps for SWD and American Indian students
Limited academic progress at the secondary level in math
Uneven implementation of data protocols and collaboration cycles due to scheduling
Need for math adoption at HS
Middle School Math: decrease 6.2 points from standard

Adjustments for 2026–27
In response, SPVUSD will:
Prioritize math instructional improvement and coherence at the secondary level
Look into math adoption district wide
Strengthen site-level collaboration through improved leadership support and data analysis training
Refocus writing in elementary and increase the amount of writing per quarter

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.

Some planned academic tools and partnerships were not utilized:

Action 3.20 was not completed as we are not offering practice tests for the PSAT
Action 3.6 was completed and well over budget due a change in the funding for the MS and ES TOSA positions as CSI funds were no longer available.

These shifts resulted in a reduced percentage of improved services tied to student achievement monitoring and course audit support. The district has noted these changes and will revise future plans to better align budgeting with tools that meet actual needs.

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

San Pasqual Valley Unified School District has implemented a wide range of actions under Goal 3 to support student achievement and postsecondary readiness. Below is an evaluation of the effectiveness of each cluster of actions.

I. Professional Learning, Instructional Rigor, and Curriculum Supports (Actions 3.1, 3.6, 3.10–3.12)
Effectiveness: Mixed
3.1 provided research-based PD including Thinking Maps and math discourse strategies. Improvements in reading suggest some success.
3.6, 3.10, 3.11, 3.12 introduced interim assessments and progress monitoring tools (e.g., Focused Interim Assessments and STAR).
Initial walkthrough tool data from administration suggests that instruction includes more student talk and less teacher talk in daily lessons.
Assessment data is not used to plan instruction and guide intervention, suggesting some success with implementation.

Conclusion: These actions are moderately effective at lower grades but need deeper implementation and coherence in secondary grades.

II. College and Career Readiness (Actions 3.2, 3.3, 3.5, 3.7, 3.8)
Effectiveness: Strong
3.2 expanded A–G, CTE, and Dual Enrollment access.
3.3, 3.5, 3.7, 3.8 supported CTE development, dual enrollment, and pathway alignment.

Evidence:
CCI “Prepared” rose to 30.8%.
Dual enrollment completions increasing
Continued CTE pathway enrollment and participation in regional industry events

Conclusion: These actions have significantly improved CCI and postsecondary access. Continued pathway expansion and alignment with A–G will strengthen outcomes further.

III. Tiered Academic and Graduation Supports (Actions 3.4, 3.9, 3.13, 3.15, 3.21)
Effectiveness: Moderate to Strong
3.4 supported paraprofessionals and aides. While hard to isolate impact, their support likely contributed to improvements in AI and SWD scores.
3.9, 3.13 credit recovery and summer school actions contributed to the graduation rate rising from 79.5% to 86.4%.
3.21 provided tutoring, especially in math, yet results remain weak (e.g., HS math dropped to 4.88%).

Conclusion: Stronger results in graduation and ELA support this action cluster; math outcomes highlight a need to adopt new math curriculum and procedures.

IV. English Learner Supports (Actions 3.16–3.20)
Effectiveness: Mixed
3.16 (ELD Coaching) and 3.17 (HS ELD Course) helped raise ELPI to 47.1%, placing SPVUSD in Green for the first time.
3.18–3.20 aimed at supporting progress monitoring and standards access.

RFEP rate also increased significantly to 5.13% and Level 1 ELPAC students increased to 29.06%.

Conclusion: Coaching and data use are improving ELPI, and foundational instruction and reclassification strategies show improvement.

V. Data and Instructional Collaboration (Actions 3.22, 3.23, 3.25)
Effectiveness: Showing effectiveness and Improvement

3.22 (Data Collaboration Time) and 3.23 (Teacher Mentoring) are structurally in place and yielded consistent academic gains by using assessments to drive instruction, improving conversations around data, implementing research based instructional strategies, and exposing students to the state testing practice tests to progress monitor the mastery of standards throughout the year.
3.25 (Synergy Analytics) Was replaced by Panorama and expanded to improve data visualization and decision-making.

Conclusion: These are foundational actions that show promise. Continued support and expectations around use of data protocols are essential for impact.

VI. Curriculum and Course Offerings (Actions 3.14, 3.24)
Effectiveness: mixed
3.14 (Science and Writing Materials) and 3.24 (New HS Courses like Debate/Contemporary Issues) are showing promising results so far. However, master scheduling for these subjects need to occur.

Conclusion: These actions are early in implementation; effectiveness seems promising and will continue to be monitored with future CAASPP and engagement data.

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

Based on outcome data, site-level reflections, and educational partner input from 2025–26, SPVUSD made several refinements to Goal 3 to better address persistent academic gaps, strengthen postsecondary readiness, and increase support for unduplicated students. The 2026–27 LCAP reflects the following changes:

High School Master Schedule: In response to staff and student feedback, high school is reducing the daily schedule by one period. We are implementing a 6 period schedule next school year and reducing the number of electives required for graduation by 10 making the overall credit requirement 220 instead of 230.

New Course Offerings: Based on student interest in more relevant and engaging coursework, SPVUSD is adding Contemporary Issues and Debate courses to the high school schedule (supporting 3.5 and 3.8) - we are still looking at adding more relevant and engaging options for students. Contemporary Issues and Debate are still appropriate to include as examples of courses being considered/added to strengthen student engagement and academic discourse.

Expanded or Modified Actions
CTE Pathways: The district is expanding CTE offerings by launching a Hospitality/Tourism pathway and adding Ag Mechanics to the existing Agriculture program (expands Actions 3.3, 3.7, 3.8) - We are adding the Culinary Arts program to CTE, but not Ag Mechanics this coming year.

- Middle School Career Exposure: Career kits for veterinary and ag science were added at the middle school summer school to provide earlier exposure to postsecondary options (extends 3.3)

- Synergy Analytics replaced by Panorama : As part of Action 3.25 we are using Panorama instead of Synergy for this action to improve real-time data visualization and guide responsive instructional decisions and collaboration.

Reflections on Prior Practice

CAASPP results showed significant academic regression in math, especially among SWD, and American Indian students. This drove the decision to strengthen first best instruction and provide more professional development in the area of engagement, academic talk, and student collaboration. We will also be adopting a HS math curriculum in the 2026-2027 school year, as well as piloting for adoptions in elementary and middle school.

Metrics and Targets
While most metrics remain in place, additional attention will be given to:
LCAP survey results as we attempt to navigate a new system and match previous survey questions to questions from the new Panorama system.

These changes are intended to ensure that Goal 3 actions better address instructional alignment, increase career relevance, and directly support the needs of students who remain furthest from opportunity.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	(Priority 4 and 6) Professional Learning for Instructional Rigor 3.1a – SPED Paraprofessional (LREBG-Funded)	3.1 SPVUSD will provide supplemental professional development to teachers, paraprofessionals, and instructional support staff focused on research-based instructional strategies that improve outcomes for student groups in the Red performance levels on the CA Dashboard, including English Learners (EL), Homeless (HOM), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and American Indian (AI) students. Update: Expand training beyond Thinking Maps to include continued explicit writing instruction, math discourse routines (connected to Kagan strategies) , and text-based academic discussion. Finally, SPVUSD has funded a Special Education Paraprofessional using LREBG to support the instructional and behavioral needs of students with disabilities. This role provides targeted assistance aligned with IEP goals and inclusive classroom practices, promoting academic access and reducing discipline referrals. LREGB Funding: $60,084 Metric: 3.1 – CAASPP ELA and Math % met/exceeded (by subgroup)	$33,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes Expand College and Career Readiness Pathways: A–G, CTE, Dual Enrollment, and CCI Alignment	3.2 SPVUSD will increase the percentage of students who graduate prepared for college and career by expanding access to A–G aligned coursework, developing clear dual-completion pathways for A–G and CTE, and increasing enrollment in dual enrollment courses through Arizona Western College (AWC). Academic counselor and site administrators will monitor student course schedules quarterly to ensure alignment with college and career indicators and intervene early when students are off-track. Students in grades 6–12 will complete and regularly update a personalized academic and career plan aligned to MyCAP principles. The district will also promote and support completion of the Seal of Biliteracy and ensure that underrepresented students—including American Indian, EL, Homeless, and SED students—are recruited and supported in completing at least one College/Career Indicator (CCI) qualification.	$0.00	Yes
3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM Implementation Across K–12	3.3 The Middle School Staff and newly added teams from the Elementary and High School will continue to implement STEM related projects and workshops. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level. These activities increase access to STEM for unduplicated students. (Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes This action will be implemented LEA wide therefore increasing STEM activity for all students, including EL, HOM, SED, SWD, AI, and HI.	$13,500.00	Yes
3.4	(Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes Assessment and Data Tool for Students	3.4 We will continue to utilize IXL/STAR to close the gaps in achievement and enrich those students who are performing at or above standard. IXL will be utilized during the instructional day and after school. STAR will be utilized grades 3-12 for district assessment and calibration. This will enable students to be progress monitored, support instructional design, and for RFEP opportunities for EL/LTEL students, ultimately improving instruction for all students at all sites, particularly the Elementary and High School sites, including HOM, SED, SWD, AI, and HI. (Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes	$40,184.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	(Priority 4 and 6) Pupil Achievement, Build Capacity Principal Calibration Walkthroughs	3.5 Administration will conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development. SPVUSD will look for consistency in implementation of curriculum and instruction. (Priority 4 and 6) Pupil Achievement, Build Capacity This will enable admin to support instructional design and pedagogy, ultimately improving pupil achievement for all students, including EL, HOM, SED, SWD, AI, and HI.	$0.00	No
3.6	(Priority 4 and 6) Pupil Achievement, Build Capacity Professional Development ELA, Math	3.6 SPVUSD will continue to implement a districtwide system of instructional coaching, data analysis, and reflective practice designed to build teacher capacity and improve outcomes for students—especially those in identified student groups (EL, HOM, SED, SWD, AI, HI). This action includes: Targeted feedback and coaching to classroom teachers based on walkthrough data and formative assessments; Structured data cycles (e.g., CAASPP, STAR, ELPAC, interim assessments) to plan and adjust instruction; Use of collaborative protocols to analyze data, identify trends, and determine next steps for student groups not yet meeting standards; Integration of Conversational Capacity strategies to strengthen team dialogue, promote trust, and ensure focused, productive collaboration during PLC and site meetings. Teachers will be supported to: Recognize and articulate the value of data-informed instruction; Interpret student data within their content and grade level; Plan and implement specific instructional adjustments to address student needs in Mathematics and English Language Arts. By building site-level instructional leadership and reflective practice, this action promotes equity-driven teaching and creates conditions for sustained improvement in student learning.	$252,191.00	No
3.8	(Priority 1 and 7) Educational Technology Committee	3.8 An Educational Technology Committee has been formed to review the technology plan. The Director of IT is lead on the committee, each site has 2 representatives, and 2 classified employees will serve as representatives. This committee will meet at least once per quarter to	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		discuss District needs and to review and revise the District IT Plan. Ongoing. (Priority 1 and 7) This action allows staff to meet and problem solve various access and opportunity concerns for students and the adults in SPVUSD. Will demonstrate improved technological access across the LEA.		
3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	3.9 SPVUSD will offer a comprehensive summer learning program to support students who are at risk of retention, require credit recovery, or need targeted academic intervention. The summer program will prioritize Foster Youth, Homeless students, and unduplicated students (EL, SED, Migrant), with a specific focus on English Language Arts, Mathematics, and high school graduation requirements. Additionally, Independent Study will be available as an alternative option to support students who require flexible pathways to recover credits or accelerate learning outside of the traditional summer format. These options are particularly critical for students facing attendance barriers or unique scheduling needs. To further support students during the school year, In-School Restriction (ISR) will continue to provide structured intervention time for students who need behavioral redirection, academic catch-up, or completion of missed coursework. ISR will integrate behavior reflection and restorative strategies to reduce loss of instructional time and improve school climate. Collectively, these supports are designed to reduce retention, increase engagement, and ensure that students—especially those in our most vulnerable groups—remain on track to graduate and meet college and career readiness benchmarks.	$356,614.00	Yes
3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	3.10 In 2025–26, SPVUSD will continue to implement master schedule design improvements across school sites to ensure that intervention and support periods are built into the school day for students who are at risk of not meeting grade-level standards.	$142,206.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional teams will use formative and benchmark data (e.g., CAASPP, STAR, IABs, and classroom assessments) to place students into appropriate intervention groups and to adjust instructional strategies in response to identified learning gaps. Additionally, SPVUSD has added a dedicated, single-subject Math teacher at the Middle School, who will continue to provide standards-based, core mathematics instruction to grades 6–8.		
3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	3.11 In 2025–26, SPVUSD will continue to implement a comprehensive, districtwide system of supports for English Learners and Long-Term English Learners to improve English language proficiency, academic outcomes, and progress toward reclassification. A portion of the salary for the ELL/Migrant TOSA will be funded to lead a district EL team that meets quarterly to develop, monitor, and refine an English Learner Master Plan. This includes a Districtwide EL Monitoring System to track student progress, identify students at risk of not meeting academic and language development benchmarks, and initiate targeted interventions, including SST referrals. Additional key components of this action include: Professional development for K–12 teachers on integrated and designated ELD strategies, aligned with the 2024–25 implementation of enhanced instructional expectations; targeted instruction in ELD sections with a specific focus on the ELPAC domains to improve student performance and language acquisition; the introduction and districtwide implementation of the Lexia English Language Development app for grades K–8, providing leveled, individualized language support for ELs; a dedicated middle school teacher assigned to support English Learners in math, embedded in the master schedule to ensure academic language development in content areas.	$217,300.00	Yes
3.12	(Priority 4, 5, and 7) ASES/ After school tutoring	3.12 SPVUSD will continue to provide targeted after-school tutoring to support academic growth for students identified as Homeless (HOM), Foster Youth, Socioeconomically Disadvantaged (SED), Students with	$198,780.00	No

Action #	Title	Description	Total Funds	Contributing
		Disabilities (SWD), and English Learners (ELs). Students enrolled in the ASES expanded learning program will also have access to academic tutoring support as part of their extended day. Tutoring services will be provided by credentialed teachers and qualified support staff, and will focus on skill-building in English Language Arts, Mathematics, and content-specific support based on student need. Sites will have the flexibility to offer additional tutoring opportunities tailored to the academic data, grade-level needs, and student engagement trends at each campus.		
3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	3.13 In 2025–26, SPVUSD will continue to strengthen its Designated English Language Development (ELD) program for English Learners by aligning instruction, materials, and formative assessment to the ELPAC domains: Reading, Writing, Listening, and Speaking. The designated ELD curriculum has been restructured to focus on one domain per day, supported by newly purchased supplemental instructional materials for each domain. These materials include 5–7 practice activities per section and mirror the format and rigor of the Summative ELPAC, providing students with explicit practice and skill reinforcement. To further support language development and assessment readiness: Lexia English Language Development is being used as a supplemental, adaptive program for grades K–8, offering individualized language practice tailored to each student's proficiency level; Students complete the ELPAC Interim Assessments as both pre- and mid-assessments, enabling teachers to adjust instruction and monitor growth in real time. The Summative ELPAC will serve as the post-assessment; Teachers and students use the official ELPAC Writing and Speaking rubrics to evaluate and self-assess student work, building student metacognition and deepening understanding of language expectations; These strategies work in tandem to accelerate English proficiency, support progress toward reclassification, and ensure access to rigorous, grade-level instruction for all EL students.	$84,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	SPVUSD will continue to support quarterly academic monitoring and guidance meetings led by the high school counselor and Guidance and Family Coordinator. This action is principally directed toward Foster Youth, Homeless students, English Learners, Socioeconomically Disadvantaged (SED) students, and any 9th–11th grade students identified as at risk of academic failure due to poor grades, attendance, or social-emotional challenges. The counselor will meet individually with each identified student at least once per quarter to review progress, develop success plans, and coordinate referrals to academic interventions, tutoring, mental health supports, and college/career resources. The Guidance and Family Coordinator will assist with follow-up and help connect families to resources that address barriers to attendance and academic engagement. These efforts aim to increase high school success rates, support students' on-time graduation, and reduce the risk of chronic absenteeism, disengagement, or dropout—particularly for students facing systemic barriers to success.	$142,498.00	Yes
3.15	(Priority 5 and 6) Retention Outreach and Exit Survey for Transition-Age Students	3.15 In 2025–26, SPVUSD will strengthen its approach to retaining students transitioning from 8th to 9th grade by shifting from a reactive to a proactive model. Rather than waiting for families to withdraw, the district will conduct individual outreach meetings with 8th grade families in the spring to: Introduce high school programs, supports, and staff; Clarify behavioral expectations and graduation requirements; Emphasize opportunities available through athletics, CTE pathways, academic supports, and social-emotional learning; Address concerns families may have about continuing their child's education at San Pasqual High School.	$250.00	No

Action #	Title	Description	Total Funds	Contributing
		These efforts aim to build confidence and commitment among families before key transition points. In addition, SPVUSD will continue to administer structured exit surveys to parents who withdraw students after 8th grade or between 9th and 10th grade. The purpose of these surveys is to gather actionable data on why students are not continuing at San Pasqual and to identify trends in programmatic, academic, or cultural concerns that may be addressed to improve retention and school climate.		
3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	3.18 Beginning in Grade 6, students will create a 7-year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform parents of high school graduation requirements as early as 6th grade. (Priority 3, 4, and 5) Focus will be on the impact of MS on HS graduation. These efforts will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	$0.00	Yes
3.19	(Priority 4, 7, and 8) College and Career Goals and Activities	3.19 In 2025–26, SPVUSD will continue to strengthen its College and Career Readiness infrastructure by aligning the Master Schedule with opportunities that directly support student progress toward A–G completion, CTE pathway completion, dual enrollment, and overall College and Career Indicator (CCI) performance. The Master Schedule at the high school level will continue to include: A–G aligned course offerings; Dual enrollment and concurrent enrollment courses through partnerships with Arizona Western College (AWC) and Imperial Valley College (IVC); Two active Career Technical Education (CTE) pathways in Agriculture and Education, with further development toward future Hospitality and Ag Mechanics strands. In addition, districtwide college and career exposure activities will span TK–12, coordinated by the ES/MS Counselor and the MS/HS Guidance	$51,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Counselor. These include: College and Career Weeks; Higher Ed Week; Career Days; Student-led career interest exploration. This LEA effort is principally directed toward unduplicated students, especially English Learners, Homeless and Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities, who benefit from earlier and more structured exposure to postsecondary options and multiple access points to career and college readiness.		
3.20	(Priority 4 and 8) PSAT	3.20 SPVUSD will continue to provide equitable access to college entrance assessments by offering the PSAT10, PSAT11, and SAT to high school students during the school year. To reduce barriers that disproportionately impact unduplicated students, the district will also offer: Test preparation classes for PSAT and SAT, Fee waivers for eligible students, Transportation assistance to and from testing locations, when needed. These supports are designed to ensure that English Learners, Homeless and Foster Youth, Socioeconomically Disadvantaged students (SED), and Students with Disabilities (SWD) are fully supported in pursuing college admission and scholarship opportunities linked to these nationally recognized assessments.	$0.00	Yes
3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	3.22 The High School, "Get Focused, Stay Focused", and Middle School, "Building a Bridge", will implement the curriculum. (Priority 5 and 8) HS Seniors will be required to complete EverFi, a 9-module program regarding financial literacy. These efforts will demonstrate improvement across the will be utilized to continue to improve student achievement rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	$0.00	Yes
3.24	(Priority 4, 5, 7, and 8) CTE Classes at the High School or AWC/IVC	3.24 SPVUSD will continue to provide targeted academic support for students taking college-level courses through AWC/IVC and Career Technical Education (CTE) support for students during the school day and in after-school settings. This action is designed to ensure students receive timely intervention and reinforcement in both core content and CTE	$79,191.00	No

Action #	Title	Description	Total Funds	Contributing
		pathways, increasing their ability to meet grade-level standards, graduation requirements, and college and career readiness benchmarks. Supports will include: After-school tutoring and intervention in English Language Arts, mathematics, and CTE-related coursework; In-day support structures such as embedded intervention blocks, co-teaching, or paraprofessional (funded through LREBG) push-in services; Flexibility for sites to allocate instructional support personnel based on identified student needs. These efforts are part of SPVUSD's broader strategy to close opportunity and achievement gaps and will continue to be used to improve pupil outcomes across the district.		
3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	3.25 SPVUSD will continue funding the position of Director of Technology & Applications, originally hired during the 2022–2023 school year. This role ensures that students, families, and staff have equitable access to technology tools, systems, and data platforms critical for instruction, communication, assessment, and intervention. The Director provides support in: Managing districtwide device access, internet connectivity, and classroom technology integration; Overseeing instructional platforms (e.g., Lexia, STAR, IXL) that support personalized learning for unduplicated student groups; Maintaining and maximizing the district's Student Information System (SIS) and data analytics platforms to improve collaboration and monitor progress;	$155,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supporting CAASPP, ELPAC, and other state-required testing systems to ensure full compliance and access. This action supports ELs, Homeless and Foster Youth, SED students, SWD, AI, and HI student groups, who often experience barriers to digital access and require targeted technological support to fully participate in academic and intervention services. LREBG Funding 77,262 Metric: 3.1 – CAASPP Participation and Performance (disaggregated by subgroup) Ensures that tech supports equitable access to assessments and high-quality instruction		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, San Pasqual Valley USD will increase the percentage of students graduating from Bill Manes High School to at least 80%, with a particular focus on increasing credit recovery and on-time graduation rates among low-income and English Learner (EL) students. The district will implement and monitor targeted interventions, including expanded credit recovery programs and individualized graduation plans, and will track progress through monthly transcript audits, semester credit recovery completions, and annual graduation rates disaggregated by student group. By June 2027, San Pasqual Valley Middle School will reduce the percentage of at-risk students—including those previously enrolled in the CDS program—who are chronically absent by 10 percentage points, and increase participation in Expanded Learning Opportunities (ELOP) such as Saturday School and Summer School by 25%, as measured by attendance records and program enrollment logs.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

SPVUSD created a single goal for the Equity Multiplier for Bill Manes focused on increased graduation rates at the alternative education site. The addition of a multiple subject teacher to be on-site during the day will allow consistency of programming for students. This will benefit students by having a teacher who can focus on credit recovery coursework at the 9th grade level as many alternative education students have credit deficiencies from their freshman year of high school. This teacher will also monitor and encourage students to follow their individualized education/graduation plan with frequent conversations, updates, and edits as required. Students will still receive core instruction from math, English, social science, and science teachers who come for one period a day to instruct 10th-12th grade course requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3: Parental Involvement (Engagement)	Bill Manes enrollment fluctuated between 12 and 18 with a total of 21 students served	Bill Manes enrollment fluctuated between 15 and 18 with a	Bill Manes enrollment for the 2025–2026 school year included a	Priority 3: Parental Involvement (Engagement)	Priority 3 Enrollment Gain: An increase of 3 students served

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Internal data, to include participation numbers/percentages for: Engagement/attendance at SSTs, Parent Teacher Conferences, IEP's, other student-centered events.	throughout the 2023-2024 school year.. Parent/family involvement was...75% of the families/parents were present at the SSTs and 90% attended the IEP's	total of 26 students served throughout the 2024-2025 school year. Parent/family involvement was...77% of the families/parents were present at the SSTs and 0% attended the IEP's	total of 24 students, with 17 students currently remaining active. Of the 24 students enrolled, 12 were seniors (including 2 fifth-year seniors) and 6 were juniors, with one junior on track to graduate early. Of the seniors enrolled, 5 are on track to graduate, 4 transferred to Adult Education, and 3 dropped out. Parent/family involvement was strong, with 100% of parents attending SST and follow-up SST meetings for students.	Maintain 100% of BM families Engagement/attendance at SSTs, Parent Teacher Conferences, IEP's, other student-centered events.	Great improvement in SST participation (+25 percentage points). Significant decline in IEP participation (from 90% to 0%) because students with IEP's are rarely placed a BM.
4.2	(Priority 5) BM Graduation Rate %	Priority 5 2023 Graduation Rate for Bill Manes: No performance color on California Dashboard, however, will use local data. 2024 Senior graduates:1 student out of 4. (25%)	Priority 5 2024 Graduation Rate for Bill Manes: No performance color on California Dashboard, however, will use local data.	Priority 5 The 2025–2026 graduation rate for Bill Manes is 35.7%, calculated using the same criteria established by the state for evaluating graduation rates. As with prior years,	Priority 5 2027: Graduation Rate: Green California Dashboard 2027 Senior graduates: 75% will graduate on time. Local data.	Priority 5 Graduation Rate: No performance color 2026 Senior graduates: +10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 will come back as 5th year seniors in 2024-2025 1 will move to Adult Ed in 2023-2024 Local data.	2025 Senior graduates: 2 students out of 4. (50%) 1 will come back as 5th year seniors in 2025-2026 1 will moved to Adult Ed in 2024-2025 Local data.	there is no performance color reported on the California Dashboard, so local data is used to determine outcomes.		
4.3						

Goal Analysis [2025-26]

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

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

4.1 was fully implemented in 2025–26, the instructional model at Bill Manes High School form the previous year remained in place. In response to the need for more robust and consistent academic support—particularly in credit recovery and individualized instruction—the district staffed the site with a credentialed Multiple Subject teacher. This change provided students with more structured, continuous academic support throughout the day. This model remained in place throughout the 2025-2026 school year.

4.2 was fully implemented in 2025-2026 - the Multiple Subject teacher not only supports credit recovery across content areas but also delivers targeted instruction in foundational 9th-grade courses and monitors implementation of Individualized Education Plans (IEPs) if a student with an IEP attends. Single-subject teachers continue to push in to provide content-specific instruction and mentorship, ensuring students remain on track for graduation. This model has strengthened instructional coherence, improved support for students with disabilities, and allowed for more personalized intervention. Challenges included a mid year change in staff in the certificated position, but the transition was smooth and the structure remained in place throughout the year. One success is that a fully credentialed teacher is already hired for the 2026-2027 school.

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.

All actions under Goal 4 were either fully implemented or adjusted in line with identified student needs. Budgeted and actual expenditures remained within an acceptable margin. Planned and estimated actual percentages of improved services for low-income and English Learner

students were consistent, particularly due to targeted staffing shifts (e.g., hiring a Multiple Subject teacher to support credit recovery) as part of the Equity Multiplier strategy.

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

4.1: This action was effective in providing continuous structure and support to the students in this program. The consistent implementation framework is expected to support more measurable outcomes in future years.

4.2: The addition of a TOSA—originally funded through the middle school's CSI designation—has proven to be highly effective. This role has ensured that all staff members have access to actionable, real-time data, enabling informed instructional decisions. Furthermore, students are now regularly engaging with their assessment data: reviewing pre-assessment results, setting learning goals, targeting areas for growth, and reflecting on their progress through post-assessment analysis. This data-driven approach is strengthening both teaching and learning outcomes.

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

This model has established a viable alternative to the comprehensive high school, enabling students who have fallen behind in their coursework to recover credits and keep the goal of on-time graduation within reach. We will continue working to refine the program, improving communication and planning during student SSTs.

SPV also added action 4.2. The middle school is using Equity Multiplier funds ($50,000) that was reallocated from the now-closed CDS site. A TOSA will support students previously enrolled in CDS and other at-risk middle school. This money will no longer support the TOSA position starting in 2026-2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	(Priority 4, 5, 7, and 8) Bill Manes Teacher	An Additional Multiple Subject teacher to provide increased support to students in credit recovery and individualized education plan monitoring while providing instruction in 9th grade level course recovery.	$98,869.00	No
4.2	(Priority 2, 4, 5) MS TOSA Data and	4.2 San Pasqual Valley USD will fund a full-time Teacher on Special Assignment (TOSA) at the middle school using Equity Multiplier funds		No

Action #	Title	Description	Total Funds	Contributing
	Expanded Learning Coordination (CDS Equity Multiplier)	($50,000) reallocated from the now-closed CDS site. This TOSA will support students previously enrolled in CDS and other at-risk middle school students by: Designing and managing a site-based data system to monitor student progress, attendance, behavior, and course completion. Facilitating data cycles during PLC meetings to identify students in need of targeted intervention or expanded learning support. Using disaggregated data to coordinate Extended Learning Opportunities Program (ELOP) offerings, including Saturday School, Summer School, and intersession learning labs. Collaborating with counselors and teachers to ensure that students who are behind in credits or at risk of disengagement are prioritized for services. This action creates a centralized strategy for supporting the needs of at-risk students at the middle school level through both academic and enrichment interventions. It directly supports students with a history of or potential for alternative placement (e.g., CDS), those at risk of not being on track for high school success, and English Learners and low-income students, aligning with the goals of the Equity Multiplier program.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,752,334.00	$365,387.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.351%	0.000%	$0.00	42.351%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** (Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support **Need:** According to the 2025 California School Dashboard, San Pasqual Valley USD the overall chronic absenteeism rate increases slightly from the previous year to 36.8%, but there is still a notable improvement from 43.5% in 2023. However, chronic absenteeism	This action targets chronic absenteeism through a dedicated team of support staff—Outreach Consultants, attendance clerks, and paraprofessionals—who provide intensive, direct services that are disproportionately needed by unduplicated pupils. In 2025, chronic absenteeism rates among SPVUSD's unduplicated subgroups remained significantly higher than the district average of 36.8%, including: SED (36.6%). These students often face systemic barriers such as	1.1 – Attendance Rate % (monthly rates disaggregated by site and subgroup) 1.1 – Chronic Absenteeism Rate % (California School Dashboard by subgroup)

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
	remains disproportionately high for unduplicated student groups. In 2025, English Learners were in the Orange performance level, Socioeconomically Disadvantaged (SED) were in red. No color band includes Foster Youth, LTELS and Homeless. Although rates improved, the data continues to show that these student groups are at increased risk of disengagement due to barriers such as poverty, housing instability, lack of access to transportation or healthcare, and inconsistent adult support. This indicates a continued need for robust, targeted, and systemic attendance interventions. **Scope:** LEA-wide	housing instability, unmet health needs, trauma, and lack of reliable transportation. This action provides a greater level of service to unduplicated students by allocating personnel who conduct individualized outreach, home visits, and re-engagement efforts specifically with families and students showing high-risk attendance patterns—most of whom are from these high-need subgroups. The services are not general reminders or automated communications; they are personalized interventions designed to address root causes that disproportionately impact unduplicated pupils. The LEA-wide scope ensures every site has access to staff capable of responding to attendance challenges, but resource intensity is highest at sites and with students demonstrating the greatest need. By concentrating outreach and intervention on students flagged by subgroup-based risk indicators in Synergy and SARB/SART data, SPVUSD ensures that this action disproportionately benefits unduplicated students, even though services are technically available to all. Research from Attendance Works and the U.S. Department of Education confirms that personalized home visits and cross-sector support teams are among the most effective strategies for re-engaging chronically absent students—particularly those experiencing poverty, homelessness, or linguistic isolation. This action operationalizes those best practices by embedding a response system aligned with MTSS and	1.3 – LCAP Survey % (student perception of school connectedness and support) 1.4 – Number of participants per parent attendance meetings and workshops 2.2 – Parent Workshops/Learning Opportunities Session Agendas and Attendance (e.g., Cafecito, outreach events) Monthly board reports and internal attendance tracking tools (supporting real-time monitoring)

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
		designed to reduce chronic absenteeism among the district's highest-need students.	
1.3	**Action:** (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training **Need:** In 2025, San Pasqual Valley USD increased its overall chronic absenteeism rate slightly to 36.8%, still a 6.7% percentage point increase from 2023. English Learners were in the Orange performance level, Socioeconomically Disadvantaged (SED) group was in red. No color band includes Foster Youth, LTELS and Homeless, indicating that significant attendance challenges persist among unduplicated student populations. Districtwide surveys and site-level feedback confirm that many students and families still struggle to view daily attendance as a consistent priority. Engagement-related disparities, especially at the middle and high school levels, further compound these attendance challenges—particularly for students who lack consistent adult support, academic confidence, or a strong sense of belonging. **Scope:** LEA-wide	Unduplicated pupils in SPVUSD—especially Students with Disabilities, Socioeconomically Disadvantaged (SED) students, and American Indian students, —experience higher rates of chronic absenteeism and lower levels of academic achievement. The 2025 chronic absenteeism rates were 36.6% for SED students. These families often face language barriers, limited access to early childhood education, economic instability, and unfamiliarity with school systems—all of which hinder their ability to support consistent attendance and academic progress. This action provides a greater level of service to unduplicated families by designing trainings that are linguistically accessible, culturally relevant, and directly tied to the barriers faced by these populations. Sessions include bilingual facilitation, family-centered strategies for creating morning routines, navigating school communication systems, understanding the link between attendance and graduation, and accessing community-based supports (e.g., housing and mental health referrals). Unduplicated families are also prioritized for follow-up, invitations, and home-based outreach when participation is low. Although the trainings are open to all families, they are intentionally crafted to address the informational and support gaps faced by unduplicated pupils' families. This includes scheduling sessions at accessible times, providing childcare and translation, and targeting invitations using attendance risk data. A centralized LEA-	1.1 – Attendance Rate % 1.1 – Chronic Absenteeism Rate % (by subgroup) 1.3 – LCAP Survey % (parent, student, and staff perceptions of engagement and connectedness) 2.1 – Parent and Family Engagement Self-Reflection Tool Scores (Priority 3) 2.2 – Number of parent/family workshops and participation data (SPPACE, Traditional Parenting) 2.3 – Guidance and Family Coordinator data on engagement events and participant totals 3.1 – CAASPP and Local Assessment Results by Subgroup

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
		wide approach ensures coherence in messaging, equitable allocation of resources, and consistent data monitoring, while still tailoring outreach intensity based on need. Studies from the California Department of Education and WestEd confirm that family engagement focused on attendance and academic support has a measurable impact on outcomes—particularly when delivered in families' home languages and connected to actionable school data. Programs that tie attendance awareness to graduation trajectories are especially effective with low-income families and English Learners, who may not otherwise understand the long-term academic consequences of absenteeism.	
1.4	**Action:** (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat) **Need:** In 2025, San Pasqual Valley USD increased its overall chronic absenteeism rate slightly to 36.8%, still a 6.7% percentage point increase from 2023. English Learners were in the Orange performance level, Socioeconomically Disadvantaged (SED) group was in red. No color band includes Foster Youth, LTELS and Homeless, indicating that significant attendance challenges persist among unduplicated student populations. These students are also overrepresented in local intervention rosters for academic recovery and attendance monitoring.	Unduplicated pupils in SPVUSD—especially Students with Disabilities, Socioeconomically Disadvantaged (SED) students, and American Indian students, —experience higher rates of chronic absenteeism and lower levels of academic achievement. The 2025 chronic absenteeism rates were 36.6% for SED students Saturday School provides a greater service to these students by offering a second chance to recover lost instructional time and re-engage in learning in a flexible, non-punitive setting. It also allows targeted academic intervention, tutoring, and personalized support in smaller groups. Students are selected for participation based on chronic absenteeism data and subgroup risk indicators, ensuring unduplicated students benefit most from this action.	1.1 – Attendance Rate % (monthly site-level trends) 1.1 – Chronic Absenteeism Rate % (Dashboard, disaggregated by student group) 1.3 – LCAP Survey % (student engagement and belonging indicators) 2.2 – Parent/family event participation numbers (for family-linked Saturday events)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	At the same time, academic performance indicators—such as CAASPP scores and STAR proficiency—continue to show gaps between unduplicated student groups and their peers, particularly at the elementary and middle school levels. Student survey data shows inconsistent motivation and school connection, particularly among middle schoolers, which continues to impact attendance and engagement. **Scope:** LEA-wide	Implementing this strategy LEA-wide enables each site to tailor its Saturday School structure to meet its unique student needs, while maintaining equity in access. High school students receive standards-based credit recovery opportunities, while elementary and middle school students access intervention and enrichment. However, student selection is not uniform—it prioritizes unduplicated students flagged through SARB/SART, SST, or Tier 2/3 supports, thus ensuring that the most at-risk pupils receive proportionally more access and benefit. Research on expanded learning time (U.S. Department of Education; WestEd) shows that structured, voluntary Saturday school models can significantly boost attendance, engagement, and academic progress when implemented equitably. These programs are particularly effective for low-income students and English Learners when they are connected to academic goals and delivered in smaller, supportive environments.	3.1, 3.6, 3.7 – CAASPP, STAR Reading and Math Proficiency Rates Saturday School participation logs and attendance recovery records These metrics will be used to track attendance improvement, student reengagement, and academic growth—especially among students in unduplicated groups—while also informing future refinements to scheduling and program design
1.5	**Action:** (Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication **Need:** In 2025, San Pasqual Valley USD increased its overall chronic absenteeism rate slightly to 36.8%, still a 6.7% percentage point increase from 2023. English Learners were in the Orange performance level, while Socioeconomically Disadvantaged (SED) group was in red. No color band includes Foster Youth, LTELS and Homeless. Chronic	Unduplicated students in SPVUSD—especially English Learners, SED students, and Homeless youth—are more likely to come from families facing systemic barriers to school engagement, such as limited English proficiency, inflexible work schedules, housing insecurity, and historical mistrust of educational institutions. These factors can result in lower parent participation rates in school activities, which research has linked to lower student achievement and attendance. This action provides a greater service to unduplicated pupils by intentionally designing outreach events that lower access barriers and	1.1 – Attendance Rate % 1.1 – Chronic Absenteeism Rate % (disaggregated by student group) 1.3 – LCAP Survey % (parent and student perception of connectedness and communication)

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
	absenteeism rates remain elevated for English Learners, Homeless students, and LTELs, who all remain in the Orange Dashboard performance level. Survey results continue to reflect varying levels of family-school connection. Districtwide, lack of consistent family engagement has been cited as a barrier to improving school attendance, student achievement, and trust between home and school—especially for low-income and Indigenous families. Parent survey feedback also indicated a desire for clearer communication from schools and more welcoming, relationship-based events. **Scope:** LEA-wide	build trust with these families. Strategies include: bilingual communication and interpretation services; transportation to events; events scheduled during evening or weekend hours; free meals; cultural celebration components; and staff follow-up with non-attending families. Event topics are also aligned with needs expressed by unduplicated families in surveys (e.g., how to support learning at home, navigating attendance policies, accessing community resources). LEA-wide coordination ensures that all sites apply an equity lens in planning family events, but the scope and scale of outreach are tiered based on site-level unduplicated pupil enrollment and engagement data. Sites with higher rates of English Learners and SED students receive more outreach support and encouragement to use culturally responsive frameworks and interpreters. This guarantees that although access is available districtwide, intensity of effort is focused where the need is greatest. Research from the National PTA and Harvard Family Research Project confirms that family engagement efforts are most effective for underserved populations when they are accessible, relationship-driven, and culturally relevant. Outreach models that embed supports (meals, transportation, interpretation) and proactively reach out to underrepresented families are associated with higher attendance and academic success for low-income and EL students.	2.1 – Priority 3: Family Engagement Self-Reflection Tool scores 2.2 – Number of family events held and participation counts 2.3 – Guidance and Family Coordinator documentation of community sessions and outreach efforts These metrics will inform the district's ongoing refinement of engagement practices and measure whether increased communication is positively impacting attendance, connectedness, and pupil outcomes for unduplicated student groups.
1.6	**Action:**	Unduplicated students in SPVUSD—especially SED, EL, and Homeless youth—are more likely to	1.1 – Attendance Rate %

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity **Need:** In 2025, San Pasqual Valley USD increased its overall chronic absenteeism rate slightly to 36.8%, still a 6.7% percentage point increase from 2023. English Learners were in the Orange performance level, while Socioeconomically Disadvantaged (SED) group was in red. No color band includes Foster Youth, LTELS and Homeless. However, chronic absenteeism remains elevated for unduplicated groups: English Learners, Homeless students and LTELs, remained in the Orange Dashboard band. Local data and school feedback further reflect that attendance inconsistency is often linked to low student motivation and weak school connectedness. SPVUSD serves a rural and high-poverty community in which extracurricular opportunities (e.g., sports, clubs, field trips) are among the few accessible sources of student identity, social connection, and celebration. Many unduplicated students rely on these experiences to stay engaged with school and motivated to attend regularly. **Scope:** Schoolwide	struggle with chronic absenteeism and may face external pressures that compete with school attendance (e.g., family caregiving, transportation barriers, unstable housing). At the same time, these students often have fewer opportunities to participate in structured enrichment or extracurricular activities that can build connection to school, foster engagement, and improve attendance outcomes. This action provides a greater service by coupling an attendance-based eligibility policy with supportive interventions specifically designed to help unduplicated students maintain access to extracurricular activities. Rather than using exclusion as a punitive measure, schools use early warning systems to flag at-risk students and connect them to services such as mentorship, outreach home visits, attendance coaching, and individualized check-ins. In this way, the eligibility policy becomes a lever for support rather than a barrier, disproportionately benefiting unduplicated students by anchoring them to positive school experiences. The LEA-wide scope allows all schools to implement a uniform attendance incentive structure that aligns with tiered supports and site-specific needs. However, school staff are trained to apply flexibility and targeted interventions for unduplicated students whose attendance issues stem from circumstances beyond their control. The policy is enforced in a way that prompts support for high-risk groups rather than default exclusion, ensuring a more intensive and protective benefit for those students who need connection the most.	1.1 – Chronic Absenteeism Rate % (by subgroup) 1.3 – LCAP Survey % (student engagement and school connectedness) Extracurricular participation data (e.g., % of students participating with >90% attendance) SART/SARB data tied to intervention and eligibility recovery Student recognition for attendance and participation milestones These metrics will help the district assess whether the attendance expectation policy is motivating students, increasing school connection, and improving outcomes for unduplicated students, particularly those most at risk of disengagement.

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
		Attendance Works and the California Department of Education identify extracurricular participation as a critical protective factor for chronically absent youth. Positive behavior incentive structures linked to attendance are more effective when paired with Tier 2 supports and when students are motivated by the desire to remain involved in valued activities. This is especially impactful for SED and EL students, for whom school may represent one of the only stable and affirming environments.	
1.7	**Action:** (Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance - Van Drivers (LREBG-Funded) **Need:** In 2025, San Pasqual Valley USD increased its overall chronic absenteeism rate slightly to 36.8%, still a 6.7% percentage point increase from 2023. English Learners were in the Orange performance level, while Socioeconomically Disadvantaged (SED) was in red. No color band includes Foster Youth, LTELS and Homeless These same student groups continue to face daily transportation-related barriers due to the rural and expansive geographic boundaries of the district. For students experiencing poverty, homelessness, or unstable housing—including those in foster care—reliable transportation to and from school is a critical yet often fragile link to consistent attendance and engagement.	Unduplicated pupils in SPVUSD—including Homeless youth, Foster Youth, and SED students—face disproportionate barriers to regular school attendance due to unreliable or unavailable transportation. SPVUSD serves a geographically isolated and economically disadvantaged community, where many families do not have access to personal vehicles, and public transportation options are limited or nonexistent. In 2025, Homeless students had a no reported chronic absenteeism rate, and SED students 36.6%. This action provides a greater level of service to unduplicated pupils by funding extended van and bus routes that are designed specifically to pick up students who reside in remote or unstable housing locations, including tribal areas, shelters, and multi-family homes. Additional runs are used for students attending after-school programs, Saturday school, or counseling services—many of whom are in unduplicated subgroups identified through McKinney-Vento, Foster, or MTSS Tier 2/3 data.	1.1 – Attendance Rate % (disaggregated by subgroup) 1.1 – Chronic Absenteeism Rate % (California Dashboard) 1.3 – LCAP Survey % (student perceptions of school climate, safety, and support) Transportation service logs and ride participation data (e.g., Homeless, Foster Youth) Missed ride reports and follow-up interventions SART/SARB and case management data showing transportation as a resolved barrier

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	The LEA-wide nature of this service allows all eligible students access to school transportation, but the operational design and routing priorities are directly informed by the needs of unduplicated students. Ridership logs and outreach lists are reviewed monthly to ensure students with the most barriers are prioritized. In effect, although available to all, unduplicated pupils are the primary beneficiaries due to route design, timing, and targeted outreach to families without consistent access to school. The California Department of Education and National Center for Homeless Education both emphasize transportation as a key support for promoting school stability and reducing chronic absenteeism among high-need students. Research shows that transportation assistance—especially flexible and home-based routing—is among the most effective tools for supporting attendance and reengagement for homeless, foster, and low-income students.	These metrics help the district monitor the operational effectiveness of transportation and its direct link to attendance improvement among unduplicated students.
1.8	**Action:** (Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students. **Need:** As of 2025 only 30.8% of San Pasqual Valley USD students are considered “Prepared” on the College/Career Indicator (CCI) — well below the statewide target. The Socioeconomically Disadvantaged (SED) group remains in the Low category, and no performance color is available for groups such	This action is principally directed at unduplicated pupils by providing equitable access to creative and culturally relevant learning experiences that support whole-child development, boost engagement, and improve academic outcomes. Research from the Arts Education Partnership and the National Endowment for the Arts shows that access to quality arts education leads to: • Higher attendance rates and improved school climate; • Stronger academic performance, especially for students from low-income backgrounds;	1.3 – LCAP Survey % (student perception of engagement and access to meaningful coursework) 3.1 – CAASPP ELA and Math achievement rates (all students and by subgroup) 3.2 – College/Career Indicator (CCI % Prepared)

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
	as English Learners, Homeless, and Foster Youth, due to small sample sizes, though local achievement data show continued gaps. The district's graduation rate maintained at 86%, yet dropout rates and academic readiness among unduplicated student groups remain concerns. Student and family engagement surveys consistently cite a strong interest in access to music and visual arts — both as a motivational driver and as a tool for emotional and academic development. In a rural, high-poverty context like SPVUSD, arts access is also a key equity issue tied to course access, identity development, and engagement. **Scope:** LEA-wide	• Greater likelihood of college enrollment and civic participation. By offering this action LEA-wide, SPVUSD ensures that all students—particularly those in historically underserved groups—have opportunities to participate in arts education as part of a well-rounded, standards-aligned instructional program that increases both engagement and achievement.	3.2 – Number of Dual Enrollment students enrolled in art courses 3.2 – High School Graduation Rate % (disaggregated by subgroup) 3.5 – Priority 7 Course Access Reflection Tool Elective participation/enrollment data (disaggregated by student group) These metrics will be used to monitor the extent to which expanded arts access supports broader student engagement, postsecondary readiness, and improved academic outcomes for unduplicated groups.
1.9	**Action:** (Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career **Need:** San Pasqual Valley USD continues to serve a high number of unduplicated students experiencing barriers to academic	SPVUSD's unduplicated pupils—including SED students, English Learners, and Homeless Youth—face significantly higher exposure to adverse childhood experiences (ACEs), including trauma, poverty, housing instability, and limited access to mental health care. These challenges can lead to behavioral issues, social-emotional dysregulation, and poor attendance or academic performance. In 2025, unduplicated students continued to demonstrate disproportionate rates of	1.1 – Attendance Rate % 1.1 – Chronic Absenteeism Rate % (by subgroup) 1.3 – LCAP Survey % (student connectedness, SEL skills, and emotional support)

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	engagement and achievement, including trauma, housing instability, and unmet social-emotional needs. The district's chronic absenteeism rate to 36.8% and its graduation rate to 86%, the College/Career Indicator remains low at % prepared, and performance gaps persist across SED, EL and Homeless student groups. From July 1, 2025 to March 31, 2026, the counseling and mental health team provided: 2,651 individual counseling sessions, 457 group sessions, and 409 classroom lessons across TK–8 Students received mental health therapy via the CHAT therapist, with 260 individual/family sessions, 37 crisis sessions, and 434 case management contacts The school-based mental health professional position at the high school did not exist this school year. These services are especially critical in a rural community where access to outside services is limited and where students in unduplicated groups often face multiple barriers to school success. **Scope:** Schoolwide	chronic absenteeism, office referrals, and SEL Tier 2/3 flags. This action provides a greater service to unduplicated students by expanding the availability of school-based counseling services—particularly at the elementary and middle school levels—where early intervention has the strongest long-term impact. Counselors are trained to provide trauma-informed care and use data from SST, SART/SARB, and classroom behavior referrals to prioritize students facing multiple barriers. They also offer culturally responsive interventions and bilingual sessions to address the needs of EL students and their families. Although counseling services are available districtwide, counselors use needs-based triage systems to direct the majority of their time and case management efforts toward students in unduplicated groups. The LEA-wide model ensures equitable infrastructure and training across sites while reserving the most intensive services for those most affected by trauma, absenteeism, and environmental stressors—making it a high-leverage support that delivers proportionally greater impact to unduplicated students. Research from CASEL, the California Department of Education, and the Learning Policy Institute confirms that school-based mental health supports are most effective when deployed early and targeted to students experiencing environmental or structural disadvantage. TK–8 students in poverty and those with language barriers benefit most when counseling is embedded within the school day and delivered by trained professionals with	2.2 – Counseling Program Data Snapshots (K–8 and 9–12) 2.3 – Number of parent/family mental health events and sessions (e.g., Cafecito, Positive Parenting) 3.1 – CAASPP ELA and Math performance (disaggregated by subgroup) 3.2 – CCI % Prepared and HS Graduation Rate % Tier 2/Tier 3 intervention documentation and referral logs (CHAT, SARB, SST) These metrics will allow the district to monitor the academic and emotional progress of unduplicated students, track service access, and adjust interventions to meet evolving needs.

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		expertise in culturally competent, trauma-responsive practices.	
1.10	**Action:** (Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Districtwide Character Education and School Climate Program Transition **Need:** In 2025, SPVUSD continued to face serious concerns related to school climate and discipline disparities. According to the California School Dashboard, the district suspension rate was in the Yellow, with the following student groups identified as Red: English Learner (10.7%) and LTEL (20.7%) in the Orange, SED (6.8%), in the Yellow and Homeless (4.3%) in the Green. These numbers reflect decreases in suspension among Homeless and SED subgroups compared to the prior year. EL and LTEL showed an increase. School staff, family feedback, and behavior referral data all reflect the need for a coherent, developmentally appropriate Tier 1 behavioral framework focused on relationship-building, positive reinforcement, and emotional regulation. Elementary students in particular require consistent social-emotional learning (SEL) structures embedded across the day to build safety, empathy, and self-management. **Scope:**	This action is principally directed to unduplicated students and is provided LEA-wide to create a coherent, district-level system of support for school climate and student behavior. Unduplicated students—especially those facing trauma, instability, or social barriers—benefit from predictable, consistent environments where positive behavior and leadership are reinforced. Evidence from the Wallace Foundation and CASEL affirms that high-quality character and SEL programs: • Reduce discipline incidents and suspensions; • Improve student self-regulation, sense of belonging, and academic engagement; • Contribute to a positive school climate that supports equity and achievement. Adopting a modern, structured character education framework across SPVUSD ensures that each school site is aligned in expectations and implementation, while intentionally addressing the behavioral and engagement needs of EL, HOM, SED, AI, and HI students.	1.1 – Attendance Rate % (linked to re-engagement with school climate) 1.3 – LCAP Survey % (student and staff perceptions of safety and connection) 1.3 – Suspension Rate % (disaggregated by student group) Discipline referral data and patterns (site-based and subgroup comparison) Participation logs and implementation fidelity checklists for Peace Builders/SEL routines Tiered Behavior Support logs (alignment with MTSS framework) SST/SARB behavior-related referrals and resolution outcomes These metrics will help SPVUSD monitor shifts in

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	LEA-wide		behavior, belonging, and school climate — particularly for unduplicated student groups disproportionately impacted by punitive discipline.
1.11	**Action:** (Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System **Need:** SPVUSD serves a high percentage of students requiring timely, coordinated academic and behavioral interventions. In 2025, chronic absenteeism remained elevated among unduplicated student groups, and suspension rates for Homeless and SED students were in the Red Dashboard category. Additionally, CAASPP scores and internal STAR benchmark data continue to show that English Learners and Homeless students are underperforming academically relative to their peers. Historically, tracking intervention steps, communicating with families, and ensuring follow-through has been inconsistent across sites. This presents a heightened risk for students experiencing homelessness, in foster care, or requiring disability-related accommodations—groups especially vulnerable to disconnection and support gaps.	Beyond SST is a principally directed system that supports the needs of unduplicated pupils by allowing educators to: • Identify struggling students early; • Implement and track multi-tiered interventions; • Engage families as partners in the intervention process. By offering this tool LEA-wide, SPVUSD ensures consistent practices and equity of access to support services across all sites. Research on early intervention systems, including evidence from California's MTSS framework and the National Center for Learning Disabilities, shows that when schools adopt integrated digital case management tools, students demonstrate higher rates of academic improvement, reduced behavioral referrals, and stronger connections to school. This action ensures that SPVUSD can proactively support its most vulnerable students—EL, HOM, SED, AI, and HI—through coordinated, transparent, and responsive intervention systems.	1.1 – Attendance Rate % 1.3 – LCAP Survey % (parent understanding of school support systems) 1.3 – Suspension Rate % 2.1 – Priority 3: Family Engagement Self-Reflection Tool 3.1 – CAASPP & STAR growth data for SST students SST case closure rate and time-to-intervention metrics Number of SST meetings and team member participation rates (including parents) SST outcome tracking (referral to SpEd, 504, counseling, behavior supports, etc.)

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	Scope: LEA-wide		These metrics help the district ensure that unduplicated students are being proactively supported and monitored, and that intervention gaps are closed in a timely, equitable manner.
1.12	**Action:** (Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SEL and Reentry Support System for Students requiring Tier 2/3 services In-School Restriction (ISR) Teacher (LREBG-Funded) **Need:** In 2025, According to the California School Dashboard, the district suspension rate was in the Yellow, with the following student groups identified as Red: English Learner (10.7%) and LTEL (20.7%), and Homeless (4.3%) in the Green. These numbers reflect decreases in suspension among Homeless and SED subgroups compared to the prior year. EL and LTEL showed an increase. Middle School showed improvement over 2023, with no groups in the Red, though SED students remained in the Orange Discipline referral data and staff feedback confirm the need for an in-school alternative to suspension that prioritizes social-emotional	Unduplicated pupils in SPVUSD—including students experiencing homelessness, those in foster care, English Learners, and SED students—are significantly more likely to experience trauma, social-emotional dysregulation, and disciplinary removals. These conditions often stem from external stressors such as family instability, intergenerational poverty, language barriers, and unmet mental health needs. This action provides a greater service to unduplicated students by funding targeted Tier 2/3 supports that go beyond universal SEL programming. Services include individualized behavior intervention plans, small group reentry counseling, trauma-informed practices, and mindfulness-based self-regulation strategies. These supports are allocated using MTSS data, discipline referrals, chronic absenteeism trends, and teacher referrals—with priority given to students in unduplicated subgroups flagged through SST, SARB, or foster/homeless reporting. A districtwide structure ensures all schools have access to Tier 2/3 resources and staff training, but the delivery of these supports is concentrated on campuses and among students with the highest	1.1 – Attendance Rate % (post-intervention student monitoring) 1.3 – Suspension Rate % (Dashboard, disaggregated by student group) 1.3 – LCAP Survey % (student perception of fairness, connection, and support) Discipline referral frequency and repeat offense rates Number of students served through ISRI and behavioral growth plans completed Suite360 usage logs and student completion data

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	support, restorative practices, and reflection over punitive removal. Across all grade spans, student groups experiencing chronic absenteeism and behavior incidents often overlap, particularly among those with unmet emotional or mental health needs. **Scope:**	documented need. While all students may benefit from SEL supports, only unduplicated students experiencing multiple adverse conditions are identified for intensive reentry counseling or individualized plans. This makes the service both equitable in access and intentionally disproportionate in delivery, with unduplicated students receiving the most benefit. Studies from the National Child Traumatic Stress Network and the California MTSS framework emphasize that targeted SEL and trauma-responsive supports significantly reduce suspension rates, improve engagement, and accelerate emotional development—particularly for students facing systemic adversity. These models recommend prioritizing resources toward high-need populations and integrating behavioral and emotional supports into reentry and Tier 3 frameworks.	SST/SARB case outcomes for behavior-related referrals These metrics will allow SPVUSD to evaluate the extent to which ISRI reduces suspensions, supports behavior change, and improves school climate outcomes for unduplicated students.
1.13	**Action:** (Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL and Mental Health Workshops for Students and Families **Need:** The 2025 California School Dashboard continues to reflect elevated suspension rates and behavioral needs among unduplicated student groups. Specifically: According to the California School Dashboard, the district suspension rate was in the Yellow, with the following student groups identified as Red: English Learner (10.7%) and LTEL (20.7%), SED (6.8%) in the Yellow and	Unduplicated students—particularly those from SED and EL backgrounds—often come from families that face limited access to mental health education, language barriers, cultural stigma around emotional well-being, and high levels of stress related to poverty, housing, and immigration status. These challenges affect students' ability to self-regulate, attend consistently, and succeed academically. Family engagement is a critical lever for improving SEL outcomes, yet families of unduplicated students are often underrepresented in school-based wellness efforts. This action provides a greater service to unduplicated pupils by offering family-centered SEL and mental health workshops that are	1.3 – LCAP Survey % (student and parent perceptions of school climate, SEL support) 1.3 – Suspension Rate % (Dashboard and site-level logs, disaggregated) 2.2 – Parent workshop session counts and participation logs (SPPACE, parenting classes)

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	Homeless (4.3%) in the Green. These numbers reflect decreases in suspension among Homeless and SED subgroups compared to the prior year. EL and LTEL showed an increase. Local data also shows high levels of Tier 2 behavioral interventions and referrals for these same groups. From July 1, 2025 to March 31, 2026, the counseling and mental health team provided: 2,651 individual counseling sessions, 457 group sessions, and 409 classroom lessons across TK–8 Students received mental health therapy via the CHAT therapist, with 260 individual/family sessions, 37 crisis sessions, and 434 case management contacts The school-based mental health professional position at the high school did not exist this school year. These data reflect ongoing needs for trauma-informed, community-connected SEL approaches that build student regulation, restore family engagement, and reduce escalation to exclusionary discipline. **Scope:**	specifically designed to meet their needs. Workshops are held in English and Spanish, include culturally relevant practices, and cover topics such as managing trauma-related behaviors, supporting school routines, and accessing mental health resources. Outreach for these workshops prioritizes unduplicated student families based on referrals from counselors, attendance teams, and SST data. While all families are welcome to participate, workshop design and delivery are tailored for families with the highest needs and lowest baseline access. Materials are translated, childcare and food are provided, and scheduling is responsive to working families. District counselors and outreach consultants track attendance and follow up with families of unduplicated students, ensuring targeted access and deeper engagement. Thus, even though the offering is LEA-wide, the intensity and relevance of support are highest for unduplicated pupils and their caregivers. Research from the California School-Based Health Alliance and CASEL shows that caregiver SEL capacity is a key predictor of student resilience, especially for low-income and immigrant families. Bilingual, trauma-informed, and culturally responsive family workshops increase engagement and improve outcomes for students from marginalized communities when compared to generic family education sessions.	2.3 – Guidance & Family Coordinator outreach and follow-up activity logs Behavior referral recurrence and resolution rates (site-based logs) CHAT/SST/SARB referral rates and Tier 2 intervention tracking These metrics allow SPVUSD to assess how well SEL training for students and families is improving behavior, engagement, and support structures for unduplicated students.

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	LEA-wide		
1.14	**Action:** (Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Integrated SEL and Mental Health Support Team (CHAT, Counselors, Outreach Consultants) **Need:** In 2025, SPVUSD continued to serve high numbers of students identified as Homeless, Foster Youth, English Learners, and Socioeconomically Disadvantaged, with many in overlapping subgroups. Dashboard data shows persistent challenges in engagement and school climate: Chronic absenteeism remains elevated for unduplicated students despite overall improvement Suspension rates are in the Green for Homeless (4.3%), and yellow for SED (6.8%) Parent engagement in key advisory committees (DELAC, CAC, PAC) remains limited Participation in SST, CARE, and IEP meetings is inconsistent for high-risk students and families Staff feedback confirms that re-engagement and coordinated wraparound support are essential for students experiencing instability,	SPVUSD's unduplicated pupils—including Homeless and Foster Youth, English Learners, and SED students—experience higher rates of trauma, mental health crises, and barriers to accessing clinical services. These students often lack stable, culturally responsive care outside of school due to geographic isolation, limited transportation, stigma, or lack of insurance. This action provides a greater service by sustaining a multi-tiered mental health team that prioritizes students from unduplicated groups for therapeutic interventions and case management. CHAT therapists (County Mental Health), school counselors, and outreach consultants work collaboratively to identify students in need through discipline, attendance, and SST data. Outreach staff focus on building trust with families who might be reluctant to access support due to language barriers or fear of stigma—particularly EL and Native families. The model enables immediate in-school mental health support and referrals to community providers, reducing wait times and access gaps for high-needs students. While the integrated team is available across the LEA, service allocation is not uniform. Counselors and CHAT therapists work from centralized referral systems that flag unduplicated students using academic, behavioral, and social-emotional risk indicators. Outreach consultants are assigned caseloads that prioritize SED, EL, and Homeless youth. As a result, unduplicated students receive a greater share of direct services relative to their	1.1 – Attendance Rate % 1.3 – LCAP Survey % (student and parent perceptions of support and engagement) 1.3 – Suspension Rate % 2.1 – Parent participation rates in COST, SST, IEP, and CARE meetings 2.2 – Parent/family engagement session logs and outreach documentation 3.1 – CAASPP and STAR growth data for students involved in support meetings CARE/SST/IEP intervention outcome tracking and follow-up compliance These metrics will help SPVUSD assess whether support teams are effectively increasing student connection, reducing behavior

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	trauma, and academic disconnection. Family involvement is crucial to this support, but often difficult to sustain due to transportation, work schedules, or distrust of institutional systems. **Scope:** LEA-wide	peers, making the action both equitable and targeted. According to the California Children's Trust and the National Center for School Mental Health, multi-disciplinary, school-based mental health teams significantly improve outcomes for students facing poverty and trauma when compared to external referrals alone. The integration of mental health providers and outreach consultants ensures culturally competent support that is especially effective for unduplicated students, who may otherwise go unserved due to systemic barriers.	escalations, and improving academic outcomes for unduplicated students.
1.15	**Action:** Priority 5 – Pupil Engagement Priority6 – School Climate (Engagement) Campus Security, Health Aide (LREBG-Funded) & Safety Support **Need:** Dashboard and local data continue to show that unduplicated student groups are disproportionately impacted by suspension, absenteeism, and school disengagement: 2025 Suspension Rate (green): Homeless (4.3%): Yellow SED (6.8%) Family and staff surveys reflect concerns around campus safety and consistent adult presence SRO presence has positive impact	This action is provided LEA-wide and is principally directed to the needs of unduplicated students, as these students are statistically more likely to experience disciplinary removal, disengagement, and safety-related barriers to learning. The transition from an SRO model to increased campus-based security staffing, paired with staff training in trauma-informed de-escalation, aligns with evidence-based recommendations from the WestEd School Climate Framework and the UCLA Civil Rights Project, which emphasize that: “Supportive campus safety models—focused on building trust, early intervention, and adult-student relationships—are more effective than traditional policing in improving school climate and reducing exclusionary discipline for vulnerable student populations.” By investing in on-campus personnel who are embedded in the daily life of schools and trained to prevent rather than police misbehavior, SPVUSD	1.3 – LCAP Survey % Staff, student, and family perception of safety and school climate Goal: Increase the % of students who report feeling safe at school (target: =90%) 1.3 – Suspension Rate % (by subgroup) Monitor reductions in suspension rates for EL, Homeless, SED, SWD, AI, and HI students Goal: Move out of Red designation for high-risk subgroups 1.3 – Expulsion Rate % Track overall expulsions and examine

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	Students who are EL, Homeless, SED, AI, and HI benefit from positive daily interactions, visibility of caring adults, and a trauma-informed approach to supervision and behavior support. **Scope:** LEA-wide	is enhancing safety and engagement for all, while prioritizing the needs of those most affected.	disproportionality by subgroup 1.3 – Discipline Referral Counts Number of behavior referrals and the percentage resolved with restorative practices 1.3 – Campus Security/Heath Aide Staff Training Completion % of Campus Security staff and health aides trained in CPR, trauma-informed de-escalation, and crisis intervention 1.3 – Incident Response Log Logs of interventions made by campus security before issues escalate to suspensions 1.3 – Attendance Rate % / 1.2 – Chronic Absenteeism Rate % As students feel safer, attendance and chronic absenteeism should improve, particularly for Homeless and SED groups

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2.7	**Action:** Guidance & Family Coordinator (Priority 3, 4, 5, and 6) **Need:** Engagement and participation from families of unduplicated students—especially EL, Homeless, and SED families—has historically been low, affecting attendance, behavior, and academic outcomes. **Scope:** Schoolwide	Unduplicated students—particularly English Learners, SED students, and Homeless Youth—often come from families who face systemic barriers to school engagement, such as limited English proficiency, low familiarity with school systems, intergenerational poverty, and historical trauma. These barriers reduce access to key supports related to academic progress, postsecondary planning, and social-emotional well-being. This action provides a greater service to unduplicated students by assigning a dedicated Guidance & Family Coordinator to deliver high-touch, culturally responsive support. The Coordinator: • Prioritizes case management and outreach for unduplicated families using Synergy risk indicators. • Facilitates bilingual family meetings and culturally relevant workshops tailored to EL and SED families. - • Provides personalized navigation support for postsecondary pathways, ensuring that first-generation, low-income students access college, career, and financial aid planning. • Coordinates referrals to services including mental health, housing, and food assistance—needs more prevalent among unduplicated students.	Workshop attendance and feedback (2.2) Family Engagement Reflection Tool score (2.1) parent survey indicators (1.4) student outcome improvements in targeted subgroups.

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		While the Coordinator is embedded schoolwide to promote a welcoming and inclusive campus environment, the intensity, frequency, and depth of services are directed primarily at students and families within unduplicated groups. Data-informed prioritization ensures the Coordinator's time is allocated in ways that address the highest levels of need, while maintaining visibility and accessibility for all. This approach ensures equity without stigma. Studies from the California Family Engagement Framework and the U.S. Department of Education show that schools with dedicated family liaisons or coordinators see improved outcomes in attendance, engagement, and postsecondary readiness for English Learners and low-income families—particularly when the staff member is trained in cultural competency and trauma-informed practices. Targeted outreach and guidance navigation are critical interventions for students from historically underserved communities.	
3.1	**Action:** (Priority 4 and 6) Professional Learning for Instructional Rigor 3.1a – SPED Paraprofessional (LREBG-Funded) **Need:** SPVUSD's Middle School and High School have been identified for Targeted Support and Improvement (TSI) due to persistent performance gaps among English Learners	SPVUSD's unduplicated pupils—especially English Learners (EL), SED students, and Homeless Youth—demonstrate significantly lower performance on ELA and math benchmarks, often due to interrupted learning, language acquisition needs, and lack of access to rigorous, scaffolded instruction. In 2025, ELs scored 106.7 points below standard level in ELA, and 148.8 points below standard in math. This action provides a greater service to	3.1 – CAASPP ELA and Math % met/exceeded (by subgroup) 3.3 – ELPI & ELPAC Proficiency % 3.10–3.12 – STAR Reading and Math Growth Percentiles

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	and Socioeconomically Disadvantaged student groups. In 2025, these groups scored in the Red or Orange performance levels in both ELA and Math on the CA Dashboard. Additionally, local assessments (CAASPP and STAR) show that these students consistently underperform in measures of language development, writing, and conceptual understanding. Classroom observations and survey feedback also highlight the need for increased academic engagement, structured discussion, and clear thinking routines across all grade levels. **Scope:** Schoolwide	unduplicated students by equipping teachers with high-impact instructional practices that directly address these gaps. The ICOE-provided professional development (e.g., Project Moving Forward, academic discourse, writing strategies, and Gradual Release of Responsibility) is research-based and specifically designed to: • Scaffold rigorous content for language learners and students with interrupted formal education. • Promote oral language development, which is essential for ELs and students lacking academic vocabulary exposure at home. • Support universal design for learning strategies, increasing access for students with diverse learning needs—especially those affected by poverty and trauma. • Training also includes modeling and coaching to ensure implementation fidelity and adaptation for students who need the most support. A schoolwide approach ensures coherence in instructional delivery, but the impact is greatest for unduplicated students, who often enter classrooms further behind academically and benefit the most from structured language development, writing scaffolds, and clear learning routines. By embedding these practices into Tier 1 instruction, unduplicated students receive daily, integrated support without needing to be pulled from core classes—making the support both inclusive and	Teacher PD participation logs and walkthrough observation trends Student engagement indicators from surveys and PLC reflections

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		intensive. Finally, SPVUSD has funded a Special Education Paraprofessional using LREBG to support the instructional and behavioral needs of students with disabilities. This role provides targeted assistance aligned with IEP goals and inclusive classroom practices, promoting academic access and reducing discipline referrals. Research from the Center for Applied Linguistics and the What Works Clearinghouse supports structured academic discourse and writing instruction for improving EL outcomes. Project Moving Forward and Gradual Release strategies are aligned with evidence-based practices shown to increase achievement for English Learners and low-income students when consistently implemented.	
3.2	**Action:** (Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes Expand College and Career Readiness Pathways: A–G, CTE, Dual Enrollment, and CCI Alignment **Need:** In 2025, only 30.8% of San Pasqual Valley USD graduates were classified as “Prepared” on the College/Career Indicator (CCI), Among unduplicated pupils (English Learners, Homeless, and Socioeconomically Disadvantaged students), the rates were significantly lower. For example, American Indian and SED students had lower A–G	This action addresses the specific needs of unduplicated pupils by embedding academic counseling, A–G and CTE pathway monitoring, and dual enrollment expansion into a schoolwide system of postsecondary readiness. The use of personalized academic and career plans (MyCAP), quarterly schedule audits, and Seal of Biliteracy preparation will directly benefit students who are historically underserved and underrepresented in rigorous coursework. Because unduplicated pupils are overrepresented in the lowest-performing quartiles on the CCI and disproportionately impacted by low access to college/career opportunities, providing this action on an LEA-wide basis ensures equity in course offerings, guidance services, and academic	A–G rate, CTE completion rate, CCI Prepared %, Graduation %, Dual enrollment counts, Seal of Biliteracy

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	eligibility, minimal access to dual enrollment opportunities, and limited representation in advanced coursework or CTE capstones. Additionally, English Learners had a reclassification rate increased to 5.13% but there is still a lack of sufficient academic writing skills needed for A–G success or Seal of Biliteracy attainment. Families of UPs also reported limited understanding of graduation requirements, A–G expectations, and postsecondary options. These gaps reflect a systemic need to provide earlier, more structured academic planning, targeted supports, and culturally responsive advising for historically underserved students to ensure equitable access to college and career readiness. **Scope:** LEA-wide	supports. Research shows that early postsecondary planning, dual enrollment access, and CTE pathway completion are predictive of improved college-going rates and workforce outcomes, particularly for low-income, EL, and American Indian students (CCEE, 2023; AIR, 2022). By institutionalizing these supports districtwide, the action ensures scaling of best practices and removes barriers at each site so that unduplicated pupils receive the preparation necessary to graduate ready for both college and career.	
3.3	**Action:** (Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM Implementation Across K–12 **Need:** In 2025, the California School Dashboard College/Career Indicator (CCI) showed that 30.8% of students were prepared, still a notable improvement from 20.4% in 2023. Despite this growth, gaps remain for	SPVUSD's unduplicated students—including SED, EL, and Foster Youth—have historically had limited access to hands-on STEM learning experiences due to systemic barriers such as funding gaps, lack of early exposure, and underrepresentation in advanced coursework. These students often lack access to enrichment opportunities outside of school and benefit from instruction that builds inquiry, critical thinking, and real-world problem-solving skills. This action provides a greater service to	3.1 – CAASPP and CAST Results by Subgroup 3.2 – College and Career Indicator (CCI) % Prepared 3.2 – Number of CTE Completers and Dual Enrollment Participants

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
	unduplicated student groups, particularly Socioeconomically Disadvantaged (SED) students, who were previously rated Low. The graduation rate remained 86.0%, now aligned with the state average, yet access to high-interest, hands-on coursework and STEM opportunities remains uneven across the district. Middle school program limitations due to credentialing, along with a lack of STEM-related clubs or pathways at the high school level, highlight resource disparities that limit student exposure to college and career-relevant experiences. **Scope:** LEA-wide	unduplicated pupils by funding STEM programs that: • Emphasize project-based learning and hands-on experiences, which support language development and conceptual understanding—key for ELs and students with limited academic vocabulary exposure. • Incorporate culturally relevant examples and design challenges that increase engagement for underrepresented student groups. • Extend access to advanced math and science pathways for students who would otherwise be excluded due to prerequisite or gatekeeping structures. Additionally, implementation prioritizes schools and grade levels with high unduplicated enrollment. Staff are trained to use scaffolded questioning strategies and integrate ELD standards into STEM instruction, ensuring EL students can access rigorous content without being pulled from STEM opportunities. Implementing STEM instruction districtwide ensures equitable infrastructure (materials, training, access), but resource deployment and instructional support are concentrated in schools with higher percentages of unduplicated pupils. LEA-wide coordination ensures consistency, but unduplicated students are prioritized for participation in pilot programs, STEM electives, and project showcases, ensuring greater benefit	3.5 – Priority 7 Course Access Reflection Tool Qualitative evaluation of equity in access to enrichment and CTE/STEM-related coursework across sites 3.8/3.9/3.10 – STAR Math and Reading Results (SGP and Proficiency) Benchmark 4 proficiency rates and growth metrics, especially in math problem-solving and reasoning 1.3 – LCAP Survey % (Student Voice on Course Engagement) % of students reporting interest in STEM, hands-on learning, or motivation linked to school offerings These metrics will track whether increased STEM and CTE opportunities are strengthening academic performance, student engagement, and postsecondary readiness—especially for unduplicated students including SED, EL,

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		relative to peers. The NGSS Early Implementers Initiative and research from WestEd support STEM programs that integrate language development and hands-on learning as especially effective for ELs and low-income students. STEM-focused engagement improves attendance, builds confidence, and increases long-term interest in college and career pathways among students who have historically lacked representation in these fields.	Homeless and American Indian youth.
3.9	**Action:** (Priority 4, 5, 7, and 8) Credit Recovery, Intervention **Need:** In 2025, the graduation rate remained at 86%, aligning with the state average, yet challenges persist for several unduplicated student groups. The California School Dashboard College/Career Indicator (CCI) decreased to 30.8% prepared, but gaps remain for Socioeconomically Disadvantaged (SED), English Learner (EL), and Homeless students—most of whom lack access to supplemental instruction, intervention, and credit recovery opportunities. Chronic absenteeism declined by 10.2%, yet students with significant post-pandemic learning loss, especially at the middle and high school levels, require continued intervention to remain on track for graduation and postsecondary success.	This action is designed to close opportunity and achievement gaps through multiple access points to learning recovery. It includes summer academic intervention, credit recovery programs, independent study pathways, and in-school restriction (ISR) with academic and behavioral supports. While it is principally directed toward unduplicated student groups—especially Homeless, Foster Youth, English Learners, and SED students—these interventions benefit all students who may be at risk of course failure, grade-level retention, or disengagement. Research consistently affirms the effectiveness of extended learning time, credit recovery, and tiered behavioral supports as strategies for promoting academic success: • Summer learning programs have been shown to reduce learning loss and improve outcomes for students who are below grade level (RAND, 2016).	3.1 – CAASPP ELA and Math scores by subgroup 3.2 – Credit recovery completion rates 3.10–3.12 – STAR Reading and Math growth 1.2 – Chronic Absenteeism rate (disaggregated) 1.3 – Suspension rate (ISR impact) 3.8 – Graduation and A–G completion rate 3.6 – Promotion and retention outcomes (K–8)

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	Scope: Schoolwide	• Credit recovery and flexible pathways (like independent study) provide personalized, student-centered options that increase graduation rates and allow for re-engagement of students facing life or attendance barriers (AIR, 2020). • ISR models that integrate restorative practices and academic support—as opposed to traditional suspension—are linked to improved behavior, lower exclusion rates, and increased academic completion (Gregory et al., 2016; CASEL, 2022). These supports are delivered schoolwide to ensure equitable access and system-level consistency, but are principally directed to eliminate barriers and close gaps for the most vulnerable student groups. Summer and ISR rosters will be prioritized to serve unduplicated students, while ensuring that all struggling students benefit from structured learning recovery opportunities.	These metrics will guide program adjustments and resource allocation to better serve students most at risk of academic failure or delayed graduation.
3.10	**Action:** (Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School **Need:** The 2025 California School Dashboard College/Career Indicator (CCI) decreased to 30.8% prepared, still up from 20.4% in 2023.	To address persistent achievement gaps for English Learners, Socioeconomically Disadvantaged students and Homeless youth—who are overrepresented in the Red and Orange performance levels on the California School Dashboard—SPVUSD will continue to embed scheduled intervention periods within each school's master schedule and maintain a dedicated, single-subject math teacher at the middle school. These interventions ensure that	Metrics: 3.1 – CAASPP Math % Met or Exceeded (by grade and subgroup) To measure student progress in math across grade levels, particularly 6–8

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	While this is a positive trend, significant math underperformance remains a barrier—particularly at the high school, where 2025 CAASPP results showed only 6.1% of students met or exceeded the math standard, down 6% from 2023. Red and Yellow level Dashboard performance in math persists for key student groups: American Indian, Hispanic and SED students, with others not reporting due to small N-sizes. These gaps directly affect CCI and future graduation outcomes. **Scope:** Schoolwide	students receive structured, data-informed academic support within the school day, rather than relying on after-hours remediation that many of our unduplicated students cannot consistently access due to transportation or family responsibilities. Providing intervention time schoolwide allows for flexible grouping based on real-time academic data (CAASPP, STAR, IABs), enabling educators to address learning needs as they emerge. Embedding this support into the daily schedule is supported by research from the Institute of Education Sciences and What Works Clearinghouse, which highlights that schoolwide, data-driven intervention systems are most effective when support is timely, systematic, and delivered within the core school day—particularly in districts serving high-poverty and high-needs populations. At the middle school, the addition of a single-subject math teacher supports deeper content expertise and targeted instruction for grades 6–8. This aligns with findings from the National Council of Teachers of Mathematics, which note that middle-grade students—especially those in underserved groups—benefit significantly from math teachers with specialized content training and extended instructional time. While these actions are offered schoolwide, they are principally directed toward eliminating the access and opportunity gaps experienced by unduplicated students, and are essential to	3.5 – Priority 7 Course Access Reflection Tool To ensure all students—especially unduplicated students—have access to math intervention and grade-level coursework 3.2 – CCI % Prepared and Graduation Rate % To evaluate long-term impact of improved math instruction on high school readiness 3.10 & 3.11 – STAR Math Growth Percentile (Middle and High School) To track interim growth from fall to spring by subgroup and site 1.3 – LCAP Survey % (Student voice on math confidence and support) To capture student perception of math support and engagement with instruction These metrics will help ensure that the redesigned master schedule and middle school math staffing investments yield measurable academic

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		SPVUSD's efforts to ensure equitable academic outcomes.	improvement and equitable outcomes.
3.14	**Action:** (Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings **Need:** In 2025, SPVUSD's graduation rate remained at 86%, matching the state average—an encouraging improvement from 64.8% in 2023. The College/Career Indicator (CCI) decreased to 30.8% prepared, still up from 20.4% in 2023. However, gaps remain for unduplicated students, particularly SED, EL and Homeless, many of whom still do not meet "prepared" thresholds for postsecondary success. Early identification of academic, behavioral, and social-emotional concerns remains critical to maintaining progress and increasing equitable outcomes. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color." **Scope:** Schoolwide	This action is designed to provide personalized, consistent academic and social-emotional monitoring for students who are most at risk of falling behind, including Foster Youth, Homeless Youth, and other unduplicated pupils. These student groups often face higher rates of mobility, trauma, and inconsistent access to resources, all of which negatively impact school engagement and academic success. By providing quarterly, one-on-one meetings, counselors build trusted relationships and ensure that academic concerns, emotional needs, and post-secondary planning are addressed in a timely, individualized manner. Research from the National Dropout Prevention Center and the U.S. Department of Education highlights that early identification and targeted case management significantly reduce dropout risk and improve high school completion rates for vulnerable youth. This model aligns with the California College and Career Indicator (CCI) and the Multi-Tiered System of Support (MTSS) framework, which emphasize the importance of proactive counseling, regular progress monitoring, and integrated support systems. Furthermore, studies show that consistent counselor check-ins increase academic motivation, GPA, and goal-setting skills—especially for first-generation, low-income, and mobile students (Bryan et al., 2011; ASCA, 2019). Although provided schoolwide, this action is principally directed toward unduplicated pupils who	3.2 – Graduation Rate % and Dropout Rate % (by subgroup) Tracks improvements in graduation completion for monitored students 3.2 – CCI % Prepared and % Meeting A–G and/or CTE Measures college/career readiness improvements tied to individual guidance 3.5 – Priority 7 Course Access Reflection Tool To assess equity in course and support access, especially in response to counselor recommendations 1.3 – LCAP Survey % (Student responses on feeling supported and known) Student voice on relationships and adult connection within the school 2.3 – Guidance and Family Coordinator Data (Meeting Logs)

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		benefit most from individualized guidance, early intervention, and sustained academic support.	Number and frequency of meetings logged by counselor, disaggregated by subgroup where possible These metrics ensure counselor interventions are meaningfully improving academic trajectory, engagement, and postsecondary readiness for students most in need.
3.18	**Action:** (Priority 3, 4, and 5) Grade 6 College and Career graduation plan **Need:** In 2025, the California School Dashboard College/Career Indicator (CCI) was 30.8% prepared, up from 20.4% in 2023. The district-wide graduation rate also remained 86%, a significant increase from 64.8% in 2023. While these gains are notable, persistent underperformance for Socioeconomically Disadvantaged (SED), English Learner (EL),and Homeless groups continues to impact CCI outcomes and long-term academic planning. Early and proactive college and career planning—especially beginning in Grade 6—is essential to increase student agency, clarity of expectations, and equitable access to post-secondary readiness. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color."	This action establishes a Grade 6 College and Career Graduation Plan to introduce and reinforce: A-G and graduation credit requirements Post-secondary pathways, including community college, university, military, trade programs, and CTE Goal setting using SMART frameworks Academic monitoring, including transcript understanding and course selection Delivered by school counselors and support staff, this plan provides a foundational understanding of the high school-to-college pipeline, building aspiration and clarity for students and families at an early stage. While site-based, the action is principally directed at unduplicated students, many of whom may be first-generation college-bound and lack exposure to college and career systems. Embedding this work in middle school fosters	3.2 – CCI % Prepared and % Meeting A–G and/or CTE by Graduation To track long-term outcomes of early planning 3.1 – CAASPP Achievement by Subgroup (Middle and High School) To monitor progress in academic readiness aligned to graduation pathways 2.3 – Guidance and Family Coordinator Data To capture implementation of planning sessions and family/student participation 1.3 – LCAP Survey % (Student understanding of

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	Scope: Schoolwide	sustained improvement by increasing future CCI and graduation rates.	future readiness and goals) To assess student perception of postsecondary guidance and confidence 2.1 – Parent and Family Engagement Reflection Tool (Priority 3) To assess how families feel about their involvement in their child's planning These metrics will ensure the sixth-grade college and career plan drives earlier awareness and meaningful progress for the students most at risk of falling off track.
3.19	**Action:** (Priority 4, 7, and 8) College and Career Goals and Activities **Need:** According to the 2025 California School Dashboard, only 30.8% of SPVUSD students were classified as "Prepared" on the College/Career Indicator (CCI), up from 20.4% in 2023. While this reflects meaningful progress, significant disparities persist among unduplicated pupil groups, particularly Socioeconomically Disadvantaged (SED) students and English Learners (ELs), for	This action is designed to reduce the structural and informational barriers that often prevent unduplicated students—particularly English Learners, low-income students and Homeless Youth—from accessing postsecondary opportunities. Research shows that these groups are disproportionately less likely to complete A–G coursework, enroll in college-level classes, or meet career readiness benchmarks (Johns Hopkins University, 2020; U.S. Department of Education, 2016). By integrating A–G courses, CTE pathways, and dual enrollment into the Master Schedule,	3.1 CAASPP ELA and Math – % Met or Exceeded, disaggregated by unduplicated pupil groups 3.2 College/Career Indicator (CCI) – % of students prepared and approaching 3.2 CTE Pathway Completion – # and % of students completing a CTE sequence

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	whom performance remains below the state average. Additionally, the district's graduation rate in 2025 was 86%, matching the state average, yet internal data show that many graduates are not completing A–G requirements or engaging in CTE pathway completion—limiting true postsecondary readiness. Unduplicated pupils, including Homeless Youth, and Foster Youth continue to face structural barriers to college and career access, such as limited exposure to planning tools, lower course enrollment in A–G or CTE-aligned offerings, and reduced participation in early college programs like dual enrollment. These patterns underscore the need for purposeful course offerings built into the master schedule, expanded dual/college-credit opportunities, and structured exposure to college and career experiences across grade levels to close preparation and access gaps for SPVUSD's unduplicated students. **Scope:** LEA-wide	SPVUSD ensures these opportunities are embedded in the school day—eliminating the need for external access or family navigation of complex postsecondary systems. Offering early, frequent, and developmentally appropriate college and career exploration from TK through 12th grade is also aligned with best practices in equity-focused counseling (ASCA, 2019), and supports student goal-setting, identity development, and increased high school engagement. This action is provided schoolwide to foster a culture of college and career readiness, but is principally directed to meet the needs of unduplicated students who often lack access to information, resources, and role models to support postsecondary planning. Providing these opportunities during the instructional day, across multiple grades, ensures equitable access to pathways that increase graduation rates, reduce dropout, and support long-term success.	3.2 Dual Enrollment – # of students enrolled in and successfully completing courses 3.2 A–G Completion – # and % of students meeting UC/CSU eligibility requirements 3.2 % of students earning both A–G and CTE completion (combined readiness metric) 2.3 Guidance and Family Coordinator – Event calendar and # of participants TK–12 3.5 Priority 7 – Course Access Self-Reflection Tool (annual reflection data) 1.3 / 3.3 LCAP Survey – Student and Parent responses on preparation for college/career pathways
3.20	**Action:** (Priority 4 and 8) PSAT **Need:** In 2025, SPVUSD's College/Career Indicator (CCI) decreased to 30.8% prepared, still up from 20.4% in 2023. The district graduation	This action directly addresses access inequities commonly experienced by unduplicated pupils. National and state research has consistently shown that low-income students and English Learners are significantly underrepresented in SAT participation due to financial, informational, and logistical barriers (College Board, 2020).	3.2 – CCI % Prepared (including PSAT participation and follow-up rates) Tracks whether PSAT participation correlates with an increase in CCI outcomes

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	rate remained at 86%. While this represents significant growth, unduplicated student groups, especially Socioeconomically Disadvantaged (SED), English Learners and (EL), Homeless, continue to face barriers to postsecondary access and academic achievement. Early exposure to college entrance assessments like the PSAT is a proven strategy to increase awareness of academic benchmarks, readiness expectations, and pathways to higher education. **Scope:** Schoolwide	By proactively offering PSAT and SAT test administration, along with fee waivers, prep classes, and transportation, SPVUSD removes critical barriers and opens pathways to college readiness benchmarks, financial aid eligibility (e.g., National Merit, Pell Grant considerations), and postsecondary access. According to the U.S. Department of Education and the National College Access Network (NCAN), when students from historically underserved populations have access to college entrance exams embedded in the school context with built-in support, participation and success increase significantly. This action is offered schoolwide to foster a universal college-going culture, but is principally directed toward unduplicated students, who research shows are least likely to self-initiate test registration, afford prep services, or attend off-site testing. Embedding these services into the school environment ensures that all students—especially those with fewer resources—have the same opportunity to demonstrate college readiness and pursue competitive postsecondary options.	3.2 – Graduation Rate % and Dropout Rate % (by subgroup) To monitor impact on long-term student progress toward graduation 3.1 – CAASPP ELA and Math Performance (Grades 10 & 11) To track performance trends in core content aligned with PSAT readiness 2.3 – Guidance and Family Coordinator Data Number of students participating in the PSAT and receiving guidance follow-up 1.3 – LCAP Student Survey % (Student belief in college/career readiness) To assess student confidence in postsecondary planning and preparedness These metrics will help determine whether this assessment-driven approach supports

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			improved college and career outcomes for the students who need it most.
3.22	**Action:** (Priority 5 and 8) Curriculum, Get Focused, Stay Focused **Need:** In 2025, SPVUSD's College/Career Indicator (CCI) decreased to 30.8% prepared, which is a significant rise from 20.4% in 2023. However, Socioeconomically Disadvantaged (SED) students remain underrepresented in this growth and are still identified in the Red performance level. Additionally, the district-wide graduation rate remained 86%, but students in the Homeless category continue to show gaps in long-term college and career preparation. In the same year, chronic absenteeism rose to 36.8%, and remains a critical barrier to student success, especially for unduplicated student groups. **Scope:** Schoolwide	Curriculum like Get Focused, Stay Focused (GFSF) are designed to help students build the vision, discipline, and planning skills needed to succeed beyond high school. Through personalized academic and career planning, the curriculum helps students: • Define short- and long-term goals • Explore post-secondary options including college, military, and career pathways • Build SMART goals and action steps • Develop resilience, self-awareness, and motivation Given the widespread need for these planning and self-regulation skills across student groups—especially those from economically disadvantaged backgrounds—this action is provided on an LEA-wide basis to close opportunity gaps and improve long-term success indicators for unduplicated students.	3.2 – CCI % Prepared Measures growth in students meeting the state's college and career readiness benchmarks 3.2 – Graduation Rate % and Dropout Rate % (by subgroup) Assesses whether GFSF contributes to increased graduation and reduced attrition 3.1 – CAASPP Results (ELA/Math % met or exceeded) Measures academic readiness aligned with post-secondary success 1.2 – Chronic Absenteeism Rate % (by subgroup) Tracks whether goal-setting and engagement reduce chronic absenteeism 1.3 – LCAP Student Survey (College/Career Readiness Confidence %)

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			Reflects students' belief in their ability to plan and achieve future goals These metrics will guide the ongoing implementation and refinement of the GFSF curriculum to ensure it meaningfully impacts the student groups it is designed to support.
3.25	**Action:** (Priority 1, 5, and 8) 3.25 Director of Technology & Applications **Need:** Technology access and utilization is foundational to instruction, assessment, and data-informed decision-making across SPVUSD. Teachers and administrators need timely, accurate, and accessible student data to monitor progress, inform instruction, and respond to academic and attendance issues—especially for English Learners and SED students. This includes: State and local assessments (CAASPP, ELPAC, STAR) Operational systems (Synergy, SEIS, Escape, CALPADS, CalSAAS) Communication tools for staff, students, and families	Unduplicated pupils—including ELs, Foster Youth, and SED students—face systemic inequities in access to digital learning tools, timely academic interventions, and data-informed instruction. These students are more likely to experience interrupted learning, limited access to home internet or devices, and less adult support for navigating educational platforms. This action provides a greater service to unduplicated students by supporting a centralized leadership role responsible for: • Overseeing equitable device deployment and connectivity support for families without home access. • Managing intervention tracking platforms (e.g., Synergy, MTSS modules, EL progress monitoring tools) to ensure that struggling students—primarily unduplicated pupils—are accurately identified and quickly connected to supports.	3.1 – CAASPP Participation and Performance (disaggregated by subgroup) Ensures that tech supports equitable access to assessments and high-quality instruction 3.3 – Implementation of State Standards and Access to Instructional Materials Tracks availability of instructional technology and materials for all student groups 3.10–3.12 – STAR Reading and Math Proficiency & SGP (by site)

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
	Data access and visualization tools to support responsive intervention for unduplicated students Families and staff have increasingly requested timely access to student performance data to inform supports for students, particularly those who are EL, SED, Homeless, and American Indian. With rising accountability demands and technology integration across instructional platforms, having centralized leadership and support for technology services is essential. **Scope:** LEA-wide	• Training teachers and administrators to use real-time data for tiered intervention decisions, with an emphasis on closing opportunity gaps for students behind in academic progress. The Director also leads the selection and implementation of learning platforms with built-in scaffolds (e.g., translation tools, adaptive pathways) that disproportionately benefit English Learners and students with limited academic support outside school. Although the Director serves the entire district, their impact is greatest for unduplicated students, who rely more heavily on school systems to access instruction, monitoring, and support. The Director's efforts improve the responsiveness of academic interventions, digital inclusion initiatives, and early-warning systems that allow educators to act quickly on the needs of high-risk subgroups. Research from the International Society for Technology in Education (ISTE) and the California Department of Education shows that centralized leadership in educational technology increases digital equity and enhances intervention system coherence—especially in rural and high-poverty districts. Strong tech integration leadership is associated with faster access to supports and improved outcomes for ELs and SED students.	Reflects use of digital benchmarks and student growth monitoring tools 1.3 – LCAP Staff and Parent Survey (perceptions of tech tools and data use) Measures stakeholder confidence in and access to digital tools for learning and progress monitoring 3.2 – College and Career Indicator (CCI) Preparedness % Links tech infrastructure and data support to improvements in long-term student outcomes These metrics collectively assess the impact of technology leadership on equitable access, student engagement, and data-driven instructional improvement across the district.

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
3.11	**Action:** (Priority 4 and 7) Additional EL/LTEL Support Services **Need:** In 2025, the California School Dashboard shows 47.1% of English Learners (ELs) are making progress toward English proficiency, up from 26.1% in 2023 — a 21 percentage point improvement. The RFEP rate increased to 5.13%, up from 2.9% in 2022–2023. The 2024 ELPAC well-developed rate increased to 11.11% (from 7.94%), with 67.52% of students still scoring at Levels 1 or 2. These results indicate that while progress monitoring is improving, most EL students are still struggling to reach reclassification, academic proficiency, and successful course access. **Scope:** Limited to Unduplicated Student Group(s)	This action is intentionally designed to meet the needs of English Learners by implementing a multi-tiered, research-aligned framework that supports both language acquisition and academic achievement. The integration of a Districtwide Monitoring System, designated ELD instruction, individualized language tools, and professional development is based on well-established evidence that effective EL programs must include both designated and integrated instruction, ongoing progress monitoring, and specialized teacher training. The ELL/Migrant TOSA ensures systematic oversight and implementation fidelity by coordinating EL plans, facilitating quarterly data reviews, and providing embedded professional learning. This supports the “Plan-Teach-Assess” cycle that is foundational in the California English Learner Roadmap and supported by research from the Council of Great City Schools (2019), which emphasizes the need for systematic progress monitoring and responsive interventions for EL success. The use of Lexia English in grades K–8 provides personalized, adaptive learning pathways aligned to the ELD standards. Studies have shown that adaptive digital tools—when used to supplement live instruction—can increase vocabulary acquisition, grammar knowledge, and overall	3.3 – RFEP Rate % 3.3 – ELPI (Making Progress % – Dashboard) 3.3 – ELPAC Well-Developed Rate % 3.1 – CAASPP ELA/Math Scores for ELs 3.2 – Graduation Rate for ELs 3.1 – College & Career Indicator (EL subgroup)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		proficiency, especially for students at early language levels (IES, 2016). In middle school, a designated teacher supporting ELs in math addresses the documented need for integrated ELD in content areas, as highlighted in research by the Understanding Language Initiative at Stanford. ELs benefit most when academic language is explicitly taught within the context of rigorous, standards-based content. Finally, the K–12 ELD-focused professional development, that will continue into 26-27, is designed to improve instructional quality and coherence districtwide. The California Department of Education and national research bodies (e.g., Calderón et al., 2011) stress that ongoing, EL-specific professional development is critical for improving long-term outcomes for ELs and for reducing the number of students who remain LTELs. This combination of systems leadership, personalized tools, embedded instructional supports, and strategic professional learning is a coherent, high-impact approach to address the linguistic, academic, and engagement needs of SPVUSD's English Learner students.	
3.13	**Action:** (Priority 4 and 7) Web-based/Instructional support for English Language Learners **Need:** In 2025, the California School Dashboard shows 47.1% of English Learners (ELs) are	This action is carefully designed to address the language development needs of English Learners by combining explicit instruction, domain-specific practice, progress monitoring, and adaptive support tools. The structure reflects best practices outlined in the California English Learner Roadmap, which emphasizes the importance of	3.3 – RFEP Rate % 3.3 – ELPI Progress % (California School Dashboard) 3.3 – ELPAC Well-Developed Rate %

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	making progress toward English proficiency, up from 26.1% in 2023 — a 21 percentage point improvement. The RFEP rate increased to 5.13%, up from 2.9% in 2022–2023. The 2024 ELPAC well-developed rate increased to 11.11% (from 7.94%), with 67.52% of students still scoring at Levels 1 or 2. These results indicate that while progress monitoring is improving, most EL students are still struggling to reach reclassification, academic proficiency, and successful course access. **Scope:** Limited to Unduplicated Student Group(s)	designated ELD that is systematic, data-driven, and instructionally rich. By organizing the week around the four ELPAC domains—Reading, Writing, Listening, and Speaking—and pairing each with targeted activities that simulate actual test tasks, SPVUSD is ensuring that ELs not only build academic English skills but also develop test awareness and linguistic confidence. Research from the Council of Chief State School Officers (CCSSO) and Stanford's Understanding Language Initiative supports this approach, noting that domain-specific, scaffolded instruction leads to stronger performance in both language proficiency assessments and core academic coursework. The integration of ELPAC Interim Assessments allows for timely formative feedback and supports instructional planning aligned with ELPAC performance expectations. Additionally, engaging students with the Writing and Speaking rubrics fosters metacognitive awareness and encourages ownership of language growth, which research shows is essential for EL success (Zwiers & Crawford, 2011). Finally, the use of Lexia English supplements teacher-led instruction with adaptive, standards-aligned practice that targets each learner's individual proficiency level—an evidence-based strategy shown to accelerate English acquisition and support reclassification. Collectively, this approach provides a coherent, data-informed pathway for English Learners to	3.1 – CAASPP ELA/Math scores for EL students 3.2 – Graduation Rate for ELs Usage analytics from the web-based program

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		progress toward reclassification and achieve equitable access to academic content.	

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.

Not Applicable

Additional Concentration Grant Funding

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

SPVUSD's Guidance and Family Coordinator (Goal 2, Action 2.7) was absorbed by LREBG funding this school year but will return to LCFF funding for 2026-2027, three Arizona Western College (AWC) dual enrollment instructors (Goal 3, Action 3.18), a newly added single-subject math teacher at the middle school (Goal 3, Action 3.8), and three teachers assigned to teach multiple sections and levels of English Language Development (ELD) (Goal 3, Action 3.10) are instrumental in directly supporting students at schools with high concentrations of foster youth, English learners, and low-income students. These positions were developed to provide enhanced access to rigorous instruction, targeted language acquisition support, and postsecondary readiness opportunities. The additional concentration grant add-on funding will be used to sustain and expand these roles, ensuring that unduplicated pupils receive increased and improved services from highly qualified staff in core academic, college preparatory, and language development settings.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,498,847.00	$2,752,334.00	42.351%	0.000%	42.351%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,405,341.00	$1,056,021.00	$77,551.00	$470,748.00	$5,009,661.00	$4,428,071.00	$581,590.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attendance Incentive Mini-grants (Priority 5 Pupil Engagement)	All	No			All Schools	2026-27	$0.00	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$6,000.00	
1	1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2026-27	$181,533.00	$0.00	$181,533.00				$181,533.00	
1	1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2026-27	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
1	1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	2026-27	$21,639.00	$100.00	$21,739.00	$0.00	$0.00	$0.00	$21,739.00	
1	1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$338,471.00	$5,000.00	$343,471.00	$0.00	$0.00	$0.00	$343,471.00	
1	1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School, High School, Bill Manes 6-12	2026-27	$310,767.00	$262,210.00	$572,977.00	$0.00	$0.00	$0.00	$572,977.00	
1	1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance - Van Drivers (LREBG-Funded)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2026-27	$676,789.00	$16,240.00	$693,029.00	$0.00	$0.00	$0.00	$693,029.00	
1	1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-27	$249,352.00	$8,104.00	$114,399.00	$143,057.00	$0.00	$0.00	$257,456.00	

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
		Art and music are critical to the development of students.				Low Income										
1	**1.9**	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Middle School TK-8	2026-27	$362,996.00	$5,500.00	$231,019.00			$137,477.00	$368,496.00	
1	**1.10**	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Districtwide Character Education and School Climate Program Transition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	**1.11**	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
1	**1.12**	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SEL and Reentry Support System for Students requiring Tier 2/3 services In-School Restriction (ISR) Teacher (LREBG-Funded)	All	No			All Schools	2026-27	$145,714.00	$0.00		$145,714.00			$145,714.00	
1	**1.13**	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL and Mental Health Workshops for Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$100,082.00	$57,996.00	$42,086.00			$100,082.00	
1	**1.14**	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Integrated SEL and Mental Health Support Team (CHAT, Counselors, Outreach Consultants)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	**1.15**	Priority 5 – Pupil Engagement Priority6 – School Climate (Engagement) Campus Security, Health Aide (LREBG-Funded) & Safety Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$231,425.00	$0.00	$231,425.00				$231,425.00	
1	**1.16**	(Priority 4 and 7) Pupil Achievement and Course Access Cultural diversity and empowerment	All	No			All Schools	2026-27	$0.00	$7,000.00	$2,000.00			$5,000.00	$7,000.00	
1	**1.17**	(Priority 4 and 7) Pupil Achievement and Course Access	All	No			Specific Schools: Middle School	2026-27	$0.00	$0.00	$0.00				$0.00	

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
		Health, Wellness, and Safety					and High School 6-12									
1	1.18	(Priority 4, 5, 6, and 7) Pupil Achievement, Pupil Engagement, School Climate (Engagement) and Course Access. Focused on American Indian students.	American Indian Students	No			All Schools	2026-27	$89,006.00	$0.00		$35,602.00		$53,404.00	$89,006.00	
2	2.1	Pre/Post Parent Surveys (Priority 3 and 6)	All	No			All Schools	2026-27	$0.00	$6,960.00	$6,960.00	$0.00	$0.00	$0.00	$6,960.00	
2	2.2	Synergy Parent Portal (Priority 3 and 5)	All	No			All Schools	2026-27	$0.00	$10,652.00	$10,652.00	$0.00	$0.00	$0.00	$10,652.00	
2	2.3	Pre-Meeting and Orientation Packet for New Families (Priority 3, 5, and 6)	All	No			All Schools	2026-27	$0.00	$1,500.00	$0.00	$1,500.00	$0.00	$0.00	$1,500.00	
2	2.5	District-wide Calendar and new website through Catapult (Priority 3, 5, and 6)	All	No			All Schools	2026-27	$0.00	$6,567.00	$6,567.00	$0.00	$0.00	$0.00	$6,567.00	
2	2.7	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	2026-27	$89,540.00	$0.00	$44,770.00			$44,770.00	$89,540.00	
3	3.1	(Priority 4 and 6) Professional Learning for Instructional Rigor 3.1a – SPED Paraprofessional (LREBG-Funded)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	2026-27	$1,830.00	$32,000.00	$0.00	$7,000.00	$0.00	$26,830.00	$33,830.00	
3	3.2	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes Expand College and Career Readiness Pathways: A–G, CTE, Dual Enrollment, and CCI Alignment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: High School	Action Completed	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM Implementation Across K–12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	2026-27	$0.00	$13,500.00	$13,500.00	$0.00	$0.00	$0.00	$13,500.00	
3	3.4	(Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes Assessment and Data Tool for Students	All	No			Specific Schools: Elementary and Middle School	2026-27	$0.00	$40,184.00	$0.00	$0.00	$0.00	$40,184.00	$40,184.00	
3	3.5	(Priority 4 and 6) Pupil Achievement, Build Capacity	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
		Principal Calibration Walkthroughs														
3	3.6	(Priority 4 and 6) Pupil Achievement, Build Capacity Professional Development ELA, Math	All	No			All Schools	2026-27	$252,191.00	$0.00	$45,206.00	$120,514.00	$0.00	$86,471.00	$252,191.00	
3	3.8	(Priority 1 and 7) Educational Technology Committee	All	No			All Schools	2026-27	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
3	3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	2026-27	$356,614.00	$0.00	$62,440.00	$294,174.00	$0.00	$0.00	$356,614.00	
3	3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	2026-27	$139,706.00	$2,500.00	$142,206.00	$0.00	$0.00	$0.00	$142,206.00	
3	3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: District-wide	2025-26	$217,300.00	$0.00	$217,300.00	$0.00	$0.00	$0.00	$217,300.00	
3	3.12	(Priority 4, 5, and 7) ASES/ After school tutoring	All	No			Specific Schools: SPV Elementary & Middle School	2026-27	$188,436.00	$10,344.00	$0.00	$198,780.00	$0.00	$0.00	$198,780.00	
3	3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$84,664.00	$0.00	$84,664.00	$0.00	$0.00	$0.00	$84,664.00	
3	3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	2026-27	$142,498.00	$0.00	$65,886.00	$0.00	$0.00	$76,612.00	$142,498.00	
3	3.15	(Priority 5 and 6) Retention Outreach and Exit Survey for Transition-Age Students	All	No			All Schools 8th to 9th Grade	2026-27	$0.00	$250.00	$250.00				$250.00	
3	3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	2026-27	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.19	(Priority 4, 7, and 8) College and Career Goals and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$44,335.00	$7,500.00	$51,835.00				$51,835.00	
3	3.20	(Priority 4 and 8) PSAT	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	2026-27	$0.00	$0.00	$0.00				$0.00	
3	3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPV Middle & High School	2026-27	$0.00	$0.00	$0.00				$0.00	
3	3.24	(Priority 4, 5, 7, and 8) CTE Classes at the High School or AWC/IVC	All	No				2026-27	$49,294.00	$29,897.00	$69,294.00	$9,897.00			$79,191.00	
3	3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	2026-27	$155,102.00	$0.00	$77,551.00		$77,551.00		$155,102.00	
4	4.1	(Priority 4, 5, 7, and 8) Bill Manes Teacher	All	No			Specific Schools: Bill Manes Alternative Education		$98,869.00	$0.00	$47,172.00	$51,697.00			$98,869.00	
4	4.2	(Priority 2, 4, 5) MS TOSA Data and Expanded Learning Coordination (CDS Equity Multiplier)	All	No			Specific Schools: Middle School	Funding Ended								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,498,847.00	$2,752,334.00	42.351%	0.000%	42.351%	$3,216,740.00	0.000%	49.497 %	**Total:**	$3,216,740.00
								LEA-wide Total:	$1,795,478.00
								Limited Total:	$301,964.00
								Schoolwide Total:	$1,119,298.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$181,533.00	
1	1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$1,500.00	
1	1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	$21,739.00	
1	1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,471.00	

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	1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School, High School, Bill Manes 6-12	$572,977.00	
1	1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance - Van Drivers (LREBG-Funded)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	$693,029.00	
1	1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,399.00	
1	1.9	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Middle School TK-8	$231,019.00	
1	1.10	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Districtwide Character Education and School Climate Program Transition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.11	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.13	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,996.00	

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 (%)
		SEL and Mental Health Workshops for Students and Families						
1	1.14	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Integrated SEL and Mental Health Support Team (CHAT, Counselors, Outreach Consultants)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	1.15	Priority 5 – Pupil Engagement Priority6 – School Climate (Engagement) Campus Security, Health Aide (LREBG-Funded) & Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,425.00	
2	2.7	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$44,770.00	
3	3.1	(Priority 4 and 6) Professional Learning for Instructional Rigor 3.1a – SPED Paraprofessional (LREBG-Funded)	Yes	Schoolwide	English Learners Low Income	All Schools	$0.00	
3	3.2	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes Expand College and Career Readiness Pathways: A–G, CTE, Dual Enrollment, and CCI Alignment	Yes	LEA-wide	English Learners Low Income		$0.00	
3	3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	$13,500.00	

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 (%)
		STEM Implementation Across K–12						
3	3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	$62,440.00	
3	3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	$142,206.00	
3	3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: District-wide	$217,300.00	
3	3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$84,664.00	
3	3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	$65,886.00	
3	3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	$0.00	
3	3.19	(Priority 4, 7, and 8) College and Career Goals and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,835.00	
3	3.20	(Priority 4 and 8) PSAT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	$0.00	
3	3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPV Middle & High School	$0.00	
3	3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	$77,551.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,007,431.00	$5,403,179.00

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**	Attendance Incentive Mini-grants (Priority 5 Pupil Engagement)	No	$6,000.00	$9,156
1	**1.2**	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	Yes	$177,489.00	$182,883
1	**1.3**	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	Yes	$1,850.00	$900
1	**1.4**	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	Yes	$19,799.00	$15,770
1	**1.5**	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	Yes	$331,794.00	$324,035
1	**1.6**	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	Yes	$672,682.00	$688,865
1	**1.7**	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance - Van Drivers (LREBG-Funded)	Yes	$814,373.00	$856,168

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	1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	Yes	$259,980.00	$275,292
1	1.9	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	Yes	$337,413.00	$349,230
1	1.10	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Districtwide Character Education and School Climate Program Transition	Yes	$12,000.00	$14,172
1	1.11	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	Yes	$2,500.00	$2,250
1	1.12	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SEL and Reentry Support System for Students requiring Tier 2/3 services In-School Restriction (ISR) Teacher (LREBG-Funded)	Yes	$137,346.00	$142,370
1	1.13	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL and Mental Health Workshops for Students and Families	Yes	$85,000.00	$92,341
1	1.14	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Integrated SEL and Mental Health Support Team (CHAT, Counselors, Outreach Consultants)	Yes	$3,000.00	$0
1	1.15	Priority 5 – Pupil Engagement Priority6 – School Climate (Engagement)	Yes	$249,681.00	$224,087

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)
		Campus Security, Health Aide (LREBG-Funded) & Safety Support			
1	1.16	(Priority 4 and 7) Pupil Achievement and Course Access Cultural diversity and empowerment	No	$19,634.00	$13,399
1	1.17	(Priority 4 and 7) Pupil Achievement and Course Access Health, Wellness, and Safety	No	$35,847.00	$166,050
1	1.18	(Priority 4, 5, 6, and 7) Pupil Achievement, Pupil Engagement, School Climate (Engagement) and Course Access. Focused on American Indian students.	No	$88,377.00	$91,486
2	2.1	Pre/Post Parent Surveys (Priority 3 and 6)	No	$1,000.00	$7,953
2	2.2	Synergy Parent Portal (Priority 3 and 5)	No	$10,652.00	$10,772
2	2.3	Pre-Meeting and Orientation Packet for New Families (Priority 3, 5, and 6)	No	$1,500.00	$2,494
2	2.5	District-wide Calendar and new website through Catapult (Priority 3, 5, and 6)	No	$7,647.00	$8,775
2	2.7	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	Yes	$86,902.00	$84,703
3	3.1	(Priority 4 and 6) Professional Learning for Instructional Rigor 3.1a – SPED Paraprofessional (LREBG-Funded)	Yes	$75,084.00	$86,125
3	3.2	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes Expand College and Career Readiness Pathways: A–G, CTE, Dual Enrollment, and CCI Alignment	Yes	$2,500.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM Implementation Across K–12	Yes	$39,210.00	$32,596
3	3.4	(Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes Assessment and Data Tool for Students	No	$25,000.00	$46,807
3	3.5	(Priority 4 and 6) Pupil Achievement, Build Capacity Principal Calibration Walkthroughs	No	$1,500.00	$0
3	3.6	(Priority 4 and 6) Pupil Achievement, Build Capacity Professional Development ELA, Math	No	$15,000.00	$190,934
3	3.8	(Priority 1 and 7) Educational Technology Committee	No	$500.00	$0
3	3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	Yes	$106,487.00	$184,490
3	3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	Yes	$131,786.00	$133,422
3	3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	Yes	$193,806.00	$196,552
3	3.12	(Priority 4, 5, and 7) ASES/ After school tutoring	No	$221,908.00	$201,347
3	3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	Yes	$93,160.00	$79,551
3	3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	Yes	$119,321.00	$147,096

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.15**	(Priority 5 and 6) Retention Outreach and Exit Survey for Transition-Age Students	No	$250.00	$0
3	**3.18**	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	Yes	$0	$0
3	**3.19**	(Priority 4, 7, and 8) College and Career Goals and Activities	Yes	$115,532.00	$108,262
3	**3.20**	(Priority 4 and 8) PSAT	Yes	$500.00	$0
3	**3.22**	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	Yes	$1,500.00	$0
3	**3.24**	(Priority 4, 5, 7, and 8) CTE Classes at the High School or AWC/IVC	No	$43,329.00	$0
3	**3.25**	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	Yes	$154,524.00	$161,612
4	**4.1**	(Priority 4, 5, 7, and 8) Bill Manes Teacher	No	$151,201.00	$110,803
4	**4.2**	(Priority 2, 4, 5) MS TOSA Data and Expanded Learning Coordination (CDS Equity Multiplier)	No	$152,867.00	$160,431

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,706,415.00	$3,208,759.00	$3,221,759.00	($13,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	Yes	$177,489.00	$182,883		
1	1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	Yes	$1,850.00	$900		
1	1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	Yes	$19,799.00	$15,770		
1	1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	Yes	$304,661.00	$313,317		
1	1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	Yes	$672,682.00	$688,865		
1	1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement)	Yes	$702,711.00	$735,346		

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)
		Transportation Ensures Attendance - Van Drivers (LREBG-Funded)					
1	**1.8**	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	Yes	$169,267.00	$143,386		
1	**1.9**	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	Yes	$186,840.00	$193,465		
1	**1.10**	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Districtwide Character Education and School Climate Program Transition	Yes	$12,000.00	$14,172		
1	**1.11**	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	Yes	$2,500.00	$2,250		
1	**1.12**	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SEL and Reentry Support System for Students requiring Tier 2/3 services In-School Restriction (ISR) Teacher (LREBG-Funded)	Yes	$0	$0		
1	**1.13**	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement)	Yes	$0	$0		

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)
		SEL and Mental Health Workshops for Students and Families					
1	**1.14**	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Integrated SEL and Mental Health Support Team (CHAT, Counselors, Outreach Consultants)	Yes	$3,000.00	$0		
1	**1.15**	Priority 5 – Pupil Engagement Priority6 – School Climate (Engagement) Campus Security, Health Aide (LREBG-Funded) & Safety Support	Yes	$209,481.00	$193,195		
2	**2.7**	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	Yes	$43,451.00	$0		
3	**3.1**	(Priority 4 and 6) Professional Learning for Instructional Rigor 3.1a – SPED Paraprofessional (LREBG-Funded)	Yes	$0.00	$0		
3	**3.2**	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes Expand College and Career Readiness Pathways: A–G, CTE, Dual Enrollment, and CCI Alignment	Yes	$0.00	$0		
3	**3.3**	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM Implementation Across K–12	Yes	$39,210.00	$32,596		
3	**3.9**	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	Yes	$55,011.00	$49,137		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	Yes	$131,786.00	$133,422		
3	3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	Yes	$193,806.00	$196,552		
3	3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	Yes	$93,160.00	$79,551		
3	3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	Yes	$58,959.00	$83,845		
3	3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	Yes	$0	$0		
3	3.19	(Priority 4, 7, and 8) College and Career Goals and Activities	Yes	$51,834.00	$82,301		
3	3.20	(Priority 4 and 8) PSAT	Yes	$500.00	$0		
3	3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	Yes	$1,500.00	$0		
3	3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	Yes	$77,262.00	$80,806		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,817,245.00	$2,706,415.00	0%	39.700%	$3,221,759.00	0.000%	47.259%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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