

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bennett Valley Union School District & Bennett Valley Charter

CDS Code: 49-70623-6098248

School Year: 2026-27

LEA contact information:

Alexis Cala

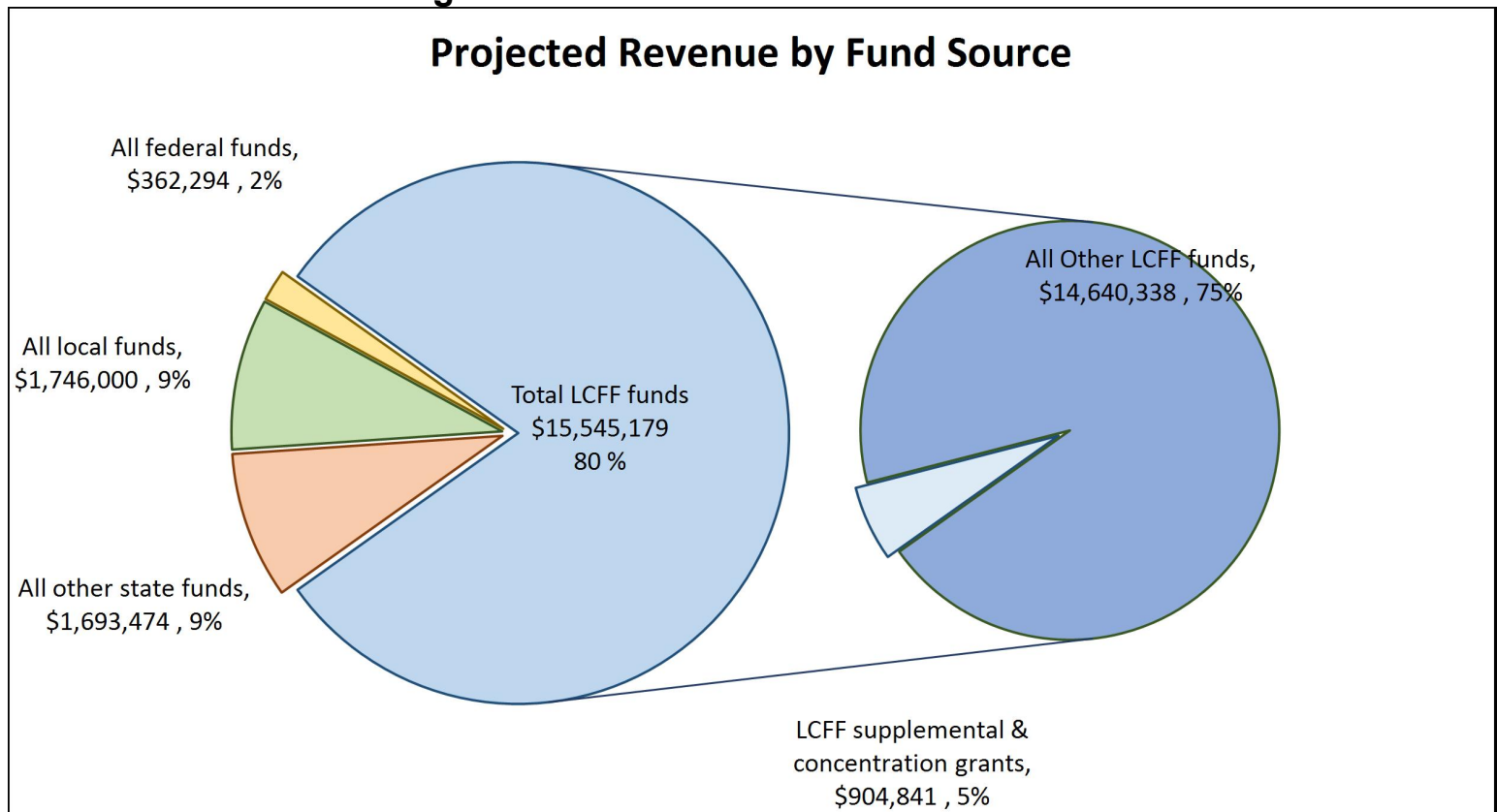
Superintendent

lexie.cala@bvusd.org

707 542-2201

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

Budget Overview for the 2026-27 School Year

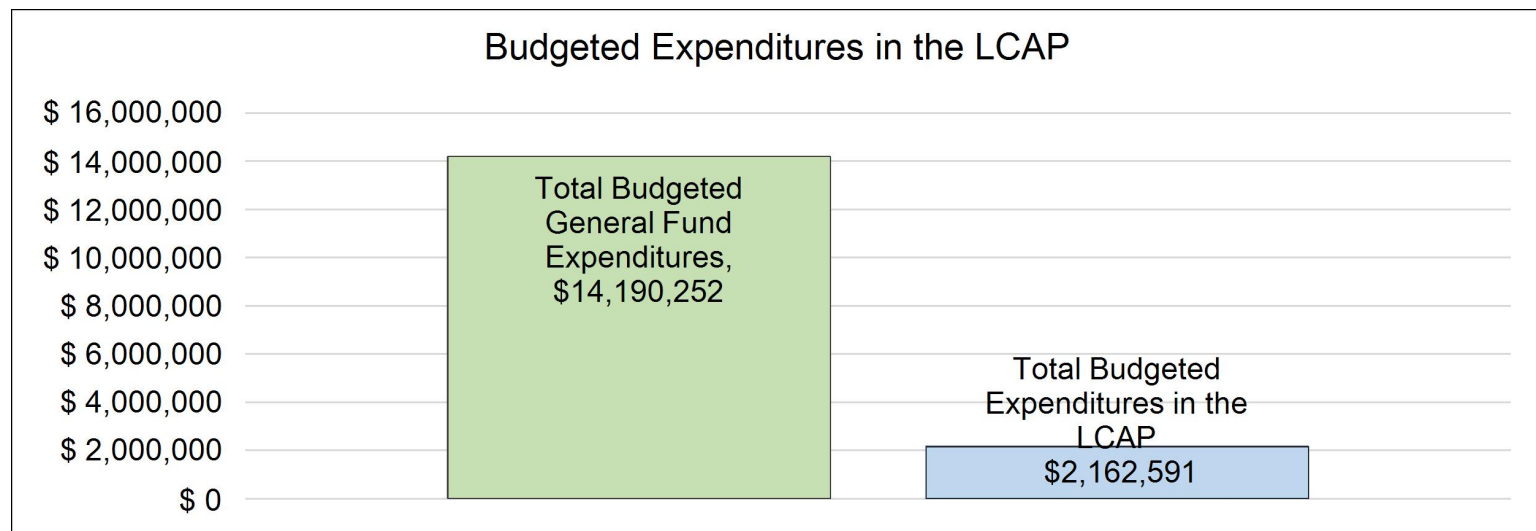


This chart shows the total general purpose revenue Bennett Valley Union School District & Bennett Valley Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bennett Valley Union School District & Bennett Valley Charter is \$19,346,947, of which \$15,545,179 is Local Control Funding Formula (LCFF), \$1,693,474 is other state funds, \$1,746,000 is local funds, and \$362,294 is federal funds. Of the \$15,545,179 in LCFF Funds, \$904,841 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bennett Valley Union School District & Bennett Valley Charter plans to spend for 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: Bennett Valley Union School District & Bennett Valley Charter plans to spend \$14,190,252 for the 2026-27 school year. Of that amount, \$2,162,591 is tied to actions/services in the LCAP and \$12,027,661 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

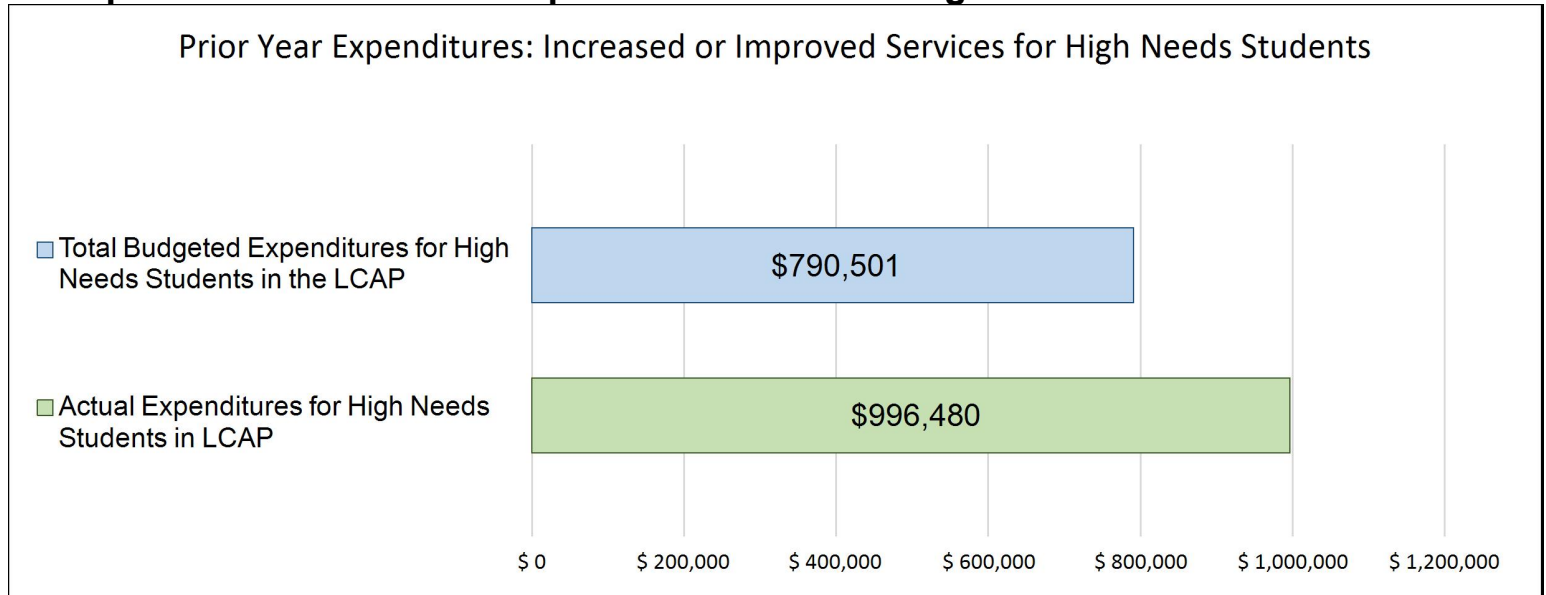
This includes expenses tied to salary and benefits, pension contributions, legal services, utilities, administrative costs and smaller ancillary costs for example classroom budgets and materials and supplies.

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

In 2026-27, Bennett Valley Union School District & Bennett Valley Charter is projecting it will receive \$904,841 based on the enrollment of Foster Youth, English learner, and low-income students. Bennett Valley Union School District & Bennett Valley Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Bennett Valley Union School District & Bennett Valley Charter plans to spend \$987,649 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 Bennett Valley Union School District & Bennett Valley Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bennett Valley Union School District & Bennett Valley Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Bennett Valley Union School District & Bennett Valley Charter's LCAP budgeted \$790,501 for planned actions to increase or improve services for high needs students. Bennett Valley Union School District & Bennett Valley Charter actually spent \$996,480 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
Bennett Valley Union School District & Bennett Valley Charter	Alexis Cala Superintendent	superintendent@bvusd.org 707 542-2201

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.

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

BVUSD SCHOOLS / PROGRAMS / GRADES SERVED

Bennett Valley Union School District (BVUSD) was created in 1951 with the merger of Bennett Valley School and Strawberry School, each originally housed in one room school houses. Today, the district encompasses 20 square miles of both suburban and rural Santa Rosa. The district serves approximately 850 TK - 6th grade students housed on two campuses. One campus serves our TK through third grade students, and the other campus serves fourth through sixth graders. Both campuses have on-site childcare run by the YMCA. The district owns a third school site, the Bennett Valley Early Childhood Center which houses a state subsidized preschool and preschool child care program run by the 4 C's (Community Child Care Council).

25-26 CHARTER CONVERSION

In July of 2025, the Bennett Valley Union School District converted grades 1–6 to a district-operated charter school model. The transition was guided by a commitment to preserving educational continuity, maintaining fiscal responsibility, and expanding instructional flexibility to better serve all students.

Prior to the conversion, the district operated two elementary campuses: Yulupa Elementary School (TK–3) and Strawberry Elementary School (4th–6th grade). Yulupa’s Transitional Kindergarten (TK) and Kindergarten continue to operate as traditional district programs, with

LCAP oversight and approval provided by the Sonoma County Office of Education (SCOE). Grades 1–6 are now officially designated as Bennett Valley Charter, authorized by the District’s Governing Board. Despite the official changes, our local community continues to refer to our TK-3 campus as Yulupa and our 4th–6th grade campus as Strawberry.

This LCAP reflects the integration of both programs defined above. We have developed a unified plan that provides a comprehensive narrative of our instructional goals, performance data, and strategies for continuous improvement across all grade levels. By aligning our educational planning efforts across both traditional and charter frameworks, we aim to ensure coherence and equity for all students within the Bennett Valley community.

While this LCAP presents an integrated narrative that reflects the district’s unified vision for all students, financial reporting and requirements will continue to be differentiated as required—separately addressing expenditures and goals for the traditional (TK–K) and charter (1–6) programs in alignment with state and authorizing agency guidelines.

ACADEMIC PERFORMANCE & RECOGNITION

The Bennett Valley Union School District is one of the top-performing districts in Sonoma County with distinctions that include Gold Ribbon School, Distinguished School status, and recognition as “top elementary” schools by U.S. News & World Report. The District has a long tradition of excellence, a strong Special Education program, experienced and dedicated educators, and deep roots in - as well as strong support from - an excellent rapport with - and support from the families and community we serve.

BVUSD MISSION / VISION

The Bennett Valley Union School District approaches instruction with bold certainty that all students can learn while pledging to provide our children with both ‘roots’ and ‘wings.’ BVUSD’s mission is distilled into three key elements: scholarship, mentorship, and friendship - representing an investment in rigorous learning, healthy systems, and social-emotional support.

(1) Scholarship

BVUSD provides high-quality instruction that fosters students’ intellectual, physical, and social growth, helping each reach their full potential.

(2) Mentorship

BVUSD offers layered academic support and enrichment, along with meaningful opportunities for families to engage in their child’s education.

(3) Friendship

BVUSD cultivates a safe, supportive environment that promotes every child’s social and emotional development.

BVUSD LCAP DATA

While some data suggests areas for growth and opportunity, most measures confirm that BVUSD continues to pursue excellence successfully, and there is much to celebrate.

Data Analysis:

The District analyzes student performance districtwide, by student demographic group, and by individual student across a range of measures, including the State Dashboard and local assessments.

State Data:

State assessments are typically administered once per year in the spring and publicly available the following fall.

Local Data:

Local measures are generally given three times per year with real-time results.

Privacy:

Not all data is available for every student demographic group, grade level, or subject area. Data for groups that could be individually identifiable is excluded from this report to protect student privacy. For example, BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not reported. The same applies to several additional student demographic groups, as noted throughout.

Data notes & Report Notations:

The BVUSD LCAP is informed by the most recent data available and includes comparisons to prior years to track progress over time. Typically, data reflects the previous school year, as current-year outcomes are not fully available at the time of plan development. For example, this LCAP outlines actions for the 2026-27 school informed by data from the 2025 Dashboard, which reports performance data from the 2024-25 school year. In some instances, prior-year data, such as from the 2024 Dashboard, is used alongside current data to provide historical context and highlight trends.

Included Measures:

Below is a summary of assessment and input data referenced in this report.

- Dashboard data – Grades: TK-6
- Local Academic Assessments – Grades: TK-6
- State Assessments / CAASPP – Grades: 3-6
- Academic State data / CAST – Grade: 5
- Physical Fitness / PFT – Grade: 5
- Student Input: YouthTruth Survey – Grade: 3-6
- Staff Input: YouthTruth Survey – All Staff
- Family Input: YouthTruth Survey – All Families

ADDITIONAL LCAP NOTES

Strategic Plan – (BVUSD's LCAP)

The LCAP serves as the district's Strategic Plan for the 2026-27 school year

ATSI – (no longer applicable)

ATSI planning has been included in prior LCAPs; however, the BVUSD 2026-267LCAP does not include ATSI planning, as no school or student groups continued to qualify per CDE data as of the 2025 reporting year.

Required 2026 LCAP Actions – (see next section and applicable Goals & Actions)

The State of California requires actions to be included in a district's LCAP for 2026-27, if applicable - for the following: Differentiated Assistance, Equity Multiplier, Long-Term English Learners, English Language Learners, Learning Recovery Emergency Block Grant. Additional details are included in the LCAP section: 'Plan Summary: General Information.'

There are no schools within Bennett Valley Union School District that are eligible for Equity Multiplier Funds based upon the 2025 CA School Dashboard.

Reflections: Annual Performance

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

Reflection of annual performance based on the 2025 California School Dashboard and Local Data

DATA NOTATIONS

In some instances, comparative data from previous years is included with the following notations:
Most Current Year Data • (Prior Year Data) • {2 Years Prior Data}

SUCCESSSES FROM 2025 CALIFORNIA SCHOOL DASHBOARD

Notations for California Dashboard Data: 2024-25 Data • (2023-24) • {2022-23}

Dashboard colors are used to reflect performance levels as follows:
(LOWEST level) Red > Orange > Yellow > Green > Blue (HIGHEST level)

The following state indicators reflect high performance levels ("green" or "blue") or improvement on the 2025 Dashboard for "all students" at BVUSD:

“BLUE” / ALL STUDENTS

- Yulupa - Suspension Rate
- Strawberry - English Learner Progress

“GREEN” / ALL STUDENTS

- Districtwide - English Learner Progress
- Districtwide - English Language Arts
- Yulupa - English Learner Progress

- Yulupa - English Language Arts
- Yulupa - Mathematics
- Strawberry - English Language Arts
- Strawberry - Mathematics

“MET” / LOCAL INDICATOR DATA

The following local indicators were at the "standard met" level.

- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES FROM 2025 CALIFORNIA SCHOOL DASHBOARD

Overall indicators where the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard

“RED” / ALL STUDENTS

- Suspension Rate / Schoolwide - Strawberry

“RED” / STUDENT GROUPS

- Chronic Absenteeism / Districtwide; Asian students
- Suspension Rate / Districtwide & Strawberry; Students with Disabilities

2023 REQUIRED ACTIONS - (“Red” from 2023 Dashboard)

The State of California requires LCAP actions to address low performance (“red”) in (1) any school, (2) student group within the district, and (3) student group within any school on one or more state indicators on the 2023 Dashboard.

BVUSD did not receive any “Red” performance level indicators schoolwide or districtwide in 2023, however there were student groups performing in the lowest level in the area of Chronic Absenteeism:

(2023) “RED” / DISTRICTWIDE STUDENT GROUPS — (Chronic Absenteeism)

- Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White

(2023) “RED” / YULUPA STUDENT GROUPS — (Chronic Absenteeism)

- English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White

(2023) "RED" / STRAWBERRY STUDENT GROUPS — (Chronic Absenteeism)

- Socioeconomically Disadvantaged, Students with Disabilities, White

LCAP Actions — Chronic Absenteeism

While absenteeism is arguably impacted by all efforts, BVUSD continues to address Chronic Absenteeism (with success) as an identified area of need most specifically in the following LCAP actions:

- Action 2.1 (CULTURE & SAFETY - Safe & Inclusive Climate)
- Action 2.3 (ENGAGEMENT & SUPPORT - Attendance & Enrollment)
- Action 2.5 (ENGAGEMENT & SUPPORT - Community & Family)

Chronic Absenteeism Success Note

Importantly, all of the student groups listed above have moved out of the lowest performance level as indicated on the 2025 Dashboard. In fact, Yulupa's Chronic Absenteeism rate qualified the school for Additional Targeted Support and Improvement (ATSI) in 2023-24 but has since exited ATSI status.

2026-2027 REQUIRED ACTIONS (DA / Equity Multiplier / EL / LTELs / LREBG)

The State of California requires the following actions to be included in a district's LCAP for 2026-27, if applicable.

Differentiated Assistance – (not applicable)

BVUSD does qualify for Differentiated Assistance for the 2026-27 school year

Equity Multiplier – (not applicable)

BVUSD does not have any schools identified for the Equity Multiplier for the 2026-27 school year

Long-Term English Learners (LTELs) - (not applicable)

BVUSD has fewer than 15 long-term English learners (LTELs) and therefore LTEL data is not included on the Dashboard and is not applicable for BVUSD's 2026-27 LCAP

English Language Learners (ELs) - (required 2026 LCAP actions)

As a document largely targeted to support English Learners, all actions are intended to support our ELs. Most specifically however, the following LCAP actions are most principally targeted:

- Action 1.3 (Student Support - INCLUSIVE CLASSROOMS)
- Action 1.4 (Student Support - TARGETED ACADEMIC SUPPORT)
- Action 1.5 (Student Support - EXPANDED OPPORTUNITIES)
- Action 2.5 (Engagement & Support - COMMUNITY & FAMILY)

Learning Recovery Emergency Block Grant (LREBG) - (required 2026 LCAP actions)

The BVUSD 2026-27 LCAP includes actions (Action 1.4 and 2.1) supported (in part) with Learning Recovery Emergency Block Grant (LREBG) funds that meet the criteria for allowable uses and reflect the required needs assessment pursuant to EC Section 32627(d). In both instances, LREBG funds are used to expand the district's Multi-Tiered System of Support (MTSS) via targeted academic support and social-emotional well-being.

Additional details about the planned use of BVUSD's LREBG funds are included below and within Action 1.4 (Targeted Student Support) and 2.1 (Safe & Inclusive Climate).

Pursuant to EC Section 32526(c)(2)(A-F) LREBG expenditures are limited to actions or services that:

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

Each of the requirements above is fulfilled as follows:

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

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

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

– 3.a – ELA Support for EL & SED (Goal 1, Action 1.4)

(2025 CAASPP) – % Met/Exceeded English Language Arts Standards

- OVERALL (all students) – 63%
- SED – 50%
- EL – 30%

– 3.b – Math Support for EL & SED (Goal 1, Action 1.4)

(2025 CAASPP) – % Met/Exceeded Mathematics Standards

- OVERALL (all students) – 51%
- SED – 29%
- EL – 13%

– 3.c – Counseling / Relationships Support for EL (Goal 2, Action 2.1)

(2026 YouthTruth) – % of students reporting there is an adult from school they can talk to when upset / 2025 CAASPP

- English Speaking – 72%
- Spanish Speaking – 56%

(4) Metric used to Monitor Impact | The metrics being used to monitor the impact of the action includes:

- Equitable Access to Quality Learning Materials (Metrics 1.2 & 1.4)
- Achievement and Equitable Outcomes in ELA (1.6), ELD (1.6), Math (1.7), and Science (1.8)
- English Language Proficiency (1.9)
- Local Outcomes (1.10)
- Equitable Access to a Broad Course of Study (1.14)
- Academic Challenge & Student Learning (1.15)
- Climate & School Connectedness (2.4)
- Student Sense of Safety (2.6)

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

COMMUNITY INPUT DATA

2025 YouthTruth Survey Data Summary - Students, Staff, & Families

Notations for YouthTruth Survey Data: 2025-26 Data • (2024-25) • {2023-24}

% POSITIVES SUMMARY (YouthTruth Survey)

We are proud to report that the percent of positive responses continues to increase in most areas as reflected in the results of this administration of our annual YouthTruth Survey.

% POSITIVES / STUDENTS

- Engagement – 91% • (89) • {85}
- Relationships – 83% • (83) • {76}
- Culture – 35% • (32) • {26}
- Academic Challenge – 40% • (47) • {40}
- Belonging – 43% • (39) • {33}

- Instructional Methods – 64% • (66) • {57}

% POSITIVES / FAMILIES

- Engagement – 71% • (66) • {58}
- Relationships – 90% • (88) • {86}
- Culture – 84% • (81) • {75}
- Communication / Student Feedback – 81% • (76) • {76}
- School Safety – 66% • (61) • {55}
- Resources – 75% • (73) • {70}

% POSITIVES / STAFF

- Engagement – 81% • (78) • {75}
- Relationships – 88% • (87) • {81}
- Culture – 67% • (41) • {34}
- School Safety – 78% • (77) • {57}
- Professional Development & Support – 50% • (37) • {46}

COMPARATIVE SUCCESSES & CHALLENGES (YouthTruth Survey)

Compared to other participating elementary schools:

HIGHEST RATED THEMES – Comparative Success

- STUDENTS - Culture & Belonging
- FAMILIES - Safety & Culture
- STAFF - Engagement & Safety

LOWEST RATED THEMES – Comparative Challenge

- STUDENTS - Academic Challenge & Instructional Methods
- FAMILIES - Communication / Feedback & Engagement
- STAFF - Relationships & Professional Development

COMMUNITY INPUT DATA - RELATIVE SUMMARY

Relative to BVUSD ratings:

HIGHEST RATED THEMES – Relative Success

- STUDENTS - Engagement & Relationships
- FAMILIES - Relationships & Culture
- STAFF - Engagement & Relationships

LOWEST RATED THEMES – Relative Challenge

- STUDENTS - Culture & Academic Challenge
- FAMILIES - Engagement & School Safety
- STAFF - Professional Development & Culture

ADDITIONAL YOUTH TRUTH LCAP METRICS

Additional YouthTruth data appears in the Metrics sections of the LCAP:

- Metric 1.4 - Implementation of Core CA Content Standards
- Metric 1.15 - Academic Challenge & Student Learning
- Metric 2.4 - Climate & School Connectedness
- Metric 2.5 - Community Engagement - Enrollment, Participation, & Communication
- Metric 2.6 - School Safety

LOCAL MEASURES

BVUSD changed some of the local assessment programs for the 2025-26 school year. This makes comparative data a little more challenging, the “growth” data below is worth celebrating:

K-3 LOCAL READING DATA - LEXIA

Overall, 92% of BVUSD’s K-3 students are reading at grade level, as demonstrated by local end-of-year Lexia assessments.

K-3 LOCAL READING DATA - STAR

The following represents the % of students performing at grade level, as demonstrated by local end-of-year STAR assessments:

- K - 65%
- 1 - 83%
- 2 - 68%
- 3 - 75%

K-6 LOCAL DATA - iREADY

The following represents the % of students performing at grade level and growth rates, as demonstrated by local end-of-year i-Ready assessments:

K-6 iREADY READING DATA

- K - 45% / 74% growth rate
- 1 - 66% / 138% growth rate
- 2 - 62% / 90% growth rate
- 3 - 66% / 112% growth rate
- 4 - 51% / 76% growth rate
- 5 - 51% / 67% growth rate
- 6 - 52% / 113% growth rate

4-6 iREADY MATH DATA

- 4 - 59% / 109% growth rate
- 5 - 54% / 95% growth rate
- 6 - 58% / 150% growth rate

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student feedback was primarily gathered through the YouthTruth Survey and shared by staff and administrators throughout the year. Emerging themes (such as student belonging and school connectedness) directly informed new SEL goals and instructional strategies in this version of the BVUSD LCAP. Student feedback is encouraged throughout the year, and administration similarly considers all occasions to connect with students an opportunity to better understand their experience - and therefore, as an opportunity to inform the LCAP. In addition, third through sixth graders are given time during class to complete the YouthTruth Survey administered in January. We had almost 100% participation rates for students. Student survey responses are carefully reviewed to identify key themes in opportunities for growth and indications of success. Responses are disaggregated by grade levels. Student performance data also informs the LCAP and is carefully examined for areas of success and growth across each student demographic groups.
Special Education Local Plan Area (SELPA)	SELPA representatives are included in LCAP meetings with the Sonoma County Office of Education. Feedback from the SELPA is always helpful in refining LCAP details.

Educational Partner(s)	Process for Engagement
	Ongoing consultation with SELPA administrators supported analysis of student performance data and the development of a root cause analysis for Students with Disabilities. These discussions directly influenced the continued focus on instructional access and targeted supports reflected in the plan. SELPA feedback has been largely positive, noting many areas of improvement for students with disabilities (e.g., chronic absenteeism, ELA, Math), our documented commitment to increase students with disabilities (SWD) time in the general education classrooms, and funding allocations dedicated to SWDs in Actions 1.1, 1.2, and 1.3. Per the SELPA's recommendation, actions in the 2026-27 LCAP continue to align with the work already underway with our Compliance Improvement Monitoring (CIM) team and the corresponding plan. Outside of feedback solicited specifically with respect to the LCAP, District leaders and special education teachers have been in regular contact with our SELPA experts. This has included several meetings between district staff and SELPA staff to analyze BVUSD special education data and collaborate around areas for improvement. As a result of these collaborative sessions, BVUSD has priorities increasing school psychologist services, continued to encourage more collaboration between our general education and special education teachers, reviewed class placement procedures to better align with the Individuals with Disabilities in Education Act (IDEA), and we continue to emphasize (with goals to deepen) UDL and universal accommodations to maximize access to grade-level, standards-aligned core curriculum instruction, and learning within the general education classrooms.
Principals & Other Administrators	Monthly leadership meetings and ongoing (weekly, sometimes daily) and collaborative planning sessions with principals and site admin teams supported alignment of site needs with LCAP goals. Their insights guided budget trade-offs and helped prioritize actions related to chronic absenteeism, student support systems, and staff professional learning.

Educational Partner(s)	Process for Engagement
	Principals and other district administrators have an open door policy and solicit feedback regularly. Principals and other district administrators also had the same opportunities to provide feedback as listed above for families and staff which includes: • Board meetings with agendaized LCAP items • Annual YouthTruth Survey • Advisory Councils • Parent Groups • B.R.I.D.G.E. • Guiding Coalition The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.
Teachers	BVUSD Teachers contribute input regularly through site-based leadership roles, participation in PLCs, district-wide initiatives (e.g., CAPS), and regular meetings with administrators. Input from YouthTruth surveys, budget study sessions, and instructional planning was used to prioritize resources for PD, instructional time, and student engagement efforts. A new Guiding Coalition team formed in 2025-26 to expand important PLC work across the district. BVUSD plans to continue with this model in the 2026-27 school year. Teachers receive regular communication and information about district policies, challenges, and opportunities for growth. School site and district administrators also review grade level team meetings notes to identify themes, areas of concern, opportunities to clarify, and areas of success. These are interactive meetings which provide opportunities to learn about each grade level team's perspective in many areas, including those that connect to our LCAP.

Educational Partner(s)	Process for Engagement
	The LCAP, along with many other district plans, reports, board policies, administrative regulations, meeting agendas, and frameworks are available online at www.bvusd.org. The LCAP appears on at least three (3) board meetings throughout the year, and families are notified and invited to participate in each: • #1 - February Meeting: Public Hearing & Mid-Year Update • #2 - March Meeting: Proposed LCAP changes (to reflect data in Mid-Year update and new YouthTruth survey responses) • #3 - 1st June Meeting: LCAP Public Hearing (with Budget) • #4 - 2nd June Meeting: LCAP Approval (with Budget) Prior to each meeting, teachers receive reminders about each meeting with links to the agenda (via ParentSquare messaging) along with invitations to submit written comments regarding any proposed goals, actions, or expenditures (via Agenda content). In addition, teachers are invited and encouraged: • to provide feedback directly to school and district administrators • to attend individual meetings with district leaders as needed or requested • to participate in our joint advisory committee (BVUSD District Advisory Council - including ELAC/DELAC) • to participate in various stipend opportunities (negotiated each spring with BVTa); many provide opportunities feedback and district leadership • to share feedback during monthly staff meetings • to report feedback from monthly grade-level team meetings • to attend and participate in monthly board meetings via public comment and Public Hearings • to participate in an LCAP Public Hearing when the mid-year report was presented and again in April for the purposes of generating feedback for our LCAP • to complete our comprehensive YouthTruth Survey (January) • to provide input about our budget - specifically around necessary cuts implemented this year

Educational Partner(s)	Process for Engagement
	• to provide input about funding they receive from our parent groups • to provide input in all district plans (e.g., LCAP, ELOP, Prop 28, our new Strategic Plan for the Arts, etc.) Each spring, all staff (teachers and certificated personnel) are also invited to provide written feedback about the LCAP.
Local Collective Bargaining Units	BVUSD is committed to collaborative labor-management practices. Labor groups are regularly consulted, and specifically so during conversations about change (e.g., during charter conversion planning) and throughout the year to align LCAP priorities with staff input, including budget and professional development focus areas BVUSD continues practices established during its two-year partnership with the California Labor-Management Initiative (CA LMI). Members include the superintendent, labor group presidents (both certificated and classified), three certificated teachers, three classified staff members, a school psychologist, one trustee, and one principal. • The BVUSD team, named B.R.I.D.G.E. (Building Relationships Improving Dialogue Guiding Education) establishes collaborative goals, agendas, shared meeting facilitation, and shared summaries of each meeting. The B.R.I.D.G.E team meets for one full day a month. Engagement has continued to be thoughtful, vulnerable, and deeply meaningful, as we share our experiences, identify gaps, provide clarification, and continually evaluate our key areas of focus. The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime. Additional details about BVUSD's B.R.I.D.G.E. team including meeting summaries are available online at bvusd.org/bridge.

Educational Partner(s)	Process for Engagement
Other School Personnel	Classified staff and other school personnel shared feedback through their bargaining unit, surveys, and informal conversations. They also participate in the B.R.I.D.G.E team as part of the California Labor Management Initiative (CA LMI). Their input helped shape operational priorities and informed areas such as student safety, site-level needs, and workplace culture. All school personnel had many of the same opportunities to provide feedback as those listed above for families and staff which includes: • Board meetings with agendized LCAP items • Annual YouthTruth Survey • Budget Study Sessions The details of this feedback are included in the staff priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime.
Parents / Families	Parent voices help shape key LCAP focus areas, including chronic absenteeism, student belonging, and communication improvements. In addition to feedback submitted formally with respect to the LCAP, BVUSD administration considers every occasion to meet, connect, and engage with families as an opportunity to gather input from families. Accordingly, BVUSD continued to leverage existing parent group meetings, advisories, study sessions, school events, and conferences to actively gather ongoing feedback, in addition to more formalized methods like the Youth Truth Survey. Throughout the year, parents receive regular communication and information about district policies, challenges, and opportunities for growth. The LCAP, along with many other district plans, reports, board policies, administrative regulations, meeting agendas, and frameworks are available online at www.bvUSD.org. The LCAP appears on at least three (3) board meetings throughout the year, and families are notified and invited to participate in each: • #1 - February Meeting: Public Hearing & Mid-Year Update

Educational Partner(s)	Process for Engagement
	• #2 - March Meeting: Proposed LCAP changes (to reflect data in Mid-Year update and new YouthTruth survey responses) • #3 - 1st June Meeting: LCAP Public Hearing (with Budget) • #4 - 2nd June Meeting: LCAP Approval (with Budget) Prior to each meeting, parents receive reminders about each meeting with links to the agenda (via ParentSquare messaging) along with invitations to submit written comments regarding any proposed goals, actions, or expenditures (via Agenda content). Each trimester, BVUSD families are invited to participate in a series of District Advisory Committee Meetings designed to gather input about key areas of focus including safety, communication, the budget, expenditure priorities, English Learner plans and progress. Presentations with additional opportunities for family input were included in several board meetings. In addition, parents are invited and encouraged: • to provide feedback directly to school and district administrators • to attend individual meetings (specific to their student) • to participate in our joint advisory committee (BVUSD District Advisory Council - including ELAC/DELAC) • to participate in Bennett Valley Education Foundation (BVEF) and Bennett Valley Alliance of Parents & Teachers (BVAPT); teacher reps and all administrators participate in these monthly meetings as well • to attend and participate in monthly board meetings via public comment and Public Hearings Principals and the Superintendent also participate in monthly parent group meetings (BVEF & BVAPT). These are interactive meetings which provide opportunities to learn about the parent perspective in many areas, including those that connect to our LCAP. The majority of formalized Parent Feedback influencing the LCAP was gathered through our annual YouthTruth survey.

Educational Partner(s)	Process for Engagement
	Over half of BVUSD parents participated in this year's survey and provided input in the areas of Engagement, Relationships, Culture, Communication & Feedback, and Resources. As reported by families, the lowest ranked survey theme was in the area of engagement, which is why this area continues to be heavily prioritized in LCAP goals and actions (especially Goal #2).
Parent Advisory Committee & English Language Parent Advisory Committee = District Advisory Council (DAC) - a combined advisory group at BVUSD	Each District Advisory Council meeting is an opportunity to support LCAP development. DAC meetings were not well attended in 2024–25. The district acknowledges this as a growth area and plans to reinvest in meaningful DAC engagement next year. Feedback from this year emphasized the need for more structured parent involvement and was used to inform revised parent engagement strategies. As a means to improve attendance in the 2025-26 school year, the district held fewer meetings. Some were better attended than others. BVUSD combined the ELAC and DAC structures in response to low participation, but engagement continues to be limited. This impacted the depth of EL-specific input. Future plans include rebuilding ELAC as a distinct advisory group to better reflect the needs of English learners in the LCAP. BVUSD's DAC includes: staff, community members, and parents including parents/guardians of ELs, low-income & Foster Youth, and the following are topics and tasks for the full council: • Inform District Priorities, especially as it relates to providing input for the LCAP • Stakeholder Input • Needs Assessment (develop & conduct) • Community Survey Data • Comprehensive School Safety Plan (CSSP) • School Accountability Report Card (SARC) • District Budget Summary Report ELAC/DELAC Subcommittee work includes:

Educational Partner(s)	Process for Engagement
	- English Learner Programs & Services (reclassification, written notifications, program goals & objectives, staff compliance) - EL Roadmap - EL Parent Survey - Annual Language Census R-30 - School Attendance The details of this feedback are included in the family priorities listed above, and are more clearly identified within each of the goals, actions, and expenditures sections of this LCAP. Additional feedback is welcome and encouraged anytime. Additional details about BVUSD's DAC are included online at bvusd.org/dac.

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

The development of the 2026–27 LCAP for the Bennett Valley Union School District reflects significant engagement with a broad range of educational partners, including families, students, school staff, and community organizations. Input is gathered frequently through committee meetings, committees, surveys, data analysis, conferences, and advisory sessions held throughout the school year.

Additional details about the influence of specific feedback for the 2026-27 LCAP is included in the tables above and further below in the 'Actions' section of this LCAP, but a broad summary of some of the key pieces informing our LCAP Goals and Actions are as follows:

- TEACHERS – More inspiring Professional Development (PD)
- TEACHERS – safety-related PD per collective bargaining
- TEACHERS – new priority around support for SWDs in the general education setting
- TEACHERS – continued interest in a focus on culture.
- STUDENTS – continued need to examine the area of "belonging" per Youth Truth survey data
- FAMILIES – additional opportunities to engage in meaningful decision making
- FAMILIES – continued interest in additional opportunities to engage in meaningful decision making
- B.R.I.D.G.E. – need for additional paraprofessional training
- B.R.I.D.G.E. – continue our focus on culture, especially as it relates to relationship building
- B.R.I.D.G.E. – general identification of emerging or sustained priorities (like relationships) as evidenced by YouthTruth survey data
- B.R.I.D.G.E. – need for additional training during onboarding in general
- B.R.I.D.G.E. – interest additional support for SWDs in the general education setting
- SELPA – continued support to improve implementation of services as prescribed in each student's IEP

- SELPA – emerging partnership to participate in ongoing and embedded professional learning to support students with autism
- SELPA – new need to examine suspension rate and mathematics achievement for SWDs

EQUITY MULTIPLIER FUNDS

- BVUSD schools do not generate Equity Multiplier funds, and therefore consultation requirements for use of these funds does not apply.

ADDITIONAL DETAILS

- Greater descriptions about the influence of specific feedback is included below in the 'Actions' section of this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC SUCCESS EQUITABLE ACCESS & OUTCOMES: We support the academic success of all students by providing effective support to our qualified staff to deliver a rigorous, standards-aligned curriculum, with high-quality resources, to meet and respond to the needs of all learners within an inclusive learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

ACADEMIC SUCCESS EQUITABLE ACCESS & OUTCOMES: BVUSD supports the academic success of all students by providing effective support to our qualified staff to deliver a rigorous, standards-aligned curriculum with high-quality resources, in order to meet and respond to the needs of all learners through inclusive classroom practices and differentiated academic support. GOAL DESCRIPTION BVUSD will ensure the academic success of all students by equipping qualified educators with the curriculum, tools, and training needed to deliver rigorous, standards-aligned instruction in inclusive and supportive classrooms. This goal is centered on guaranteeing equitable access to academic opportunity and outcomes for all students, with a specific focus on closing gaps for English Learners (ELs), Students with Disabilities (SWDs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Actions are intentionally grouped into two categories: Staff Support and Student Support, to promote alignment across professional learning, instructional quality, and academic intervention systems. WHY THE GOAL WAS DEVELOPED This goal was developed based on a comprehensive analysis of student achievement data, Educational Partners feedback, and equity-focused needs assessments. Input from students, families, and staff consistently emphasized the need for a high-quality curriculum, inclusive instructional practices, and targeted academic interventions—especially for students in underserved groups. Persistent achievement gaps and access disparities for ELs, FY, SEDs, and SWDs underscore the importance of early and responsive academic support. The actions and metrics aligned to this goal are designed to build a system where every student is supported to meet or exceed grade-level standards and achieve long-term academic success.
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HOW ACTIONS AND METRICS SUPPORT THE GOAL

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

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

METRICS USED TO MONITOR PROGRESS

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

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

SUMMARY OF ACTIONS

1.1 – Staff Support – RESOURCES & MATERIALS

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

1.2 – Staff Support – ATTRACT & RETAIN

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

1.3 – Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION

- Description = Establish effective strategies to improve classroom inclusion for all students with a principal focus on students who face additional barriers to access and outcomes (SWDs, ELs, Foster, SEDs). Ensure compliance in prescribed services for SWDs and our obligation to serve all students in the Least Restrictive Environment (LRE) while promoting parental participation in the IEP process.

- State Priorities = 1
- Contributing = No
- Scope = LEA-wide
- Primary Metrics = CAASPP, CAST, SEIS / State Annual Determination Letter

1.4 – Student Support – TARGETED ACADEMIC SUPPORT

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

1.5 – Student Support – EXPANDED OPPORTUNITIES

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

GOAL #1 - Acronyms / Abbreviation / Term Summary

The following acronyms appear in Goal #1

- B.R.I.D.G.E. Team – (Local Labor / Management initiative)
- BVAPT – Bennett Valley Association of Parents & Teachers (Parent Group)
- BVEF – Bennett Valley Education Foundation (Parent Group)
- CA LMI – California Labor Management Initiative
- CAASPP – California Assessment of Student Performance and Progress
- CAPS – California Principal Support Network focused on PLC work
- CAST – California Science Test
- CDE – California Department of Education
- Child Find – % students identified for SPED services (Non-Contributing Actions 1.1, 1.2, 1.3 - only)
- CIM – Compliance Improvement Monitoring (Non-Contributing Actions 1.1, 1.2, 1.3 - only)
- Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements
- EL / ELs – English Learner(s) (UPP group)
- ELA – English Language Arts

- ELD – English Language Development
- ELO / ELOP – Expanded Learning Opportunities / Expanded Learning Opportunities Program
- FIT – Facility Inspection Tool; used to assess the condition of school facilities
- FY – Foster Youth (UPP group)
- GE – General Education
- IDEA – Individuals with Disabilities Act (Non-Contributing Actions 1.1, 1.2, 1.3 - only)
- IEP – Individualized Learning Plan (Non-Contributing Actions 1.1, 1.2, 1.3 - only)
- K–3i – K–3 Intervention Pilot Program
- LEA – Local Educational Agency
- LCFF – Local Control Funding Formula
- LRE – Least Restrictive Environment (Non-Contributing Actions 1.1, 1.2, 1.3 - only)
- LREBG – Learning Recovery Emergency Block Grant
- MTSS – Multi-tiered System of Support
- PLC – Professional Learning Communities
- PLT – Professional Learning Team
- SARC – School Accountability Report Card
- SIPPS – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- SED – Socioeconomically Disadvantaged (UPP group)
- SWD – Students with Disabilities (Non-Contributing Actions 1.1, 1.2, 1.3 - only)
- UDL - Universal Design for Learning
- UFLI – University of Florida Literacy Institute
- Unduplicated Students – Students who are ELs, FY, or SED, as defined under California’s LCFF
- UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 APPLICABLE LCAP ACTIONS: (1.1)	English Learners in their classroom.	levels and have English Learners in their classroom.	levels and have English Learners in their classroom.		QUALIFIED FOR EL [no change]
1.2	METRIC: Student Access to Instructional Materials DATA SOURCE: School Accountability Report Card (SARC) STATE PRIORITY: 1 APPLICABLE LCAP ACTIONS: (1.1)	BASELINE DATA Access – All students have access to Board-adopted materials. Adoption – Strawberry and Yulupa students need access to new Science and ELA curricular materials.	YEAR 1 DATA Access – All students continue to have access to Board-adopted materials. Adoption – - Yulupa adopted new ELA & Science curriculum for 2024-2025 - Strawberry is still piloting for ELA & Science - no adoption yet	YEAR 2 DATA Access – All students continue to have access to Board-adopted materials. Adoption – - K-5 adopted new Science curriculum - K-3 (previously Yulupa) adopted new ELA curriculum - Grades 4-6 (previously Strawberry) is still	2026-27 TARGET All students will continue to have access to high-quality standards-aligned materials. All students will have access to new curricular materials (via new adoptions) in ELA and Science.	[YEAR 2 - BASELINE] ACCESS [no change] ADOPTION [in progress]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				piloting for ELA		
1.3	METRIC: Facilities in Good Repair DATA SOURCE: SARC Facilities Inspection Tool (FIT) STATE PRIORITY: 1 APPLICABLE LCAP ACTIONS: (1.1)	BASILINE DATA _____ Facilities – There are no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	YEAR 1 DATA _____ Facilities – There continue to be no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	YEAR 2 DATA _____ Facilities – There continue to be no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	2026-27 TARGET _____ There will be no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	[YEAR 2 - BASELINE] _____ FACILITIES [no change]
1.4	METRIC: Implementation of Core CA Content Standards including EL Access to Content and ELD Standards - Resources DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 2 APPLICABLE LCAP ACTIONS: (1.2)	BASILINE DATA _____ Access – All students have access to Board-adopted materials. Adoption – Strawberry and Yulupa students need access to new Science and ELA curricular materials. Includes English Language access to both state standards and ELD standards. -----	YEAR 1 DATA _____ Access – All students have access to Board-adopted materials. Adoption – Yulupa adopted new ELA & Science curriculum for 2024-2025 - including ELD standards	YEAR 2 DATA _____ Access – All students have access to Board-adopted materials. Adoption – - K-5 adopted new Science curriculum - K-3 (previously Yulupa) adopted new ELA	2026-27 TARGET _____ Staff will report that they have the resources to provide high-quality, standards-based instruction. Any instances of 75% or less in percent positive responses will increase by at least 2%.	[YEAR 2 - BASELINE] _____ ACCESS [no change] ADOPTION [no change] QUALITY [+1] RESOURCES [+6]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 YOUTH TRUTH SURVEY: STAFF – Implementation 88% (Quality) teachers feel that students are getting a high quality education at this school 67% (Resources) teachers report having the necessary resources to do their job well	Strawberry is still piloting for ELA & Science - no adoption yet ----- 2024-25 YOUTH TRUTH SURVEY: STAFF – Implementation 89% (Quality) teachers feel that students are getting a high quality education at this school 53% (Resources) teachers report having the necessary resources to do their job well	curriculum Grades 4-6 (previously Strawberry) is still piloting for ELA ----- 2025-26 YOUTH TRUTH SURVEY: STAFF – Implementation 89% (Quality) teachers feel that students are getting a high quality education at this school 73% (Resources) teachers report having the necessary resources to do their job well		
1.5	METRIC: Implementation of Core CA Content Standards - Professional Support & Development	BASELINE DATA _____	YEAR 1 DATA _____ ACCESS All students have	YEAR 2 DATA _____ ACCESS All students have	2026-27 TARGET _____ Staff will report feeling positive	[YEAR 2 - BASELINE] _____

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 2 APPLICABLE LCAP ACTIONS: (1.2)	All students have access to Board-adopted materials. Strawberry and Yulupa students need access to new Science and ELA curricular materials. ----- 2023-24 YOUTH TRUTH SURVEY: STAFF - Professional Development 40% (Professional Development) staff report that they have access to meaningful professional development 31% (PD Strategies) staff report that professional development over the last year has provided them with teaching strategies to better meet their students' needs 18% (Content Support) staff report that professional development over the	access to Board-adopted materials. ADOPTION NOTES - Yulupa adopted new ELA & Science curriculum for 2024-2025 - including ELD standards - Strawberry is still piloting for ELA & Science - no adoption yet ----- 2024-25 YOUTH TRUTH SURVEY: STAFF - Implementation 34% (Professional Development) staff report that they have access	access to Board-adopted materials. ADOPTION NOTES - K-5 adopted new Science curriculum - K-3 (previously Yulupa) adopted new ELA curriculum - Grades 4-6 (previously Strawberry) is still piloting for ELA ----- 2025-26 YOUTH TRUTH SURVEY: STAFF - Implementation 46% (Professional	about the quality of professional development opportunities. Any instances of 75% or less in percent positive responses will increase by at least 2%	ACCESS / ADOPTION [in progress] PD [+6] STRATEGIES [+6] CONTENT [+21] LEARNING [-1] CONNECTIONS [+15]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		last year has provided them with content support 67% (Learning) staff reported that they have opportunities to learn at work 33% (Connections) staff reported positively about the year's professional learning with regard to its connection with school priorities	to meaningful professional development 12% (PD Strategies) staff report that professional development over the last year has provided them with teaching strategies to better meet their students' needs 20% (Content Support) staff report that professional development over the last year has provided them with content support 65% (Learning) staff reported that they have opportunities to learn at work 27% (Connections) staff reported positively about the year's professional learning with regard to its	Development) staff report that they have access to meaningful professional development 37% (PD Strategies) staff report that professional development over the last year has provided them with teaching strategies to better meet their students' needs 39% (Content Support) staff report that professional development over the last year has provided them with content support 66% (Learning) staff reported that they have opportunities to learn at work 48% (Connections) staff reported positively about the year's		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			connection with school priorities	professional learning with regard to its connection with school priorities		
1.6	METRIC: ELA Student Achievement & Equitable Outcomes DATA SOURCE: CAASPP - 3rd - 6th grade STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.3) (1.4) (2.1) *2.1 is a Goal 2 Action, but overlaps with this metric.	BASILINE DATA NOTE: Please note that baseline data – noted by { } below – was accidentally and incorrectly reported in the 2024-25 LCAP. ** indicates updated/corrected baseline data. • - - - - All Students (Grades 3-6) - 497 students tested - scored **25.8 {28.7} points above standard 62.7% – Overall (all students) met or exceeded standard in ELA **64.2% {42.96%} 3rd Grade **62.5% {43.7%} 4th Grade **62.4% {46.7%}	YEAR 1 DATA NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All Students (Grades 3-6) scored 23.4 points above standard 61.9% – Overall (all students) met or exceeded standard in ELA 70.2% – 3rd Grade 58.2% – 4th Grade 59.8% – 5th Grade 59.9% – 6th Grade	YEAR 2 DATA NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All Students (Grades 3-6) scored 23.4 points above standard 63% – Overall (all students) met or exceeded standard in ELA 66% – 3rd Grade 60% – 4th Grade 69% – 5th Grade 60% – 6th Grade	2026-27 TARGET All student demographic groups will make progress toward meeting/exceeding standards. Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	[YEAR 2 - BASELINE] NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All [+0.3] 3RD [+1.8] 4TH [-2.5] 5TH [+6.6] 6TH [-1.6] EL [-3.7]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade **61.6% {44.2%} 6th Grade **34.72% {11.1%} English Learners (EL) **30.67% {15.8%} Students with Disabilities (SWD) **70.1% {60.7%} White **48.48% {36.1%} Hispanic **52% {35.3%} Socioeconomically Disadvantaged (SED) ----- Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American	37.9% – English Learners (EL) 26.1% – Students with Disabilities (SWD); but 3rd SWD increased 14% from 25% to 39.13% 66.8% – White 50.0% – Hispanic 51.7% – Socioeconomically Disadvantaged (SED) • ----- Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American	31% – English Learners (EL) 33% – Students with Disabilities (SWD) 64% – White 54% – Hispanic 50%– Socioeconomically Disadvantaged (SED) • ----- Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and		SWDs [+ 2.3] WHITE [-6.1] HISPANIC [+5.5] SED [+2]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	therefore LTEL data is not included for privacy.		
1.7	METRIC: MATH Student Achievement & Equitable Outcomes DATA SOURCE: CAASPP - 3rd - 6th grade STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.3) (1.4) *(2.1) *2.1 is a Goal 2 Action, but overlaps with this metric.	BASILINE DATA NOTE: Please note that baseline data – noted by { } below – was accidentally and incorrectly reported in the 2024-25 LCAP. ** indicates updated/corrected baseline data. • - - - - All Students - (496 tested) - scored 0.5 points above standard, and increased 4 points % Met or exceeded standard in Math 50.4% – Overall (All Students) COUNTY: (31.9%) STATE: [34.6%] **61.32% {45.1%}	YEAR 1 DATA NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All Students (Grades 3-6) scored 1.2 points above standard, and increased 0.7 points. % Met or exceeded standard in Math 53.1% – Overall (All Students) 72.5% – 3rd Grade	YEAR 2 DATA NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. • - - - - All Students (Grades 3-6) scored 1.4 points below standard - a 2.6 point decrease % Met or exceeded standard in Math 51% – Overall (All Students) 61% – 3rd Grade 53% – 4th Grade	2026-27 TARGET All student demographic groups will make progress toward meeting/exceeding standards. Student demographic groups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	[YEAR 2 - BASELINE] NOTE: Please note that baseline data – as now noted by { } in Baseline Column – was accidentally and incorrectly reported in the 2024-25 LCAP. All [+0.6] 3RD [-0.3] 4TH [-0.9] 5TH [+1.5] 6TH [+4]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade **53.91% {40.8%} 4th Grade **38.46% {33.4%} 5th Grade **45.97% {33.2%} 6th Grade **23.61% {9.9%} English Learners (EL) **20.00% {12.3%} Students with Disabilities (SWD) **59.6% {49.1%} White **35.6% {22.7%} Hispanic **40.3% {22.9%} Socioeconomically Disadvantaged (SED) • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth	44% – 4th Grade 49.6% – 5th Grade 45.3% – 6th Grade 31.0% – English Learners (EL) 22.7% – Students with Disabilities (SWD); but 3rd increased 19% from 20% to 39.13% 59.3% – White 41.9% – Hispanic 38.1% – (SED) Socioeconomically Disadvantaged • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth	40% – 5th Grade 50% – 6th Grade 31% – English Learners (EL) 26% – Students with Disabilities (SWD) 62% – White 37% – Hispanic 29% – (SED) Socioeconomically Disadvantaged • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American		EL [+7.4] SWDs [+ 6] WHITE [+2.4] HISPANIC [+1.4] SED [-11]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- American Indian - African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	- American Indian - African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.		
1.8	METRIC: SCIENCE Student Achievement & Equitable Outcomes DATA SOURCE: CAST - 5th Grade Only STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.3) (1.4) *(2.1) *2.1 is a Goal 2 Action, but overlaps with this metric.	BASELINE DATA 37.6% 5th grade students met or exceeded standard in Science COUNTY: (29.3%) STATE: [30.2%] 23.1% – English Learners (EL) 21.1% – Students with Disabilities (SWD) 44.6% – White 25.0% – Hispanic 29.1% – Socioeconomically Disadvantaged (SED)	YEAR 1 DATA 44.4% 5th grade students met or exceeded standard in Science COUNTY: (29.34%) STATE: [30.7%] 7.1% – English Learners (EL) 23.5% – Students with Disabilities (SWD) 53.0% – White 26.7% – Hispanic	YEAR 2 DATA 46% 5th grade students met or exceeded standard in Science COUNTY: (28%) STATE: [33%] 0% – English Learners (EL) 23% – Students with Disabilities (SWD) 57% – White 39% – Hispanic 33% –	2026-27 TARGET All student demographic groups will make progress toward meeting/exceeding standards. Subgroups with less than 50% of students meeting/exceeding standards above standard will increase by 2% toward meeting/exceeding standards.	[YEAR 2 - BASELINE] SCIENCE - % Change AT/ABOVE STANDARD ALL 5TH [+8.4] EL [-23] SWDs [+ 1.9] WHITE [+12.4] HISPANIC [+14]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	38.5% – Socioeconomically Disadvantaged (SED) • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	Socioeconomically Disadvantaged (SED) • - - - - Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Foster Youth • American Indian • African American BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.		SED [+3.9]
1.9	METRIC: English Learner Progress -including EL Reclassification rates DATA SOURCE:	BASELINE DATA EL PROGRESS Dashboard Data / 2023 ELPAC	YEAR 1 DATA EL PROGRESS Dashboard Data / 2024 ELPAC	YEAR 2 DATA EL PROGRESS Dashboard Data / 2025 ELPAC	2026-27 TARGET At least 15% of English Learners will annually	[YEAR 2 - BASELINE] RFEP [-18]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ca Dashboard STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.4)	RFEP 20.3% ELs were reclassified as Fluent English Proficient PROGRESS TO PROFICIENCY 58.9% English Learners made progress towards English language proficiency • - - - - LANGUAGE PROFICIENCY Notations: BVUSD% (county%) [state%] • - - - - 16.5% (16.4%) [16.5%] Well Developed 33.8% (35.8%) [33.8%] Moderately Developed 29.4 % (20.1%) [29.4%] Somewhat Developed 20.3% (18.8%) [20.3%] Beginning to Develop • - - - - LANGUAGE ACQUISITION	RFEP 13.9% ELs were reclassified as Fluent English Proficient PROGRESS TO PROFICIENCY 51.1% English Learners made progress towards English language proficiency. • - - - - LANGUAGE PROFICIENCY Notations: BVUSD% (county%) [state%] • - - - - 28.7% (13.7%) [14.6%] Well Developed 37.7% (33.7%) [32.8%] Moderately Developed 23.8% (28.4%) [28.7%] Somewhat	RFEP 2.3% ELs were reclassified as Fluent English Proficient PROGRESS TO PROFICIENCY 57.3% English Learners made progress towards English language proficiency. • - - - - LANGUAGE PROFICIENCY Notations: BVUSD% (county%) [state%] • - - - - 33.33% (14%) [15%] Well Developed 34.15% (33%) [32%] Moderately Developed 18.7% (29%) [28%] Somewhat	Reclassify as Proficient (RFEP). English Learners will make a 2% point gain (annually) toward English language proficiency. Baseline 58.9% 2024-25 Goal: 60.9% 2025-26 Goal: 60.2% 2026-27 Goal: 62.2%	PROGRESS TO PROFICIENCY [-1.6] PROFICIENCY Well Developed [+16.8] Moderately Developed [+0.4] Somewhat Developed [-10.7] Beginning to Develop [-6.5] ACQUISITION Decreased 1 ELPI Level [+3.5] Maintained ELPI Levels 1, 2L, 2H, 3L, 3H [-5.2]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Dashboard Data) 2023 ELPAC The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. 35.8% decreased at least one ELPI level (decreased 3.9%) 23.2% maintained ELPI Levels 1, 2L, 2H, 3L, 3H (increased 1.4%) 17.9% maintained ELPI Level 4 (decreased 3.9%) 23.2% progressed at least one ELPI Level (increased 8.1%) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and	Developed 9.8% (24.2%) [23.9%] Beginning to Develop • - - - - LANGUAGE ACQUISITION (Dashboard Data) 2024 ELPAC The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. 38.9% decreased at least one ELPI level 12.2% maintained ELPI Levels 1, 2L, 2H, 3L, 3H 17.8% maintained ELPI Level 4	Developed 13.82% (25%) [24%] Beginning to Develop • - - - - LANGUAGE ACQUISITION (Dashboard Data) 2024 ELPAC The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. 39.3% decreased at least one ELPI level 18% maintained ELPI Levels 1, 2L, 2H, 3L, 3H 23.6% maintained ELPI Level 4		Maintained ELPI Level 4 [+5.7] Increased 1 ELPI Level [-4.1]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		therefore LTEL data is not included for privacy.	31.1% progressed at least one ELPI Level • ---- BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.	19.1% progressed at least one ELPI Level • ---- BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy.		
1.10	METRIC: Equitable Student Outcomes DATA SOURCE: local measures (PELI, DIBELS, STAR) TK-6 STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.4)	BASELINE (figure in parenthesis is data from prior year) ELA - 2024 EOY % At/Above 92% (87) TK- PELI 54% (61) K- DIBELS 87% (80) 1st- DIBELS 72% (79) 2nd- DIBELS 76% (77) 3rd- STAR 75% (80) 4th- STAR 77% (70) 5th- STAR 69% (68) 6th- STAR	YEAR 1 ELA - 2025 EOY % At/Above 85% TK- PELI 44% K- DIBELS 82% 1st- DIBELS 76% 2nd- DIBELS 76% 3rd- STAR 78% 4th- STAR 83% 5th- STAR 85% 6th- STAR MATH - 2025 EOY	YEAR 2 DATA Note: BVUSD changed assessment programs in the 2025-26 school year. We are able to provide a new set of data, but the difference from baseline data is not available ELA - 2026 EOY % At/Above TK (no data) K 65% (STAR)	2026-27 TARGET All student demographic groups will make progress toward meeting/exceeding standards. For any grade level without at least 80% of students scoring at/above grade level: a 2% point increase per year in the percentage of students scoring at/above grade level	[YEAR 2 - BASELINE] Note: BVUSD changed assessment programs in the 2025-26 school year. We are able to provide a new set of data, but the difference from baseline data is not available different data sets / comparison not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MATH ELA - 2024 EOY % At/Above 75% (74) 3rd- STAR 74% (78) 4th- STAR 85% (66) 5th- STAR 66% (71) 6th- STAR	% At/Above (*n/a) *3rd- STAR *did not assess in 2024-25; District did not purchase the program) 77% 4th- STAR 74% 5th- STAR 80% 6th- STAR	45% (i-Ready) + 74% growth 1st 83% (STAR) 66% (i-Ready) + 138% growth 2nd 68% (STAR) 62% (i-Ready) + 90% growth 3rd 75% (STAR) 66% (i-Ready) + 112% growth 4th 51% (i-Ready) + 76% growth 5th 51% (i-Ready) + 67% growth 6th 52% (i-Ready) + 113% growth MATH - 2026 EOY % At/Above 3rd (no data)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				4th 59% (i-Ready) + 109% growth 5th 54% (i-Ready) + 95% growth 6th 58% (i-Ready) + 150% growth		
1.11	METRIC: Physical Fitness DATA SOURCE: PFT - 5th Grade Only STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.4)	BASELINE DATA 2023 PFT Healthy Fitness Zones 90% Aerobic Capacity 97.7% Abdominal Strength 97.7% Trunk Extension Strength 91.6 % Upper Body Strength 97.7% Flexibility	YEAR 1 DATA 2024 PFT Healthy Fitness Zones 90% Aerobic Capacity 97.7% Abdominal Strength 91.6 % Trunk Extension Strength 90 % Upper Body Strength 91.6% Flexibility	YEAR 2 DATA 2025 PFT Healthy Fitness Zones 90% Aerobic Capacity 95.7% Abdominal Strength 91.6% Trunk Extension Strength 90% Upper Body Strength 91.6% Flexibility	2026-27 TARGET At least 90% of 5th Graders will score in all healthy fitness zones as measured by the annual Physical Fitness Test (PFT).	[YEAR 2 - BASELINE] Aerobic Capacity [0] Abdominal Strength [-2] Trunk Extension Strength [-6.1] Upper Body Strength [-1.6] Flexibility [-6.1]
1.12	METRIC:	BASELINE DATA	YEAR 1 DATA	YEAR 2 DATA	2026-27 TARGET	[YEAR 2 - BASELINE]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Inclusion Data for Students with Disabilities (SWDs) DATA SOURCE: SEIS STATE PRIORITY: 7 APPLICABLE LCAP ACTIONS: (1.3)	52.8% – Access % SWDs have access to their general education at least 80% of the time.	65.4% – Access % SWDs have access to their general education at least 80% of the time	68% – Access % SWDs have access to their general education at least 80% of the time	At least 62% (state target) of SWDs will have access to their general education at least 80% of the time. We will continue to increase the percentage by 2% a year.	Access [+15.2]
1.13	METRIC: Service Implementation Monitoring Data for Students With Disabilities (SWDs) DATA SOURCE: State Implementation Monitoring Data STATE PRIORITY: 7 APPLICABLE LCAP ACTIONS: (1.3)	BASELINE DATA 75% sampled students received less than 90% of prescribed services.	YEAR 1 DATA 75% sampled students received at least 90% of prescribed services.	YEAR 2 DATA 85% sampled students received at least 90% of prescribed services.	2026-27 TARGET In a random sample (generated by the state) of 20 SWDs: the number of students receiving at least 90% of prescribed services will increase by 5% per year for SWDs. Baseline 75% 2024-25 Goal: 80% 2025-26 Goal: 85% 2026-27 Goal: 90%	[YEAR 2 - BASELINE] sampled students received at least 90% of prescribed services [+10]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	METRIC: Access to a Broad Course of Study DATA SOURCE: Ca Dashboard (local indicators) STATE PRIORITY: 7 APPLICABLE LCAP ACTIONS: (1.4)	BASELINE DATA Access – All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.	YEAR 1 DATA Access – All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.	YEAR 2 DATA Access – All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.	2026-27 TARGET All students will continue to have access to our comprehensive curriculum.	[YEAR 2 - BASELINE] Access [0] - no change
1.15	METRIC: Academic Challenge & Student Learning DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 4 APPLICABLE LCAP ACTIONS: (1.1) (1.4)	BASELINE DATA 40% (Thinking) students reported that the work they do in class really makes them think 52% (Interesting) students reported that they learn interesting things in school 36% (Life Connection)	YEAR 1 DATA 45% (Thinking) students reported that the work they do in class really makes them think 56% (Interesting) students reported that they learn interesting things in school	YEAR 2 DATA 40% (Thinking) students reported that the work they do in class really makes them think 51% (Interesting) students reported that they learn interesting things in school	2026-27 TARGET Student 'percent positive' responses will increase by at least 2% annually in any instance that at least 75% of students do not report positively on applicable YouthTruth metrics.	[YEAR 2 - BASELINE] Thinking [0] Interesting [-1] Life Connection [+6] Help [+5]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students reported that what they learn in school helps them in their life 62% (Help) students reported that their teacher helps them correct mistakes 57% (Understanding) students reported that their teacher asks them if they understand what they are learning 53% (Explain Ideas) students report that their teacher allows them to explain their ideas 39% (Problem-Solving) students report that they are prompted to think about other ways to solve a problem 9% (Choice) students report that they are given an opportunity to choose what kinds of projects to work on	43% (Life Connection) students reported that what they learn in school helps them in their life 69% (Help) students reported that their teacher helps them correct mistakes 62% (Understanding) students reported that their teacher asks them if they understand what they are learning 58% (Explain Ideas) students report that their teacher allows them to explain their ideas *n/a (Problem-Solving) students report that they are prompted to think about other ways to solve a problem	42% (Life Connection) students reported that what they learn in school helps them in their life 67% (Help) students reported that their teacher helps them correct mistakes 60% (Understanding) students reported that their teacher asks them if they understand what they are learning 61% (Explain Ideas) students report that their teacher allows them to explain their ideas *n/a (Problem-Solving) students report that they are prompted to think about other ways to solve a problem		Understanding [+3] Explain Ideas [+8] Problem-Solving - n/a *no comparable question in 2025 or 2026 Choice - n/a *no comparable question in 2025 or 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*no comparable question in 2025 *n/a (Choice) students report that they are given an opportunity to choose what kinds of projects to work on *no comparable question in 2025	*no comparable question in 2026 *n/a (Choice) students report that they are given an opportunity to choose what kinds of projects to work on *no comparable question in 2026		

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.

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

(Action 1.1) – Staff Support – RESOURCES & MATERIALS
 SUCCESSFUL - Mostly Implemented (On-Track / Continuing with updates)

This action was implemented as intended, focusing on providing all students with access to high-quality, standards-based curriculum and instructional materials. All grade levels benefited from supplemental programs and release time for teacher collaboration. K-6 has successfully adopted a new Science program. K-3 has successfully adopted an ELA program. Grades 4-6 continues to pilot ELA programs. this was not expected to be complete until the end of the three-year cycle. Participation in the CAPS Professional Learning Network has been very successful, and expanded to include a second cohort in 2025-206. Plans for continued participation are unclear for 2026-27, as teams have expressed interest in continuing the work, but may expand their focus beyond what is being offered in Sonoma County. The restructuring of minimum days (from Mondays to Wednesdays in 2024) was credited as a key factor in supporting implementation progress by providing additional time for collaboration. Grade Level Benchmark Release Days were successfully implemented and will continue. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 1.2) – Staff Support – ATTRACT & RETAIN
 SUCCESSFUL - Implemented (On-Track / Continuing with minor adjustments)

This action was implemented as planned to support recruitment and retention of high-quality staff through leadership opportunities, induction, mentorship, and professional learning. Notably, participation in stipend-based leadership roles increased in 2024–25 compared to the previous year, which had seen several roles unfilled. Participation rates continued to improve in 2025-26. This improvement is attributed to adjustments in how the opportunities were structured. Some adjustments are required, but this action was largely implemented as planned, and will continue into 2026-27. Planned modifications reflect minor challenges in the area of peer observations which proved difficult to schedule. This action will expand to include broader opportunities for Teacher Collaboration. The role of the the technology committee has been integrated into other committees and holding a committee limited to technology is no longer service our needs. The PLT Leadership role and the Grade Level leadership role have combined into a single role as a member on the Guiding Coalition. This team now includes teacher leaders from each grade level for the purposes of deepening PLT work across the district. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 1.3) – Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION
SUCCESSFUL - Implemented (On-Track / Continuing with updates)

The action was implemented as planned to improve inclusive classroom practices and support students in the Least Restrictive Environment (LRE), with a strong focus on Students with Disabilities (SWDs), English Learners (ELs), Foster Youth, and SED students. Increasing student support needs (particularly in our youngest learners) required additional personnel above what was initially planned. We have carried over the increased need into the 2026-27 LCAP. In all other areas, implementation aligned with planned efforts, and significant progress was made through participation in the CDE Compliance and Improvement Monitoring (CIM) process. BVUSD met and surpassed the target for Least Restrictive Environment. This structured plan enhanced collaboration, clarified compliance details, and strengthened the coherence between general and special education teams. BVUSD will continue participating in a new round of the CIM process in 2026-2027. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 1.4) – Student Support – TARGETED ACADEMIC SUPPORT
SUCCESSFUL - Partially Implemented (Continuing with updates)

This action was implemented with some minor adjustments. While most planned elements proceeded as intended (including efforts to build teacher capacity in Universal Design for Learning and the pilot of a new diagnostic tool, i-Ready), the planned purchase of the Amplify Boost program was not completed due to budget constraints. Before- and after-school intervention programs were launched but implemented with moderate success. These efforts partially offset the loss of a daytime intervention position that was eliminated the prior year due to budget reductions. Although the complete vision for this action is still in development, most planned components have been implemented. BVUSD has seen an increase in support needs by our youngest learners (TK & K). This was the motivation to expand this action in 2026-27 to included personnel for an expanded school day for Transitional Kindergarten and Kindergarten. We also decided to move the ELA program to this Action because of its robust ELD support - as a means to provide targeted support to our ELs. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 1.5) – Student Support – EXPANDED OPPORTUNITIES
SUCCESSFUL - Partially Implemented (Continuing with updates)

This action was implemented with minor adjustments. While most planned elements proceeded as intended (including efforts to build teacher capacity in Universal Design for Learning and the pilot of a new diagnostic tool, i-Ready), the planned purchase of the Amplify Boost program was not completed due to budget constraints. Before- and after-school intervention programs were launched but implemented with moderate success. These efforts partially offset the loss of a daytime intervention position that was eliminated the prior year due to budget reductions. Although the complete vision for this action is still in development, most planned components have been implemented. BVUSD has seen an increase in support needs by our youngest learners (TK & K). This was the motivation to expand this action in 2026-27 to include personnel for an expanded school day for Transitional Kindergarten and Kindergarten. We also decided to move the ELA program to this Action because of its robust ELD support - as a means to provide targeted support to our ELs. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications noted into the final year of the 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.

The overall estimated expenditures for Goal #1 were less than the total planned expenditures. While the overall alignment between planned and estimated actual expenditures suggests some material differences, this did not impact services and support provided to students and families. These changes are summarized below by action:

(Action 1.1) – Staff Support – RESOURCES & MATERIALS

Estimated expenditures are less than planned. The bulk of the gap is due to our selection of a science program that is far less expensive than is typical of an adoption cost. Both Mystery Science and Mosa Mack are relatively inexpensive subscription-based programs. This makes for a small, ongoing annual cost versus what is typical with a three- to five-year adoption cost. The other significant discrepancy is due to a planned adoption for a new 4th-6th grade ELA program, and this did not happen yet. This planned expenditure will carry over into the 2026–27 LCAP with the goal of completing the adoption process during the current LCAP cycle.

(Action 1.2) – Staff Support – ATTRACT & RETAIN

Estimated expenditures are slightly less than planned. BVUSD had fewer new teachers than we anticipated which resulted in higher planned expenditures for associated costs such as North Coast Teacher Induction Program Fee, Induction Mentor stipends, and New Teacher Mentor stipends. We also made some adjustments to our leadership and committee structures. We established a Guiding Coalition in lieu of the PLT Leads. This expanded membership and increase in cost for stipends. We also noticed that we didn't account for planned expenditures for the cost of substitutes for the 10 days of CA LMI meetings. This has been corrected in the 2026-27 LCAP.

(Action 1.3) – Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION

Estimated expenditures are more than planned. This is due to a significant increase in need for additional personnel to support our growing population of students with more significant support needs. The increased need is reflected in the 2026-27 LCAP.

(Action 1.4) – Student Support – TARGETED ACADEMIC SUPPORT

Estimated expenditures are more than planned. As is the case for Action 1.3, the increased expenditures reflect a growing need for student support personnel. This has been adjusted for in the 206-27 LCAP.

(Action 1.5) – Student Support – EXPANDED OPPORTUNITIES

Estimated expenditures are less than planned because our partnership costs with the YMCA ended up costing significantly less. This expenditure is difficult to estimate in advance, as total cost is a reflection of student participation, which can fluctuate from year to year. The other discrepancies are significantly smaller and also due to fluctuating student needs.

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

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

(Action 1.1) – EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 1.1) There continue to be no mis-assignments of teachers.
- (Metric 1.1) All teachers are qualified to teach their grade levels and have English Learners in their classroom.
- (Metric 1.2) All students continue to have access to high-quality standards-aligned materials.
- (Metric 1.3) There continue to be no instances in which facilities do not meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)
- (Metric 1.4) All students continue to have access to high-quality standards-aligned materials.
- (Metric 1.4) 89% of staff feel that students are getting a high quality education at this school
- (Metric 1.4) 73% Staff report having the necessary resources to do their job well. This is a 6% increase from baseline year data.

The following student groups saw an increase in the percentage of students meeting grade level standards:

- (Metric 1.6) ELA Overall – [+0.3%]
- (Metric 1.6) ELA 3RD – [+1.8%]
- (Metric 1.6) ELA 5TH – [+6.6 %]
- (Metric 1.6) ELA SWDs – [+ 2.3%]
- (Metric 1.6) ELA HISPANIC – [+5.5%]
- (Metric 1.7) MATH Overall – [+0.6]
- (Metric 1.7) MATH 5TH – [+1.5]
- (Metric 1.7) MATH 6TH – [+4]
- (Metric 1.7) MATH EL– [+7.4]
- (Metric 1.7) MATH SWDs – [+ 6]
- (Metric 1.7) MATH WHITE – [+2.4]
- (Metric 1.7) MATH HISPANIC – [+1.4]
- (Metric 1.8) SCIENCE 5TH – [+8.4]
- (Metric 1.8) SCIENCE EL– [+23]
- (Metric 1.8) SCIENCE SWDs – [+ 1.9]

- (Metric 1.8) SCIENCE WHITE – [+12.4]
- (Metric 1.8) SCIENCE HISPANIC – [+14]
- (Metric 1.8) SCIENCE SED – [+3.9]

While, we see this action as successful, Metrics 1.6-1.8 do indicate some data demonstrating continued growth and/or need for prioritization of this action. The following student groups saw an decrease in the percentage of students meeting grade level standards:

- (Metric 1.6) - ELA: 4TH [-2.5], 6TH [-1.1], EL [-3.7], WHITE [-6.1], SED [-2]
- (Metric 1.7) - MATH 3RD [-0.3], 4TH [-0.9], SED [-11]

(Action 1.2) – EFFECTIVE

While we'd like to see our % Positive response rate continue to increase, we are proud to report improvement in this area. This action demonstrated effectiveness based on the following metrics:

- (Metric 1.4) 89% of staff feel that students are getting a high quality education at this school.
- (Metric 1.4) 73% Staff report having the necessary resources to do their job well. This is a 6% increase from baseline year data.
- (Metric 1.5) 46% of staff report meaningful access to PD – [+6%]
- (Metric 1.5) 37% of staff of Staff report PD has provided them with teaching strategies to better meet students' needs – [+6%]
- (Metric 1.5) 39% of staff report report PD provided them with content support – [+21%]
- (Metric 1.5) 48% of staff report professional learning connects with school priorities – [+15%]

(Action 1.3) – EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 1.6) - see success data listed above under Action 1.1
- (Metric 1.7) - see success data listed above under Action 1.1
- (Metric 1.8) - see success data listed above under Action 1.1
- (Metric 1.12) - SWD access to Gen Ed at least 80% of their school day – [+15.2%]
- (Metric 1.13) - Service Implementation Monitoring Data for Students With Disabilities (SWDs) – [+10%]
- (Metric 1.14) - All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.

100% continue to have access to a comprehensive curriculum

Additional 2026 YouthTruth Survey Data demonstrated effectiveness in the area of engagement for families with SWDs:

‘I feel engaged with my school.’

- GE Families: 68% / SWD Families: 78% / Difference: 10%

“I feel represented by parent/family groups at my school.”

- GE Families: 69% / SWD Families: 73% / Difference: 4%

(Action 1.4) – EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 1.6) - see success data listed above under Action 1.1
- (Metric 1.7) - see success data listed above under Action 1.1
- (Metric 1.8) - see success data listed above under Action 1.1
- (Metric 1.9) (EL Proficiency) Well Developed – [+16.8]
- (Metric 1.9) (EL Proficiency) Moderately Developed – [+0.4]
- (Metric 1.9) (EL Proficiency) Somewhat Developed – [-10.7]
- (Metric 1.9) (EL Proficiency) Beginning to Develop – [-6.5]
- (Metric 1.9) (EL Acquisition) Decreased = 1 ELPI Level – [+3.5]
- (Metric 1.9) (EL Acquisition) Maintained ELPI Levels 1, 2L, 2H, 3L, 3H – [-5.2]
- (Metric 1.9) (EL Acquisition) Maintained ELPI Level 4 – [+5.7]
- (Metric 1.9) (EL Acquisition) Increased = 1 ELPI Level – [+5.9]
- (Metric 1.10) (Local ELA) K – [74% growth]
- (Metric 1.10) (Local ELA) 1 – [138% growth]
- (Metric 1.10) (Local ELA) 2 – [90% growth]
- (Metric 1.10) (Local ELA) 3 – [112% growth]
- (Metric 1.10) (Local ELA) 4 – [76% growth]
- (Metric 1.10) (Local ELA) 5 – [67% growth]
- (Metric 1.10) (Local ELA) 6 – [113% growth.]
- (Metric 1.10) (Local MATH) 4 – [109% growth]
- (Metric 1.10) (Local MATH) 5 – [95% growth]
- (Metric 1.10) (Local MATH) 6 – [150% growth]
- (Metric 1.15) Students report work they do in class really makes them think – [0%]
- (Metric 1.15) Students report what they learn in school helps them in their life – [+6%]
- (Metric 1.15) Students report that their teacher helps them correct mistakes – [+5%]
- (Metric 1.15) Students report their teacher asks them if they understand what they are learning – [+3%]
- (Metric 1.15) Students report that their teacher allows them to explain their ideas – [+8%]

(Action 1.5) – SOMEWHAT EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 1.14) - All students, including English Learners, Low Income, Foster Youth and Students with Disabilities have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, music, art, library/media skills, and PE.

100% continue to have access to a comprehensive curriculum.

Additional 2026 YouthTruth Survey Data demonstrated some effectiveness in the area expanded student opportunities. Survey data highlight both need and opportunity. Whereas only 6% of families identified expanded learning as a district strength, we saw a 6% decline in the percentage of English Language (EL) families citing this as an area needing improvement.

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

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

GRADE LEVEL / SCHOOL DESIGNATIONS

Across all goal components, references to Strawberry and Yulupa have changed to grade-level designations. Even though locally, our community refers to TK-3 as Yulupa and 3-6 as Strawberry, these are no longer the official designations after the charter conversion.

PLANNED GOAL - no substantive changes

- updated data in goal description
- added 'Acronym / Abbreviations / Term Summary' section to Goal Description (previously included at the top of each action)

METRICS - no substantive changes

- updated data
- changed Strawberry & Yulupa labels to corresponding grade levels
- updated change data to reflect Year 2 outcomes as compared to baseline data

TARGET OUTCOMES - no substantive changes

- updated data
- modified some formatting to align across all year

ALL ACTIONS -

- removed 'Acronym / Abbreviations / Term Summary' section and added it to Goal Description
- some expenditure changes to reflect changes to plan and/or immaterial increases to some costs
- changed Strawberry & Yulupa labels to corresponding grade levels

Any additional modifications to specific actions are noted below:

(Actions 1.1) – Staff Support – RESOURCES & MATERIALS

Modifications to this Action include:

- removing plans for science pilots (because they have been completed)
- materials purchases for new Science programs
- updated Mystery Science to reflect K-5 (was K-3)
- added Mosa Mack for Grade 6 (previously planned as a pilot)
- moved Wonders ELA to Action 1.4 because of robust ELD materials
- Moved Health curriculum pilot to Action 1.4

(Action 1.2) – Staff Support – ATTRACT & RETAIN

Modifications to this Action include:

- removal of Technology Committee (goals absorbed into other committee/team structures) and replaced with more general ‘teacher committee participation’
- expanded plans for ‘peer observation’ to include ‘teacher collaboration’
- re-structured PLT Leads and removed Grade Level Leads to form Guiding Coalition which covers both role

(Action 1.3) – Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION

Modifications to this Action include:

- increased student support personnel to improve full inclusion

(Action 1.4) – Student Support – TARGETED ACADEMIC SUPPORT

Modifications to this Action include:

- added certificated and classified personnel for expanded day for TK & K
- added Wonders ELA program (previously in Action 1.1) as a planned action to support ELs
- added Health curriculum pilot as a means to support student well-being
- removed previous plans/expenditures for all materials related to Amplify, as we are no longer planning to use that program

(Action 1.5) – Student Support – EXPANDED OPPORTUNITIES

No additional modifications are planned for this Action include

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Support – RESOURCES & MATERIALS	1.1 – ACTION DESCRIPTION: Staff Support – RESOURCES & MATERIALS Action 1.1 is designed to improve outcomes for all students, including students with disabilities (SWDs), English language learners (ELs), and students from socioeconomically disadvantaged backgrounds (SEDs). Specifically, this action is designed to ensure all students have access to standards-aligned instructional materials, core academic programs, and effective curriculum implementation. This includes the adoption, purchase, and sustained use of high-quality textbooks, digital platforms, and supplemental materials for English Language Arts (ELA), Math, Science, and other core content areas. Resources are aligned with state frameworks and accessible to all students, including those with disabilities and English learners. 1.1 – IDENTIFIED NEED(S) A meaningful needs assessment, which included both formal data (such as YouthTruth Survey results) and informal feedback from collaborative meetings and conversations with staff and families, highlighted the need for updated curriculum materials, improved instructional coherence, and increased staff involvement in curriculum decisions. Educational partners consistently emphasized the importance of content-rich instructional tools and training that equips teachers to meet the needs of all learners. For the most part, objective achievement data (e.g., teacher qualifications, state assessments, Dashboard data) in this area are quite positive. For example, across the district, student achievement has earned a “green” for performance in both ELA and Math. BVUSD is proud of this, and we’re also paying attention to some of the discrepancies among demographic groups as highlighted in the sampling below: • ELA ACHIEVEMENT Percent Meeting Standards 2025 Dashboard • Data Notations: 2025 % (20254%) {2023 %} - [Difference from Baseline] • Overall: 63% (62%) { 63% } - [0] • Students with Disabilities (SWDs): 33% (26%) {303% } - [+3] • Socioeconomically Disadvantaged (SED): 50% (52%) { 52% } - [-2] • MATH ACHIEVEMENT Percent Meeting Standards 2025 Dashboard	\$261,390.00	No

Action #	Title	Description	Total Funds	Contributing
		• Data Notations: 2025 % (20254%) {2023 %} - [Difference from Baseline] • Overall: 51% (53%) { 50% } - [+1] • SWDs: 26% (23%) { 20% } - [+6] • SED: 29% (38%) { 40% } - [-11] • RESOURCES Percent Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [Difference from Baseline] • Families: 77% (75%) { 74% } - [+3] • Staff: 73% (48%) { 62% } - [+11] 1.1 – ADDRESSING NEED(S) This action addresses disparities in material access and instructional coherence identified through performance data and input from educational partners. While BVUSD demonstrates strong overall academic performance, achievement gaps remain for Students with Disabilities (SWDs), English Learners (ELs), and Socioeconomically Disadvantaged (SED) students. High-quality instructional materials are essential for all students to engage meaningfully with grade-level content. Educational partners emphasized the need for a consistent, content-rich curriculum and opportunities for teachers to be involved in instructional design and implementation. 1.1 – SCOPE = DISTRICT-WIDE This action is implemented LEA-wide to ensure all classrooms are equipped with quality instructional materials and facilities that promote equity and coherence across school sites. All students benefit when teachers have access to rigorous, content-rich materials. High-quality curriculum and clean, safe facilities strengthen instructional quality and improve outcomes across all demographic groups. While the action benefits all students, it is designed to build a consistent instructional foundation that supports improved outcomes across all subgroups, including those with additional barriers. Providing this support LEA-wide promotes system-wide coherence and equity while strategically planning to address the needs of higher-need groups.		

Action #	Title	Description	Total Funds	Contributing
		1.1 – Contributing to Increased/Improved Services for Unduplicated Pupils: No This action benefits all students and is foundational for academic success; however, it is not primarily directed toward or designed to increase or improve services specifically for unduplicated pupils. 1.1 – METRICS TO MONITOR PROGRESS • Metric(s) 1.1: % of appropriately assigned, fully credentialed teachers • Metric(s) 1.2: Student access to standards-aligned instructional materials (SARC data) • Metric(s) 1.3: School facility conditions (FIT reports) • Metric(s) 1.6–1.8: CAASPP/CAST performance in ELA, Math, Science • Metric(s) 1.15: YouthTruth survey results (academic challenge and learning resources) 1.1 – SUMMARY OF PLANNED ACTIONS • Continue implementation of newly adopted curriculum (Wonders) - K-3 ELA, Mystery Science - K-5 Science, Mosa Mack - 6 Science) • Continue piloting new ELA programs for grades 4-6 • Begin to explore potential math curriculum to pilot across all grades K-6 • Evaluate effectiveness of existing supplemental programs and adjust based on outcomes • Continue providing print/digital tools and materials through central support (copy clerk, benchmark days) 1.1 – PRIMARY PLANNED EXPENDITURES • Personnel – Copy Clerk - materials duplication costs • Personnel – Substitute Costs for Grade Level Benchmark Days (UPP - equitable outcomes) [3 per teacher] • Materials – Curriculum Pilot / Adoption - ELA - [Grades 4-6] • Materials - Science Curriculum - Mystery Science Annual Subscription [K-5]		

Action #	Title	Description	Total Funds	Contributing
		- Materials – Science Curriculum - Mosa Mack Annual Subscription - [Gr 6] - Materials – Science Materials - Mystery Science - [K-5] - Materials - Science Materials - Mosa Mack [Gr 6] - Program – Instructional Support – CAPs Professional Learning Network / Conferences (UPP - equitable outcomes)		
1.2	Staff Support – ATTRACT & RETAIN	1.2 – ACTION DESCRIPTION: Staff Support – ATTRACT & RETAIN Action 1.2 is designed to improve outcomes for all students, including students with disabilities (SWDs), English language learners (ELs), and students considered socio-economically disadvantaged (SEDs). Specifically, this action is designed to strengthen efforts to attract, support, and retain high-quality educators through comprehensive professional learning, leadership development, peer mentorship, and formal induction. This includes targeted supports for new and experienced teachers to foster instructional excellence and long-term commitment to the district. 1.2 – IDENTIFIED NEED(S) Input from staff and survey data reveal declining perceptions of professional support and job satisfaction, particularly in areas related to differentiated instruction, neurodiversity, and meaningful PD. The following data points indicate a significant discrepancy between intended support and actual impact, underscoring the need for greater alignment in professional learning design. Some of our lowest data points (and most significant declines) are reflected below: - PROFESSIONAL DEVELOPMENT Percent Positive 2026 YouthTruth Survey - Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] - Staff - Meaningful Professional Development: 46% (34%) { 40% } - [+6] - Staff - Strategies to Meet Student Needs: 37% (12%) { 31% } - [+6] - Staff - Content Support: 39% (20%) { 18% } - [+21] - Staff - Opportunities to Learn at Work: 66% (65%) { 67% } - [-1]	\$49,120.00	No

Action #	Title	Description	Total Funds	Contributing
		1.2 – ADDRESSING NEED(S) Teacher turnover disrupts instructional continuity and disproportionately impacts students who face barriers to learning. Providing high-impact training, mentorship, and leadership pathways builds educator capacity and retention, key factors in ensuring equitable outcomes for all students. The planned actions below ensure that all educators have equitable access to quality support, building staff capacity, reducing turnover, and promoting instructional coherence across schools. These investments not only enhance the professional experience of teachers but also directly improve student achievement and equity. 1.2 – SCOPE = DISTRICT-WIDE This action is implemented LEA-wide to ensure all educators receive the support necessary to grow professionally, deliver high-quality instruction, and remain in the profession. Improved staff retention and development benefit every student, especially those in classrooms with greater instructional needs. All students benefit from the expertise of well-supported, highly qualified teachers, and this action is designed to ensure both. 1.2 – Contributing to Increased/Improved Services for Unduplicated Pupils: No Although this action supports students who are unduplicated pupils, it is not principally directed toward increasing or improving services specifically for them. It therefore does not meet the criteria for a contributing action. 1.2 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor progress based on performance in the following metrics: • Metric(s) 1.4: Educational partner feedback (YouthTruth) on PD, support for standards implementation, and opportunities to grow • Metric(s) 1.5: Staff input and participation in professional learning communities and leadership opportunities 1.2 – SUMMARY OF PLANNED ACTIONS • Design PD in collaboration with site leaders and educational partners, especially focused on supporting UPP		

Action #	Title	Description	Total Funds	Contributing
		• Focus on topics including UDL, trauma-informed practice, differentiation, and neurodiversity • Expand new teacher support through induction, mentorship, onboarding, and procedural training • Strengthen PLCs and teacher-led learning through participation in the CAPs Network • Provide stipends and flexible formats for PD outside contract hours • Incorporate teacher input with regard to PD selection • Structure time and roles to promote opportunities for peer-to-peer support, shared planning, collaboration, and leadership development 1.2 – PRIMARY PLANNED EXPENDITURES • Personnel – North Coast Teacher Induction Program Fee - New Teacher Cost • Personnel – Induction Mentor Stipend • Personnel – New Teacher Mentor - Stipend • Personnel – BVEF Teacher Representative • Personnel – BVAPT Teacher Representative • Personnel – District Advisory Council Teacher Representative • Personnel – Teacher Participation (various committees and workgroups) • Personnel – Principal Designee Stipend • Personnel – Substitute Costs for Teacher Collaboration • Personnel – Guiding Coalition - Leadership Stipends (UPP Equitable Access & Equitable Outcomes) • Personnel – Professional Learning - Staff Stipends - (UPP equitable access & outcomes) • Personnel – Substitute coverage for B.R.I.D.G.E – Labor Management Relationship (CA LMI)		
1.3	Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	1.3 – ACTION DESCRIPTION: Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION Action 1.3 is designed to improve outcomes for all students, including ELs & SEDs, but primarily for SWDs. Specifically, this action is designed to strengthen inclusive classroom	\$265,224.00	No

Action #	Title	Description	Total Funds	Contributing
		practices and ensure compliance with special education service delivery through targeted staff support, increased collaboration between general and special education teams, and family engagement in the IEP process. Emphasis is placed on ensuring all Students with Disabilities (SWDs) are served in the Least Restrictive Environment (LRE) and have equitable access to high-quality instruction. 1.3 – IDENTIFIED NEED(S) - This action was developed based on student data, IEP goals, and input from educational partners, and includes efforts to increase parental participation through meaningful IEP involvement and access to parent education. SWD achievement in ELA and Math remains lower than the district average, despite recent gains in inclusive placement. Data from the state's Annual Determination Letter and BVUSD's Compliance Improvement Monitoring (CIM) plan show progress in LRE targets, but also reveal stagnant rates of IEP service implementation and uneven academic outcomes. Educational partners, including the families of SWDs, have called for stronger collaboration, increased transparency, and more consistent support. This action addresses those needs through capacity-building and structural alignment. Data Notations: • Data Year: 2025 % (2024 %) {2023 %} - [Difference from Baseline] • SWD (Students with Disabilities) • GE (General Education) • LRE (Least Restrictive Environment) • Child Find (% of new students identified for Special Education services) SWD Dashboard & CDE Data • ELA % Met Standard: 33% (26%) { 30% } - [+3] • Math % Met Standard: 26% (23%) { 20% } - [+6] • Suspension Rates: 4% (1.2%) { 2.7% } - [-1.3] • Chronic Absenteeism: 66% (65%) { 67% } - [-1] • Child Find %: 3% / Green / 8% (10% / Blue) ((-5%)) • IEP Service Implementation: 85% (75%) { 70% } - [+15] • LRE = 80%: 65% (52%) { 38% } - [+23] • LRE = 40%: 8% (12%) { 13% } - [-5]		

Action #	Title	Description	Total Funds	Contributing
		- ENGAGEMENT % Positive 2026 YouthTruth Survey (Families, by Special Education Enrollment) “I feel valued by my school” - GE Families: 94 - SWD Families: 71% - Difference: 23% “I feel engaged with my school.” - GE Families: 68% - SWD Families: 78% - Difference: 10% “I feel represented by parent/family groups at my school.” - GE Families: 69% - SWD Families: 73% - Difference: 4% “I feel empowered to play a meaningful role in decision-making.” - GE Families: 61% - SWD Families: 46% - Difference: 15% 1.3 – ADDRESSING NEED(S) This action is designed to strengthen inclusive instructional models and classroom-based supports for Students with Disabilities (SWDs), ensuring compliance with prescribed services and promoting equitable access to learning environments in the Least Restrictive Environment (LRE). BVUSD’s most recent Annual Determination Letter indicates we are making progress, but have not quite met the state-established targets in our Compliance Improvement Monitoring (CIM) plan. This action builds on the following priorities established in the district’s current CIM Plan, specifically regarding collaboration, integration, capacity building, continuity, and sustainability, as reflected in the summary of planned actions below. Least Restrictive Environment (LRE):		

Action #	Title	Description	Total Funds	Contributing
		BVUSD is particularly proud of the gains it has made in the area of the Least Restrictive Environment (see data above). The District originally entered the CIM program with only 38% of students in their general education classroom at least 80% of the time. This improved to 52% during the 2022-23 data year, and we finally surpassed our target during the 2023-24 data year, with 65% of our students assigned to their general education classroom at least 80% of the time. This was a sizable undertaking to make such significant shifts over a few years, but we are proud of our targeted focus on Least Restrictive Environment gains. Other Data Notes Family Participation & Engagement % Positives: BVUSD would like to continue to see increases in engagement data across the board. However, we note that in all survey data regarding engagement, SWD Families report higher levels of engagement than their General Education counterparts. While we are celebrating significant gains in some areas (like LRE), BVUSD is less impressed with the steady decline in ELA achievement and relatively flatline changes in Math achievement. While our original metric focused on these rates overall, it's important to note that in the grade levels where LRE has improved by the highest rates, we are also seeing gains in achievement. For example, SWDs in 3rd grade, where LRE gains were most tremendous, saw an impressive 14% gain in both ELA and math performance. This leads us to believe that we will begin to see greater overall performance gains for all SWDs as our new service model expands into the upper grades. Additionally, we were disappointed that our Service Implementation rates have not improved since we began reporting them in the 2022-23 data year. However, we realized last year (data year 2024-25) that we had been miscalculating service data. Based upon a clearer understanding of which missed minutes were required to be reported as missed service, we have noted a 10% increase in recent implementation data. CIM Participation We credit our participation in the CIM program for these gains, as it supported our ability to collaborate, solicit input from Educational Partners,		

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

Action #	Title	Description	Total Funds	Contributing
		• Monitor LRE data and ensure continued alignment with CIM targets • Strengthen structures for parent engagement and feedback in the IEP process • Ensure fidelity in service delivery and improve accuracy in reporting implementation data • (CIM) Strengthen GE/SPED collaboration, review data, co-plan services, conduct joint classroom visits • (CIM) Provide inclusive practices training, explore tools, launch co-teaching models • (CIM) Build feedback structures, support implementation, and maintain consistent LRE-focused systems 1.3 – PRIMARY PLANNED EXPENDITURES • Personnel – Full Inclusion Student Support (SWD) • Materials – Wechsler Individual Achievement Test 4 - Tier 3 Assessment - (SWD) • Materials – Woodcock Johnson-4 - Tier 3 Assessment - (SWD) • Materials – Wide Range Assessment of Memory & Learning - Tier 3 Assessment - (SWD) • Educator Learning – Staff Training / Professional Learning - (UPP)		
1.4	Student Support – TARGETED ACADEMIC SUPPORT	1.4 – ACTION DESCRIPTION: Student Support – TARGETED ACADEMIC SUPPORT Action 1.4 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Along with Action 2.1, Action 1.4 is a foundational component of BVUSD’s efforts to expand and systematize a Multi-Tiered System of Supports (MTSS). While Action 2.1 focuses on the social-emotional and behavioral branch of MTSS, Action 1.4 is designed to strengthen the academic branch. Specifically, this action aims to establish and sustain a safe, inclusive, and supportive school climate that fosters student belonging, well-being, and engagement. Emphasis is placed on prevention and early intervention systems that support the social, emotional, and behavioral health of all students, especially those facing additional barriers such as English Learners (ELs), Foster Youth (FY), and	\$631,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged (SED) students. Key elements include relationship-centered practices, mental health supports, shared school norms, and structured behavioral expectations that are developmentally appropriate and culturally responsive. 1.4 – IDENTIFIED NEED(S) Despite academic gains in some subgroups, Dashboard and YouthTruth data continue to highlight persistent achievement gaps for ELs and SEDs. Educational partners identified the need for earlier academic interventions, consistent use of progress-monitoring tools, and broader implementation of inclusive instructional strategies. As a key component of MTSS, differentiation through UDL and tiered supports directly addresses these needs, promoting more equitable outcomes. The 2026 YouthTruth Survey indicates an increase in students' positive perceptions of instructional support and access to Universal Design for Learning (UDL), suggesting that current efforts are yielding results. However, overall response rates in this area remain lower than other indicators, reinforcing the importance of continued district-wide focus. • STUDENT ACCESS & CHALLENGE % Positive 2026 YouthTruth Survey (Students) • Data Notations: 2026 % (2025 %) {20234%} - [2026 Difference from Baseline] • (Thinking) 40% report class work really makes them think (45%) { 40% } - [0] • (Interesting) 51% report what they learn is interesting (56%) { 52% } - [-1] • (Life Connection) 42% report what they learn in school helps them in life (43%) { 36% } - [+5] • (Help) 67% reported that their teacher helps them correct mistakes (69%) { 57% } - [+10] • (Understanding) 60% report their teacher checks for their understanding (62%) { 57% } - [+3] • (Explain Ideas) 61% report their teacher allows them to explain their ideas (58%) { 53% } - [+8] We also see some discrepancies in achievement, indicating a need for		

Action #	Title	Description	Total Funds	Contributing
		additional academic support targeted toward English Learners (ELs) and Socioeconomically Disadvantaged (SED). For this reason, we will continue to principally target these student demographic groups. • ELA ACHIEVEMENT Percent Meeting Standards 2025 Dashboard • Data Notations: 2025 % (2024 %) {2023%} - [2025 Difference from Baseline] • ALL Students: 63% (62%) { 63% } - [0] • ELs: 31% (38%) { 31% } - [0] • SEDs: 52% (52%) { 50% } - [+2] • MATH ACHIEVEMENT Percent Meeting Standards 2025 Dashboard • Data Notations: 2025 % (2024 %) {2023%} - [2025 Difference from Baseline] • ALL Students: 51% (53%) { 50% } - [+1] • ELs: 31% (38%) { 24% } - [+7] • SEDs: 29% (38%) { 40% } - [-11] • SCIENCE ACHIEVEMENT Percent Meeting Standards 2025 Dashboard • Data Notations: 2025 % (2024 %) {2023%} - [2025 Difference from Baseline] • ALL 5h Grade: 46% (44%) { 38% } - [+8] • ELs: 0% (7%) { 23% } - [-23] • SEDs: 33% (39%) { 29% } - [+4] 1.4 – ADDRESSING NEED(S) Extensive research in neuroscience, learning theory, and cognitive psychology supports Universal Design for Learning (UDL) as a highly effective approach for addressing diverse learning styles, behavioral needs, and social-emotional development. UDL is especially beneficial for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. Additionally, English learners gain from focused support provided by paraprofessionals trained in English Language Development (ELD). This action is designed to foster a more inclusive and supportive learning environment for all students, with a particular focus on those facing		

Action #	Title	Description	Total Funds	Contributing
		additional barriers. It was developed in response to data analysis and feedback from educational partners, highlighting the need for more differentiated instruction and targeted academic support. While this action is implemented district-wide, it is vital for EL and SED students, who often encounter greater challenges due to language or economic barriers. Supporting all classrooms in UDL implementation ensures system-wide impact, while prioritizing the needs of our highest-need students. 1.4 – SCOPE = DISTRICT-WIDE Although primarily directed toward unduplicated students, this action is effective LEA-wide because practices that benefit English Learners (ELs) and students from Socioeconomically Disadvantaged (SED) backgrounds, such as inclusive instruction, progress monitoring, and individualized supports, are universally beneficial. This is the foundational principle of UDL, a framework BVUSD has long embraced and is now preparing to expand in the coming years. Although the action is principally directed toward unduplicated pupils, it is implemented LEA-wide because instructional approaches like UDL benefit all students. Practices that increase accessibility and scaffold learning support students with a wide range of academic and linguistic needs, while addressing systemic barriers to achievement. The planned actions are universally beneficial, which is the foundational principle of Universal Design for Learning (UDL), a framework that BVUSD has long embraced and is now preparing to expand in the coming years. 1.4 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed toward unduplicated pupils (ELs, FY, SED) and is designed to increase and improve services for them. It includes expanded supports that directly address the learning needs of these student groups. 1.4 – METRICS TO MONITOR PROGRESS • Metric(s) 1.6–1.10: Pupil achievement in ELA, Math, Science, EL progress, and local outcomes • Metric(s) 1.11: Physical fitness and whole-child development • Metric(s) 1.14: Access to a broad course of study • Metric(s) 1.15: Academic challenge and engagement for students		

Action #	Title	Description	Total Funds	Contributing
		1.4 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students • Offer extended instructional day for TK (by 12.5%) & K (by 17.5%) • Expand and systematize MTSS practices • Offer extended instructional day for TK (by 12.5%) & K (by 17.5%) • Provide differentiated instructional materials and supports aligned with student needs • Maintain access to a broad course of study for all students • Expand adaptive learning tools and programs that personalize instruction • Improve ELD instruction through CCSS and ELD standards alignment • Use assessment to inform ELD services and monitor ELD progress toward gap reduction • Strengthen ELD services through ongoing educator development and collaboration • Strengthen ELD services through collaboration and instructional alignment • Increase paraprofessional support, particularly for ELs and SED students • Deliver targeted professional learning in UDL, early intervention, and inclusive practices • Implement progress-monitoring tools to identify and respond to learning gaps • Support the K–3i pilot program to refine early literacy interventions • Build teacher capacity through PD, collaboration time, and just-in-time support Learning Recovery Emergency Block Grant (LREBG) – (required 2026 LCAP actions) (*Note: Additional details about the planned use of BVUSD’s LREBG funds are included in the Reflections section and within and 2.1 – Safe & Inclusive Climate).		

Action #	Title	Description	Total Funds	Contributing
		The BVUSD 2026-27 LCAP includes actions (Action 1.4 and 2.1) supported (in part) with Learning Recovery Emergency Block Grant (LREBG) funds that meet the criteria for allowable uses and reflect the required needs assessment pursuant to EC Section 32627(d). In both instances, LREBG funds are used to expand the district's Multi-Tiered System of Support (MTSS) via targeted academic support and social-emotional well-being. Action 1.4 intends to use LREBG funds for the purposes of targeted academic support, whereas Action 2.4 includes planned expenditures for the purpose of expanding upon a culture of safety, inclusivity, and social-emotional well-being. Both pursuits reflect components of the larger MTSS model. Pursuant to EC Section 32526(c)(2)(A-F) LREBG expenditures are limited to actions or services that: - are permissible under the list of allowable uses – 1 – are permissible under the list of allowable uses – 2 – are limited to those that are evidence-based – 3 – target an identified need for students or schools in the greatest need according to a needs assessment – 4 – are monitored by at least one metric to ensure appropriate impact – 5 – are included within the description of the associated action or analysis describing the rationale for selecting the action or service and how the selected action or service is expected to address the identified areas of need for the students or schools in greatest need. Each of the requirements above is fulfilled as follows: (1) Allowable Use of Funds MTSS qualifies under both category (B) and category (C) of allowable uses for LREBG. Category B lists evidence-based learning supports (e.g., individualized learning, programs/materials to accelerate learning, TK-3 early literacy, and professional development in the K-12 Mathematics / ELA / ELD Frameworks for California Public Schools). Category C lists evidence-based student supports (e.g., counseling, mental health, and social-emotional learning).		

Action #	Title	Description	Total Funds	Contributing
		(2) Evidence-based Service MTSS is is an evidence based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being. (3) Students/Schools in Greatest Need per Needs Assessment The identified needs are described here: – 3.a – ELA Support for EL & SED (Goal 1, Action 1.4) (2025 CAASPP) – % Met/Exceeded English Language Arts Standards • OVERALL (all students) – 63% • SED – 50% • EL – 30% – 3.b – Math Support for EL & SED (Goal 1, Action 1.4) (2025 CAASPP) – % Met/Exceeded Mathematics Standards • OVERALL (all students) – 51% • SED – 29% • EL – 13% – 3.c – Counseling / Relationships Support for EL (Goal 2, Action 2.1) (2026 YouthTruth) – % of students reporting there is an adult from school they can talk to when upset / 2025 CAASPP • English Speaking – 72% • Spanish Speaking – 56% (4) Metric used to Monitor Impact The metrics being used to monitor the impact of the action includes: • Equitable Access to Quality Learning Materials (Metrics 1.2 & 1.4) • Achievement and Equitable Outcomes in ELA (1.6), ELD (1.6), Math (1.7), and Science (1.8) • English Language Proficiency (1.9) • Local Outcomes (1.10) • Equitable Access to a Broad Course of Study (1.14) • Academic Challenge & Student Learning (1.15) • Climate & School Connectedness (2.4) • Student Sense of Safety (2.6) (5) How the Service Addresses the Identified Need Per the CDE, MTSS is		

Action #	Title	Description	Total Funds	Contributing
		a multifaceted approach that is scalable and sustainable.“It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and support to quickly identify and meet the needs of all students.” In alignment with CDE’s vision of “one coherent system of education” MTSS is specified as an opportunity that “affords a full range of academic, behavioral, and social support for all students to achieve.” As part of the MTSS model, BVUSD would like to provide more comprehensive support to ensure equitable access and outcomes for all students academically (through improved diagnostics, targeted instruction, and professional learning) and social-emotionally (through additional counseling, mental health services, and social-emotional learning). 1.4 – PRIMARY PLANNED EXPENDITURES • Personnel – Additional Reading Paraprofessional Classroom Support (UPP Equitable Access & Outcomes) • Personnel – Highly Qualified EL Paraprofessionals (UPP - EL) • Personnel – Highly Qualified Instructional Paraprofessionals (all students) • Personnel – Highly Qualified Instructional Paraprofessionals (UPP) • Personnel – Certificated Teachers for Extended TK Instructional Day (UPP) • Personnel – Certificated Teachers for Extended K Instructional Day (UPP) • Personnel – Highly Qualified Classified Instructional Paraprofessionals for Extended K Instructional Day (UPP) • Educator Learning – UDL, Reducing Barriers, Differentiation, Intervention, etc.- (UPP - Universal Access) • Educator Learning – iReady Diagnostic Professional Development (ELA & Math) • Materials – Curriculum Pilot / Adoption - Health - [Grades 4-6] • * Materials – iReady Diagnostic with Learning Path • * Materials – Phonics Intervention - SIPPS / UFLI - (UPP - targeted intervention)		

Action #	Title	Description	Total Funds	Contributing
		* Materials – K-6 Math Skill Building - Zearn (UPP - targeted intervention) * Materials – K-6 Math Skill Building - Khan Academy (UPP - targeted intervention) * Materials – 4-6 Math Fact Fluency - Formative Loop - (UPP - targeted intervention) * Materials – 4-6 Digital Skill Building - Typing Agent * Materials –TK & K Literacy & Numeracy Skill Building - Starfall - (UPP - targeted intervention) * Materials – 4-6 Literacy Skill Building - Flocabularly - (UPP - targeted intervention) * Materials – TK & K Literacy Skills - Handwriting without Teachers (no annual cost) - (all students) * Materials –TK: PELI - Tier 1 & 2 Assessment - (UPP Equitable Outcomes & Access) * Materials - Curriculum - Wonders ELA [K-3] (UPP - targeted) * denotes planned LREBG expenditures		
1.5	Student Support – EXPANDED OPPORTUNITIES	1.5 – ACTION DESCRIPTION: Student Support – EXPANDED OPPORTUNITIES Action 1.5 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to expand access to high-quality before-school, after-school, and summer programming that supports academic learning, enrichment, social-emotional development, and peer connection. Programs are provided at no cost and are designed to help all students, with prioritized access and targeted supports for English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. 1.5 – IDENTIFIED NEED(S) Students facing additional barriers often require extended learning opportunities beyond the traditional school day to access academic support and enrichment activities. YouthTruth survey data and educational partner feedback indicate that many families, particularly those from low-	\$456,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income and socioeconomically disadvantaged (EL and SED) backgrounds, experience financial and language barriers that limit their access to academic and enrichment programs. District demographics reinforce the need for this action: • 13% of students are English Learners • 35% are Socioeconomically Disadvantaged • 10% of students qualify as both EL and SED Responses and comments in our YouthTruth survey highlighted a need for support for families of low-income and English language learner students. EL families face language barriers, making it challenging to access community resources. SED families report financial barriers, and EL families cite language barriers in engaging with community resources and providing high-quality enrichment and before/after school programming for their students. Families were asked about the strength of our district's extracurricular programs in the YouthTruth survey. There was no discrepancy in the percentage of families seeing this area as a strength (7%), although the rate is relatively low. There is a discrepancy among groups regarding whether families view this as an area for improvement. • EXPANDED OPPORTUNITIES - Area of Strength % Positive 2026 YouthTruth Survey (Families) • Data Notations: 2026 % (2025 %) {2024 %} - [Difference from Baseline] • Overall - All Families: 6% • EL Families: 3% • EXPANDED OPPORTUNITIES - Area for Improvement % Positive 2026 YouthTruth Survey (Families) • Data Notations: 2026 % (2025 %) {2024 %} - [Difference from Baseline] • Overall - All Families: 14% • EL Families: 15% 1.5 – ADDRESSING NEED(S) This action is designed to support high-quality before-school, after-school, and summer learning opportunities for all students, with a principal focus		

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

GOAL #2 - HEALTHY CULTURE | CLIMATE & COMMUNITY:

We nurture the growth of every learner by supporting student social, emotional, and behavioral development within a safe, healthy, positive school climate that actively engages students, families, and staff.

Goal Description

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

Why the Goal Was Developed

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

How the Actions and Metrics Support the Goal

All actions are implemented district-wide but are principally directed toward unduplicated students, ensuring targeted improvements that address the unique needs of ELs, FY, and SEDs. Each action is designed to be measurable through clearly defined metrics (organized by

State Priority), using multiple and reliable data sources. Actions for Goal #2 are summarized below. The combination of quantitative (assessment data, credentials, materials access) and qualitative (student perception) measures ensures progress toward this goal can be assessed from multiple angles. The five actions in Goal 2 create the conditions necessary for student success:

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

Metrics Used to Monitor Progress

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

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

SUMMARY OF GOAL #2 ACTIONS

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

2.1 – Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE

2.1 – State Priorities = 3, 5

2.1 – Contributing = Yes

2.1 – Scope = LEA-wide

2.1 – Primary Data Sources = Local Data, State Dashboard & YouthTruth Survey data

2.2 – Climate, Culture & Safety – SAFE & PREPARED CULTURE

2.2 – State Priorities = 3, 6

2.2 – Contributing = Yes

2.2 – Scope = LEA-wide

2.2 – Primary Data Sources = Teacher Input / YouthTruth Survey data

2.3 – Engagement & Support – ATTENDANCE & ENROLLMENT

2.3 – State Priorities = 3, 5, 6

2.3 – Contributing = Yes

2.3 – Scope = LEA-wide

2.3 – Primary Data Sources = Local Data, State Dashboard & YouthTruth Survey data

2.4 – Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION

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

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

GOAL #2 - Acronyms / Abbreviation / Term Summary

The following acronyms appear in Goal #2:

- ATSI – Additional Targeted Support and Improvement
- CDE – California Department of Education
- Contributing Action – principally directed to increase/improve services for UPP per LCFF requirements
- DAC – District Advisory Committee
- (D)ELAC – (District) English Learner Advisory Committee
- EL / ELs – English Learner(s) (UPP group)
- ELA – English Language Arts
- FY – Foster Youth (UPP group)
- LEA – Local Educational Agency
- LREBG – Learning Recovery Emergency Block Grant
- MTSS – Multi-tiered System of Support
- RULER – Social-Emotional Learning framework from Yale
- SARB / SART – School Attendance Review Board / Team
- SAST – Student Attendance Success Team
- SED – Socioeconomically Disadvantaged (UPP group)
- Toolbox – Social-Emotional Learning program
- Unduplicated Students – Students who are ELs, FY, or SED, as defined under California's LCFF
- UPP – (Unduplicated Pupil Percentage): % of students who fall into at least one unduplicated category
- UTK – Universal Transitional Kindergarten
- VPP – Violence Prevention Plan

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	METRIC: Average Daily Attendance Rates DATA SOURCE: Local Data STATE PRIORITY: 5 APPLICABLE LCAP ACTIONS: (2.1) (2.3) (2.4)	BASELINE DATA Average Daily Attendance Rates (ADA) - 2023 ADA % 91% • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	YEAR 1 DATA Average Daily Attendance Rates (ADA) - 2024 ADA % 94.5% • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	YEAR 2 DATA Average Daily Attendance Rates (ADA) - 2025 ADA % 93.9% • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	2026-27 TARGET Average Daily Attendance will increase annually and return to pre-pandemic rates of at least 96% by 2027-28	[YEAR 2 - BASELINE] % Change ADA RATE [+2.9]
2.2	METRIC: Chronic Absenteeism	BASELINE DATA	YEAR 1 DATA	YEAR 2 DATA	2026-27 TARGET	[YEAR 2 - BASELINE]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DATA SOURCE: CA Dashboard Data STATE PRIORITY: 5 APPLICABLE LCAP ACTIONS: (2.1) (2.3) (2.4)	2023 Chronic Absenteeism Rate: Per the Dashboard, BVUSD had no student groups in the blue, green, or yellow performance levels. Asians and English Learners were categorized as orange, and the other 5 student groups (Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White) all performed in the red. DATA NOTATION Chronic Absenteeism details are summarized below by demographic group as follows: Demographic Group • % Absenteeism • {# students in group} • Performance Color	2024 Chronic Absenteeism Rate: Per the Dashboard, BVUSD had no student groups in lowest performance level (red). DATA NOTATION Chronic Absenteeism details are summarized below by demographic group as follows: Demographic Group • % Absenteeism • {# students in group} • Performance Color Overall (All Students) • 13%	2025 Chronic Absenteeism Rate: Per the Dashboard, BVUSD had no student groups in lowest performance level (red). DATA NOTATION Chronic Absenteeism details are summarized below by demographic group as follows: Demographic Group • % Absenteeism • {# students in group} • Performance Color Overall (All Students) • 10.9%	Chronic Absenteeism Rates will decrease by 2% annually in each subgroup.	Chronic Absenteeism Rates % Change & Dashboard Colors (by student demographic groups) All [-8.1] RED > YELLOW White [-7.6] RED > GREEN Asian [+12] ORANGE > RED Hispanic [-9.4] RED > YELLOW Two or more races [-20.3] RED > ORANGE EL [-2.8] RED > YELLOW SED [-12]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall (All Students) 19% {980 students} - RED (increase 7.6%) White 16.3% {541 students} - RED (increase 7.6%) Asian 9.1% {44 students} - ORANGE (increase 6.6%) Hispanic 20.1% {234 students} - RED (increase 4.1%) Two or more races 31.1% {104 students} - RED (increase 17.3%) English Learners (EL) 19.2% {130 students} - ORANGE (increase 6.5%)	{957 students} - YELLOW White 16.3% {541 students} - RED Asian 12.5% {40 students} - ORANGE Hispanic 17.6% {234 students} - YELLOW Two or more races 9.9% {91 students} - RED English Learners (EL) 17.7% {130 students} - YELLOW Socioeconomically	{ 908 students} - YELLOW White 8.7% { 503 } - GREEN Asian 21.1% { 38 } - RED Hispanic 10.7% { 214 } - YELLOW Two or more races 10.8% { 93 } - ORANGE English Learners (EL) 16.4% { 128 } - YELLOW Socioeconomically Disadvantaged (SED) 13.9% { 324 } - YELLOW		RED > YELLOW SWD [-7.5] RED > YELLOW

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED) • 25.9% • {251 students} • RED • (increase 2.3%) Students with Disabilities (SWD) • 24.3% • {148 students} • RED • (increase 8%) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	Disadvantaged (SED) • 21.2% • {353 students} • YELLOW Students with Disabilities (SWD) • 15.6% • {160 students} • YELLOW • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster	Students with Disabilities (SWD) • 16.8% • { 149 } • ORANGE • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- American Indian - African American			
2.3	METRIC: School Climate: Pupil Suspension & Expulsion Rates DATA SOURCE: CA Dashboard Data STATE PRIORITY: 5 APPLICABLE LCAP ACTIONS: (2.1) (2.4)	BASELINE DATA 2023 OVERALL 1.4% Suspension Rates: 0% Expulsion Rates SUSPENSION DETAILS DATA NOTATION Suspension details are summarized below by demographic group as follows: Demographic Group % Suspension {# students in group} - Performance Color (% change) Overall (All Students)	YEAR 1 DATA 2024 OVERALL 1.4% Suspension Rates: 0% Expulsion Rates SUSPENSION DETAILS Per the Dashboard, BVUSD had no student groups in lowest performance level (red). DATA NOTATION Suspension details are summarized below by demographic group as follows: Demographic Group	YEAR 2 DATA 2025 OVERALL 1.4% Suspension Rates: 0% Expulsion Rates SUSPENSION DETAILS Per the Dashboard, BVUSD had one student groups in lowest performance level (red). DATA NOTATION Suspension details are summarized below by demographic group as follows: Demographic Group	2026-27 TARGET Suspension rates will be less than 3%. Expulsion rates will remain at 0%	[YEAR 2 - BASELINE] Suspension Rate % Change Overall - All Students [0] Expulsion Rate % Change Overall - All Students [0] Suspension Rate % Change & Dashboard Color changes (by demographic groups) All [0] YELLOW > YELLOW White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.4% {987 students} - YELLOW (increase 1%)	% - Suspension {# students in group} - Performance Color	% - Suspension {# students in group} - Performance Color		[+ 0.1] YELLOW > ORANGE Asian [0] BLUE > BLUE Hispanic [- 0.3] ORANGE > BLUE Two or more races [-0.8] ORANGE > YELLOW EL [+0.8] BLUE > YELLOW SED [- 0.8] ORANGE > YELLOW SWD [+ 1.3] ORANGE > RED
	White	1.5% {546 students} - YELLOW (increase 0.9%)	Overall (All Students)	Overall (All Students)		
	Asian	0% {44 students} - BLUE (no change)	0.4% {965 students} - BLUE	1.4% { 912 } - YELLOW		
	Hispanic	1.7% {241students} - ORANGE (increase 1.3%)	White	White		
			10.6% {539 students} - GREEN	1.6% { 504 } - ORANGE		
	Two or more races	1.9% {104 students} - ORANGE (increase 1.9%)	Asian	Asian		
			0% {41 students} - BLUE	0% { 38 } - BLUE		
	English Learners (EL)	0% {132 students} - BLUE (no change)	Hispanic	Hispanic		
			0.4% {242 students} - BLUE	1.4% {217} - YELLOW		
	Socioeconomically Disadvantaged (SED)		Two or more races	Two or more races		
			0%	1.1% { 93 } - YELLOW		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 2% • {256 students} • ORANGE • (increase 1.2%) Students with Disabilities (SWD) • 2.7% • {50 students} • ORANGE • (increase 2.7%) • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	• {91 students} • BLUE English Learners (EL) • 0% • {130 students} • BLUE Socioeconomically Disadvantaged (SED) • 0.3% • {355 students} • BLUE Students with Disabilities (SWD) • 1.2% • {162 students} • GREEN • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11	English Learners (EL) • 0.8% • { 129 } • YELLOW Socioeconomically Disadvantaged (SED) • 1.2% • { 327 } • YELLOW Students with Disabilities (SWD) • 4% • {150 } • RED • - - - - BVUSD has fewer than 15 long-term English learners (LTELs), and therefore LTEL data is not included for privacy. Fewer than 11 students existed in the following student groups, and therefore no data was displayed for privacy:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students existed in the following student groups, and therefore no data was displayed for privacy: • Filipino • Pacific Islander • Homeless / Foster • American Indian • African American	• Filipino • Pacific Islander • Homeless / Foster • American Indian • African American		
2.4	METRIC: Climate & School Connectedness - Students, Families, & Staff DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 6 APPLICABLE LCAP ACTIONS: (2.1) (2.2) (2.3) (2.4)	BASELINE DATA % of students, families, and staff reporting they feel connected to their school: FAMILIES 83% (Friendly) report that their school creates a friendly environment 79% (Proud) report that they are proud of their school 89% (Care)	YEAR 1 DATA % of students, families, and staff reporting they feel connected to their school: FAMILIES 87% (Friendly) report that their school creates a friendly environment 88% (Proud) report that they are proud of their school	YEAR 2 DATA % of students, families, and staff reporting they feel connected to their school: FAMILIES 89% (Friendly) report that their school creates a friendly environment 90% (Proud) report that they are proud of their school	2026-27 TARGET Families, students and staff will report a positive school climate and that they feel connected to their school. Any instances of 75% or less in percent positive responses will increase by at least 2%.	[YEAR 2 - BASELINE] % Positive Change FAMILIES Friendly [+6] Proud [+11] Care [0%] % Positive Change STUDENTS Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		report that families and teachers care about each other. _____	89% (Care) report that families and teachers care about each other. _____	89% (Care) report that families and teachers care about each other. _____		[+2] Teacher [+5] Adult [+3] _____
		STUDENTS	STUDENTS	STUDENTS		% Positive Change STAFF
		54% (Students) report that other students are friendly	59% (Students) report that other students are friendly	56% (Students) report that other students are friendly		Decision- Making [-2]
		82% (Teacher) report that their teachers cares about them	86% (Teacher) report that their teachers cares about them	87% (Teacher) report that their teachers cares about them		Environment [+14]
		51% (Adult) report that there is an adult from school they can talk to if they're feeling upset _____	57% (Adult) report that there is an adult from school they can talk to if they're feeling upset _____	54% (Adult) report that there is an adult from school they can talk to if they're feeling upset _____		
		STAFF	STAFF	STAFF		
		44% (Decision-Making) report that feel empowered to play a meaningful role in decision-making at their school	44% (Decision-Making) report that feel empowered to play a meaningful role in decision-making at their school	42% (Decision-Making) report that feel empowered to play a meaningful role in decision-making at their school		
		58% (Environment) report that their school creates a positive work environment				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			64% (Environment) report that their school creates a positive work environment	72% (Environment) report that their school creates a positive work environment		
2.5	METRIC: Community Engagement - Enrollment, Participation & Communication - promotion of parental participation in programs for unduplicated pupils DATA SOURCE: Survey (YouthTruth) STATE PRIORITY: 6 APPLICABLE LCAP ACTIONS: *(1.1) *(1.5) (2.3) (2.4) *1.1 and 1.5 are Goal 1 Actions, but they overlap with this metric.	BASELINE DATA PARENTS – Participation 73% of parents responded to 2024 survey PARENTS – Decision-Making 45% - Overall (all families) feel empowered to play a meaningful role in decision-making 48% - TK 55% - K 57% - 1st Grade 52% - 2nd Grade 49% - 3rd Grade 34% - 4th Grade 32% - 5th Grade 33% - 6th Grade 49% - White	YEAR 1 DATA PARENTS – Participation 56% of parents responded to 2025 survey PARENTS – Decision-Making 47% - Overall (all families) feel empowered to play a meaningful role in decision-making 53% - TK 53% - K 56% - 1st Grade 64% - 2nd Grade 35% - 3rd Grade 39% - 4th Grade 33% - 5th Grade 57% - 6th Grade	YEAR 2 DATA PARENTS – Participation 63% of parents responded to 2025 survey PARENTS – Decision-Making 60% - Overall (all families) feel empowered to play a meaningful role in decision-making 64% - TK 59% - K 67% - 1st Grade 61% - 2nd Grade 67% - 3rd Grade 47% - 4th Grade 54% - 5th Grade 58% - 6th Grade	2026-27 TARGET Families and staff will report they feel empowered to play a meaningful role in their schools and receive appropriate support and communication. Any instances of 75% or less in percent positive responses will increase by at least 2% per year.	[YEAR 2 - BASELINE] PARTICIPATION % parents responded to 2026 survey [-10] % Positive Change DECISION-MAKING (families, by grade level and various demographic groups) Overall (all families) [+15] TK [+16] K [+4] 1st Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		46% - Hispanic	50% - White	61% - White		[+10]
		45% - English Speaking	55% - Hispanic	46% - Hispanic		2nd Grade
		75% - Spanish Speaking	49% - English Speaking	60% - English Speaking		[+9]
		47% - Gen Ed Parents	67% - Spanish Speaking	83% - Spanish Speaking		3rd Grade
		44% - Parents of SWDs				[+18]
		_____	46% - Gen Ed Parents	61% - Gen Ed Parents		4th Grade
		PARENTS – Feeling Valued	58% - Parents of SWDs	57% - Parents of SWDs		[+13]
						5th Grade
		66% - Overall (all families)	_____	_____		[+22]
		feel valued by their school	PARENTS – Feeling Valued	PARENTS – Feeling Valued		6th Grade
						[+25]
		67%- TK	73% - Overall (all families)	83% - Overall (all families)		White
		79%- K	feel valued by their school	feel valued by their school		[+12]
		73%- 1st Grade				Hispanic
		62%- 2nd Grade				[0]
		66%- 3rd Grade				English Speaking
		41%- 4th Grade	79%- TK	83%- TK		[+15]
		62%- 5th Grade	82%- K	60%- K		Spanish Speaking
		65%- 6th Grade	73%- 1st Grade	78%- 1st Grade		[+8]
			82%- 2nd Grade	69%- 2nd Grade		Gen Ed Parents
		71%- White	70%- 3rd Grade	79%- 3rd Grade		[+14]
		74%- Hispanic	71%- 4th Grade	67%- 4th Grade		Parents of SWDs
			59%- 5th Grade	74%- 5th Grade		[+13]
		66%- English Speaking	68%- 6th Grade	65%- 6th Grade		_____
		88%- Spanish Speaking				% Positive Change
		67%- Gen Ed Parents	78%- White	73%- White		
		71%- Parents of SWDs	85%- Hispanic	75%- Hispanic		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		_____ PARENTS – Progress Feedback, by language 75% (English Speaking) report receiving regular feedback about their child’s progress 70% (Other Languages) report receiving regular feedback about their child’s progress _____ PARENTS – Learning Targets, by language 79% (English Speaking) report receiving information about what their child 82% (Other Languages) report receiving information about what their child _____ PARENTS – Expectations, by language 76% (English Speaking)	75%- English Speaking 83%- Spanish Speaking 77%- Gen Ed Parents 76%- Parents of SWDs _____ PARENTS – Progress Feedback, by language 78% (English Speaking) report receiving regular feedback about their child’s progress 76% (Other Languages) report receiving regular feedback about their child’s progress _____ PARENTS - Learning Targets, by language	73%- English Speaking 71%- Spanish Speaking 74%- Gen Ed Parents 71%- Parents of SWDs _____ PARENTS – Progress Feedback, by language 79% (English Speaking) report receiving regular feedback about their child’s progress 94% (Other Languages) report receiving regular feedback about their child’s progress _____ PARENTS - Learning Targets, by language		FEELING VALUED (families, by grade level and various demographic groups) Overall (all families) [+17] TK [+16] K [-19] 1st Grade [+5] 2nd Grade [+7] 3rd Grade [+13] 4th Grade [+26] 5th Grade [+12] 6th Grade [0] White [+2]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		report teachers clearly communicate expectations for their child's progress	80% (English Speaking) report receiving information about what their child	83% (English Speaking) report receiving information about what their child		Hispanic [+1]
		67% (Other Languages) report teachers clearly communicate expectations for their child's progress	82% (Other Languages) report receiving information about what their child	100% (Other Languages) report receiving information about what their child		English Speaking [+7]
		_____				Spanish Speaking [-17]
		STAFF DATA	_____	_____		Gen Ed Parents [+7]
		41% (Policies) report information about school policies is clear	PARENTS – Expectations, by language	PARENTS – Expectations, by language		Parents of SWDs [0]
		60% (Goals) understand their school's goals	77% (English Speaking) report teachers clearly communicate expectations for their child's progress	83% (English Speaking) report teachers clearly communicate expectations for their child's progress		_____
		35% (Informed) feel informed about important decisions				% Positive Change PROGRESS FEEDBACK (families - by language)
		29% (Direction) school communicates a clear direction for the future	71% (Other Languages) report teachers clearly communicate expectations for their child's progress	89% (Other Languages) report teachers clearly communicate expectations for their child's progress		English Speaking [+4]
						Other Languages [+24]

						% Positive Change LEARNING TARGETS (families - by language)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			STAFF DATA 38% (Policies) report information about school policies is clear 68% (Goals) understand their school's goals 36% (Informed) feel informed about important decisions 27% (Direction) school communicates a clear direction for the future	STAFF DATA 52% (Policies) report information about school policies is clear 78% (Goals) understand their school's goals 52% (Informed) feel informed about important decisions 44% (Direction) school communicates a clear direction for the future		English Speaking [+4] Other Languages [+18] EXPECTATIONS (by language) English Speaking [+7] Other Languages [+22] % Positive Change STAFF POLICIES [+11] GOALS [+18] INFORMED [+17] DIRECTION [+15]
2.6	METRIC: School Safety DATA SOURCE: Survey (YouthTruth)	BASELINE DATA STUDENT DATA:	YEAR 1 DATA STUDENT DATA:	YEAR 2 DATA STUDENT DATA:	2026-27 TARGET Students, families, and staff will report	[YEAR 2 - BASELINE] % Positive Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	STATE PRIORITY: 6	61% (Feel Safe) report they feel safe at school.	64% (Feel Safe) report they feel safe at school.	73% (Feel Safe) report they feel safe at school.	that they feel safe at school, that students are safe from bullying, and that students follow school rules.	STUDENTS Feel Safe [+12]
	APPLICABLE LCAP ACTIONS: (2.2) (2.3)	30% (Bullying) report that they have been bullied at least once in the last school year.	25% (Bullying) report that they have been bullied at least once in the last school year.	24% (Bullying) report that they have been bullied at least once in the last school year.	Any instances of 75% or less in percent positive responses will increase by at least 2%.	Bullying [-6]
		16% (Behavior) report that students behave in class. _____	25% (Behavior) report that students behave in class. _____	26% (Behavior) report that students behave in class. _____		Behavior [+10] _____
		FAMILY DATA: 78% (Safe) report that their child's learning environment is safe.	FAMILY DATA: 85% (Safe) report that their child's learning environment is safe.	FAMILY DATA: 90% (Safe) report that their child's learning environment is safe.		% Positive Change FAMILIES Safe [+12]
		54% (Bullying) report that their child is safe from bullying at school.	61% (Bullying) report that their child is safe from bullying at school.	64% (Bullying) report that their child is safe from bullying at school.		Bullying [+10]
		77% (Operations) report that their school runs smoothly. _____	83% (Operations) report that their school runs smoothly. _____	90% (Operations) report that their school runs smoothly. _____		Operations [+13] _____
		STAFF DATA: 78% (Feel Safe)				% Positive Change STAFF Feel Safe [+14]
						Bullying [+20]
						Rules

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		staff report feeling safe at school	STAFF DATA:	STAFF DATA:		[+21]
		47% (Bullying) report that students are safe from bullying at school	80% (Feel Safe) staff report feeling safe at school	92% (Feel Safe) staff report feeling safe at school		Policies [+11]
		57% (Rules) report that there are clear rules for students	64% (Bullying) report that students are safe from bullying at school	67% (Bullying) report that students are safe from bullying at school		
		41% (Policies) report that information about school policies is clear	78% (Rules) report that there are clear rules for students	78% (Rules) report that there are clear rules for students		
			38% (Policies) report that information about school policies is clear	52% (Policies) report that information about school policies is clear		

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.

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

(Action 2.1) – Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE
SUCCESSFUL - Partially Implemented (Continuing with updates)

This action was implemented as planned to establish and sustain a healthy school climate that supports all students, with particular attention to those facing additional barriers such as English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. The action focused on strengthening student relationships, promoting a sense of belonging, and providing social-emotional and behavioral

supports through prevention and early intervention strategies. We were unable to fill the Primary Intervention Personnel (PIP) position, but we initiated a partnership for no-cost counseling support through Stepping Stones. This change saved the district almost \$10,000 while expanding support to students and families. Other than the additional school psychologist expenses, all other components of the action proceeded as intended. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 2.2) – Climate, Culture & Safety – SAFE & PREPARED CULTURE
SUCCESSFUL - Implemented (On-Track / Continuing with updates)

This action was carried out as planned to promote a positive and safe school culture, emphasizing structure, preparedness, and consistent behavioral expectations. Efforts included reinforcing school norms, providing explicit instruction and practice opportunities for behavior expectations, and ensuring adult intervention was both supportive and restorative in nature. Although some elements (such as professional development) are phased over the course of the LCAP cycle, year two activities were implemented as expected. Although some costs changed (e.g., we hired a nurse placed lower on the salary schedule), there were no substantive changes to the implementation of any planned actions or their associated services to students. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 2.3) – Engagement & Support – ATTENDANCE & ENROLLMENT
SUCCESSFUL - Fully Implemented (Continuing with updates)

This action was implemented fully and effectively, focusing on improving student attendance and maintaining enrollment through increased community engagement, family outreach, and use of satisfaction and performance data. Key strategies such as attendance campaigns, early intervention, and data-informed supports were executed as planned. There were no substantive differences between the planned action and its implementation. While this action demonstrated clear success in both execution and outcomes, as reflected in districtwide improvements in chronic absenteeism data, we do note one student group that did not improve. This will be an area of focus for the 2026-27 school year. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 2.4) – Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION
SUCCESSFUL - Implemented (On-Track / Continuing with updates)

This action was implemented in alignment with its original design, emphasizing clear, transparent, and two-way communication to promote parent participation (particularly for EL, Foster, and SED families). Strategies included translation services, enhanced messaging platforms, and feedback mechanisms that invite meaningful family input. While support and services were provided as planned, we were able to do so without hiring an additional paraprofessional to provide bilingual services. This saved the district about \$30,000 while sustaining the same level of support and services to our students and families. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the LCAP.

(Action 2.5) – Engagement & Support – COMMUNITY & FAMILY SUPPORT
SUCCESSFUL - Implemented (On-Track / Continuing with updates)

This action was carried out as intended to expand community engagement and family support, with focused strategies to serve families of English Learners, Foster Youth, and SED students. Implementation included parent education programs, early learning collaborations, and sustained access to meals and transportation. With the exception of a significant cost increase for home-to-school transportation, all components of the action were implemented as planned, with no substantive changes to the original design. With a continuing need and no substantive differences between planned and implemented actions, this action will continue with the modifications notes into the final year of the 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.

The overall estimated expenditures for Goal #2 exceeded last year's total planned expenditures by approximately \$150,000. While overall planned and estimated actual expenditures show few material differences, a handful of variances exist at the action level. These are summarized below:

(Action 2.1) – Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE

Estimated expenditures are more than planned because of an increased need for school psychologist support in a non-special ed capacity. This required us to contract for additional services. We do not anticipate the same need continuing, so the increased cost is not reflected in the 2026-27 LCAP.

(Action 2.2) – Climate, Culture & Safety – SAFE & PREPARED CULTURE

Estimated expenditures are higher than planned because we needed additional health services support.

(Action 2.3) – Engagement & Support – ATTENDANCE & ENROLLMENT

There is no difference between estimated and planned expenditures.

(Action 2.4) – Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION

Estimated expenditures were less than planned. This is because we did not need to hire a bilingual paraprofessional, as we had existing staff able to communicate with students and families in Spanish. This allowed us to carry out the action as planned without incurring a cost.

(Action 2.5) – Engagement & Support – COMMUNITY & FAMILY SUPPORT

Estimated expenditures were more than planned. There were a handful of less significant cost differences, but this net increase is due to an increase in the cost of home-to-school transportation. The increased cost is reflected in the 2026-27 LCAP.

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

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

(Action 2.1) - EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 2.1) Average Daily Attendance Rates 93.9% – [+2.9%]
- (Metric 2.2) Chronic Absenteeism - Overall 10.9% – [-8.6%]
- (Metric 2.3) - Expulsion Rate - Overall 0% – [no change]
- (Metric 2.3) - Suspension Rate - Overall 1.4% – [no change]
- (Metric 2.3) - Suspension Rate - White 1.6% – [0.1%]
- (Metric 2.3) - Suspension Rate - Asian 0% – [0%]
- (Metric 2.3) - Suspension Rate - Hispanic 1.4% – [-0.3%]
- (Metric 2.3) - Suspension Rate - Two or more races 1.1% – [-0.8%]
- (Metric 2.3) - Suspension Rate - EL 0.8% – [+0.8%]
- (Metric 2.3) - Suspension Rate - SED 1.2% – [-0.8%]
- (Metric 2.4) 89% of families report that their school creates a friendly environment – [+6%]
- (Metric 2.4) 90% of families are proud of their school – [+11%]
- (Metric 2.4) 89% of families report families and teachers care about each other – [0%]
- (Metric 2.4) 56% of students report other students are friendly – [+2%]
- (Metric 2.4) 87% of students feel their teachers cares about them – [+5%]
- (Metric 2.4) 54% of students have an adult from school they can talk to if they're feeling upset – [+3%]
- (Metric 2.4) 42% of staff feel empowered to play a meaningful role in decision-making at their school – [-2%]
- (Metric 2.4) 72% of staff feel their school creates a positive work environment – [+14%]
- (Metric 2.6) 67% of staff report rules are clear for students – [+21%]
- (Metric 2.6) 94% of staff report students are safe from bullying – [+20%]
- (Metric 2.6) 92% of staff report they feel safe at school – [+14%]
- (Metric 2.6) 64% of families report that students are safe from bullying – [+10%]
- (Metric 2.6) 90% of families report that the learning environment is safe – [+12%]
- (Metric 2.6) 26% of students report that other students behave in class – [+10%]
- (Metric 2.6) 32% of students report they were bullied at least once in the last year – [-6%]
- (Metric 2.6) 73% of students report they feel safe at school – [+12%]

(Action 2.2) - EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 2.6) 94% of staff report students are safe from bullying – [+20%]
- (Metric 2.6) 92% of staff report they feel safe at school – [+14%]
- (Metric 2.6) 90% of families report that school runs smoothly – [+13%]
- (Metric 2.6) 90% of families report that the learning environment is safe – [+12%]
- (Metric 2.6) 26% of students report that other students behave in class – [+10%]
- (Metric 2.6) 32% of students report they were bullied at least once in the last year – [-6%]
- (Metric 2.6) 73% of students report they feel safe at school – [+12%]

- (Metric 2.6) 78% of staff understand their school's goals – [+18%]
- (Metric 2.6) 52% of staff report information about school policies is clear – [+11%]

(Action 2.3) - EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 2.1) Average Daily Attendance Rates 93.9% – [+2.9%]
- (Metric 2.2) Chronic Absenteeism - Overall 10.9% – [-8.6%]
- (Metric 2.2) Chronic Absenteeism - White 8.7% – [-7.6%]
- (Metric 2.2) Chronic Absenteeism - Hispanic 10.7% – [-9.4%]
- (Metric 2.2) Chronic Absenteeism - Two or more races 10.8% – [-20.3%]
- (Metric 2.2) Chronic Absenteeism - EL 16.4% – [-2.8%]
- (Metric 2.2) Chronic Absenteeism - SED 13.9% – [-12%]
- (Metric 2.4) 56% of students report other students are friendly – [+2%]
- (Metric 2.4) 87% of students feel their teachers cares about them – [+5%]
- (Metric 2.4) 54% of students have an adult from school they can talk to if they're feeling upset – [+3%]
- (Metric 2.6) 26% of students report that other students behave in class – [+10%]
- (Metric 2.6) 32% of students report they were bullied at least once in the last year – [-6%]
- (Metric 2.6) 73% of students report they feel safe at school – [+12%]

(Action 2.4) - EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 2.1) Average Daily Attendance Rates 93.9% – [+2.9%]
- (Metric 2.2) Chronic Absenteeism - Overall 10.9% – [-8.6%]
- (Metric 2.3) - Expulsion Rate - Overall 0% – [no change]
- (Metric 2.3) - Suspension Rate - Overall 1.4% – [no change]
- (Metric 2.4) 42% of staff feel empowered to play a meaningful role in decision-making at their school – [-2%]
- (Metric 2.4) 72% of staff feel their school creates a positive work environment – [+14%]
- (Metric 2.4) 89% of families report that their school creates a friendly environment – [+6%]
- (Metric 2.4) 90% of families are proud of their school – [+11%]
- (Metric 2.4) 89% of families families and teachers care about each other – [0%]
- (Metric 2.5) 83% [+7%] of English Speaking families report receiving information about expectations for their child's progress compared to 89% [+22%] of Spanish Speaking families report receiving information about expectations for their child's progress
- (Metric 2.5) 83% [+4%] of English Speaking families report receiving information about what their child should be able to do compared to 100% [+18%] of Spanish Speaking families report receiving information about what their child should be able to do
- (Metric 2.5) 79% [+4%] of English Speaking families report receiving regular feedback about their child's progress compared to 94% [+24%] of Spanish Speaking families

- (Metric 2.5) 83% of all families feeling valued – [+17%] (see data by Demographic Group in 'Metrics' section)
- (Metric 2.5) 60% of all families feeling empowered to play a meaningful role in decision-making – [+15%]
- (Metric 2.5) 60% of all families feeling empowered to play a meaningful role in decision-making – [+15%] (see data by Demographic Group in 'Metrics' section)
- (Metric 2.6) 38% of staff report school policies are clear – [+11%]
- (Metric 2.6) 67% of staff report rules are clear for students – [+21%]
- (Metric 2.6) 90% of families report that school runs smoothly – [+13%]
- (Metric 2.6) 64% of families report that students are safe from bullying – [+10%]
- (Metric 2.6) 44% of staff feel school communicates a clear direction for the future – [+15%]
- (Metric 2.6) 52% of staff feel informed about important decisions – [+17%]
- (Metric 2.6) 78% of staff understand their school's goals – [+18%]
- (Metric 2.6) 52% of staff report information about school policies is clear – [+11%]

While we are still considering the action successful overall, some data demonstrates continued growth and/or need for prioritization of this action:

- (Metric 2.2) Chronic Absenteeism - (Asian) 21.1% – [+12%]

(Action 2.5) - EFFECTIVE

This action demonstrated effectiveness based on the following metrics:

- (Metric 2.4) 89% of families report that their school creates a friendly environment – [+6%]
- (Metric 2.4) 90% of families are proud of their school – [+11%]
- (Metric 2.4) 89% of families and teachers care about each other – [0%]
- (Metric 2.6) 90% of families report that school runs smoothly – [+13%]
- (Metric 2.6) 90% of families report that the learning environment is safe – [+12%]
- (Metric 2.6) 52% of staff feel informed about important decisions – [+17%]
- (Metric 2.5) 83% [+7%] of English Speaking families report receiving information about expectations for their child's progress compared to 89% [+22%] of Spanish Speaking families report receiving information about expectations for their child's progress
- (Metric 2.5) 83% [+4%] of English Speaking families report receiving information about what their child should be able to do compared to 100% [+18%] of Spanish Speaking families report receiving information about what their child should be able to do
- (Metric 2.5) 79% [+4%] of English Speaking families report receiving regular feedback about their child's progress compared to 94% [+24%] of Spanish Speaking families
- (Metric 2.5) 83% of all families feeling valued – [+17%]
- (Metric 2.5) 60% of all families feeling empowered to play a meaningful role in decision-making – [+15%]

While we are still considering the action successful overall, some data demonstrates continued growth and/or need for prioritization of this action:

- (Metric 2.5) Families feeling valued - (Spanish Speaking) 71% – [-17%]

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

After reflecting prior practice, BVUSD has determined that no substantive changes are needed to the planned goal, metrics, desired outcomes, or actions for the coming year.

In most cases, changes reflect necessary updates to data or planned expenditures.

GRADE LEVEL / SCHOOL DESIGNATIONS

Across all goal components, references to Strawberry and Yulupa have changed to grade-level designations. Even though locally, our community refers to TK-3 as Yulupa and 3-6 as Strawberry, these are no longer the official designations after the charter conversion.

PLANNED GOAL - no substantive changes

- updated data in goal description
- added 'Acronym / Abbreviations / Term Summary' section to Goal Description (previously included at the top of each action)

METRICS - no substantive changes

- updated data
- changed Strawberry & Yulupa labels to corresponding grade levels
- updated change data to reflect Year 2 outcomes as compared to baseline data

TARGET OUTCOMES - no substantive changes

- updated data
- modified some formatting to align across all year

ALL ACTIONS - no substantive changes

- removed 'Acronym / Abbreviations / Term Summary' section and added it to Goal Description
- some expenditure changes to reflect changes to plan and/or immaterial increases to some costs
- changed Strawberry & Yulupa labels to corresponding grade levels

Any additional modifications to specific actions are noted below:

(Action 2.1) – no material changes planned to this Action

(Action 2.2) – no material changes planned to this Action

(Action 2.3) – no material changes planned to this Action

(Action 2.4) – no material changes planned to this Action

(Action 2.5) – no material changes planned to this Action

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	2.1 – ACTION DESCRIPTION: Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE Action 2.1 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Along with Action 1.4, Action 2.1 is a foundational component of BVUSD's efforts to expand and systematize a Multi-Tiered System of Supports (MTSS). While Action 1.4 focuses on the academic branch of MTSS, Action 2.1 is designed to strengthen the social-emotional and behavioral aspects of MTSS. Specifically, this action aims to establish and sustain a safe, inclusive, and supportive school climate that fosters student belonging, well-being, and engagement. Emphasis is placed on prevention and early intervention systems that support the social, emotional, and behavioral health of all students, especially those facing additional barriers such as English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Key elements include relationship-centered practices, mental health supports, shared school norms, and structured behavioral expectations that are developmentally appropriate and culturally responsive. 2.1 – IDENTIFIED NEED(S) While overall climate data are improving, gaps remain in student-reported belonging and engagement, particularly for English Language (EL) and Socioeconomically Disadvantaged (SED) students. YouthTruth data indicates progress in students' sense of belong, although further investment is needed. Research suggests that a favorable school climate is directly correlated with academic success, improved attendance, and enhanced student well-being. Educational partners identified the need for consistent, restorative behavior systems, increased mental health support, and trauma-informed practices. Climate and culture data are generally improving, with room for further improvement. A snapshot of some of the	\$83,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2025-26 Educational Partner input follows: • RELATIONSHIPS % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] • Students: 83% (83%) { 76% } – [+7] • Families: 90% (88%) { 86% } – [+4] • Staff: 88% (87%) { 80% } – [+7] • CULTURE % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] • Students: 35% (32%) { 26% } – [+9] • Families: 84% (81%) { 75% } – [+9] • Staff: 67% (41%) { 34% } – [+33] 2.1 – ADDRESSING NEED(S) This action is designed to address these needs through schoolwide culture-building and targeted support. At minimum, this action is designed to prevent ELs and SEDs from experiencing additional stress and trauma at school. In addition to ensuring physical and emotional safety, research suggests that a positive student-reported school climate is correlated with higher academic performance. A healthy school climate can inspire engagement, fulfillment, connectedness, and a sense of belonging, whereas an unhealthy climate can cause members to disengage and reject norms and values. This action intends to improve all of the following: • a healthy climate (the way we feel) • shared understanding of school norms and values • effective support systems that include prevention & early intervention to address student needs • improved relationships • community building based within a climate of belonging and connection • increased healthy engagement (and attendance rates) 2.1 – SCOPE = DISTRICT-WIDE		

Action #	Title	Description	Total Funds	Contributing
		Although the action is principally directed to unduplicated pupils (ELs, FY, SED), it is implemented LEA-wide because inclusive climate strategies benefit all students and require consistency across sites to be effective. 2.1 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is principally directed toward unduplicated pupils. It is designed to increase and improve services for them by addressing climate-related barriers that disproportionately impact access, engagement, and academic performance. 2.1 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.1: Average daily attendance through strong relationships and supportive climate • Metric(s) 2.2: Chronic absenteeism with proactive strategies for student connection and belonging • Metric(s) 2.3: Suspension rates by fostering a safe, inclusive, and responsive environment • Metric(s) 2.4: School climate and connectedness (as reported in YouthTruth data) 2.1 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Expand and systematize MTSS practices • Provide direct mental health and behavioral support through school psychologists (providing non-special education related services) and counseling • Provide lessons, sessions, & social groups to promote emotional well-being and peer relationships • Implement SEL and climate-building programs (e.g., RULER, Toolbox, Safe School Ambassadors) • Build staff capacity in trauma-informed practices, restorative practices, and inclusive discipline		

Action #	Title	Description	Total Funds	Contributing
		- Engage in collaborative behavior plan revision and develop shared expectations and consequences - Increase supervision and adult presence during recess and unstructured times - Train yard supervisors and explore structured recess options (e.g., clubs, safe spaces) - Use regular feedback and data to monitor and improve school climate Learning Recovery Emergency Block Grant (LREBG) – (required 2026 LCAP actions) (*Note: Additional details about the planned use of BVUSD's LREBG funds are included in the Reflections section and within Action 1.4 – Targeted Academic Support). The BVUSD 2026-27 LCAP includes actions (Action 1.4 and 2.1) supported (in part) with Learning Recovery Emergency Block Grant (LREBG) funds that meet the criteria for allowable uses and reflect the required needs assessment pursuant to EC Section 32627(d). In both instances, LREBG funds are used to expand the district's Multi-Tiered System of Support (MTSS) via targeted academic support and social-emotional well-being. Action 1.4 intends to use LREBG funds for the purposes of targeted academic support, whereas Action 2.4 includes planned expenditures for the purpose of expanding upon a culture of safety, inclusivity, and social-emotional well-being. Both pursuits reflect components of the larger MTSS model. Pursuant to EC Section 32526(c)(2)(A-F) LREBG expenditures are limited to actions or services that: - are permissible under the list of allowable uses – 1 – are permissible under the list of allowable uses – 2 – are limited to those that are evidence-based		

Action #	Title	Description	Total Funds	Contributing
		– 3 – target an identified need for students or schools in the greatest need according to a needs assessment – 4 – are monitored by at least one metric to ensure appropriate impact – 5 – are included within the description of the associated action or analysis describing the rationale for selecting the action or service and how the selected action or service is expected to address the identified areas of need for the students or schools in greatest need. Each of the requirements above is fulfilled as follows: (1) Allowable Use of Funds MTSS qualifies under both category (B) and category (C) of allowable uses for LREBG. Category B lists evidence-based learning supports (e.g., individualized learning, programs/materials to accelerate learning, TK-3 early literacy, and professional development in the K-12 Mathematics / ELA / ELD Frameworks for California Public Schools). Category C lists evidence-based student supports (e.g., counseling, mental health, and social-emotional learning). (2) Evidence-based Service MTSS is is an evidence based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being. (3) Students/Schools in Greatest Need per Needs Assessment The identified needs are described here: – 3.a – ELA Support for EL & SED (Goal 1, Action 1.4) (2025 CAASPP) – % Met/Exceeded English Language Arts Standards • OVERALL (all students) – 63% • SED – 50% • EL – 30% – 3.b – Math Support for EL & SED (Goal 1, Action 1.4) (2025 CAASPP) – % Met/Exceeded Mathematics Standards • OVERALL (all students) – 51% • SED – 29% • EL – 13%		

Action #	Title	Description	Total Funds	Contributing
		– 3.c – Counseling / Relationships Support for EL (Goal 2, Action 2.1) (2026 YouthTruth) – % of students reporting there is an adult from school they can talk to when upset / 2025 CAASPP • English Speaking – 72% • Spanish Speaking – 56% (4) Metric used to Monitor Impact The metrics being used to monitor the impact of the action includes: • Equitable Access to Quality Learning Materials (Metrics 1.2 & 1.4) • Achievement and Equitable Outcomes in ELA (1.6), ELD (1.6), Math (1.7), and Science (1.8) • English Language Proficiency (1.9) • Local Outcomes (1.10) • Equitable Access to a Broad Course of Study (1.14) • Academic Challenge & Student Learning (1.15) • Climate & School Connectedness (2.4) • Student Sense of Safety (2.6) (5) How the Service Addresses the Identified Need Per the CDE, MTSS is a multifaceted approach that is scalable and sustainable. “It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and support to quickly identify and meet the needs of all students.” In alignment with CDE’s vision of “one coherent system of education” MTSS is specified as an opportunity that “affords a full range of academic, behavioral, and social support for all students to achieve.” As part of the MTSS model, BVUSD would like to provide more comprehensive support to ensure equitable access and outcomes for all students academically (through improved diagnostics, targeted instruction, and professional learning) and social-emotionally (through additional counseling, mental health services, and social-emotional learning). 2.1 – PRIMARY PLANNED EXPENDITURES • Personnel - School Psychologist (non-sped related)		

Action #	Title	Description	Total Funds	Contributing
		• Personnel - School Psychologist (non-sped related) / Counseling Services (UPP) • Personnel - Primary Intervention Personnel (UPP) • Educator Learning - Trauma-Informed Practices - (UPP - targeted support) • Educator Learning - Student Regulation - (UPP - targeted support) • * Student Lessons & Assemblies - Anti-Bullying & Anti-Harassment - (UPP) • * Student Lessons & Assemblies - Student Behavior • * Student Program - Toolbox annual cost (UPP) • * Student Program - RULER annual cost (UPP) * denotes potential funding shift to LREBG (per anticipated funding allocation)		
2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	2.2 – ACTION DESCRIPTION: Climate, Culture & Safety – SAFE & PREPARED CULTURE Action 2.2 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to strengthen district-wide safety systems, behavioral expectations, and emergency preparedness protocols, thereby establishing a safe, structured, and inclusive school culture. This includes training for staff and students, enhanced emergency planning, physical safety improvements, and clear, consistent behavior systems that support positive student outcomes, particularly for underrepresented students. 2.2 – IDENTIFIED NEED(S) Safety perception data, while improving, continue to show disparities in how students and families experience school environments, especially for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. YouthTruth results show that only 73% of students feel safe at school, and only 24% reported improvement in classroom behavior. Staff and family feedback has highlighted inconsistencies in safety practices,	\$41,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emergency response roles, and behavioral systems. The 2025-26 YouthTruth Survey data show improvement in perceptions of school safety, operations, and policies; however, BVUSD sees room for further improvement, particularly among students. A small sampling of data is below: • SAFETY % Positive 2025 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] • Students: 73% (64%) { 53% } – [+20] • Families: 66% (61%) { 55% } – [+11] • Staff: 78% (77%) { 57% } – [+21] • BULLYING % Positive 2025 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] • Students: 24% (25%) { 30% } – [-6] • Families: 64% (61%) { 54% } – [+10] • Staff: 67% (64%) { 47% } – [+20] Classroom Behavior: While 24% of students in the 2025-26 academic year reported an improvement in classroom behavior (up from 16% in 2023-24), this stands out as comparatively low, given the perception data. 2.2 – ADDRESSING NEED(S) This action addresses these needs by enhancing safety training, implementing behavior systems with a trauma-informed lens, and ensuring alignment across sites. Planned actions (as summarized below) are provided to clarify school norms, offer explicit instruction on how to meet behavioral expectations, and ensure that adult intervention maintains high expectations, ensures accountability, and addresses the root cause of unexpected behaviors. Specifically, this action is designed to strengthen comprehensive school safety planning and emergency preparedness across the district, creating a safer and more supportive environment for all students, particularly those facing additional barriers such as English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. It includes physical safety, emergency readiness, and a shared understanding of safety protocols among staff, students, and families. The planned actions also aim to reduce trauma and prevent additional stress,		

Action #	Title	Description	Total Funds	Contributing
		especially for EL and SED students who are more likely to experience safety-related barriers. A strong safety framework supports the development of a healthy school culture. 2.2 – SCOPE = DISTRICT-WIDE While unduplicated students face greater barriers to accessing safe, predictable environments (e.g., due to trauma, language access, or systemic inequities), safety structures must be implemented consistently across all schools. Therefore, this action is implemented LEA-wide, with a focus on inclusive planning, targeted staff support, and equitable access to information and resources. Implementing this action LEA-wide ensures system coherence and protects all students while prioritizing those with the greatest need. 2.2 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is primarily directed at unduplicated pupils. It is designed to enhance and improve services by ensuring safe, trauma-sensitive, and accessible systems that reduce stressors and promote readiness to learn. 2.2 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.4: Perceptions of safety and culture among students and families (YouthTruth survey results) • Metric(s) 2.6: Perceptions of school safety and preparedness (YouthTruth survey results) 2.2 – SUMMARY OF PLANNED ACTIONS • Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. • Deliver annual mandated reporter and Title IX training to all staff • Provide regular CPR, AED, First Aid, and “Stop the Bleed” emergency training • Conduct active shooter and suicide threat assessment training (every two years) • Practice reunification drills and tabletop scenarios with staff		

Action #	Title	Description	Total Funds	Contributing
		- Review and refine behavior protocols, discipline procedures, and restorative options - Improve physical readiness: organize emergency “Go Kits,” emergency food storage, and signage - Engage families with resources on emergency alerts, trauma supports, and safety protocols - Use safety walkthroughs and planning meetings to ensure consistency in implementation 2.2 – PRIMARY PLANNED EXPENDITURES - Personnel - Classified Health Services to support access to consistent care (UPP - targeted support) - Personnel - Certificated Health Services to support access to consistent care (UPP - targeted support) - Educator Learning - Trauma-Informed Practices - (UPP - targeted support) - Educator Learning - Threat Assessment Training - Educator Learning - Suicide Assessment Training - Educator Learning - Title IX [annually] - Educator Learning - Violence Prevention Plan (VPP) [annually]		
2.3	Engagement & Support – ATTENDANCE & ENROLLMENT	2.3 – ACTION DESCRIPTION: Engagement & Support – ATTENDANCE & ENROLLMENT Action 2.3 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to improve student attendance, reduce chronic absenteeism, and strengthen school enrollment through proactive systems of engagement, outreach, and intervention. This includes clear protocols, early intervention frameworks, targeted family support, and communication strategies that remove barriers and promote daily attendance, particularly for English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. 2.3 – IDENTIFIED NEED(S)	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Chronic absenteeism was flagged as a significant challenge across schools and subgroups, especially among ELs and SEDs. The 2023 Dashboard marked chronic absenteeism in “red” for many groups; while 2024 data showed improvement, it remains a key priority. Yulupa Elementary exited this year, but had previously been identified for Additional Targeted Support and Improvement (ATSI) due to attendance concerns. Additional data regarding Chronic Absenteeism is more thoroughly detailed in the Reflections section of this LCAP. A summary is provided below: 2023 REQUIRED ACTIONS - (“Red” from 2023 Dashboard) The State of California requires LCAP actions to address low performance (“red”) in (1) any school, (2) student group within the district, and (3) student group within any school on one or more state indicators on the 2023 Dashboard. Note: While absenteeism is targeted in in this action, it is also addressed in: • Action 2.1 • Action 2.5 BVUSD did not receive any “Red” performance level indicators school wide or district wide in 2023, however there were student groups performing in the lowest level in the area of Chronic Absenteeism: — “RED” / 2023 DISTRICTWIDE STUDENT GROUPS — (Chronic Absenteeism) • Hispanic, Two or More Races, Socio-economically Disadvantaged, White — “RED” / 2023 YULUPA STUDENT GROUPS — (Chronic Absenteeism) • English Learners, Hispanic, Two or More Races, Socio-economically Disadvantaged, White — “RED” / 2023 STRAWBERRY STUDENT GROUPS — (Chronic Absenteeism) • Socio-economically Disadvantaged, White		

Action #	Title	Description	Total Funds	Contributing
		AVERAGE DAILY ATTENDANCE RATES • Data Notations: 2025 % (2024 %) {2023 %} - [Change from Baseline to 2025] • Overall (all students): 93.9% (94.5%) { 91% } – [+2.9] CHRONIC ABSENTEEISM RATES • Data Notations: 2025 % (2024 %) {2023 %} - [Change from Baseline to 2025] • Overall (all students): 10% (31%) { 19% } – [-9] • White: 9% (10%) { 16% } – [-7] • Asian: 21% (13%) { 9% } – [+12] • Hispanic: 11% (18%) { 20% } – [-9] • Two or More Races: 11% (10%) { 31% } – [-20] • EL: 16% (18%) { 19% } – [-3] • SED: 14% (21%) { 26% } – [-12] Chronic Absenteeism Success Note While Chronic Absenteeism remains an area of relative challenge for BVUSD, 2024 data reveals moderate to significant improvements across the district, at both school sites, and within key student demographic groups. In fact, Yulupa's Chronic Absenteeism rate qualified the school for Additional Targeted Support and Improvement (ATSI) in 2023-24 but has since exited ATSI status. This suggests that the actions are successful, and we will continue to maintain our focus. 2.3 – ADDRESSING NEED(S) This action addresses those priorities through systemic improvements and targeted outreach. Inconsistent attendance disrupts student learning and impacts peer relationships, funding, and school culture. Educational partners emphasized the need for earlier outreach, more transparent attendance communication, and culturally responsive family support. The planned actions include refined districtwide systems, outreach efforts, and partnerships to reduce chronic absenteeism and increase student connectedness, with a focus on English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Attendance strategies include attendance awareness campaigns, data analysis, progressive		

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

Action #	Title	Description	Total Funds	Contributing
		- Metric(s) 2.6: Perceptions of school safety and preparedness (YouthTruth survey results) 2.3 – SUMMARY OF PLANNED ACTIONS - Prioritize services for ELs, Foster Youth, and SED students, while supporting all students. - Implement and monitor a revised district Attendance Framework with clear intervention protocols - Conduct Student Attendance Success Team (SAST) meetings with individualized plans - Launch targeted attendance awareness campaigns and community messaging - Use Aeries and internal tools to track attendance and identify trends - Continue use of SARB/SART processes and provide multilingual family support - Conduct root cause analyses at identified schools (e.g., Yulupa ATSI designation) - Expand family outreach and improve trust through culturally relevant communication - Promote positive attendance habits through inclusive messaging and incentives - Improve collaboration between school teams and families to reduce absences 2.3 – PRIMARY PLANNED EXPENDITURES - Program Participation – Attendance Works (UPP - Targeted Intervention) - Improvement Plan – Chronic Absenteeism (UPP - SED -Targeted Intervention) - Intervention – Truancy, Tardy, Absenteeism, & SARB Communication - Phone Calls, Meetings, Mailings		
2.4	Engagement & Support – INTERNAL /	2.4 – ACTION DESCRIPTION: Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION Action 2.4 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated	\$60,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
	EXTERNAL COMMUNICATION	Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to enhance internal and external communication systems, ensuring that all families, particularly those of English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students, receive timely, clear, and accessible information. This includes expanding translation services, strengthening two-way communication platforms, and promoting trust and transparency through consistent messaging and family engagement. 2.4 – IDENTIFIED NEED(S) While overall engagement has improved, data indicates lower participation and satisfaction among Spanish-speaking and low-income families. In 2024–25, 66% of families reported feeling engaged, up from 58%, but the percentage declined for Spanish-speaking families in key areas. For example, only 67% of Spanish-speaking families felt empowered to participate in school decisions, an 8% decline from the prior year. While there was some improvement in 2025-26 data, these trends underscore the need for expanded language access, enhanced communication tools, and greater cultural responsiveness to engage families who have historically faced barriers. • OVERALL ENGAGEMENT % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] • Students: 91% (89%) { 85% } – [+6] • Families: 71% (66%) { 58% } – [+13] • Staff: 81% (75%) { 78% } – [+6] BVUSD met most targets overall (all families), though we saw relative declines in Spanish speaking families: • DECISION-MAKING % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] The % of families who feel they have a meaningful opportunity to participate in decision-making: • English Speaking: 60% (49%) { 45% } – [+15] • Spanish Speaking: 61% (67%) { 75% } – [-14]		

Action #	Title	Description	Total Funds	Contributing
		• FEELING VALUED % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025 %) {2024 %} - [2026 Difference from Baseline] The % of families who feel valued by their school: • English Speaking: 73% (75%) { 66% } – [+7] • Spanish Speaking: 71% (83%) { 88% } – [-17] 2.4 – ADDRESSING NEED(S) This action enhances internal and external communication systems to ensure that all families, particularly those facing language and income barriers, receive timely, clear, and meaningful information. Broad strategies encompass practical communication tools, clear messaging, translation services, and structures that facilitate meaningful two-way communication, feedback, and parental input in decision-making. Actions support transparency, trust-building, and inclusive engagement by expanding communication tools, translation services, and collaborative structures. Clear, accessible communication builds trust, increases family participation, and supports student success. Spanish-speaking and socioeconomically disadvantaged families often face language and access barriers that limit their involvement in school activities and decision-making. Translation services and inclusive communication tools help ensure equitable access for all families. 2.4 – SCOPE = DISTRICT-WIDE While the focus is on removing barriers for unduplicated student groups, planned actions aim to improve transparency and two-way communication for all members of our community, with a primary focus on promoting parental participation for student groups facing additional barriers, such as English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students. Communication systems must be inclusive and consistent across the district to ensure equitable access to information and opportunities for all families. Communication impacts the entire district community; however, planning and resource allocation are primarily directed toward ELs and SEDs to address the barriers they face in engaging with schools.		

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

Action #	Title	Description	Total Funds	Contributing
		2.4 – PRIMARY PLANNED EXPENDITURES • Personnel (Translation) – Bilingual Paraprofessional - (UPP - EL Equitable Access) [Grades 4-6] • Service - Improved Communication (Translation) - Parent Square - (UPP/EL Equitable Access) • Service - Improved Communication (Translation) - Smart Sites Web Platform - (UPP/EL Equitable Access)		
2.5	Engagement & Support – COMMUNITY & FAMILY SUPPORT	2.5 – ACTION DESCRIPTION: Engagement & Support – COMMUNITY & FAMILY SUPPORT Action 2.5 is designed to improve outcomes for all students. However, it is primarily directed at increasing and improving services for Unduplicated Students, specifically English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. Specifically, this action is designed to expand opportunities for community engagement and strengthen support systems for all families, with a principal focus on English Learners (ELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. This includes family education, early learning programs, childcare, transportation, and nutrition services that reduce barriers to participation and promote equitable access to education and overall well-being. 2.5 – IDENTIFIED NEED(S) While family engagement has improved districtwide, perception data shows uneven experiences across language groups. In particular, families who speak a language other than English or Spanish reported lower levels of support and connection. Family engagement and extracurricular access were cited most often as areas for improvement in stakeholder feedback. Families of English language learners (ELs) consistently report needing more opportunities to participate in decision-making and support their children’s learning. Family engagement in formal district groups, such as the DAC and DELAC, was low in 2025–26. BVUSD showed an overall improvement in the areas of family and engagement support; however, the data is uneven across various groups. Perception data about their school’s support and resources for their child was reported positively as follows: • EXPECTATIONS % Positive 2026 YouthTruth Survey	\$311,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Data Notations: 2026 % (2025%) { 2024% } - [2026 Difference from Baseline] The percent of families (by language) who report their child's school sets high expectations for students. • All Families: 73% { 73% } – [0] • English Speaking: 72% { 88% } – [-1] • Spanish Speaking: 87% { 88% } – [-1] • RESOURCES - FOR FUTURE % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025%) { 2024% } - [2026 Difference from Baseline] The percent of families (by language) who report their child's school provides their student with adequate resources to succeed in the future. • All Families: 77% { 74% } – [+3] • English Speaking: 77% { 75% } – [+2] • Spanish Speaking: 87% { 86% } – [+1] • RESOURCES - GUIDANCE % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025%) { 2024% } - [2026 Difference from Baseline] The percent of families (by language) who report their child's school provides their student with adequate guidance to succeed. • All Families: 81% { 78% } – [+3] • English Speaking: 82% { 78% } – [+4] • Spanish Speaking: 80% { 88% } – [-8] • RESOURCES - FOR LEARNING % Positive 2026 YouthTruth Survey • Data Notations: 2026 % (2025%) { 2024% } - [2026 Difference from Baseline] The percent of families (by language) who report their child's school provides their student with adequate resources to achieve their learning goals. • All Families: 76% { 73% } – [+3] • English Speaking: 77% { 73% } – [+4] • Spanish Speaking: 79% { 100% } – [-21]		

Action #	Title	Description	Total Funds	Contributing
		Overall, the two areas families selected most as an area for improvement were Family Engagement/Support Services & Extra Curriculars. In both cases, this was selected as an area for improvement as follows: • EXTRA CURRICULAR Need for Improvement 2026 YouthTruth Survey • Data Notations: 2026 % (2025%) { 2024% } - [2026 Difference from Baseline] The following data represents the percentage of families (by student's language learning status) who indicated extra curricular programs as an area in need of improvement: • All Families: 14% (5%) { 17% } – [+3] • English Learners: 15% (21%) { 26% } – [-11] • FAMILY SUPPORT Need for Improvement 2026 YouthTruth Survey • Data Notations: 2026 % (2025%) { 2024% } - [2026 Difference from Baseline] The following data represents the percentage of families (by language) who indicated a need for improvement in the area of family support services: • All Families: 10% (15%) { 13% } – [-3] • English Speaking Families: 10% (14%) { 13% } – [-3] • Spanish Speaking Families: 13% (21%) { 50% } – [-27] 2.5 – ADDRESSING NEED(S) This action expands community and family engagement opportunities, parent education, and access to early learning, child care, meals, and transportation. Broad strategies include increasing parent education opportunities and sustaining effective implementation of early learning partnerships, and universal access to no-cost meals and transportation. Support is provided for all families, with a primary focus on those with additional barriers, including English Language Learners (ELs), students in Foster Care, and those from Socioeconomically Disadvantaged (SED) backgrounds. Community and family engagement are strongly linked to academic achievement and student behavior, particularly for students facing language or income barriers. When schools help families feel valued and informed, especially those with communication barriers, student		

Action #	Title	Description	Total Funds	Contributing
		outcomes improve. The positive influence of school practices on engaging families is most significant for students who face additional challenges, such as language barriers and low income. Research confirms that strong family-school partnerships, particularly when combined with essential services such as transportation, meals, and early learning, have a positive impact on student achievement and help reduce inequities. Broad efforts to engage the community are linked to improvements in: • community building across our district • expansion and broader utilization of resources • improved tools to help families support their students • shared understandings • informed community members 2.5 – SCOPE = DISTRICT-WIDE Although services are primarily directed to unduplicated pupils, expanding community engagement, early education, and basic services benefits all students and families, fostering district-wide coherence, equity, and partnership. This supports improved student outcomes by addressing key barriers that affect English Learners (ELs) and Socioeconomically Disadvantaged (SED) students, while benefiting all students across the district. 2.5 – Contributing to Increased/Improved Services for Unduplicated Pupils: Yes This action is primarily directed at unduplicated pupils. It is designed to increase and improve services by expanding access to early learning, child care, parent education, transportation, and meals, thereby removing key barriers to engagement and success. 2.5 – METRICS TO MONITOR PROGRESS To ensure effectiveness, BVUSD will monitor increased and/or improved services for all students, including unduplicated student groups, based on performance in the following metrics: • Metric(s) 2.1 - 2.2: Student access to enrichment and core instruction beyond the regular school day • Metric(s) 2.4: Connection and support for families • Metric(s) 2.5: Family engagement and communication		

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$904,841	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.355%	0.000%	\$0.00	7.355%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	Action: Student Support – TARGETED ACADEMIC SUPPORT Need: (included in main text for action description) Scope: LEA-wide	(included in main text for action description)	(included in main text for action description)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	Action: Student Support – EXPANDED OPPORTUNITIES Need: (included in main text for action description) Scope: LEA-wide	(included in main text for action description)	(included in main text for action description)
2.1	Action: Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE Need: (included in main text for action description) Scope: LEA-wide	(included in main text for action description)	(included in main text for action description)
2.2	Action: Climate, Culture & Safety – SAFE & PREPARED CULTURE Need: (included in main text for action description) Scope: LEA-wide	(included in main text for action description)	(included in main text for action description)
2.3	Action: Engagement & Support – ATTENDANCE & ENROLLMENT	(included in main text for action description)	(included in main text for action description)

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

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

BVUSD does not receive additional concentration grant add-on funding but we will have additional funding coming from our Charter Conversion. 2026-27 is Bennett Valley's second year running a dependent Charter; TK/K operates as the district and authorizer and grades 1st-6th operate as a dependent charter.

TK/K District is roughly 20% of our total enrollment:
LCFF Base Grant - \$5,147,160
Supplemental Grant - \$335,551
Percent to increase / Improve Services - 6.52%

1st grade through 6th grade Charter is roughly 80% of our total enrollment:
LCFF Base Grant - \$7,155,477
Supplemental Grant - \$569,290
Percent to increase / Improve Services - 7.96%

BVUSD TOTALS (District + Charter):
LCFF Base Grant - \$12,302,637
Supplemental Grant - \$904,841
Percent to increase / Improve Services - 7.355%

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

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	\$12,302,637	904,841	7.355%	0.000%	7.355%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,084,634.00	\$1,073,022.00	\$5,000.00	\$600.00	\$2,162,591.00	\$1,115,153.00	\$1,047,438.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Support – RESOURCES & MATERIALS	All	No			All Schools	Ongoing improvement s - through 2027.	\$36,200.00	\$225,190.00	\$47,200.00	\$214,190.00	\$0.00	\$0.00	\$261,390.00	
1	1.2	Staff Support – ATTRACT & RETAIN	All	No			All Schools	Ongoing improvement s - through 2027.	\$49,120.00	\$0.00	\$49,120.00	\$0.00	\$0.00	\$0.00	\$49,120.00	
1	1.3	Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	All	No			All Schools	Ongoing improvement s - through 2027.	\$256,500.00	\$8,724.00	\$0.00	\$265,224.00	\$0.00	\$0.00	\$265,224.00	
1	1.4	Student Support – TARGETED ACADEMIC SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvement s - through 2027.	\$467,729.00	\$163,372.00	\$574,026.00	\$57,075.00	\$0.00	\$0.00	\$631,101.00	
1	1.5	Student Support – EXPANDED OPPORTUNITIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvement s - through 2027.	\$152,668.00	\$303,665.00	\$0.00	\$456,333.00	\$0.00	\$0.00	\$456,333.00	
2	2.1	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvement s - through 2027-2028	\$79,200.00	\$4,320.00	\$3,320.00	\$80,200.00	\$0.00	\$0.00	\$83,520.00	
2	2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvement s - through 2027-2028	\$35,736.00	\$6,100.00	\$36,236.00	\$0.00	\$5,000.00	\$600.00	\$41,836.00	
2	2.3	Engagement & Support – ATTENDANCE & ENROLLMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvement s - through 2027-2028	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	
2	2.4	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing improvement s - through 2027-2028	\$38,000.00	\$22,755.00	\$60,755.00	\$0.00	\$0.00	\$0.00	\$60,755.00	
2	2.5	Engagement & Support – COMMUNITY & FAMILY SUPPORT	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing improvement	\$0.00	\$311,812.00	\$311,812.00	\$0.00	\$0.00	\$0.00	\$311,812.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income		s - through 2027-2028								

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
\$12,302,637	904,841	7.355%	0.000%	7.355%	\$987,649.00	0.000%	8.028 %	Total:	\$987,649.00
								LEA-wide Total:	\$987,649.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Student Support – TARGETED ACADEMIC SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$574,026.00	
1	1.5	Student Support – EXPANDED OPPORTUNITIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.1	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,320.00	
2	2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,236.00	
2	2.3	Engagement & Support – ATTENDANCE & ENROLLMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.4	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,755.00	

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

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,210,134.00	\$2,029,109.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Support – RESOURCES & MATERIALS	No	\$440,860.00	\$88,963.00
1	1.2	Staff Support – ATTRACT & RETAIN	No	\$49,120.00	\$35,140.00
1	1.3	Student Support – INCLUSIVE CLASSROOMS & SPECIAL EDUCATION	No	\$212,024.00	\$349,117.00
1	1.4	Student Support – TARGETED ACADEMIC SUPPORT	Yes	\$380,453.00	\$435,298.00
1	1.5	Student Support – EXPANDED OPPORTUNITIES	Yes	\$461,289.00	\$307,280.00
2	2.1	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	Yes	\$247,320.00	\$301,571.00
2	2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	Yes	\$45,001.00	\$101,018.00
2	2.3	Engagement & Support – ATTENDANCE & ENROLLMENT	Yes	\$1,500.00	\$1,500.00
2	2.4	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	Yes	\$60,755.00	\$27,681.00
2	2.5	Engagement & Support – COMMUNITY & FAMILY SUPPORT	Yes	\$311,812.00	\$381,541.00

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)
\$758,712.00	\$790,501.00	\$996,480.00	(\$205,979.00)	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	1.4	Student Support – TARGETED ACADEMIC SUPPORT	Yes	\$364,713.00	424,677		
1	1.5	Student Support – EXPANDED OPPORTUNITIES	Yes	\$0.00	1,460		
2	2.1	Climate, Culture & Safety – SAFE & INCLUSIVE CLIMATE	Yes	\$7,320.00	133,371		
2	2.2	Climate, Culture & Safety – SAFE & PREPARED CULTURE	Yes	\$44,401.00	26,250		
2	2.3	Engagement & Support – ATTENDANCE & ENROLLMENT	Yes	\$1,500.00	1,500		
2	2.4	Engagement & Support – INTERNAL / EXTERNAL COMMUNICATION	Yes	\$60,755.00	27,681		
2	2.5	Engagement & Support – COMMUNITY & FAMILY SUPPORT	Yes	\$311,812.00	381,541		

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)
\$9,920,593.00	\$758,712.00	0	7.648%	\$996,480.00	0.000%	10.045%	\$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, Statutes 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:

- 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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