



2026-2027 LCAP PLAN SUMMARY

• LOCAL CONTROL ACCOUNTABILITY PLAN

GOAL I: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

ACTION	TITLE	DESCRIPTION
ACTION I.1	Fully Credentialed Teachers	District staff will ensure students have access to highly qualified teachers by: 1. Providing an induction program for first-year and second-year teachers to help them achieve their professional clear credentials and support them in becoming fully credentialed. 2. Ensuring certificated staff members possess the appropriate teaching credentials for the class/section. 3. Placing effective and experienced teachers at schools with high percentages of low income and minority students. 4. Providing targeted professional development for administrators and academic coaches at schools with low income and minority students to ensure teachers are providing students with instruction in rigorous California aligned state standards.
ACTION I.2	Academic Coaches	Academic Coaches will: 1. Provide professional development and support 2. Coach and mentor teachers in improving instructional practices to meet the needs of students who are not meeting grade level proficiency 3. Assist with support for MTSS Tier I and Tier 2, in order to improve academic achievement for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities. 4. Receive ongoing professional development aligned to identified LCAP and district priorities.
ACTION I.3	Library Media Clerks	District staff will ensure: 1. Ongoing library access to diverse reading collections both in print and online to increase the literacy levels for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities and teaching staff. 2. Libraries will be accessible before school and during lunch to ensure the



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		District's least resourced students and parents have access to high quality literature.
ACTION I.4	Professional Learning and Instructional Materials	District staff will work to provide professional learning opportunities focused on district adopted curriculum, Professional Learning Communities, and research-based teaching and learning strategies to: 1. Strengthen collective efficacy and accountability through the Stages of Implementation, utilizing high leverage instructional strategies based on current data outcomes to ensure an equitable baseline across the district for all learners who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities. 2. Align grade level standards and identify key learning progressions ensuring educational equity and strong Tier I instructional practices. The District will provide all staff with materials, textbooks, and all adopted curriculum to provide quality instruction to all students.
ACTION I.5	Math Curriculum and Materials	District Staff will support the new Math Framework with a 3 year integration and implementation plan to support administrators and teachers with the implementation of the new framework: 1. <u>Year 1: Pre- Implementation</u> -Provide math tasks aligned to the curriculum maps, providing ongoing professional learning through the Trainer of Trainer model. 2. <u>Year 2: Initial Implementation</u> --Provide a structured professional learning framework that builds foundational knowledge and instructional capacity by implementing a pilot program of state-adopted curriculum materials. 3. <u>Year 3: Full Implementation</u> -To support the math adoption, continued professional development will be provided, curricular-aligned materials and ongoing progress monitoring of implementation effectiveness.
ACTION I.6	Science curriculum and materials	District Staff will support a Next Generation Science (NGSS) 3 year integration plan to support teacher understanding and implementation of NGSS science practices in lesson design and utilization of adopted science materials. 1. <u>Year 1: Pre- Implementation</u> -Integrating <i>Amplify</i> resources on ELA curriculum maps. 2. <u>Year 2: Initial Implementation</u> -Integrating Phenomena into literacy and



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		the use of the adopted science materials. 3. <u>Year 3: Full Implementation</u> - Assess the use of Amplify to determine next steps for integration and progress monitoring of California Science Test (CAST) interim assessments.
ACTION I.7	Access to Instructional Technology Resources	District staff will provide up-to-date and accessible internet-connected devices to all students, particularly for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities to ensure all students have access to the necessary technology for academic success. In addition, provide teachers with the technological tools and professional development to help monitor data, support academic growth and guide instructional effectiveness. Targeting unduplicated students provides them with access to technology and resources that may not be otherwise available to them. 1. Technology refresh plan on a yearly cycle 2. Go Guardian subscription for all student computers 3. Digital subscriptions and data analysis tools (Renaissance, Next Gen Math, Lexia, Learning Genie, DnA Illuminate, KiDS)
ACTION I.8	Technology Use	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, appropriate age level permissions, and suggested screen time guidance. All grades will implement a minimum of two digital citizenship lessons during the school year.
ACTION I.9	ELA and Math Supplemental Materials	Teachers of students with disabilities in grades TK-8 will consistently utilize district-adopted intervention materials and supplemental resources for Mathematics and English Language Arts, aligning with Individualized Education Program (IEP) goals directly correlated with Common Core State Standards (CCSS).
ACTION I.10	Pilot Special Education Teacher Residency	District Staff will: 1. <u>Year 1 Pre- Implementation</u> - The district will integrate the pre-implementation tasks—specifically, the convening of a planning task force and the establishment of partnerships with university programs—into the first semester of Year 2 (2025-26). These



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		foundational steps will occur concurrently with initial recruitment efforts for internal candidates. 2. <u>Year 2 Initial Implementation</u>–Develop preparation material for residency candidates and provide residency candidates with pre-service training. 3. <u>Year 3 Full Implementation</u>–The district will continue advancing sustainable special education staffing efforts through workforce development initiatives that support credential attainment and special education authorization.
ACTION I.II	District Facilities	The District will maintain facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to Williams-and Educational Partner Feedback. Additionally, as funds become available, the District will continue to address safety hazards by upgrading facilities (e.g. loading zones, restrooms, outdated fixtures).
ACTION I.I2	Intervention Support	The District will maintain certificated and classified staff to support literacy-based intervention and small group instruction, for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities to close achievement gaps in Tier 2, which will allow students to be successful in Tier I. Through the use of LREBG funds, schools will have the ability to provide additional tutoring.



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GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

ACTION	TITLE	DESCRIPTION
ACTION 2.1	Teacher Leadership Teams	Content area and grade level specific teacher leadership teams will meet regularly to deepen their pedagogical understanding and provide support to site teams. The teams will support the alignment of the district-approved curriculum to the assessment calendar to provide equity to all students. The teams will explore and share research-based best practices to meet the needs for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities.
ACTION 2.2	Transitional Kindergarten (TK) Training and Professional Development	TK teachers, para-educators, intervention teachers, and administrators will engage in professional development provided by consultants and district staff that is focused on the unique aspects of a play-based UPK/TK program.
ACTION 2.3	Foundational Literacy Training	TK-6th teachers will be trained in foundational literacy skills in order to best meet the needs of unduplicated students and mitigate an increase in referrals for special services. Teachers will implement best practices in Tier I literacy instruction with scaffolding and enrichment to ensure student learning through the following plan: 1. <u>Year 1- Pre-Implementation</u> -Provide foundational training to Academic Coaches through the Trainer of Trainer model, based on the recommendations outlined in the California Dyslexia guidelines. 2. <u>Year 2- Initial Implementation</u> - Initial Implementation (Change in Practice)-Provide teacher professional development through various opportunities, focusing on University of Florida Literacy Institute (UFLI) Foundational Toolbox and the adopted Reading Difficulties Risk Screener, mCLASS DIBELS 8. 3. <u>Year 3- Full Implementation</u> -Full Implementation(Change in Student Outcomes)-Curriculum maps and diagnostic assessments in grades K-2 will reflect the mastery of foundational literacy skills and align with the University of Florida Literacy Institute (UFLI) Foundational Toolbox. Resources will be provided for 3rd - 8th to support targeted small



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		group foundational literacy instruction.
ACTION 2.4	Literacy Diagnostic Screening Tools	The District will provide current screening tools to identify a student's basic knowledge of foundational literacy skills: 1. <u>Year 1- Pre-Implementation</u>- Provide training to Academic Coaches and Intervention Teachers through the Trainer of Trainer model on the use of Star CBMs to universally assess K-2 students in the foundational literacy areas suggested for the 2025 state-approved Reading Difficulties Risk Screener. 2. <u>Year 2- Initial Implementation</u>-Implement the use of a state-approved Reading Difficulties Risk Screener to universally assess K-2 students in foundational literacy skills. Train administrators and academic coaches in how to interpret the data from the Screeners. 3. <u>Year 3- Full Implementation</u>-Use data from the universal screeners as part of the Tier I and Tier 2 MTSS process. Reading interventions will be delivered based on identified literacy needs which will result in increased early literacy proficiency. LREBG will support the training of LETRS for Instructional Intervention Teachers (IIT) to support identified Tier II students.
ACTION 2.5	VAPA	The District will maintain a visual and performing arts program at all schools, providing opportunities for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities throughout the school day. Targeting unduplicated students provides them with access to visual and performing arts opportunities they may not otherwise receive. Actively recruit unduplicated students, African American, and Unhoused students, to the VAPA program by hosting parent information nights at all sites. 1. Hosting parent information nights at all sites utilizing intentional presentations that highlight the educational benefits for unduplicated students. 2. Attend district DELAC, DAC and Title I Parent Meeting to highlight how LCAP funding supports the VAPA program for Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. 3. Inform parents of the instrument program that allows students to acquire music supplies (instruments, uniforms, sheet music, etc.) at no cost.



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		4. Ensure equitable access of equipment and consistent communication to parents through multiple district venues (ParentSquare, district website, etc.). Staff will provide instruction, coordinate performances, and provide opportunities to learn an instrument, participate in choir, take part in performances, and engage in additional performing arts opportunities for all students.
ACTION 2.6	GATE, professional learning and certification	The District's elementary Gifted and Talented Education program (GATE), will provide cognitively demanding experiences and opportunities for all qualified students. GATE will provide challenging, enriching, and advanced learning to enable these pupils to make accelerated progress in school, utilizing project based learning and inquiry-based lesson design. To provide equitable access to the GATE program, the District will implement the following plan: 1. <u>Year 1- Pre- Implementation</u> -Attend district DELAC, DAC and Title I Parent Meeting to recruit and highlight how LCAP funding supports the GATE program for Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. Provide parents with intentional presentations that highlight the benefits of the program for unduplicated students. Provide a new assessment for GATE qualification in order to provide more equitable access to the program, and increase District efforts to identify Foster Youth, Low-Income, English learners pupils performing at high levels on local and state assessments. 2. <u>Year 2- Initial Implementation</u> - Explore teacher professional development through GATE certification opportunities to increase additional GATE offerings across the district. 3. <u>Year 3- Full Implementation</u> - Provide ongoing professional learning opportunities and GATE certification options to ensure equitable access to GATE pedagogy, including low-income, foster youth, unhoused, and English language learners, focusing on the identified behaviors and characteristics of the gifted student.
ACTION 2.7	Extra-curricular	The District will provide opportunities for access to extracurricular experiences



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	Opportunities/ Youth Sports Programs	in order to increase engagement and attendance through physical education and sports programs, for students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities. These programs will support the acquisition of physical education standards, aligned to the California framework. Each program will allow students to build relationships with coaches and officiants to foster a deeper connection between the student and the school setting.
ACTION 2.8	CAMP KEEP	The District will provide equitable access for all 6th grade students to attend Camp KEEP, specifically students who fall into the following subgroups: unduplicated, African American, unhoused, and students with disabilities, who otherwise may not be able to attend. The exposure to hands-on science experiences will increase academic performance on the California Science Test.
ACTION 2.9	AVID/CTE	All junior high schools will provide Pre-CTE courses to expose students to industry specific and college and career-ready skills through Career Pathways and AVID offerings.



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GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

ACTION	TITLE	DESCRIPTION
ACTION 3.1	Safety	With guidance from District Leadership, all schools will implement effective safety protocols, including comprehensive emergency response and preparedness measures (i.e. CSSP), along with clearly communicated safety protocols and required training to promote a safe environment where students, staff, and families feel secure and supported. Safety efforts will include: a) Crisis Response: The District will ensure information is clearly communicated regarding protocols and mandatory training related to crisis response, suicide assessments, anti-bullying policy, child abuse reporting, etc. b) Preparedness Measures: All schools will implement evidence-based practices related to psychological, emotional, and physical safety to prevent any potentially harmful factors to students, staff, and/or families. c) Personnel to Support Safety Efforts: The District will maintain safety-related school staff (e.g. student resource officers, safety managers, campus supervisors, yard aides, school aides, transportation aides, etc.) to support school safety efforts. d) Safety-related Materials/Equipment: The District will purchase safety-related materials and equipment (i.e. security cameras, radios, etc.) based on unique school needs.
ACTION 3.2	Attendance	With guidance from District leadership, all schools will implement evidence-based practices to improve attendance and reduce chronic absenteeism in coordination with MTSS actions to better engage students at school. As funds become available, the District will distribute them among schools to support site-based efforts and incentives.
ACTION 3.3	MTSS	The District will prioritize the implementation of multi-tiered systems of support (MTSS) to tailor interventions and resources to meet the unique needs of every student, particularly Foster Youth, Low-Income, and English learner students addressing existing disparities identified among other vulnerable groups (e.g. Unhoused, African American, Students with Disabilities) through enhanced MTSS



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		systems and protocols, ensuring equitable opportunities for all. Expanded MTSS support will include (but are not limited to) attendance, mental health and trauma, cultural responsiveness, physical health/wellness, etc. District leadership will continue to evaluate MTSS needs at least annually to inform decisions made, such as hiring additional staff to increase access to intervention services, as appropriate.
ACTION 3.3a	MTSS Teams	Over the three year LCAP cycle, with guidance from District Leadership, all schools will establish multi-disciplinary teams that meet at least monthly in order to make informed decisions regarding tiered systems of support. Multi-disciplinary teams will include health/wellness personnel such as nurses and health aides, school social workers, intervention counselors, behavior intervention aides, and school psychologists. There will be a focus to expand Tier I guidance and support to include cultural responsive and trauma-informed practices ensuring equitable learning opportunities for identified student groups of Foster, Unhoused, Students with Disabilities, and African American students. Additionally, specialized staff such as school social workers and school nurses will prioritize Foster and Unhoused youth to coordinate support and resources to reduce barriers to engagement at school (i.e. screening, direct services, referrals, etc.). 1. <u>Year 1: Pre-Implementation: (Change in Knowledge)</u>- All schools will establish and maintain a Tier I team in order to cultivate a positive climate by effectively implementing expanded Positive Behavior Intervention and Support (PBIS) systems with an emphasis on prevention, instruction, and relationship building to promote student engagement. 2. <u>Year 2: Initial Implementation: (Change in Practice)</u>- All schools will establish and maintain a Tier 2/3 team to make informed decisions using multiple sources of data to address the specific internalizing and/or externalizing needs of struggling students in addition to Tier I universal support. 3. <u>Year 3: Full Implementation: (Change in Student Outcomes)</u>-District leadership will evaluate MTSS needs by reviewing student and implementation data at least annually to make adjustments to professional learning and guidance offered by the District to ensure high quality MTSS implementation. A designated Program Specialist will provide differentiated support for Tier I and Tier 2 based on site-needs, along with an additional two (2) School Social Workers to support all students, with a strong emphasis on our Foster Youth, Low



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		Income, English learners students, as well as our Unhoused, African American, and Students with Disabilities.
ACTION 3.3b	SEL	1. <u>Year 1: Pre-Implementation (Change in Knowledge)</u>- Teachers will begin to implement Social-Emotional Learning (SEL) curriculum and integrate SEL practices throughout the school day to cultivate social-emotional competencies. The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge on SEL implementation. Input from teachers and administration will be considered prior to selection of a District-adopted curriculum to launch District-wide beginning Fall 2025. 2. <u>Year 2: Initial Implementation (Change in Practice)</u>- Teachers will implement District-adopted Social-Emotional Learning (SEL) curriculum on a daily basis during a designated time of day and integrate SEL practices throughout the school day to cultivate social-emotional competencies. The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge of District-adopted SEL curriculum. 3. <u>Year 3: Full Implementation(Change in Student Outcomes)</u>- Teachers will continue to implement SEL curriculum and practices. District leadership will evaluate SEL needs by reviewing student and implementation data at least annually to make adjustments to professional learning and guidance offered by the District to ensure high quality SEL implementation Districtwide.
ACTION 3.3c	Restorative Disciplinary Practices	1. <u>Year 1: Pre-Implementation (Change in Knowledge)</u>- The District will establish a team to develop District guidance for addressing behavioral issues with a focus on reducing disproportionality including review of law and/or policy and evidence-based alternatives to suspension. 2. <u>Year 2: Initial Implementation (Change in Practice)</u>- The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge for addressing behavioral issues with a focus on reducing disproportionality including review of law and/or policy and evidence-based alternatives to suspension. 3. <u>Year 3: Full Implementation (Change in Student Outcomes)</u>- With District guidance including professional learning, all schools will implement



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		evidence-based restorative discipline practices when responding to behavior. In partnership with District Leadership, we will assess the impact on student outcomes identifying trends and changes in disproportionality and establish an ongoing review and continuous improvement process.
ACTION 3.4	Assistant Principals	The District will maintain a 1.0 FTE Assistant Principal at all school sites to support all students, but principally for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused students. District leadership will provide ongoing guidance to Assistant Principals equipping them to address the unique needs of Foster youth and Low Income students with their school teams. As a result, APs will Increase support services to students struggling with chronic absenteeism and behavioral issues: 1. Increase support services to students struggling with chronic absenteeism and behavioral issues 2. Increase communication with families and enhance coordination of support services 3. Build capacity of teachers and staff on best practices related to MTSS to support students based on site needs through guidance and professional development 4. Reduce disparities and improve outcomes for vulnerable students identified in data, prioritizing students furthest from success by ensuring individualized support/intervention to meet their unique needs
ACTION 3.5	Support for Foster & Unhoused Youth	With guidance from the District Foster and McKinney-Vento Liaison, relevant staff will partner with Assistant Principals as site-based liaisons to enhance support provided to Foster and McKinney-Vento eligible (Unhoused) youth to increase school engagement and improve educational outcomes (i.e. attendance, chronic absenteeism, suspension, CAASPP data, etc.) such as: a) Ensuring proper identification of students and families experiencing homelessness as well as Foster Youth including training and access to Foster Focus b) Engaging in relationship building and case management to identify barriers and coordinate resources and support (e.g. clothing and food assistance, hygiene kits, extracurricular and extended learning programs, tutoring, school supplies, physical and mental health support, referrals to community resources, etc.)



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		c) Coordinating transportation to the school of origin to ensure educational stability (supplemental to regular bussing including associated costs) d) Providing professional learning (i.e. training) opportunities and guidance for administrators, teachers, and other staff related to supporting Foster and McKinney-Vento identified youth e) Regularly monitor the educational progress of Foster and McKinney-Vento eligible youth through relevant data indicators (i.e. attendance, chronic absenteeism, suspension, CAASPP data, etc.) The Student Support Services Department will ensure that all School Social Workers prioritize support to Foster and Unhoused Youth focused on reducing and/or eliminating barriers to school success. District leadership will evaluate McKinney-Vento and Foster Youth program needs annually to inform decisions made at least annually, such as hiring additional support staff to enhance the quality of support services for these vulnerable student populations.
ACTION 3.6	Parent & Family Engagement	Under the direction of the Director of Community and Family Engagement and in collaboration with the Consolidated Programs Department, efforts to foster meaningful engagement and collaboration between the district and families will be prioritized. District leadership will evaluate needs at least annually to inform decisions made, such as hiring support staff to enhance the quality of support services for families of students, including vulnerable student populations. By implementing the following actions, the District aims to empower families to actively participate in their student's education and create a supportive environment conducive to student success: a) Input and Decision-Making: Increase family involvement in decision-making through partnerships (e.g. ELAC, DELAC, SSC, etc.) and surveys to support student success and improve school climate. b) Parent Education: Collaborate with community organizations and District departments to provide a variety of educational opportunities such as Parent University to empower families enhancing academic success. c) Family Engagement Opportunities: Collaborate with community organizations and District departments to host family engagement opportunities



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fostering meaningful interactions between parents and children to promote student success.

d) **Community Partnerships:** Form strategic partnerships with community partners to enhance student support and achievement and explore the California Community Schools Partnership Program (CCSSP) school integration, based on need.

e) **Parent Resource Centers:**

1. Year 1: Pre- Implementation (Change in Knowledge)- Explore parent resource centers to provide tailored support for families, fostering active engagement in student's education and promoting academic success.
2. Year 2: Initial Implementation (Change in Practice)- Establish partnerships and implement programs and services within schools (i.e. education programs, informational workshops, support services, etc.). Develop a comprehensive menu of services to be offered at future parent resource center(s).
3. Year 3: Full Implementation (Change in Student Outcomes)- Pilot parent resource center(s) at selected schools. Measure and evaluate the impact of Parent Resource Center(s) on student outcomes. Use data to continuously improve and expand services to meet the diverse needs of all students.

ACTION 3.7

Professional Learning

District staff and/or consultants will provide evidence-based professional learning opportunities and guidance for administrators, teachers, and/or staff focused on topics supporting the whole child such as, but not limited to:

- a) Relationship building practices
- b) Engagement/attendance
- c) Social-emotional learning (SEL)
- d) Positive behavior intervention and supports (PBIS)
- e) Multi-tiered systems of support (MTSS)
- f) Restorative disciplinary practices
- g) Health/Wellness
- h) Safety practices

in order to enhance school-based support for all students, but particularly the most vulnerable student populations who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities.



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ACTION 3.8	Class-Size Reduction	The District will implement class-size reduction averages across grades K-6 to enhance individualized support for academic and social-emotional development within classrooms, fostering deeper connections and ensuring improved academic and social outcomes for all students, but particularly the most vulnerable student populations who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused students. This action will support the funding of 65 teachers with LCFF funds and reduce class size averages as follows: -26 students to 1 teacher in grades K-1 -28 students to 1 teacher in grade 2 -29 students to 1 teacher in grade 3 -30 students to 1 teacher in grades 4-6
ACTION 3.9	Comm-unications	Under the direction of the Director of Communications, the District will develop and maintain a communication plan that: 1. Improves communication and strengthens relationships with educational partners (i.e. Board of Education, administration, staff, community partners, etc.) 2. Increases engagement with families of students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. 3. Explore resources to support non-English speaking parents/guardians. As funds allow, the District will purchase equipment and/or tools (i.e. audio-visual equipment, recording devices, etc.) to support high quality digital communication with the goal of connecting with students and families to encourage participation in District engagement opportunities.
ACTION 3.10	Alternative Education	The District will allocate funding to maintain classes for District and Jr. High alternative education programs and maintain a dedicated program specialist to provide comprehensive support to participating students. Additionally, under the direction of the Administrator of Alternative programs, provide guidance and professional learning opportunities to Impact teachers to ensure the implementation of evidence-based interventions, including instructional and restorative practices, in site-based alternative education programs (i.e. Impact classrooms).
ACTION 3.11	Health & Wellness	As funding permits, the District will continue to expand supports and resources to establish and sustain a Health & Wellness Center, aimed at improving student



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	Center(s)	access to physical, mental, and emotional health services. This center will serve as a centralized hub to promote overall well-being, reduce barriers to learning, and support student success, primarily for English Learners, Foster Youth and Low Income students. 1. <u>Year 1: Pre-Implementation (Change in Knowledge)</u>- The District will continue to explore community partnerships to enhance health and wellness services through mobile or stationary centers, reducing health related barriers by increasing access to clinical health care services provided by qualified health professionals. 2. <u>Year 2: Initial Implementation (Change in Practice)</u>- Establish partnerships with local health organizations and qualified health professionals to implement health and wellness programs and services. This may include, but is not limited to on-site primary medical health care services, dental care services, mental health care services, nutrition education, etc. 3. <u>Year 3: Full Implementation (Change in Student Outcomes)</u>-Evaluate the effectiveness of the school-linked health services model using data on student access, health, and engagement. Refine and scale partnerships to deliver integrated services where students learn, reducing barriers such as transportation, cost, and stigma.
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GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

ACTION	TITLE	DESCRIPTION
ACTION 4.1	Newcomer Supports	District staff will ensure support for newcomer students across the district by: 1. Creating and sharing a Newcomer's Guide to support connection to school. 2. Instructional specialists will support sites with best practices for multilingual learners. 3. Researching and adopting culturally and linguistically sustainable instructional materials and progress monitoring tools. 4. Develop a protocol for informing sites of available Newcomer resources to ensure that resources are being provided to support students and progress monitoring through support logs.
ACTION 4.2	Professional Learning/ Administrators and Certificated Staff	The District will enhance language acquisition and proficiency of English learners to include Newcomers by offering professional development on research-based instructional strategies for teachers and administrators. This includes understanding student proficiency levels, individual needs, and language development across all content areas.
ACTION 4.3	Dual Immersion/ Multilingual Program	The District will develop a multi-year plan to implement a Dual Immersion/ Multilingual program by: 1. <u>Year 1- Pre-Implementation (Change in Knowledge)</u>-Provide foundational training to Administrator, TK and Kindergarten teacher. Develop the program vision and mission, board policy and systems to recruit families upon the opening of the new school during the 2025-2026 school year. 2. <u>Year 2- Initial Implementation (Change in Practice)</u>-Provide teacher professional development and support for all staff during the opening of the new dual language program to ensure a foundational understanding of the unique needs of the program. Begin to develop the next cohort of teachers for the next grade level span opening in the 2026-2027 school year. Add and fund a TOSA to support the implementation and curriculum design of the DLI program. 3. <u>Year 3- Full Implementation(Change in Student Outcomes)</u>- Research



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		demonstrates the improved student learning outcomes of dual-language immersion programs. The District will monitor data and expand opportunities for more multilingual learners. Systemize the professional development to ensure the addition of a new dual language grade level, to include all general education programs and educational partners.
ACTION 4.4	Increased Supports for Long Term English Learners	In order to support explicit language development instruction in the junior high setting, we will provide a rigorous, research-based supplemental program to support English language acquisition before entering high school. The implementation of E3D curriculum for identified English learners in the junior high setting will support students in making the necessary progress towards language acquisition and reclassification, with an emphasis on Long Term English learners. Professional development will be provided to ELD teachers to support the implementation of the curriculum, along with highly effective designated ELD strategies and progress monitoring skills. Quarterly data will be shared from instructional services specialists to show the progress of LTELs. Junior High School teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of LTELs and At-Risk of becoming LTEL students. District staff will ensure this support by: 1. Provide professional learning on how to administer ELPAC Interim assessments, score the ELPAC Interim assessment, and create instructional next steps. 2. Create a systematic professional learning plan for supporting LTELs. 3. Differentiate between foundational literacy needs and language needs. 4. ELD standards will be incorporated into all subject areas within the curriculum maps to support teachers in planning and designing their lessons.
ACTION 4.5	EL/RFEP Data Monitoring System	The District will use the Ellevation and KiDS data management platform to track the progress and proficiency of English learners. Ellevation and KiDS will help share data, such as reclassification rates, with educational partners to support informed decision-making while also providing targeted professional development at the school level.



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EQUITY MULTIPLIER FOCUS GOALS WAYNE VAN HORN ELEMENTARY NEW 2026-2027

FOCUS GOAL

GOAL 5: By May 2027, all English Learners and African American students at Van Horn Elementary will show growth in reading and math as measured by Star middle-of-year (MOY) assessments.

ACTION	TITLE	DESCRIPTION
ACTION 5.1	Intervention Teacher	One Intervention teacher to provide targeted small group instruction to support foundational and reading skills based on identified areas of need.
ACTION 5.2	Additional Teacher	Additional teacher to support the dissolution of combination classes to allow for targeted grade level targeted instruction.
ACTION 5.3	Math Professional Development	Provide staff wide math professional development to support the implementation of the newly adopted math curriculum and California State Math Framework, identifying the intervention supports.
ACTION 5.4	B-GLAD Training	The school will implement Guided Language Acquisition Design (Be GLAD) strategies to strengthen language development and support increased academic achievement for all students, with a focus on English Learners.

FOCUS GOAL

GOAL 6: By 2027 all students, with a focus on low income and African American students, at Van Horn Elementary School will decrease their suspension rate by 2% as measured by the suspension rate on the California School Dashboard.

ACTION	TITLE	DESCRIPTION
ACTION 6.1	School-wide Universal Expectations Implementation	Teachers and administrators will develop universal expectations for common areas on campus and then provide training to support staff to effectively implement the expectations to create a positive school culture for all students. Students will be explicitly taught the expectations and students who regularly exhibit the school-wide expectations will participate in monthly celebrations.



PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



2026-2027

LCAP

PLAN SUMMARY

• LOCAL CONTROL ACCOUNTABILITY PLAN

FOCUS GOAL
GOAL 7: By 2027 all students, with a focus on African American students, at Van Horn Elementary School will decrease chronic absenteeism rate by 4% as measured by the California School Dashboard.

ACTION	TITLE	GOAL/DESCRIPTION
ACTION 7.1	Attendance Interventions	The school will partner with the Behavior Intervention Specialists to ensure attendance initiatives are aligned with best practices. Key features will be: 1. Targeted Outreach: Designated staff will conduct daily home visits for students experiencing attendance difficulties to identify and address underlying obstacles. 2. Weekly Attendance Monitoring: The administration will implement tools for effective attendance monitoring. Resources for attendance tracking and student incentives will be provided to foster positive attendance behaviors among students. 3. Family Engagement: Families will receive direct support through attendance orientations, goal-setting sessions, and translated materials to ensure clear communication and mutual understanding regarding student attendance.