



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley School District

CDS Code: 56725530000000

School Year: 2026-27

LEA contact information:

Dr. Veronica Ortega

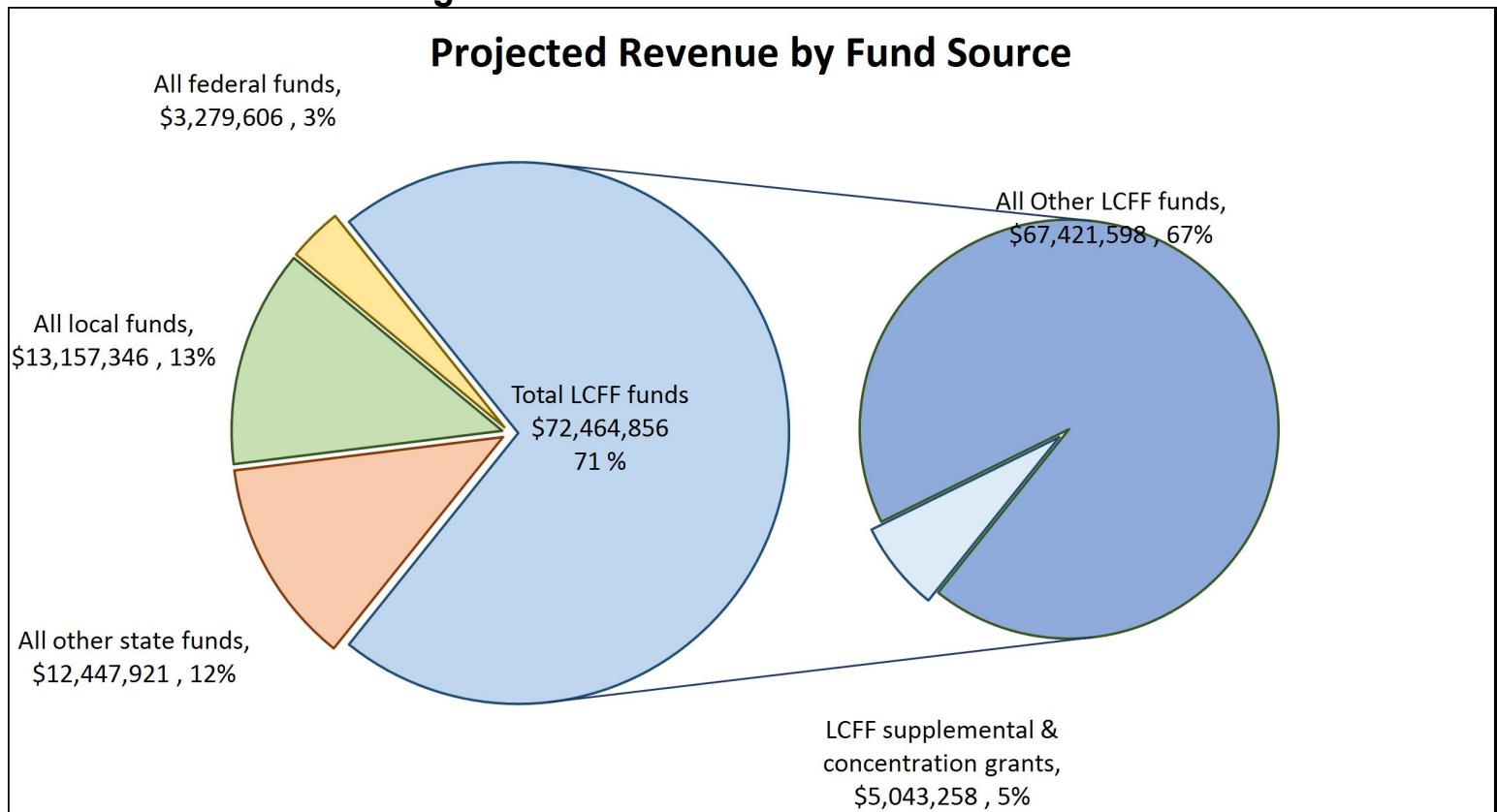
Assistant Superintendent, Educational Services

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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

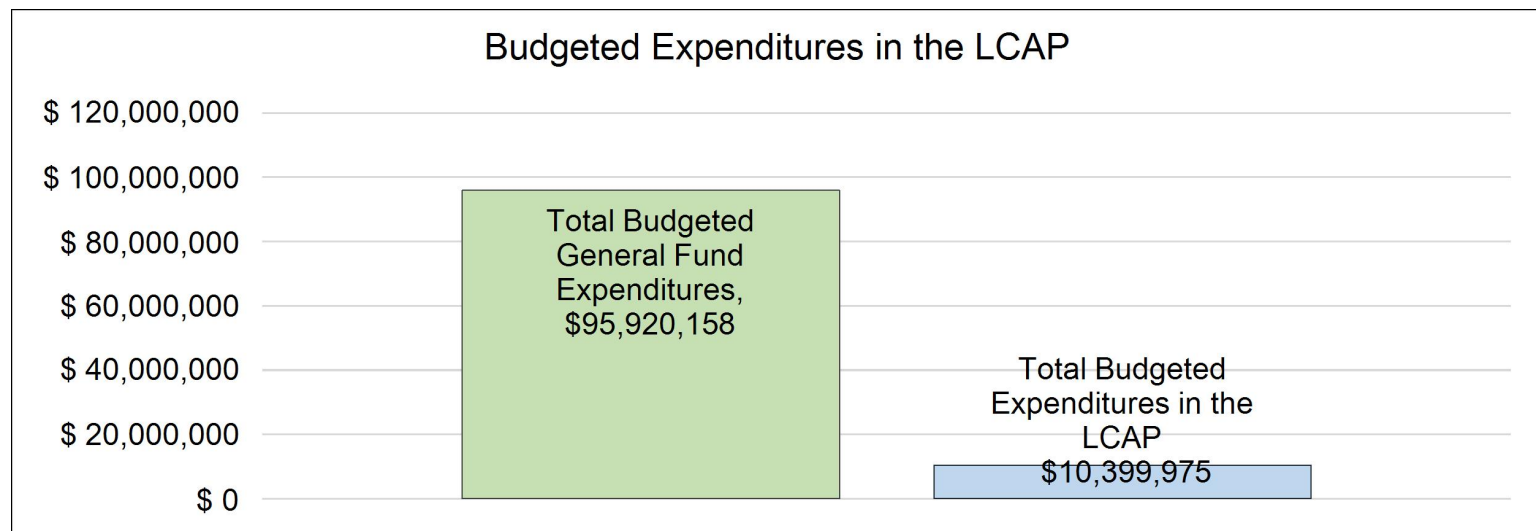


This chart shows the total general purpose revenue Pleasant Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant Valley School District is \$101,349,729, of which \$72,464,856 is Local Control Funding Formula (LCFF), \$12,447,921 is other state funds, \$13,157,346 is local funds, and \$3,279,606 is federal funds. Of the \$72,464,856 in LCFF Funds, \$5,043,258 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 Pleasant Valley School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pleasant Valley School District plans to spend \$95,920,158 for the 2026-27 school year. Of that amount, \$10,399,975 is tied to actions/services in the LCAP and \$85,520,183 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

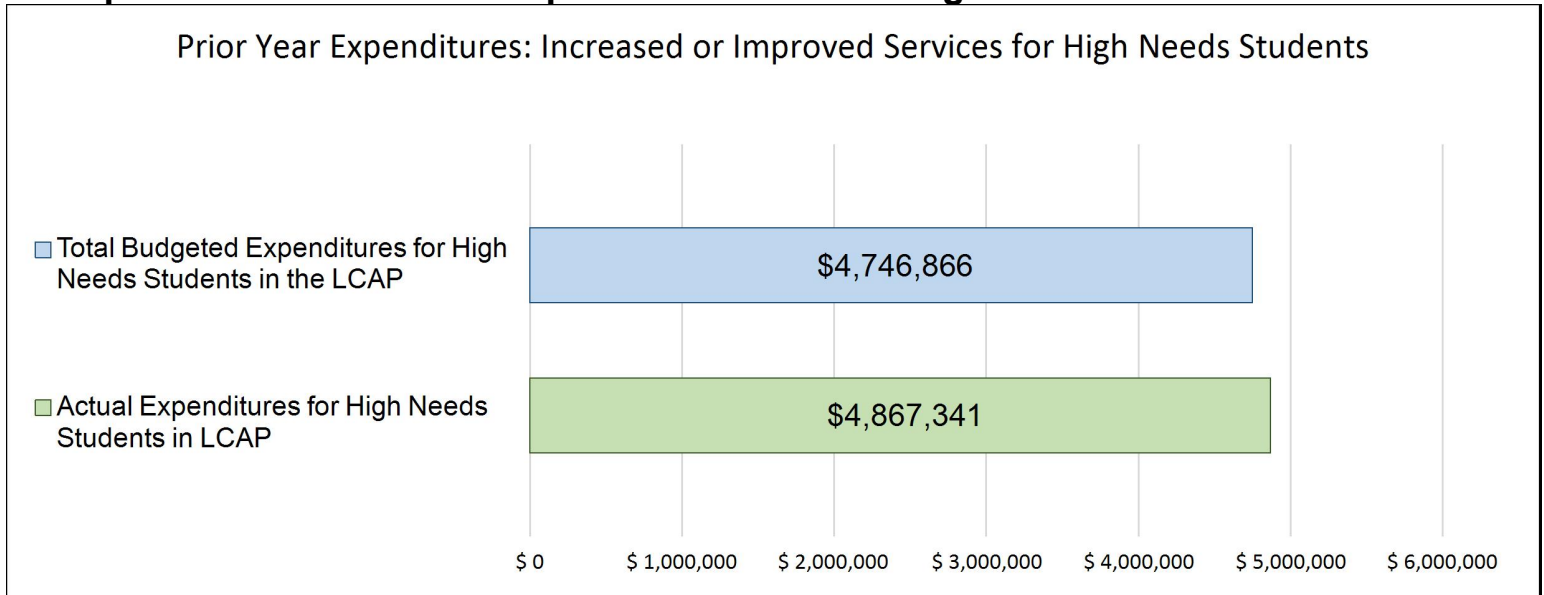
Base operational costs like classroom teacher and principal salaries, utility bills, and school maintenance are not included in the LCAP.

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

In 2026-27, Pleasant Valley School District is projecting it will receive \$5,043,258 based on the enrollment of Foster Youth, English learner, and low-income students. Pleasant Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley School District plans to spend \$5,043,258 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 Pleasant Valley School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Valley School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Pleasant Valley School District's LCAP budgeted \$4,746,866 for planned actions to increase or improve services for high needs students. Pleasant Valley School District actually spent \$4,867,341 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
Pleasant Valley School District	Dr. Veronica Ortega Assistant Superintendent, Educational Services	vortega@pleasantvalleysd.org (805) 389-2100

Plan Summary [2026-27]

General Information

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

Through the vision of "Excellence for All", the Pleasant Valley School District is dedicated to delivering a high-quality, evidence-based educational experience for all students. Situated halfway between Santa Barbara and Los Angeles, the Pleasant Valley School District (PVSD) is located in Camarillo, CA, in Ventura County. PVSD boasts a rich legacy of educational distinction spanning more than 150 years. Many of the district's certificated and classified staff are proud alumni of the district. PVSD currently educates just under 5900 students in grades preK-8.

PVSD offers an array of educational options, empowering families to select the optimal program for their children among its eleven schools with varied configurations. Two comprehensive middle schools, Las Colinas Middle School and Monte Vista Middle School, serve students in grades 6-8. Three TK-8 schools, Los Primeros School of Sciences and Arts (TK-8), Pleasant Valley School of Engineering and Arts (TK-8), and Santa Rosa Technology Magnet School (TK-8), provide focused theme programs. PVSD has six TK-5 elementary schools which include: Camarillo Heights STEM Academy, Dos Caminos School, La Mariposa School, Las Posas School, Rancho Rosal School, and Tierra Linda School. The district extends its educational reach through the California State Preschool Program, offering preschool at two locations. PVSD offers a successful Spanish two-way immersion program at the Dos Caminos campus and a cutting-edge coding immersion program at Santa Rosa Technology Magnet School. Additionally, PVSD oversees two charter schools, each crafting its own Local Control Accountability Plan. One of these charters, Peak Prep Pleasant Valley, offers a comprehensive TK-12 virtual learning environment as well as a homeschool option.

Renowned for academic excellence, nearly all schools in the Pleasant Valley School District have been honored as California Distinguished Schools with its most recent, Monte Vista Middle School, being recognized in 2026. PVSD schools provide robust academic outcomes that surpass the county and state benchmarks, including when disaggregated by demographic factors.

The PVSD student population is diverse, with 36.8% of students identifying as White, 43.5% identifying as Latino, 7% of students identifying as two or more races, 3.4% identifying as Filipino, 2.5% identifying as Black or African-American, and 6.1% identifying as Asian (as reported through the California Dashboard). Approximately 7.6% of students are identified as English Learners, representing 34 different language groups with Spanish, Mandarin, Vietnamese, Arabic, and Tagalog/Filipino accounting for the top five languages represented (as reported on the PVSD language survey). The percentage of students with disabilities is 16.5%. Just over 36% of PVSD students are classified as low income, 2.8% of students are currently experiencing homelessness, and .01% of students are foster youth. PVSD's high-needs student percentage (students who are Foster Youth, English Learners, and Low Income) stands at 38%. With close proximity to two naval installations, PVSD serves many students from military families and partners closely with military family liaisons to support students. Rancho Rosal School earned the Purple Star distinction for outstanding support of military-connected students.

PVSD's commitment to community engagement is evident through its robust partnerships with various community-based and service organizations. An involved parent/guardian community further amplifies PVSD's success, emphasizing the vital role of school/home partnerships in supporting educational excellence.

PVSD's strategic plan, "Vision 2027: Excellence for All", highlights the district's vision, goals, and core values that will prepare our students to become 21st century learners who are responsible members of our global society. The plan is organized by our ongoing goals, aligns to our LCAP actions and development cycle, and identifies specific strategies PVSD will employ to meet its goals.

Reflections: Annual Performance

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

The following acronyms are used in this section:

ELA= English Language Arts

CAA: California Alternate Assessment

CAASPP= California Assessment of Student Performance and Progress

CAST= California Science Test

CHKS= California Healthy Kids Survey

ELPAC= English Language Proficiency Assessments for California

LREBG= Learning Recovery Emergency Block Grant

SAI= Specialized Academic Instruction

WIN= What I Need

LEA Reflections 2025-26

In a statewide and countywide context of declining enrollment, PVSD has worked to provide programmatic options that meet the needs of

students. These program options are informed by both qualitative and quantitative data gathered from surveys, focus groups, and the analysis of student attendance, academic, and behavioral metrics. Additionally, PVSD regularly examines master schedules to ensure that students have access to opportunities through a broad course of study that is designed to support and challenge them. As a result, PVSD successfully expanded its Spanish dual language immersion program to grade two in the 25-26 school year with the goal of adding a grade level each year until full TK-5 implementation at the Dos Caminos campus. The Santa Rosa Technology Magnet School has expanded the computer science immersion program on the campus to ensure staff capacity building through an articulated model that is locally created. Other theme schools such as Camarillo Heights STEM Academy, Los Primeros School of Sciences and Arts, and Pleasant Valley School of Engineering and Arts have worked to expand student opportunities within these themes. Other programmatic options have been expanded on campuses such as Monte Vista Middle School, where an honors programs is offered in all four core subject areas.

There are many opportunities that target student belongingness on PVSD campuses. Through proposition 28, arts programming throughout the district has provided increased access for students. Students have access to a wide array of connectedness activities, including field trips, clubs, student interest groups and sports. Additionally, students have competed throughout the county in academic tournaments such as Battle of the Books, the county Mathlete competition, mock trial, and the Ventura County science fair.

PVSD continues to work toward increasing opportunities for inclusion through the least restrictive environment. In the past two years, PVSD has expanded its continuum of services for special education students adding extensive needs programming options for students who were previously serviced outside of the district. Additionally, over the past three years, PVSD has welcomed over 100 new students who have joined the community through Somis Ranch housing. PVSD staff have successfully provided parent support programs both throughout the district and at the Somis Ranch facility. Program offerings have included the district's Family Literacy Project and English as a second language courses.

PVSD staff regularly examine the impact of the supports and actions that are provided through the LCAP and through Learning Recovery Emergency Block Grant funds. Each school annually convenes a team at the site to conduct an LCAP fidelity analysis. During this analysis each action in the LCAP is examined to ensure it is being implemented and the team evaluates the effectiveness of the action at that time.

PVSD continues to move on an upward trajectory as measured by the California Assessment of Student Progress and Performance (CAASPP) and the California Dashboard. The district continues to significantly outperform the county and state in ELA, mathematics, and science, as evidenced by the following data points.

Academic Data

Areas of Celebration

In English Language Arts

- Dashboard indicator for "all students" is in green at 21.8 points above standard, which reflects an increase on 1.8 points.
- LTELs and SWD were in red before and now in yellow.
- African American or Black students moved from orange to blue.
- PVSD scored nearly 13% above the county and nearly 12% above the state.
- PVSD decreased the percentage of students not meeting standards in all four ELA claims: Reading, writing, research, and inquiry.

- Students with disabilities, military-connected students, and English Learners had improved CAASPP ELA performance.
- Asian, African American or Black, Hispanic/Latino students, Filipino students, and students of two or more races had improved CAASPP ELA performance.
- Student outcomes on the ELA CAA improved in level 3 by 5.5%.

In mathematics

- Dashboard indicator for "all students" was in green at 6.2 points below standard, which was an increase of 3.6 points.
- No student groups were in red in mathematics.
- Students with disabilities are now in yellow (increase of two levels).
- Socioeconomically disadvantaged students moved from orange to yellow.
- Hispanic/Latino students moved from orange to yellow.
- Unhoused students moved from orange to yellow.
- African American or Black students moved from yellow to green.
- Military-connected students, English Learners, and Socioeconomically disadvantaged students had improved CAASPP Mathematics performance.
- PVSD decreased the percentage of students not meeting standards in all three math claims: Concepts and procedures, problem solving and communicating reasoning.
- PVSD scored over 14% above the county and over 12% above the state on the CAASPP
- Asian, African American or Black, Hispanic/Latino, Filipino students, and students of two or more races improved CAASPP math performance.
- Student outcomes on the mathematics CAA improved in level 3 by 7.67%.

English Learner Progress Indicator (Dashboard)

- Dashboard indicator: Long Term English Learners moved from red to blue.

In Science

- Dashboard indicator for "all students" is in green at 58.5 points.
- PVSD scored over 10% above the county and nearly 10% above the state on the CAST.
- Hispanic/Latino students improved CAST performance.

Opportunity Areas

In English Language Arts

- Socioeconomically disadvantaged moved from yellow to orange on the Dashboard.
- Hispanic students were in yellow and moved to orange on the Dashboard.
- Student progress, as measured by CAASPP, has not rebounded to pre-pandemic level.

In mathematics

- Dashboard indicator: Asian students moved from blue to green.
- White students decreased in mathematics as measured by CAASPP but are still above the "all students" percentages.

English Learner Progress Indicator

- Dashboard indicator: English Learners moved from yellow to orange

Addressing needs:

While the achievement gap is steadily closing, there are opportunities for improvement, as PVSD has not rebounded in literacy to the pre-pandemic levels as measured by CAASPP.

At the elementary level, the support of literacy content specialists is critical. PVSD is also embarking on an intensive professional development opportunity in the 26-27 school year where all TK-5 teachers will attend an intensive reading instruction institute.

In the 25-26 school year, students took the district benchmark assessments which were created by teachers. Sites engaged in data team meetings to examine progress based on multiple data points. The analysis of data through professional learning communities guided efforts for supporting student needs. All students receive the benefit of WIN (What I Need) time in their schedules to receive intervention or enrichment. Additionally, a learning center model through which students receive additional opportunities for inclusion for academics was implemented with robust training at the elementary level on six campuses this year. Intersession and summer programs were developed and implemented to support students.

PVSD has made middle school master schedule adjustments to provide a greater continuum of co-taught middle school classes with math and science as the areas of focus. Middle schools also provide intervention and extension support through specific scheduling. In the 26-27 school year, a team of middle school teachers will pilot new mathematics curriculum in grades 6-8. Specific outreach was conducted through "LTEL Data Chats" prior to students taking the ELPAC. These data talks were provided by a trusted adult on the campus in a 1:1 setting. The purpose of the data talk was to explain to students why they take the ELPAC and to underline importance of trying their best.

In the 25-26 school year, all teachers received multiple days of training in Universal Design for Learning strategies. All principals conduct data meetings to help guide professional learning community work, and this practice will continue. Descriptors of practices have been developed to ensure consistency in Professional Learning Community (PLC) practices throughout the district. All teachers in grades 3-8 participated in academic vocabulary instruction training. Additionally, intersessions to provide a high dose of support were provided during school breaks which will continue in the 26-27 school year.

Climate Data

Areas of celebration

California Healthy Kids Survey (CHKS)

- The connectedness indicator increased from 60% to 64% for seventh grade and 73% to 79% for fifth grade students as measured by the CHKS.

- The academic motivation indicator increased from 60% to 64% for seventh grade students and 81% to 87% for fifth grade students as measured by the CHKS.
- The safety indicator increased by 7% for 7th grade students and 4% for fifth grade students as measured by the CHKS.
- Students who had experienced some form of bullying behavior decreased by 5% in seventh grade as measured by the CHKS.

Suspension Indicator: California Dashboard

- Long Term English Learners were in red and moved to yellow.
- Asian students were in green and moved to blue.
- Suspension rate remains lower than the state percentage.

Chronic Absenteeism Indicator: California Dashboard

- No groups in red or orange.
- Rate declined by 3% and is 7% lower than the state rate for chronic absenteeism.
- Long-term English learners moved from red to yellow.
- African American or Black students moved from yellow to green.
- White students moved from yellow to green.
- Asian students moved from green to blue.

Opportunity Areas

Suspension Indicator: California Dashboard

- African American or Black students were in yellow and moved to orange.
- Filipino students were in yellow and moved to orange.
- Hispanic students were in yellow and moved to orange.
- Unhoused students are in red.
- Students with disabilities are in orange.

Chronic Absenteeism Indicator: California Dashboard

- Unhoused students have a 21.1% chronically absent rate.
- Students with disabilities have an 18.5% chronically absent rate.
- Socioeconomically disadvantaged students have a 16.6% chronically absent rate.

Addressing Needs

Strategies such as leveraging long-term independent study and providing intersessions will support positive attendance efforts. The increase in connectedness activities and hands-on Makerspace activities provided students with more opportunities for engagement. Social workers and counselors have strongly supported attendance outreach, with social workers providing parents with additional support in this area, including home visits and resource linkage. The array of connectedness activities provided through field trips and students groups, clubs and sports will also support this area. The continued implementation of No Place for Hate, as well as targeted behavioral support lessons in all grade spans has made a difference in behavior on campuses coupled with a wide array of social emotional and behavioral supports.

LREBG Fund Status

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency created by the COVID-19 pandemic to support schools in the long-term recovery of their students, with a focus on improving pupil learning, mental health, and overall well-being. Some of the actions in this plan will be bolstered through the use of Learning Recovery Emergency Block Grant (LREBG) dollars. Under Education Code Section 32526(d)(1), any local educational agency (LEA) that has received LREBG funds must develop a needs assessment regarding the use and expenditure of these funds for the 2025–26, 2026–27, and 2027–28 school years. PVSD has analyzed relevant behavioral data and gathered educational partner input and has determined there is a need to continue behavioral support and counseling services. These supports will be partially maintained temporarily through the use of these funds.

The district will carry over \$561,563 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds into the 2026–27 school year. The use of these funds was informed by input gathered through the LCAP Educational Partner Survey and LCAP Community Advisory meetings where students, families, and staff expressed support for behavioral and counseling support.

LREBG-Supported Actions: LREBG funds will be expended to support a portion of Action 2.1 to continue the support of the board certified behavior analysts. This action was selected to provide targeted behavioral support to students to increase their readiness for learning. The effectiveness of action 2.1 will be evaluated through metric 2.1 which monitors the suspension rate as of May 1st and metric 2.2 which is the suspension indicator on the California Dashboard. These metrics enable the district to assess the impact of this support in helping students to regulate behaviors that can lead to suspensions.

Action 2.2, counseling support, will also be partially funded through LREBG based on the input received. This action was selected to provide students with emotional support, as this can impact student attendance. Counselors will work to support students with attendance concerns, specifically those struggling with attendance due to social emotional impacts. Metric 2.3 which monitors the chronic absenteeism rate as of May 1 and the chronic absenteeism indicator on the California Dashboard (metric 2.4) will help PVSD to assess the effectiveness of these supports.

Remaining LREBG funds will be used in the 2026-27 and 2027-28 school years

Site Level Analysis

As part of the continuous improvement process, site leaders regularly examine outcomes, including the California Dashboard to discover areas of success and opportunity. Based on the examination of this data, principals selected a student from the group making the least amount of progress on their campus, as measured by the Dashboard to shadow for the day. While not a requirement, based on input from various groups, a synopsis of progress is provided for each campus.

The Camarillo Heights academic indicator in the English language arts indicator improved from yellow to green increasing 4.7 points to 14 points above standard for the "all student" group. Students with disabilities remained in red for the indicator. Hispanic/Latino students moved from orange to yellow increasing an impressive 19.3 points. Socioeconomically disadvantaged students remained in orange. The mathematics indicators remained in green for "all students" at 3.7 points above standard. Students with Disabilities moved to orange from red. Socioeconomically disadvantaged students remained in orange. Hispanic students moved from orange to green. Overall the campus

demonstrated accelerated mathematics growth as described by the dashboard. We will continue to leverage instructional supports such as IXL, tutoring, intersession, and summer programs (action 1.2) and literacy content specialists (action 1.7) to support students with English Language Arts.

With a decrease in chronic absenteeism of 10.4%, the indicator moved from orange to green for the "all students" group. Every group on campus was in green on this indicator. On the suspension indicator, the campus moved to yellow from blue with a .6% increase in suspension. Students with disabilities moved to orange from green in suspension. Action 2 in goal 1 (assistant principals) and action 2 in goal 2 social-emotional and behavior support will provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through action 2.2 (student belongingness activities) and action 2.6 will continue to support student engagement to address attendance and behavior through student access to clubs, field trips, extra and co-curricular activities, and hands-on activities through Makerspace.

The Dos Caminos academic indicators did not have any groups in red. The English Language Arts indicator was 15.3 points above standard and the "all students" placing the campus in green. Overall the campus demonstrated accelerated English Language Arts growth as described by the dashboard. Students in the socioeconomically disadvantaged group were previously in blue in the indicator and moved to yellow. Hispanic students moved from green to orange. This indicates the need for continued reading intervention supports (actions 1.2 instructional supports and 1.9, literacy intervention content specialists) have demonstrated impact and will continue to be supports. The math indicator for "all students" was previously in green moving to yellow with a decline of 10.9 points. The Hispanic/Latino student group remained in orange, indicating the need for math tutoring support, intersession, tutoring, and summer programs (action 1.2). The chronic absenteeism for "all students" moved from yellow to green, as chronic absenteeism decreased by a strong 10%. Hispanic/Latino students and students with disabilities were previously in orange on this indicator moving to yellow. The suspension indicator improved from yellow to green for the "all students group with a .6% suspension rate. White students were previously in orange for this indicator and moved to blue. Hispanic students moved from blue to yellow. Socioeconomically disadvantaged students moved from yellow to green. Action 2.2, social-emotional and behavior support, will provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through student belongingness activities (action 2.3) will provide greater access to clubs, field trips, extra and co-curricular activities, as well hands-on activities through Makerspace (action 2.6), are intended to better engage students demonstrating attendance challenges. The campus successfully implemented the third year of a dual language immersion model.

While the La Mariposa English language arts and Mathematics indicators were previously in the blue range for the "all students" group and decreased to green on the latest release, the Dashboard described the English Language Arts growth as exceptional and the mathematics growth as accelerated. The site's strong reading intervention model (action 1.9, literacy intervention content specialists and instructional supports action 1.2) have demonstrated impact and will continue to be supports. The students with disabilities group was previously in orange but moved to yellow in English Language Arts. Students with disabilities remained in orange for mathematics. The chronic absenteeism indicator is in green for "all students". English Learners, students of two or more races, socioeconomically disadvantaged students, and students with disabilities all moved to orange on this indicator. The suspension indicator moved to green from blue with socioeconomically disadvantaged students with disabilities moving to orange from blue. This demonstrates the need for action 2.2 (social-emotional and behavior support) which will continue to provide students and families with targeted outreach to address attendance and behavior needs. Increased connectedness activities through student belongingness activities (action 2.3) will continue to provide greater access to clubs, field trips, extra and co-curricular activities, as well as action 2.6 (Hands-on activities through Makerspace), are intended to

better engage students demonstrating attendance challenges.

Las Colinas made strong growth as measured by the dashboard with the English language arts indicator moving to blue from yellow and the mathematics indicator moving to green from orange for "all students". All student groups made progress on these indicators. Students with disabilities were in red in English Language Arts and mathematics and moved to orange on both indicators. English Learners were in red for both of these indicators and moved to yellow on both. Hispanic/Latino students moved from orange to green in English language arts and from orange to yellow in mathematics. Socioeconomically disadvantaged students were in orange on the math and ELA indicators and moved to yellow on both. Instructional supports such as the Skillbuilder series, IXL, tutoring, intersession, and summer programs (action 1.2) will continue to support students. This year, the site continued to provide opportunities for students with disabilities to participate in co-taught settings (action 1.5). In chronic absenteeism, Las Colinas moved from yellow to orange for "all students". Students with disabilities and socioeconomically disadvantaged students moved from yellow to red on this indicator. English Learners moved from orange to yellow. The suspension indicator remained in green. Asian students, English Learners, students of two or more races, and White students moved from orange to green on this indicator. Hispanic students moved from orange to yellow in chronic absenteeism. The movement of the chronic absenteeism and suspension indicator in a positive direction indicates the supports for student belonging are effective including assistant principals support (action 2.1), social-emotional and behavior support (action 2.2), student belongingness activities (action 2.3) and hands-on activities through Makerspace (action 2.6).

The Las Posas academic indicators remained in green for English language arts and mathematics. The English language arts indicator increased by 9.5 points and the mathematics indicator increased 13.7 points. The chronic absenteeism indicator moved to blue from yellow declining 8.1% from the previous year, indicating the effectiveness of actions 2.2 and 2.3. Students with disabilities moved to green from orange on this indicator. Students of two or more races moved from yellow to orange in chronic absenteeism. The suspension indicator for "all students" improved to green. Students of two or more races moved from orange to blue. White students moved from orange to green. African American students and socioeconomically disadvantaged students moved from yellow to orange, indicating the need for greater support. There are no indicators or student groups in red. The site's strong reading intervention model (action 1.2, instructional supports and action 1.9, literacy intervention content specialists) have demonstrated impact and will continue to be supports.

The Los Primeros academic indicators are green for English language arts and mathematics in the "all students" group. There were no students in red in the academic indicators; however, students with disabilities moved from yellow to orange. Overall, the instructional supports provided through reading intervention and tutoring supports (actions 1.2 and 1.9) are supporting students. There is the need to see how these supports are working for students with disabilities. The chronic absenteeism indicator remains in green for "all students". Asian students and students moved from green to orange, and students with disabilities moved from yellow to orange on this indicator. Socioeconomically disadvantaged students moved to yellow from orange in chronic absenteeism. The suspension indicator moved from yellow to orange for "all students". Students of two or more races improved moving from orange to yellow. White students were previously in the orange performance level on this indicator and moved to green. Hispanic students, socioeconomically disadvantaged students, and students with disabilities moved to orange from stronger levels of performance. Action 2.2 (social-emotional and behavior support) has provided students and families with targeted outreach to address attendance needs. Increased connectedness activities through student belongingness activities (action 2.3) provided greater access to clubs, field trips, extra and co-curricular activities, as well as hands-on activities through Makerspace (action 2.6).

Monte Vista experienced strong growth on the Dashboard, resulting in the designation as a California Distinguished School. The English

language arts indicator improved from yellow to green for "all students", and the mathematics indicator for "all students" increased from orange to yellow. Hispanic/Latino students and socioeconomically disadvantaged students moved to yellow from the orange level of performance. Students with disabilities remained in red. In mathematics, socioeconomically disadvantaged students improved from orange to yellow in this indicator. English Learners decreased to red. Students with disabilities remained in orange in mathematics. Instructional supports such as Khanmigo, IXL, tutoring, intersessions, summer programming and the site's intervention/enrichment model will continue to support students. The math content specialist will provide teachers with additional tools and scaffolds to support mathematical achievement. In the chronic absenteeism indicator, the "all students" group was previously in green but moved to the yellow performance level with students with disabilities in orange. Hispanic students and socioeconomically disadvantaged students moved to yellow on this indicator from orange. English learners moved from red to green on this indicator. The suspension indicator increased two levels moving to green for the "all students" group. English learners and homeless students increased to green from orange on this indicator. Students with disabilities remain in the orange level of performance. Targeted support through counseling and social work services (action 2.2) continues to target this need. Assistant principals and social-emotional and behavior support (actions 2.1 and 2.2) provide students and families with targeted outreach to address attendance and behavior needs. Increased connectedness activities through student belongingness activities (action 2.3) will provide greater access to clubs, field trips, sports, extra and co-curricular activities, as well as hands-on activities through Makerspace (action 2.6). Increased transportation to remove attendance barriers (action 2.5) also supports these objectives. The English Learner Progress moved from yellow to blue demonstrating the strong support of the English Learner program and supports (action 2.11).

The Pleasant Valley School of Engineering and Arts English Language Arts indicator for "all students" fell from yellow to orange which demonstrates a decrease of 7.3 points. Action 1.7 (literacy content specialists) will continue to support students with English Language Arts through targeted intervention. Students with disabilities were previously in red on the ELA indicator and moved to orange. English Learners, Hispanic students, Socioeconomically disadvantaged students, and white students were in the orange level of performance in English language arts. White students were previously in blue in this indicator. On the mathematics indicator, the "all students" performance level improved from orange to yellow. Students with disabilities moved to orange from red, and English learners moved from red to yellow on this indicator. Hispanic/Latino students and socioeconomically disadvantaged students moved to yellow from the orange performance level. The math performance has been supported by the math content specialist who provides teachers with additional tools. Instructional supports (coaching, modeling, lesson support). Additionally, IXL, tutoring, intersession, and summer programs (action 1.2) provide targeted intervention for students. The English Learner progress indicator was highly volatile moving from blue to red on the campus. The instructional supports provided must be examined to ensure English Learners are accessing them. The campus remained in yellow for the "all students" group in chronic absenteeism. Students with disabilities remained in the red level of performance. Hispanic and white students were in the orange level on the chronic absenteeism indicator. Targeted social worker and counseling support on the campus will need to be leveraged through action 2.2. The suspension indicator for "all students" is in orange with Hispanic/Latino students, White students, and socioeconomically disadvantaged students in the orange level of performance. Students with disabilities decreased a level to red. Action 2.1 (assistant principals) and social-emotional and behavior support (action 2.2) provide students and families with targeted outreach to support behavior needs. The increased connectedness activities through student belongingness activities (action 2.3) provide greater opportunities for engagement through clubs, sports, field trips, extra and co-curricular activities, as well as hands-on activities through Makerspace (action 2.6). Increased transportation to remove attendance barriers (action 2.5) will also support these objectives.

Rancho Rosal's English language arts indicator moved from green to orange with a decrease of 13.8 performance points. Students with disabilities fell to the red level of performance. English learners, Hispanic students, and Socioeconomically disadvantaged students were in the orange performance level. The literacy intervention content specialist support (action 1.7) will continue to provide needed intervention

support. In mathematics, the "all students" performance level moved to yellow from green with a decline of 8.4 points. Students with disabilities fell to the red level of performance on this indicator. Hispanic students and Socioeconomically disadvantaged students declined to the orange level of performance. English learners were previously in the orange and moved to the yellow level of performance for this indicator. The English Learner Progress Indicator moved orange to yellow. Instructional supports such as IXL, tutoring, intersession, and summer programs (action 2.1) will continue to provide targeted intervention for students. Additionally, the expansion of co-teaching opportunities (action 1.5) will support students with disabilities and will need to be closely monitored. The chronic absenteeism indicator on the campus remained in the yellow level. English learners had previously been in yellow on this indicator and moved to red. Students with disabilities moved to orange from the red performance level for this indicator. Hispanic/Latino students improved to yellow from orange in this indicator. White students increased from orange to green on this indicator. Social-emotional and behavior support (Action 2.2) will continue to provide students and families with targeted outreach to address attendance needs. Increased connectedness activities through student belongingness activities (action 2.3) will provide greater access to clubs, field trips, extra and co-curricular activities, and hands-on activities through Makerspace (action 2.3) will target increased engagement. Increased transportation to remove attendance barriers (action 2.5) will continue to support these objectives. On the suspension indicator, the campus remained in yellow for the "all students" performance level. Students with disabilities and homeless students remained in the orange performance level on this indicator. Access to counseling support (action 2.2) and assistant principal behavioral support (action 2.1) will target this need.

Santa Rosa Technology Magnet's English language arts and mathematics indicators moved from the blue performance category to the green level in both indicators with decreases of 9.9 and 7.5 points respectively. There were no indicators or student groups in red. In mathematics, students with disabilities declined from green to orange. The literacy intervention support (action 1.7) and other instruction supports such as tutoring, IXL, intersession, and summer school (action 1.2) will continue as a support. The chronic absenteeism indicator decreased from blue to orange with Hispanic students, socioeconomically disadvantaged students, and students with disabilities in orange. The increased connectedness activities through student belongingness activities (action 2.3) provide greater opportunities for engagement through clubs, sports, field trips, extra and co-curricular activities, as well as hands-on activities through Makerspace (action 2.6). On the suspension indicator, the campus moved from blue to green for "all students" on this indicator. White students were previously in orange and moved to blue on this indicator. Students of two or more races moved from blue to orange in suspension. Access to counseling (action 2.2) will continue to support this need in addition to The campus is in the second year of a coding immersion model. The model was designed by the site and is a staff capacity building model.

At Tierra Linda, the English language arts and math indicators moved from blue to green for the "all students" performance level. There are no groups in red or orange in English Language Arts. In mathematics, students with disabilities remained in orange on this indicator. The strong WIN (What I Need) model coupled with the literacy intervention content specialist support (action 1.7), and other instructional supports like IXL, intersession, and summer school (action 1.2) continue to support the site. The chronic absenteeism indicator for "all students" remained in green. Students of two or more races continued to be in the orange performance level on this indicator. The suspension indicator on the site improved two levels moving from orange to green. Students with disabilities and White students were previously in the red performance level and improved to the orange level on the suspension indicator. Access to counseling support (action 2.2) and assistant principal behavioral support (action 2.1) will support students. The increased connectedness activities through student belongingness activities (action 2.3) provide greater opportunities for engagement through clubs, sports, field trips, extra and co-curricular activities, as well as hands-on activities through Makerspace (action 2.6) will target attendance and behavior needs.

LEA Reflections 2023-24

The following notes student groups within PVSD that received the lowest level of performance (red or very low) on one of more indicators on the 2023 California Dashboard:

ELA: Students with disabilities

Chronic Absenteeism: Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged

The following schools that received the lowest level of performance (red or very low) one one or more indicators on the 2023 California Dashboard:

Pleasant Valley School of Engineering and Arts:

English Learner Progress

Chronic Absenteeism

Rancho Rosal

English Learner Progress

The following notes any student group that received the lowest level of performance (red or very low) within an individual school on the 2023 California Dashboard:

Camarillo Heights:

English Language Arts: Students with Disabilities

Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged

Dos Caminos:

Chronic Absenteeism: Socioeconomically Disadvantaged Students

La Mariposa:

Chronic Absenteeism: Students with Disabilities, White students

Las Colinas:

English Language Arts: Students with Disabilities

Mathematics: Students with Disabilities

Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged Students, Students with Disabilities

Suspension: Socioeconomically Disadvantaged Students

Los Primeros:

Chronic Absenteeism: Hispanic/Latino

Monte Vista:

English Language Arts: Students with Disabilities

Mathematics: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities

Chronic Absenteeism: Students with Disabilities, White Students

Pleasant Valley School of Engineering and Arts

English Language Arts: Students with Disabilities

Chronic Absenteeism: Hispanic/Latino, Socioeconomically Disadvantaged Students

Rancho Rosal

English Language Arts: English Learners, Students with Disabilities

Mathematics: Students with Disabilities.

Chronic Absenteeism: English Learners and Socioeconomically Disadvantaged students

Tierra Linda

Chronic Absenteeism: Socioeconomically Disadvantaged Students

Suspension indicator: Students with Disabilities

Reflections: Technical Assistance

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

PVSD was not identified for technical assistance in the California Department of Education's 2025 report for the 2026-27 year.

Previously, PVSD had been identified for Differentiated Assistance for outcomes related to Long-Term English Learners in four indicators: ELA, Math, Chronic Absenteeism, and Suspension. We were also identified for Students with Disabilities in the ELA, Math, and Chronic absenteeism indicators. Concurrently, as part of the compliance indicator monitoring (CIM) process, there has been an opportunity to weave this work together. We have worked with support providers from both VCSELPA and leadership from the Ventura County Office of Education Educational Services branch.

While PVSD no longer is identified for technical assistance, the work will continue through the actions noted below.

Action 1.2: Instructional supports will provide ELA and math support for Long-term English Learners and Students with Disabilities.

Action 1.5: Increase opportunities for co-teaching and inclusion, will support Students with Disabilities.

Action:1.6: Writing focus through professional learning communities.

Action 1.8: Data days through professional learning communities

Action 1.9: Instructional coaching and intervention supports

Action 1.11: Programmatic and curricular English Learner supports

Action 2.1: Behavior supports

Action 2.2: Social-emotional and mental health supports

Action 2.3: Student belongingness activities

- Action 2.4: Tiered Systems of Support- Collaborative Success Team meetings
- Action 2.5: Transportation support
- Action 2.7: Behavior, engagement, and inclusive practices training
- Action 3.3: Family and community engagement

All sites began with the examination of their Dashboards and worked on a root cause analysis. To truly understand the experiences of this group of students, principals engaged in a day of shadowing of a long-term English Learner. Through this analysis, three major themes arose. First, it is clear that there is a gap related to discourse opportunities in the classroom. Principals will support teachers on bringing this to the forefront and making discourse an emphasis. Long-term English learners expressed needed support in understanding the why of academics. Additionally, there is a gap in how connected PVSD long-term English learners are to the school environment. To bridge these gaps, counselors will conduct check-ins with them. This year, in response to the differentiated assistance identification, school sites conducted LTEL data chats using a structured protocol. The purpose of this data chat is to have a conversation with students identified as LTELs to apprise them of their EL status and their path to reclassification. During this chat, the staff member discussed what it means to be reclassified and what EL status will mean in high school (ELD class or LTEL class period in addition to ELA which takes the place of an elective). The staff member reviewed the reclassification criteria and the most recent CAASPP, ELPAC, and IXL Diagnostic data to determine what is needed to meet the reclassification criteria. Additionally, students shared study habits that they currently employ, identified what supports would be helpful, and developed a strategy for demonstrating knowledge on the upcoming ELPAC and CAASPP assessments. Many students shared that they have not tried their best on the ELPAC, as they did not know why they were taking the test. These conversations yielded strong impact as the 2025 Dashboard showed that the LTEL group moved from red to blue.

Working to support our students with disabilities, principals also had the choice to shadow a student with a disability. In gathering data through multiple sources, it appears that the differentiated assistance identification for this group could partly be attributed to lower CAASPP participation rates. Principals intentionally addressed this through parent conversations and by connecting students with supports to ease anxiety around testing. Additionally, the special education director worked with case managers to ameliorate this. Due to this work, all sites met the 95% participation rate on CAASPP.

Principals continued to participate in leadership cycles based on observation and feedback. A next step with this work will be to direct these observation and feedback cycles to support long-term English learners and students with disabilities. We look forward to continued collaboration with our county office of education as we endeavor to close the gaps for our long-term English learners and students with disabilities.

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

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and families	The 2026 LCAP family/community survey was launched which yielded (1023) responses.
Students	To capture a more comprehensive picture of the student experience and to inform the development of the LCAP, all site leaders conducted shadowing experiences of students in early spring of 2026. Site leaders reviewed their 2025 Dashboard data to examine which groups were in need of additional attention. Based on this analysis, they conducted a shadowing experience of a student from this group to seek understanding of their needs. The superintendent student advisory, which includes students from the five middle school serving campuses met three times (October 9, 2025; January 29, 2026; and April 30, 2026) to provide perspectives on student needs. In addition, schools held site-specific student advisories. PVSD transitioned to the yearly administration of the California Healthy Kids survey. The numbers of students responding to the survey in 2026 exceeded the number of students who responded in 2025. The assistant superintendent in conjunction with site leadership conducted two focus group sessions with students who had previously used hate speech

Educational Partner(s)	Process for Engagement
Community members	Community members are provided engagement opportunities throughout the year through membership in the PTA Superintendent's Roundtable and LCAP Advisory Committee meetings. The superintendent hosted focus groups this year with parents of students impacted by hate speech.
Certificated Staff/ Bargaining Unit	The teacher advisory committee includes teachers from all eleven school sites. The structure provides direct input during meetings on LCAP-connected topics. Additionally, staff provide input into priorities through direct involvement in LCAP advisory committee meetings. Certificated staff had the opportunity to participate in the LCAP certificated survey. This year, 242 certificated staff completed the survey. The District's inclusive practices task provides another mechanism for staff to provide input as it relates to supporting all students through universal design for learning and inclusive practices. The PVSD grade level lead structure captures the curricular voices of campuses. Through a representative structure grade-level lead meetings provide the opportunity for additional input into professional learning. The Certificated LCAP survey included questions about professional learning needs. The grade level leads reviewed this information. After each professional learning session that is provided on professional development days, certificated staff receive a survey to provide input on the effectiveness of the professional learning sessions and to inquire about additional needs.
Classified Staff	Classified personnel had the opportunity to provide input through the classified LCAP survey. The survey mostly included closed-response items, although an open-response item was connected to querying their needs with specific professional learning. This year, 151

Educational Partner(s)	Process for Engagement
	classified employees took the survey, which is consistent with last year's number of participants at 158. An overview of the data was provided to the PVSD Classified Personnel Commission on May 20, 2026. The school administrative office assistants, who play a key role in the operations of each campus, reviewed LCAP survey data at the April 30, 2026 meeting. Their input was gathered as part of this review.
District Leadership and School Site Leaders (Principals)	The LCAP and related data was regularly discussed at district leadership and instructional leadership meetings including on the following dates: August 5, 2025; August 8, 2025, September 17, 2025; October 15, 2025; November 19, 2025; January 17, 2025; January 29, 2025; February 12, 2025; March 18, 2026; and April 20, 2025.
District English Learner Advisory Committee (DELAC)	DELAC meetings provided a strong lens for parental input. Staff reviewed achievement information with the DELAC and provided DELAC with survey information regarding English Learner priorities. Additionally, DELAC developed the English Learner program survey that gives key insights into English Learner needs across campuses. DELAC meetings where LCAP or LCAP metrics were discussed took place on October 8, 2024; November 5, 2024; January 7, 2025; March 4, 2025; and May 6, 2025.
LCAP District Advisory Committee	The District LCAP advisory committee met six times this year. Each meeting provided committee members with current information regarding student achievement, absenteeism, and behavior. The committee helped to create the survey instrument that was sent to all families. At each meeting, committee members had processing activities that led to LCAP priorities from the group. Meetings were held on the following dates October 22, 2025; November 19, 2025; January 14, 2026; March 2026; and May 20, 2026.
PTA Roundtable	The PTA Roundtable included parent leaders from all eleven campuses in addition to community partners. This advisory meets monthly. Information regarding student achievement, LCAP

Educational Partner(s)	Process for Engagement
	development, and the opportunity for input were sought and discussed through this structure. Roundtable meetings where LCAP-related information was discussed took place on November 7, 2025 (CAASPP data results were reviewed); January 9, 2026 (information provided regarding student writing progress); February 6, 2026 (midyear assessments and items for the LCAP survey were discussed); and April 4, 2025 (LCAP survey results were shared).
Special Education Local Plan Area (VCOE SELPA)	A SELPA consultation meeting was held on May 11, 2026.
Parents of Students with Disabilities (SEDAC)	PVSD hosts a special education district advisory community (SEDAC) for parents and/or guardians of students with disabilities. This committee meets throughout the year. At the January 22, 2026 meeting, California Dashboard data as related to special education students was discussed with parents in addition to data regarding compliance improvement monitoring processes. Staff shared data from the LCAP survey specifically disaggregated by Special Education parent responses at the March 19, 2026 meeting.
PVSD Board of Education	The LCAP and LCAP connected-topics such as progress on metrics was discussed on the following dates: *August 21, 2025 : Board received information on English Learner Program survey. *October 13, 2025: Educational Services subcommittee received information on student outcomes on the California Assessment of Student Progress and Performance (CAASPP). *October 16, 2025: Board received information on student outcomes on the California Assessment of Student Progress and Performance (CAASPP) and results for the California Healthy Kids Survey (CHKS). *November 20, 2025: Board received information regarding the California Dashboard and student metric performance for quarter 1. *December 18, 2025: Board received information regarding benchmark assessment data for assessment period 1. *January 15, 2026 : Board received information on student metric performance for trimester 3. *February 12, 2026: Board received information regard the LCAP mid-year report.

Educational Partner(s)	Process for Engagement
	*April 16, 2026: Board received information on student metric performance for trimester 2 and LCAP development information. *May 19, 2026: Educational Services subcommittee meeting to discuss the LCAP was held on May 20, 2026. *May 21, 2026 : Board received information on student metric performance for quarter 3.

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

Through ongoing collaboration with students, parents, staff, and community members in the 2025-26 school year, PVSD gathered valuable feedback and input to inform the review and revision of the plan for its final year of implementation. Additionally, a community survey, certificated survey, and classified survey were administered. Site leaders also conducted fidelity checks with their teams to monitor progress on the LCAP. A multitude of meetings were conducted throughout the year, both at the site and district level, with discussions centered on LCAP progress toward actions and metrics as well as the continued development of the LCAP. These conversations provided a broad range of perspectives that helped shape the revised plan.

The following summarizes how community and partner engagement informed each goal and the related metrics and actions within this LCAP revision.

Goal One: PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

The student advisory, LCAP community survey, and teacher feedback through advisory structures, including the AI/technology committee, have shared that there is a need to reconsider the amount of time that students spend on technology platforms. The AI/technology committee will work to identify and support practices and professional learning related to decreasing the amount of time students spend on devices. This was clarified in action 1.1. Additionally, students from the student advisory committee identified that they would like more hands-on learning opportunities to be provided.

Parent feedback via the LCAP survey elucidated a theme of needing additional support for middle school students in mathematics. While the Khanmigo platform did not yield the outcomes intended, there is an opportunity to explore other support mechanisms. Action 1.2 was revised based on this input to include a mathematics bridge for students in 7th grade who with extra support in the summer could matriculate into a math 1 course in 8th grade. The mathematics content specialist (action 1.9) will support teachers with these needs in addition to the math materials pilot for grades 6-8 which will occur in the 26-27 school year.

Parents who participate in the special educational district advisory committee indicated the important of the district continuing to support inclusive practices and the work that has been done on expanding the continuum of services so that special education students have greater

opportunities for inclusion in the general education setting. Action 1.5 will support this need through professional learning and program specialist support.

Through the LCAP survey and professional development post surveys, teachers shared that writing continues to be an area where additional support is needed and that teachers valued the calibration of writing across the district. Action 1.6 will support the implementation of the Mystery Writing program in addition to remaining a focus of professional learning community work.

In the analysis of data, leadership groups shared that the reading outcomes have not rebounded to pre-pandemic levels. With PVSD embarking on deep professional learning in the 26-27 school year for all TK-5 teachers on the science of reading, literacy intervention content specialists to support teachers with coaching, modeling and continuing to provide direct support (action 1.9)

Feedback from both the District English Learner Advisory Committee and data from the English Learner program assessment indicate that there is a continued need for the after school newcomer academy programs to support English Learners as well as the importance of direct support from the English Learner content specialist in supporting students with their programming. Parents shared their students, who are English Learners, benefitted from the data chats that were provided to middle school students so that they would have a more clear understanding of the ELPAC. We will expand these efforts to students in grades 4 and 5 who are at-risk of becoming Long term English Learners (LTELs) based on this feedback.

Data from student focus groups indicates the need to provide culturally responsive instruction as a means to better understand and engage students. Action 1.7 has been adjusted to reflect this feedback.

Goal Two: PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

Survey data and metric data indicate the continued need for behavioral supports. The teacher advisory and LCAP community advisory committee also identified this as a need. Action 2.1, behavioral supports will continue as a support.

The LCAP survey indicates that there is inconsistency with the implementation of field trips on middle school campuses. Moving into the 26-27 school year, action 2.3 will be adjusted so that there is greater consistency and opportunity for fieldtrips at the comprehensive middle schools. Additionally, based on feedback from the District English Learner Advisory committee, action 2.3 has been expanded to include tournaments and intramurals as a part of the sports offerings on campuses.

The District LCAP community advisory members, students and staff (through the certificated survey) have indicated that the counseling and mental health supports (action 2.2) on campuses are beneficial. These services have been continued through supplemental and LREBG funds.

The students in the student advisory indicated that the MakerSpace activities (action 2.6) offered are engaging. This service will continue with additional opportunities for MakerSpace instructional assistants to build capacity to create these experiences for students.

Goal Three: PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

The District English Learner Advisory Committee examined survey questions for the English Learner Program needs assessment, which informs the development of the LCAP. As a result, two new questions were added to the survey. Similarly, the District LCAP Advisory committee reformulated the community survey to include open-ended questions and provide greater clarity on some items.

Goal Four

The District English Learner Advisory Committee provided feedback that the supplemental services provided to English Learners are supporting them well, including the distribution of services and funds based on high needs pupils on the campuses.

Previous feedback from LCAP development during the 2024-25 school year can be found below.

PVSD values the feedback and input provided through meaningful engagement with students, parents, staff, and the community. In the examination and subsequent revision of the plan to inform year two of its implementation, PVSD engaged with a wide variety of groups. There were more than forty meetings throughout the year where LCAP progress towards actions and metrics and direct LCAP development discussions were the focus. This yielded a panoramic perspective that informed plan development.

The following is a distillation of how the community and partner engagement support informed each goal of this LCAP revision.

Goal One: PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

During the midyear fidelity checks, principals shared challenges of plan actions that were challenging to implement or that weren't yielding the level of impact anticipated. Providing tutoring that was intentional and focused was a concern. Some campuses struggle more with securing faculty to provide this service than others due the size of the campus. Teams also discussed whether the use of Khanmigo to support in-time tutoring opportunities might provide greater reach and instructional connection for students at the middle school levels. The examination of data in middle school mathematics also revealed the need for greater support in this area. Students from the student advisory shared that math is challenging and that more support is needed. The LCAP community survey accentuated this need with mathematics being the area of greatest academic need that parents/community members highlighted. At the May DELAC meeting, after the LCAP draft was reviewed, parents were given a preview of the Khanmigo platform. They were very excited about its potential. They shared that their students are able to access mathematical concepts using a variety of strategies. The math content specialist will continue to support the implementation of rich math tasks and the new mathematics framework. This support will be provided through action 1.2.

Parents from the District English Learner advisory expressed the need for continuing summer school programming, English learner support classes, and intersessions. This will continue through action 1.2. Data from the English Learner Needs assessment revealed parents value the reading and language supports students are provided, particularly small group instruction. PVSD will continue to have literacy intervention content specialist support on the campuses through action 1.7.

With the 2025-26 implementation of the Universal Reading Difficulties Screener, which was discussed with Roundtable and the LCAP Advisory, there is a continued need for literacy intervention content specialist support and instructional coach support. Administrators have

expressed the importance of teachers participating in professional learning communities, particularly the need for more clearly defining this structure in middle school. This work will continue through action 1.8. Additionally, there is a need for increasing access for students with disabilities to have greater opportunities for inclusion, which the Inclusive Practices task force illuminated as a need. This will require additional support in universal design for learning and creating access points for teachers which will be addressed through actions 1.4 and 1.5. With the addition of learning centers and continued co-teaching models, this will necessitate administrative support to successfully implement. To this end, action 1.5 will be more strongly supported through the Learning Recovery Block grant funds.

Another highlighted area of need is in the area of writing. Teachers and parents have provided feedback in meetings and through surveys about this needing to be an area of focus. This iteration of the LCAP will include an action related to a supplemental writing program to support students, primarily those with high needs, in this area, as the survey input indicated this is the greatest area of need. Parents of English learners shared that writing is the area of most needed support for students. PVSD will be piloting a supplemental writing program in the 25-26 school year to help address this need which will be provided through action 1.6.

One metric that will be changed as a result of our consultation with teachers is the metric related to interim comprehensive assessments. Teachers were surveyed to inquire about their preferences regarding whether interim assessment blocks or locally created benchmarks were more useful. The majority shared that the creation of benchmark assessments would be useful; however, many also felt students needed familiarity with the CAASPP platform, so the IABs were necessary. To bridge this, students in grades 3-8 will take two locally-created benchmarks and one constructed response interim assessment block (IAB). This will be provided through action 1.8.

Goal Two: PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students

While student behavioral data is trending in the right direction, the LCAP surveys for both the community and staff elucidate the need for continued behavioral support. Cabinet, leadership, and site level feedback indicate that the extended supports are needed. Assistant principals will continue to be provided using LREBG funds through the 25-26 school as will behavior support staff including Board Certified Behavior Analysts and Registered Behavior Technicians. These services are found in action 2.1 and will be further bolstered through LREBG.

Similarly, feedback from parents, staff, and surveys shows the need to continue with the expanded counseling services offered in action 2.2. Through Expanded-Learning Opportunity Grant funds and Learning Recovery Educational Grant Block funds, two counseling positions that will support students during the day and after hours will be provided to students from campuses with high needs.

Students from the student advisory shared that activities during the day and after school are meaningful and make students want to come to school. They also shared that their extension, exploratory, and elective courses can be engaging; however, students from some sites requested that the opportunities be expanded. In working to better engage middle school students, sites will explore ways to provide more opportunities through intervention, extension, and enrichment time. The No Place for Hate initiative is implemented throughout the district, although there is room for this to grow. Connectedness funding through action 2.3 will specifically address these needs.

Parents from Roundtable, LCAP advisory and District English Learner advisory echoed the importance of creating meaningful opportunities through clubs, MakerSpace, field trips, and sports. The continuation of MakerSpace Instructional Assistants through action 2.6 provides the opportunity to provide MakerSpace activities that engage while also supporting instruction.

PVSD has worked closely with the Somis Ranch administration as students have entered PVSD schools throughout the year. A barrier to attendance is the distance for students. A route was added to support this, and based on analysis of need, this will continue in this LCAP update in action 2.6.

Teachers and parents representing the superintendent's roundtable expressed the importance of having access to social emotional and behavioral supports such as counselors, social workers, and assistant principals. These services will continue through actions 2.1 (social emotional and mental health supports) and 2.2 (assistant principals and behavior supports)

Parents from the special education district advisory shared that they feel more should be done at the site level to ensure students with disabilities and their families are connected to site activities. Through the connectedness funds (action 2.3), principals can craft activities that are accessible to a wide array of students.

Goal Three: PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Parents of English Learners shared that students need tools to support them with practice at home. The Family Literacy Project will continue to be offered to support this. Parents of English Learners shared that they have access to understandable information. They shared that the translator support is very important. The bilingual translator will continue to support through action 3.4. Parents shared that communication is excellent from the district and the school site. Parents appreciate the weekly messaging from the schools.

Parents reported on the English Learner Needs assessment that they feel welcomed at school and have opportunities to connect and participate. We will continue the work of the parent engagement coordinator to support these efforts in action 3.3.

The superintendent held four focus group sessions this year with parents of students impacted by incidents of hate speech. Parents shared the need to ensure positive representation of different groups of people when selecting literature. PVSD will continue work in this area through action 3.6.

Goal Four: PVSD will allocate and monitor budget resources focusing on equity, transparency, and responsiveness to state fiscal conditions.

Parents and classified staff highly ranked the question regarding the district's need to be fiscally responsible. Actions in goal four will continue supporting principals with budget monitoring and management.

Public Hearing Date: 6/11/2026

Public Adoption Date: 6/18/2026

A public hearing on the Local Control Accountability Plan was held on June 11th.

Previous feedback from LCAP development during the 2023-24 school year can be found below.

Based on discussions with the LCAP Advisory Committee and Leadership, the decision was made to eliminate goal four (professional learning) from the previous plan. The professional learning actions will be embedded into plan goals. The goal language for goals one, two, and three was developed as a result of collaboration with the LCAP District Advisory Committee. The committee and leadership teams solidified the decision to bundle related actions and services in order to provide a more streamlined plan, particularly given the granularity of the previous plan.

All school sites met with their school site councils and/or leadership teams to complete a mid-year LCAP fidelity check. This document delineates all of the actions and services in the LCAP and teams must respond to the level of implementation as well as the next steps in that action or service. This provided an additional layer of data in considering whether plan actions needed to be reworked, expanded, or abandoned.

The following provides a distillation of how partner engagement influenced the development of goals and actions in this new three-year plan.

Goal One: PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

Parents noted the desire and need for continuous growth in programs and academics districtwide, which is the backbone of goal one.

The certificated staff survey indicated that writing instruction is an area of needed focus and attention for professional learning. (Actions 4 and 6). Similarly, parents and staff noted that students need additional support with writing. This will be an area of focus and was key in the selection of the CAASPP writing claim as a new metric in goal one. As part of this action, teams will collaborate during meetings where writing samples are examined across grade levels.

The student shadowing experiences provided a unique view into the student experience. Based on the findings of administrators who conducted these opportunities, it was noted that there is an engagement gap related to instruction. This helped to shape and inform conversations that the LCAP District Advisory Committee had when developing goal one. Consequently, training on engagement strategies will occur, including the incorporation of art into learning activities and content.

English Learner content support and access to summer programs and homework/tutoring support were noted as priorities by the District English Language Advisory Committee. These have been included as actions two and thirteen.

Given PVSD's movement towards increasing opportunities for inclusion, data from the teacher survey indicates there is a need for professional learning in this area, which will be addressed in goal one(actions four and five). Parents of students with disabilities would like to see inclusion efforts continue to increase in tandem with teacher and paraprofessional training, thereby supporting the inclusion of this action.

Principals expressed the value of having dedicated time during the day to review data with teams. Action 8 in Goal 1 will provide each site with specific data days. Teams will examine metric data progress during these days.

In the examination of the certificated and parent surveys, respondents strongly indicated the importance of providing reading intervention specialist support (action nine).

As we selected metrics for evaluation of goal one, and upon consulting with the Ventura County Office of Education, PVSD will capture CAASPP and CAST data, not only through meets/exceeds aggregated percentages, but also through distance from standard. The continued inclusion of D/F grades using a trend analysis is a result of discussion at the Educational Services subcommittee meeting.

Goal Two: PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

The community survey provided insights into the need for increased engagement opportunities for students. The wording of Goal 2 as influenced by this perspective and went through multiple iterations at the LCAP District Advisory Committee meetings.

Certificated staff and classified staff agreed that it is important for students to have access to clubs and activities to support student engagement and attendance. Connectedness activities such as Makerspace, clubs, and field trips will be provided through action three. As a result of the feedback from the students who were involved in the shadowing process or empathy interviews and in tandem with principal feedback, the student shadowing will now be part of Action 3. Students on the advisory committee noted that they would like to expand the advisory to include more meetings per year. Additionally, to expand student voice in day-to-day decisions, all school sites will have a student advisory in addition to the superintendent student advisory (Action three).

Leadership, staff (both classified and certificated), and parents punctuated the importance of having additional behavioral support and an array of social-emotional and mental health supports for students. Therefore, additional administrative support for behavior has been incorporated as Action 1 of the goal. Social-emotional and mental health supports have been incorporated into action two.

Leadership and staff expressed the need to continue to expand and clarify collaborative success team (CST) meetings as part of the PVSD Multi-Tiered Systems of Support (MTSS). Action 4 will provide sites with time to schedule CST meetings.

Administrators expressed they would like continued training on responding to incidents in an informed and culturally responsive way. This will be included in Action 7.

Goal three: PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

The wording of this goal was refined at the LCAP District Advisory Committee.

Both certificated and classified personnel noted the benefit of Parent University as an effective continued strategy. Additionally, parents shared they believe that community and parental involvement are assets. Therefore, Action 3 will provide Parent University and will be organized by the Family and Community Engagement Coordinator. Ensuring multiple means of communication was a priority expressed by staff and parents. Action 2 of the goal will support communication structures. The District English Learner Advisory Committee shared the

importance of having access to translation and translated materials. Action 3 will support this. Additionally, a question assessing access to understandable materials will be added to the English Learner program survey.

Goal Four: PVSD will allocate and monitor budget resources focusing on equity, transparency, and responsiveness to state fiscal conditions.

The parent survey noted the importance of maintaining a sound fiscal budget, which is the focus of Goal 4. This was echoed strongly in the classified staff survey. Administrators also noted the need for continued training on understanding school budgets, which will be provided through Action 2 in Goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Pleasant Valley School District (PVSD) vision of "Excellence for All", provides the foundation for this academic goal. While PVSD is making strides in student achievement, in the examination of the California Dashboard and other sources, while strong gains have been made, there continue to be opportunities to increase student outcomes. PVSD made strong gains in supporting long-term English Learners and students with disabilities over the past year. The academic performance of English learners and students with exceptional needs continues to be a growth opportunity for PVSD. Additionally, there are specific campus-specific performance gaps that are an opportunity for PVSD. The D/F rate is an area that helps inform this work at the middle school level.

PVSD continues to work towards the operationalization of Professional Learning Communities focused on the four essential questions (DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006):

1. What do we want students to know?
2. How will we know when they have learned it?
3. How will we respond if they have not learned it?
4. How will we respond if they have learned it?

The LCAP survey queried teachers on the implementation of Professional Learning Communities. On the 2026 survey, there was strong movement of teachers +6% who moved into the highest tier of implementation of PLCs which includes: regularly creating common assessment based on defined success criteria, reviewing the data from these assessments, and planning for instruction, intervention, and enrichment together based on the analysis of these assessments.

As we examine performance in specific content areas, writing continues to be an area of focus that must be targeted for all students. Staff report that students have become more tech-dependent, and this has impacted writing fluency. PVSD will work to ensure there is a better balance of technology use throughout the instructional program. Reading instructional practices have shifted and will continue to shift, as the

state implements the new state literacy plan and roadmap. This is compounded by the implementation of the reading difficulties screener beginning next year.

In mathematics, students continue to need support with application of math facts to problem-solving. There continues to be a specific need to clearly define the math supports used during elementary resource time.

Data from the California Healthy Kids Survey and qualitative data gathered through student shadowing, focus groups, and previous conducted empathy interviews highlight the need to provide students with academic experiences that are engaging, relevant, and to increase academic discourse. Through weekly prep time at the TK-5 grade levels, faculty are well-positioned to plan these experiences and connect them to data-informed cycles of inquiry. Both elementary and middle school students will have built-in enrichment and intervention structures during the instructional day that will be designed to be responsive to student needs and to increase student engagement. Master schedules are examined to ensure that students have broad course access to intervention and enrichment at the elementary level. At the middle school level, master schedules are examined through the Q Students Information System to ensure that schools are providing access to the arts, music, electives, CTE pathways, in addition to the core and physical education courses. Further support is provided for Long Term English Learners (LTEL), Homeless (HOM), and any (FY, EL, LI) dually-identified Students with Disabilities with a focus on closing achievement gaps through a cohesive instructional program centered on high-quality instruction and support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA % of student group meeting or exceeding ELA standards disaggregated by student group	2022-23 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 58.31% African American: 54.17% Asian: 78.36% English Learner: 12% Filipino: 79.34% Hispanic: 45.89% Unhoused: 39.73% Student with Disabilities: 18.88% Socioeconomically Disadvantaged: 41.98%	2023-24 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 60.26% African American: 49.41% Asian: 76.59% English Learner: 15.36% Filipino: 73.60% Hispanic: 47.41%	2024-25 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 60.40% African American: 53.68% Asian: 78.55% English Learner: 17.69% Filipino: 70.55% Hispanic: 47.75% Unhoused: 45.22%	Source: 2025-26 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 61.31% African American: 57.17% Asian: 81.36% English Learner: 15% Filipino: 82.34% Hispanic: 48.89% Unhoused: 42.73%	Source 2022-23--2024-25 CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: +2.09% African American: -.49% Asian: +.19% English Learner: +5.69% Filipino: -8.79% Hispanic: +1.66% Unhoused: +5.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 73.06% White: 64.70%	Unhoused: ***fewer than 11 students Student with Disabilities: 21.96% Socioeconomically Disadvantaged: 44.34% Two or More Races: 74.81% White: 69.06%	Student with Disabilities: 23.10% Socioeconomically Disadvantaged: 43.19% Two or More Races: 76.98% White: 68.19%	Student with Disabilities: 21.88% Socioeconomically Disadvantaged: 41.98% Two or More Races: 73.06% White: 64.70%	Socioeconomically Disadvantaged: +1.21% Two or More Races: +3.92% White: +3.49%
1.2	Academic Indicator (ELA)	Source: 2023 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District ALL: 15.7 EL: -46.1 FY: NA HOM: -23.8 LI: -21.5 SWD: -80.8 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)	Source: 2024 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District- Green ALL: 20.1 EL: -42.5 FY: NA HOM: -25.5 LI: -16.1 SWD: -78.7 Lowest performance (red indicator) on the	Source: 2025 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District- Green ALL: 21.8 EL: -35.9 FY: NA HOM: -24.1 LI: -15.6 SWD: -68.8 Lowest performance (red indicator) on the	Source: 2026 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District ALL: 25 EL: -37 FY: NA HOM: -14 LI: -11 SWD: -70 Lowest performance (red indicator) on the Dashboard -	Source: 2023 and 2025 CA Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS) District ALL: +6.1 EL: +10.2 FY: NA HOM: -.3 LI: +5.9 SWD: +12 Lowest performance (red indicator) on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District SWD: -80.8 School(s): Camarillo Heights STEM SWD: -87 Pleasant Valley ES EL: -91.9 SWD: -113.5 Las Colinas MS SWD: -106 Monte Vista MS SWD: -103.9	Dashboard - Distance from Standard (DFS) District- Red SWD: -78.7 Long-Term EL- 92.3 School(s): Camarillo Heights STEM- Red SWD: -86.9 Pleasant Valley School of Engineering and Arts- Red EL: -51.4 SWD: -114.7 Las Colinas MS- Red SWD: -117.6 EL:-71.2 Monte Vista MS SWD: -106.7	Dashboard - Distance from Standard (DFS) District- Yellow SWD: -68.8 Long-Term EL: - 57.4 School(s): Camarillo Heights STEM SWD: -86.4 Red Pleasant Valley School of Engineering and Arts EL: -55 Orange SWD: -79 Orange Las Colinas MS SWD: -74.4 Orange EL: - 22.4 Yellow Monte Vista MS SWD: -105.5 Red	Distance from Standard (DFS) District SWD: -70 School(s): Camarillo Heights STEM SWD: -77 Pleasant Valley ES EL: -82 SWD: -103 Las Colinas MS SWD: -106 Monte Vista MS SWD: -94	Dashboard - Distance from Standard (DFS) District SWD:+12 School(s): Camarillo Heights STEM SWD: +.6 Pleasant Valley ES EL: +36.9 SWD: -+34.5 Las Colinas MS SWD: +31.6 Monte Vista MS SWD: -1.6
1.3	CAASPP Writing Claim	Source 2022-23 CAASPP Writing Claim: "All student" group Above Standard: 23.97% Near Standard: 56.47%	Source 2023-24 CAASPP Writing Claim: "All student" group Above Standard: 26.68%	Source 2024-25 CAASPP Writing Claim: "All student" group Above Standard: 26.74%	Source 2026-27 CAASPP Writing Claim: "All student group" Above Standard: 28.97%	Source 2022-23-- 2024-25 CAASPP Writing Claim: "All student group" Above Standard: +2.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below Standard: 19.56% English Learners Above Standard: 1.92% Near Standard: 48.28% Below Standard: 49.81%	Near Standard: 52.61% Below Standard: 20.71% English Learners Above Standard: 3.07% Near Standard: 52.19% Below Standard: 44.74%	Near Standard: 53.96% Below Standard: 19.31% English Learners Above Standard: 5.35% Near Standard: 43.21% Below Standard: 51.44%	Near Standard: 53.47% Below Standard: 17.56% English Learners Above Standard: 3% Near Standard: 52% Below Standard: 45%	Near Standard: -2.51% Below Standard: -.25% English Learners Above Standard: +3.43% Near Standard: -5.07% Below Standard: +1.63 %
1.4	Grade 3 CAASPP ELA Data disaggregated by student group	2022-23 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 55.43% African American: 50% Asian: 63.42% English Learner: 15% Filipino: 76.20% Hispanic: 44.76% Unhoused: 25% Student with Disabilities: 24.73% Socioeconomically Disadvantaged: 41.63% Two or More Races: 67.30% White: 61.06%	2023-24 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 63.02% African American: 55.55% Asian: 70.58% English Learner: 15.38% Filipino: 70% Hispanic: 51.30% Unhoused: ***less than 11 students Student with Disabilities: 27.37% Socioeconomically Disadvantaged: 46.28%	2024-25 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 59.91% African American: 57.14% Asian: 73.17% English Learner: 27.58% Filipino: 50% Hispanic: 49.42% Unhoused: 35.29% Student with Disabilities: 34.04% Socioeconomically Disadvantaged: 43.48% Two or More Races: 82.35%	Source: 2026-27 ELA 3rd grade CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 58.43% African American: 53% Asian: 66.42% English Learner: 18% Filipino: 79.20% Hispanic: 47.76% Unhoused: 28% Student with Disabilities: 27.73% Socioeconomically Disadvantaged: 44.63%	Source 2022-23--2024-25 ELA CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: +4.48% African American: +7.14% Asian: +7.16% English Learner: +.38% Filipino: -26.20% Hispanic: +4.66% Unhoused: +10.29% Student with Disabilities: +9.31% Socioeconomically Disadvantaged: +1.85

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 75.67% White: 71.49%	White: 64.92%	Two or More Races: 70.30% White: 64.06%	Two or More Races: +15.05% White: +3.86%
1.5	Interim Comprehensive Assessment ELA	Baseline year 2024-25 (Percent of students achieving at meets/exceeds percentages)	N/A Metric changed to IAB and locally-created benchmark.	Benchmark period 1 3rd grade: 59% 4th grade: 59% 5th grade: 64% 6th grade: 62% 7th grade: 56% 8th grade: 68%	Source: 2026-27 ELA 3% above baseline for benchmark	N/A Metric changed to IAB and locally-created benchmark
1.6	CAASPP Math % of student group meeting or exceeding Math standard disaggregated by student groups	2022-23 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 47.45% African American: 38.89% Asian: 75.43% English Learner: 15% Filipino: 57.85% Hispanic: 32.60% Unhoused: 28% Student with Disabilities: 18.42% Socioeconomically Disadvantaged: 30.59% Two or More Races: 67.16% White: 55.57%	2023-24 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 49.28% African American: 41.17% Asian: 73.84% English Learner: 17.46% Filipino: 58.40% Hispanic: 34.14% Unhoused: ***fewer than 11 students	2024-25 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: 49.76% African American: 44.21% Asian: 74.10% English Learner: 19.53% Filipino: 61.24% Hispanic: 35.70% Unhoused: 32.17% Student with Disabilities: 17.77%	Source: 2026-27 Math CAASPP as found on CAASPP/ELPAC ETS reporting website All students: 50.45% African American: 41.89% Asian: 78.43% English Learner: 18% Filipino: 60.85% Hispanic: 35.60% Unhoused: 31% Student with Disabilities: 21.42% Socioeconomically	Source 2022-23--2024-25 Math CAASPP as found on CAASPP/ELPAC ETS reporting website: All students: +2.31% African American: +5.32% Asian: -1.33% English Learner: +4.53% Filipino: +3.39% Hispanic: +1.54% Unhoused: +4.17% Student with Disabilities: -.65% Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Student with Disabilities: 18.30% Socioeconomically Disadvantaged: 31.85% Two or More Races: 65.65% White: 59.20%	Socioeconomically Disadvantaged: 32.37% Two or More Races: 67.55% White: 57.47%	Disadvantaged: 33.59% Two or More Races: 70.16% White: 58.57%	Disadvantaged: +1.78% Two or More Races: .+39% White: +1.9%
1.7	Academic Indicator (Math)	Source: 2023 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District ALL: -12.9 EL: -72.8 HOM: -53.5 LI: -54.3 SWD: -99.3 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District: NA School(s): Rancho Rosal ES SWD: -108.1	Source: 2024 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District- Green ALL: -9.8 EL: -73.9 HOM: -55.8 LI: -51.9 SWD: -103.8 LTEL: -146 (baseline) Lowest performance on the Dashboard - Distance from Standard (DFS) District: Red	Source: 2025 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District- Green ALL: -6.2 EL: -61.7 HOM: -44.9 LI: -48 SWD: -93.4 LTEL: -119.5 Lowest performance on the Dashboard - Distance from Standard (DFS) District: Red Long-Term English Learners -119.5	Source: 2026 CA Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District ALL: -7 EL: -65 HOM: -48 LI: -49 SWD: -95 LTEL: -125 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District	Source 2023 and 2025 Dashboard Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS) District ALL: +6.7 EL: +11.1 HOM: +9.4 LI: +6.3 SWD: +4.5 Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS) District School(s):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Las Colinas MS SWD: -147.2 Monte Vista MS EL: -115.4 LI: -97.2 SWD: -103.9 HI: -113.5	Long-Term English Learners -146 SWD: -103.8 School(s): Rancho Rosal ES-Orange SWD: -97.5 Las Colinas MS-Red SWD: -165.9 EL: -111.4 Monte Vista MS - Red EL: -121.1 LI: -106.4 SWD: -157.4 HI: -113.8 Long-term EL: -133	SWD: -93.4 School(s): Rancho Rosal ES-Red SWD: -102.6 Las Colinas MS SWD: -111.8 Orange EL: -60.9 Yellow Monte Vista MS EL: -122 Red LI: -90.3 Yellow SWD: -144 Orange HI: -100.7 Orange Long-term EL: -145.7	School(s): Rancho Rosal ES SWD: -100 Las Colinas MS SWD: -130 Monte Vista MS EL: -110 LI: -92 SWD: -98 HI: -108	Rancho Rosal ES SWD: +5.5 Las Colinas MS SWD: +35.4 Monte Vista MS EL: +6.6 LI: +7.17 SWD: -40.1 HI: +12.8 Long-term EL: -133 (baseline)
1.8	Interim Comprehensive Assessment Math	Baseline year 2024-25 (Percent of students achieving at meets/exceeds percentages)	N/A (metric will be modified to a local benchmark assessment)	Benchmark period 1 3rd grade: 61% 4th grade: 58% 5th grade: 62% 6th grade: 37% 6th grade accelerated: 47% 7th grade: 52% 7th grade accelerated: 61% 8th grade: 44%	Source: 2026-27 Mathematics benchmark 3% above baseline	Benchmark period 1 3rd grade: 61% 4th grade: 58% 5th grade: 62% 6th grade: 37% 6th grade accelerated: 47% 7th grade: 52% 7th grade accelerated: 61% 8th grade: 44% 8th grade math 1: 65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				8th grade math 1: 65%		
1.9	Local Measure- End of Year 5th grade math fluency examination	Source: Locally created assessment Baseline year percent of students achieving standard.	Source: Locally created assessment spring 2025- 91%	Source: Locally created assessment spring 2026- 91%	Source: 2026-2027 Locally created assessment Baseline year percent of students achieving standard. 3% above baseline	spring 2026- 91% (flat)
1.10	California Science Test Data (CAST)% of student group meeting or exceeding Science standards disaggregated by student group	2022-23 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 41.37% African American: 22.73% Asian: 65.38% English Learner: 2.78% Filipino: 54.05% Latino: 26.33% Unhoused: 26.31% Student with Disabilities: 13.33% Socioeconomically Disadvantaged: 24.81% Two or More Races: 55% White: 51.28%	2023-24 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 43.07% African American: 48% Asian: 72.61% English Learner: 6.95% Filipino: 60% Latino: 25.91% Unhoused: ***less than 11 students Student with Disabilities: 12.73% Socioeconomically Disadvantaged: 25.91% Two or More Races: 63.64% White: 54.27%	2024-25 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 42.43% African American: 20% Asian: 59.52% English Learner: 8.11% Filipino: 54.54% Latino: 28.89% Unhoused: 23.08% Student with Disabilities: 14.29% Socioeconomically Disadvantaged: 28.60% Two or More Races: 63.04% White: 51.43%	2025-26 CAST as found on CAASPP/ELPAC ETS reporting website: All students: 44.37% African American: 25.73% Asian: 68.38% English Learner: 5.78% Filipino: 57.05% Latino: 29.33% Unhoused: 29.31% Student with Disabilities: 16.33% Socioeconomically Disadvantaged: 27.81% Two or More Races: 58% White: 54.28%	2022-23--2024-25 CAST as found on CAASPP/ELPAC ETS reporting website: All students: +1.06% African American: -2.73% Asian: -5.86 % English Learner: +5.33% Filipino: +49% Latino: +2.56% Unhoused: -3.23% Student with Disabilities: +.96% Socioeconomically Disadvantaged: +3.79% Two or More Races: +8.04% White: +.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percent of English Learners who made progress toward English Proficiency measured by ELPAC Summative	Source: ELPAC Summative 2022-23 as found on CAASPP/ELPAC ETS reporting website Level 1: 11.33% Level 2: 29.78% Level 3: 38.22% Level 4: 20.67%	Source: ELPAC Summative 2023-24 as found on CAASPP/ELPAC ETS reporting website Level 1: 19.03% Level 2: 26.68% Level 3: 37.35% Level 4: 16.94%	Source: ELPAC Summative 2024-25 as found on CAASPP/ELPAC ETS reporting website Level 1: 9.04% Level 2: 48.53% Level 3: 24.43% Level 4: 18.00%	Source: ELPAC Summative 2025-26 as found on CAASPP/ELPAC ETS reporting website Increase 3% in students scoring Level 3.	Source: ELPAC Summative 2025-26 as found on CAASPP/ELPAC ETS reporting website Level 1: -2.29% Level 2: +18.75% Level 3: -.13.79% Level 4: -2.76%
1.12	Reclassified Fluent English Proficient (RFEP) rate as of May 1	Source 2023-24 Reclassification Rate as Found in ELlevation as of May 1 13%	Source 2024-25 Reclassification Rate as Found in ELlevation as of May 1 17%	Source 2025-26 Reclassification Rate as Found in ELlevation as of May 1 8%	Source 2026-27 Reclassification Rate as Found in ELlevation as of May 1 Above 13%	Source 2025-26 Reclassification Rate as Found in ELlevation as of May 1 -5% -2% from 2023-24
1.13	English Learner Progress Indicator (ELPI)	Source: 2023 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 47.6% ALL ELs: 47.6% Lowest performance (red indicator) on the Dashboard District: NA School(s):	Source: 2024 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 46% ALL ELs: 46% (Yellow) Lowest performance (red indicator) on the Dashboard	Source: 2025 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 44.5% ALL ELs: 44.5% (Orange) Lowest performance (red indicator) on the Dashboard	Source: 2026 CA Dashboard English Learners (EL) making progress towards English language proficiency District: 50% ALL ELs: 50% Lowest performance (red indicator) on the Dashboard District: NA	Source: 2023 and 2025 CA Dashboard English Learners (EL) making progress towards English language proficiency District: -3.1% ALL ELs: -3.1% Lowest performance (red indicator) on the Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pleasant Valley School of Engineering & Arts ALL ELs: 38.3% Rancho Rosal Elementary School ALL ELs: 33.9%	District: NA School(s): Pleasant Valley School of Engineering & Arts ALL ELs: 59.8% Rancho Rosal Elementary School ALL ELs: 40.9%	District: NA School(s): Pleasant Valley School of Engineering and Arts ALL ELs: 30.7% (Red) Rancho Rosal Elementary School ALL ELs: 39.5% (Orange)	School(s): Pleasant Valley School of Engineering & Arts ALL ELs: 42% Rancho Rosal ES ALL ELs: 37%	District: NA School(s): Pleasant Valley School of Engineering & Arts ALL ELs: -7.6% Rancho Rosal ES ALL ELs: +5.6%
1.14	Implementation of Academic standards as reported on the California Dashboard (State Priority 2A - Implementation of State Standards) Rating Scale(lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2022-2023, CA Dashboard Local Indicators Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 5 Career Technical Education: 3 Health Education Content Standards: 3 Physical Education Model Content Standards: 4	Source: 2023-24, CA Dashboard Local Indicators Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 3	Source: 2024-25, CA Dashboard Local Indicators Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 4	2025-2026, CA Dashboard Local Indicators Content Area Standards & Rating ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 4 Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 3	2023 and 2025 CA Dashboard Local Indicators Content Area Standards & Rating ELA-CCSS: Maintained ELD (Aligned to ELA): Maintained Mathematics-CCSS: +1 Next Generation Science Standards: +1 History-Social Science: Maintained Career Technical Education: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Visual and Performing Arts: 3 World Language: 3 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4 & 5 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on standards not yet mastered: 4	Health Education Content Standards: 3 Physical Education Model Content Standards: 4 Visual and Performing Arts: 3 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 4 & 5 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 4 Providing support for teachers on	Health Education Content Standards: 4 Physical Education Model Content Standards: 5 Visual and Performing Arts: 4 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Four areas in 5 and ELD in 4 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 5 Providing support for teachers on	Health Education Content Standards: 3 Physical Education Model Content Standards: 5 Visual and Performing Arts: 4 World Language: 4 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in 5 Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Identifying professional learning needs of individual teachers: 5 Providing support for teachers on	Health Education Content Standards: Maintained Physical Education Model Content Standards: +1 Visual and Performing Arts: Maintained World Language: +1 Professional Development, Instructional Materials, Policy & Program Support: Majority of areas in Maintained Engagement of School Leadership: Identifying professional learning needs of teachers/staff as a whole: 5 Maintained Identifying professional learning +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards not yet mastered: 4	standards not yet mastered: 4	standards not yet mastered: 4	Providing support for teachers on standards not yet mastered: Maintained
1.15	Least Restrictive Environment (LRE) Indicator 5B (corrected to 5A) – General Education Participation The percentage of students with IEPs served inside the regular class 80% or more of the school day	Source: SIRAS May, 2024 Indicator 5A (corrected) 62.2%	Source: SIRAS May, 2025 Indicator 5A (corrected) 64.12%	Source: SIRAS May, 2026 Indicator 5A (corrected) 65.5%	Source: SIRAS May, 2027 Indicator 5A (corrected) 65%	Source: SIRAS May, 2026 Indicator 5A (corrected) +.88%
1.16	Third Grade GATE identification rates by student number by English Learner, Homeless, or Limited Income	Source-Q SIS Enrollment Report 2023-24 (baseline) EL: 7% HOM: 4% LI: 8%	Source-Q SIS Enrollment Report 2024-25 report EL: 7% HOM: 1% LI: 8%	Source-Q SIS Enrollment Report 2025-26 report EL: 6% HOM: 0% LI: 12%	Source-Q SIS Enrollment Report 2026-2027 Increase above previous year's number if the n is the same or above. EL: >7% HOM: >4% LI: >8%	Source-Q SIS Enrollment Report 2023-24--2025-26 report EL: -1% HOM: -1% LI: +4%
1.17	Fully credentialed and appropriately assigned teachers as reported through California Dashboard	Source: 2023 Dashboard 88.8% clear teaching credential (above statewide average)	Source: 2024 Dashboard 87.8% clear teaching credential (above statewide average)	Source: 2025 Dashboard 89.8% clear teaching credential (above statewide average)	Source: 2026 Dashboard 90% clear teaching credential (above statewide average)	Source: 2023 and 2025 Dashboard +1% clear teaching credential (above statewide average)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Percentage of middle school D or F's at trimester 2 or quarter three:	Source: Q SIS 2023-24 All students: 10.4% LI: 16.4% SPED: 16.7% EL: 22.2%	Source: Q SIS 2024-25 All students: 8.2% LI: 15.5% SPED: 16.8% EL: 17.9%	Source: Q SIS 2025-26 All students: 9.3% LI: 17.4% SPED: 18.1% EL: 24.5%	Source Q SIS 2026-27 All students: 9% LI: 14.4% SPED: 14.7% EL: 20%	Source Q SIS 2023-24--2025-26 All students: -1.1% LI: +1% SPED: +.1.4% EL: 2.3%
1.19	Williams Case Legislation: Uniform Complaint Process-Reports	Source: 2023-24 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment:	Source: 2024-25 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0	Source: 2025-26 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0	Source: 2026-27 Williams Uniform Complaints Report Instructional Materials Insufficiency:0 Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0 Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – 0 Number of Complaints Resolved – 0	Source: 2023-24--2025-26 Williams Uniform Complaints Report Instructional Materials Insufficiency: Maintained Number of Complaints – Maintained Number of Complaints Resolved – Maintained Number of Complaints Unresolved – Maintained Facilities Not in Good Repair (Safe, clean, functional): Number of Complaints – Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0	Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment: Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0	Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment: Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0	Number of Complaints Unresolved – 0 Teacher Vacancy and Misassignment: Number of Complaints – 0 Number of Complaints Resolved – 0 Number of Complaints Unresolved – 0	Number of Complaints Resolved – Maintained Number of Complaints Unresolved – Maintained Teacher Vacancy and Misassignment: Number of Complaints – Maintained Number of Complaints Resolved – Maintained Number of Complaints Unresolved – Maintained
1.20	These priorities are specifically designed for high school districts and do not apply to elementary school districts: A-G requirements completion (Priority 4B) Career technical education sequences completion (Priority 4C)	N/A	N/A	N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A-G and CTE course requirements completion (Priority 4D) AP exam with score of 3 or higher (Priority 4G) Participation and demonstration of college preparedness (e.g, EAP) (Priority 4H) High school dropout rates (Priority 5D) High school graduation rates (Priority 5E)					

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.

All actions that were planned in goal one were implemented with fidelity. Within the actions; however, there were some elements that were more deeply implemented than others.

While action 1.1 is centered on technology hardware and software procurement, and this has been successfully done, there is the need to evaluate the use of technology in classrooms and to seek ways to ensure that technology use is enhancing an experience rather than simply replacing an analog method.

Through action 1.2, robust summer programming was offered as were Intersessions during the Thanksgiving break, Presidents' week, and spring breaks. The programs were well planned and executed, but it was challenging to recruit students to attend the programs. For those who did attend, they received a robust extra dose of high impact support. Action 1.2 also called for the implementation of an online math tutoring platform called Khanmigo. While the platform was purchased and teachers were trained in it, the program was not implemented to the degree planned due to challenges with platform.

Through action 1.4, staff attended a wide variety of professional learning opportunities, including after school workshops, conferences, and inservices.

Furthering teacher capacity in the area of inclusive practices, teachers received ongoing training in Universal Design for Learning through action 1.5. Staff implementing primary learning centers received multiple days of staff training to effectively implement this model.

As planned through action 1.6, the Mystery Writing program was successfully piloted in grades 2-5, and the team is recommending the program for supplemental adoption. The writing calibration was conducted across the district.

Data meetings were held through action 1.8 on most campuses. There is still some variation with how these days are implemented. The framework of Professional Learning Communities continues to be a focus strategy in PVSD, and site principals received additional professional development in this area. Some site leaders require further support in this area in order to effectively implement this structure to be ongoing.

Literacy intervention content specialist were provided on every TK-5 serving campus through action 1.9. The number of days provided on each campuses was based on the number of high needs pupils on the campus. Through this action, the math content specialist also provided district-wide support, including training staff on the math framework in preparation for the 6-8 math pilot in addition to directly supporting students in the classroom.

Through action 1.10, students who are identified as GATE were provided with robust opportunities through specialized academies. This year the academics had a museum theme.

Action 1.11 provided support to English learners through the English learner content specialist who coached teachers on best practices for English language development, oversaw the English learner program, and implemented newcomer English learner academies.

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

There was a material difference in action 1.1, as Chromebook and student device costs increased beyond what was originally anticipated.

Additionally, curriculum purchases and subscription costs funded through action 1.3 came in higher than anticipated due to the expiring of some contracts.

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

In analyzing the metrics related to this goal, it is evident that actions in the plan are having a positive impact.

In year two of the implementation of this plan the targets established for the end of year three have already been met and surpassed in English Language Arts (as measured by the CAASPP) for English Learners, unhoused students, students with disabilities, and socioeconomically disadvantaged students. On the 3rd grade CAASPP metric the all students group, African American or Black students, Asian students, English Learners, Hispanic students, students with disabilities, students of two or more races, and white students have all met or surpassed the third year targets set.

In mathematics, African American or Black students, unhoused students, Filipino students, and Hispanic or Latino students have already surpassed the target for year three.

The metric target related to special education inclusion in the general education setting for 80% or more of the school day has been also been met.

Within the metric data, there are still opportunities for improved outcomes. Filipino student performance data on the CAASPP indicates the need for closer examination. The slightly increased D/F middle school rates this year demonstrate the need for additional student support. While the tutoring provided through action 1.2 is successful at some campuses, it is largely dependent on available personnel to provide this service. The Khanmigo platform, which was intended to bridge this need, was not effective in supporting students. The implementation of the benchmarks through the IXL platform went well overall. The challenge was that since the platform also provides practice and intervention, students did not always take the actual benchmarks created on the platform as seriously as they might have taken a regular test. However, the data and reports generated through the benchmark assessments allowed for teachers to conduct standards and item-level analysis. The summer programming provided to students through the National Summer School Institute was well-articulated. Intersessions provided nine additional days of support for high needs students; however, attendance was sometimes sporadic for students.

The writing articulation (action 1.6) throughout the district resulted in anchor papers being selected for narrative and some information writing. There are still some anchor papers that will need to be selected for 8th grade narrative and for opinion writing. Teachers shared that the Mystery Writing pilot provided robust first instruction to students as they progressed through the different genres.

Through action 1.9, PVSD students in need of additional support received a clearly articulated reading intervention program. The literacy content specialists used a data-informed approach to the selection of groups and provided direct service to students. Additionally, they supported teachers through modeling and lesson support. The math content specialist worked with several teachers in instructional planning and strategies with the focus on middle school. She also provided training on the mathematics framework. In the 26-27 school year, middle school mathematics teachers will pilot various curriculums based on this capacity building.

Action 1.10, provided GATE-identified students with a robust enrichment program that allowed them to explore a variety of county museums and to create an expert project that was displayed at their GATE expo. The action is intended to provide greater access to GATE services by ensuring equitable identification processes. This year, 85 students qualified for GATE.

Through action 1.11, the English learner content specialist worked closely with long-term English learners (LTELS) to ensure that their performance improved.

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.

In this last year of this LCAP cycle, there are adjustments that will be made to the plan in response to the analysis of effectiveness of actions and feedback from educational partners. While the changes do not necessitate deleting actions, they are refinements that will bring greater clarity which should result in stronger implementation.

We have received a great deal of feedback about the need to examine practices related to tech integration. Action 1.1 will remain the same, except we have added language about developing and implementing an articulated framework for how to balance technology use.

Action 1.2 was adjusted to reflect that we will not be utilizing the Khanmigo platform for middle school math tutoring. The funds can be more effectively directed to providing tutoring supports after school and at lunch or to explore other tutoring options.

Action 1.5 has been adjusted to include Universal Design for Learning (UDL). Since teachers have received training over the past two years on UDL, the action reflects the transition from training to implementation and calibration of practices.

This year, multiple teachers throughout the district piloted the Mystery Writing platform in grades 2-5. The pilot was a success, and teachers are excited about this moving forward districtwide. Action 1.6 has been adjusted to reflect this planned implementation.

Action 1.7 centers on instructional engagement, and the action has been refined to include training on culturally responsive practices as a conduit to increased engagement. Principals will be trained this year.

Action 1.9 has been clarified to include that the math content specialist will be supporting the 6-8 math instructional materials pilot. Additionally, the reading intervention content specialists will support the implementation of the "Getting Reading Right" training.

Finally, teacher training has been added to action 1.10, since part of the increased access to GATE includes access to instruction that is responsive to needs of advanced learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Revised action for 26-27: Purchase technology devices, hardware, software for students and staff. Develop and implement an articulated framework on how to balance technology use.	Devices, technology support staff, infrastructure (network needs), software: Licenses, ESGI, Eureka, Seesaw, Literably, Nearpod/Peardeck, instructional platforms	\$3,448,852.00	No

Action #	Title	Description	Total Funds	Contributing
	Previous action Purchase technology devices, hardware, software for students and staff.			
1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	Tutoring, homework, IXL (universal screening tool), Intersession, Summer program (supplies), Summer Bridge for mathematics in grade 7	\$155,420.00	Yes
1.3	Provide standards-aligned learning materials and consumable supports.	Eureka consumables, Amplify science, TK World of Wonders and Scholastic, Wonderworks, middle school core novels, Spanish curriculum, Mystery Writing, and additional teacher materials needed to support classes	\$580,000.00	No
1.4	Provide teacher and staff training opportunities, grade/content level leadership teams to increase student achievement and staff instructional capacity.	Publisher training, reading for TK-5, writing training, workshops, opportunities for teachers to observe one another, grade level leads	\$32,648.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Revised action for 26-27: Continue opportunities for increased inclusion through co-teaching, learning centers, and staff collaboration /calibration of practices (such as UDL). Previous action: Provide opportunities for increased inclusion through co-teaching, learning centers, and staff training /calibration of practices for related services providers Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, 1.7, and 1.15.	Learning center and inclusion related professional learning	\$409,408.82	No
1.6	Revised action for 26-27: Writing focus through professional learning communities and	Provide opportunities for writing professional development and articulation between and across grade levels (horizontal and vertical) through professional learning communities and writing program implementation.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	writing program implementation in grades 2-5. Previous action: Writing focus through professional learning communities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11			
1.7	Revised action for 2026-27: Provide support for theme schools and instructional strategies at all schools to increase instructional engagement through culturally responsive practices. Previous action: Provide support for theme schools and instructional strategies at all schools to increase	Theme school work, middle school enrichment and intervention, WIN time, and DLI	\$36,056.00	No

Action #	Title	Description	Total Funds	Contributing
	instructional engagement.			
1.8	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Professional learning communities sustainability training, sub release days for data days, and increasing the intentionality of data use to inform intervention and enrichment at elementary and middle schools.	\$68,338.00	Yes
1.9	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Literacy content specialists, math instructional content specialist, instructional coach who will serve high needs campuses. With the math pilot, the math content specialist will provide support to piloting teachers. Teachers in grades TK-5 will be trained in the science of reading through the "Getting Reading Right" series. The literacy intervention content specialists will support this implementation.	\$868,107.00	Yes
1.10	Revised action 26-27 Expand access to GATE and other	GATE identification, academies, and extension/enrichment	\$23,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
	extension opportunities (Expert Night, CoGAT testing, GATE Academies) and teacher training. Previous action: Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).			
1.11	Provide programmatic and curricular English Learner Supports. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13.	English Learner content specialist support for campuses, English Learner academies, and targeted outreach to students who are in grades 6-8 or students in grades 4-5 who are at-risk of becoming long-term English Learners.	\$147,224.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PVSD has taken many steps to engage and connect students in order to address chronic absenteeism, attendance and behavior. There have been positive outcomes from these efforts.

In 2025-26 school year, the P2 attendance rate increased to 96.3%. Attendance recovery options such as short-term independent study, Saturday Academies, and Intersession linked to attendance recoupment have yielded positive outcomes. It is important to note that these strategies do not substitute the instruction received in the traditional school day. As we work to uncover reasons for attendance, academic, and behavior challenges, administrators explored needs through student shadowing experiences. Principals selected a student to shadow from a group on the Dashboard that demonstrated need.

The data related to connectedness is trending upward, indicating that supports in the plan are working. The baseline at the inception of this LCAP cycle showed 56% of 7th-grade students were connected as measured through the California Healthy Kids Survey (CHKS). This percentage has now increased to 64%. The percentage of Latino students who are engaged as measured by the survey increased from, 51% in 2024 to 62% in 2026. This indicates that the campus efforts towards creating connectedness/belongingness activities are yielding strong impact. Connectedness data for 5th grade students who took the California Healthy Kids Survey was significantly higher with connectedness moving from the 75% baseline to 79% in aggregate.

When examining the data for high expectations from adults, the results for 7th graders varied based on ethnicity with the following percentages by group reporting adults having high expectations for them: African American 79% in 2026 (previous 2024 data not available due to having less than 10 respondents), Asian 75% in 2024 and 75% in 2026, Latino 68% in 2024 to 75% in 2026, White 78% in 2024 to 79% in 2026, and Multiracial 73% in 2024 to 80% in 2026. The 5th grade results related to high expectations from adults showed that in 2026, 86% of 5th grade students noted there are high expectations for them at school. All ethnic and racial groups were above 80%.

Behavior and social emotional data points have shown improvement over time. CHKS data indicate that the percentage of 7th graders reporting they are feeling sad or hopeless in the past 12 months decreased in 2026 to 25% from 30% in 2024. Campuses have worked to eradicate behavioral incidents involving the use of hate language. All PVSD schools are No Place for Hate Schools which is part of the

district's coordinated preventative approach to educate students on the impacts of using hate language and provide them with tools to respond in the moment. This work is being conducted in tandem with staff training, community outreach, and partnerships. The lack of student connection due to over reliance on devices also emphasized the need to provide students with a more distraction-free learning environment. As a result, PVSD has implemented an out-of-sight cell phone policy during the instructional day. Additionally, in the 2024-25 school year, PVSD took steps to reduce the use of Chromebook devices during unstructured times. In the 2025-26 school year, a PVSD AI/Technology educator committee began the work of examining technology balance during instruction. This work will continue in the 2026-27 school year.

There have been notable gains in the area of student connectedness, which validates that the supports are working. In creating a multi-tiered response, we will continue to rely on a constellation of supports that include different levels of support such as counselors, board-certified behavior analysts, and licensed clinical social workers. Previous support models provided a counseling-only approach, but given the more enhanced needs students are presenting with, we need a variety of tools to support them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension rate as of May 1st Expulsion rate	Source Q SIS: Suspension rate as of May 1, 2024 189 students were suspended (some more than one time) 0% expulsion rate	Source Q SIS: Suspension rate as of May 1, 2025 130 students were suspended (some more than one time) 0% expulsion rate	Source Q SIS: Suspension rate as of May 1, 2026 128 students were suspended (some more than one time) 0% expulsion rate	Source Q SIS: Suspension rate as of May 1, 2027 165 students suspended (some more than one time) 0% expulsion rate	Source Q SIS: Suspension rate May 1, 2024 and May 1, 2026 61 fewer students suspended (some more than one time) Maintained expulsion rate
2.2	Suspension Dashboard Indicator	Suspension Rate Source: 2023 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate	Suspension Rate Source: 2024 CA Dashboard Percentage of students in kindergarten through grade 12 who have been	Suspension Rate Source: 2025 CA Dashboard Percentage of students in kindergarten through grade 12 who have been	Source: 2026 CA Dashboard Percentage of students in kindergarten through grade 12 who have been suspended for at	Source: 2023 and 2025 CA Dashboard Percentage of students in kindergarten through grade 12 who have been

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(total) day during the school 2022-2023 year District ALL: 2.6% EL: 3.6% FY: 11.8% HOM: 3.2% LI: 4.2% SWD: 5.6% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): Pleasant Valley EL: 6.6% Tierra Linda ES SWD: 6.9%	suspended for at least one aggregate (total) day during the school 2023-24 year District ALL: 2.7% EL: 3.7% FY: * fewer than 11 students HOM: 3.6% LI: 4% SWD: 6.7% Lowest performance (red indicator) on the Dashboard - Percentage District: Red Long-term EL: 14.3% SWD: 6.7% School(s) with groups in Red: Pleasant Valley EL: 5.1% Tierra Linda ES SWD: 14.3% White: 3.4%	suspended for at least one aggregate (total) day during the school 2024-25 year District ALL: 2.6% EL: 2.2% FY: * fewer than 11 students HOM: 5.7% LI: 3.8% SWD: 6.2% Lowest performance (red indicator) on the Dashboard - Percentage District: Long-term EL: 5.5% (Yellow) SWD: 6.2% (Orange) Homeless: 5.7% (Red) School(s) with groups in Red: Pleasant Valley EL: 2.5% (Green) SWD: 8.9% (Red)	least one aggregate (total) day during the school year District ALL: 2.1% EL: 3.1% FY: 11.3% HOM: 2.7% LI: 3.7% SWD: 5.1% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): Pleasant Valley EL: 6.1% Tierra Linda ES SWD: 6.4%	suspended for at least one aggregate (total) day during the school year District ALL: maintained EL: -1.4% FY: * fewer than 11 students HOM: +2.5% LI: -.4% SWD: +.6% Lowest performance (red indicator) on the Dashboard - Percentage District: NA School(s): Pleasant Valley EL: -4.1% Tierra Linda ES SWD: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Tierra Linda ES SWD: 9.3% (Orange) White: 3.4%		
2.3	Chronic absenteeism rate as of May 1 Measures students who are absent from school 10 percent or more of the instructional days they were enrolled	Source: Q SIS (as of May 1, 2024) May 2023-24 rate was 13.5%	Source: Q SIS (as of May 1, 2025) May 2024-25 rate was 12%	Source: Q SIS (as of May 1, 2026) May 2025-26 rate was 7%	Source: Q SIS (as of May 1, 2027) 2025-2026 rate at 11%	Source: Q SIS (as of May 1, 2024 and May 1, 2026) -6.5%
2.4	Chronic Absenteeism Dashboard Indicator	Source: 2023 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 18% EL: 19.8% FY: 12.5% HOM: 33.1% LI: 26.8% SWD: 26.5% Lowest performance (red indicator) on the Dashboard - Percentage	Source: 2024 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 13.5% EL: 17.4% FY: * HOM: 25.5% LI: 20.6% SWD: 21.5% Long-term EL: 27.8%	Source: 2025 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 10.5% EL: 14.3% FY: * fewer than 11 students HOM: 21.1% LI: 16.6% SWD: 18.5% Long-term EL: 12.5%	Source: 2026 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: 13% EL: 14.8% FY: 10% HOM: 28.1% LI: 21.8% SWD: 21.5% Lowest performance (red	Source: 2025 CA Dashboard Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. District ALL: -7.5% EL: -5.5% FY: * HOM: -12% LI: -10.2% SWD: -8% Lowest performance (red

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District HOM: 33.1% LI: 26.8% HI: 22.3% MR: 15.1% School(s) Camarillo Heights STEM LI: 27.1% HI: 22.7% Dos Caminos ES EL: 31.8% LI: 31.4% La Mariposa ALL: 14.6% SWD: 24.6% WH: 16% Los Primeros ALL: 12.3% SWD: 33.3% HI: 12% WH: 12.8% Pleasant Valley ALL: 28.3% LI: 35% HI: 28.8% Rancho Rosal ES EL: 23.5% LI: 32.6%	Lowest performance (red indicator) on the Dashboard - Percentage District HOM: 25.5% LI: 20.6% HI: 17.5% MR: 9.9% School(s) Camarillo Heights STEM LI: 25.2% (Orange) HI: 18.8% (Yellow) Dos Caminos ES EL:17.9% (Yellow) LI: 22.4% (Yellow) La Mariposa ALL: 7.3% (Green) SWD: 14.7% (Yellow) WH: 6.5% (Green) Los Primeros ALL: 8.4% (Green) SWD: 12.5% (Yellow) HI: 7.7% (Green) WH: 11% (Yellow)	Lowest performance (red indicator) on the Dashboard - Percentage District HOM: 21.1% LI: 16.6% HI: 14% MR: 8.6% School(s) Camarillo Heights STEM LI: 9.5% (Green) HI: 9.2% (Green) Dos Caminos ES EL:13.5% (Yellow) LI: 14.1% (Yellow) La Mariposa ALL: 5.9% (Green) SWD: 19.2% (Orange) WH: 5.1% (Green) Los Primeros ALL: 6.6% (Green) SWD: 13% (Orange) HI: 5.4% (Green) WH: 8% (Green)	indicator) on the Dashboard - Percentage District HOM: 28% LI: 21% HI: 17% MR: 10% School(s) Camarillo Heights STEM LI: 22% HI: 17% Dos Caminos ES EL: 26% LI: 26% La Mariposa ALL: 10% SWD: 20% WH: 11% Los Primeros ALL: 8% SWD: 28% HI: 8% WH: 8% Pleasant Valley ALL: 23% LI: 30% HI: 23%	indicator) on the Dashboard - Percentage District HOM: -12% LI: -10.2% HI: -8.3% MR:-6.5% School(s) Camarillo Heights STEM LI: -17.6% (Green) HI: -13.5% (Green) Dos Caminos ES EL:-18.3% (Yellow) LI: -17.3% (Yellow) La Mariposa ALL: -8.7% (Green) SWD: -5.4% (Orange) WH: -10.9% (Green) Los Primeros ALL: -5.7% (Green) SWD: -20.3% (Orange) HI: -6.6% (Green)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tierra Linda ES LI: 24.4%	Pleasant Valley ALL: 23.7% (Yellow) LI: 28.3% (Yellow) HI: 24.1% (Yellow) SWD: 30.7% (Red) Rancho Rosal ES EL: 20% (Yellow) LI: 27.3% (Yellow) SWD: 24.2% (Red) Tierra Linda ES LI: 17% (Yellow)	Pleasant Valley ALL: 20.3% (Yellow) LI: 25.3% (Yellow) HI: 21.8% (Orange) SWD: 30.3% (Red) Rancho Rosal ES EL: 24.2% (Red) LI: 22% (Yellow) SWD: 21.6% (Orange) Tierra Linda ES LI: 12.3% (Yellow) LI: 12.1% (Yellow)	Rancho Rosal ES EL: 18% LI: 27% Tierra Linda ES LI: 21%	WH: -4.8% (Green) Pleasant Valley ALL: -8% (Yellow) LI: -9.7% (Yellow) HI: -10% (Orange) Rancho Rosal ES EL: -7% (Red) LI: 10.6% (Yellow) Tierra Linda ES LI: -12.1% (Yellow)
2.5	Period 2 Attendance	Source: 2024 Period 2 Attendance Report 94.9%	Source: 2025 Period 2 Attendance Report 95.3%	Source: 2026 Period 2 Attendance Report 96.3%	Source: 2027 Period 2 Attendance Report 97%	Source: 2024 and 2026 Period 2 Attendance Report +1.4%
2.6	California Healthy Kids Survey or similar measure safety Indicator grade 5	Source: 2024 California Healthy Kids Survey 1% of students report not feeling safe at school	Source: 2025 California Healthy Kids Survey 3% of students report not feeling safe at school	Source: 2026 California Healthy Kids Survey 4% of students report not feeling safe at school	Source: 2027 California Healthy Kids Survey Maintain or improve below 1%	Source: 2024 and 2026 California Healthy Kids Survey +3% of students report not feeling safe at school
2.7	California Healthy Kids Survey or similar measure safety indicator grade 7	Source: 2024 California Healthy Kids Survey 7% do not feel safe at school	Source: 2025 California Healthy Kids Survey 9% do not feel safe at school	Source: 2026 California Healthy Kids Survey 5% do not feel safe at school	Source: 2027 California Healthy Kids Survey 5% do not feel safe at school	Source: 2024 and 2026 California Healthy Kids Survey -2% do not feel safe at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	California Healthy Kids Survey or similar measure belongingness/connectiveness indicator grade 5	Source: 2024 California Healthy Kids Survey 78%	Source: 2025 California Healthy Kids Survey 75%	Source: 2026 California Healthy Kids Survey 79%	Source: 2027 California Healthy Kids Survey 83%	Source: 2024 and 2026 California Healthy Kids Survey +1%
2.9	California Healthy Kids Survey or similar measure belongingness/connectiveness indicator grade 7	Source: 2024 California Healthy Kids Survey 56%	Source: 2025 California Healthy Kids Survey 60%	Source: 2026 California Healthy Kids Survey 64%	Source: 2027 California Healthy Kids Survey 61%	Source: 2024 and 2026 California Healthy Kids Survey +8%
2.10	Middle school drop out rate	Source: Q SIS 2024 Middle school dropout rate 0%	Source: Q SIS 2025 Middle school dropout rate 0%	Source: Q SIS 2026 Middle school dropout rate 0%	Source: Q SIS 2027 Middle school dropout rate 0%	Source: Q SIS 2024 and 2026 Middle school dropout rate Maintained
2.11	Instances where facilities do not meet the "Good Repair" standard	Source 2023-24 FIT Report 0	Source 2024-25 FIT Report 0	Source 2025-26 FIT Report 0	Source 2026-27 FIT Report 0	Source 2023-24 and 2025-26 FIT Report Maintained

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.

All actions found in goal two have been implemented as planned.

Support from assistant principals, Board Certified Behavior Analysts, and Registered Behavior Technicians was provided through action 2.1. The assistant principal support was provided to campuses with larger numbers of high needs students. Additionally, assistant principals provided a higher degree of support for attendance follow-up procedures. The behavioral supports were evaluated on a weekly basis through the examination of data to determine which sites needed the most targeted support week to week. Students on all campuses had access to both counseling and, when necessitated, clinician social worker support through action 2.2. Counseling days were allocated based on the unduplicated student percentages on the campus. The counseling team and social work team further leveraged their services by sponsoring interns within their programs. A variety of clubs, sports, student interest groups and field trips were provided through action 2.3. The

certificated, classified, and community surveys continue to highlight this as an important strategy to continue. The Collaborative Success Team (CST) Action 2.4, multi-tiered systems of support, was implemented through the PVSD collaborative success team (CST) process with improved implementation at the middle school level due to an updated protocol developed for middle school. PVSD continued to provide expanded transportation access through action 2.5 to support attendance. Students engaged in hands-on exploration in STEM through action 2.6 which was implemented on all campuses, although there were vacancy issues at one school for a large part of the year. Currently, all Makerspaces are staffed and students are provided with this service. PVSD provided staff development for inclusion through Universal Design for Learning (action 2.7). Staff implementing learning centers had a robust professional learning experience over six sessions. While the crux of the training is targeted to support access for special education students into general education settings through inclusive practices, students with high needs, but not identified for special education, also benefited from this.

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

There is a material difference to report in action 2.5. Due to the addition of a route to support students from the Somis Rancho community, there is a variation in what was originally planned. Also, there were increased training costs incurred due to bus driver vacancies that occurred midyear.

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

Overall, the metrics connected to this goal have demonstrated strong effectiveness, especially when examined against the baseline.

The P2 attendance rate of 96.3% and a lower rate of suspension in the 25-26 school year as of May 1, indicate that students are more strongly connected to school. This is also supported by the major increases noted through the California Healthy Kids survey data specifically in the connectedness indicator.

Action 2.1 supported the reduced suspension rate on most campuses, as assistant principals were able to provide targeted interventions and alternatives to suspension. Similarly, the Board Certified Behavior Analysts and Registered Behavior Technicians provided intentional support to students struggling with self-regulation and other behavior. Social-emotional supports through action 2.2 also impacted the positive attendance rate with social workers providing home visits and attendance intensive interventions. In the previous LCAP survey, community members had ranked the need for social emotional supports and services in the top two needs, this changed this year as student behavior continued to improve.

School sites continue to provide access to school sponsored trips and clubs offered to students through action 2.3; however, there will be a change in the comprehensive middle school field trip model to a centralized approach. This is due to the comprehensive middle schools having larger numbers of students to coordinate for field trip activities. Another shift in this action will be that sites will need to expand sports offerings to include tournaments or intramurals. Action 2.4, supporting multi-tiered systems of support through the Collaborative Success Team (CST) process was reformulated at the middle school level, as the elementary structure was not practical for middle school implementation. The implementation of the CST has been mainly consistent; however, there are outlier sites that will be retrained to ensure that Tier I supports are consistently implemented due to overidentification to the CST process. The increase in transportation services (action 2.5) continues to support attendance outcomes, including the reduction of the chronic absenteeism rate. The chronic absenteeism rate in May 2026 moving to 7%, which exceeds the target set for next year's culminating LCAP. The incorporation of independent study as a support

mechanism has made a difference in the attendance and chronic absenteeism rates. Student engagement is also supported through action 2. through access to the MakerSpace for students to engage with hands-on STEM experiences. Action 2.7 provided training for staff on inclusive practices. PVSD has had increasing success in the area of inclusive practices as demonstrated by the increase of time spent in the general education setting for students with individualized education plan. As a result, the 5a indicator which measures the time special education students spend in general education at least 80% of their day has increased to 65.5% which exceeds the year three target.

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

This goal and its related actions will remain relatively unchanged. Based on the examination of data and feedback from multiple groups, there continues to be the need for behavioral support. Much of this comes from the expansion of transitional kindergarten with much younger birthdays. Because of the continued need for behavioral support, Learning Recovery Educational Block Grant (LREBG) funds, in addition to supplemental funds through the Local Control Funding Formula will continue to support action 2.1. Additionally, the action description has been clarified to include specific Positive Behavior and Intervention Support structures in the classroom.

Funds in action 2.3 have been targeted for connectedness activities. This has been a successful strategy that has supported student connectedness. Based on educational partner input, the sports activities connected to this will be expanded to include intramural and tournament level opportunities to support elementary campuses and to provide students in secondary with cohesive field trip offerings.

Action 2.4 has been slight adjusted to include the word retraining, as there is some inconsistency with the implementation of the CST process from site to site.

Action 2.6 has been revised to include a training component for MakerSpace instructional assistants so that they can continue to provide a relevant and engaging experience.

Action 2.7 has codified that instructional assistants receive behavior training, as they do receive de-escalation/behavior training.

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	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and	Provide campuses with additional behavior and attendance supports. Ensure there is a consistent system for behavior on campuses including Tier I Positive Behavior Intervention Support classroom practices.	\$613,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
	specialized behavioral staff to support student needs.	LREBG funds will support a portion of this action through 26-27. Progress will be monitored through metrics 2.1 and 2.2. The LREGB amount allocated for this action is \$266,992.		
2.2	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at \$118,193 through 26-27. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Provide campuses with social-emotional and mental health supports (Counselors, Social Workers) LREBG funds will support a portion of this action through 26-27. Progress will be monitored through metrics 2.3 and 2.4. The LREGB amount allocated for this action is \$120,806.	\$1,716,343.00	Yes
2.3	Student belongingness activities (fieldtrips, performances, clubs, sports (including intramural and/or tournaments), student interest groups). Comprehensive middle school base field trips will be centrally developed. Action provided to address lowest performing groups in	School extracurricular, music opportunities, field trips, school community events, student shadowing, and other activities directed at supporting student engagement and attendance, principally directed at supporting Foster Youth, English Learners, Low Income Students, and students with unique needs.	\$381,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
	differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.			
2.4	Revised action for 26-27: Multi-Tiered Systems of Support: Collaborative Success Team Meetings, including staff retraining. Previous action: Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Collaborative Success Teams (substitutes) and planning processes (academic and behavioral CST)	\$19,000.00	Yes
2.5	Transportation and attendance supports Action provided to address lowest	Bus routes (driving staff, clerical staff, and related expenses)	\$839,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
	performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.			
2.6	Revised action for 26-27 Provide students with access to engaging hands-on activities through MakerSpaces. Provide training for MakerSpace instructional assistants to support this work. Previous action Access to engaging hands-on activities through Makerspaces	Makerspace instructional assistants and supplies with a focus on supporting Amplify science and providing connectedness opportunities in 6-8	\$340,851.00	Yes
2.7	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	Training to be provided for staff, including instructional assistant behavior support training).	\$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.	Broad Goal

State Priorities addressed by this goal.
Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
PVSD prioritizes communication with families, staff, students and community members. As evidenced through the data from the LCAP community survey, teacher LCAP survey data, and data from the English Learner needs assessment, the strategies used to provide information and gather feedback are effective. One recurrent theme has been that PVSD needs to consolidate information to avoid overload for families. This feedback was previously provided by the LCAP Parent Advisory Committee as well as the District English Learner Advisory Committee (DELAC) and now the 2026 LCAP survey. In response to feedback from the DELAC, last year, a question was added on the English Learner needs assessment to assess access to understandable information about student progress. PVSD has several committees and advisory opportunities that are leveraged to create opportunities for ongoing dialogue and meaningful engagement that enlist perspectives that reflect our community. As we continue to engage community partners, we will expand the structures to ensure that as decisions are made, the voices include those most closely impacted by issues being included.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP Community Survey questions: "Communication from the district is clear and ongoing."	Source: 2023-24 LCAP Community Survey "Communication from the district is clear and ongoing.": 93.08%	Source: 2024-25 LCAP Community Survey "Communication from the district is	Source: 2025-26 LCAP Community Survey "Communication from the district is	Source 2026-27 LCAP Community Survey "Communication from the district is	Source: 2023-24--2025-26 LCAP Community Survey "Communication from the district is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I receive follow up when I email or call with a question or concern." "My child's school encourages involvement and seeks input through committees, meetings, and information nights."	"I receive follow-up when I email or call with a question or concern." (baseline to be established- new question) "My child's school encourages involvement and seeks input through committees, meetings, and information nights." : 92.74%	clear and ongoing.": 93.71% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls."- 93.93% "My child's school encourages involvement and seeks input through committees, meetings, and information nights." Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or district level." - 93.72%	clear and ongoing.": 93.26% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls."- 92.07% "My child's school encourages involvement and seeks input through committees, meetings, and information nights." Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or district level." - 90.85%	clear and ongoing.": 95% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls." Baseline +3% "My child's school encourages involvement and seeks input through committees, meetings, and information nights." : 95% Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or district level."	clear and ongoing." +.18% "I receive follow-up when I email or call with a question or concern." Rephrased to: "I receive timely responses to emails and/or phone calls."- 1.86% baseline (above 24-25 baseline) "My child's school encourages involvement and seeks input through committees, meetings, and information nights." Rephrased to: "There are opportunities for me to participate and to provide input through meetings, surveys, and committees at the school and/or district level." - +-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2.87% (above 24-25 baseline)
3.2	English Learner Program Needs Assessment question, "How comfortable do you feel participating in school activities?" English Learner Program Needs Assessment: "I have access to understandable information about my child's progress."	Source: 2023-24 English Learner Program Needs Assessment: "How comfortable do you feel participating in school activities?" 86.1% corrected from 77% strongly agreed or agreed "I have access to understandable information about my child's progress." Baseline to be established (new question)	Source: 2024-25 English Learner Program Needs Assessment: "How comfortable do you feel participating in school activities?" 87.7% strongly agreed or agreed "I have access to understandable information about my child's progress." 88.3% strongly agreed or agreed	Source: 2025-26 English Learner Program Needs Assessment: "How comfortable do you feel participating in school activities?" 89% strongly agreed or agreed "I have access to understandable information about my child's progress." 91% strongly agreed or agreed	Source 2026-27 English Learner Program Needs Assessment "How comfortable do you feel participating in school activities?" 90% strongly agreed or agreed "I have access to understandable information about my child's progress." Baseline +3%	Source 2023-24 and 2025-26 English Learner Program Needs Assessment "How comfortable do you feel participating in school activities?" +4.9% strongly agreed or agreed "I have access to understandable information about my child's progress." +2.7% (above 24-25 baseline)
3.3	LCAP classified staff survey questions: "When there is a problem at my school/department, our team works collaboratively to solve it." "I have access to information about what is happening at my school or in my department."	Source: 2023-24 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it.": 90.89% Baseline to be established (new question)- "I have access to information about what is	Source: 2024-25 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it.": 90.16% "I have access to information about what is happening at my school or in	Source: 2025-26 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it.": 95.08% "I have access to information about what is happening at my school or in	Source: 2026-27 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it.": 92% "I have access to information about what is happening	Source: 2023-24--2025-26 LCAP Classified Survey "When there is a problem at my school/department, our team works collaboratively to solve it." +1.11% "I have access to information about what is happening

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		happening at my school or in my department."	my department." 84.69%	my department." 86.89%	at my school or in my department." Baseline +3%	at my school or in my department." +2.29% (above 24-25 baseline)
3.4	LCAP certificated staff survey questions: "My school has opportunities for staff participation in decision-making that affects school practices and policies." "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level."	Source: 2023-24 Certificated Survey "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 87.06% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 88.81%	Source: 2024-25 Certificated Survey "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 86.88% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 89.36%	Source: 2025 Certificated Survey "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 93.78% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 89.33%	Source: 2026-27 Certificated Survey Data "My school has opportunities for staff participation in decision-making that affects school practices and policies.": 89% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : 90%	Source: 2023-24--2025-26 Certificated Survey Data "My school has opportunities for staff participation in decision-making that affects school practices and policies." +6.72% "There are opportunities for me to participate and to provide input through surveys, meetings, and committees at the district level." : +.52%
3.5	California Healthy Kids Survey: 7th grade connectedness indicator	Source: 2024 California Healthy Kids Survey 7th grade connectedness indicator: 56%	Source: 2025 California Healthy Kids Survey 7th grade connectedness indicator: 60%	Source: 2025 California Healthy Kids Survey 7th grade connectedness indicator: 64%	Source: 2027 California Healthy Kids Survey 7th grade connectedness indicator: 61%	Source: 2024 and 2026 California Healthy Kids Survey 7th grade connectedness indicator +8%

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.

All actions and services found in goal three were implemented. PVSD continues to have a robust advisory structure (action 3.1). The superintendent hosts both student and teacher advisories. Most sites have implemented site-level student advisories. The District English Learner Advisory Committee meets several times per year to evaluate and review the effectiveness of supports for English learners and to serve as advisors for the actions in the LCAP. The inclusive practices task force met several times this year to provide insights on how to support students and develop more opportunities for inclusion. Families of students with exceptional needs participated in the PVSD Special Education District Advisory Committee. Principals conducted shadowing activities to gather more precise information on the student experience. Through action 3.2, PVSD communicated at the site and district level with families and staff. Action 3.3 provided parents and guardians with a variety of Parent University experiences offered through Fresno State University and PVSD-created opportunities such as English as a Second Language classes and parent education regarding technology use. Action 3.4 was implemented fully as evidenced through the translated materials and the translator's participation and support of families in an array of meetings. In alignment with action 3.5, families received information about the high school English and mathematics pathways. Staff from both PVSD and OUHSD have regular meetings to ensure better system transition. The middle school English Language Arts book core novel committee completed a second phase pilot to add titles to the core novel list that reflect an array of backgrounds and experiences (action 3.6) and added titles to PVSD's digital library.

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

There was a slight material difference to report in this goal. Action 3.3 was underspent due to a midyear vacancy.

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

The actions of the goal were highly effective as measured by the related metrics. The LCAP community survey continues to have a strong rate of response with 1032 responses recorded. All questions on the LCAP Parent and Community survey that referenced communication showed greater than 90% agreement. Staff facing communications questions on the staff certificated and classified LCAP surveys showed above 85% agreement. Finally, the California Healthy Kids Survey connectedness indicator increased from the 2024 baseline of 56% to 64% in 2026 for 7th grade students.

Every week, sites provide their community with a newsletter to ensure information was communicated in a clear and timely way.

Not only were all advisories implemented as planned, but other focus groups were also conducted. The superintendent met several times with students and their parents who had previously experienced hate speech. The assistant superintendent of Educational Services and a site leader conducted intervention groups with students who had used hate speech. Parents of English learners reported an increase in understandable communication regarding their children's academics.

The middle school English teacher novel pilot team conducted a community preview event to showcase novels being considered for supplemental adoption.

High school articulation efforts have continued to improve. PVSD held multiple meetings with OUHSD staff in the 25-26 school year to coordinate on math placement processes. PVSD has the opportunity to improve with regard to communication regarding 6th grade math placement with some sites more clearly communicating the information to parents.

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

This goal, actions and metrics will remain consistent with the 25-26 iteration of the plan. The one shift that is being made is that the target outcome data related to the question on the English Learner Program Needs Assessment that asks parents "How comfortable do you feel participating in school activities?", will be shifted to a 90% target of parents in agreement, as the original baseline was not correct and the original 80% target outcome has been exceeded.

Based on the input of gathered, it is necessary for PVSD to consider how to better streamline and organize information. Action 3.2 shows has been adjusted to reflect this.

In action 3.6 we have added the word communicate to the digital library supports, as it is clear from feedback that some students don't always access this. Additionally, the action has been adjusted to reflect the work of the middle school core novel committee which sought to acquire relevant and diverse core novels that students would find more engaging.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Advisories and committees Action revised to the following for 25-26 Advisories, committees, and other opportunities	PVSD will expand the advisory model to ensure consultation with representative groups as decisions are considered. • Parent Advisory Committee • Teacher Advisory Committee • Special Education District Advisory Committee • District English Learner Advisory Committee • Inclusive Practices Task Force • School site student advisories • Student shadowing of student from high needs group	\$9,224.00	No

Action #	Title	Description	Total Funds	Contributing
	for voice and engagement			
3.2	Updated 26-27 action: Communication support including prioritizing clear and streamlined communication Communication support	PVSD will enlist the support of communication consultants and professional organizations to improve district communication efforts through social media and other means.	\$55,000.00	No
3.3	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	PVSD will provide a part-time family engagement coordinator and parent liaisons to provide information, support, and resources principally directed at outreach for families of Foster Youth, English Learner, Low Income (FY, EL, LI) students, and students with diverse needs. • Coordinator will oversee parent engagement specialists • Coordinate Parent University and other family engagement opportunities • Site engagement events	\$104,938.00	Yes
3.4	Translation support services	Increase access to translation services and informational materials (e.g. bilingual translator and DeepL software)	\$53,928.00	Yes
3.5	Educational options, high school articulation, and CTE	Provide information about educational options available to families, including articulation to high school and career technical education	\$5,000.00	No
3.6	Digital Library Supports	Digital library, librarian support, and acquisition of diverse novels	\$52,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Action revised to the following 26-27 Communicate digital library supports and acquire diverse and relevant core novels.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PVSD will allocate and monitor budget resources focusing on equity, transparency, and responsiveness to state fiscal conditions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Given that PVSD is funded in the lowest decile in the state, it is essential that PVSD engage in responsible and responsive fiscal planning. Feedback from the parent and classified LCAP surveys strongly indicated the need for maintaining a sound fiscal budget. PVSD is funded in the lowest decile of the state, financial decision must be carefully evaluated for effectiveness and impact on student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Minimum Proportionality Percentage (MPP)	Source: 2023-2024 LCAP Met	Source: 2024-2025 LCAP Met	Source: 2025-2026 LCAP Met	Source: 2026-2027 LCAP Met	Source: 2023-24 and 2024-25 LCAP Maintained
4.2	First interim budget certification	Source: PVSD first interim report certification Positive certification in 23-24 school year	Source: PVSD first interim report certification Positive certification in 24-25 school year	Source: PVSD first interim report certification Positive certification in 25-26 school year	Source: PVSD first interim report certification Positive certification in 26-27 school year	Source: PVSD first interim report certification Maintained positive certification
4.3	Second interim budget certification	Source: PVSD second interim report certification Positive certification in 23-24 school year	Source: PVSD second interim report certification	Source: PVSD second interim report certification	Source: PVSD second interim report certification	Source: PVSD first interim report certification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Positive certification in 24-25 school year	Positive certification in 25-26 school year	Positive certification in 26-27 school year	Maintained positive certification
4.4	LCAP Parent/Community Survey	Source: 2023-2024 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 94% strongly agree or agree	Source: 2024-25 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 98% strongly agree or agree	Source: 2025-26 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 96% strongly agree or agree	Parent/Community Survey: 2026-2027 LCAP Parent/Community Survey Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." 96% strongly agree or agree	Source: 2023-24 and 2024-25 LCAP Parent/Community Survey: Question: "In light of the state budget deficit, it is important for PVSD to maintain a fiscally sound budget that equitably aligns and maximizes available resources." +2% strongly agree or agree

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.

The actions in goal four have been implemented as planned. School site leaders had regular meetings with the business office (action 4.1) to continue building knowledge on budgetary management and oversight processes. The meetings were held with greater frequency with principals of sites with Title-I funds. This year, Monte Vista Middle School was designated as a Title-I site. Parents, staff, and community members received information regarding the budget through the district's DELAC, LCAP advisory, and Roundtable meeting structures. Additionally, educational partners were asked for input related to the use of LREBG funds. Action 4.3 ensures that funds are on track to be expended and that expenditures comply with legal requirements. PVSD distributed site supplemental funds and services based on unduplicated/high needs student percentages on the campuses.

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.

Action 4.4 was underspent due to indirect costs being lower than anticipated.

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

The actions of this goal were effective as noted by the positive first and second interim certification. In accordance with the plan, all school sites received services and supplemental funds that were proportionate with the high-needs pupil percentages at the site.

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

Based on the continuing availability of the Learning Recovery Emergency Block Grant (LREBG) funds, action 4.5 has been added to indicate that the funds will be used to continue some of the supports for students in the 26-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Budget training	Business department will provide budget training for departments and principals	\$0.00	No
4.2	Family/parent education on school finance	Provide information on the Local Control Funding Formula	\$0.00	No
4.3	Business office budget check-ins	Business services staff will check in with departments and schools for regular budget monitoring	\$0.00	No
4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Business services personnel will allocate funding with equity, based on need.	\$374,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Learning recovery emergency block grant (LREBG)	Use Learning Recovery Emergency Block Grant funding to continue some of the supports for students.		No

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
\$5,043,258	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.509%	0.000%	\$0.00	7.509%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	PVSD socioeconomically disadvantaged students and English Learners have less access to tutoring supports at home. Hattie (2017) found a .53 effect size connected to second chance and enrichment programs. Therefore, tutoring and homework support services are provided districtwide and principally directed at supporting high-needs students. The IXL platform will provide another version of outside-of-school support that is linked to the base	CAASPP ELA and Math achievement for English Learners Benchmark achievement for English Learners ELPAC Summative Assessments Middle School D/Fs for long term English Learners

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: Students who hail from traditionally underserved populations have less access to after school and summer experiences that support academic achievement. English Learners, Limited Income, and Foster Youth need additional outside-of-the school day support to in ELA and mathematics. Students from socioeconomically disadvantaged environments are less likely to have access to summer academic and cultural capital-building experiences. Per CDE, research has shown low-income children to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade as a result of summer learning loss (National Summer Learning Association [NSLA], 2009). To address this, rich summer programming opportunities will be principally directed at supporting unduplicated students in the areas of writing, reading and mathematics. Scope: LEA-wide	curriculum and provides tutorials for students who may not have the same level of access to parental academic support. Additionally, the IXL platform provides information regarding student progress that can be analyzed through a benchmark as well as normative reference range. Tutoring and homework help supports are principally directed at meeting the needs of unduplicated pupils with campuses receiving allocations based on the number of unduplicated pupils at the school.	
1.6	Action: Revised action for 26-27: Writing focus through professional learning communities and writing program implementation in grades 2-5. Previous action: Writing focus through professional learning communities	Teachers will receive targeted development on how to use specific writing strategies and scaffolds. These scaffolds support English Learners in creating written pieces. Since all teachers have English Learners, all teachers will be provided with this support. Teachers in elementary grades will trial the use of Mystery Writing.	CAASPP ELA achievement for English Learners Writing Claim- CAASPP

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
	Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11 Need: English Learners need additional support in developing writing, as writing is the last area to fully develop in English Language acquisition. Further, the PVSD English Learner Progress Indicator decreased on the 2023 Dashboard noting the need for attention in this area. Providing explicit strategies and support in writing will address this need. Scope: LEA-wide		
1.8	Action: Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7. Need: When compared to overall student outcomes, there are achievement gaps in ELA, math, and science among PVSD students who are	Through targeted analysis of data to address achievement gaps between unduplicated students and their peers, site leaders and teachers will engage in data days where data are analyzed and next steps for intervention are designed. Teams will use professional learning community (PLC) structures to support English Language Learners, socioeconomically disadvantaged students, and students with unique needs. With a focus on high levels of learning for all students, professional learning communities provide the opportunity for educators to work collaboratively to design instruction, analyze outcomes, and plan next steps for student learning as promulgated by DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006).	Baseline benchmark data ELA and Math grades 3-8 CAASPP ELA and Math D/F Grades in Middle School

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
	English Learners, Low-income, or Foster Youth due to limited access to resources and other barriers. One of the strategies to address this is to provide school teams with time to review data from common benchmarks and other assessments with site leadership. Teams will create action plans to address needs revealed through these meetings. Scope: LEA-wide		
1.9	Action: Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7. Need: Due to limited access to resources in addition to other barriers, there is a gap in the reading performance (all claims) as measured by CAASPP between our high-needs student and the "all students" group as demonstrated by CAASPP, IABs, and local data sources. Scope: LEA-wide	The allocation of literacy intervention content specialists whose services are principally directed at supporting unduplicated students through targeted intervention is a strategy to meet their academic needs. Through the use of Tier III intervention groups, reading intervention content specialists will use materials grounded in the Science of Reading to principally support high-needs students, Lesaux (2012) describes a positive relationship between low-income students, linguistically diverse students, and skills-based reading instruction. In their metanalysis of primary reading intervention programs, Wanzek, Stevens, Williams, et al. 2018 found that primary reading intervention programs demonstrate a positive impact of early struggling readers. PVSD unduplicated students are present in varying percentages throughout our schools. Schools with higher numbers of unduplicated	CAASPP ELA CAASPP Math ELA and Math Benchmark

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
		students receiving the most amount of support from literacy intervention content specialists. Math intervention supports will also be added to support teachers in meeting the needs of students with diverse needs, principally directed toward unduplicated pupils.	
1.10	Action: Revised action 26-27 Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies) and teacher training. Previous action: Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies). Need: Historically, PVSD English Learners and students who are socioeconomically disadvantaged have not been identified at the same rate as their peers for gifted and talented education programs. This can be a barrier to access to advanced course placement. Universal testing and access to Saturday Academies for GATE-identified students reduces this barrier. Scope: LEA-wide	Therefore, this action is principally directed toward supporting unduplicated pupils who have historically been underrepresented in GATE programming. A non-referral-based program where all students, regardless of demography are tested increases access to future advanced course opportunities. Flores (2007), found that students of color as well as students from disadvantaged socioeconomic backgrounds did not have the same access to high levels of math instruction that emphasized critical thinking. This action addresses the need to ensure that historically underrepresented students have access to GATE and or advanced course programming. Card & Giuliano (2015) discussed the implications of referral processes for identifying gifted students and found that traditional identification practices have led to overlooking qualified disadvantaged students. Students identified will have opportunities for participation in GATE weekend academies.	CAASPP ELA CAASPP Math ICA Math and ELA Number of students GATE identified by high needs student group
1.11	Action: Provide programmatic and curricular English Learner Supports.		

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
	Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13. Need: Scope: LEA-wide		
2.1	Action: Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs. Need: Due to limited access and other barriers, students in PVSD who are English Learners, Limited Income Students and Foster Youth demonstrated higher rates of suspension and chronic absenteeism. Higher rates of absenteeism and suspension result in reduced student outcomes and student engagement. Scope: Schoolwide	Reducing the student-to-administration ratio can support regular check-ins between administrators and parents in working to address issues of chronic absenteeism. Similarly, increased access to administrators provides students with more regular interventions to support student behavior. The three schools selected for this intervention include high numbers of unduplicated middle school students. Increased administrative support can also provide additional time for the principal to monitor instruction, thereby providing additional monitoring of academic achievement for high needs students.	Suspension through to May 1st Suspension Dashboard Indicator Chronic absenteeism through May 1st Chronic absenteeism Dashboard indicator California Healthy Kids Survey safety indicator grades 5 and 7
2.2	Action: Social-emotional and mental health supports.	PVSD students who are foster youth, experiencing homelessness, and who are economically	Period 2 attendance

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
	LREBG supported for .5 of two counseling positions at \$118,193 through 26-27. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4. Need: The Chronic Absenteeism data for our unhoused students and socioeconomically disadvantaged students is very high, with both groups in the red performance range on the most recent California Dashboard. Due to barriers and limited access to resources, English Learners were also high in this indicator and were in the orange performance category. While we have seen some improvements this year and anticipate a reduction in chronic absenteeism percentages, this is largely attributed to concerted counseling efforts and intensive tiered support from school social workers. Students are still expressing the need for increased social-emotional and mental health supports. Scope: LEA-wide	disadvantaged have experienced higher than average chronic absenteeism and other barriers to learning. They are less likely to have access to counseling services, so counselors will be needed to support their socioemotional needs to support them in the learning environment. Jones & Khan 2017 share that, "Evidence shows that high-quality programs focused on SEL contribute to improved academics and behavior." Additionally, Finigan-Carr & Shaia (2018), propose that, "School social workers also are dedicated to providing comprehensive supports that address many of the out-of-school needs that limit students' learning." This action is principally directed at supporting foster youth, students experiencing homelessness, and those who are economically disadvantaged through regular visits, home visits and check-ins. The social worker services will also provide much-needed community linkage services.	Chronic absenteeism through May 1st Chronic absenteeism Dashboard indicator
2.3	Action: Student belongingness activities (fieldtrips, performances, clubs, sports (including intramural and/or tournaments), student interest groups).	By increasing opportunities for students to engage in sports, music, and extracurricular programs, students are more likely to feel a connection to campus, thereby supporting academic needs. Catterall, J., et al. (1999) found that academic achievement increased for students who were	California Healthy Kids Survey or similar measure belongingness/connectedness Indicator grades 5 and 7

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
	Comprehensive middle school base field trips will be centrally developed. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4. Need: English Learner and Low Income students have higher suspension and chronic absenteeism rates in PVSD when compared to the "all students" group. Higher rates of suspension and chronic absenteeism impact student achievement due to reduced levels of student engagement. This indicates the need for targeted support and training. Scope: LEA-wide	involved in the arts over time in comparison to counterparts who were not. Further, Witherspoon, Schotland, Way, & Hughes (2009) found that students who feel connected to their school were more engaged in their individual learning. Increased connectedness will support academic outcomes of economically disadvantaged students who typically have fewer opportunities for this level of engagement. Due to unduplicated students being present, to varying percentages, on all PVSD campuses, each campus will receive an allocation proportional to the number of unduplicated students on campus.	P2 attendance
2.4	Action: Revised action for 26-27: Multi-Tiered Systems of Support: Collaborative Success Team Meetings, including staff retraining. Previous action: Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance.	PVSD will refine its multi-tiered system of support through consistent protocols that are data-informed, goal-based, and leverage student strengths to improve student outcomes and ameliorate performance gaps. Jackson (2021) found that well-developed MTSS processes can "produce positive outcomes for all students, particularly culturally and linguistically diverse students." To that end, campuses will receive support for the CST process to ensure that achievement gaps are addressed, with targeted attention to unduplicated students. All campuses have high-needs students, although to varying degrees. Campuses will all receive this support,	Suspension through to May 1st Suspension Dashboard Indicator Chronic absenteeism through May 1st Chronic absenteeism Dashboard indicator

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
	Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4. Need: Due to limited access to resources in addition to other barriers, high-needs students in PVSD who are low-income, English Learners, or Foster Youth have higher rates of suspension, absenteeism, and lower academic outcomes when compared to all students. This punctuates the need for additional supports and services targeted towards individual student needs. Scope: LEA-wide	although campuses with more high-needs students will receive increased support.	
2.5	Action: Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4. Need: Due to limited access to resources and a variety of other barriers, socioeconomically disadvantaged students are more likely than their peers to lack access to reliable transportation, which can impact attendance. Impacted student attendance results in reduced academic engagement and achievement.	There is a direct correlation between attendance and increased student achievement. Expanded transportation options and access for K–12 students can contribute to increasing opportunity (Bierbaum and Vincent 2013; McKoy et al. 2010; Center for Transit Oriented Development 2012). Transportation support will be principally targeted to support socioeconomically disadvantaged students, English Learners, and other high-needs students who are housed throughout the district; therefore, there is a need for an LEA-wide approach to this action.	Chronic absenteeism Dashboard indicator P2 attendance Chronic Absenteeism through May 1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	Action: Revised action for 26-27 Provide students with access to engaging hands-on activities through MakerSpaces. Provide training for MakerSpace instructional assistants to support this work. Previous action Access to engaging hands-on activities through Makerspaces Need: Due to limited access to resources in addition to other barriers, high-needs students in PVSD have higher rates of absenteeism as compared to the "all students" group. Absenteeism rates are directly correlated to reduced academic achievement. Scope: LEA-wide	Students from socioeconomically disadvantaged backgrounds are less likely to have access to enrichment-type STEM experiences. Tanenbaum (2016) discusses the participation and access of historically under-represented groups in STEM programming. Access to Makerspace experiences can result in stronger academic outcomes for students due to increased engagement. Makerspace supplies and instructional systems to provide STEM enrichment opportunities will be allocated based on the number of unduplicated students on campuses. PVSD has developed a formula based on this distribution which is proportional to the number of unduplicated students on campus. All campuses have high-needs students, and those with higher numbers of high-needs students will be allotted more time for Makerspace support.	California Healthy Kids Survey or similar measure belongingness/connectedness Indicator grades 5 and 7 P2 attendance
2.7	Action: Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	To support the academic outcomes of high-needs students, site leaders need professional learning on anti-bias, the achievement gap, and professional learning communities. In their meta-analysis, Marzano, McNulty & Waters (2005), found that second to the influence of the classroom teacher, the school principal is the strongest school-based influence on student achievement. Providing staff with training on	Chronic absenteeism Dashboard indicator P2 attendance Chronic Absenteeism through May 1

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: PVSD high-needs students who are English Learners, Foster Youth or Limited income have reduced academic outcomes and attendance due to a variety of barriers. There is a clear need to more purposefully connect them with school. Staff training on cultural responsiveness can provide a conduit for developing instruction and supports that can be more meaningfully targeted when needs are understood. Scope: LEA-wide	culturally relevant support can mitigate this. The action is provided on an LEA-wide basis, as all campuses have high-needs students and staff who need this training to support them.	
3.3	Action: Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2 Need: Families of newcomer English learners require support in acclimating to a new educational landscape due to cultural and linguistic barriers. Feedback from the District English Learner Advisory Committee was that families of English Learners often require additional supports navigating the US educational system and that these supports should be made available. Additionally, families of underrepresented students benefit from	Newcomer families of English learners and families of students who have disengaged from the learning environment due to unique challenges benefit from specific outreach to provide them with the information and resources to support students academically. According to Castellon et al. (2015), "newcomer families need specific information on how to support their children's learning and development" as they adapt to a new culture and language. The Family Engagement Coordinator will provide support to families to help new families engage with school. Additionally, the coordinator will work with families of low-income students to ensure they have information about programs available. Given that there are high-needs families throughout the district, the coordinator will support families district-wide.	English Learner Program Needs Assessment question, "How comfortable do you feel participating in school activities?" English Learner Program Needs Assessment item: "I have access to understandable information about my child's progress. LCAP Community Survey question item: "My child's school encourages involvement and seeks input through

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
	increased information to support school participation. Scope: LEA-wide		committees, meetings, and information nights."
3.4	Action: Translation support services Need: DELAC shared that translated information is a priority and that a lack of translation can be a barrier to supporting students. Lack of access to translated information impacts parent involvement and student achievement. Scope: LEA-wide	Providing increased translation services for PVSD families will support increasing learning outcomes for English Learners. Han & Love (2015) found the importance of access to interpretation and translation was essential in helping parents to communicate and learn about the U.S. educational system. This is a district-wide service, as English Learners are located throughout the district.	English Learner Program Needs Assessment item: "I have access to understandable information about my child's progress.
3.6	Action: Digital Library Supports Action revised to the following 26-27 Communicate digital library supports and acquire diverse and relevant core novels. Need: There is a need to ensure that students have access to culturally relevant texts that mirror the population of students in PVSD classrooms. Low-income, English Learners and other high-needs students often have less access to city library services due to transportation challenges and access to books	English Learners, students in foster youth, and under-represented students must see themselves reflected in the curriculum and classroom materials with which they interact in order to foster a true sense of belonging in the school environment. Bishop (1990) and Yenika-Agbaw & Napoli (2011) as found in Wanless & Crawford (2016), posit that books can affirm a sense of identity for readers when they reflect their communities, families, and themselves. This is a district-wide action that will also support inclusivity for students from diverse backgrounds, including those in foster care, English learners, and other under-represented groups. Because our unduplicated student population is present on all	California Healthy Kids Survey: 7th grade connectedness indicator

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
	that provide mirrors to their experience. The digital library removes this barrier. Scope: LEA-wide	campuses and classrooms, these books will be distributed throughout the district.	
4.4	Action: Funding based on equity need and in alignment with the unduplicated percentages on campuses. Need: Students with more intensive needs such as English Learners, limited-income students, Foster or Unhoused Youth require additional supports and services due to a lack of access to resources. There is a need to ensure that supports are distributed based on need to support academic outcomes of high-needs students. Scope: LEA-wide	Business services personnel will allocate funding with equity, based on need. PVSD has developed a proportional formula that drives allocations of funds and services based on the number of unduplicated students on campus. This provides funding for all LCAP actions based on unduplicated student numbers. PVSD's unduplicated student population is located in varying degrees in every school throughout the district. For instance, reading intervention support days increase based on the number of high-needs pupils on campuses. Tutoring funds are provided to all campuses since all have high-needs pupils, but campuses with higher numbers of high-needs students receive a larger allocation than those with lower numbers.	Minimum Proportionality Percentage MPP 1st Interim budget certification 2nd Interim budget certification

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.

NA

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.

PVSD does not receive concentration funds.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$67,163,397	5,043,258	7.509%	0.000%	7.509%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,907,434.00	\$1,183,313.82	\$116,583.00	\$192,644.00	\$10,399,974.82	\$6,939,442.82	\$3,460,532.00

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	Revised action for 26-27: Purchase technology devices, hardware, software for students and staff. Develop and implement an articulated framework on how to balance technology use. Previous action Purchase technology devices, hardware, software for students and staff.	All	No			All Schools	July 1, 2026- June 30, 2027	\$1,500,092.00	\$1,948,760.00	\$3,448,852.00	\$0.00	\$0.00	\$0.00	\$3,448,852.00	
1	1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	July 2026- May 2027	\$63,720.00	\$91,700.00	\$155,420.00				\$155,420.00	
1	1.3	Provide standards-aligned learning materials and consumable supports.	All	No			All Schools	July 1, 2026- June 30, 2027	\$0.00	\$580,000.00		\$580,000.00			\$580,000.00	
1	1.4	Provide teacher and staff training opportunities, grade/content level leadership teams to increase student achievement and staff instructional capacity.	All	No			All Schools	August 1, 2026- June 30, 2027	\$17,648.00	\$15,000.00				\$32,648.00	\$32,648.00	
1	1.5	Revised action for 26-27: Continue opportunities for increased inclusion through co-teaching, learning centers, and staff collaboration /calibration of practices (such as UDL).	Students with Disabilities	No			Specific Schools: Camarillo Heights, La Mariposa, Las	July 1, 2026- June 30, 2027	\$409,408.82	\$0.00	\$328,600.00	\$80,808.82			\$409,408.82	

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
		Previous action: Provide opportunities for increased inclusion through co-teaching, learning centers, and staff training /calibration of practices for related services providers Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, 1.7, and 1.15.					Posas, Las Colinas, Monte Vista, Pleasant Valley School of Engineering and Arts, Rancho Rosal School, and Tierra Linda									
1	1.6	Revised action for 26-27: Writing focus through professional learning communities and writing program implementation in grades 2-5. Previous action: Writing focus through professional learning communities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2026- June 2027	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.7	Revised action for 2026-27: Provide support for theme schools and instructional strategies at all schools to increase instructional engagement through culturally responsive practices. Previous action: Provide support for theme schools and instructional strategies at all schools to increase instructional engagement.	All	No			All Schools	July 1, 2026- June 30, 2027	\$3,056.00	\$33,000.00	\$18,000.00			\$18,056.00	\$36,056.00	
1	1.8	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	October 2026- April 2027	\$18,338.00	\$50,000.00	\$68,338.00				\$68,338.00	

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
		Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.														
1	1.9	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-June 2027	\$860,607.00	\$7,500.00	\$868,107.00				\$868,107.00	
1	1.10	Revised action 26-27 Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies) and teacher training. Previous action: Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	September 2026-May 2027	\$11,240.00	\$12,046.00	\$23,286.00				\$23,286.00	
1	1.11	Provide programmatic and curricular English Learner Supports. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13.	English Learners	Yes	LEA-wide	English Learners	All Schools	August 2026-June 2027	\$147,224.00	\$0.00	\$144,779.00			\$2,445.00	\$147,224.00	
2	2.1	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monte Vista Middle School, Las Colinas Middle School, Pleasant Valley School of Engineering & Arts	August 2026-June 2027	\$612,972.00	\$550.00	\$346,530.00	\$266,992.00			\$613,522.00	
2	2.2	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at \$118,193 through 26-27.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-June 2027	\$1,716,343.00	\$0.00	\$1,222,252.00	\$238,513.00	\$116,583.00	\$138,995.00	\$1,716,343.00	

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
		Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.														
2	2.3	Student belongingness activities (fieldtrips, performances, clubs, sports (including intramural and/or tournaments), student interest groups). Comprehensive middle school base field trips will be centrally developed. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-June 2027	\$214,344.00	\$166,916.00	\$381,260.00				\$381,260.00	
2	2.4	Revised action for 26-27: Multi-Tiered Systems of Support: Collaborative Success Team Meetings, including staff retraining. Previous action: Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	October 2026- May 2027	\$19,000.00	\$0.00	\$19,000.00				\$19,000.00	
2	2.5	Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-August 2027	\$839,769.00	\$0.00	\$839,769.00				\$839,769.00	
2	2.6	Revised action for 26-27 Provide students with access to engaging hands-on activities through MakerSpaces. Provide training for MakerSpace instructional assistants to support this work. Previous action Access to engaging hands-on activities through Makerspaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-June 2027	\$338,351.00	\$2,500.00	\$340,851.00				\$340,851.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026-May 2027	\$10,000.00	\$35,000.00	\$45,000.00				\$45,000.00	
3	3.1	Advisories and committees Action revised to the following for 25-26 Advisories, committees, and other opportunities for voice and engagement	All	No			All Schools	August 2026- June 2027	\$6,724.00	\$2,500.00	\$8,724.00			\$500.00	\$9,224.00	
3	3.2	Updated 26-27 action: Communication support including prioritizing clear and streamlined communication Communication support	All	No				July 1, 2026- June 30, 2027	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
3	3.3	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026- June 30, 2027	\$96,978.00	\$7,960.00	\$104,938.00				\$104,938.00	
3	3.4	Translation support services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	July 1, 2026- June 30, 2027	\$53,628.00	\$300.00	\$53,928.00				\$53,928.00	
3	3.5	Educational options, high school articulation, and CTE	All	No			All Schools	July 1, 2026- June 30 2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.6	Digital Library Supports Action revised to the following 26-27 Communicate digital library supports and acquire diverse and relevant core novels.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2026- June 2027	\$0.00	\$52,000.00	\$35,000.00	\$17,000.00			\$52,000.00	
4	4.1	Budget training	All	No			All Schools	July 1, 2026, June 30, 2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	Family/parent education on school finance	All	No			All Schools	August 2026- June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Business office budget check-ins	All	No			All Schools	July 1, 2026- June 30, 2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026- June 30, 2027	\$0.00	\$374,800.00	\$374,800.00				\$374,800.00	
4	4.5	Learning recovery emergency block grant (LREBG)	All	No			All Schools	July 1, 2026- June 30, 2027								

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
\$67,163,397	5,043,258	7.509%	0.000%	7.509%	\$5,043,258.00	0.000%	7.509 %	Total:	\$5,043,258.00
								LEA-wide Total:	\$4,696,728.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$346,530.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$155,420.00	
1	1.6	Revised action for 26-27: Writing focus through professional learning communities and writing program implementation in grades 2-5. Previous action:	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	

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 (%)
		Writing focus through professional learning communities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11						
1	1.8	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	LEA-wide	English Learners Low Income	All Schools	\$68,338.00	
1	1.9	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$868,107.00	
1	1.10	Revised action 26-27 Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,286.00	

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 (%)
		Academies) and teacher training. Previous action: Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).						
1	1.11	Provide programmatic and curricular English Learner Supports. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13.	Yes	LEA-wide	English Learners	All Schools	\$144,779.00	
2	2.1	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monte Vista Middle School, Las Colinas Middle School, Pleasant Valley School of Engineering & Arts	\$346,530.00	
2	2.2	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at \$118,193 through 26-27. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,222,252.00	
2	2.3	Student belongingness activities (fieldtrips, performances, clubs, sports (including intramural and/or	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$381,260.00	

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 (%)
		tournaments), student interest groups). Comprehensive middle school base field trips will be centrally developed. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.						
2	2.4	Revised action for 26-27: Multi-Tiered Systems of Support: Collaborative Success Team Meetings, including staff retraining. Previous action: Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	
2	2.5	Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$839,769.00	

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	2.6	Revised action for 26-27 Provide students with access to engaging hands-on activities through MakerSpaces. Provide training for MakerSpace instructional assistants to support this work. Previous action Access to engaging hands-on activities through Makerspaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,851.00	
2	2.7	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
3	3.3	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,938.00	
3	3.4	Translation support services	Yes	LEA-wide	English Learners Low Income	All Schools	\$53,928.00	
3	3.6	Digital Library Supports Action revised to the following 26-27 Communicate digital library supports and acquire diverse and relevant core novels.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	

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 (%)
4	4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$374,800.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,309,415.00	\$11,110,570.17

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	Purchase technology devices, hardware, and software for students. and staff.	No	\$3,251,955.00	\$3,404,689
1	1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	Yes	\$131,300.00	\$131,453
1	1.3	Provide standards-aligned learning materials and consumable supports.	No	\$310,000.00	\$550,000
1	1.4	Provide teacher staff training opportunities, grade/content level leadership teams to increase student achievement and staff instructional capacity.	No	\$32,648.00	\$32,648
1	1.5	Increase opportunities for co-teaching and inclusion and calibration of practices for related services staff. Refined action for 25-26 Provide opportunities for increased inclusion through co-teaching, learning centers, and training /calibration of practices for staff.	No	\$399,869.00	\$425,000

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)
		Action provided to address lowest performing groups in differentiated assistance. LREBG funds to be expended \$391,868 through 2025-26 for Director of Inclusive Practices and program specialists Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, 1.7, and 1.15.			
1	1.6	Writing focus through professional learning communities Edited action for 25-26 Writing focus through professional learning communities and writing program piloting. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11	Yes	\$25,000.00	\$25,000
1	1.7	Provide support for theme schools and instructional strategies at all schools to increase instructional engagement.	No	\$36,056.00	\$36,056
1	1.8	Data days through professional learning communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	\$81,000.00	\$81,000

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	1.9	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	\$978,713.00	\$994,079.30
1	1.10	Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).	Yes	\$26,581.00	\$26,581.00
1	1.11	Provide programmatic and curricular English Learner Supports. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.11, 1.12, and 1.13.	No	\$2,592.00	\$2,592.00
2	2.1	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs. Action provided to address lowest performing groups in differentiated assistance. LREBG action will fund a part of this action at \$504,589 through 25-26. Progress will be monitored through metrics 2.1 and 2.2.	Yes	\$1,226,265.00	\$1,249,942.87
2	2.2	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at \$118,193 through 25-26.	Yes	\$1,534,497.00	\$1,656,100

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)
		Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.			
2	2.3	Student belongingness activities (fieldtrips, performances, clubs, sports, student interest groups). Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	\$300,000.00	\$292,506
2	2.4	Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	\$19,000.00	\$19,000
2	2.5	Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance. Progress will be monitored through metrics 2.3 and 2.4.	Yes	\$908,800.00	\$1,303,579.00
2	2.6	Access to engaging hands-on activities through Makerspaces	Yes	\$333,688.00	\$345,365
2	2.7	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance.	Yes	\$70,000.00	\$70,000

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)
		Progress will be monitored through metrics 2.1 and 2.2.			
3	3.1	Advisories and committees Action revised to the following for 25-26 Advisories, committees, and other opportunities for voice and engagement	No	\$11,724.00	\$11,724
3	3.2	Communication support	No	\$55,000.00	\$55,000
3	3.3	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	Yes	\$116,375.00	\$77,347
3	3.4	Translation support services	Yes	\$50,712.00	\$53,268
3	3.5	Educational Options and CTE	No	\$8,500.00	\$8,500
3	3.6	Digital Library Supports Action revised to the following for 25-26 Digital Library Supports and core novels to support high needs students	Yes	\$52,000.00	\$52,000
4	4.1	Budget training	No	\$0.00	\$0.00
4	4.2	Family/parent education on school finance	No	\$0.00	\$0.00

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)
4	4.3	Business office budget check-ins	No	\$0.00	\$0.00
4	4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Yes	\$347,140.00	\$207,140

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)
\$4,847,215	\$4,746,886.00	\$4,867,341.00	(\$120,455.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Instructional Supports-IXL, tutoring (including online or in person), Intersession, and Summer Programs Action provided to address lowest performing groups in differentiated assistance. Connected metrics include: 1.1,1.2, 1.4,1.7, 1.11, 1.12, 1.13, and 1.15	Yes	\$131,300.00	\$131,453		
1	1.6	Writing focus through professional learning communities Edited action for 25-26 Writing focus through professional learning communities and writing program piloting. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.3 and 1.11	Yes	\$25,000.00	\$25,000		
1	1.8	Data days through professional learning	Yes	\$81,000.00	\$81,000		

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)
		communities and teacher-team created common district assessments in ELA and in mathematics. Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.					
1	1.9	Provide instructional coaching and intervention supports Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 1.1, 1.3, 1.4, 1.6, and 1.7.	Yes	\$779,305.00	\$862,584		
1	1.10	Expand access to GATE and other extension opportunities (Expert Night, CoGAT testing, GATE Academies).	Yes	\$26,581.00	\$26,581		
2	2.1	Behavior supports: Assistant Principals to support behavior and attendance through targeted interventions and specialized behavioral staff to support student needs. Action provided to address lowest performing groups in differentiated assistance. LREBG action will fund a part of this action at \$504,589 through 25-26.	Yes	\$337,680.00	\$366,815		

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)
		Progress will be monitored through metrics 2.1 and 2.2.					
2	2.2	Social-emotional and mental health supports. LREBG supported for .5 of two counseling positions at \$118,193 through 25-26. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	\$1,185,305.00	\$1,262,606		
2	2.3	Student belongingness activities (fieldtrips, performances, clubs, sports, student interest groups). Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	\$300,000.00	\$292,506		
2	2.4	Multi-Tiered Systems of Support: Collaborative Success Team Meetings Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1, 2.2, 2.3 and 2.4.	Yes	\$19,000.00	\$19,000		
2	2.5	Transportation and attendance supports Action provided to address lowest performing groups and differentiated assistance.	Yes	\$908,800.00	\$1,012,176		

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)
		Progress will be monitored through metrics 2.3 and 2.4.					
2	2.6	Access to engaging hands-on activities through Makerspaces	Yes	\$333,688.00	\$345,365		
2	2.7	Behavior, engagement, and inclusive practices training Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metrics 2.1 and 2.2.	Yes	\$70,000.00	\$70,000		
3	3.3	Family and community engagement opportunities Action provided to address lowest performing groups in differentiated assistance. Progress will be monitored through metric 3.2	Yes	\$116,375.00	\$76,847		
3	3.4	Translation support services	Yes	\$50,712.00	\$53,268		
3	3.6	Digital Library Supports Action revised to the following for 25-26 Digital Library Supports and core novels to support high needs students	Yes	\$35,000.00	\$35,000		
4	4.4	Funding based on equity need and in alignment with the unduplicated percentages on campuses.	Yes	\$347,140.00	\$207,140		

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)
64,421,702	\$4,847,215	0.00%	7.524%	\$4,867,341.00	0.000%	7.555%	\$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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