

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Elementary School District

CDS Code: 36-67918-0000000

School Year: 2026-27

LEA contact information:

Lori Clark

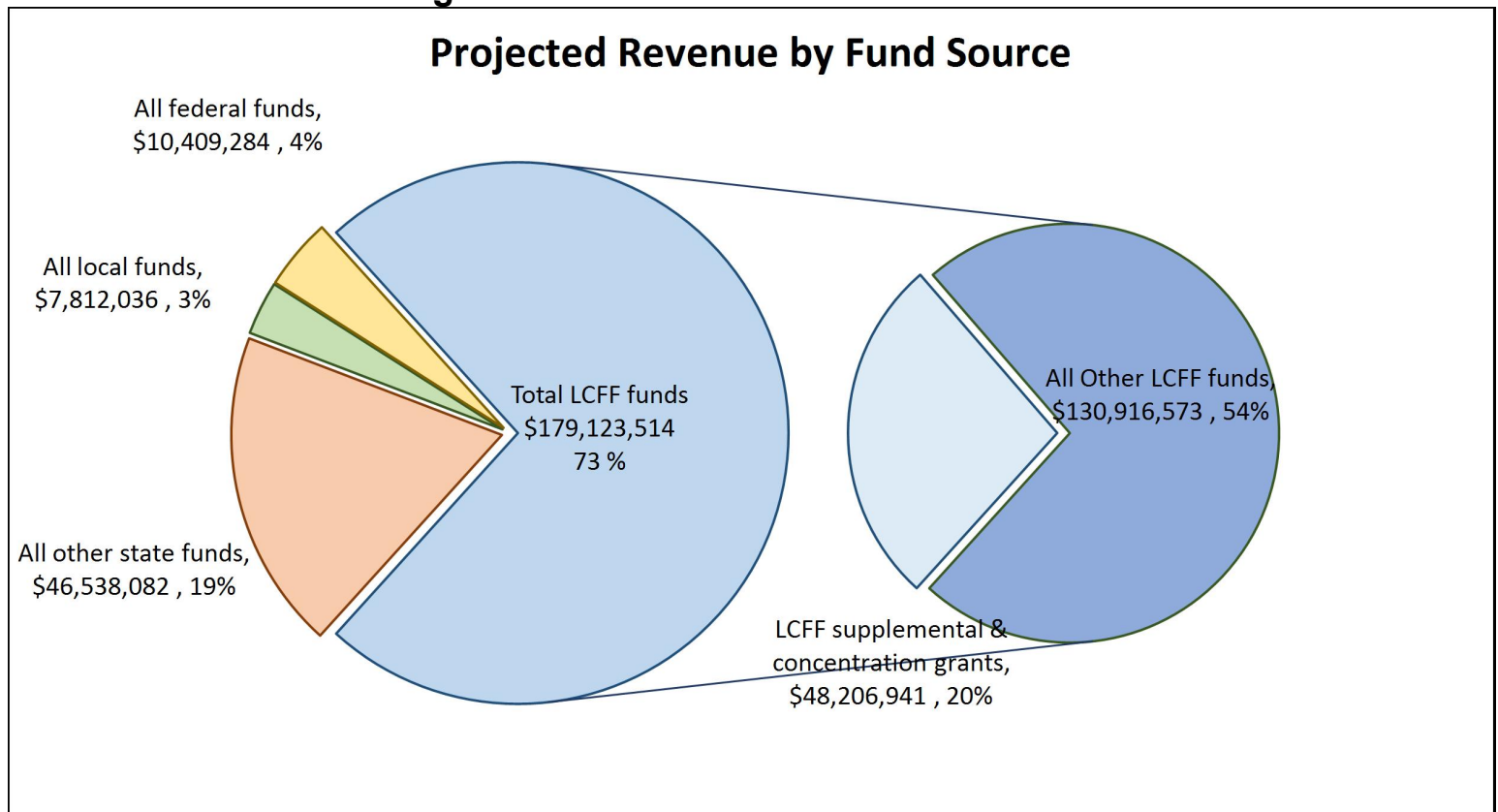
Superintendent

lclark@vesd.net

(760) 245-1691

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

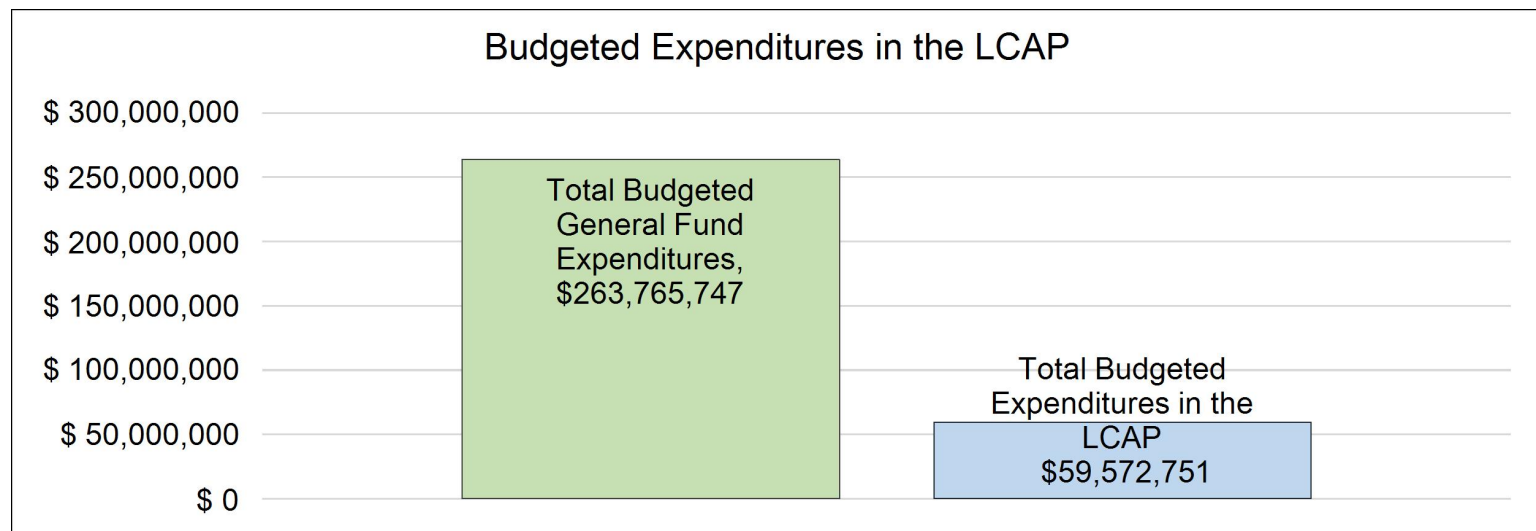


This chart shows the total general purpose revenue Victor Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Victor Elementary School District is \$243,882,916, of which \$179,123,514 is Local Control Funding Formula (LCFF), \$46,538,082 is other state funds, \$7,812,036 is local funds, and \$10,409,284 is federal funds. Of the \$179,123,514 in LCFF Funds, \$48,206,941 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 Victor Elementary 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: Victor Elementary School District plans to spend \$263,765,747 for the 2026-27 school year. Of that amount, \$59,572,751 is tied to actions/services in the LCAP and \$204,192,996 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

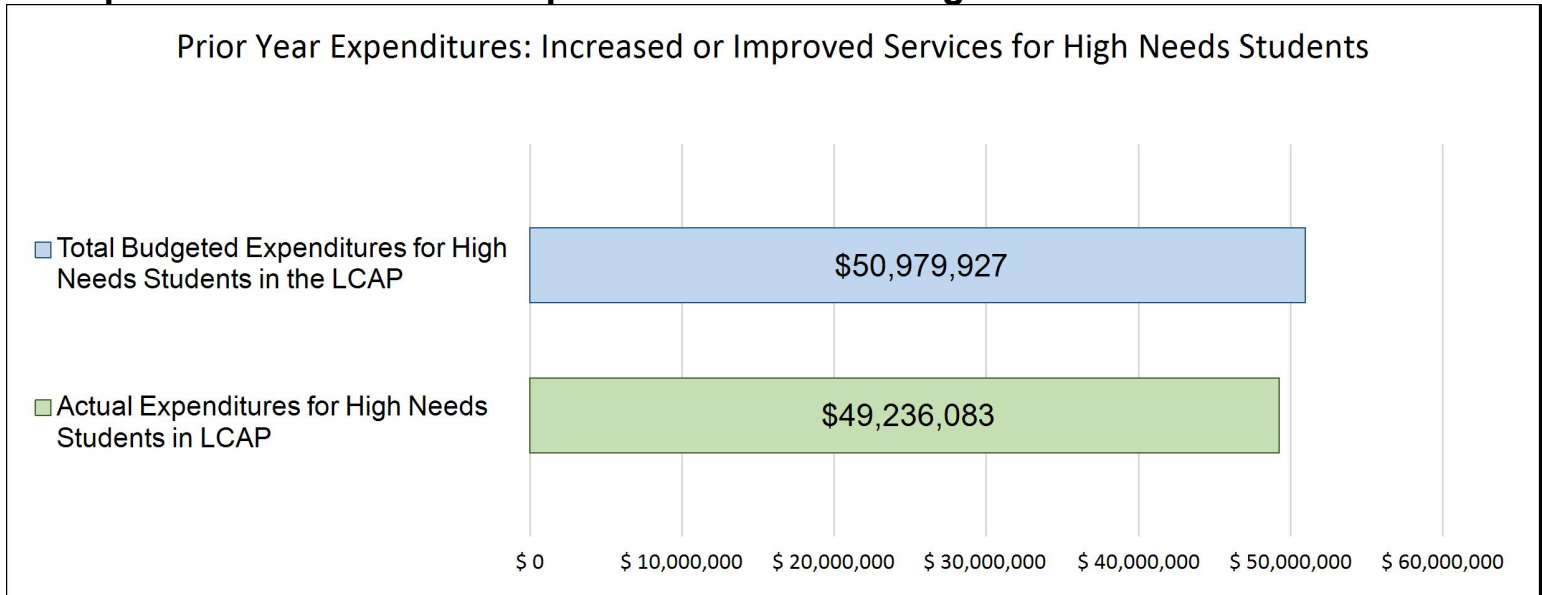
The LCAP does not include the following programs and costs: core instructional program (the cost of teaching staff, school office staff, and core instruction material such as textbooks), the cost of utilities, and insurance. LCAP does not include programs funded with the following State or Federal funds: Restricted Lottery, the Arts and Music Grant, CSI, Title I, II, III or IV, or any special education programs.

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

In 2026-27, Victor Elementary School District is projecting it will receive \$48,206,941 based on the enrollment of foster youth, English learner, and low-income students. Victor Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Elementary School District plans to spend \$50,366,440 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 Victor Elementary 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 Victor Elementary 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, Victor Elementary School District's LCAP budgeted \$50,979,927 for planned actions to increase or improve services for high needs students. Victor Elementary School District actually spent \$49,236,083 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$1,743,844 had the following impact on Victor Elementary School District's ability to increase or improve services for high needs students:

The District thoughtfully created actions based on data to increase and improve services to high need students. These actions are implemented in an organized and timely fashion to have the greatest impact on student achievement. An example of this is action 1.13 -- Site-based training for Long term English Learners. This action was new in 2025/26 and only partially implemented as additional time was provided for site preparation. While 4 of 16 sites were able to begin specific ELD-based training at the school level there were no costs associated. The effectiveness of this action will be more accurately assessed in future years as implementation takes hold. Overall Supplemental and Concentration Grant funds spent on high need students were less than budget by 5%. All other actions in the LCAP were fully implemented. All unspent Supplemental and Concentration Grant funds from 2025/26 are budgeted as carryover in the 2026/27 LCAP.

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
Victor Elementary School District	Lori Clark Superintendent	lclark@vesd.net (760) 245-1691

Plan Summary [2026-27]

General Information

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

The Victor Elementary School District (VESD) was established in 1896 in Victorville, California, a once-small town on the western gateway to the Mojave Desert. VESD began as a one-room schoolhouse with a few students and has grown to 18 elementary schools, including two dependent charter schools, serving over 11,660 students from transitional kindergarten through sixth grade.

VESD currently employs 554 certificated and 685 classified staff members.

The district serves the community by offering rigorous and relevant academic opportunities that are complemented by each school’s unique focus, such as performing arts, STEAM, sports, etc. School populations vary in size and demographics, from 500 to 1009 at our largest site.

The VESD student community demographics include:

- Hispanic 69.5%
- African American 15.8%
- White 8.7%
- Asian 1.1%
- Multiple 3.9%
- American Indian 0.2%
- Pacific Islander 0.3%
- Filipino 0.4%

The VESD student demographics are:

- Socio-economically Disadvantaged: 85.8%
- English Language Learner: 13.3%
- Special Education: 13.3%
- Homeless: .3%
- Foster Youth: 1.4%

VESD schools that have qualified as an Equity Multiplier School include: Brentwood, Lomitas, Del Rey, Puesta del Sol, and Green Tree East. While Irwin Academy and Park View were identified as Equity Multiplier sites in the 2024-25 LCAP, and Village in 2025-26, they are not designated as such in the 2026-27 LCAP. However, all schools will continue implementing their Equity Multiplier goal to sustain progress and provide ongoing support for their student populations

Reflections: Annual Performance

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

Successes from the 2024–2025 CA School Dashboard include:

-Academic Growth: California School Dashboard results show measurable academic improvement for All Students, with ELA improving by +5.6 DFS (–50.6 DFS overall) and Mathematics improving by +3.5 DFS (–77.4 DFS overall). Notable subgroup gains included Homeless Youth (+26.4 ELA DFS), Foster Youth (+12.0 ELA DFS), Pacific Islander students (+12.4 Math DFS), and English Learners (+10.4 ELA DFS; +7.6 Math DFS). These improvements reflect strengthened instructional coherence, targeted intervention systems, and focused professional learning.

-EL Academic Gains: While the English Learner Progress Indicator showed a slight decline (39.9%, –0.6), English Learners demonstrated academic growth in core content areas on the Dashboard, including +10.4 DFS in ELA and +7.6 DFS in Mathematics, indicating improved access to grade-level instruction and language-integrated supports.

-Behavior and Climate: The district's Suspension Rate decreased to 6.1% (–0.6) for All Students. Reductions were observed across several student groups, including Students with Disabilities (–1.6) and Socioeconomically Disadvantaged students (–0.7), reflecting continued implementation of restorative practices and MTSS behavioral supports.

-Attendance: Chronic absenteeism declined to 31.1% (–1.3) for All Students. Significant reductions were observed among American Indian students (–17.1), Homeless Youth (–11.5), and Foster Youth (–6.0), demonstrating strengthened attendance monitoring and targeted outreach systems.

Challenges from 2024–2025 CA School Dashboard include:

-Overall Performance Levels: Although academic growth occurred, overall Distance from Standard levels remain below grade-level benchmarks (–50.6 DFS in ELA and –77.4 DFS in Mathematics), indicating continued need for accelerated growth across all student groups.

-English Learner Progress: The English Learner Progress Indicator declined slightly (–0.6), with Long-Term English Learners declining more significantly (–8.8), signaling the need for strengthened language development and reclassification systems.

-Chronic Absenteeism Increases for Specific Groups: While overall absenteeism declined, increases were observed among Pacific Islander (+6.1), Filipino (+9.6), and Asian (+4.4) students, highlighting the need for targeted, culturally responsive engagement strategies.

-Suspension Disproportionality: Suspension rates remain elevated for certain student groups, including African American (13.9%) and Pacific Islander (9.1%) students, indicating continued focus is needed to ensure equitable discipline practices.

Results from the 2025 CA Dashboard

VESD Schools that the All Student group received the lowest performance outcomes, on the state indicators 2025 California School Dashboard include:

- English Language Arts: Brentwood, Del Rey, Green Tree East, Mojave Vista
- Mathematics: Brentwood, Del Rey, Green Tree East, Mojave Vista, Puesta del Sol
- English Learner Progress: Brentwood, Del Rey, Irwin Academy, Park View
- Chronic Absenteeism: Del Rey, Green Tree East, West Palms, Village
- Suspension Rate: Brentwood, Del Rey, Puesta del Sol, Ralph Baker, Village

VESD student groups which received the lowest performance level, in one or more state indicator on the 2025 California School Dashboard for the district:

- English Language Arts (ELA): Long Term English Learner (LTEs)
 - Mathematics: African American, Foster Youth, Students with Disabilities (SWD)
 - Suspension Rate: African American, Foster Youth, Long Term English Learner (LTEs)
- Pacific Islander
- Chronic Absenteeism: Asian, Pacific Islander, White

VESD Schools that the All Student group received the lowest performance outcomes, on the state indicators 2023 California School Dashboard include:

- English Language Arts: Del Rey, Irwin Academy, Mojave Vista
- Mathematics: Mojave Vista, Village
- Chronic Absenteeism: Irwin Academy
- Suspension Rate: Brentwood, Del Rey, Endeavour, Green Tree East, Liberty, Mojave Vista, Puesta del Sol, Ralph Baker, Village

VESD student groups which received the lowest performance level, in one or more state indicator on the 2023 California School Dashboard for the district:

- English Language Arts (ELA): American Indian, English Learners (EL), Pacific Islander
- Mathematics: American Indian
- Suspension Rate: All Students, African American (AA), American Indian, Foster Youth (FY), Homeless, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)

VESD student groups within a school with the lowest performance on one or more indicator on the 2023 California School Dashboard:

Brentwood:
ELA- AA, SED; Math- AA; Chronic Absenteeism- AA; Suspension Rate- AA, SED, EL, Foster Youth, Hispanic, 2 or more Races, SWD, white

Challenger:
ELA- SWD; Math- SWD; Chronic Absenteeism- EL, White; Suspension Rate- African American, 2 or more Races, SWD

Del Rey:

ELA- AA, EL, Hispanic, SED; Math- NONE; Chronic Absenteeism- SWD, EL; Suspension Rate- AA, SED, SWD; English Learner Progress- EL

Discovery:
ELA- SWD; Math- SWD; Chronic Absenteeism- AA; Suspension Rate- NONE

Dr. Ralph H. Baker:
ELA- EL; Math- AA; Chronic Absenteeism- NONE; Suspension Rate- AA, Hispanic, 2 or more Races, SED, SWD

Endeavour:
ELA- SWD; Math- SWD; Chronic Absenteeism- EL; Suspension Rate- Hispanic, SED, SWD

Galileo:
ELA- NONE; Math- NONE; Chronic Absenteeism- SWD; Suspension Rate- AA, 2 or more Races, SWD

Green Tree East:
ELA-EL; Math- EL; Chronic Absenteeism- White; Suspension Rate- AA, Hispanic, SED, SWD, White

Irwin Academy:
ELA- AA, EL, Hispanic, SED, SWD; Math- EL; Chronic Absenteeism- AA, SED, White; Suspension Rate- AA

Liberty:
ELA- EL, SED; Math- NONE; Chronic Absenteeism- AA; Suspension Rate- AA, EL, FY, SED, SWD, White: English Learner Progress- EL

Lomitas:
ELA- Hispanic; Math-EL; Chronic Absenteeism- NONE; Suspension Rate- AA, SWD

Mojave Vista:
ELA- AA, EL, SED; Math- AA, EL, Hispanic, SED; Chronic Absenteeism- White; Suspension Rate- FY, Hispanic, SED

Park View:
ELA- AA, EL, SWD; Math- AA; Chronic Absenteeism- FY; Suspension Rate- AA, Hispanic

Puesta del Sol:
ELA-EL; Math- NONE; Chronic Absenteeism-2 or more Races; Suspension Rate-2 or more Races, SED, SWD, White: English Learner Progress- EL

West Palms:
ELA- SWD; Math- NONE; Chronic Absenteeism- NONE; Suspension Rate-AA

Village:
ELA- EL, Hispanic, SWD; Math- EL, Hispanic, SED, SWD, White; Chronic Absenteeism- NONE; Suspension Rate-AA, EL, Hispanic, SED, SWD, White: English Learner Progress- EL

VEDS student groups within a school with the lowest performance on one or more indicator on the 2024 Dashboard:

Brentwood:
ELA- AA, Hispanic, SWD, SED, EL; Math- AA, Hispanic, SWD, SED, EL; Suspension Rate- AA, HIS, Homeless, SED, SWD, White; ELPI- EL

Challenger:
Chronic Absenteeism-AA; Suspension Rate- AA

Del Rey:
ELA- AA, EL, SED; Math- AA, HIS, SED; Suspension Rate- AA, EL, HIS, SED, SWD; Chronic Absenteeism- EL, HIS, SED, SWD; ELPI- EL

Discovery:

Chronic Absenteeism- AA; Math- SWD;

Dr. Ralph H. Baker:

Chronic Absenteeism- SWD, White; Suspension Rate- AA, 2 or more Races, SED, SWD, White

Galileo:

ELA- SWD; Math- SWD; Suspension Rate- AA, White

Green Tree East:

ELA- SED, SWD; Math- AA, HIS, SED, SWD; Suspension Rate-AA, White; Chronic Absenteeism- AA. HIS, SED, SWD, White

Irwin Academy:

ELA- EL; Math- EL, SED, SWD; Chronic Absenteeism- White; ELPI- EL

Liberty:

Suspension Rate- 2 or more Races, White

Lomitas:

Math- SWD; Suspension Rate- 2 or more Races

Mojave Vista:

ELA- AA, HIS, SED, White; Math- AA, HIS, SED, SWD; Chronic Absenteeism- EL

Park View:

Math- AA, EL; Chronic Absenteeism- AA, FY; Suspension Rate- AA, FY; ELPI- EL

Puesta del Sol:

ELA-AA; Math- AA, EL, Hispanic, SWD; Chronic Absenteeism-AA, 2 or more Races; Suspension Rate-AA, SED

West Palms:

Math- AA; Chronic Absenteeism- AA, HIS, SED, SWD; Suspension Rate- SWD

Village:

ELA- AA; Math- SWD Chronic Absenteeism- HIS, SED, SWD, White; English Learner Progress- EL

To address identified needs of students VESD will:

- Continue to support its schools with Multi-Tiered System of Supports (MTSS) including teams to analyze data and develop goals and actions to address student needs, curriculum on routines/procedures in the classroom, and additional counseling supports at sites (action 2.1)

- Train and implement the 5 pillars of literacy (action 1.2)

-Ensure sites have materials in addition to core programming for alternative approaches to student learning (action 1.1)

- Provide positive interventions and supports for students (action 2.4)
- Increase family resource centers to 10 sites (action 3.2)

Learning Recovery Emergency Block Grant (LREBG) Funds: VESD has \$12,168,281 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years. The district conducted its annual comprehensive needs assessment, utilizing the 2025 California Dashboard data for English Language Arts (ELA), Mathematics, Suspension Rate, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of two strategic actions funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges. The actions funded are below:

Goal 1 Action 1.2 Professional Development for Certificated

- Partially funded by LREBG funds, this action aims to fund training and support for teachers in evidence-based instructional strategies that promote literacy acquisition.
- Certificated professional development addresses the comprehensive needs assessment by directly enhancing teachers' ability to support diverse learners, implement effective small group instruction, provide enriching learning experiences, and foster stronger community engagement, all while focusing on inclusivity and effective bilingual support. By implementing this action, it will build teacher capacity it will improve student outcomes in ELA and math.
- This action directly aligns with LREBG's allowable use of Accelerating Learning Progress by providing professional development for teachers to build their skill and knowledge to target intensive academic interventions and close achievement gaps in student literacy.
- These pillars were identified by the National Reading Panel (NRP) in 2000 and remain foundational in evidence-based reading instruction.

Goal 1 Action 1.12 Before and After School Programming

- Fully funded by LREBG funds, this action aims to provide additional academic and enrichment to students.
- Before and After School Programming addresses the comprehensive needs assessment by providing additional support and enrichment opportunities for diverse student groups, including GATE, English Learners, and struggling students. These programs offer personalized academic help, small group instruction, and extracurricular activities that engage students in a more focused, inclusive learning environment.
- This action directly aligns with LREBG's allowable use by increasing instructional minutes and supporting expanded learning
- In a comprehensive report from the Afterschool Alliance (2020), national data shows afterschool programs improve academic outcomes, behavior, and school attendance while supporting working families.

Reflections: Technical Assistance

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

On the Fall 2025 California School Dashboard, VESD qualified for Year 1 Differentiated Assistance (DA) for the African American student group for being in the lowest performance categories on the Academic Indicator based on being red in Mathematics and orange in ELA and in Suspension Rate. The Foster Youth student group also qualified for DA, for lowest performance in Mathematics (red) and orange in ELA, as well as Suspension Rate. Finally, the Long Term English Learner (LTEL) student group qualified for Differentiated Assistance in 2025 for low performance (orange) in ELPI and red in Suspension Rate. The Pacific Islander Student Group qualified for DA for the third consecutive year 3 and is eligible for GeoLead Differentiated Assistance. Although this student group exited the lowest performance on the Academic Indicator in 2025, they remain in the lowest performance in Suspension Rate and Chronic Absenteeism.

In 2024 on the California School Dashboard, the Homeless student group qualified for Year 1 Differentiated Assistance (now in year 2) for performance on the Academic Indicator (lowest performance in English Language Arts and Mathematics) and lowest performance in Chronic Absenteeism. With continued targeted supports, this group can exit based on results from the 2026 CA School Dashboard. The American Indian student group qualified for Differentiated Assistance on the 2023 CA Dashboard on the English Language Arts and Mathematics Academic indicators as well as Suspension rate. Targeted supports including an emphasis on American Indian cultural curriculum, supporting sites with data and identification of their American Indian students, and check ins with site leadership on student progress in these areas resulted in this student group exiting Differentiated Assistance in 2025.

VESD attended a Differentiated Assistance meeting and performed a root cause analysis on January 7, 2026 with facilitation from San Bernardino County Superintendent of Schools (SBCSS) with a diverse District Improvement Team (DIT) from our district. Although VESD will target a single student group in our collaboration with SBCSS, other student groups in Differentiated Assistance continue to be monitored and supports are provided to sites throughout the year. Equity Multiplier schools are also ensuring specific progress monitoring for DA student groups. After careful analysis and discussion, VESD will target our Pacific Islander student group in the area of Chronic Absenteeism. A Plan, Do, Study, Act (PDSA) was developed. Action steps, include:

- Developing a system for school sites to identify outcomes and plan for improvement for all student groups

Data for these groups will be monitored and used to collaborate with schools. Below are the student groups and performance indicators which scored in Lowest Performance Indicator "Red" on the CA School Dashboard, with corresponding Goals, Actions, and Metrics in the LCAP to increase achievement in the identified areas:

Pacific Islander, ELA: Goal 1, Actions 1.2, and 1.7, as measured by metrics 1.1 and 1.2.

Pacific Islander, Suspension Rate: Goal 2, Action 2.1, as measured by metric 2.1.

Pacific Islander, Chronic Absenteeism: Goal 3, Action 3.4 as measured by metric 3.1.

Homeless, ELA: Goal 1, Action 1.2 as measured by metric 1.1

Homeless, Math: Goal 1, Action 1.1 as measured by metric 1.2

Homeless, Chronic Absenteeism: Goal 3, Action 3.4 as measured by metric 3.1.

African American, Suspension Rate: Goal 2, Action 2.1, as measured by metric 2.1.

African American, Math: Goal 1, Action 1.1 as measured by metric 1.2

African American, ELA: Goal 1, Action 1.1 as measured by metric 1.1

Long Term English Learners (LTELs): ELPI: Goal 1, Action 1.13 as measured by metrics 1.3 and 1.4

Long Term English Learners (LTELs): Suspension Rate: Goal 2, Action 2.1, as measured by metric 2.1.

Foster Youth, Suspension Rate: Goal 2, Action 2.1, as measured by metric 2.1.

Foster Youth, Math: Goal 1, Action 1.1 as measured by metric 1.2

Foster Youth, ELA: Goal 1, Action 1.1 as measured by metric 1.1

VESD is scheduled to meet with a San Bernardino County Superintendent of Schools (SBCSS) representative to monitor progress of this initiative regularly from January 2026 through November 2026.

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.

VEDS does not have any schools which are identified with Comprehensive Support and Improvement

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
VESD believes in cohesive and comprehensive model of collaboration. Representation from the following educational partners are invited and attend each LCAP committee to provide input on the LCAP: Parents Community Members Teachers Other School Personnel: Psychologists, Paraeducators, Bilingual Instructional Assistants, Interpreters, Secretaries, Clerks, Confidential employees Administrators/Principals Classified Managers	Annually, notices are sent to educational partners inviting participation through postings on the district website, district calls, emails, and school-based messenger systems. Educational partners then participate in monthly meetings which followed a process of reviewing data, goals, and actions/services, and then provided feedback using quality tools to support development of the LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. After each meeting, minutes of topics covered and feedback are typed and shared out district-wide. Anyone who was not able to attend/participate in "in person" meetings can also provide feedback by setting up a meeting or via email. The meetings, locations and dates for educational partner engagement took place on the following dates: African American Engagement Committee, VESD Family Resource Center: September 4, 2025; October 23, 2025; November 6, 2025; December 18, 2025; January 13, 2026; February 25, 2026; February 27, 2026; April 23, 2026; May 14, 2026; May 29, 2026 District English Language Advisory Committee (DELAC), VESD Family Resource Center: September 9, 2025; October 7, 2025; November 4, 2025; January 13, 2026; March 3, 2026; April 14, 2026; May 12, 2026

Educational Partner(s)	Process for Engagement
	District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026 Budget Advisory Committee, VESD District Office: August 25, 2025; September 29, 2025; October 27, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 27, 2026 Quality Works Committee, VESD District Office: September 23, 2025; November 4, 2025; December 9, 2025; January 13, 2026; February 3, 2026; March 17, 2026; April 14, 2026; May 12, 2026
VESD believes in cohesive and comprehensive model of collaboration, including representation from our student groups to provide input on the LCAP.	Students at each school site are invited to participate in trimesterly focus groups which followed a process of reviewing data, and actions/services, and then provided feedback used in the development of their Site Plan and LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. Student groups participate in a facilitated meeting to do an analysis of root issues and provide input on next steps. Sites communicate student feedback each trimester to families through newsletters, School Site Councils, and ELAC meetings. VESD records feedback from all 16 schools as well. The meetings, locations and dates for student engagement took place on the following dates: Student Focus Groups (16 total school sites): 11/14/25, 3/6/26, 5/9/26 at each school site
VESD believes in cohesive and comprehensive model of collaboration, including representation from our Governing Board and Community Members to provide input on the LCAP.	Annually, notices are sent to educational partners inviting participation in our Board meetings through postings on the district website, BoardDocs, and at school sites. Each month, the Board and community reviews VESD's Monitoring Plan to discuss progress towards LCAP Broad Goals and provide input. Data included state

Educational Partner(s)	Process for Engagement
	test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. After each meeting, minutes of the Board meeting are posted. The meetings, locations and dates for educational partner engagement took place on the following dates: The Mid Year Report was presented to the Governing Board at a regularly scheduled meeting on February 11, 2026 at Challenger Elementary. The Board drafted and approved 2026-27 LCAP Broad Goals at the April 8, 2028 Board meeting at Brentwood Elementary The 2026-27 LCAP was posted publicly on the district website on June 25, 2026. The 2026-27 LCAP was presented at a regularly scheduled Board of Education Meeting on June 3, 2026 for the Public Hearing at the VESD District Office. The 2026-27 LCAP was adopted at a regularly scheduled Board of Education Meeting on June 24, 2026 at the VESD District Office.
VESD believes in cohesive and comprehensive model of collaboration, including SELPA consultation to provide input on the LCAP.	SELPA Administration had presence on the District Advisory Committee and Foster Youth Committee, providing consultation throughout LCAP development. The meetings, locations and dates for SELPA Consultation took place on the following dates: District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026
VESD believes in cohesive and comprehensive model of collaboration, including the LCAP draft being presented to parents.	VESD held 2 specific meetings for parents to provide feedback on the LCAP. At each of the meetings, parents provided no further feedback either verbally or in writing.

Educational Partner(s)	Process for Engagement
	District/Parent Advisory Committee: May 15, 2026 Comments made: No further feedback to report, so the superintendent did not have any questions or comments to respond to in writing. District English Language Advisory Committee (DELAC): May 12, 2026 Comments made: No further feedback to report, so the superintendent did not have any questions or comments to respond to in writing.
VESD believes in cohesive and comprehensive model of collaboration, including Bargaining Unit Members to provide input on the LCAP.	Annually, notices are sent to bargaining unit members inviting participation through postings on the district website, emails, and collaboration with each Bargaining Unit President. Bargaining Unit Members were involved in trimester and/or monthly meetings which followed an annual process of reviewing data, goals, and actions/services, and then provided feedback used in the development of the LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. An annual LCAP input meeting is held after the bargaining unit members receive feedback from their Rep Council meetings and surveys. This year, we met on January 15, 2026. Additionally, bargaining unit members are represented in each of our ongoing LCAP committees. The meetings, locations and dates for bargaining unit members took place on the following dates: African American Engagement Committee, VESD Family Resource Center: September 4, 2025; October 23, 2025; November 6, 2025; December 18, 2025; January 13, 2026; February 25, 2026; February 27, 2026; April 23, 2026; May 14, 2026; May 29, 2026 District English Language Advisory Committee (DELAC), VESD Family Resource Center: September 9, 2025; October 7, 2025;

Educational Partner(s)	Process for Engagement
	November 4, 2025; January 13, 2026; March 3, 2026; April 14, 2026; May 12, 2026 District/Parent Advisory Committee, VESD District Office: October 31, 2025; February 20, 2026; May 15, 2026 Foster Youth Committee, VESD District Office: August 21, 2025; October 30, 2025; January 22, 2026; March 19, 2026; May 21, 2026 Budget Advisory Committee, VESD District Office: August 25, 2025; September 29, 2025; October 27, 2025; December 15, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 27, 2026 Quality Works Committee, VESD District Office: September 23, 2025; November 4, 2025; December 9, 2025; January 13, 2026; February 3, 2026; March 17, 2026; April 14, 2026; May 12, 2026
VESD believes in cohesive and comprehensive model of collaboration, including annual surveys to staff, students and parents to provide input on the LCAP.	VESD annually gives surveys to staff students and parents. Communication about the surveys and encouraging participation is done through postings on the district website, district calls, emails, parent conferences, and school-based messenger systems. The surveys and dates given include: Staff Survey: Survey was opened to all staff from October 20, 2025 to November 7, 2025. Staff are provided time to complete the survey during their regular work day. Parent Survey: Survey was opened to all parents during parent conference week from March 16, 2026 to March 20, 2026. Parents are provided time and technology to complete at the school when they attend parent conference or they can take it online from home. Student Survey: Survey was opened to student during from May 11-29, 2026. Students can take the survey on their Chromebook where a link is pushed in for easy access. Staff provide students time to complete the survey during the day.
Park View was previously identified as an Equity Multiplier school and believes in collaboration with their educational partners. The	Throughout the school year, the Equity Multiplier actions and goals were developed, reviewed, and refined through an ongoing

Educational Partner(s)	Process for Engagement
following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other school personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	consultation process with educational partners, including certificated and classified staff, students, families, the School Site Council, the English Learner Advisory Committee (ELAC), and the School Leadership Team. Input was gathered during certificated and classified School Improvement Meetings, ELAC and School Site Council meetings, and School Leadership Team discussions. These structures provided consistent opportunities for partners to engage in dialogue, ask questions, and offer feedback on the implementation of actions and alignment to identified student needs. Educational partners provided targeted feedback on specific actions and areas of focus. Certificated staff and families engaged in discussions around literacy support, including decodable texts (Action 4.1), small group instruction (Action 4.3), and access to leveled library books (Action 4.6). Educational partners also contributed input regarding the prioritization of support for English Learners, informed by dashboard indicators, and discussed behavioral and social-emotional supports, including student leadership opportunities (Action 4.7) and Tier I and Tier II supports in collaboration with SELPA. Additionally, partners shared perspectives on classroom environment enhancements (Actions 4.4 and 4.8), math resources and professional learning, and student engagement efforts. Feedback from certificated staff highlighted considerations for future professional development and resource allocation, ensuring that next steps remain responsive to partner input and identified areas of need. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 9/29/2025, 11/17/2025, 02/02/2026 ELAC: 9/29/2025, 11/17/2025, 02/02/2026 Coffee with the Principal: 10/07/2025 Staff Meetings: 8/20/2025, 8/27/2025, 09/03/2025, 9/10/2025, 09/17/2025, 10/01/2025, 10/22/2025, 10/29/2025, 11/05/2025,

Educational Partner(s)	Process for Engagement
	11/19/2025, 12/03/2025, 12/10/2025, 1/07/2026, 1/21/2026, 1/28/2026, 2/04/2026, 2/11/2026, 2/18/2026 Leadership Meetings: 8/26/2025, 9/30/2025, 10/21/2025, 11/18/2025, 12/17/2025, 1/29/2026, 2/24/2026
Green Tree East is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	At Green Tree East Leadership Academy, we engage a wide range of educational partners, including students, families, certificated and classified staff, School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Advisory, and student focus groups. Across these groups, students and families consistently identified the need for increased engagement through more engaging classrooms, improved playground spaces, experiential learning, and expanded after-school opportunities (Actions 5.6, 5.7, 5.10, 5.11, 5.14). Students and staff also emphasized expanding project-based, hands-on learning, which has been embedded across this year's actions. Family advisory groups, including ELAC and African American Advisory, specifically requested culturally responsive programs that promote understanding and appreciation of diverse cultures (Action 5.8). Staff and families both highlighted the importance of a cohesive, positive school climate supported by strong behavior systems and interventions (Actions 5.4, 5.9). Certificated staff, particularly Special Education teachers, identified a need to strengthen executive functioning skills within the context of project-based learning (Action 5.15). Based on annual data and feedback from staff and families, there is also a continued need for targeted academic support (Actions 5.1, 5.14), including additional resident substitute support to allow for small group instruction, as requested by teachers. Finally, certificated and classified staff emphasized the need for materials, professional learning, and collaboration time to effectively implement these strategies, which is addressed in Actions 5.2, 5.3, 5.5, and 5.13. School Site Council: 9/25/25, 10/20/25, 11/17/25, 1/12/26, 2/23/26, 4/20/26, 5/18/26 ELAC: 11/21/25, 1/20/26, 2/20/26, 4/17/26, 5/18/26

Educational Partner(s)	Process for Engagement
	Coyote Connection: 10/10/25, 12/12/25, 2/20/26, 3/13/26, 4/13/26 Staff Meetings: 10/1/25, 10/22/25, 12/10/25, 2/4/26, 2/11/26, 3/11/26, 4/1/26, 4/8/26, 4/1/26 Leadership Meetings: 9/29/25, 10/27/25, 1/26/26, 3/30/26 4/27/26, 5/25/26 African American Advisory: 11/21/25, 1/20/26, 2/20/26, 4/17/26, 5/18/26 Equity Multiplier Teacher Collaboration Days 1/29/26, 2/5/26, 2/19/26, 2/26/26. 3/5/26
Irwin Academy was previously identified as an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	At Irwin Academy, the development of associated actions was shaped through ongoing consultation with a broad range of educational partners, including students, certificated and classified staff, resident substitute teachers, noon-duty supervisors, and community partners. Through meetings, informal discussions, and collaborative planning, students consistently expressed that they value opportunities to work in small groups, which directly informed Action 6.1 (Small Group Instruction) as a priority to increase engagement, confidence, and academic understanding. Teachers emphasized the need for additional instructional support to effectively implement small-group rotations in both ELA and mathematics, further reinforcing the importance of Action 6.1, and identified the need for targeted literacy strategies, which informed Action 6.3 (Science of Reading). Resident substitute teachers shared that professional development and training opportunities were essential to building their instructional capacity, supporting the inclusion of structured training within Action 6.3. Noon-duty supervisors provided feedback on student behavior and engagement, highlighting the need for structured activities and supports, which informed Action 6.7 (Peaceful Playground) and Action 6.6 (Behavior Intervention Program). Additionally, community partners and families emphasized the importance of a positive school climate and improved student outcomes, supporting the continued development of Action 6.6, including the implementation of the Ron Clark Academy House System.

Educational Partner(s)	Process for Engagement
	The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 8/29/2025, 9/26/2025, 10/31/2025, 11/21/2025, 1/30/2026, 2/27/2026, 4/21/2026, 5/29/2026 ELAC: 8/29/2025, 9/26/2025, 10/31/2025, 11/21/2025, 1/30/2026, 2/27/2026, 4/21/2026, 5/29/2026 Soaring With The Principal: 8/29/2025, 9/26/2025, 10/31/2025, 11/21/2025, 1/30/2026, 2/27/2026, 4/21/2026, 5/29/2026 Staff Meetings: 8/20/2025, 8/27/2025, 9/3/2025, 9/10/2025, 9/17/2025, 10/1/2025, 10/22/2025, 10/29/2025, 11/5/2025, 11/19/2025, 12/3/2025, 12/10/2025, 1,7/2026, 1/21/2026, 1/28/2026, 2/4/2026, 2/11/2026, 2/18/2026, 3/4/2026, 3/11/2026, 4/1/2026, 4/8/2026, 4/15/2026, 4/29/2026, 5/6/2026, 5/13/2026, 5/20/2026, Leadership Meetings: 9/2/2025, 11/4/2025, 12/2/2025, 1/6/2026, 2/20/2026, 3/20/2026, 4/17/2026, 5/15/2026 Equity Multiplier: 8/20/2025, 9/3/2025, 9/17/2025, 10/1/2025, 10/22/2025, 10/29/2025, 11/19/2025, 12/3/2025, 1,7/2026, 1/28/2026, 2/4/2026, 2/11/2026, 2/18/2026, 2/20/26, 3/4/2026, 3/11/2026, 4/1/2026, 4/8/2026, 4/15/2026, 4/29/2026, 5/6/2026, 5/13/2026, 5/20/2026
Brentwood is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other school personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	At Brentwood School of Environmental Studies, our equity multiplier goals were discussed and in collaboration with our educational partners, including students, families, certificated and classified staff, School Site Council. Input is actively gathered through inclusive practices such as family surveys, meetings, and ongoing communication to ensure all voices are represented. Through these engagement efforts, students and families identified the need for increased engagement through enhanced outdoor and environmental learning opportunities, and expanded enrichment and after-school

Educational Partner(s)	Process for Engagement
	programs (Actions 7.1, 7.2, 7.3). Both certificated and classified staff and families emphasized the importance of maintaining a positive, school climate and providing students with social-emotional and trauma-informed supports via Inner Peace onsite therapists and small group counseling (Action 7.5). Action 7.4 (Data-Informed Decision Making) When analyzing data, staff expressed a need to target supports for students, particularly in reading through the use of resident subs for small group reading instruction . Additionally, Action 7.6 (Student Leadership) Staff and families alike supported and encouraged students to contribute to school decision-making, support school culture, and build leadership skills through after school participation. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 9/29/2025, 10/27/2025, 11/24/ 2025, 1/12/2026, 2/23/2026, 3/30/2026 ,4/27/2026, 5/25/ 2026 ELAC: 11/19/2025, 3/30/ 2026, 5/11/2026 Coffee with the Principal: 8/29/2025, 9/26/2025,10/31/2025, 11/28/2025, 12/15/2025, 1/30/2026, 3/27/2026, 4/24/2026, 5/29/2026 Staff Meetings: 8/12/2025, 8/20/25, 8/27/ 25, 9/3/25, 9/10/25, 9/17/25, 10/1/25, 10/22/25,10/29/25, 11/5/25, 11/19/25, 12/3/25, 12/10/25, 1/7/26, 1/ 21/26, 1/ 28/26, 2/4/26, 2/11/26, 2/18/26, 3/ 4/26, 2/11/26, 4/ 8/26, 4/15/26, 4/29/26, 5/6/26, 5/13/26, 5/20/26 Leadership Meetings: 9/19/25, 10/17/25, 11/ 7/25, 12/ 11/25, 1/16/26, 3/20/26, 4/17/26, 5/15/26
Village is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents	Consultation with educational partners played an important role in shaping the Equity Multiplier Plan at Village. Student voice was gathered through structured feedback opportunities, and students consistently expressed appreciation for the additional support provided through the Equity Multiplier resident substitute teachers.

Educational Partner(s)	Process for Engagement
Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	Students shared that having this support helped them feel more supported during learning and increased their confidence in accessing instruction. Students also provided informal feedback about their school experience and sense of connection, which helped inform ongoing planning. Families were engaged through school events and ongoing communication, and they shared positive feedback regarding family engagement opportunities such as the Family BBQ and Game Night. Families also expressed appreciation for the take-home decodable readers, noting that these resources supported literacy practice at home and strengthened the home–school connection. Staff input was also central to the consultation process. Staff highlighted the value of the Equity Multiplier resident substitute pull-out program as a structure that supports instructional planning and student access to targeted learning experiences. Staff also shared that designated substitute coverage days were helpful for engaging in collaborative data discussions and instructional planning focused on literacy. Across all educational partner groups—students, families, and staff—feedback reflected strong support for continuing the Equity Multiplier resident substitute program, family engagement events, and designated staff collaboration days as part of ongoing planning and consultation moving forward. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 9/2/25, 9/30/25, 11/4/25, 12/2/25, 1/13/26, 2/3/26, 3/3/26, 4/7/26, 5/5/26, 6/2/26 ELAC: 9/2/25, 9/30/25, 11/4/25, 12/2/25, 1/13/26, 2/3/26, 3/3/26, 4/7/26, 5/5/26, 6/2/26 Staff Meetings: 8/20/25, 8/27/25, 9/3/26 (cert & classified), 9/10/25, 9/17/25, 10/1/25 (cert & classified), 10/22/25, 10/29/25, 11/5/25 (cert & classified), 11/19/25, 12/3/25 (cert & classified), 12/10/25, 1/7/26 (cert & classified), 1/21/26, 1/28/26, 2/4/26 (cert & classified), 2/11/26, 2/18/26, 3/4/26 (cert & classified), 3/11/26, 4/1/26 (cert & classified),

Educational Partner(s)	Process for Engagement
	4/8/26, 4/15/26, 4/29/26, 5/6/26 (cert & classified), 5/13/26, 5/20/26, 6/3/26 (cert & classified) Family BBQ Events: 10/23/25, 5/7/26 Leadership Meetings: 8/25/25, 9/29/25, 10/27/25, 12/8/25, 1/12/26, 3/9/26, 4/13/26, 5/11/26
Puesta del Sol is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	At Puesta del Sol, we engaged a broad range of educational partners—including students, families, certificated and classified staff, School Site Council (SSC), English Learner Advisory Committee (ELAC), the African American Engagement Committee, and the Instructional Leadership Team—to inform the development of this goal. Input was actively gathered through structured consultation processes, including family surveys, committee meetings, staff collaboration, and ongoing dialogue, ensuring all voices were represented in identifying school priorities. Across these conversations, partners consistently emphasized the need to strengthen culturally responsive teaching to better support African American and English Learner students (Action 10.5), increase targeted academic support in literacy and mathematics through small group instruction and intervention (Actions 10.1, 10.2), expand opportunities for meaningful family engagement (Action 10.6), and build stronger, more cohesive systems to support positive student behavior and engagement (Actions 10.3, 10.7). Additionally, educational partners highlighted the importance of deepening mathematical discourse and conceptual understanding (Action 10.9), providing additional support for students experiencing frequent transitions (Action 10.8), and ensuring staff have access to ongoing professional learning, resources, and collaboration time to effectively implement these priorities. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 10/28/25, 1/20/26

Educational Partner(s)	Process for Engagement
	ELAC: 10/28/25, 1/20/26 Coffee with the Principal: 8/20/25, 9/17/25 Staff Meetings: 8/5/25, 8/8/25, 8/27/25, 1/5/26, 1/7/26, 2/11/26 Leadership Meetings: 12/8/25, 1/13/26, 2/10/26
Lomitas is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	The 2026-27 Equity Multiplier goal and actions were shaped by ongoing feedback from Lomitas Elementary's educational partners, including our School Site Council, ELAC, teachers, students, and families. Students expressed enthusiasm for expanding the leadership opportunities in Action 8.10 to build a student committee focused on community contribution, and parents have increasingly volunteered in response to the 21st century skill demonstrations they have witnessed. Teachers shared that the continued focus on literacy, ELD instruction, and the professional development and materials provided through Actions 8.3, 8.4, 8.5, and 8.6 have allowed them to better target instruction and strengthen school-to-home connections. Teachers also expressed a desire to see the resident intervention support in Action 8.2 fully implemented and expanded to include a connection to math, as its impact was evident when available, and highlighted the importance of continuing to build school climate supports through Actions 8.8 and 8.9, particularly to address suspension rates among our multi-racial and Pacific Islander students. Based on educational partner feedback and a review of the 2025 California Dashboard data, Lomitas Elementary will sustain its current goal and all associated actions into the 2026-27 school year. This year's data reflects meaningful growth across targeted student groups in ELA, Math, suspension rates, and English Learner progress, confirming that our actions are effective and should continue. Our sustained investment in Actions 8.1, 8.7, and 8.10 will also support efforts to increase engagement and attendance for Pacific Islander students, who were identified as needing additional support at the district level. Additionally, in response to teacher observations that improved literacy has positively impacted student access to math instruction, we are adding a math professional

Educational Partner(s)	Process for Engagement
	development action to bridge the literacy strategies in Actions 8.4 and 8.5 with mathematical instructional practices, further strengthening academic intervention for all students. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 9/11/25, 10/9/25, 11/13/25, 12/11/25, 2/12/26 ELAC: 10/9/26, 11/13/26, 12/11/26, 2/12/26 Coffee with the Principal: 10/3/26, 12/5/26, 2/6/26, 4/3/26 Staff Meetings: 8/27/25, 10/1/25, 1/7/26, 3/4/26 Leadership Meetings: 9/19/25, 10/20/25, 11/17/25, 3/9/26, 5/11/26
Del Rey is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	Throughout the year Educational partners including Students, Families, Community members, classified and certificated staff meet to discuss ongoing equity multiplier goals. These Educational partners are collectively emphasizing the need for increased support systems that enhance both student engagement and academic achievement. Noon Duty Supervisors highlight the positive impact of additional supervision and relationship-building opportunities during recess, suggesting that continued and expanded playground support can strengthen student connections (Actions 11.5 and 11.6). Certificated staff are giving strong support for expanding the use of resident substitute teachers to provide more targeted assistance in core subjects like math and reading in small groups Teachers report the pull-out support allows for students to get the academic help they need while continuing to be exposed to grade level curriculum (Actions 11.1 and 11.3). Beyond academics, partners are calling for more diverse, engaging programs that motivate students to attend school—particularly opportunities outside traditional classroom instruction that appeal to a wider range of interests (Action 11.8 and 11.9). Classified and certificated personnel also express a need to

Educational Partner(s)	Process for Engagement
	continue to provide Trauma informed support for students inside and outside of the classroom (Actions 11.6 and 11.10). The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 9/25/25, 10/09/25, 11/20/25, 1/22/26 Coffee with the Principal: 9/26/25, 11/21/25, 2/20/26 Staff Meetings: 9/17/25, 10/22/25, 11/19/25, 1/21/26, 2/18/26 Leadership Meetings: 9/17/25, 10/22/25, 11/19/25, 1/21/26, 2/18/26

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

The adopted Local Control and Accountability Plan (LCAP) for Victor Elementary School District (VESD) was informed by ongoing feedback from educational partners throughout the year. VESD gathers input through six LCAP-related committees that meet regularly, providing opportunities for parents, staff, and community members to review district performance data and discuss district priorities.

In addition, the district conducts an annual Strategic Study each fall that includes representatives from these committees and other community members. During this process, participants review student performance data, current initiatives, and areas of need. Structured facilitation tools are used to analyze feedback and identify common themes and recommendations.

Educational partner feedback influenced the development of the LCAP goals, actions, and resource allocations. Input from these engagement opportunities helped shape priorities related to strengthening foundational academic skills, supporting English Learners and other student groups, expanding professional learning, and providing site-based supports aligned with local needs.

This ongoing engagement process ensures that the LCAP reflects community priorities and that district strategies are responsive to the needs identified by educational partners.

Data on our CA Dashboard showed that VESD increased in both English Language Arts (+5.6 points) and Mathematics (+3.5 points).

Educational partners expressed the importance of continuing actions including:

- Reading training for teachers, including adding courses to continuously review the material (Goal 1, Action 1.2)
- Keep support staff trained to support students in the classroom (Goal 1, Action 1.10, Goal 2, Action 2.2)
- Continue offering a variety of opportunities for student enrichment that align to standards (Goal 1, Action 1.12)

Data on our CA Dashboard showed a solid decline (-0.6%) in suspension rates. Educational partners requested the following after seeing this improvement:

- Continue providing programs for students to learn skills for managing self behavior and awareness (Goal 2, Action 2.3)

- Keep providing enrichment activities for students after school (Goal 1, Action 1.12)

Data on our CA Dashboard showed improved outcomes in chronic absenteeism (-1.3%) for a third consecutive year. Educational partners shared feedback supporting the following:

- Family Resource Centers, at the district and site levels, are making a difference and should increase staffing (Goal 3, Actions 3.1 and 3.2)
- Child Welfare and Attendance Liaisons are impactful (Goal 3, Action 3.4)

Equity Multiplier Schools and goal development is described as follows:

1. Green Tree East- At Green Tree East Leadership Academy, we engage a wide range of educational partners, including students, families, certificated and classified staff, School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Advisory, and student focus groups. Across these groups, students and families consistently identified the need for increased engagement through more engaging classrooms, improved playground spaces, experiential learning, and expanded after-school opportunities (Actions 5.6, 5.7, 5.10, 5.11, 5.14). Students and staff also emphasized expanding project-based, hands-on learning, which has been embedded across this year's actions. Family advisory groups, including ELAC and African American Advisory, specifically requested culturally responsive programs that promote understanding and appreciation of diverse cultures (Action 5.8). Staff and families both highlighted the importance of a cohesive, positive school climate supported by strong behavior systems and interventions (Actions 5.4, 5.9). Certificated staff, particularly Special Education teachers, identified a need to strengthen executive functioning skills within the context of project-based learning (Action 5.15). Based on annual data and feedback from staff and families, there is also a continued need for targeted academic support (Actions 5.1, 5.14), including additional resident substitute support to allow for small group instruction, as requested by teachers. Finally, certificated and classified staff emphasized the need for materials, professional learning, and collaboration time to effectively implement these strategies, which is addressed in Actions 5.2, 5.3, 5.5, and 5.13.

2. Irwin Academy- At Irwin Academy, the development of associated actions was shaped through ongoing consultation with a broad range of educational partners, including students, certificated and classified staff, resident substitute teachers, noon-duty supervisors, and community partners. Through meetings, informal discussions, and collaborative planning, students consistently expressed that they value opportunities to work in small groups, which directly informed Action 6.1 (Small Group Instruction) as a priority to increase engagement, confidence, and academic understanding. Teachers emphasized the need for additional instructional support to effectively implement small-group rotations in both ELA and mathematics, further reinforcing the importance of Action 6.1, and identified the need for targeted literacy strategies, which informed Action 6.3 (Science of Reading). Resident substitute teachers shared that professional development and training opportunities were essential to building their instructional capacity, supporting the inclusion of structured training within Action 6.3. Noon-duty supervisors provided feedback on student behavior and engagement, highlighting the need for structured activities and supports, which informed Action 6.7 (Peaceful Playground) and Action 6.6 (Behavior Intervention Program). Additionally, community partners and families emphasized the importance of a positive school climate and improved student outcomes, supporting the continued development of Action 6.6, including the implementation of the Ron Clark Academy House System.

3. Brentwood- At Brentwood School of Environmental Studies, our equity multiplier goals were discussed and in collaboration with our educational partners, including students, families, certificated and classified staff, School Site Council. Input is actively gathered through inclusive practices such as family surveys, meetings, and ongoing communication to ensure all voices are represented. Through these engagement efforts, students and families identified the need for increased engagement through enhanced outdoor and environmental

learning opportunities, and expanded enrichment and after-school programs (Actions 7.1, 7.2, 7.3). Both certificated and classified staff and families emphasized the importance of maintaining a positive, school climate and providing students with social-emotional and trauma-informed supports via Inner Peace onsite therapists and small group counseling (Action 7.5). Action 7.4 (Data-Informed Decision Making) When analyzing data, staff expressed a need to target supports for students, particularly in reading through the use of resident subs for small group reading instruction. Additionally, Action 7.6 (Student Leadership) Staff and families alike supported and encouraged students to contribute to school decision-making, support school culture, and build leadership skills through after school participation.

4. Park View- Throughout the school year, the Equity Multiplier actions and goals were developed, reviewed, and refined through an ongoing consultation process with educational partners, including certificated and classified staff, students, families, the School Site Council, the English Learner Advisory Committee (ELAC), and the School Leadership Team. Input was gathered during certificated and classified School Improvement Meetings, ELAC and School Site Council meetings, and School Leadership Team discussions. These structures provided consistent opportunities for partners to engage in dialogue, ask questions, and offer feedback on the implementation of actions and alignment to identified student needs. Educational partners provided targeted feedback on specific actions and areas of focus. Certificated staff and families engaged in discussions around literacy support, including decodable texts (Action 4.1), small group instruction (Action 4.3), and access to leveled library books (Action 4.6). Educational partners also contributed input regarding the prioritization of support for English Learners, informed by dashboard indicators, and discussed behavioral and social-emotional supports, including student leadership opportunities (Action 4.7) and Tier I and Tier II supports in collaboration with SELPA. Additionally, partners shared perspectives on classroom environment enhancements (Actions 4.4 and 4.8), math resources and professional learning, and student engagement efforts. Feedback from certificated staff highlighted considerations for future professional development and resource allocation, ensuring that next steps remain responsive to partner input and identified areas of need.

5. Lomitas – The 2026-27 Equity Multiplier goal and actions were shaped by ongoing feedback from Lomitas Elementary's educational partners, including our School Site Council, ELAC, teachers, students, and families. Students expressed enthusiasm for expanding the leadership opportunities in Action 8.10 to build a student committee focused on community contribution, and parents have increasingly volunteered in response to the 21st century skill demonstrations they have witnessed. Teachers shared that the continued focus on literacy, ELD instruction, and the professional development and materials provided through Actions 8.3, 8.4, 8.5, and 8.6 have allowed them to better target instruction and strengthen school-to-home connections. Teachers also expressed a desire to see the resident intervention support in Action 8.2 fully implemented and expanded to include a connection to math, as its impact was evident when available, and highlighted the importance of continuing to build school climate supports through Actions 8.8 and 8.9, particularly to address suspension rates among our multi-racial and Pacific Islander students. Based on educational partner feedback and a review of the 2025 California Dashboard data, Lomitas Elementary will sustain its current goal and all associated actions into the 2026-27 school year. This year's data reflects meaningful growth across targeted student groups in ELA, Math, suspension rates, and English Learner progress, confirming that our actions are effective and should continue. Our sustained investment in Actions 8.1, 8.7, and 8.10 will also support efforts to increase engagement and attendance for Pacific Islander students, who were identified as needing additional support at the district level. Additionally, in response to teacher observations that improved literacy has positively impacted student access to math instruction, we are adding a math professional development action to bridge the literacy strategies in Actions 8.4 and 8.5 with mathematical instructional practices, further strengthening academic intervention for all students.

6. Village- Consultation with educational partners played an important role in shaping the Equity Multiplier Plan at Village. Student voice was gathered through structured feedback opportunities, and students consistently expressed appreciation for the additional support provided

through the Equity Multiplier resident substitute teachers. Students shared that having this support helped them feel more supported during learning and increased their confidence in accessing instruction. Students also provided informal feedback about their school experience and sense of connection, which helped inform ongoing planning. Families were engaged through school events and ongoing communication, and they shared positive feedback regarding family engagement opportunities such as the Family BBQ and Game Night. Families also expressed appreciation for the take-home decodable readers, noting that these resources supported literacy practice at home and strengthened the home–school connection. Staff input was also central to the consultation process. Staff highlighted the value of the Equity Multiplier resident substitute pull-out program as a structure that supports instructional planning and student access to targeted learning experiences. Staff also shared that designated substitute coverage days were helpful for engaging in collaborative data discussions and instructional planning focused on literacy. Across all educational partner groups—students, families, and staff—feedback reflected strong support for continuing the Equity Multiplier resident substitute program, family engagement events, and designated staff collaboration days as part of ongoing planning and consultation moving forward.

7. Puesta del Sol- At Puesta del Sol, we engaged a broad range of educational partners—including students, families, certificated and classified staff, School Site Council (SSC), English Learner Advisory Committee (ELAC), the African American Engagement Committee, and the Instructional Leadership Team—to inform the development of this goal. Input was actively gathered through structured consultation processes, including family surveys, committee meetings, staff collaboration, and ongoing dialogue, ensuring all voices were represented in identifying school priorities. Across these conversations, partners consistently emphasized the need to strengthen culturally responsive teaching to better support African American and English Learner students (Action 10.5), increase targeted academic support in literacy and mathematics through small group instruction and intervention (Actions 10.1, 10.2), expand opportunities for meaningful family engagement (Action 10.6), and build stronger, more cohesive systems to support positive student behavior and engagement (Actions 10.3, 10.7). Additionally, educational partners highlighted the importance of deepening mathematical discourse and conceptual understanding (Action 10.9), providing additional support for students experiencing frequent transitions (Action 10.8), and ensuring staff have access to ongoing professional learning, resources, and collaboration time to effectively implement these priorities.

8. Del Rey- Throughout the year Educational partners including Students, Families, Community members, classified and certificated staff meet to discuss ongoing equity multiplier goals. These Educational partners are collectively emphasizing the need for increased support systems that enhance both student engagement and academic achievement. Noon Duty Supervisors highlight the positive impact of additional supervision and relationship-building opportunities during recess, suggesting that continued and expanded playground support can strengthen student connections (Actions 11.5 and 11.6). Certificated staff are giving strong support for expanding the use of resident substitute teachers to provide more targeted assistance in core subjects like math and reading in small groups Teachers report the pull-out support allows for students to get the academic help they need while continuing to be exposed to grade level curriculum (Actions 11.1 and 11.3). Beyond academics, partners are calling for more diverse, engaging programs that motivate students to attend school—particularly opportunities outside traditional classroom instruction that appeal to a wider range of interests (Action 11.8 and 11.9). Classified and certificated personnel also express a need to continue to provide Trauma informed support for students inside and outside of the classroom (Actions 11.6 and 11.10).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

VEDS developed this goal to ensure all students demonstrate growth toward meeting grade-level standards in English Language Arts (ELA), Mathematics, and English language proficiency. Analysis of state and local assessment data from the 2025 California School Dashboard and district metrics identified areas of progress as well as areas requiring continued improvement, particularly among specific student groups. CAASPP results showed growth in Metric 1.1 ELA (+5.6 points) and Metric 1.2 Mathematics (+3.5 points). Local literacy data (Metric 1.5) showed growth for All Students (+1.72%), Low-Income students (+1.47%), and Foster Youth (+3.04%), while English Learners declined (-4.9%). Kindergarten literacy data (Metric 1.14) declined among unduplicated student groups; however, progress over the past two years indicates groups remain on track to meet three-year goals. The English Learner Progress Indicator declined slightly (-0.5%), while local reclassification rates remained stable at 11%, exceeding the district goal. Local ELA and Mathematics measures (Metrics 1.6 and 1.7) reflected mixed outcomes across student groups. Foster Youth and Low-Income students declined in ELA, while English Learners showed slight growth. In Mathematics, Foster Youth improved while Low-Income students and English Learners declined. The district maintained full staffing with no teacher misassignments (Metric 1.8), supporting consistent instruction. The 2025 California School Dashboard identified Foster Youth and African American students in ELA and Mathematics and Long-Term English Learners (LTELs) in ELPI scoring in lowest-performing range, resulting in Year 1 Differentiated Assistance. The Pacific Islander student group is now in year 3 of Differentiated Assistance, making them eligible for GeoLead technical assistance. These results indicate the need for continued targeted academic supports. Science performance will also continue to be monitored due to its inclusion on the California School Dashboard. Metrics 1.9, 1.12, 1.13, and 1.17 will be monitored to assess overall progress toward this goal.

This goal and its associated actions were developed with input from educational partners, including parents, teachers, administrators, and staff. In September 2025, members of the District/Parent Advisory Committee and District English Learner Advisory Committee (DELAC) reviewed performance data and provided feedback on strategies to support student achievement. Additional feedback was gathered throughout the 2025–26 school year.

Strengthening foundational skills and monitoring progress through state and local measures will support continuous improvement in student achievement and ensure all students are supported in meeting academic standards.

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- District Distance from Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All Students -54.7 DFS Foster Youth -94.9 DFS Low Income -64.4 DFS English Learner -78.1 DFS Pacific Islander -83.1 DFS American Indian -88.4 DFS Students with Disabilities -117.1 DFS 2024 Homeless -90.7 DFS 2025 African American -86.4 DFS	2024 CA Dashboard All Students -56.2 DFS Foster Youth -98.2 DFS Low Income -64.7 DFS English Learner -75.8 DFS Pacific Islander -98.4 DFS American Indian -77 DFS Students with Disabilities -121.2 DFS Homeless -90.7 DFS	2025 CA Dashboard All Students -50.6 DFS Foster Youth -86.2 DFS Low Income -58.8 DFS English Learner -65.4 DFS Pacific Islander -57 DFS American Indian -76.2 DFS Students with Disabilities -113.5 DFS Homeless -64.3 DFS African American -86.4 DFS	2026 CA Dashboard All Students -39.7 DFS Foster Youth -76.9 DFS Low Income -46.4 DFS English Learner -60.1 DFS Pacific Islander -65.1 DFS American Indian -70.4 DFS Students with Disabilities -99.1 DFS Homeless -84.7 DFS African American -80.4 DFS	All Students +4.1 DFS Foster Youth +8.7 DFS Low Income +5.6 DFS English Learner +12.7 DFS Pacific Islander +26.1 DFS American Indian +12.2 DFS Students with Disabilities +3.6 DFS Homeless +26.4 DFS African American not applicable
1.2	CAASPP Math- District	2023 CA Dashboard	2024 CA Dashboard	2025 CA Dashboard	2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Source: California School Dashboard	All Students -79.2 DFS Foster Youth -117.4 DFS Low Income -88.1 DFS English Learner -93.7 DFS Pacific Islander - 82.3 DFS American Indian - 108.6 DFS 2024 Homeless -104 DFS 2025 African American -116.3 DFS	All Students -80.8 DFS Foster Youth -108 DFS Low Income -89.4 DFS English Learner - 93.6 DFS Pacific Islander - 97.4 DFS American Indian - 95.8 DFS Homeless -104 DFS	All Students -77.4 DFS Foster Youth - 124.6 DFS Low Income -85.5 DFS English Learner - 86 DFS Pacific Islander - 85 DFS American Indian - 113 DFS Homeless -97.3 DFS African American - 116.3 DFS	All Students -64.2 DFS Foster Youth -99.4 DFS Low Income -70.1 DFS English Learner - 75.7 DFS Pacific Islander - 64.3 DFS American Indian - 90.6 DFS Homeless -94 DFS African American - 110.3 DFS	All Students +1.8 DFS Foster Youth -7.2 DFS Low Income +2.6 DFS English Learner +7.7 DFS Pacific Islander - 2.7 DFS American Indian - 4.4 DFS Homeless +6.7 DFS African American not applicable
1.3	English Learner Performance Indicator-District Percentage making progress toward English language proficiency Source: California School Dashboard	2023 CA Dashboard English Learners 43.1% Long-Term English Learners 49.1%	2024 CA Dashboard English Learners 40.4% Long-Term English Learners 50%	2025 CA Dashboard English Learners 39.9% Long-Term English Learners 41.2%	2026 CA Dashboard English Learners 58.1% Long-Term English Learners 56%	English Learners - 3.2% Long-Term English Learners -7.9%
1.4	English Learner Reclassification Rate Percentage of students reclassified annually	2023 Reclassification Rate English Learners 9%	2024 Reclassification Rate English Learners 11%	2025 Reclassification Rate English Learners 11%	2026 Reclassification Rate English Learners 10%	English Learners +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: VESD Local Reporting					
1.5	VESD Running Records Assessment Local assessment measuring percent of second grade students at or above grade level in reading proficiency Source: VESD Local Benchmark Assessments	Spring 2023 VESD Running Records Assessment All Students Grade 2: 47.33% Foster Youth Grade 2: 18.18% Low Income Grade 2: 43.12% English Learner Grade 2: 30.20%	Spring 2024 VESD Running Records Assessment All Students Grade 2: 52.07% Foster Youth Grade 2: 17.64% Low Income Grade 2: 50% English Learner Grade 2: 37.7%	Spring 2025 VESD Running Records Assessment All Students Grade 2: 53.79% Foster Youth Grade 2: 20.68% Low Income Grade 2: 51.47% English Learner Grade 2: 33.79%	Spring 2026 VESD Running Records Assessment All Students Grade 2: 56.33% Foster Youth Grade 2: 27.18% Low Income Grade 2: 52.12% English Learner Grade 2: 39.20%	All Students Grade 2: +6.46% Foster Youth Grade 2: +2.5% Low Income Grade 2: +8.35% English Learner Grade 2: +3.59%
1.6	VESD English Language Arts Benchmark District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2023 VESD English Language Arts Benchmark Grades 3-6: 11.25% Foster Youth Grades 3-6: 3.45% Low Income Grades 3-6: 9.42% English Learner Grades 3-6: 4.61%	Winter 2024 VESD English Language Arts Benchmark Grades 3-6: 15.18% Foster Youth Grades 3-6: 8.2% Low Income Grades 3-6: 13.42% English Learner Grades 3-6: 5.4%	Winter 2025 VESD English Language Arts Benchmark Grades 3-6: 13.26% Foster Youth Grades 3-6: 5.88% Low Income Grades 3-6: 11.76% English Learner Grades 3-6: 5.64%	Winter 2026 VESD English Language Arts Benchmark Grades 3-6: 20.25% Foster Youth Grades 3-6: 12.45% Low Income Grades 3-6: 18.42% English Learner Grades 3-6: 13.61%	Grades 3-6: +2.01% Foster Youth Grades 3-6: +2.43% Low Income Grades 3-6: +2.34% English Learner Grades 3-6: +1.03%
1.7	VESD Mathematics Benchmark District focus standards mastery percent at or above grade level	Winter 2023 VESD Mathematics Benchmark Grades 1-6: 22.28% Foster Youth Grades 3-6: 14.04%	Winter 2024 VESD Mathematics Benchmark Grades 1-6: 24.12%	Winter 2025 VESD Mathematics Benchmark Grades 1-6: 22.66%	Winter 2026 VESD Mathematics Benchmark Grades 1-6: 31.28%	Grades 1-6: +0.38% Foster Youth Grades 3-6: -0.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: VESD Local Benchmark Assessments	Low Income Grades 3-6: 20.21% English Learner Grades 3-6: 15.23%	Foster Youth Grades 1-6: 12.36% Low Income Grades 1-6: 22.19% English Learner Grades 1-6: 17.14%	Foster Youth Grades 1-6: 13.52% Low Income Grades 1-6: 20.39% English Learner Grades 1-6: 14.7%	Foster Youth Grades 3-6: 23.04% Low Income Grades 3-6: 29.21% English Learner Grades 3-6: 24.23%	Low Income Grades 3-6: +.18% English Learner Grades 3-6: -0.53%
1.8	Basic Services	2023	2024	2025	2026	
	Rate of Teacher Misassignments	0% of Teacher Misassigned	0% of Teacher Misassigned	0% of Teacher Misassigned	0% of Teacher Misassigned	0%
	Source: Williams					
1.9	Implementation of State Standards	2023	2024	2025	2026	
	Source: California School Dashboard	Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks ELA - 5 Math -5 History-3 ELD- 4 Science- 5	Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks ELA - 5 Math -5 History-5 ELD- 5 Science- 5	Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks ELA - 5 Math -5 History-5 ELD- 5 Science- 5	Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks ELA - 5 Math - 5 History- 5 ELD- 5 Science- 5	ELA 0 Math 0 History +2 ELD +1 Science 0
1.10	CAASPP ELA- School and Student Group Distance from Standard (DFS)	2023	2024	2025	2026	
		Brentwood All-100.2	Brentwood All - 95.1 DFS	Brentwood All - 99.9 DFS	Brentwood ALL-88.2 DFS	Brentwood ALL +0.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	AA -116.9 DFS SED -105.9 DFS FY (less than 11 students) EL -96.6 DFS	AA -121.4 DFS SED -98.7 DFS FY (less than 11 students) EL -94.4 DFS	AA -151.5 DFS SED -103.9 DFS FY (less than 11 students) EL -92.9 DFS	AA - 98.9 DFS SED - 91.8 DFS FY (less than 11 students) EL -84.6 DFS	AA -34.6 DFS SED +2.0 DFS FY (less than 11 students) EL 3.7 DFS
		Challenger All -33.2 DFS SWD -122.7 DFS FY (less than 11 students) EL -48.8 DFS SED -39.4 DFS	Challenger All -40.9 DFS SWD -131.7 DFS FY (less than 11 students) EL -39 DFS SED -44.4	Challenger All -28.2 DFS SWD -106.5 DFS FY (less than 11 students) EL -40.7 DFS SED -32.3	Challenger ALL -21.2 DFS SWD - 104.7 DFS FY (less than 11 students) EL -30.8 DFS SED -21 DFS	Challenger ALL +5.0 DFS SWD +16.2 DFS FY (less than 11 students) EL +8.1 DFS SED +7.1 DFS
		Del Rey All -85.2 DFS AA -119.1 DFS EL -86.8 DFS Hispanic -74.1 DFS SED -85.1 DFS FY (less than 11 students)	Del Rey All -94.4 DFS AA -108.9 DFS EL -94.8 DFS Hispanic -91.7 DFS SED -95.5 DFS FY (less than 11 students)	Del Rey All -92.3 DFS AA -107.8 DFS EL -93 DFS Hispanic -87.3 DFS SED -93.2 DFS FY (less than 11 students)	Del Rey All -73.1 DFS AA - 101.1 DFS EL - 74.8 DFS Hispanic -62.1 DFS SED - 73.1 DFS FY (less than 11 students)	Del Rey All -7.1 DFS AA +11.3 DFS EL -6.2 DFS Hispanic -13.2 DFS SED -8.1 DFS FY (less than 11 students)
		Discovery All 0 DFS SWD -105.7 DFS FY (less than 11 students) EL -11.8 DFS SED -11.9 DFS	Discovery All +6.2 DFS SWD -84.3 DFS FY (less than 11 students) EL -19.2 DFS SED -0.5 DFS	Discovery All +7.8 DFS SWD -81 DFS FY (less than 11 students) EL -4.8 DFS SED -1.7 DFS	Discovery All +9 DFS SWD - 87.7 DFS FY (less than 11 students) EL +6.2 DFS SED +6.1 DFS	Discovery All +7.8 DFS SWD +24.7 DFS FY (less than 11 students) EL +7.0 DFS SED +10.2 DFS
		Dr. Ralph Baker All -80.6 DFS EL -92.2 DFS FY (less than 11 students) SED -83.2 DFS	Dr. Ralph Baker All -74.7 DFS EL -85.5 DFS FY (less than 11 students)	Dr. Ralph Baker All -58.8 DFS EL -54.6 DFS FY (less than 11 students)	Dr. Ralph Baker ALL -68.6 DFS EL - 74.2 DFS FY (less than 11 students)	Dr. Ralph Baker ALL +21.8 DFS EL +37.6 DFS FY (less than 11 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Endeavour All 15.4 DFS SWD -108.9 DFS FY (less than 11 students) EL -50.6 DFS SED -.3 DFS Galileo All 0 DFS FY (less than 11 students) EL -41.3 DFS SED -12.8 DFS Green Tree East All -79.5 DFS FY (less than 11 students) EL -94.7 DFS SED -83.3 DFS Irwin Academy All -85.2 DFS AA -91.6 DFS EL -108.7 DFS Hispanic -84.4 DFS SED -84.7 DFS SWD -117.3 DFS FY (less than 11 students) Liberty All -71.3 DFS EL -87 DFS SED -78.6 DFS	SED -78.3 DFS Endeavour All +6.3 DFS SWD -86.2 DFS FY (less than 11 students) EL -40.1 DFS SED -12.9 DFS Galileo All 0.4 DFS FY (less than 11 students) EL -20.6 DFS SED -10.1 DFS Green Tree East All -72.3 DFS FY (less than 11 students) EL -92.8 DFS SED -74.7 DFS Irwin Academy All -79.2 DFS AA -87.6 DFS EL -89.1 DFS Hispanic -79.1 DFS SED -79.3 DFS SWD -129.8 DFS FY (less than 11 students) Liberty All -65.6 DFS	SED -61.7 DFS Endeavour All +19 DFS SWD -85.4 DFS FY (less than 11 students) EL -25.3 DFS SED +0.4 DFS Galileo All 4.5 DFS FY (less than 11 students) EL -5.1 DFS SED -3.7 DFS Green Tree East All -70.9 DFS FY (less than 11 students) EL -77.7 DFS SED -74.9 DFS Irwin Academy All -66.8 DFS AA -79.7 DFS EL -103.2 DFS Hispanic -64.9 DFS SED -68.4 DFS SWD -121.6 DFS FY (less than 11 students) Liberty All -59 DFS	SED -65.2 DFS Endeavour All + 24.4 DFS SWD - 90.9 DFS FY (less than 11 students) EL -32.6 DFS SED +17.7 DFS Galileo All +9 DFS FY (less than 11 students) EL -23.3 DFS SED +5.2 DFS Green Tree East All -67.5 DFS FY (less than 11 students) EL -76 DFS SED -65.3 DFS Irwin Academy All -70.6 DFS AA - 73.6 DFS EL - 90.7 DFS Hispanic - 66.4 DFS SED - 66.7 DFS SWD - 99.3 DFS FY (less than 11 students) Liberty All -63.3 DFS	SED +21.5 DFS Endeavour All +3.6 DFS SWD +23.5 DFS FY (less than 11 students) EL +25.3 DFS SED +0.1 DFS Galileo All +4.5 DFS FY (less than 11 students) EL +36.2 DFS SED +9.1 DFS Green Tree East All +8.6 DFS FY (less than 11 students) EL +17 DFS SED +8.4 DFS Irwin Academy All +18.4 DFS AA +11.9 DFS EL +5.5 DFS Hispanic +19.5 DFS SED +16.3 DFS SWD -4.3 DFS FY (less than 11 students) Liberty All +12.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY (less than 11 students) Lomitas All -79.6 DFS Hispanic -83.8 DFS FY (less than 11 students) EL -102 DFS SED -84.4 Mojave Vista All -73.4 DFS AA -115.8 DFS EL -98.8 DFS SED -77.7 DFS FY (less than 11 students) Park View All -60.1 DFS AA -101.8 DFS EL -79 DFS SWD -117.3 DFS FY (less than 11 students) SED -64.3 DFS Puesta del Sol All -83.9 DFS EL -114.1 DFS FY (less than 11 students) SED -87.7 DFS West Palms All -23 DFS	EL -77.9 DFS SED -70.9 DFS FY (less than 11 students) Lomitas All -88.1 DFS Hispanic -91.5 DFS FY (less than 11 students) EL -110.1 DFS SED -92.5 Mojave Vista All -74.5 DFS AA -102.4 DFS EL -96.6 DFS SED -78 DFS FY -98.3 DFS Park View All -60.3 DFS AA -118.2 DFS EL -76.8 DFS SWD -144.5 DFS FY -50.8 DFS SED -65.5 DFS Puesta del Sol All -93.4 DFS EL -117.7 DFS FY (less than 11 students) SED -98 DFS West Palms	EL -64.5 DFS SED -62.1 DFS FY (less than 11 students) Lomitas All -75.6 DFS Hispanic -76.7 DFS FY (less than 11 students) EL -94.7 DFS SED -78 Mojave Vista All -76.4 DFS AA -103.7 DFS EL -84.4 DFS SED -80.2 DFS FY (less than 11 students) Park View All -59 DFS AA -112 DFS EL -70.2 DFS SWD -112 DFS FY (less than 11 students) SED -62.8 DFS Puesta del Sol All -80.6 DFS EL -98.2 DFS FY (less than 11 students) SED -83.7 DFS	EL - 69 DFS SED - 60.6 DFS FY (less than 11 students) Lomitas All -67.6 DFS Hispanic - 65.8 DFS FY (less than 11 students) EL -84 DFS SED -66.4 DFS Mojave Vista All -61.4 DFS AA - 97.8 DFS EL - 80.8 DFS SED - 59.7 DFS FY (less than 11 students) Park View All -51.1 DFS AA - 83.8 DFS EL - 61 DFS SWD -99.3 DFS FY (less than 11 students) SED -46.3 DFS Puesta del Sol All -63.9 DFS EL -96.1 DFS FY (less than 11 students) SED -69.7 DFS	EL+ 22.5 DFS SED +16.5 DFS FY (less than 11 students) Lomitas All +4.0 DFS Hispanic +7.1 DFS FY (less than 11 students) EL +7.3 DFS SED +6.4 DFS Mojave Vista All -3.0 DFS AA +12.1 DFS EL 14.4 DFS SED -2.5 DFS FY (less than 11 students) Park View All +1.1 DFS AA -10.2 DFS EL+ 8.8 DFS SWD +5.3 DFS FY (less than 11 students) SED +1.5 DFS Puesta del Sol All +3.3 DFS EL +15.9 DFS FY (less than 11 students) SED +4.0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD -119 DFS FY (less than 11 students) EL -50.2 DFS SED -31.6 DFS Village All -75.8 DFS EL -103.8 DFS Hispanic -75.7 DFS SWD -129.9 DFS FY (less than 11 students) SED -80.6 DFS	All -34 DFS SWD -128.3 DFS FY (less than 11 students) EL -41.6 DFS SED -46.6 DFS Village All -81.9 DFS EL -113 DFS Hispanic -83.2 DFS SWD -142.8 DFS FY (less than 11 students) SED -85.5 DFS	West Palms All -30.6 DFS SWD -105.2 DFS FY (less than 11 students) EL -32.6 DFS SED -41 DFS Village All -76.6 DFS EL -90.2 DFS Hispanic -77.7 DFS SWD -136.7 DFS FY (less than 11 students) SED -80.3 DFS	West Palms All -14 DFS SWD - 101 DFS FY (less than 11 students) EL -32.2 DFS SED -13 DFS Village All -63.8 DFS EL - 85.8 DFS Hispanic - 57.7 DFS SWD - 111.9 DFS FY (less than 11 students) SED -62.6 DFS	West Palms All -7.6 DFS SWD +13.8 DFS FY (less than 11 students) EL 17.6 DFS SED -9.4 DFS Village All -0.8 DFS EL +13.6 DFS Hispanic -2.0 DFS SWD -6.8 DFS FY (less than 11 students) SED +0.3 DFS
1.11	CAASPP Math- School and Student Group Distance from Standard (DFS) Source: 2023 California School Dashboard	2023 Brentwood All -130.4 DFS AA -150.1 DFS FY (less than 11 students) EL -113.2 SED -132.6 Challenger All -58.5 DFS SWD -145.6 DFS FY (less than 11 students) EL -61.2 SED -64.3 Del Rey	2024 Brentwood All -128.4 DFS AA -145.5 DFS FY (less than 11 students) EL -110.7 SED -132.7 Challenger All -56.3 DFS SWD -147 DFS FY (less than 11 students) EL -55.4 SED -60 Del Rey	2025 Brentwood All -133.9DFS AA -151.5 DFS FY (less than 11 students) EL -114.5 SED -185.1 Challenger All -45.4 DFS SWD -139.3 DFS FY (less than 11 students) EL -49.5 SED -48.6 Del Rey	2026 Brentwood All -115.4 DFS AA -132.1 DFS FY (less than 11 students) EL -95.2 DFS SED -114.6 DFS Challenger All -49.5 DFS SWD -127.6 DFS FY (less than 11 students) EL -43.2 DFS SED -46 DFS Del Rey	Brentwood All -3.5 DFS AA -1.4 DFS FY (less than 11 students) EL -1.3 DFS SED -52.5 DFS Challenger All +13.1 DFS SWD +6.3 DFS FY (less than 11 students) EL +11.7 DFS SED +15.7 DFS Del Rey All -4.0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All -105.5 DFS EL -103.3 DFS FY (less than 11 students) SED -105.1 Discovery All -7.7 DFS SWD -129.7 DFS FY (less than 11 students) EL -28.6 DFS SED -30 DFS Dr. Ralph Baker All -107.6 DFS AA -158.3 DFS FY (less than 11 students) EL -102.7 DFS SED -111.9 DFS Endeavour All -11 DFS SWD -119.5 DFS FY (less than 11 students) EL -45.6 DFS SED -28.1 DFS Galileo All -9.9 DFS EL -46.4 DFS FY (less than 11 students) SED -34.4 DFS	All -107.9 DFS EL -111.1 DFS FY (less than 11 students) SED -107.9 Discovery All -22.3 DFS SWD -104.2 DFS FY (less than 11 students) EL -32.8 DFS SED -28.4 DFS Dr. Ralph Baker All -92 DFS AA -124.9 DFS FY (less than 11 students) EL -88.3 DFS SED -97.2 DFS Endeavour All -21.9 DFS SWD -123.6 DFS FY (less than 11 students) EL -87.4 DFS SED -44.4 DFS Galileo All -17.7 DFS EL -30.5 DFS FY (less than 11 students) SED -27.7 DFS	All -109.5 DFS EL -103.5 DFS FY (less than 11 students) SED -109.1 Discovery All -25.8 DFS SWD -124.5 DFS FY (less than 11 students) EL -22.7 DFS SED -33.5 DFS Dr. Ralph Baker All -77.2 DFS AA -112.1 DFS FY (less than 11 students) EL -73.2 DFS SED -77.8 DFS Endeavour All -11.6 DFS SWD -115.1 DFS FY (less than 11 students) EL -38.0 DFS SED -34.7 DFS Galileo All -9.1 DFS EL -18.5 DFS FY (less than 11 students) SED -20.5 DFS	All -87.5 DFS EL -85.3 DFS FY (less than 11 students) SED -87.1 DFS Discovery All -4.7 DFS SWD -111.7 DFS FY (less than 11 students) EL -10.6 DFS SED -12 DFS Dr. Ralph Baker All -95.6 DFS AA -140.3 DFS FY (less than 11 students) EL -84 DFS SED -93 DFS Endeavour All -8 DFS SWD -101.5 DFS FY (less than 11 students) EL -27.6 DFS SED -10.1 DFS Galileo All -6.9 DFS EL -28.4 DFS FY (less than 11 students) SED -16.4 DFS	EL -0.2 DFS FY (less than 11 students) SED -4.0 DFS Discovery All -18.1 DFS SWD +5.2 DFS FY (less than 11 students) EL +5.9 DFS SED -3.5 DFS Dr. Ralph Baker All +30.4 DFS AA +46.2 DFS FY (less than 11 students) EL +29.5 DFS SED +34.1 DFS Endeavour All -0.6 DFS SWD +4.4 DFS FY (less than 11 students) EL +7.6 DFS SED -6.6 DFS Galileo All +0.8 DFS EL +27.9 DFS FY (less than 11 students) SED +13.9 DFS Green Tree East

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Green Tree East All- 109.8 DFS EL -125.9 DFS FY (less than 11 students) SED -113.3	Green Tree East All- 107.3 DFS EL -126.9 DFS FY (less than 11 students) SED -107.6	Green Tree East All- 107.3 DFS EL -109.5 DFS FY (less than 11 students) SED -109.7	Green Tree East All -94.8 DFS EL -107.9 DFS FY (less than 11 students) SED -95.3 DFS	All +2.5 DFS EL +16.4 DFS FY (less than 11 students) SED +3.6 DFS
		Irwin Academy All -102 DFS EL -124.3 DFS FY (less than 11 students) SED -102.5 DFS	Irwin Academy All -98.5 DFS EL -98.1 DFS FY (less than 11 students) SED -98.5 DFS	Irwin Academy All -94.9 DFS EL -114.9 DFS FY (less than 11 students) SED -96.9 DFS	Irwin Academy All -90 DFS EL - 106.3 DFS FY (less than 11 students) SED -84.5 DFS	Irwin Academy All +7.1 DFS EL +26.2 DFS FY (less than 11 students) SED +9.4 DFS
		Liberty All -99.5 DFS EL -87 DFS FY (less than 11 students) SED -78.6 DFS	Liberty All -96.5 DFS EL -105.6 DFS FY (less than 11 students) SED -103.5 DFS	Liberty All -91.9 DFS EL -88.7 DFS FY (less than 11 students) SED -95.6 DFS	Liberty All -78.5 DFS EL -69 DFS FY (less than 11 students) SED -60.6 DFS	Liberty All +7.6 DFS EL -1.7 DFS FY (less than 11 students) SED -17.0 DFS
		Lomitas All -110.1 DFS EL -126.9 DFS FY (less than 11 students) SED -113.1 DFS	Lomitas All -113.8 DFS EL -133.7 DFS FY (less than 11 students) SED -117.9 DFS	Lomitas All -106.2 DFS EL -130.5 DFS FY (less than 11 students) SED -107.8 DFS	Lomitas All -95.1 DFS EL -108.9 DFS FY (less than 11 students) SED -95 DFS	Lomitas All +3.9 DFS EL -3.6 DFS FY (less than 11 students) SED +5.3 DFS
		Mojave Vista All -97.5 DFS AA -120.5 DFS EL -115.3 DFS Hispanic -96.5 DFS SED -99.6 DFS FY (less than 11 students)	Mojave Vista All -105 DFS AA -123.7 DFS EL -117.3 DFS Hispanic -100.4 DFS SED -107 DFS FY (less than 11 students)	Mojave Vista All -106.9 DFS AA -136.9 DFS EL -104.4 DFS Hispanic -102.5 DFS SED -110.0 DFS FY (less than 11 students)	Mojave Vista All -91.5 DFS AA -102.5 DFS EL -97.3 DFS Hispanic - 78.5 DFS SED -81.6 DFS FY (less than 11 students)	Mojave Vista All -9.4 DFS AA -16.4 DFS EL +10.9 DFS Hispanic -6.0 DFS SED -10.4 DFS FY (less than 11 students)
						Park View

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Park View All -80.1 DFS AA -113 DFS FY (less than 11 students) EL -96.6 DFS SED -84.2 DFS Puesta Del Sol All -98.9 DFS EL -115.6 DFS FY (less than 11 students) SED -100.9 Village All -113.4 DFS EL -132.5 DFS Hispanic -113.1 DFS SED -119.1 DFS SWD -158.1 DFS White -122.4 DFS FY (less than 11 students) West Palms All -34.4 DFS EL -54.1 DFS FY (less than 11 students) SED -44 DFS	Park View All -86.8 DFS AA -134.8 DFS FY -59.5 DFS EL -93.8 DFS SED -87.8 DFS Puesta Del Sol All -111 DFS EL -123.3 DFS FY (less than 11 students) SED -115 Village All -113.9 DFS EL -132 DFS Hispanic -110.9 DFS SED -118.8 DFS SWD -160.2 DFS White -136.9 DFS FY (less than 11 students) West Palms All -55 DFS EL -56.3 DFS FY (less than 11 students) SED -67.3 DFS	Park View All -82.1 DFS AA -132.7 DFS FY (less than 11 students) EL -101.6 DFS SED -90.7 DFS Puesta Del Sol All -108.1 DFS EL -123.9 DFS FY (less than 11 students) SED -109.6 Village All -109.8 DFS EL -123.3 DFS Hispanic -106.7 DFS SED -113.0 DFS SWD -170.6 DFS White -143.6 DFS FY (less than 11 students) West Palms All -46.3 DFS EL -39.4 DFS FY (less than 11 students) SED -56.8 DFS	Park View All -71.1 DFS AA - 95 DFS FY (less than 11 students) EL -78.6 DFS SED -66.2 DFS Puesta Del Sol All -83.9 DFS EL -97.6 DFS FY (less than 11 students) SED -82.9 DFS Village All -98.4 DFS EL - 114.5 DFS Hispanic - 95.1 DFS SED - 101.1 DFS SWD - 136.1 DFS White -104.4 DFS FY (less than 11 students) West Palms All -31.4 DFS EL -36.1 DFS FY (less than 11 students) SED -26 DFS	All -2 DFS AA -19.7 DFS FY (less than 11 students) EL -5.0 DFS SED -6.5 DFS Puesta Del Sol All -9.2 DFS EL -8.3 DFS FY (less than 11 students) SED -8.7 DFS Village All +3.6 DFS EL +9.2 DFS Hispanic +6.4 DFS SED +6.1 DFS SWD -12.5 DFS White -21.2 DFS FY (less than 11 students) West Palms All -11.9 DFS EL +14.7 DFS FY (less than 11 students) SED -12.8 DFS
1.12	Basic Services	2023	2024	2025	2026	
	Percent of students with sufficient access to		100% of students with access to	100% of students with access to	100% of students with access to	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials Source: Williams	100% of students with access to standards aligned materials	standards aligned materials	standards aligned materials	standards aligned materials	
1.13	Basic Services Percent of school facilities in good repair Source: Williams	2023 100% of school facilities in good repair	2024 100% of school facilities in good repair	2025 100% of school facilities in good repair	2026 100% of school facilities in good repair	0
1.14	VESD Letter Sounds Assessment Local assessment measuring percent of kindergarten students able to identify all sounds each letter makes. Source: VESD Local Benchmark Assessments	Spring 2023 All Students: 75.63% Foster Youth: 59.18% Low Income: 76.54% English Learner: 77.22%	Spring 2024 All Students: 85.71% Foster Youth: 92.31% Low Income: 84.49% English Learner: 82.52%	Spring 2025 All Students: 81.41% Foster Youth: 82.61% Low Income: 79.82% English Learner: 74.68%	Spring 2026 All Students: 81.63% Foster Youth: 77.18% Low Income: 82.54% English Learner: 83.22%	All Students: +5.78% Foster Youth: +23.43% Low Income: +3.28% English Learner: -2.54%
1.15	VESD English Language Arts Benchmark District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2023 Grade 6 All Students: 21.5% Grade 6 Foster Youth: No FY Students to report this year Grade 6 Low Income: 19.5% Grade 6 English Learners: 7.8%	Winter 2024 Grade 6 All Students: 21.51% Grade 6 Foster Youth: 23.53% Grade 6 Low Income: 19.47% Grade 6 English Learners: 7.78%	Winter 2025 Grade 6 All Students: 24.45% Grade 6 Foster Youth: 10.00% Grade 6 Low Income: 21.68% Grade 6 English Learners: 8.67%	Winter 2026 Grade 6 All Students: 36.5% Grade 6 Foster Youth: 29.53% Grade 6 Low Income: 34.5% Grade 6 English Learners: 28.8%	Grade 6 All Students: +2.95% Grade 6 Foster Youth: +10% Grade 6 Low Income: +2.18% Grade 6 English Learners: +.89%
1.16	English Learner Performance Indicator-School	2023 CA Dashboard Del Rey	2024 CA Dashboard	2025 CA Dashboard	2026 CA Dashboard	Del Rey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage making progress toward English language proficiency Source: California School Dashboard	English Learners: 35.9% Liberty English Learners: 31.6% Puesta del Sol English Learners: 25.0% Village English Learners: 29.5%	Del Rey English Learners: 35.6% Liberty English Learners: 47.1% Puesta del Sol English Learners: 25.0% Village English Learners: 44%	Del Rey English Learners: 34.8% Liberty English Learners: 45.0% Puesta del Sol English Learners: 25.0% Village English Learners: 44%	Del Rey English Learners: 41.9% Liberty English Learners: 37.6% Puesta del Sol English Learners: 28.4% Village English Learners: 32.1%	English Learners: -0.3% Liberty English Learners: +15.5% Puesta del Sol English Learners: 0% Village English Learners: +15.5%
1.17	Access to a Broad Course of Study Source: California School Dashboard	2023 100%	2024 100%	2025 100%	2026 100%	0

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 implementation of Goal 1 was highly successful, with all actions 1.1-1.12 being fully implemented.

The implementation of Action 1.1 Materials to Enhance Instruction and Learning Environments, provided students with access to a broad course of study with curriculum and resources beyond the core to enhance their learning. This action was fully implemented.

The implementation of Action 1.2 Professional Development for Certificated, gave staff training opportunities were held and attended to improve teacher skill and knowledge. This action was fully implemented.

The implementation of Action 1.3 Bilingual Instructional Assistant Program, ensured the district was fully staffed with Bilingual Instructional Assistants and personnel to support ELs. This action was fully implemented.

The implementation of Action 1.4 Small Group Instruction in Grades TK-2, ensured TK classes were fully staffed with a 1:8 ratio and other support staff supported primary grades with small group instruction. This action was fully implemented.

The implementation of Action 1.5 Increased Instructional Minutes, gave all sites the opportunity to implement full day TK and Kindergarten classes. This action was fully implemented.

The implementation of Action 1.6 Collaboration Time showed success as all sites implemented data chats twice a year with each grade level to review results and plan instruction. This action was fully implemented.

The implementation of Action 1.7 Staffing and Data Analysis supported local measures being in place, a dashboard for the data, and coaching support data to support student achievement. Data tracking software and tools were also readily available. This action was fully implemented.

The implementation of Action 1.8 Student Teacher Residency Program enabled the Alder Program to support 28 total residents across 14 school sites. Although there was a substantive difference in the cost associated with the action, this action was fully implemented as planned.

The implementation of Action 1.9 Educational Field Trips and Learning Experiences provided students with access to local trips as well as those down the hill to southern California regions. Events such as robotics competition, Junior Olympics, and the career fair were initially budgeted in Action 2.1, however these activities were reclassified to 1.9 as they align closer to this action. As such, our expenditures exceeded our original budget, this action was fully implemented.

The implementation of Action 1.10 Support Services for Students with Disabilities made certain consistent professional learning opportunities were offered to our Special Education support staff. Although our expenditures exceeded our original budget, this action was fully implemented with a substantive difference.

The implementation of Action 1.11 English Learner Support Services enabled English Language Development professional learning to be offered and attended in 2025-26. Although our expenditures exceeded our original budget, this action was fully implemented with a substantive difference.

The implementation of Action 1.12 Before and After School Programming ensured after school programming before and afterschool, summer school and intercession being offered and accessed across school sites. This action was fully implemented.

One Action 1.13, was not fully implemented.

The implementation of Action 1.13 was partially implemented, as 4 of 16 sites were able to begin specific ELD-based training at the school level. These sites did not use a pull out model to implement the training, only staff meeting time, therefore there were no expenditures. Given the progress on this action at the LCAP Mid Year Update, additional time was provided for preparation to implement in the 2026-27 school year.

Overall there were many successes, including the full implementation of 12 out of 13 actions. Specifically, feedback on the Educational Services annual survey for professional development saw an overwhelmingly positive response from teachers to literacy PD (Action 1.2) and the impacts it is making on students. The Alder teacher residency program (Action 1.8) has shown growth over the years, and the interest has grown as well, as applications for this program have nearly tripled from 48 in 2025 to 125 in 2026.

A challenge for this goal centered around the number of initiatives sites had underway and balancing that with new training, including ELD at the site level (Action 1.13). Explicit time to prepare and plan was provided in the spring to weave into each school's professional development plan heading into next year.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 1.8 Student Teacher Residency Program: District match needed for the Alder Residency program is higher than projected. This material difference was cost driven only and did not impact the implementation of supporting 28 Alder residents.

Action 1.9 Educational Field Trips and Learning Experiences: Expenditures exceeded the original budget due to school sites providing more learning experiences than budgeted. Additional expenditures are captured in this action that were reclassified from action 2.1

Action 1.10 Support for Students with Disabilities: We offered non-mandatory workshops designed to support students with disabilities. While participation was optional, attendance this year exceeded expectations.

Action 1.11 English Learner Support Services: We offered non-mandatory workshops designed to support English Learners. While participation was optional, attendance this year exceeded expectations.

Action 1.13 Site-based Training to Support Long Term English Learners: This action only had a limited number of sites execute training and they did not need any substitute coverage. There were no expenditures for this action.

There were no material differences for Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.12.

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

Action 1.1 – Materials to Enhance Instruction and Learning Environments

This action provides supplemental materials above the core curriculum and is principally directed toward English Learners (EL), Foster Youth (FY), and Low Income (LI) students, as measured by metrics 1.1 and 1.2.

On metric 1.1 (CAASPP ELA), the current difference from baseline shows positive growth for all targeted unduplicated student groups: All Students improved by +4.1 DFS, English Learners by +12.7 DFS, Foster Youth by +8.7 DFS, and Low Income by +5.6 DFS. Additional student groups also showed strong gains, including Pacific Islander (+26.1 DFS), Homeless (+26.4 DFS), and American Indian (+12.2 DFS). Students with Disabilities improved by +3.6 DFS.

On metric 1.2 (CAASPP Math), results are more mixed. All Students improved by +1.8 DFS, English Learners by +7.7 DFS, Low Income by +2.6 DFS, and Homeless by +6.7 DFS. However, Foster Youth declined by -7.2 DFS, Pacific Islander declined by -2.7 DFS, and American Indian declined by -4.4 DFS.

Overall, this action demonstrates strong effectiveness in ELA across all unduplicated student groups. In math, the action shows effectiveness for English Learners and Low Income students, though Foster Youth continue to face challenges. The district may consider additional targeted math supports for Foster Youth, Pacific Islander, and American Indian students to strengthen this action's impact.

Action 1.2 – Professional Development for Certificated Staff

This action provides evidence-based training in the five pillars of literacy and is principally directed toward English Learners (EL), Foster Youth (FY), and Low Income (LI) students, as measured by metrics 1.1 and 1.2.

On metric 1.1 (CAASPP ELA), the current difference from baseline reflects positive growth for all targeted groups: All Students (+4.1 DFS), English Learners (+12.7 DFS), Foster Youth (+8.7 DFS), and Low Income (+5.6 DFS). Notably, Pacific Islander students gained +26.1 DFS and Homeless students gained +26.4 DFS, both of which are student groups identified for Differentiated Assistance. American Indian students also improved by +12.2 DFS, and Students with Disabilities gained +3.6 DFS.

On metric 1.2 (CAASPP Math), All Students improved by +1.8 DFS, English Learners by +7.7 DFS, and Low Income by +2.6 DFS. Homeless students improved by +6.7 DFS. However, Foster Youth declined by -7.2 DFS, Pacific Islander by -2.7 DFS, and American Indian by -4.4 DFS.

This action demonstrates strong effectiveness in ELA, with all student groups showing growth from baseline. The literacy-focused professional development appears to be translating into meaningful gains, particularly for English Learners and previously underperforming groups. In math, the results are partially effective, with continued challenges for Foster Youth, Pacific Islander, and American Indian students suggesting a need for differentiated math-focused professional learning.

Action 1.3 – Bilingual Instructional Assistant Program

This action provides Bilingual Instructional Assistants to support English Learners through small group instruction and is limited to English Learners, as measured by metrics 1.3, 1.4, and 1.16.

On metric 1.3 (English Learner Progress Indicator), the current difference from baseline shows a decline of -3.2% for English Learners making progress toward English language proficiency. Long-Term English Learners (LTELs) also declined by -7.9%, indicating a significant area of concern.

On metric 1.4 (EL Reclassification Rate), English Learners showed a positive current difference from baseline of +2%, indicating that more students are being reclassified as Fluent English Proficient compared to the baseline year.

On metric 1.16 (English Learner Progress Indicator – School Level), results are mixed. Liberty showed strong growth at +15.5% and Village also improved by +15.5%. However, Del Rey declined slightly by -0.3%, and Puesta del Sol showed no change (0%) from baseline.

Overall, this action shows mixed effectiveness. While reclassification rates have improved and some school sites show strong EL progress, the district-level ELPI decline of -3.2% and the LTEL decline of -7.9% suggest that the current level of support may not be sufficient to accelerate language acquisition for all English Learners, particularly Long-Term English Learners. The stagnation at Puesta del Sol and slight decline at Del Rey warrant further attention.

Action 1.4 – Small Group Instruction in Grades TK-2

This action provides a smaller adult-to-student ratio through paraprofessionals and resident substitutes and is principally directed toward English Learners (EL), Foster Youth (FY), and Low Income (LI) students, as measured by metric 1.5.

On metric 1.5 (VESD Running Records Assessment – Grade 2), the current difference from baseline shows positive growth for all targeted groups: All Students improved by +6.46%, Low Income by +8.35%, English Learners by +3.59%, and Foster Youth by +2.5%.

This action demonstrates effectiveness in supporting early literacy for all unduplicated student groups. Low Income students showed the strongest growth, and Foster Youth, who had previously shown a slight decline in Year 1, have now moved into positive territory from baseline. English Learners also continue to show steady progress. The data supports the continued use of small group instruction as an effective strategy for closing early literacy gaps.

Action 1.5 – Increased Instructional Minutes

This action provides instructional minutes beyond the Ed Code minimum for TK and Kindergarten and is principally directed toward English Learners (EL), Foster Youth (FY), and Low Income (LI) students, as measured by metric 1.14.

On metric 1.14 (VESD Letter Sounds Assessment – Kindergarten), the current difference from baseline shows positive growth for most groups: All Students improved by +5.78%, Foster Youth by +23.43%, and Low Income by +3.28%. However, English Learners declined by -2.54% from baseline.

This action demonstrates overall effectiveness, particularly for Foster Youth, who showed remarkable growth of +23.43% in kindergarten letter sound identification. The gains for All Students and Low Income students also reflect the positive impact of extended instructional time. The decline for English Learners (-2.54%) is an area of concern and may indicate a need for more targeted language development supports within the extended kindergarten day to ensure English Learners benefit equitably from the additional instructional minutes.

Action 1.6 – Collaboration Time

This action provides structured collaboration time for certificated staff to analyze data and modify instruction and is principally directed toward Low Income (LI), Foster Youth (FY), and English Learners (EL), as measured by metrics 1.6 and 1.7.

On metric 1.6 (VESD ELA Benchmark – Grades 3-6), the current difference from baseline shows positive growth for all targeted groups: All Students improved by +2.01%, Foster Youth by +2.43%, Low Income by +2.34%, and English Learners by +1.03%.

On metric 1.7 (VESD Math Benchmark – Grades 1-6), results are more modest. All Students improved by +0.38% and Low Income by +0.18%. However, Foster Youth declined by -0.52% and English Learners declined by -0.53%.

This action demonstrates effectiveness in ELA, with all four targeted groups showing positive growth from baseline. In math, the action shows limited effectiveness, as two of the four unduplicated student groups (Foster Youth and English Learners) experienced slight declines. The data suggests that while collaboration time is supporting ELA growth, additional focus during collaboration sessions on math instructional strategies for Foster Youth and English Learners may be needed to strengthen outcomes.

Action 1.7 – Staffing and Data Analysis

This action provides student data analysis resources to monitor progress and identify deficiencies and is principally directed toward Low Income (LI), Foster Youth (FY), and English Learners (EL), as measured by metrics 1.1, 1.2, 1.10, and 1.11.

On metric 1.1 (CAASPP ELA – District), the current difference from baseline shows positive growth: All Students (+4.1 DFS), English Learners (+12.7 DFS), Foster Youth (+8.7 DFS), and Low Income (+5.6 DFS).

On metric 1.2 (CAASPP Math – District), results are mixed: All Students (+1.8 DFS), English Learners (+7.7 DFS), and Low Income (+2.6 DFS) improved, while Foster Youth declined (-7.2 DFS).

On metric 1.10 (CAASPP ELA – School and Student Group), the current difference from baseline shows widespread improvement. The majority of school sites and student groups demonstrated positive growth from baseline. Notable gains include Dr. Ralph Baker (All +21.8 DFS, EL +37.6 DFS, SED +21.5 DFS), Irwin Academy (All +18.4 DFS, Hispanic +19.5 DFS, SED +16.3 DFS), Galileo (EL +36.2 DFS), and Green Tree East (EL +17.0 DFS, All +8.6 DFS). For English Learners specifically, 14 out of 15 school sites with reportable EL data showed positive growth from baseline. For Socioeconomically Disadvantaged students, 12 out of 16 sites showed positive growth. However, some sites showed declines, including Brentwood African American (-34.6 DFS), Park View African American (-10.2 DFS), West Palms All Students (-7.6 DFS), and Del Rey All Students (-7.1 DFS).

On metric 1.11 (CAASPP Math – School and Student Group), results are more varied. Strong gains were observed at Dr. Ralph Baker (All +30.4 DFS, AA +46.2 DFS, EL +29.5 DFS, SED +34.1 DFS), Galileo (EL +27.9 DFS, SED +13.9 DFS), Green Tree East (EL +16.4 DFS), and Irwin Academy (EL +26.2 DFS). However, several sites showed declines, including Brentwood SED (-52.5 DFS), Discovery All (-18.1 DFS), Mojave Vista (All -9.4 DFS, AA -16.4 DFS, SED -10.4 DFS), Park View (AA -19.7 DFS), Puesta del Sol (All -9.2 DFS, EL -8.3 DFS,

SED -8.7 DFS), Village SWD (-12.5 DFS), and West Palms (All -11.9 DFS, SED -12.8 DFS). For English Learners in math, 10 out of 15 sites with reportable data showed positive growth, while for SED students, only 8 out of 16 sites showed positive growth. Overall, this action demonstrates strong effectiveness in ELA at both the district and school levels, with the vast majority of student groups and sites showing positive growth from baseline. In math, the action shows partial effectiveness, with notable bright spots at several sites but persistent challenges at others. The data analysis resources appear to be supporting improved instructional targeting in ELA, while math outcomes suggest a need for deeper analysis and more targeted intervention strategies at specific school sites, particularly for Foster Youth, SED, and African American students.

Action 1.8 – Student Teacher Residency Program

This action implements a residency program in collaboration with Alder Graduate University and is principally directed toward English Learners (EL), Foster Youth (FY), and Low Income (LI) students, as measured by metrics 1.6, 1.7, 1.8, and 1.14.

On metric 1.6 (VESD ELA Benchmark – Grades 3-6), all targeted groups showed positive growth from baseline: All Students (+2.01%), Foster Youth (+2.43%), Low Income (+2.34%), and English Learners (+1.03%).

On metric 1.7 (VESD Math Benchmark – Grades 1-6), All Students improved by +0.38% and Low Income by +0.18%, while Foster Youth declined by -0.52% and English Learners declined by -0.53%.

On metric 1.8 (Rate of Teacher Misassignments), the district maintained 0% teacher misassignments, showing no change from baseline and meeting the target.

On metric 1.14 (VESD Letter Sounds Assessment – Kindergarten), All Students improved by +5.78%, Foster Youth by +23.43%, and Low Income by +3.28%, while English Learners declined by -2.54%.

This action demonstrates effectiveness in maintaining a fully qualified teaching workforce (metric 1.8) and supporting ELA growth across all unduplicated student groups (metric 1.6). The kindergarten literacy gains (metric 1.14), particularly for Foster Youth, further support the program's positive impact. However, the slight declines for Foster Youth and English Learners in math (metric 1.7) and for English Learners in kindergarten literacy (metric 1.14) suggest that continued refinement of the residency program's focus on math instruction and English Learner strategies may further strengthen outcomes.

Action 1.9 – Educational Field Trips and Learning Experiences

This action provides field trips to increase background knowledge and is principally directed toward Foster Youth (FY) and Low Income (LI) students, as measured by metrics 1.5 and 1.6.

On metric 1.5 (VESD Running Records Assessment – Grade 2), the current difference from baseline shows positive growth for all groups: All Students (+6.46%), Foster Youth (+2.5%), Low Income (+8.35%), and English Learners (+3.59%).

On metric 1.6 (VESD ELA Benchmark – Grades 3-6), all targeted groups showed positive growth: All Students (+2.01%), Foster Youth (+2.43%), Low Income (+2.34%), and English Learners (+1.03%).

This action demonstrates effectiveness in supporting literacy outcomes for both Foster Youth and Low Income students across both aligned metrics. The growth in reading proficiency and ELA benchmark performance suggests that real-world learning experiences are contributing to improved background knowledge and reading comprehension, consistent with the research base supporting this action.

Action 1.10 – Support Services for Students with Disabilities

This action provides training on the 5 Pillars of literacy for special education instructional aides and is measured by metric 1.1.

On metric 1.1 (CAASPP ELA – District), Students with Disabilities showed a current difference from baseline of +3.6 DFS, indicating positive growth from the baseline year.

This action demonstrates effectiveness in supporting improved ELA outcomes for Students with Disabilities. The +3.6 DFS growth represents a positive reversal from the Year 1 decline of -4.1 DFS, suggesting that the literacy training for instructional aides is beginning to translate into measurable academic gains for this student group.

Action 1.11 – English Learner Support Services

This action provides targeted training on evidence-based practices for certificated staff supporting English Learners and is limited to English Learners, as measured by metric 1.4.

On metric 1.4 (EL Reclassification Rate), the current difference from baseline shows a +2% increase, with the reclassification rate holding steady at 11% compared to the baseline of 9%.

This action demonstrates effectiveness in supporting English Learner reclassification. The sustained improvement in reclassification rates suggests that the targeted training for certificated staff is positively impacting English language proficiency outcomes. However, when considered alongside the decline in the English Learner Progress Indicator (metric 1.3, -3.2%), the district may benefit from examining whether the training is reaching all English Learners or primarily benefiting those closest to reclassification thresholds.

Action 1.12 – Before and After School Programming

This action provides additional school programming before and after school, as well as summer school, and is principally directed toward Foster Youth (FY) and Low Income (LI) students, as measured by metrics 1.1 and 1.2. This action is fully funded by LREBG funds.

On metric 1.1 (CAASPP ELA – District), the current difference from baseline shows positive growth: All Students (+4.1 DFS), Foster Youth (+8.7 DFS), Low Income (+5.6 DFS), English Learners (+12.7 DFS), Pacific Islander (+26.1 DFS), Homeless (+26.4 DFS), American Indian (+12.2 DFS), and Students with Disabilities (+3.6 DFS).

On metric 1.2 (CAASPP Math – District), results are mixed: All Students (+1.8 DFS), English Learners (+7.7 DFS), Low Income (+2.6 DFS), and Homeless (+6.7 DFS) improved, while Foster Youth declined (-7.2 DFS), Pacific Islander declined (-2.7 DFS), and American Indian declined (-4.4 DFS).

As this is a new action added in the 2025-26 LCAP, the current difference from baseline reflects the cumulative progress on the aligned metrics rather than the isolated impact of this specific action. The ELA data suggests a positive trajectory that extended learning opportunities can build upon. The math data highlights an area where before and after school programming could be particularly impactful for Foster Youth, who showed a -7.2 DFS decline, by providing additional targeted math support outside of the regular school day.

Action 1.13 – Site-based Training for Long Term English Learners (LTELs)

This action provides training and collaboration for site personnel to develop strategies for language development and comprehension for Long Term English Learners and is limited to LTELs, as measured by metrics 1.3 and 1.4. However, given that this action was limited in implementation, it is difficult to gauge the direct impact of this action and effectiveness on the identified metrics but has contributed to the progress.

On metric 1.3 (English Learner Progress Indicator), the current difference from baseline shows English Learners declined by -3.2% and Long-Term English Learners declined by -7.9%.

On metric 1.4 (EL Reclassification Rate), the current difference from baseline shows a +2% increase.

As this is a new action added in the 2025-26 LCAP, the current difference from baseline reflects the state of LTEL progress prior to this action's implementation. The -7.9% decline for Long-Term English Learners on the ELPI underscores the urgency and importance of this new action. The data clearly supports the district's decision to add targeted LTEL support, as this student group is showing the most

significant decline in language acquisition progress. The effectiveness of this action will be more accurately assessed in future years as implementation takes hold.

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.

The Goal and Actions 1.1 and 1.3 to 1.12 will remain the same.

The African American and LTEL student groups were added to the language in Action 1.2

The African American Student Group was added to metric 1.1

The African American student group was added to metric 1.2

The budget for Action 1.13 was significantly reduced after internal analysis of what was needed to implement the action. The sites that provided training did not need the support of substitute teachers.

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	Materials to Enhance Instruction and Learning Environments	The district will provide materials above the core curriculum to give students access to resources for deeper learning, hands-on projects, and enhance 21st Century skills. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: English learners, Foster Youth, and low income students to increase achievement in English Language Arts and Mathematics CAASPP results as measured by metrics 1.1 and 1.2	\$2,600,938.00	Yes
1.2	Professional Development for Certificated	The district will provide evidence-based training in the five pillars of literacy to give students the skills to comprehend grade level appropriate text found in lessons and in state assessments. Although all students at all sites performing at the lowest indicator will benefit from highly skilled and knowledgeable staff, this action is principally directed to district level and school level student groups: English learners, Foster Youth, and low income students as well as student groups in Differentiated Assistance African American and LTELs to increase achievement in English Language Arts and Mathematics CAASPP results as measured by 1.1 and 1.2.	\$7,018,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG ACTION: \$192,825		
1.3	Bilingual Instructional Assistant Program	The district will provide Bilingual Instructional Assistants to provide small group instruction in order to improve English Language acquisition of English Learners. Action 1.3 is limited to English learners to increase achievement in English language proficiency as measured by 1.3, 1.4 and 1.16.	\$900,441.00	Yes
1.4	Small Group Instruction in Grades TK-2	The district will provide a smaller adult-to-student ratio using general education paraprofessionals and resident substitute teachers to provide additional interventions and supports in small groups. Although all students in these primary grades will benefit from access and opportunities, this action is principally directed at English learners, Foster Youth, and low income students as measured by metric 1.5.	\$7,459,330.00	Yes
1.5	Increased Instructional Minutes	The district will provide instructional minutes beyond the Ed Code minimum requirement to allow our teachers more time to support and close achievement gaps in early literacy. Although all TK and kindergarten students will benefit from access and opportunities, this action is principally directed at English learners, Foster Youth, and low income students as measured by metric 1.14.	\$1,382,937.00	Yes
1.6	Collaboration Time	The district will continue to provide certificated staff two minimum-day Fridays for each grade level to collaborate with their principal to analyze student academic data, including performance on local measures, and modify instruction based on student needs. This action is principally directed at Low-Income, Foster Youth, and English Learners to increase their academic achievement as measured by 1.6 and 1.7.	\$9,589,737.00	Yes
1.7	Staffing and Data Analysis	The district will provide student data analysis resources to analyze local and state data to progress monitor and identify deficiencies for targeted	\$473,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction. This action is principally directed at Low-Income, Foster Youth, and English Learners to increase their academic achievement as measured by 1.1, 1.2, 1.10 and 1.11.		
1.8	Student Teacher Residency Program	VESD will implement the residency program in collaboration with Alder Graduate University to train future teachers in evidence-based pedagogy and instructional practices. This action enables future new hire teachers to be fully prepared for targeted instruction and improve student outcomes. This action will benefit all students, but is principally directed at English learners, Foster Youth, and low income students to increase achievement in metrics in 1.6, 1.7, 1.8, and 1.14.	\$285,285.00	Yes
1.9	Educational Field Trips and Learning Experiences	The district will provide field trips to give students access to real world experiences to increase their background knowledge. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: Foster Youth and low income students to improve outcomes on metrics 1.5 and 1.6.	\$395,010.00	Yes
1.10	Support Services for Students with Disabilities	Special education instructional aides will receive training on the 5 Pillars of literacy based on the science of reading and collaborate with teachers to provide instructional support to students with disabilities to assist them in meeting their IEP goals and improving academically, as measured by 1.1.	\$20,584.00	No
1.11	English Learner Support Services	The district will provide targeted training around evidence-based practices to certificated staff who support English learners (EL) to implement designated and integrated English language development (ELD) designed to improve their English language proficiency as measured by 1.4. This action is limited to English learners.	\$32,672.00	Yes
1.12	Before and After School Programming	The district will provide additional school programming before and after school, as well as summer school, to give students additional academic support in literacy and mathematics, as well as provide rich learning	\$2,842,648.00	No

Action #	Title	Description	Total Funds	Contributing
		experiences through hands-on projects and physical activities. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: Foster Youth and low income students to increase achievement in English Language Arts and Mathematics CAASPP results as measured by metrics 1.1 and 1.2 LREBG ACTION:\$2,842,648		
1.13	Site-based Training for Long Term English Learners (LTELs)	The district will provide training and collaboration for site personnel to develop and deliver evidence-based training at school sites in strategies for language development and comprehension. This action is limited to Long Term English Learners in order to increase language acquisition as measured by metrics 1.3 and 1.4.	\$80,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate progress in social and emotional learning skills based on state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal to demonstrate progress in social and emotional learning skills is to advance educational equity and excellence, establish safe learning environments, and empower our students to positively contribute to their school community. The data collected still shows some disproportionality in suspension rates for certain student groups, as well as a need to continue building staff and student efficacy in areas of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. The district's goal and the Board's belief that proactive supports will engage and empower students to make positive choices.

District-wide data from the 2025 CA School Dashboard and local measures highlight positive trends in school climate and staff preparedness, with notable decreases in suspension rates for All Students (-0.6%) and 2 out of 3 unduplicated student groups (Low Income and English Learners both decreased, while Foster Youth (saw a slight increase from 2024). , and American Indian students (-3.4%), The Pacific Islander student group saw an increase (+0.9%) and American Indian students (+2.5%). School-level data substantiates progress at the site level, with 57% of student groups across 14 sites showing reduced suspension rates. Staff confidence continues to be strong, with 96.15% of survey respondents affirming they have the necessary training, continuing to hover above our district goal. Additionally, the local Social and Emotional Screener reflected a 5% decrease as High Risk for the Foster Youth student group, which has been an area of focus for improvement. The district's Expulsion Rate (metric 2.5) has been added as a goal-level metric that will be used to monitor overall progress.

Goal 2 and its actions centering around preparing staff with strategies and providing Multi-Tiered Systems of Support (MTSS) Teams at every site, were developed in conjunction after an analysis with our educational partners, including parents, teachers, administrators, and other support personnel. In September of 2025, our annual Strategic Study consisting of representation from all LCAP committees, including the Parent Advisory Committee and DELAC, were provided performance data and opportunities to synthesize and discuss actions to decrease our suspension rate. Ongoing LCAP committees continued seeking feedback throughout the 2025-26 school year to add ideas and validation for new and current actions.

The focus on social and emotional learning and using local measures to monitor progress ensures ongoing improvement in student climate as measured on the California School Dashboard.

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-District Percent of students suspended at least once Source: California School Dashboard	2023 All Students 7% Foster Youth 14.1% Low Income 7.4% English Learner 4.3% Pacific Islander 7.5% American Indian 11.3% 2025 African American 13.9% LTEL 12.3%	2024 All Students 6.7% Foster Youth 10.9% Low Income 7.2% English Learner 3.8% Pacific Islander 8.2% American Indian 7.9%	2025 All Students 6.1% Foster Youth 11.6% Low Income 6.5% English Learner 2.9% Pacific Islander 9.1% American Indian 10.3% 2025 African American 13.9% LTEL 12.3%	2026 All Students 4% Foster Youth 8.1% Low Income 4.4% English Learner 1.3% Pacific Islander 4% American Indian 5.3% 2026 African American 12.4% LTEL 10.9%	All Students -0.9% Foster Youth -2.5% Low Income -0.9% English Learner -1.4% Pacific Islander +1.6% American Indian -1.0% African American Not Applicable LTEL Not Applicable
2.2	Suspension Rate-School and Student Group Percent of students suspended at least once Source: California School Dashboard	2023 Brentwood All Students 14.5% AA 19.6% EL 11.1% FY 35.7% Hispanic 11.4% Two or more Races 16.7% SED 14.7% SWD 16.9% White 14.8% Challenger All Students 4.4% AA 15.6% Two or More Races 12.5%	2024 Brentwood All Students 11.3% AA 18.6% EL 8.2% FY 16.7% Hispanic 7.1% Two or more Races 17.2% SED 12% SWD 12.8% White 10% Challenger All Students 4.5% AA 7.2% Two or More Races 8.8%	2025 Brentwood All Students 11.5% AA 19.7% EL 4.8% FY 12.8% Hispanic 7.3% Two or more Races 11.1% SED 12% SWD 17.2% White 10.9% Challenger All Students 4.2% AA 7.2% Two or More Races 7.7%	2026 Brentwood All Students 11.5% AA 11.6% EL 8.1% FY 24.7% Hispanic 8.4% Two or more Races 10.7% SED 8.7% SWD 10.9% White 11.8% Challenger All Students 3.9% AA 9.6% Two or More Races 9.5%	Brentwood All Students -3.0% AA +0.1% EL -6.3% FY -22.9% Hispanic -4.1% Two or more Races -5.6% SED -2.7% SWD +0.3% White -3.9% Challenger All Students -0.2% AA -8.4% Two or More Races -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 6.1%	SWD 9.6%	SWD 4.7%	SWD 4.6%	SWD -1.4%
		Del Rey All Students 7.5% AA 13.3% SED 7.7% SWD 13.2%	Del Rey All Students 7.2% AA 11.6% SED 7.5% SWD 5.7%	Del Rey All Students 11.1% AA 22.4% SED 11.3% SWD 8.3%	Del Rey All Students 4.5% AA 7.3% SED 4.7% SWD 7.2%	Del Rey All Students +3.6% AA +9.1% SED +3.6% SWD -4.9%
		Dr. Ralph Baker All Students 6.5% AA 12.7% Hispanic 4.8% Two or More Races 7.9% SED 6.8% SWD 13.5%	Dr. Ralph Baker All Students 4% AA 4.7% Hispanic 3.6% Two or More Races 8% SED 4.3% SWD 4%	Dr. Ralph Baker All Students 6.2% AA 11.9% Hispanic 3.0% Two or More Races 11.8% SED 6.9% SWD 17.6%	Dr. Ralph Baker All Students 5% AA 6.7% Hispanic 1.8% Two or More Races 4.9% SED 3.8% SWD 7.5%	Dr. Ralph Baker All Students -0.3% AA -0.8% Hispanic -1.8% Two or More Races +3.9% SED +0.1% SWD +4.1%
		Endeavour All Students 4.1% Hispanic 5.2% SED 4.3% SWD 7.2%	Endeavour All Students 0.9% Hispanic 0.8% SED 0.5% SWD 2.9%	Endeavour All Students 2.9% Hispanic 3.4% SED 3.4% SWD 4.6%	Endeavour All Students 2.6% Hispanic 2.2% SED 1.3% SWD 4.2%	Endeavour All Students -1.2% Hispanic -1.8% SED -0.9% SWD -2.6%
		Galileo All Students 5.1% AA 7.4% Two or more Races 7.9% SWD 15.9%	Galileo All Students 3.2% AA 6.1% Two or more Races 0% SWD 10.5%	Galileo All Students 3.2% AA 7.0% Two or more Races 2.6% SWD 8.3%	Galileo All Students 3.6% AA 4.4% Two or more Races 4.9% SWD 9.9%	Galileo All Students -1.9% AA -0.4% Two or more Races -5.3% SWD -7.6%
		Irwin Academy All Students 5.2% AA 9.4%	Irwin Academy All Students 6.1% AA 14.8%	Irwin Academy All Students 4.2% AA 7.8%	Irwin Academy All Students 3.7% AA 6.4%	Irwin Academy All Students -1.0% AA -1.6%
		Liberty All Students 8% AA 19.9%	Liberty All Students 11.6% AA 22.3%	Liberty All Students 8.2% AA 14.1%	Liberty All Students 5% AA 10.9%	Liberty All Students +0.2% AA -5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 4.5% FY 14.9% SED 8.4% SWD 9.7% White 9.8%	EL 8% FY 13.9% SED 12.4% SWD 12.7% White 10.7%	EL 1.1% FY 8.5% SED 8.3% SWD 10.1% White 13.3%	EL 3% FY 5.9% SED 5.1% SWD 5.2% White 5.3%	EL -3.4% FY -6.4% SED -0.1% SWD +0.4% White +3.5%
		Lomitas All Students 5.2% AA 10% SWD 8.1%	Lomitas All Students 6.3% AA 14.1% SWD 8.6%	Lomitas All Students 4.4% AA 8.7% SWD 3.6%	Lomitas All Students 2.2% AA 4% SWD 4.6%	Lomitas All Students -0.8% AA -1.3% SWD -4.5%
		Mojave Vista All Students 9.7% FY 17.6% Hispanic 8.8% SED 9.7%	Mojave Vista All Students 10.3% FY 8.9% Hispanic 8% SED 10.3%	Mojave Vista All Students 6.1% FY 12.5% Hispanic 4.1% SED 6.3%	Mojave Vista All Students 6.7% FY 8.6% Hispanic 5.8% SED 6.7%	Mojave Vista All Students -3.6% FY -5.1% Hispanic -4.7% SED -3.4%
		Park View All Students 3.5% AA 6.3% Hispanic 3.2%	Park View All Students 3% AA 3.8% Hispanic 2.8%	Park View All Students 3.8% AA 8.6% Hispanic 2.8%	Park View All Students 2% AA 3.3% Hispanic 1.8%	Park View All Students +0.3% AA +2.3% Hispanic -0.4%
		Puesta del Sol All Students 8.2% Two or More Races 11.4% SED 8.5% SWD 14.2% White 14.7%	Puesta del Sol All Students 9.2% Two or More Races 12.8% SED 9.3% SWD 13.5% White 14.6%	Puesta del Sol All Students 9.0% Two or More Races 5.1% SED 9.2% SWD 9.5% White 9.5%	Puesta del Sol All Students 5.2% Two or More Races 5.4% SED 5.2% SWD 8.2% White 8.7%	Puesta del Sol All Students +0.8% Two or More Races -6.3% SED +0.7% SWD -4.7% White -5.2%
		West Palms All Students 2.2% AA 6.4%	West Palms All Students 3.8% AA 13.6%	West Palms All Students 4.8% AA 11.0%	West Palms All Students 0.7% AA 3.4%	West Palms All Students +2.6% AA +4.6%
		Village All Students 10.3% AA 17.6%	Village All Students 6.5% AA 12.2%	Village All Students 5.4% AA 10.9%	Village All Students 7.3% AA 8.6%	Village All Students -4.9% AA -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 8.4% Hispanic 6.7% SED 11% SWD 13.1% White 12.3%	EL 1.4% Hispanic 4% SED 6.7% SWD 10.9% White 7.1%	EL 1.4% Hispanic 3.7% SED 5.8% SWD 9.9% White 5.9%	EL 6.9% Hispanic 5.2% SED 8.5% SWD 7.1% White 7.8%	EL -7% Hispanic -3.0% SED -5.2% SWD -3.2% White -6.4%
2.3	Social and Emotional Learning (SEL) Screener Percent of student who score at "High Risk" Source: VESD Local Assessment	Spring 2023 All 5.6% Foster Youth 7.9%	Spring 2024 All 3.3% Foster Youth 8%	Spring 2025 All 3.8% Foster Youth 2.94%	Spring 2026 All Students 4.1% Foster Youth 4.9%	All Students -1.8% Foster Youth -4.96%
2.4	Percent of participants responding positively to the survey question: "I have the training to do my job." Source: VESD Employee Survey	2023 Results 96.8%	2024 Results 96.85%	2025 Results 96.15%	2026 Results Maintain 95% or higher	-0.65%
2.5	Expulsion Rate Source: DataQuest	2023 Results All 0.3%	2024 Results All 0.16%	2025 Results All 0.1%	2026 Results All 0.1%	-0.2%

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.

LCAP Goal 2 actions which were fully implemented include:

The implementation of Action 2.1 MTSS Teams were fully staffed and consistently ran with the site principal, assistant principal, and Noon Duty Supervisor. This action was fully implemented.

The implementation of Action 2.3 Student Leadership programming was executed at all 16 VESD school sites, deeming it fully implemented. The implementation of Action 2.4 All 16 school sites have behavior programs, resources, and interventions to support positive behavior. This action was fully implemented.

LCAP Goal 2 had one action that was paritally implemented:

The implementation of Action 2.2 Professional Development for Classified Staff had classification specific Professional Development days which were executed, however individualized self-selected professional development was limited. Overall, this action was partially implemented.

Successes included full implementation of Actions 2.1, 2.3, and 2.4. Action 2.1 had all sites fully staffed with a team that met weekly to support all students, leading to improved outcomes and deepening of systems at school sites. Action 2.3 showed success by school sites utilizing student leadership programming across the board, with participant testimonials being positive and meaningful. Action 2.4 was a success, as each site was able to work with their local communities to continue building on systems and supports supporting positive student behavior.

A challenge was ensuring all classified employees take full advantage of professional development opportunities (Action 2.2). There was limited participation in the training offered by the district as well as externally.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Actions 2.2 Professional Development for Classified Staff: VESD provides 3 mandatory days of professional development to Classified Staff and Classified bargaining unit members are allotted \$1,000 for the year for additional professional development at their discretion. Participation in the additional professional development was low, which impacted the expenditures in this action.

Action 2.3 Student Leadership: Contracted renewal for the WAVE program increased \$3,500 per school.

Action 2.4 Positive Behavior Interventions: Each of our 16 school sites has a fully implemented PBIS program. Expenses related to student incentives, assemblies, and events were lower than originally anticipated.

There were no material differences for 2.1.

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

The implementation of Action 2.1 Multi-Tiered Systems of Supports (MTSS) has been effective, showing positive gains since implementation in 2023. Metric 2.1 shows 3 out of 6 student groups (50%) with a reduced Suspension Rate from the prior year, however 5 out of these 6 (83%) student groups have shown an improvement in Suspension Rate from the baseline year (2023). These student groups showing improved outcomes include the All Student group (-0.9%), Foster youth (-2.5%), Low Income (0.9%), and English Learner (-1.4%) since the beginning of this LCAP cycle in 2023. Metric 2.2 shows 8 out of 14 school sites (57%) have a majority of their monitored student groups improving in Suspension Rate, as well as 25 out of 63 (60%) total student groups decreasing in Suspension Rate.

The implementation of Action 2.2 Professional development for Classified Staff has shown effectiveness. Although there is a regression of 0.7% on Metric 2.4, we are still above our local data goal of 95% by over 1% on the annual staff survey.

The implementation of Action 2.3 Student Leadership has also been effective as measured by our metrics. Metric 2.1 shows 5 out of 6 (83%) student groups we are monitoring have shown a regression in Suspension Rate from initial implementation of this action in 2023. Specifically, the All Student group (-0.9%), Foster youth (-2.5%), Low Income (0.9%), and English Learner (-1.4%) since the beginning of this LCAP cycle in 2023.

Although there is an increase on Metric 2.3 for all students (0.5%) as High Risk since last year, we have already exceeded our 3 year goal by 0.3%. Foster youth students have decreased by 5.06% from last year, showing a major improvement.

The implementation of Action 2.4 Engaging Learning Through Positive Intervention/Support has been effective, particularly over the course of the LCAP cycle. Although Metric 2.1 shows 3 out of 6 student groups (50%) with a reduced Suspension Rate from the prior year, 5 out of these 6 (83%) student groups have shown a regression in Suspension Rate from the baseline year (2023). This was deemed effective because suspension rates decreased overall since 2023, including improved outcomes in the All Student group (-0.9%), Foster youth (-2.5%), Low Income (0.9%), and English Learner (-1.4%).

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.

Action 2.3 only mentions the We All Value Excellence (WAVE) program in the action description. We have expanded our pool of vendors and will reword the action to the following in 2026-27: 2.3 Student Leadership: VESD will provide each site access to student leadership programming. Site access to this program empowers students with needs to foster stronger self leadership, build confidence, and develop positive relationships. This action is principally directed at Foster Youth students to improve outcomes as measured by metric 2.1 and 2.3.

The African American and LTEL Student groups were added to Metric 2.1.

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	Multi-Tiered Systems of Supports (MTSS)	VESD will provide Multiple Tiered System of Support (MTSS) teams consisting of classified and certificated personnel to analyze student data and provide targeted interventions in academics and social and emotional learning. Although all students will benefit from their services, this action is principally directed at English Learners, Low-Income, and Foster Youth students to improve student outcomes measured in metrics 2.1 and 2.2.	\$13,608,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development for Classified Staff	VESD will provide professional development for classified staff, classified subs, and classified service members to support fostering a safe and positive culture at all VESD sites. This action is principally directed at low income and Foster Youth students to increase achievement on survey results as measured by 2.4.	\$1,336,604.00	Yes
2.3	Student Leadership	VESD will provide each site access to student leadership programming. Site access to this program empowers students with needs to foster stronger self leadership, build confidence, and develop positive relationships. This action is principally directed at Foster Youth students to improve outcomes as measured by metric 2.1 and 2.3.	\$368,000.00	Yes
2.4	Engaging Learning Through Positive Intervention/Support	The district will provide resources to support Positive Behavior Interventions and Supports for students. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: Foster Youth and low income students to improve outcomes on metric 2.1.	\$258,124.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	VEDS will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal to increase communication and engagement of students, staff, and families at the district and site level was established to support improved student attendance and home-school relationships. Parent participation of unduplicated students has been encouraged by being contributing members in 6 ongoing LCAP committees, School Site Councils, and ELAC. Parent participation is also encouraged through classes, training, conferences, student activities, and IEP and SELPA meetings, ensuring parents feel welcomed, heard, and supported in fostering positive change and building a community of support. These are promoted through district and school communication, social media, and personal invitations and phone calls.

District data on the 2025 CA School Dashboard and local measures show strong progress in reducing chronic absenteeism and boosting family engagement. Chronic absenteeism (Metric 3.1) dropped for All Students (-1.3%) and key groups like Foster Youth (-6.1%), Low Income (-1.4%), and English Learners (-1%). The Homeless Student Group, which qualified for Differentiated Assistance for Chronic Absenteeism, also decreased by 8.5%. 65% of specific student groups showed improved outcomes in Chronic Absenteeism on site-level data sets (Metric 3.2). Although the amount of family engagement remained steady with 75 parent trainings (Metric 3.5), satisfaction rates—92.97% reflect parents felt involved in their child’s education (Metric 3.4). 95.79% would recommend their school (Metric 3.6), continuing to surpass the 90% goal. Attendance rates have risen across all groups (Metric 3.3) since 2023, and EL Reclassification rates continue to stay above the district goal of 10% annually (Metric 1.4).

Goal 3 and its actions target access and opportunities for families and students to engage in the district and schools. These actions, including district and school site Family Resource Centers, along with personnel to connect with families, aim to continue strengthening the home to school connection for higher engagement and attendance. Educational partners, including parents, teachers, administrators, and other support personnel, continue to analyze data shared in all LCAP committees, including the Parent Advisory Committee and DELAC. Their input was taken and shaped into the actions below.

The focus on engagement will be measured through state and local metrics to progress monitor and seek program evaluation to ensure continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate- District Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 All Students 38.6% Foster Youth 32.2% Low Income 41.2% English Learner 30.9% 2024 Homeless 56.3% 2025 Pacific Islander 57.8%	2024 All Students 32.4% Foster Youth 30.2% Low Income 34.8% English Learner 25.1% Homeless 56.3%	2025 All Students 31.1% Foster Youth 24.1% Low Income 33.4% English Learner 24.1% Pacific Islander 57.8%	2026 All Students 32.6% Foster Youth 26.2% Low Income 35.2% English Learner 24.9% Pacific Islander 54.8%	All Students -7.5% Foster Youth - 8.1% Low Income -7.8% English Learner - 6.8% Homeless-11.5% Pacific Islander Not Applicable
3.2	Chronic Absenteeism Rate- School and Student Group Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 Brentwood All 49.3% AA 56.1% Challenger All 33.9% EL 25% White 29.2% Del Rey All 45.3% EL 30.4% SWD 52.4% Discovery All 23.7% AA 47.1%	2024 Brentwood All 43.5% AA 51.4% Challenger All 27% EL 20.5% White 32% Del Rey All 41.6% EL 24% SWD 47.4% Discovery All 15% AA 24.6%	2025 Brentwood All 41.4% AA 47.4% Challenger All 25.2% EL 16.2% White 26.9% Del Rey All 43.6% EL 26.2% SWD 47.1% Discovery All 15.2% AA 31.4%	2026 Brentwood All 43.3% AA 47.1% Challenger All 24.9% EL 19% White 23.2% Del Rey All 37.8% EL 24.4% SWD 43.4% Discovery All 20.7% AA 41.7%	Brentwood All -7.9% AA -8.7% Challenger All -8.7% EL -8.8% White -2.3% Del Rey All -1.7% EL -4.2% SWD -5.3% Discovery All -8.5% AA -15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Endeavour All 20.8% EL 32.3%	Endeavour All 14.1% EL 17.5%	Endeavour All 15.9% EL 20.6%	Endeavour All 17.8% EL 26.3%	Endeavour All -4.9% EL -11.7%
		Galileo All 22.4% SWD 26.8%	Galileo All 17.7% SWD 29.8%	Galileo All 15.4% SWD 24.5%	Galileo All 19.4% SWD 20.8%	Galileo All -7.0% SWD -2.3%
		Irwin Academy All 50.4% AA 57.6% SED 50.8% White 47.5%	Irwin Academy All 37% AA 44.5% SED 37.3% White 35.7%	Irwin Academy All 34.0% AA 37.2% SED 34.4% White 36.0%	Irwin Academy All 44.4% AA 48.6% SED 44.8% White 44.5%	Irwin Academy All -16.4% AA -20.4% SED -16.4% White -11.5%
		Liberty All 39.5% AA 52%	Liberty All 35.2% AA 43.2%	Liberty All 30.6% AA 34.3%	Liberty All 33.5% AA 43%	Liberty All -8.9% AA -17.7%
		Mojave Vista All 44.7% White 45.6%	Mojave Vista All 38.8% White 36.4%	Mojave Vista All 33.4% White 30.5%	Mojave Vista All 40.2% White 39.6%	Mojave Vista All -11.3% White -15.1%
		Park View All- 43% FY 25%	Park View All- 37.1% FY 28.2%	Park View All- 35.1% FY 32.4%	Park View All 32% FY 19%	Park View All -7.9% FY +7.4%
		Puesta del Sol All 44.9% Two or More Races 32.4%	Puesta del Sol All 36.5% Two or More Races 29.4%	Puesta del Sol All 34.0% Two or More Races 36.1%	Puesta del Sol All 35.9% Two or More Races 26.4%	Puesta del Sol All -10.9% Two or More Races +3.7%
3.3	Attendance Rate to 95% or higher. Source: VESD Local Data (Synergy)	Spring 2023 All Students 90.43% Foster Youth 92.24% Low Income 90.39% English Learner 90.71%	Spring 2024 All Students 91.47% Foster Youth 92.48%	Spring 2025 All Students 91.83% Foster Youth 94.19%	Spring 2026 All Students 91.93% Foster Youth 93.24%	All Students +1.40% Foster Youth +1.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income 91.02% English Learner 92.69%	Low Income 91.17% English Learner 93.28%	Low Income 91.89% English Learner 92.21%	Low Income +0.63% English Learner +1.98%
3.4	Survey results will remain at 90% or above on the following: "I am given the opportunity to be part of my child's education working together to help my child." Source: VESD Parent Survey	Spring 2023 92.69% Responded "Yes"	Spring 2024 93.45% Responded "Yes"	Spring 2025 92.97% Responded "Yes"	Spring 2026 Maintain 90% or higher	+0.28%
3.5	Parent trainings at the Family Resource Center and school sites will increase by 5% annually. Source: VESD Local Data	Spring 2023 64 Trainings Offered	Spring 2024 90 Trainings Offered	Spring 2025 75 Trainings Offered	Spring 2026 83 Trainings Offered	+11
3.6	Survey results will remain at 90% or above on the following: "I would recommend this school to other people." Source: VESD Parent Survey	Spring 2023 95.93% Responded "Yes"	Spring 2024 95.89% Responded "Yes"	Spring 2025 95.79% Responded "Yes"	Spring 2026 Maintain 90% or higher	-0.14%
3.7	Number of Careers Projects Completed	Spring 2023 2,601 Projects	Spring 2024 3,970 Projects	Spring 2025 4,614 Projects	Spring 2026 4,101 Projects	+2,013

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: VESD Local Data					
3.8	IEP Parent Participation will remain at 95% or higher on the following: "I am able to participate in my child's IEP." Source: CDE	Spring 2023 99.1%	Spring 2024 99.1%	Spring 2025 99.7%	Spring 2026 100%	+0.6%

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.

LCAP Goal 3 actions 3.1 and 3.3-3.7 were fully implemented, supporting family and student services across the district:

Action 3.1: The Family Resource Center remained fully staffed, expanded service hours during intersession and summer, provided additional classes and health clinics, hosted monthly resource giveaways, and strengthened community outreach through a centralized communication platform, resulting in increased family access to supports.

Action 3.3: District Translators was a success, as the 2 funded translators supported general family communication and translation of technical documents (IEPs, parent's rights) and attended LCAP committees and district events to provide translation support for families.

Action 3.4: The CWAL Team conducted daily home visits to engage families around attendance, provide basic needs support, connect families to community resources, and visit 100% of TK/Kindergarten homes to promote school readiness and the importance of attendance, including distributing welcome materials and books.

Action 3.5: Transportation organized by geographic quadrants to increase access to schools, and was deemed a success as foster youth provided transportation to their school of origin to ensure continuity and educational stability.

Action 3.6: All students had access to a device at school, and upon request, were able to use a second Chromebook at home.

Action 3.7: The Foster Youth and African American Engagement Committee teams provided workshops, family nights, enrichment events, and community partnerships to strengthen student support and family connections, while the Public Information Officer expanded outreach through an updated website, a unified parent communication platform, and positive social media engagement. Although we exceeded our budget, this action was fully implemented.

The following LCAP Goal 3 actions were partially implemented:

Action 3.2: This action was partially implemented, as although sites provided basic support services while class offerings varied, and a centralized communication platform was used to promote programs, and enrollment data showed parents were willing to travel to participate in offerings across sites, there was a reduction in contracted services.

Successes in carrying out Goal 3 and its actions include maintaining all staffing positions outlined in applicable actions, events were hosted as outlined, and students were able to get technology as needed throughout the year.

A challenge, albeit positive, was the influx of donations received impacted the proposed budget and services outlined in Action 3.2.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 3.2 Satellite Family Resource Centers: This is our third year operating the Satellite Family Resource Centers. Our programs continue to expand; however, many of the resources we provide to the community are offered free of charge or through donations, which has kept costs lower than originally projected.

Action 3.7 Family Training and Outreach: In 2025/26, we restored our full-time Public Information Officer position. However, the projected budget was insufficient to support the expanded level of communication and services provided to our educational partners.

There were no material differences for actions 3.1, 3.3, 3.4, 3.5, and 3.6.

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

The implementation of Action 3.1 The Family Resource Center (FRC) effectively supported English Learners to improve engagement for students and their families. Metric 3.2 showed 3/3 sites (100%) have decreased their Chronic Absenteeism rates for ELs over a two year period, and 17/26 (65%) of specific student subgroups across all sites showed a decrease in Chronic Absenteeism from the previous year. All 11 schools outlined in the metric show improved outcomes in the All Student Group. The one site, Irwin Academy, was tracking the SED student group and have shown an improvement of 16.4% in chronic absenteeism over the 3 year LCAP cycle. Although the number of classes offered was equivalent to the previous year (75) in Metric 3.5, this is deemed effective because the classes offered were specifically developed to meet the unique needs of our families.

Action 3.2 was partially effective in supporting unduplicated student groups. Although implementation was partial due to reduced contracted services, the Satellite Family Resource Centers continued to provide targeted resources and family engagement opportunities. Metric 3.1 showed improvements in chronic absenteeism across all unduplicated student groups, including Foster Youth (-6.1%), Low Income (-1.4%), and English Learners (-1.0%). The Homeless student group, identified for Differentiated Assistance based on Chronic Absenteeism, also improved by 8.5%, while the All Students group decreased by 1.3%. While these positive trends occurred during implementation of Action 3.2, they cannot be attributed solely to this action. Additionally, although the number of classes offered remained the same as the previous year (75) as reported in Metric 3.5, the classes were intentionally designed to address the identified needs of families and contributed to

ongoing family engagement efforts. Overall, the available evidence indicates the action was partially effective, with positive outcome trends despite the reduced level of implementation.

The implementation of Action 3.3 District translators effectively supported school and Family communication. Although Metric 3.4 showed a slight decrease of 0.48% from the previous year, we have still exceeded our district goal of 90% of “Yes” responses by 2.97% and remain above our baseline by 0.28%. Regarding Metric 1.4, the district goal of 10% reclassification rate was surpassed in 2025 by 1%, further supporting its effectiveness.

Action 3.4 demonstrated effectiveness in supporting all unduplicated student groups. Metric 3.3. indicates positive outcomes in attendance rates for All students (+1.40%), English Learners (1.98%), Foster Youth (+1.95%), and Socioeconomically Disadvantaged (+0.63%)

The implementation of Action 3.5 Quadrant Schools of Choice effectively supported outcomes for access to families, including access for Foster Youth and low income students to schools they will thrive and wish to attend as evidenced by Metric 3.6. Although there was a slight regression of 0.1% from the previous year, the district exceeded the goal of 90% by 5.79%.

The implementation of Action 3.6 Additional Technology Support for the Home had mixed results. Although Metric 3.4 showed a slight decrease of 0.48% from the previous year, we have still exceeded our district goal of 90% by 2.97% and remain above our baseline by 0.28%. Metric 3.4 showed growth in all unduplicated student groups, as well as all groups in Differentiated Assistance (Pacific Islander, American Indian, Students with Disabilities, and Homeless). Metric 1.1 also showed positive gains for all unduplicated groups including Foster youth (+8.7), English Learner (+12.7) and Low Income (+5.6) as well as the All Student group (+4.1).

The implementation of Action 3.7 Family Training and Outreach effectively supported outreach and support for English Learner and Low Income Students. Metric 3.4 exceeded our district goal of 90% by 2.97%. Metric 3.6 exceeded the district’s goal of 90% by 5.79%. Metric 3.7 showed an increase of 644 Careers Projects from the previous year (14%). Combined, all goals on appropriate metrics to gauge training and outreach were met or exceeded. Although Metric 3.5 showed no growth in the number of parent trainings offered from last year (75), we still remain at 9 additional trainings from our baseline number.

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.

Action 3.2 will add two additional sites, Ralph Baker Institute of 21st Century Learning and West Palms Conservatory as Satellite Family Resource Centers and this is now reflected in the action description

Action 3.6 description will change from “The district will continue to provide each student a chromebook to keep in the home to access supplemental curriculum and supports.” to “The district will continue to provide each student a chromebook to access supplemental curriculum and supports.”

Metric 3.1 has added the Pacific Islander student group data, as they have been designated for Differentiated Assistance for the chronic absenteeism indicator

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	Family Resource Center: Staffing, Materials, and Outreach	VESD will continue to provide a Family Resource Center to share resources and training for parents to bridge the home to school gap and build relationships with our unduplicated students and their families. This action will benefit all students, but is principally directed towards English Learners and low income students to improve student outcomes in metrics 3.2 and 3.5.	\$834,296.00	Yes
3.2	Satellite Family Resource Centers: Material and Outreach	VESD will maintain satellite family resource centers at Mojave Vista, Green Tree East, Del Rey, Lomitas, Liberty, Irwin Academy, Village, Ralph Baker, West Palms, and Brentwood to provide resources for academic and social and emotional needs that are close to families with limited transportation. This action benefits all students, but is principally directed towards English Learners, Foster Youth, and low income students to improve overall student outcomes in metric 3.1 and 3.5.	\$180,000.00	Yes
3.3	District Translators	VESD will continue to provide translators and translation equipment to support school and family communication and to improve academic achievement. This action is focused towards English Learners to improve outcomes in metric 3.4 and 1.4.	\$299,632.00	Yes
3.4	Child Welfare and Attendance Liaison Program	VESD will provide a Child Welfare Attendance Liaison (CWAL) team and translators, transportation, and household materials to strengthen communication and provide resources from schools to families. This action will benefit all students but is principally directed towards English Learners, Foster Youth, and low income students to improve student outcomes in metric 3.3.	\$528,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Quadrant Schools of Choice	VESD will support schools of choice and equity for foster youth and low income students by providing transportation to schools in their quadrant and is principally directed towards Foster Youth and low income students to improve outcomes in metric 3.6.	\$1,703,430.00	Yes
3.6	Additional Technology Support for the Home	The district will continue to provide each student a chromebook to access supplemental curriculum and supports. This action is principally directed at improving student outcomes for Foster Youth and low income students as measured by family engagement in metric 3.4 and 1.1.	\$2,383,066.00	Yes
3.7	Family Training and Outreach	The district will provide resources and staffing to support parent training and outreach at school sites to engage families in their school communities. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: English Learner and low income students to improve outcomes on metrics 3.4, 3.5, 3.6 and 3.7.	\$210,818.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027 Park View Preparatory will improve achievement in ELA (African American, English Learners, Students with Disabilities) and mathematics (African American and Students with Disabilities), increase attendance (Foster Youth and English Learners), increase site morale, and decrease suspension rate (African American and Hispanic) over the course of the three year LCAP cycle.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.
This goal is required due to Park View Prep qualifying as an Equity Multiplier school site for the 2024-2025 school year and we were not identified for the 2026-2027 school year as our instability rate decreased and we are no longer eligible. As we have not reached our goals we will continue to utilize the remaining allocated funds. Park View Prep had a minor increase in 2025 CAASPP ELA scores as a site but very specifically in the area of ELA with the Students with Disabilities student group increasing over 24 points. African American Students also increased over 6 points and are 112 points away from meeting standard. English Learners also improved over 6 points in CAASPP ELA scores which also correlates with growth for our three student groups. The African American students experienced a decline in math achievement in CAASPP as well, by a total of 2.1 points. Park View also recognized an increase in suspension rate for African American students and Hispanic students in 2023, however actions taken in 2024 showed declines by 2.5% for African American students and 1.4% for Hispanic students. Pacific Islanders are an identified group for VESD within their LCAP and have been added to this plan. Throughout the school year consultation with our educational partners was consistent with the initial finding and during meetings and collaboration it was determined to continue with all actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Math- Park View Distance from Standard	2023 All -80.1 DFS AA -113 DFS	2024 All -82.1 DFS AA -132.7 DFS	2025 All -86.8 DFS AA -134.8 DFS	2026 All -71.1 DFS AA -89 DFS	All -6.7 AA -21.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard					
4.2	CAASPP ELA - Park View Distance from Standard Source: California School Dashboard	2023 All -61 DFS AA -101.8 DFS	2024 All -60.3 DFS AA -118.2 DFS	2025 All -59 DFS AA -112 DFS	2026 All -51.1 DFS AA -41 DFS	All +2 AA -10.2
4.3	CAASPP ELA - Park View Distance from Standard Source: California School Dashboard	2023 All -61 DFS SWD -117.3 DFS	2024 All -60.3 DFS SWD -144.5 DFS	2025 All -59 DFS SWD -112 DFS	2026 All -51.1 DFS SWD -88.3 DFS	All +2 SWD +5.3
4.4	CAASPP ELA - Park View Distance from Standard Source: California School Dashboard	2023 All -61 DFS EL -79 DFS	2024 All -60.3 DFS EL -76.8 DFS	2025 All -59 DFS ELL -70.2 DFS	2026 All -51.1 DFS EL -49 DFS	All +2 EL +8.8
4.5	Suspension Rate- Park View Percent of students suspended at least once Source: California School Dashboard	2023 All 3.5% AA 6.3%	2024 All 3% AA 3.8%	2025 All 3.8% AA 3.8%	2026 All 2% AA 2.8%	All +0.3% AA -2.5%
4.6	Suspension Rate- Park View Percent of students suspended at least once Source: California School Dashboard	2023 All 3.5% His 3.2%	2024 All 3% His 2.8%	2025 All 3.8% His 2.8%	2026 All 2% His 1.7%	All +0.3% His -0.4%
4.7	Chronic Absenteeism Rate for Foster Youth	2023 All 43% FY 25%	2024 All 37.1% FY 28.2%	2025 All 35.1% FY 32.4%	2026 All 32% FY 10%	All -7.9% FY +7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard					
4.8	English Learner Reclassification Rate Percent of students reclassified annually Source: VESD Local Data	2023 English Learners 18%	2024 English Learners 8.8%	2025 English Learners 13.1%	2026 English Learners 33%	English Learners - 4.9%
4.9	Social and Emotional Learning (SEL) Screener Percent of students with a positive response rate Source: VESD Local Data	Winter 2024 94.6%	Winter 2025 96.1%	Winter 2026 98.5%	Winter 2027 Park View expects to raise the positive response rate to 95% and hold each year.	All +3.9%
4.10	Building Fact Fluency Training Deleted for 2026-27	2024 All -82.1 DFS	2024 All -82.1 DFS	Not Applicable	2024 All -66 DFS	Not Applicable
4.11	Chronic Absenteeism Rate for English Learners Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2024 All 37.1% ELL 36.6%	2024 All 37.1% ELL 36.6%	2025 All 35.1% ELL 32.2%	2026 All 32% ELL 26%	All -2% ELL -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.12	Suspension Rate for Students w/ Disabilities- Park View Percent of students suspended at least once Source: California School Dashboard	2024 All 3% SWD 7.1%	2024 All 3% SWD 7.1%	2025 All 3.8% SWD 6.4%	2026 All 2% SWD 6%	All +0.8% SWD -0.7%
4.13	Suspension Rate for Foster Youth students- Park View Percent of students suspended at least once Source: California School Dashboard	2024 All 3% FY 6.5%	2024 All 3% FY 6.5%	2025 All 3.8% FY 11.6%	2026 All 2% FY 5.5%	All +0.8% FY +5.1%
4.14	CAASPP scores in math for Students w/ Disabilities- Park View Distance from Standard Source: California School Dashboard	2024 All -82.2DFS SWD -148 DFS	2024 All -82.2DFS SWD -148 DFS	2025 All -86.8 DFS SWD -137.4 DFS	2026 All -82.2DFS SWD -124 DFS	All -4.6 DFS SWD +10.6 DFS
4.15	Suspension Rate for White students--Park View Percent of students suspended at least once Source: California School Dashboard	2024 All 3% White 6.4%	2024 All 3% White 6.4%	2025 All 3.8% White 5.9%	2026 All 2% White 5.4%	All +0.8% White -0.5%
4.16	CAASPP Math- Park View Distance from Standard Source: California School Dashboard	2025 All -86.8 DFS PI -Not a significant student group	Not Applicable	2025 All -86.8 DFS PI -Not a significant student group	2026 All -71.1 DFS PI -Not a significant student group	All - Not applicable PI - Not a significant student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.17	CAASPP ELA - Park View Distance from Standard Source: California School Dashboard	2025 All -59 DFS PI -Not a significant student group	Not Applicable	2025 All -59 DFS PI -Not a significant student group	2026 All -51.1 DFS PI -Not a significant student group	All - Not applicable PI - Not a significant student group
4.18	Suspension Rate- Park View Percent of students suspended at least once Source: California School Dashboard	2025 All 3.8% PI -Not a significant student group	Not Applicable	2025 All 3.8% PI -Not a significant student group	2026 All 2% PI -Not a significant student group	All - not applicable PI -Not a significant student group
4.19	Chronic Absenteeism Rate for Pacific Islanders Source: California School Dashboard	2025 All 35.1% PI -Not a significant student group	Not Applicable	2025 All 35.1% PI -Not a significant student group	2026 All 32% PI -Not a significant student group	All - Not applicable PI -Not a significant student group

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 implementation of planned actions at Park View showed a mix of progress, challenges, and partial completion.

Action 4.1, focusing on decodable texts was fully implemented with an increase to the desired texts identified, purchased, and provided to students in grades K-2. The staff identified the importance of providing more texts for our youngest students and we were able to increase funding to accomplish this.

Action 4.2, which included training and manipulatives for decodable texts and math was partially implemented as five teachers and three administrators/managers were able to attend a Singapore Math training to begin research on how to better math instruction, 11 teachers utilized Hand 2 Mind guided math with manipulatives as well as the Forefront assessment and progress monitoring program, the site offered a math reasoning training for families and provided take home manipulatives for 28 families. A challenge is the limited number of mathematics training that staff is able to attend and that would be useful to support our needs in mathematics instruction as well as a lack of staff willing to take professional development when it is offered.

Action 4.3, small group instruction, was partially implemented with substantive change, with four full-time resident subs, three interventionists providing ELA intervention across 13 classrooms and one dedicated to behavior assistance in grades Kinder through 2nd Grade. The three

academic intervention subs were able to provide group intervention throughout the school year in Grades Kinder through Fourth Grade. The behavior interventionist needed to be out for an extended period of time and we were only able to find a suitable substitute to fill that position until the end of January with the original behavior interventionist returning in Mid-April.

Action 4.4, creating an engaging classroom environment, was partially implemented, as we were able to replace furniture in six classrooms that provided greater engagement and collaboration for students with one another.

Action 4.5, was deleted from the 25/26 LCAP

Action 4.6, increasing leveled library books, was fully implemented with the addition of 689 books and titles that include nonfiction and Spanish texts. This amount was met with less spending than anticipated.

Action 4.7 expanded the student leadership program and was fully implemented through contracts with the WAVE leadership program to have two classes for the Tier III students and to work with African American and Hispanic males on leadership skills and Hispanic females on positive social skills. It also expanded to include a partnership with SELPA to provide support and collaboration to increase effectiveness of PBIS Tier I intervention. We were also able to partner with Thrive to continue support of the Fifth and Sixth Grade students at the completion of the Wave program. These increases in services deem this a substantive change.

Action 4.8 was partially implemented by providing research based 21st Century Technology to engage students and supplemental materials with six additional classrooms outfitted with interactive MeetBoards. We were able to upgrade 10 electronic displays in order to provide greater visual supports in classrooms. We also increased the amount of 3-D printers to increase engagement and creativity in intermediate grades.

Successes in Goal 4 include additional access to intervention for our students with learning gaps, and acquiring hundreds of books to replenish our library for additional student access to rich texts.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 4.1 There was no material difference for this action

Action 4.2 Had a difficult time identifying training and professional development that directly connected to mathematics instruction as well as minimal interest from staff in attending professional development.

Action 4.3 One of the Resident Subs that was out for an extended period of time and we were not able to procure subs for the days the interventionists were not here.

Action 4.4 The need to increase or replace classroom furniture or materials to increase engagement was not as large as anticipated.

Action 4.5 was deleted from the 25/26 LCAP

Action 4.6 We were able to reach the identified needs for less money than was budgeted.

Action 4.7 There was no material difference for this action

Action 4.8 The need to increase or replace technology that increases engagement and enhances 21st Century Skills was not as large as anticipated.

Action 4.1 - The implementation of decodable texts at Park View showed to be somewhat effective. The provision of decodable texts has contributed to positive gains for Students with Disabilities (Metric 4.3, +5.3 DFS) and English Learners in ELA (Metric 4.4, +8.8 DFS). However, African American students have experienced a decline in ELA performance (Metric 4.2, -10.2 DFS), and the reclassification rate for English Learners has decreased (Metric 4.8, -4.9%). These mixed results suggest that while the action is supporting some student groups, additional targeted strategies may be needed to support African American students in ELA and to increase the reclassification rate for English Learners.

Action 4.2 - The training in mathematics and the purchase of manipulatives showed to be somewhat effective. The training and manipulatives have contributed to positive growth for Students with Disabilities in both ELA (Metric 4.3, +5.3 DFS) and math (Metric 4.14, +10.6 DFS), and for English Learners in ELA (Metric 4.4, +8.8 DFS). However, African American students have experienced declines in both math (Metric 4.1, -21.8 DFS) and ELA (Metric 4.2, -10.2 DFS), and the overall math performance for all students has declined (Metric 4.10, -6.7 DFS). The reclassification rate for English Learners has also decreased (Metric 4.8, -4.9%). While EL students are showing ELA gains, the math declines for African American students and all students suggest that additional support or adjustments to the math training and manipulatives approach may be warranted.

Action 4.3 - Small group instruction demonstrated partial effectiveness. Small group instruction has been effective for Students with Disabilities, who showed growth in both ELA (Metric 4.3, +5.3 DFS) and math (Metric 4.14, +10.6 DFS), and for English Learners in ELA (Metric 4.4, +8.8 DFS). However, African American students continue to show declines in both ELA (Metric 4.2, -10.2 DFS) and math (Metric 4.1, -21.8 DFS), and overall math performance has declined (Metric 4.10, -6.7 DFS). The reclassification rate for English Learners also decreased (Metric 4.8, -4.9%). The data suggests that while small group instruction is benefiting SWD and EL students in ELA, the approach may need to be refined to better serve African American students and to address math achievement more broadly.

Action 4.4 - The creation of a more engaging classroom environment proved partial effectiveness. Positive trends are evident in the reduction of suspension rates for African American students (Metric 4.5, -2.5%), Hispanic students (Metric 4.6, -0.4%), Students with Disabilities (Metric 4.12, -0.7%), and White students (Metric 4.15, -0.5%). The SEL screener also shows a positive increase (Metric 4.9, +3.9%), and chronic absenteeism for English Learners has decreased (Metric 4.11, -4.4%). However, Foster Youth present a significant area of concern, with chronic absenteeism increasing by +7.4% (Metric 4.7) and suspension rates increasing by +5.1% (Metric 4.13). These results suggest that while the engaging classroom environment has been effective for most student groups, Foster Youth require additional, targeted interventions to address both attendance and behavioral needs.

Action 4.5 - was not monitored or utilized as incentives were determined to be ineffective and the action was deleted moving forward.

Action 4.6 - The inclusion of leveled library books, including Spanish texts, proved partially effective. The addition of representative and leveled library books has coincided with positive decreases in suspension rates for African American students (Metric 4.5, -2.5%), Hispanic students (Metric 4.6, -0.4%), Students with Disabilities (Metric 4.12, -0.7%), and White students (Metric 4.15, -0.5%). The SEL screener shows a positive trend (Metric 4.9, +3.9%), and chronic absenteeism for English Learners has improved (Metric 4.11, -4.4%). However, Foster Youth continue to show concerning increases in both chronic absenteeism (Metric 4.7, +7.4%) and suspension rate (Metric 4.13, +5.1%). While the library books appear to support engagement and climate for most groups, additional strategies are needed to address the needs of Foster Youth.

Action 4.7 - Expanding the student leadership program and contracting with WAVE to have multiple classes for males and females proved partially effective. The WAVE leadership program has contributed to positive decreases in suspension rates for African American students (Metric 4.5, -2.5%) and Hispanic students (Metric 4.6, -0.4%). However, Foster Youth remain a significant area of concern with increases in both chronic absenteeism (Metric 4.7, +7.4%) and suspension rate (Metric 4.13, +5.1%). The data suggests that while the program is effective for African American and Hispanic students in reducing suspensions, additional targeted supports are needed for Foster Youth.

Action 4.8 - The provision of research based 21st Century Technology to engage students within the classroom instruction and intervention proved partially effective. The integration of 21st Century technology has coincided with positive decreases in suspension rates for African American students (Metric 4.5, -2.5%), Hispanic students (Metric 4.6, -0.4%), Students with Disabilities (Metric 4.12, -0.7%), and White students (Metric 4.15, -0.5%). The SEL screener reflects a positive trend in student well-being (Metric 4.9, +3.9%), and chronic absenteeism for English Learners has improved (Metric 4.11, -4.4%). However, Foster Youth continue to show increases in chronic absenteeism (Metric 4.7, +7.4%) and suspension rate (Metric 4.13, +5.1%), indicating that technology alone is not sufficient to address the unique needs of this student group. Additional targeted interventions for Foster Youth should be considered.

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.

Due to Pacific Islander being a district wide identified student group, metrics 4.16, 4.17, 4.18, and 4.19 were added.

Due to a need to strengthen and align our Tier I behavior plan the student leadership plan action expanded to include a partnership with SELPA to provide support and direction to align the certificated and classified staff with behavior support for all students but specifically the African American students, the Students with Disabilities, the Hispanic students, and the White students.

Metric 4.10 was removed since it applied to an implementation of a specific curriculum training, and not conducive to measuring student progress. This metric was also removed from Action 4.3, as again it does not measure student achievement.

Actions 4.2, 4.4, 4.6, 4.7, and 4.8 will not be funded moving forward, as educational partners shared these are no longer needed to achieve identified goals.

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	Decodable Texts	Provide grades TK-4 with new decodable texts for reading in classrooms. While this action will benefit all students, it is directed towards English	\$21,618.00	No

Action #	Title	Description	Total Funds	Contributing
		Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.2, 4.3, 4.4, and 4.8		
4.2	Training and manipulatives for decodable texts and mathematics	Provide new training for parents in how to implement and support the use of decodable texts at home with students as well as provide manipulatives and training for fluency and conceptual understanding in mathematics. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.1, 4.2, 4.3, 4.4, 4.8., 4.10, and 4.14 Action Deleted for 2026-27 LCAP	\$0.00	No
4.3	Small group instruction	Utilize additional Resident Intervention teachers to provide small group instruction and intervention in reading. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.1, 4.2, 4.3, 4.4, 4.8, and 4.14	\$302,199.00	No
4.4	Engaging Classroom Environment	Purchase additional flexible classroom furniture to make classrooms more engaging and to ensure there is access to calming corners for students to have a safe space to utilize to self-regulate. This action will benefit all students, but is directed towards English Learners, African American students, students with disabilities, and Foster Youth addressed in metric 4.5, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, and 4.15 Action Deleted for 2026-27 LCAP	\$0.00	No
4.5	REMOVED Literacy incentives	Purchase new incentives for TK-3rd grade recognition for reaching specific literacy benchmarks as we work towards the goal of all students reading at grade level by 3rd grade. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.2, 4.3, 4.4, and 4.8	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Action Deleted for 2025-26 LCAP		
4.6	Leveled library books	Purchase additional books for the library that are representative of our student populations to increase engagement in reading. This action will benefit all students, but is directed towards English Learners, African American students, students with disabilities, and Hispanic students to improve student outcomes in metrics 4.5, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, and 4.15 Action Deleted for 2026-27 LCAP	\$0.00	No
4.7	Student leadership program	Expand WAVE Leadership cycles twice per year to support Tier II and III students and develop skills of self advocacy, goal setting, and confidence. This action will benefit all students, but is directed towards Foster Youth, African American, and Hispanic student outcomes in metrics 4.5, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, and 4.15 Action Deleted for 2026-27 LCAP	\$0.00	No
4.8	Technology	Provide new 21st Century technology for classrooms to engage all student groups in more engaging intervention and interaction with math and ELA. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.5, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, and 4.15 Action Deleted for 2026-27 LCAP	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Green Tree East Leadership Academy will improve student outcomes by achieving positive incremental progress over the course of the three year LCAP cycle in the following areas: ELA with All students, English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Mathematics with All Students, English Learners, Hispanic, Students with Disabilities, African American and Socioeconomically Disadvantaged students. Suspension rates will decrease in All Students, African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White students, Pacific Islanders and Foster Students. Chronic Absenteeism rates will decrease in All Students, African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White students, Pacific Islanders and Foster Students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required due to Green Tree East qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non-stability rate of greater than 25% (Green Tree East is 35.9% in 2023, 36.4% in 2024 and 37.3% in 2025) and a socio-disadvantaged rate greater than 70% (Green Tree East is at 93.7% in 2023, 93% in 2024 and 95% in 2025). When evaluating Green Tree East Leadership Academy's California Dashboard data consecutively over 2023 and 2025 several inequalities emerged in our subgroups. In a year over year comparison GTE has shown growth in ELA, however our students are still underperforming. Based on the 2025 dashboard in ELA all of our student groups are under performing with an average of 70.9 points below the standard; however, all of our subgroups showed an average growth of 1.6 points except for our English learners who grew 15.1 points, our students with disabilities declined by 15.4 points and our Socioeconomically Disadvantaged students maintained with -.02 points. Likewise, in Mathematics all of our student groups are under performing with an average of 107.3 points below the standard. Our English Learners showed a growth of 17.4 points. Our Hispanic students maintained -0.8 points, our Socioeconomically Disadvantaged Students maintained at -2.1 African American students declined 4.2 points, and our Students with Disabilities declined 15.3 points. Year over year inequalities also emerge in absenteeism and suspensions. In Chronic Absenteeism Green Tree East has a high overall average of 49% chronic absenteeism. In Chronic Absenteeism the following subgroups increased: Our white students have increased 4.1%, our in chronic absenteeism, African Americans 12.1%, Hispanic students 5.2%, our Socioeconomically Disadvantaged students 7.7% and Students with Disabilities we have shown an increase 7.4%. With regards to suspension rates, GTE has improved its overall suspension rates; however, they are still high with an overall rate of 7.0%.Our African American students have increased by 1.4% and our White students 3.2%.When determining the goal for the Equity Multiplier we targeted student groups that have shown negative or minimal growth on our California Dashboard indicators. While we anticipate our targeted actions

will support all student growth, our purpose of our goals is to make up for any loss in progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental progress over the course of the three years. Pacific Islanders and Foster Students are identified groups for VESD within their LCAP and have been added to this plan.

The goal for the Equity Multiplier focuses on addressing subgroups with minimal or negative growth, aiming to close performance gaps and achieve incremental progress over three years. Actions will target improving performance for these subgroups while supporting growth across all students. These goals were shaped through discussions with educational partners, including the School Site Council, English Language Advisory Committee, African American Advisory Committee and staff meetings. The actions are data-driven, research-based, and focused on sustainable practices rather than short-term programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA- Green Tree East Distance from Standard (DFS) Source: California School Dashboard	2023 All -79.5 DFS EL -94.7 DFS 2024 SWD -123.9 DFS 2025 SED -74.9DFS	2024 All -72.5 DFS EL -92.8 DFS 2024 SWD -123.9 DFS	2025 All -70.9 DFS EL -77.7 DFS SWD -139.3 DFS SED -74.9DFS	2026 All -67.5 DFS EL -64.7 DFS SWD -100.0 DFS SED -70 DFS	All +8.6 EL+17 SWD -15.4 SED Not Applicable
5.2	CAASPP Math- Green Tree East Distance from Standard (DFS) Source: California School Dashboard	2023 All -109.8 DFS EL -125.9 DFS 2024 HIS -105 DFS 2025 SWD - 161 SED -109.7 AA-128.6	2024 All -107.3 DFS EL -126.9 DFS 2024 HIS -105 DFS	2025 All -107.3 DFS EL -109.5 DFS HIS -105.7 DFS SWD - 161 SED -109.7 AA -128.6	2026 All -94.8 DFS EL -95.9 DFS HIS -80 DFS SWD - 150 SED -100.7 AA -120	All +2.5 EL + 16.4 Hispanic -0.7 SWD Not Applicable SED Not Applicable AA Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Suspension Rate- Green Tree East Percent of students suspended at least once Source: California School Dashboard	2023 All 9.8% AA 15.8% His 5.9% SED 10.4% SWD 23.1% W 8.6% 2005 PI- Not a Significant Subgroup Foster 0%	2024 All 7.6% AA 12.2% His 6.2% SED 7.9% SWD 16.4% W 5.5%	2025 All 7.0% AA 13.70% His 4.3% SED 6.9% SWD 15.50% W 8.6% PI- Not a Significant Subgroup Foster 0%	2026 All 6.8% AA 7.9% His 2.9%, SED 5.2%, SWD 11.5%, W 4.3% PI- Not a Significant Subgroup Foster 0%	All -2.8% AA -2.1% His -1.6 % SED -3.5% SWD -7.6% W 0% PI- Not Applicable Foster Not Applicable
5.4	Chronic Absenteeism Rate- School and Student Group Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 All 49.8% W 50.9% 2025 SED 49.6% SWD 51.4% AA 70.30% HIS 41.20% PI- Not a Significant Subgroup Foster 43.8%	2024 All 41.6% W 35.3%	2025 All 49% W 38.90% SED 49.6% SWD 51.4% AA 70.30% HIS 41.20% PI- Not a Significant Subgroup Foster 43.8%	2026 All 37.8% W 35.9% SED 40.6% SWD 40.4% AA 50% HIS 35% PI- Not a Significant Subgroup Foster 40%	All -.8% W -12% SED Not Applicable SWD Not Applicable AA Not Applicable HIS Not Applicable PI Not Applicable Foster Not Applicable

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.

Implementation of the actions at Green Tree East included a combination of fully implemented and partially implemented strategies. Overall, the site made clear and measurable progress in expanding academic intervention, improving school climate, and increasing family and community engagement. Key successes included:

- Expansion of small group reading interventions, resulting in improved student reading levels for participating student

- Implementation of a sitewide positive behavior system, contributing to improved consistency in behavior expectations
- Increased supervision and structured support during unstructured times, resulting in a more positive and safe school environment
- Growth in family and community engagement, with multiple well-attended events and positive feedback from educational partners
- Enhanced classroom environments through flexible seating and engagement tools, with minimal suspension rates in supported classrooms

While these successes reflect strong implementation, challenges such as staffing capacity, chronic absenteeism, scheduling limitations, and delays with external vendors impacted full implementation of some actions.

Action 5.1 – Small Group Instruction This action was fully implemented through Orton-Gillingham reading sessions and targeted English Learner support via small group math and ELD instruction. Students participating in reading intervention demonstrated growth in reading levels, indicating the effectiveness of the structured literacy approach. While implementation was strong, the high number of students needing support limited our ability to serve all students, and chronic absenteeism reduced access for some students.

Action 5.2 – Support Staff Training: This action was fully implemented. Resident intervention teachers received training in Orton-Gillingham Comprehensive instructional strategies to support the delivery of targeted small group reading instruction.

Action 5.3- Instructional Materials This action was fully implemented. We were able to provide intervention groups with all necessary materials to successfully carry out small group instruction. We were also able to purchase specifically targeted materials for English Learners.

Action 5.4 – School Climate: This action was fully implemented. The addition of three Noon Duty Supervisors daily increased student supervision and contributed to a safer, more structured environment during unstructured times, reducing behavior concerns and improving overall campus climate. Although there was turnover, implementation was not affected. All that was impacted was the need for additional training.

Action 5.5 – School Climate Training: This action was fully implemented. Five additional training sessions were provided for Noon Duty Supervisors throughout the year. A challenge was the high turnover among supervisors, which required ongoing and repeated training. Although there was this additional training, we remained fully staffed throughout the year through the usage of subs.

Action 5.6 – Classroom Engagement: This action was fully implemented with a substantive difference. More teachers wanted to implement flexible seating options, which increased the cost over our initial budget. Flexible seating and engagement tools were provided in 10 classrooms, resulting in more adaptable and student-centered learning environments. These classrooms experienced minimal suspension rates, suggesting a positive impact on student behavior and engagement.

Action 5.7 – Engaging Playgrounds: This action has been partially implemented. A purchase has been made and items received, but due to delays in delivery they were not installed until the end of the school year, rendering us currently unable to assess the impact on students. The delay itself did not impact the cost, however there was a substantive difference.

Action 5.8 – Culturally Responsive Instruction: This action was partially implemented. The site remains in the research phase of identifying a program that aligned with student needs. The school continues to research resources and collaborate with community partners, whose input has also supported community engagement events (Action 5.10).

Action 5.9 – Positive Behavior Intervention: This action was fully implemented through the adoption of the Safe and Civil Schools framework. Consistent implementation across staff has strengthened behavior expectations schoolwide, with ongoing professional development ensuring sustainability and continued improvement..

Action 5.10 – Family/Community Engagement: This action was fully implemented through three community events. Participation rates increased and feedback from families and staff was positive, demonstrating stronger connections between the school and community. These events aligned with the vision of community partners and supported broader engagement goals.

Action 5.11 – Experiential Learning Opportunities: This action was fully implemented through three schoolwide events that brought presenters to campus. Presentations included culturally diverse topics and experiences for students. A challenge has been securing organizations able to travel to our area within available timeframes, resulting in some rescheduling and using alternative options.

Action 5.12 – Removed

Action 5.13 – Planning and Collaboration Time: This action was fully implemented. Teachers engaged in regular collaboration focused on data and student support, resulting in more targeted instructional planning and increased alignment across grade levels. A challenge has been finding time during the school day for these meetings due to the need for substitute coverage.

Action 5.14 – Targeted Academic and Behavioral Interventions This action was fully implemented. Although one of our resident subs had multiple absences, which impacted our expenditures, we have been able to provide incoming transient students small group instruction, assessment and SEL support. Additionally we have been able to provide students with behavior concerns on going SEL small group support.

Action 5.15 - Supporting student's memory, focus and cognitive flexibility (Executive Functioning): This action has been partially implemented while we have been able to provide professional development to teachers around the topic of executive functioning, we are still developing a plan to support students in this area.

Overall, Green Tree East made meaningful progress in implementing the planned actions. Key successes included expanding small group instruction, strengthening school climate systems, and increasing opportunities for family engagement and experiential learning. Challenges primarily related to staffing capacity, scheduling constraints, chronic absenteeism, and delays with external vendors. These factors will be considered as the site continues to refine implementation and expand support for students.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 5.1- There was no material difference in this action.

Action 5.2 This action had a material difference due to higher-than-anticipated costs due to an inaccurate estimate

Action 5.3- This action had a material difference. While all needed materials were purchased to fully implement this action, the difference was due to an inaccurate estimate

Action 5.4 This action had a material difference. While this action was fully implemented, the difference was due to an inaccurate estimate

Action 5.5 – This action had a material difference due to higher-than-anticipated training needs caused by staff turnover .

Action 5.6 –This action had a material difference resulting in spending more funds than budgeted for. The difference was due to expanded implementation costs across additional classrooms and cost increases for planned items.

Action 5.7 – This action had a material difference resulting in spending more funds than budgeted for, as the cost of the items were higher than anticipated. The difference was due to an inaccurate estimate of cost for planned items.

Action 5.8 –This action had a material difference. 0% of funds were spent due to the incorporation of these activities into an existing program resulting in the not needing to purchase items.

Action 5.9 – This action had a material difference. While this action was fully implemented, the difference was due to an inaccurate estimate

Action 5.10 – This action had a material difference. While this action was fully implemented, the difference was due to us anticipating higher costs utilizing outside vendors during the year.

Action 5.11 –This action had a material difference. While this action was fully implemented, the difference was due to an inaccurate estimate in the funds needed and the amount of events we were able to plan for.

Action 5.12 – Removed

Action 5.13 – This action had a material difference. While this action was fully implemented, given teachers had explicit time to meet and analyze data to improve student outcomes, some of the budgeted time to meet was reduced due to a shortage in subs.

Action 5.14 – This action had a material difference. While this action was fully implemented, the difference was due to resident subs absences.

Action 5.15 - This action had a material difference. The difference was due to an inaccurate estimate in the funds needed and remaining in the process of planning professional development and an effective student support plan.

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

Action 5.1 The implementation of small group instruction through both pull-out and push-in models, including Orton-Gillingham strategies targeted toward English Learners (EL), showed mixed effectiveness. Overall ELA performance increased by +1.6 points from 2024 to 2025 on metric 5.1, suggesting a modest positive impact. English Learners demonstrated significant growth (+15.1 points) on this metric as well. However, Students with Disabilities declined (-15.4 points) and Socioeconomically Disadvantaged students maintained (-0.2 points) on Metric 5.1, indicating the approach was less effective for these subgroups.

In mathematics, results were similarly mixed. Overall performance on Metric 5.2 maintained (+1.5 points), while English Learners showed strong growth (+17.4 points). However, Hispanic students maintained (-0.8 points), Socioeconomically Disadvantaged students maintained (-2.1 points), African American students declined (-4.2 points), and Students with Disabilities declined (-15.3 points) on Metric 5.2. These outcomes indicate that current math interventions are not sufficiently addressing the needs of several underserved groups and require refinement.

Overall, this action was partially effective, as it resulted in gains for English Learners and modest overall growth, but did not adequately meet the needs of Students with Disabilities and other underserved student groups.

Action 5.2, Resident Intervention instructors completed training in the Orton-Gillingham Comprehensive approach to strengthen foundational phonics instruction. Overall, this action was partially effective, as the training increased staff capacity to deliver structured, research-based reading interventions and contributed to improved student reading outcomes. ELA results on Metric 5.1 show overall growth of +1.6 points, however it is maintained on the dashboard, but English Learners increased by +15.1 points. However, Students with Disabilities declined (-15.4 points) and Socioeconomically Disadvantaged students maintained (-0.2 points) on Metric 5.1. Overall, this action was effective, as it increased staff capacity and supported improved outcomes for English Learners, but requires further refinement to better support Students with Disabilities. Improvements in reading comprehension supported EL ability to understand mathematical concepts. English Learners showed strong growth (+17.4 points) on Metric 5.2

Action 5.3, Instructional materials supporting small group instruction, including the Language Power curriculum for English Learners, were fully implemented. Overall ELA performance (Metric 5.1) increased +1.6 points, with English Learners improving by +15.1 points. However, Students with Disabilities declined (-15.4 points) and Socioeconomically Disadvantaged students maintained (-0.2 points). These results indicate that while materials supported some student groups, they have not yet closed achievement gaps. Overall, this action was partially effective, as instructional materials supported improved outcomes for some student groups, particularly English Learners, but did not significantly impact achievement gaps for other subgroups. In mathematics, results were similarly mixed. Overall performance in

mathematics on Metric 5.2 maintained (+1.5 points), while English Learners showed strong growth (+17.4 points). However, Hispanic students maintained (-0.8 points), Socioeconomically Disadvantaged students maintained (-2.1 points), African American students declined (-4.2 points), and Students with Disabilities declined (-15.3 points). Chronic absenteeism, projected on Metric 5.4, shows improved outcomes over the course of the established action. The overall rate is 49%, with a decrease in the White student group (-12%). These trends suggest that the training did lead to meaningful improvements in attendance or overall student engagement. While overall suspension rates have slightly improved on Metric 5.3 to 7.0%, disparities remain. Suspensions increased among African American students (+1.4%) and White students (+3.2%), indicating continued inequities in behavioral outcomes. Overall, this action was partially effective, as it contributed to improved overall suspension rates but did not fully address disparities among student groups.

Action 5.4 Additional noon duty supervisors were scheduled to improve school climate and supervision during unstructured times. While overall suspension rates on Metric 5.3 have slightly improved to 7.0%, disparities remain. Suspensions increased among African American students (+1.4%) and White students (+3.2%), indicating continued inequities in behavioral outcomes. Overall, this action was partially effective, as it contributed to improved overall suspension rates but did not fully address disparities among student groups. Chronic absenteeism also remains a concern, as noted in Metric 5.3. The overall rate is 49%, with a decrease with the White student group (-12%) since 2023. This suggests increased supervision has had an impact on attendance and behavior trends.

Action 5.5, focused on training noon duty supervisors to improve school climate by fostering safer and more positive student interactions. While this action was fully implemented, its impact on student outcomes has been limited. Green Tree East (GTE) experienced a slight improvement in overall suspension rates on Metric 5.4, which decreased to 7.0%; however, the rate remains high, and disparities among student groups persist. Suspensions increased for African American students (+1.4%) and White students (+3.2%), indicating that the action did not effectively address inequities in behavioral outcomes.

Additionally, chronic absenteeism remains a significant concern, as noted in Metric 5.3. The overall rate is 49%, with a decrease with the White student group (-12%) since 2023. These trends suggest that the training did lead to meaningful improvements in attendance or overall student engagement. Overall, this action was partially effective, as it did not result in significant or consistent improvements in suspension rates, chronic absenteeism, or subgroup outcomes.

Action 5.6, This action aimed to create an engaging classroom environment, however the purchased items have been in use for a limited time frame making it difficult to fully assess its effectiveness. Early data coming from these classrooms show few suspensions. Site wide Green Tree East (GTE) has seen some improvement in suspension rates on Metric 5.3, which now stand at 7.0%. We also increased suspensions in subgroups. Our African American students have increased by 1.4% and our White students 3.2%. Overall, this action shows early signs of effectiveness, as initial data indicates reduced suspensions in participating classrooms; however, it is too early to determine full impact.

Action 5.7, Focused on implementing engaging playground areas. Items have been purchased but not yet installed. As a result, there is no available data on its impact on suspension rates (Metric 5.3) or chronic absenteeism (Metric 5.4), and its effectiveness cannot be evaluated at this time. This action will continue without modification as purchasing issues and installation issues have been rectified.

Action 5.8 focused on research and planning for culturally responsive instruction and was partially implemented. While formal training and resources have not yet been fully established, progress has been made through the development of an active African American Engagement Committee and collaboration with community partners to identify specific equity needs. Initial efforts to incorporate culturally relevant

practices into the existing art program are also underway. However, due to the early stage of implementation, there is currently no measurable data to determine the impact of this action on student outcomes, including suspension rates (Metric 5.3) and chronic absenteeism (Metric 5.4). Overall, this action has not yet demonstrated effectiveness, as it remains in the planning and early implementation stages without sufficient evidence of impact on student outcomes. Continued implementation and expansion of culturally responsive practices will be necessary to evaluate its effectiveness in future cycles.

Action 5.9 Green Tree East has adopted Safe and Civil Schools' CHAMPS process. Although planning and training is ongoing, we have had two site wide professional developments, assigned coaches to support our work and have ongoing training planned. 100% of our classrooms have implemented CHAMPS structures. Due to this being in its early stages we have yet to see the full effect of this action. Nonetheless, Green Tree East (GTE) has seen some improvement in overall suspension rates (Metric 5.3), which now stand at 7.0%, however the rate remains high. Additionally, Our African American students have increased by 1.4% and our White students 3.2%. Suggesting that disparities in behavioral outcomes persist, and further targeted interventions are warranted. Moreover, the impact on chronic absenteeism appears to be limited. GTE's overall chronic absenteeism overall rate (Metric 5.4) remains high at 49%, however there was a decrease with the White student group (-12%) since 2023. Overall, this action was partially effective, as early implementation has contributed to slight improvements in overall suspension rates; however, chronic absenteeism remain significant concerns.

Action 5.10 Green Tree East (GTE) has improved its overall suspension rates (Metric 5.3), While Green Tree East (GTE) has seen some improvement in overall suspension rates, which now stand at 7.0%. However, our African American students have increased by 1.4% and our White students 3.2%, suggesting that while the initiative may have contributed to a safer environment for some students, disparities in outcomes persist. This highlights the need for more focused and culturally responsive interventions to support specific student populations. In terms of chronic absenteeism (Metric 5.4), GTE's overall rate remains high at 49%, however our white studentgroup has improved by -12% in chronic absenteeism. Overall, this action was partially effective, as it supported improved overall school climate indicators, but did not result in measurable improvements in subgroup discipline or attendance outcomes Moving forward, the focus is to strengthen family and community engagement as a lever for improving attendance and behavior outcomes. This includes providing new opportunities for engagement such as family events, trainings, community-building activities, and targeted focus groups to gather feedback.

Action 5.11 This action shows partial effectiveness in improving overall school climate, as reflected on Metric 5.3 in a reduced suspension rate of 7.0%; however, disparities persist, with suspension increases for African American students (+1.4%) and White students (+3.2%). Chronic absenteeism (Metric 5.4) has also increased, with an overall rate of 49%, but our White student group decreased (-12%). The focus moving forward is to expand implementation of inclusive, engaging strategies such as hands-on learning, project-based activities, cultural experiences, and school-wide events. These strategies will be implemented with intentionality and consistency to increase student connection to school, improve attendance, reduce suspensions, and ensure more equitable outcomes across all student groups.

Action 5.12 Removed

Action 5.13 Providing dedicated planning and collaboration time for teachers has positively influenced overall student outcomes by fostering data-driven decision-making and targeted support. Evidence from the 2024 and 2025 CA dashboards shows an increase in Metric 5.1 English Language Arts (ELA) of +1.6 points which indicates a generally positive impact on student performance, there were more substantial gains among EL students (+15.1 points) and the decline among Students with Disabilities (SWD) (-15.4 points) and Socioeconomically Disadvantaged students (-0.2) this suggest that there is a need for more differentiated and targeted support strategies for these targeted

subgroups. In mathematics (Metric 5.2), the actions were minimally effective over all, resulting in a maintained status (+1.5 points). However, our English Learners showed substantial growth (+17.4 points). Our Hispanic students maintained (-0.8 points), our Socioeconomically Disadvantaged Students maintained at (-2.1) African American students declined (4.2 points), and our Students with Disabilities declined (-15.3 points). These outcomes point to the need to refine teaching strategies, particularly in our underserved populations, and underscore the urgency of expanding and refining math supports.

In terms of school climate, although the overall suspension rate (Metric 5.3) remains high at 7.0%. However, African American students have increased by 1.4% and our White students 3.2%, this highlights ongoing equity concerns. Chronic absenteeism increased at GTE, as the overall rate is 49% (Metric 5.4), however our white student group has decreased 12% in chronic absenteeism. These outcomes suggest that while Action 5.13 has had a broadly positive impact on suspensions, continued focus on equity and subgroup-specific strategies is essential to ensure all students benefit equitably.

This action was effective, as it contributed to improved ELA outcomes and stronger data-driven instruction; however, it was less effective in mathematics and for specific student subgroups, indicating a need for continued refinement.

Action 5.14 Although newly implemented in 2025–2026, Action 5.12 has been fully implemented and initial data provides early indicators of effectiveness. This action provides a resident intervention teacher to support incoming transient students and those requiring social-emotional (SEL) support. While a full evaluation is not yet possible due to limited longitudinal data, 2025 Dashboard metrics establish a clear baseline of need across academic achievement and school climate. In English Language Arts (Metric 5.1), overall performance increased by +1.6 points, with significant gains among English Learners (+15.1), while Students with Disabilities (-15.4) and Socioeconomically Disadvantaged students (-0.2) declined, indicating a need for more targeted and differentiated supports. In Mathematics (Metric 5.2), overall performance remained relatively stable (+1.5), with strong growth among English Learners (+17.4), while African American students declined (-4.2), Students with Disabilities declined (-15.3), and Hispanic (-0.8) and Socioeconomically Disadvantaged students (-2.1) maintained, reinforcing the need to refine instructional strategies and expand supports for underserved student groups. School climate data further highlights the need for targeted intervention, with suspension rates at 7.0% (Metric 5.3), including increases for African American students (+1.4%) and White students (+3.2%). Chronic absenteeism (Metric 5.4) remains elevated at 49% overall, but our White student group (-12%) has shown improvement since 2023. These data points demonstrate that while this action is fully implemented, continued monitoring and refinement will be necessary to determine its long-term effectiveness in improving outcomes, particularly for identified student groups.

Action 5.15 - Due to this action being partially implemented and specific supports have not yet been put in place we are not yet able to evaluate the effectiveness on Metric 5.1.

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.

Due to 2025 CAASPP results, Goal 5 has been refined to better target student group performance across Metrics 5.1–5.4. In ELA (Metric 5.1), all students remain a focus, with added emphasis on Students with Disabilities (-15.1) and Socioeconomically Disadvantaged students (-0.2). In Mathematics (Metric 5.2), all students remain a focus, with expanded attention to Hispanic (-0.8), Socioeconomically Disadvantaged (-2.1), African American (-4.2), and Students with Disabilities (-15.3). English Learners demonstrated growth in both ELA (+15.1) and Math (+17.4) and will continue to be supported. In school climate, Metric 5.3 (suspension) continues to support all students, with Pacific Islanders and Foster Youth added per VESD LCAP priorities. In Metric 5.4 (chronic absenteeism), all students remain a focus (+9%), with expanded

attention to White, African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities, with Pacific Islanders and Foster Youth also added.

Targeted outcomes were refined to reflect subgroup needs. In ELA (Metric 5.1), Socioeconomically Disadvantaged students were added (-70 DFS). In Math (Metric 5.2), added targets include Socioeconomically Disadvantaged (-100.7 DFS), African American (-120 DFS), and Students with Disabilities (-150 DFS). For chronic absenteeism (Metric 5.4), targets include African American (50%), Hispanic (35%), Socioeconomically Disadvantaged (40%), Students with Disabilities (40%), and Foster Youth (40%), while Pacific Islanders remain not statistically significant. Suspension outcomes (Metric 5.3) remain unchanged due to subgroup size.

Changes to actions include minor expenditure adjustments and revisions for clarity, with more significant increases tied to staffing and instructional supports aligned to Metrics 5.1–5.4.

Action 5.1:

An additional support person will be added for small group instruction, increasing expenditures and supporting Metric 5.1 and Metric 5.2.

Action 5.2:

Metric 5.2 was added to this action.

Action 5.3:

Additional instructional materials will be required due to increased support and expanded subgroups. Project-based learning will be implemented to support Metric 5.1 and Metric 5.2. Metric 5.3, and Metric 5.4 have also been added to this action.

Action 5.4:

Updated to include Pacific Islanders and Foster Youth, supporting Metric 5.3 and Metric 5.4.

Action 5.5:

Updated to include Pacific Islanders and Foster Youth, supporting Metric 5.3 and Metric 5.4.

Action 5.6:

Updated to include Pacific Islanders and Foster Youth and revised to create an engaging project-based/makerspace learning environment, supporting Metric 5.3.

Action 5.7:

Updated to include Pacific Islanders and Foster Youth, supporting Metric 5.3 and Metric 5.4.

Action 5.8:

Updated to include Pacific Islanders and Foster Youth, supporting Metric 5.3 and Metric 5.4.

Action 5.9:

Updated to include Pacific Islanders and Foster Youth, supporting Metric 5.3 and Metric 5.4.

Action 5.10:

Updated to include Pacific Islanders and Foster Youth, supporting Metric 5.3 and Metric 5.4.

Action 5.11:

Updated to include Pacific Islanders and Foster Youth and expanded to include project-based learning beyond the school setting, supporting Metrics 5.3 and 5.4.

Action 5.13:

Expanded to include Socioeconomically Disadvantaged Students, African American students, Pacific Islanders, and Foster Youth across Metric 5.1, Metric 5.2, Metric 5.3, and Metric 5.4; revised for clarity.

Action 5.14:

Expanded to include project-based learning and additional funding for a support person, supporting Metrics 5.1 and 5.2.

Action 5.15:

Expanded to include participation in project-based learning opportunities, supporting Metrics 5.1–5.4.

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
5.1	Small Group Instruction	English Learners will be provided with extra instructional support in a small group setting in both ELA and Math focused on the science of reading and fluency building in math. This action will benefit all students, but is intended to support English Learner and Students with Disabilities student outcomes in metrics 5.1 and 5.2	\$241,758.00	No
5.2	Support Staff Training	Resident intervention teachers will receive added training in Orton Gillingham Comprehensive instructional strategies for the science of reading to provide small group instruction. This action will benefit all students, but is intended to support English Learner and Hispanic student outcomes in metrics 5.1 and 5.2.	\$6,000.00	No
5.3	Instructional Materials	Additional research based instructional materials and software will be purchased to support small group instruction in ELA, Mathematics, and ELD instruction. Additionally, materials will be purchased to support project based learning. This action will benefit all students, but is intended to support English Learners, SWD, HIS, SED, AA, PI, and FY outcomes in metrics 5.1, 5.2, 5.3, 5.4.	\$50,000.00	No
5.4	School Climate	Additional Noon Duty Supervisors will be utilized from our substitute pool, to support a positive school climate at unstructured time and throughout the day. This action will benefit all students, but is intended to support Students with Disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$18,565.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Training for School Climate	Noon Duty Supervisors will be provided with new targeted training in SEL, active supervision, and classroom support. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$4,617.00	No
5.6	Classroom Engagement	Purchase new flexible seating, equipment, tools and safety equipment to create an engaging project based/makerspace learning space. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White, Pacific Islanders and Foster Youth student outcomes in metrics 5.3	\$220,000.00	No
5.7	Engaging Playgrounds	Purchase and implement new engaging playground spaces supporting cooperative learning, trauma informed practices, and peaceful playgrounds. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$5,000.00	No
5.8	Culturally Responsive Instruction	Provide additional training and resources for classroom and school adaptations for cultural responsiveness. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$3,000.00	No
5.9	Positive Behavior Intervention	Implement additional site-wide positive climate and behavior intervention programs including training, materials and collaboration for best practices. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$39,983.00	No

Action #	Title	Description	Total Funds	Contributing
5.10	Family/Community Engagement	Provide new activities to increase family/community engagement including family events, training, community building activities, and targeted focus groups for feedback. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$8,987.00	No
5.11	Experiential Learning Opportunities	Provide students with additional opportunities for experiential learning through participation in on-campus clubs, hands-on activities, cultural experiences, assemblies and project-based learning as well providing opportunities to explore project based learning beyond the school setting. These initiatives aim to connect classroom learning to real-world applications, thereby increasing student engagement. This action is designed to enhance student engagement by making learning more meaningful and relevant. This action will benefit all students, but is intended to support students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.3 and 5.4.	\$30,000.00	No
5.12	REMOVED Community Resources for Families	REMOVED Provide new resources and community-based events for families including transportation and events at local parks/housing areas. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4. Action Deleted for 2025-26 LCAP	\$0.00	No
5.13	Planning and Collaboration Time	Teachers will be provided additional monthly grade level collaboration time to analyze standards and create lessons to promote the success of our students in both academic and social skills. This action will benefit all	\$15,874.00	No

Action #	Title	Description	Total Funds	Contributing
		students, but is intended to support students with disabilities, English Learners African American, Hispanic, Socioeconomically Disadvantaged, White Student Pacific Islanders and Foster Youth student outcomes in metrics 5.1, 5.2, 5.3 and 5.4.		
5.14	Targeted Academic and Behavioral Interventions	In coming transient students and students needing extra SEL support will be provided with extra small group targeted instruction in ELA, Math, SEL and engaging project based learning. This action will benefit all students. Outcomes will be measured in metrics 5.1, 5.2, 5.3 and 5.4	\$119,658.00	No
5.15	Supporting student's memory, focus and cognitive flexibility (Executive Functioning)	Students with Disabilities will be provided with extra instructional support in executive function skills to support them in ELA including taking part in project based learning opportunities. This action will provide for programs including training, materials and collaboration for best practices. This action will benefit all students, but is intended to support SWD outcomes in metrics 5.1	\$39,990.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027, Irwin Academy will improve student outcomes by achieving positive incremental progress over the course of the three-year LCAP cycle in the following areas: ELA (English Learners, African American, Hispanic, Social Economically Disadvantaged, Students with disabilities), Mathematics (African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged, and Students With Disabilities), decreasing suspension rates (African Americans), and decreasing chronic absenteeism (African Americans, Socioeconomically Disadvantaged, white).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required as of the 2022-2023 school year, based on CAASPP results on the California Dashboard. Our Equity Multiplier Grant was implemented in the 2024-2025 school year. Irwin Academy School of Performing Arts qualified as an Equity Multiplier school site for the 2024-25 school year, but we were not identified for the 2025-26 school year. As a result of our decreasing instability rate, we are no longer eligible for this grant. We have not reached our targets, so we will continue to use the remaining allocated funds.

CAASPP ELA scores for Irwin Academy School of Performing Arts experienced an 18.4 point increase in 2025. Our targeted Equity Multiplier group progress is as follows:

- English Learner students saw their scores increase by 5.5 points.

In CAASPP Math scores, we experienced a 7.1 point increase in 2025. Our targeted Equity Multiplier groups' progress is as follows:

- African American students saw their scores decline by 0.6 points
- English Learner students saw their scores decline by 9.4 points
- Hispanic students saw their scores increase by 9.2 points
- Socioeconomically Disadvantaged students saw their scores increase by 5.6 points
- Students With Disabilities saw their scores decrease by 11.1 points

The California Dashboard Suspension Rate experienced a 1% increase in 2025. Our targeted Equity Multiplier groups' progress is as follows:

- African American students saw their suspension rate decrease by 1.6%

The California Dashboard Chronic Absenteeism Rate experienced a 16.4% decrease in 2025. Our targeted Equity Multiplier groups' progress is as follows:

African American students saw their Chronic Absenteeism rate decline by 20.4%
 Socioeconomically Disadvantaged students saw their Chronic Absenteeism rate decline by 16.4%
 White students saw their Chronic Absenteeism rate decline by 11.5%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA- Irwin Academy Distance from Standard (DFS) Source: California School Dashboard	2023 All -85.2 DFS EL-108.7 DFS	2024 All -79.2 DFS EL-89.1 DFS	2025 All -66.8 DFS EL -103.2 DFS	2026 All -70.6 DFS EL-64.7 DFS	All +18.4 EL +5.5
6.2	CAASPP Math- Irwin Academy Distance from Standard (DFS) Source: California School Dashboard CAASPP Math- AA, EL, His, SED, SWD	2023 All -102 DFS AA-111.9 DFS EL -124.3DFS His -102.4 DFS SED -102.5 DFS SWD -144 DFS	2024 All -98.5 DFS AA-116 DFS EL -98.1 DFS His -95.2 DFS SED -98.5 DFS SWD -141 DFS	2025 All -94.9 DFS AA-112.5 DFS EL -114.9 DFS His -93.2 DFS SED -96.9 DFS SWD -155.1 DFS	2026 All -90 DFS AA-81.9 DFS EL -94.3DFS His -72.4 DFS SED -72.5 DFS SWD -114 DFS	All +7.1 AA -0.6 EL +9.4 His +9.2 SED +5.6 SWD -11.1
6.3	Suspension Rate- Irwin Academy Percent of students suspended at least once Source: California School Dashboard Dashboard Suspension Rate- AA	2023 All 5.2% AA 9.4% 2025 PI: Not a significant student group	2024 All 6.1% AA 14.8%	2025 All 4.2% AA 7.8% PI: Not a significant student group	2026 All 2.6% AA 4.7% PI: Not a significant student group	All -1% AA -1.6% PI Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	Chronic Absenteeism Rate- Irwin Academy Percent of students missing 10% or more of the instructional days they were enrolled.	2023 All 50.4% AA 57.6 SED 50.8% W 47.5%	2024 All 37% AA 44.5% SED 37.3% W 35.7%	2025 All 34% AA 37.2% SED 34.4% W 36%	2026 All 35.4% AA 42.6% SED 35.8% W 32.5%	All -16.4% AA -20.4% SED -16.4% W -11.5%
	Source: California School Dashboard	2025 PI: Not a significant student group		PI: Not a significant student group	PI: Not a significant student group	PI Not Applicable

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.

Action 6.1 Small Group Instruction: Fully implemented - The initiative was fully realized, with four dedicated resident substitutes providing 50 minutes of structured support for ELA and math across all K-6 classrooms. This model ensures that targeted intervention, particularly in foundational literacy skills such as phonics, decoding, and comprehension, is supported. For math, the focus was on helping students use Math Fluency Kits in small groups. No challenges were encountered as we began the year with all personnel in place; it was taxing to work around recess, lunch, and elective schedules while optimizing classroom support. We successfully navigated schedules to meet the specified time frames requested by teachers.

Action 6.2 Student and Family Engagement: Not Implemented - This action was deleted for the 25/26 school year.

Action 6.3 Science of Reading: Fully Implemented - Our four resident subs, who provide small-group instruction, either attended OMS training modules synchronously, asynchronously, or were trained on Fridays by our On-Site Instructional Curriculum Coach in Heggerty Phonemic Awareness, Orton-Gillingham Comprehension Plus, Guided Reading, Orton-Gillingham Morphology Plus, and Response to Text.

Action 6.4 Provide Decodable Text: Not Implemented - This action was deleted for the 25/26 school year.

Action 6.5 Schoolwide Family/Community Engagement: Not Implemented - This action was deleted for the 25/26 school year.

Action 6.6 Behavior Intervention Program: Partially Implemented - Twelve staff members attended one or more of the following conferences at the Ron Clark Academy: Ron Clark Academy Experience, House Mania, and Admin Experience. They returned excited, enthusiastically advocating for the program. We are adapting the program to fit within our current school culture to enhance the educational experience for our school and community. We identified the staff members assigned to each house and the intermediate-grade-level student leader for each house. During our monthly Soaring With the Principal, School Site Council, and Booster Club meetings, we presented and discussed RCA. The parents and educational partners are enthusiastic about moving forward with full implementation. However, some of the standard names of houses in the Ron Clark House System have sparked controversy due to their historical context. We are doing our due diligence with

students, staff, parents, and educational partners to ensure the naming of the various houses does not detract from the purpose and the intent of this action

Action 6.7 Peaceful Playground: Fully Implemented - The designated areas on the playgrounds were stenciled, and training was held for our noon duty supervisors to facilitate the various activities. The students are fully engaged in the peaceful playground activities.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 6.1 There was no material difference for this action.

Action 6.2 was deleted for the 25/26 LCAPP.

Action 6.3 Most trainings were conducted by our On-Site Instructional Curriculum coach, which reduced our expenses

Action 6.4 was deleted for the 25/26 LCAP.

Action 6.5 was deleted from the 25/26 LCAP.

Action 6.6 Due to scheduling constraints and vendor availability, the planned professional development trainer has not yet been able to provide the onsite training as originally scheduled

Action 6.7 All materials had been previously purchased; therefore, no additional purchases or training were needed.

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

Action 6.1 This action demonstrates moderate effectiveness — strong in ELA and for several subgroups in math, but ineffective to date for African American students and Students with Disabilities in mathematics. In ELA (Metric 6.1), this action shows strong effectiveness. All students established a baseline score of -85.2 DFS, and the 2025 score is -66.8 DFS, representing an increase of +18.4 points from baseline. English Learner (EL) students established a baseline score of -108.7 DFS, and the 2025 score is -103.2, representing an increase of +5.5 points, indicating positive movement for the targeted groups in ELA.

In math (Metric 6.2), this action shows mixed effectiveness. All students established a baseline score of -102 DFS, and the 2025 score is -94.9 DFS, representing an increase of +7.1 points from baseline. African American students established a baseline score of -111.9 DFS, and the 2025 score is -112.6 DFS, representing a decrease of -0.6 points from baseline. EL students established a baseline score of -124.3 DFS, and the 2025 score is -114.9 DFS, representing an increase of +9.4 points from baseline. His students established a baseline score of -102.4 DFS, and the 2025 score is -93.2 DFS, representing an increase of +9.2 points from baseline. SED students established a baseline score of -102.5 DFS, and the 2025 score is -96.9 DFS, representing an increase of +5.6 points from baseline. SWD students established a baseline score of -144 DFS, and the 2025 score is -155.1 DFS, representing a decrease of -11.1 points from baseline.

Action 6.2: Action deleted for the 25/26 school year

Action 6.3: This action was fully implemented in ELA, with promising gains for all students and English Learners. In ELA (Metric 6.1), this action shows strong effectiveness. All students established a baseline score of -85.2 DFS, and the 2025 score is -66.8 DFS, representing an increase of +18.4 points from baseline. English Learner (EL) students established a baseline score of -108.7 DFS, and the 2025 score is -103.2, representing an increase of +5.5 points, indicating positive movement for the targeted groups in ELA. These results suggest that the Science of Reading training is contributing positively to ELA outcomes.

Action 6.4: Action deleted for the 25/26 school year

Action 6.5: Action deleted for the 25/26 school year

Action 6.6: This action demonstrates strong effectiveness across both aligned metrics. The decreases in suspension rates for African American students and the significant reductions in chronic absenteeism for all targeted groups — African American, Socio-Economically Disadvantaged, and White students — indicate meaningful progress. As the Ron Clark Academy House System moves toward full implementation, continued gains are anticipated. In Suspension Rate (Metric 6.3), all students established a baseline score of 5.2%, and the 2025 rate is 4.2%, representing a decrease of 1 percentage point from the baseline. African American students established a baseline score of 9.4%, and the 2025 rate is 7.8%, representing a decrease of 1.6 percentage points from the baseline. In Chronic Absenteeism (Metric 6.4), all students established a baseline score of 50.4%, and the 2025 rate is 34%, representing a decrease of 16.4 percentage points from the baseline. African American students established a baseline score of 57.6%, and the 2025 rate is 37.2%, representing a decrease of 20.4 percentage points from the baseline. SED Students established a baseline score of 50.8%, and the 2025 rate is 34.4%, representing a decrease of 16.4 percentage points from the baseline. White students established a baseline score of 47.5%, and the 2025 rate is 32.5%, representing a decrease of 11.5 percentage points from the baseline. Significant progress has been made in decreasing chronic absenteeism.

Action 6.7: This action shows emerging effectiveness. The decrease in suspension rates for African American students is encouraging, though the delayed implementation makes it difficult to fully attribute the gains to this action alone. With full implementation now in place, continued monitoring will help determine its direct impact. In Suspension Rate (Metric 6.3), the All student suspension rate has decreased by -1.0% from baseline, and African American (AA) students have seen a decrease of -1.6% from baseline. While this action experienced delays due to construction projects, the overall trend in suspension rates is positive. The contribution of this specific action to the suspension rate decrease is difficult to isolate, but the downward trend for African American students is a promising indicator.

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.

The Pacific Islanders student group has been added to metrics 6.3 and 6.4, as they are identified as a priority group for the district. Because Irwin Academy was not reidentified as an Equity Multiplier school for the 2026-27 school year, the site will prioritize Actions 6.1 and 6.6 for that year, and Actions 6.3 and 6.7 will be deleted in order to focus resources and implementation capacity on prioritized actions.

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
6.1	Small Group Instruction	Irwin Academy will provide expanded small-group instruction in ELA using the science of reading and in math to build fluency through resident substitutes. This action is directed to English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities to increase achievement in English Language Arts and Mathematics, CAASPP results as measured by 6.1 and 6.2	\$242,590.00	No
6.2	Student and Family Engagement	Irwin Academy will provide new training for teachers and parents on how to read decodable texts with students, as well as offer manipulatives and training in mathematics to support literacy and basic math skills. This action is directed to English Learners, African Americans, Hispanic, SocioEconomically Disadvantaged, and Students with Disabilities to increase achievement in English Language Arts and Mathematics CAASPP results as measured by 6.1 and 6.2 This action was deleted for the 2025-26 LCAP	\$0.00	No
6.3	Science of Reading Training for support staff to help with small group instruction	Irwin Academy will provide additional resident intervention staff, trained in OG Comprehensive and Morphology, to support students with larger reading deficits. This action is directed to All Students to increase achievement in English Language Arts CAASPP results as measured by 6.1. This action was deleted for the 2026-27 LCAP	\$0.00	No
6.4	Provide Decodable Texts	Irwin Academy will provide new decodable texts for classrooms K-4. This action will provide resources for all students, staff, and parents to support greater access to literature. This action is directed to All Students to increase achievement in English Language Arts CAASPP results as measured by 6.1. This action was deleted for the 2025-26 LCAP	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.5	School Wide Family/Community Engagement	Irwin Academy will provide additional activities to promote family/community engagement with topics to increase literacy. Although this will benefit all students and families, this action is directed to English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and White student groups to increase achievement in English Language Arts CAASPP results, build trust and relationships to reduce suspension rates, and engage families into the school communities to promote higher attendance as measured by 6.1, 6.3, and 6.4 This action was deleted for the 2025-26 LCAP	\$0.00	No
6.6	Site-wide Positive Climate and Behavior Intervention program	Irwin Academy will research, develop, and implement a new site-wide Positive Climate and Behavior Intervention program Although this will benefit all students and families, this action is directed to African Americans, Hispanic, Socio-Economically Disadvantaged, and White student groups for establishing systems and practices to reduce suspension rates, and engage students with positive recognition to promote higher attendance as measured by 6.3 and 6.4.	\$36,895.00	No
6.7	Peaceful Playground	Irwin Academy staff will be trained in the new Peaceful Playground program. Although this will benefit all students and families, this action is directed to the African American student groups for improving school climate to reduce suspension rates as measured by metric 6.3 This action was deleted for the 2026-27 LCAP	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By June 2027, Brentwood will improve performance in ELA and Math (All Students, African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Suspension (All, African American, Hispanic, Homeless, Socioeconomically Disadvantaged, Pacific Islander, Students with Disabilities, White), and Chronic Absenteeism (African American and Pacific Islander), and ELPI for English Learners, over the course of the three year LCAP cycle.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is required due to Brentwood qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non stability rate of greater than 25% (Brentwood is 29.2%) and a socio-disadvantaged rate greater than 70% (Brentwood is at 90.2%).

Based on the 2025 Dashboard in ELA, student groups are underperforming with an average of 95.1 points below standard. In Mathematics, student groups are underperforming, with an average of 128.4 points below standard. The most significant groups underperforming are: English Learners who maintained at 2.5 points, Hispanic students maintained at -0.6 points, Students with Disabilities maintained at -1.5 points, and Socioeconomically Disadvantaged students maintained at -0.1 points.

Inequalities continue in absenteeism, but there has been a decline. Brentwood has a high overall average of 43.5% in Chronic Absenteeism. We experienced a decline in English Learner (6.6%), Hispanic (7%), Students With Disabilities (2.4%), Socioeconomically Disadvantaged (6.2%), White (1.1%), and African Americans (4.7%). We continue efforts in multiple attendance intervention meetings and positive attendance incentives.

For suspension rates, while the school rate remains high, there were decreases among certain groups: African American (1%), Hispanic (4.3%), Socioeconomically Disadvantaged (2.7%), English Language Learners (2.9%), White (4.8%), Students With Disabilities (4%), and Foster Youth (19%), Pacific Islander, (not a significant data group). We continue efforts in structured play zones at recess and working with teachers effective non-structured time in classrooms.

When determining goals for the Equity Multiplier we targeted student groups that have shown negative growth on our California Dashboard indicators. While we anticipate our targeted actions will support all student growth, the purpose of our goals is to make up for any loss in

progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental growth over the course of the three years.

When determining our actions, we have shared our Dashboard data, as well as our site and district performance indicators, with our educational partners groups, such as the School Site Council, English Language Advisory Committee, Pastries with the Principal, and during leadership, classified and certificated staff meetings. Furthermore, we are working to expand our parent groups to ensure all subgroups have a voice in future actions. During these meetings, we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have resulted from these meetings. The actions indicated are research-based and data-driven. Actions will focus on sustainable practices over programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	VESD Running Records Assessment Grades 1-2 Local assessment measuring percent of second grade students at or above grade level in reading proficiency Source: VESD Local Benchmark Assessments	Spring 2024 All Grade 1: 18% All Grade 2: 25%	Spring 2025 All Grade 1: 16% All Grade 2: 30%	Spring 2026 All Grade 1: 21.25% All Grade 2: 46.59%	Spring 2027 All Grade 1: 21% All Grade 2: 33%	Spring Benchmarks: All Grade 1: +3.25% All Grade 2: +21.59%
7.2	VESD ELA Benchmark Grades 3-6 District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2024 All 8.9% AA 6.2% EL 7.9% His 9.9% SED 7.1% SWD 3.8%	Winter 2025 All 6.7% AA 4.6% EL 0% His 7.7% SED 5.4% SWD 1%	Winter 2026 All 2.33 % AA 2.24% EL 0% HIS 2.7% SED 2.02% SWD 1.23%	Winter 2027 ALL 11.9% AA 10.2% EL 11.0% His 13.0% SED 11.1% SWD 7.8%	All -6.57% AA -3.96% EL -7.9% HIS -7.2% SED -5.08% SWD -2.57%
7.3	VESD Mathematics Benchmark Grades 1-6	Winter 2024 All 11.4%	Winter 2025 All 5.0%	Winter 2026 All 1.7%	Winter 2027 ALL 14.4%	All -9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	AA 9.1% EL 16.1% His 12.9% SED 11% SWD 6%	AA 5.5% EL 5.1% His 4.3% SED 2.3% SWD 2.7%	AA 4.71% EL 3.08% HIS 7.63% SED 6.3% SWD 1.9%	AA 13.1% EL 19.7% His 16.0% SED 14.5% SWD 10%	AA -4.39% EL -13.02% His -5.27% SED -4.7% SWD -4.1%
7.4	Suspension Rate- Brentwood and Student Group Percent of students suspended at least once Source: California School Dashboard	2023 All Students 14.5% AA 19.6% EL 11.1% FY 35.7% His 11.4% Two or more Races 16.7% SED 14.7% SWD 16.9% White 14.8% PI not a significant student group 2025 Dashboard HOM 16.7%	2024 All Students 11.3% AA 18.6% EL 8.2% FY 16.7% His 7.1% Two or more Races 17.2% SED 12% SWD 12.8% White 10% PI not a significant student group	2025 All Students 11.5% AA 19.7% EL 4.8 % FY 12.8% HIS 7.3% Two or more Races 11.1% SED 12% SWD 17.2 % White 10.9%	2026 All Students 9.5% AA 11.6% EL 8.1% FY 14.5% His 5% Two or more Races 10.7% SED 8.7% SWD 10.9% White 8% PI Not a significant student group HOM 16.7%	All Students -3% AA +0.1% EL -6.3% FY -22.9% His -4.1% Two or more Races -5.6% SED -2.7% SWD +0.3% White -3.9% PI not a significant student group 2025 Dashboard HOM Not Applicable
7.5	Chronic Absenteeism Rate- Brentwood and Student Group Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 All 49.3% AA 56.1% PI not a significant student group	2024 All 43.5% AA 51.4%	2025 All 41.4% AA 47.4% PI not a significant student group	2026 All 43.3% AA 47.1% PI not applicable	All -7.9% AA -8.7% PI not applicable
7.6	CAASPP ELA- District	2023	2024	2025	2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Source: California School Dashboard	AA -116.9 DFS SED -105.9 DFS 2025 Dashboard ALL -99.9 DFS EL - 92.9 DFS HI - 91.6 DFS SWD - 151.4 DFS	AA -121.4 DFS SED -98.7 DFS	AA-124.5 DFS SED-103.9 DFS ALL -99.9 DFS EL - 92.9 DFS HI -91.6 DFS SWD -151.4 DFS	AA -86.9 DFS SED -78.9 DFS ALL - 96.9 DFS EL - 89.9 DFS HI - 88.6 DFS SWD - 148.4 DFS	AA -7.6 DFS SED +2 DFS ALL - not applicable EL- not applicable HI- not applicable SWD- not applicable
7.7	CAASPP Math- District Distance from Standard (DFS) Source: California School Dashboard	2023 AA -150.1 2025 Dashboard ALL -133.9DFS EL -114.5 DFS HI-129.4 DFS SED -139.5 DFS SWD - 185.1 DFS	2024 AA -145.5	2025 AA-151.5 ALL -133.9 DFS EL -114.5 DFS HI- 129.4 DFS SED -139.5 DFS SWD - 185.1 DFS	2026 AA -135.1 ALL -130.9 DFS EL - 111.5 DFS HI -126.4 DFS SED - 136.5 DFS SWD -182.1 DFS	AA -1.4 ALL- not applicable EL-not applicable HI-not applicable SWD-not applicable
7.8	ELPI Percentage of students gaining language acquisition Source: California School Dashboard	2025 Dashboard EL 32.4%	Not applicable	2025 Dashboard EL 32.4%	2026 Dashboard EL 35%	EL Not applicable

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.

Actions 7.1 to 7.6 were fully implemented.

Action 7.1 – Culturally Responsive Instruction was fully implemented through the use of outside organizations. The Highlanders Boxing Club worked weekly in eight week increments with all fourth, fifth, and sixth grade students as well as teachers to promote fairness, leadership, teamwork and social justice. In addition, InnerPeace therapy worked with small groups of students grades 1-6 to develop self regulation skills, social skills and communication skills.

Action 7.2 – Materials to Enhance Instruction and Learning Environment was fully implemented. Four additional resident subs were hired to run daily small group reading intervention for all grades. Data collection shows an increased need to support literacy in upper grades. New furniture to house books as well as SEL materials were purchased for teachers. The Wyland Foundation's mobile sea and clean water lab was brought to the site and made accessible to all students TK-6 to provide instruction on water conservation, human impact on the ecosystem, climate and clean water.

Action 7.3 – Parent Engagement was fully implemented, with three site based family nights hosted throughout the 2025-2026 school year. A family library and math/literacy resource station was created to support families with materials to engage with their child and support their learning needs at home. These events fostered healthy partnerships between staff and families, promoting engagement and a community based school.

Action 7.4 – Data-Informed Decision Making was fully implemented. The school engaged in ongoing conversations to better align support systems with the "Main Thing" framework. Grade levels and whole staff collaborated and rubrics were established TK-6 for literacy and mathematics. Data collected from small group reading intervention was used to target intermediate students and support Tier 2 students in the areas of reading, comprehension and fluency.

Action 7.5 – Culturally Responsive Teaching Practices was fully implemented. Teachers had the opportunity to engage in SEL conferences across the country. The information, learnings and resources received was presented during staff meetings in order to promote a culture of continuous learning and ensure the knowledge and instructional practices benefit all staff. InnerPeace conducted a PD day to all certificated staff sharing practical strategies for responding to student trauma and implementing trauma-informed practices, ensuring that all teachers are equipped with the skills needed to support students' social-emotional needs. There was no cost to the PD, however, we used equity funds to support tools for student social-emotional development in the classroom. By building staff capacity in this area, the school fosters a safe, supportive learning environment that leads to more successful educational outcomes for all students.

Action 7.6 – Student Leadership was fully implemented. A student leadership team was established, they provided input on site based decisions regarding student activities, supported community building on site and supported multiple methods of PBIS and BARK expectations. Their research was presented to both site administration as well as the school board in order to highlight their effective planning and problem solving strategies.

Successes in Goal 7 include additional staff and student buy in, as more excitement and engagement was evident with student leadership participation and positive educational partner feedback.

A couple of challenges in Goal 7 include limited participation in our family nights, which we attribute to a change in our communication platform. Conferences were optional as well, and not all staff took advantage of this opportunity.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

There are no material differences for action 7.1

There was a material difference for action 7.2. Allocated amounts budgeted for resident substitutes cost less than anticipated.

There are no material differences for action 7.3

There was a material difference for action 7.4. The original budgeted amount for 25-26 was over budgeted as well as data collaboration days took place on minimum days therefore subs were not required.

There was a material difference for action 7.5. There was a material difference due to PD days not costing as much as originally anticipated.

Action 7.6 reports a material difference. Funds were overestimated for the anticipated costs for student leadership opportunities.

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

Action 7.1 – Culturally Responsive Instruction

This action implements instructional practices and supports that incorporate students' diverse backgrounds to increase student achievement in ELA and Math, as measured by Metrics 7.1, 7.2, 7.3, 7.6, and 7.7.

Metric 7.1 (Running Records, Grades 1–2): The current difference from baseline shows strong growth for All Students in Grade 1 (+3.25%) and Grade 2 (+21.59%), indicating that early literacy efforts connected to culturally responsive instruction are yielding positive results.

Metric 7.2 (ELA Benchmarks, Grades 3–6): The current difference from baseline shows declines for All Students (-6.57%), African American students (-3.96%), English Learners (-7.9%), Hispanic students (-7.2%), Socioeconomically Disadvantaged students (-5.08%), and Students with Disabilities (-2.57%). This suggests the action has not yet demonstrated effectiveness in improving upper-grade ELA benchmark performance for any targeted group.

Metric 7.3 (Math Benchmarks, Grades 1–6): Results show declines for All Students (-9.7%), English Learners (-13.02%), Hispanic students (-5.27%), Socioeconomically Disadvantaged students (-4.7%), and Students with Disabilities (-4.1%). African American students showed growth of -4.39% from baseline.

Metric 7.6 (CAASPP ELA, Dashboard DFS): African American students declined -7.6 DFS from baseline.

Metric 7.7 (CAASPP Math, Dashboard DFS): African American students showed a decline of -1.4 DFS from baseline.

Summary: This action shows promising results in early literacy (Metric 7.1), particularly for Grade 2 students. However, it has not yet demonstrated effectiveness in improving upper-grade ELA and Math outcomes for most targeted student groups. African American students showed growth in Math benchmarks (+4.39%) but declined in CAASPP ELA (-7.6 DFS). Continued refinement of culturally responsive instructional practices is warranted, particularly for English Learners and Socioeconomically Disadvantaged students.

Action 7.2 – Materials to Enhance Instruction and Learning Environment

This action ensures students have access to high-quality resources, technology, furniture, and academic materials to enhance the learning environment, as measured by Metrics 7.1, 7.2, and 7.3.

Metric 7.1 (Running Records, Grades 1–2): All Students in Grade 1 gained +3.25% and Grade 2 gained +21.59% from baseline, suggesting that additional materials and resident substitutes running daily small group reading intervention are supporting early literacy growth for All

Students, including African American, Socioeconomically Disadvantaged, English Learner, Foster Youth, Hispanic, and students of Two or More Races.

Metric 7.2 (ELA Benchmarks, Grades 3–6): Declines are evident for All Students (-6.57%), African American students (-3.96%), English Learners (-7.9%), Hispanic students (-7.2%), Socioeconomically Disadvantaged students (-5.08%), and Students with Disabilities (-2.57%). Despite the investment in materials and resources, upper-grade ELA performance has not yet improved.

Metric 7.3 (Math Benchmarks, Grades 1–6): Declines are present for All Students (-9.7%), English Learners (-13.02%), Hispanic students (-5.27%), Socioeconomically Disadvantaged students (-4.7%), and Students with Disabilities (-4.1%). African American students showed growth of +4.39% from baseline.

Summary: This action has shown effectiveness in supporting early literacy growth (Metric 7.1), particularly through the use of resident substitutes for daily small group reading intervention. However, it has not yet demonstrated effectiveness in improving upper-grade ELA or Math benchmark outcomes for the majority of targeted student groups. English Learners experienced the most significant declines across both ELA (-7.9%) and Math (-13.02%) benchmarks. Literacy outcomes for upper grades need to be improved.

Action 7.3 – Parent Engagement

This action expands partnerships with parents and families through family nights, a family library, and math/literacy resource stations, as measured by Metrics 7.1, 7.2, and 7.3.

Metric 7.1 (Running Records, Grades 1–2): Positive gains of +3.25% for Grade 1 and +21.59% for Grade 2 from baseline suggest that parent engagement efforts, including at-home practice materials, may be contributing to early literacy improvements for All Students, including African American, Socioeconomically Disadvantaged, English Learner, Foster Youth, Hispanic, and students of Two or More Races.

Metric 7.2 (ELA Benchmarks, Grades 3–6): Declines persist for All Students (-6.57%), African American students (-3.96%), English Learners (-7.9%), Hispanic students (-7.2%), Socioeconomically Disadvantaged students (-5.08%), and Students with Disabilities (-2.57%). The impact on upper-grade ELA achievement has not yet materialized.

Metric 7.3 (Math Benchmarks, Grades 1–6): Declines continue for All Students (-9.7%), English Learners (-13.02%), Hispanic students (-5.27%), Socioeconomically Disadvantaged students (-4.7%), and Students with Disabilities (-4.1%). African American students showed a positive gain of +4.39% from baseline.

Summary: This action shows potential effectiveness in supporting early literacy (Metric 7.1) and building community partnerships. However, it has not yet demonstrated measurable effectiveness in improving upper-grade ELA or Math outcomes for the majority of targeted student groups. Strengthening the connection between parent engagement activities and specific academic strategies for English Learners, Foster Youth, and Socioeconomically Disadvantaged students may enhance the impact.

Action 7.4 – Data-Informed Decision Making

This action uses additional grade-level collaboration days to analyze student outcomes and target strategies for small group instructional interventions, as measured by Metrics 7.1, 7.2, and 7.3.

Metric 7.1 (Running Records, Grades 1–2): Gains of +3.25% for Grade 1 and +21.59% for Grade 2 from baseline suggest that data-informed practices are contributing to early literacy growth for All Students, including African American, Socioeconomically Disadvantaged, English Learner, Foster Youth, Hispanic, and students of Two or More Races.

Metric 7.2 (ELA Benchmarks, Grades 3–6): Declines are evident for All Students (-6.57%), African American students (-3.96%), English Learners (-7.9%), Hispanic students (-7.2%), Socioeconomically Disadvantaged students (-5.08%), and Students with Disabilities (-2.57%).

Metric 7.3 (Math Benchmarks, Grades 1–6): Declines continue for All Students (-9.7%), English Learners (-13.02%), Hispanic students (-5.27%), Socioeconomically Disadvantaged students (-4.7%), and Students with Disabilities (-4.1%). African American students showed growth of +4.39% from baseline.

Summary: This action shows promise in early literacy (Metric 7.1) but was only partially implemented. The significant material difference (90.87%) and limited implementation have likely constrained its effectiveness in upper-grade ELA and Math. Full implementation with appropriate funding could strengthen the impact for all targeted student groups.

Action 7.5 – Culturally Responsive Teaching Practices

This action provides professional development for staff in culturally responsive teaching and restorative practices, as measured by Metrics 7.1, 7.2, and 7.3.

Metric 7.1 (Running Records, Grades 1–2): Gains of +3.25% for Grade 1 and +21.59% for Grade 2 from baseline suggest that the professional development may be contributing to a positive, safe learning environment that supports early literacy for All Students, including African American, Socioeconomically Disadvantaged, English Learner, Foster Youth, Hispanic, and students of Two or More Races.

Metric 7.2 (ELA Benchmarks, Grades 3–6): Declines are present for All Students (-6.57%), African American students (-3.96%), English Learners (-7.9%), Hispanic students (-7.2%), Socioeconomically Disadvantaged students (-5.08%), and Students with Disabilities (-2.57%). The connection between trauma-informed/SEL-focused PD and specific ELA instructional strategies for upper grades has not yet been established.

Metric 7.3 (Math Benchmarks, Grades 1–6): Declines are evident for All Students (-9.7%), English Learners (-13.02%), Hispanic students (-5.27%), Socioeconomically Disadvantaged students (-4.7%), and Students with Disabilities (-4.1%). African American students showed growth of +4.39% from baseline.

Summary: This action has laid important groundwork through professional development in culturally responsive and trauma-informed practices. While early literacy gains (Metric 7.1) are encouraging, the partial implementation (34.32% material difference) has limited the action's measurable impact on upper-grade ELA and Math outcomes. The disconnect between SEL-focused PD and academic content instruction in upper grades is a key area for improvement.

Action 7.6 – Student Leadership

This action empowers students to advocate for themselves through a student leadership team that supports decision-making, community building, and PBIS/BARK expectations, as measured by Metrics 7.4 and 7.5.

Metric 7.4 (Suspension Rate): The current difference from baseline shows meaningful decreases for most student groups: All Students (-3.0%), English Learners (-6.3%), Foster Youth (-22.9%), Hispanic students (-4.1%), Socioeconomically Disadvantaged students (-2.7%), White students (-3.9%), and Two or More Races (-5.6%). However, African American students showed a slight increase (+0.1%) and Students with Disabilities showed a slight increase (+0.3%).

Metric 7.5 (Chronic Absenteeism): The current difference from baseline shows positive decreases: All Students (-7.9%) and African American students (-8.7%).

Summary: This action has demonstrated the strongest effectiveness of any action in Goal 7 in making progress toward the suspension and chronic absenteeism targets. Suspension rates have decreased for 7 of 9 tracked student groups, with Foster Youth showing the most dramatic improvement (-22.9%). Chronic absenteeism has also declined meaningfully for All Students (-7.9%) and African American students

(-8.7%). Continued attention to African American students (+0.1%) and Students with Disabilities (+0.3%) in suspension data is recommended.

Overall Goal 7 Summary
 Brentwood's Equity Multiplier goal shows a clear pattern: early literacy (Metric 7.1) is an area of strong growth, with Grade 2 students improving by +21.59% from baseline. Suspension rates (Metric 7.4) and chronic absenteeism (Metric 7.5) have also shown meaningful improvement, with Foster Youth suspension rates declining by -22.9% and African American chronic absenteeism declining by -8.7%. However, upper-grade ELA benchmarks (Metric 7.2) and Math benchmarks (Metric 7.3) remain areas of significant concern, with all student groups declining from baseline except African American students in Math (+4.39%). English Learners show the most significant declines across both subjects. The CAASPP data (Metrics 7.6 and 7.7) shows mixed results for the student groups with available baseline data. The data suggests that Actions 7.6 (Student Leadership) has been the most effective action in Goal 7, while Actions 7.1–7.5 have been effective for early literacy but have not yet translated into upper-grade academic gains.

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.

Due to additional student groups being identified from the 2025 Dashboard, the Goal Description was updated to reflect a focus on these student groups.
 Due to additional student groups being identified from the 2025 Dashboard, changes were made to the following metrics: M. 7.4 (PI, Homeless), M 7.5 (PI), M 7.6 (All, EL, HIS, SWD), M 7.7 (All, EI, HIS, SED, SWD).
 Due to EL students being identified on the 2025 dashboard for ELPI, M 7.8 has been added as well as action 7.7 to address this need.

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
7.1	Culturally Responsive Instruction	Implement new instructional practices and supports that incorporate students' diverse backgrounds, experiences, and perspectives into the curriculum, social-emotional development and interactions in order to increase student achievement in ELA and Math. This action will benefit all students including African American and Socioeconomically Disadvantaged student outcomes in metrics 7.1, 7.2, 7.3, 7.6, and 7.7.	\$307,824.00	No
7.2	Materials to enhance instruction and learning environment	Ensure students have access to additional high-quality resources, including technology, furniture and academic materials to enhance the learning environment and produce positive academic outcomes. This	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
		action will benefit all students, including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.		
7.3	Parent Engagement	Expand partnerships with parents and families to support student learning and foster collaboration among the school community. This action will benefit all students, including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.	\$46,128.00	No
7.4	Data-Informed Decision Making	Use additional grade level collaboration days to analyze student outcomes, state standards, and target strategies for small group instructional interventions to increase student achievement in ELA and Math, student attendance and decrease suspension rates. This action will benefit all students including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3	\$9,159.00	No
7.5	Culturally Responsive Teaching Practices	Provide new training and professional development opportunities for staff to deepen their understanding of culturally responsive teaching practices and restorative practices to increase student achievement in ELA, Math, and ensure students are in the right mindset to learn. This action will benefit all students including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.	\$253,716.00	No
7.6	Student Leadership	Empower students to advocate for themselves within the school community by providing environments and opportunities for them to participate in decision-making processes to increase student engagement and academic outcomes. This action will benefit all students including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.4 and 7.5	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.7	EL Language Support	Provide all English Learners with instructional support to build their capacity for language, both in speaking, reading and writing. This action will include EL students and reflect outcomes in metrics 7.1, 7.2, 7.3, and 7.8.	\$60,441.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June 2027, Lomitas Elementary will implement targeted ELA and math interventions to improve academic outcomes for all students, with continued emphasis on strengthening mathematics supports for Students with Disabilities. The school will also prioritize improving school climate by reducing suspensions for Two or More Races and Foster Youth students, and address attendance barriers contributing to chronic absenteeism among Pacific Islander students. In addition, Lomitas will provide targeted language and academic supports for English Learners to strengthen language acquisition and reclassification outcomes.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Lomitas – A Community of Learners is committed to fostering an equitable and inclusive environment that empowers all students to achieve academic and social success. Guided by meaningful input from educational partners, the school is prioritizing support for all students, with a targeted emphasis on the specific subgroups identified through a needs analysis of current California Dashboard data.

Building on Year 1 implementation, key priorities for Year 2 focus on: (1) continuing intensive math interventions for Students with Disabilities, who remain in the Red performance level for mathematics despite modest growth; (2) reducing suspension rates for Two or More Races and Foster Youth students, both of whom are showing elevated and/or increasing suspension rates that require intentional climate and restorative supports; and (3) monitoring and improving attendance for Pacific Islander students in alignment with the district's equity focus on chronic absenteeism, as this subgroup's academic progress is being held back by attendance gaps.

This equity multiplier prioritizes additional personnel and resources to Lomitas Elementary to improve school climate and implement targeted academic interventions. According to 2025 California Dashboard data, the following areas require significant attention:

- ELA: The All-student group scored -75.6 DFS, the Hispanic student group scored -76.7 DFS, the African American student group scored -86.2 DFS, the English Learner student group scored -95.7 DFS, the Socioeconomically Disadvantaged student group scored -78 DFS, and the Students with Disabilities student group scored -128 DFS.
- Math: The All-student group scored -106.2 DFS, the Hispanic student group scored -108.8 DFS, the African American student group scored -110.6 DFS, the English Learner student group scored -130.5 DFS, the Socioeconomically Disadvantaged student group scored -107.8 DFS, and the Students with Disabilities student group scored -161.8 DFS (Red).
- English Learner Progress: 41.4% making progress (increased 9.7%).
- Suspension Rate: The All-student group had a suspension rate of 4.4%. The Two or More Races student group had an 8.8% suspension rate (newly reportable). The Foster Youth student group had an 8.7% suspension rate. The African American student

group had an 8.7% suspension rate. The Socioeconomically Disadvantaged student group had a 5% suspension rate. The Students with Disabilities student group had a 3.6% suspension rate.

- **Chronic Absenteeism:** The All-student group had a 30.1% chronic absenteeism rate. In alignment with the district's focus, Pacific Islander students are being monitored, as chronic absenteeism remains a barrier to their academic progress even as their academic scores have shown improvement.

Educational partners consisting of our School Site Council, English Learner Advisory Committee (ELAC), teachers, support staff, leadership team, and PBIS team have spent dedicated time to collaboratively develop a shared goal rooted in the needs of our school community. Through these ongoing conversations, our educational partners have prioritized expanding instructional opportunities, strengthening in-school academic interventions, enhancing behavioral support systems, and increasing access to counseling services that support students' self-management and social-emotional growth. These strategies are designed to close equity gaps and foster an inclusive environment where every student is equipped with the resources and support necessary to succeed.

The 2025-26 Equity Multiplier goal and actions were shaped by ongoing feedback from Lomitas Elementary's educational partners, including our School Site Council, ELAC, teachers, students, and families. Students expressed enthusiasm for expanding the leadership opportunities in Action 8.10 to build a student committee focused on community contribution, and parents have increasingly volunteered in response to the 21st century skill demonstrations they have witnessed. Teachers shared that the continued focus on literacy, ELD instruction, and the professional development and materials provided through Actions 8.3, 8.4, 8.5, and 8.6 have allowed them to better target instruction and strengthen school-to-home connections. Teachers also expressed a desire to see the resident intervention support in Action 8.2 fully implemented and expanded to include a connection to math, as its impact was evident when available, and highlighted the importance of continuing to build school climate supports through Actions 8.8 and 8.9, particularly to address suspension rates among our multi-racial and Pacific Islander students. Based on this feedback and a review of the 2025 California Dashboard data, Lomitas Elementary is sustaining its current goal into the 2026-27 school year with targeted updates to strengthen alignment and address emerging needs.

To align the goal with community needs, the district collaborated extensively with educational partners through community conversations, including educators, families, community members, and student representatives. Educational partners highlighted the importance of culturally responsive practices, targeted supports, and evidence-based strategies to meet the diverse needs of all learners. Specifically, the Pacific Islander community's needs around attendance and belonging were elevated through this consultation process, underscoring the importance of culturally affirming supports that address barriers to consistent school attendance.

This goal also reinforces our commitment to transparency and accountability by addressing the root causes of disparities and focusing on the whole child. Equity Multiplier funding will enhance our existing resources—including LCFF—by supporting the implementation of restorative practices, intensive academic interventions, and professional development that meets the unique needs of historically underserved student groups. Through this comprehensive approach, we aim to increase student engagement, reduce suspension rates, improve attendance, and drive measurable improvements in academic achievement for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CAASPP ELA	2024	2024	2025	2026	Status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Source: California School Dashboard	All - 88.1 His - 91.5 AA - 99.2 EL - 110.1 SED - 92.5 SWD - 146	All - 88.1 His - 91.5 AA - 99.2 EL - 110.1 SED - 92.5 SWD - 146	All - 75.6 His - 76.7 AA - 86.2 EL - 95.7 SED - 78 SWD - 128	All - 82.1 His - 81.5 AA - 85.2 EL - 100.1 SED - 82.5 SWD - 128	All - Improved 12.5 His - Improved 14.8 AA - Improved 13 EL - Improved 14.4 SED - Improved 14.5 SWD - Improved 18
8.2	CAASPP Math Distance from Standard (DFS) Source: California School Dashboard	2024 All - 113.8 His - 117.6 AA - 117.4 EL - 133.7 SED -117.9 SWD-161.9	2024 All - 113.8 His - 117.6 AA - 117.4 EL - 133.7 SED -117.9 SWD-161.9	2025 All - 106.2 His - 108.8 AA - 110.6 EL - 130.5 SED -107.8 SWD-161.8	2026 All - 107.8 His - 107.6 AA - 107.4 EL - 121.7 SED - 89.5 SWD - 143.9	Status All - Improved 7.6 His - Improved 8.8 AA - Improved 6.8 EL - Improved 3.2 SED - Improved 10.1 SWD - Improved 0.1
8.3	CAASPP Suspension Rates Distance from Standard (DFS) Source: California School Dashboard	2024 All - 6.3% AA - 14.1% FY - 16.2% SED - 6.8% SWD -6.8% 2025 Two or More Races- 8.8% PI - Not a significant student group	2024 All - 6.3% AA - 14.1% FY - 16.2% SED - 6.8% SWD -6.8%	2025 All - 4.4% AA - 8.7% FY - 8.7% SED - 5% SWD -3.6% 2025 Two or More Races - 8.8% PI - Not a significant student group	2026 All - 4.3% AA - 8.1% FY - 10.2% SED - 4.8% SWD - 4.3% 2026 Two or More Races - 5.8% PI - Not a significant student group	Status All - Improved 1.9% AA - Improved 5.4% FY - Improved 7.5% SED - Improved 1.8% SWD - Improved 3.2% 2025 Two or More Races - Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						PI - Not Applicable
8.4	CAASPP ELPAC Progress Rate Source: California School Dashboard	2024 31.7% making progress	2024 31.7% making progress	2025 41.4% making progress	2026 37.7% making progress	9.7% improved progress
8.5	Chronic Absenteeism Rate for Pacific Islanders Source: California School Dashboard	2025 All - 30.1% PI - Not a significant student group	2024 Not Applicable	2025 All - 30.1% PI - Not a significant student group	2026 All - 29.1% PI - Not a significant student group	Status All - Not Applicable PI - Not a significant student group

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.

2025-2026 School Year:

Action 8.1: SEL-Integrated Instruction

Implementation Status: Fully Implemented with a substantive change

SEL was actively embedded into daily instruction through multiple concrete steps: kindergarten purchased culturally relevant SEL books to ensure all students could connect with the lessons; staff participated in a dedicated January Professional Development Day to review SEL-integrated instruction strategies and strengthen schoolwide alignment; and PBIS signage was designed and approved by the business department, with installation still pending vendor availability.

Action 8.2: Targeted Academic Interventions

Implementation Status: Partially Implemented

Implementation was significantly delayed due to the inability to hire one of the two positions opened for Resident Substitute. Additionally, we were further impacted due to the extended illness of the hired Resident Substitute beginning in September 2025.

Action 8.3: Targeted ELD Intervention

Implementation Status: Partially Implemented

Literacy Footprint readers were purchased and distributed to support small-group ELD instruction in grades kinder and first, but not second. ELD professional development was completed. Small-group instruction in both ELA and math fluency was delivered to English Learners as planned.

Action 8.4: Support Staff Training & Professional Development

Implementation Status: Not Implemented

Training for Resident Intervention staff could not proceed due to the staffing vacancy of one of the Resident Substitutes and by the second Resident Substitute's long-term illness. With no staff available to train, this action was deferred to the 2026–27 school year. Implementation remains a priority to ensure intervention staff are equipped to deliver the structured small-group instruction model intended under Action 8.2.

Action 8.5: Literacy Strategies & Instructional Models

Implementation Status: Partially Implemented

The Response to Text professional development contract was executed and updated throughout the year to include grade-level-specific sessions. Three sessions were rescheduled due to substitute availability, but one session was redistributed into the February through May 2026 calendar. Grade-level implementation training was added to ensure teachers could apply the strategies directly in their classrooms.

Action 8.6: Equitable Learning Resources

Implementation Status: Partially Implemented

Many key instructional tools were acquired and put into use, and monthly reading goals were established across grade levels utilizing the new materials. SmartBoard purchases were deliberately deferred pending staff site visits to Partner in Education network schools, ensuring that technology investments would be informed by best practice before purchase.

Action 8.7: Parent Engagement

Implementation Status: Partially Implemented

Three parent engagement events were held: a Conscious Kindness and SEL event, a Family Literacy Night, and a Paint Night that drew approximately 100 attendees. Each of these were contracted events though. The school has not yet successfully transitioned to a staff-led model for these events, which would reduce the reliance on outside facilitation and ensure sustainability beyond the grant cycle.

Action 8.8: Data-Informed Decision Making

Implementation Status: Fully Implemented

All grade levels participated in dedicated collaboration days focused on standards-based instruction and analysis of CAASPP and benchmark data. These sessions gave teachers structured time to identify performance gaps, plan targeted strategies for small-group instruction, and align classroom practice with student performance trends. Although we did not spend our full budget, we were able to fully implement this with the use of our on-site resident substitutes supervising classes instead of having to hire extra staff.

Action 8.9: SEL Training

Implementation Status: Partially Implemented

PBIS and Capturing Kids' Hearts (CKH) contracts were established and implemented. Staff elected a PBIS fidelity model as their focus, monthly CKH cohort meetings were held, and a campus traction day was completed for each contract. The consistent investment in staff training around restorative practices and social-emotional learning created a more unified and supportive approach to student behavior across the campus. Currently though, only 63% of our certificated staff is trained in CKH 1 and two new classified staff members have not yet been trained.

Action 8.10: Empowered Student Leadership

Implementation Status: Partially Implemented

A student leadership group was established and participated in schoolwide decision-making through peer-led initiatives and leadership councils. Due to staffing shortages, our student-leadership initiative was not fully developed and will continue to be prioritized to ensure students continue to focus on developing and practicing 21st century skills. Students participated in community events where they demonstrated the skills they were developing at school, and student leaders designed school merchandise. These opportunities reinforced the behavioral strategies introduced through Actions 8.1 and 8.9 and gave students meaningful ownership of school culture.

Successes in Goal 1 include Response to Text professional development (Action 8.5), as teachers, staff, and students all had higher levels of confidence in their teaching and learning, respectively. Our parent training (Action 8.7) was also successful, as we launched a literacy and SEL night.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 8.1: SEL-Integrated Instruction: This action had a material difference. Expenditures greatly exceeded our original budget due to additional hours needed for Noon Duty Supervisors, added Capturing Kids' Hearts training for new classified staff, and PBIS materials were needed that were not originally anticipated.

Action 8.2: Targeted Academic Interventions: This action had a material difference. Expenditures fell significantly below the budgeted amount due to two compounding staffing challenges. One of the two Resident Substitute positions could not be filled for a significant portion of the year, and the hired Resident Substitute experienced an extended illness beginning in September 2025. Because the budget was built around two Resident Substitutes providing full-year intervention support, the sustained vacancies meant that personnel costs and associated benefits were not incurred as planned. Both positions were filled in the third trimester and intervention instruction resumed at that time.

Action 8.3: Targeted ELD Intervention: This action had a material difference. Literacy Footprint readers were purchased and distributed for kindergarten and first grade as planned; however, materials for second grade were not acquired, resulting in a partial rather than full expenditure. The minor remaining balance reflected the incomplete grade-level material distribution.

Action 8.4: This action had a material difference. Support Staff Training & Professional Development: No expenditures were made under this action. Training for Resident Intervention staff was contingent on having staff available to train. Because one Resident Substitute position remained vacant for much of the year and the second experienced a long-term illness, no training was delivered and no funds were expended. This action was deferred in its entirety to the 2026–27 school year.

Action 8.5: This action had a material difference. Literacy Strategies & Instructional Models: Three of the six Response to Text professional development sessions were rescheduled due to substitute availability, with one redistributed into the February through May 2026 calendar.

Action 8.6: This action had a material difference. Equitable Learning Resources: The primary driver of the spending gap was the deliberate deferral of SmartBoard purchases. Staff site visits to Partner in Education network schools had not yet been completed, and leadership determined that technology investments should be informed by observed best practices before procurement proceeded.

Action 8.7: Parent Engagement: This action had a material difference. Three parent engagement events were held through contracted facilitation. The school had not yet transitioned to a staff-led model, meaning budgeted costs associated with staff-led delivery and take-home resource kits were not fully incurred.

Action 8.8: Data-Informed Decision Making: This action had a material difference. On-site Resident Substitutes supervised classes during collaboration days, eliminating the need to hire external substitutes. All grade levels participated in dedicated collaboration days as planned; the lower expenditure reflected efficient use of existing staff rather than a gap in implementation.

Action 8.9: SEL Training: This action had a material difference. Full staff participation in CKH and PBIS training had not yet been achieved as of the reporting date. PBIS and CKH contracts were active and monthly cohort meetings were held; however, only 63% of certificated staff had completed CKH Level 1 training and two classified staff members had not yet been trained. Budgeted conference costs for the CKH conference and Innovative Schools Summit had not yet been fully incurred, as remaining training was scheduled for later in the school year.

Action 8.10: Empowered Student Leadership: This action had a material difference. The student leadership initiative was not fully developed during the 2025–26 school year due to staffing shortages.

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

2025-2026 School Year:

Action 8.1: SEL-Integrated Instruction

Action 8.1 has been effective. Where implementation occurred — through culturally relevant literature, staff professional development, and PBIS planning — positive climate outcomes are evident in Metric 8.3 (Suspension Rates). The most notable gains are among Foster Youth, with a 7.5% improvement (from 16.2% to 8.7%), and African American students, with a 5.4% improvement (from 14.1% to 8.7%), suggesting that the SEL-integrated approach is reaching some of the most historically impacted student groups. Improvements for SED students (1.8% improvement, from 6.8% to 5%) and SWD students (3.2% improvement, from 6.8% to 3.6%) also indicate positive momentum. The All-student group improved 1.9% overall (from 6.3% to 4.4%).

Action 8.2: Targeted Academic Interventions

Action 8.2 has been partially effective. During the first trimester, there were no staff to fill the positions of resident substitute. However; during the second and third trimesters, two resident substitutes were hired and able to partially implement an intervention program in which students who were struggling academically were given small group intervention support. While ELA results in Metric 8.1 show strong gains across all subgroups — All students improved 12.5 points (from -88.1 to -75.6), African American students improved 13 points (from -99.2 to -86.2), English Learners improved 14.4 points (from -110.1 to -94.7), Hispanic students improved 14.8 points (from -91.5 to -76.7), SED students improved 14.5 points (from -92.5 to -78), and Students with Disabilities improved 18 points (from -146 to -128) — these gains are attributable to other actions rather than this one. In Math (Metric 8.2), progress is more uneven: All students improved 7.6 points (from -113.8 to -106.2), SED students improved 10.1 points (from -117.9 to -107.8), and Hispanic students improved 8.8 points (from -117.6 to -108.8), but English Learners improved by only 3.2 points (from -133.7 to -130.5) and Students with Disabilities showed virtually no growth at 0.1 points (from -161.9 to -161.8). The limited math gains for SWD and EL students were likely directly connected to the absence of consistent intervention delivery and warranted close attention as implementation resumed through the remainder of the school year.

Action 8.3: Targeted ELD Intervention

Action 8.3 has been effective in supporting English Learner progress across multiple metrics. The 9.7 percentage point improvement in ELPAC progress (Metric 8.4), rising from 31.7% to 41.4% making progress, is a strong indicator that targeted ELD interventions are

supporting language acquisition. The 14.4-point improvement in ELA (Metric 8.1) for English Learners (from -110.1 to -94.7) further supports the effectiveness of this action in literacy development. However, the 3.2-point improvement in Math (Metric 8.2) for English Learners (from -133.7 to -130.5) suggests that the math fluency component of this intervention may need strengthening. The ELA and ELPAC gains are encouraging, while the math results indicate an area for continued refinement.

Action 8.4: Support Staff Training & Professional Development

Action 8.4 was not implemented and therefore cannot be considered effective. Any academic gains observed in Metrics 8.1 and 8.2 are attributable to other actions. Because this action is designed to build the instructional capacity of the staff who deliver the interventions in Action 8.2, its absence compounded the impact of that staffing delay. Full implementation in the 2026–27 school year is essential to ensure the intervention model operates with the quality and consistency needed to drive academic growth for the highest-need students.

Action 8.5: Literacy Strategies & Instructional Models

Action 8.5 has been effective in building teacher capacity in evidence-based literacy instruction. The consistent ELA gains across all subgroups in Metric 8.1 — including the 18-point improvement for Students with Disabilities (from -146 to -128), the 14.4-point gain for English Learners (from -110.1 to -94.7), the 14.8-point gain for Hispanic students (from -91.5 to -76.7), the 14.5-point gain for SED students (from -92.5 to -78), the 13-point gain for African American students (from -99.2 to -86.2), and the 12.5-point gain for All students (from -88.1 to -75.6) — suggest that literacy-focused professional development is translating into improved instructional practice. The 9.7% improvement in ELPAC progress (Metric 8.4) further supports the effectiveness of literacy-focused strategies in supporting English Learners' language development.

Action 8.6: Equitable Learning Resources

Action 8.6 has been partially effective. The ELA results in Metric 8.1 are strong across all subgroups, and the 9.7% ELPAC improvement (Metric 8.4) suggests that diverse literature and supplemental materials are supporting English Learners' language growth. The All-student group improved 12.5 points in ELA (from -88.1 to -75.6), and African American students improved 13 points (from -99.2 to -86.2). However, the math results in Metric 8.2 are more modest, particularly for Students with Disabilities (0.1 points, from -161.9 to -161.8) and English Learners (3.2 points, from -133.7 to -130.5), which raises questions about whether the guided math kits and technology tools are being fully leveraged to support these subgroups. The 10.1-point improvement for SED students in math (from -117.9 to -107.8) is a bright spot. The deferred SmartBoard purchase means that component of this action has not yet contributed to student outcomes.

Action 8.7: Parent Engagement

Action 8.7 has been effective in strengthening the partnership between school and families. The ELA gains in Metric 8.1 are strong across all subgroups — All students improved 12.5 points (from -88.1 to -75.6), African American students improved 13 points (from -99.2 to -86.2), Hispanic students improved 14.8 points (from -91.5 to -76.7), and SED students improved 14.5 points (from -92.5 to -78) — suggesting that family engagement in literacy is contributing to student growth. The math results in Metric 8.2 are more varied, with SED students showing strong improvement of 10.1 points (from -117.9 to -107.8) but Students with Disabilities (0.1 points) and English Learners (3.2 points) showing limited progress. These results suggest that parent engagement strategies around math intervention may need to be expanded or refined to better support families in reinforcing math learning at home for EL and SWD students.

Action 8.8: Data-Informed Decision Making

Action 8.8 has been effective in creating structured opportunities for teachers to analyze student data and refine instructional strategies. The strong ELA gains in Metric 8.1 across all subgroups — including the 18-point gain for Students with Disabilities (from -146 to -128), the 14.4-point gain for English Learners (from -110.1 to -94.7), the 14.8-point gain for Hispanic students (from -91.5 to -76.7), the 13-point gain for African American students (from -99.2 to -86.2), and the 12.5-point gain for All students (from -88.1 to -75.6) — suggest that data-informed collaboration is helping teachers identify and address literacy needs. The 9.7% ELPAC improvement (Metric 8.4) indicates that data analysis is also supporting ELD instructional decisions. However, the math results in Metric 8.2 reveal that data-driven strategies have not yet translated into consistent math growth for all subgroups, particularly Students with Disabilities (0.1 points) and English Learners (3.2 points). The data collaboration process may benefit from a deeper focus on math intervention strategies for EL, SED, and SWD students moving forward.

Action 8.9: SEL Training

Action 8.9 has been highly effective in building staff capacity to support students' social-emotional development and reduce disciplinary incidents. The suspension rate reductions across all reported subgroups in Metric 8.3 are significant. The All-student group improved 1.9% (from 6.3% to 4.4%), Foster Youth improved 7.5% (from 16.2% to 8.7%), African American students improved 5.4% (from 14.1% to 8.7%), SWD students improved 3.2% (from 6.8% to 3.6%), and SED students improved 1.8% (from 6.8% to 5%). These gains indicate that SEL training is equipping staff with the tools to support students who have historically experienced higher suspension rates, and the gains for Foster Youth and Socioeconomically Disadvantaged students are especially meaningful, as these groups are central to the school's climate goals.

Action 8.10: Empowered Student Leadership

Action 8.10 has been effective in cultivating student ownership of school culture and reinforcing the behavioral strategies introduced through Actions 8.1 and 8.9. The improvements in suspension rates across all subgroups in Metric 8.3 reflect the positive impact of student leadership and restorative practices on school climate — including a 7.5% improvement for Foster Youth (from 16.2% to 8.7%), a 5.4% improvement for African American students (from 14.1% to 8.7%), a 3.2% improvement for SWD students (from 6.8% to 3.6%), a 1.8% improvement for SED students (from 6.8% to 5%), and a 1.9% overall improvement for All students (from 6.3% to 4.4%). The combination of Actions 8.1, 8.9, and 8.10 appears to be creating a comprehensive climate improvement strategy that is yielding strong, consistent results.

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.

The Goal Description was updated to include additional student groups which required specific targeting for improved outcomes.

2025-26 School Year: Due to clerical error, Baseline and Year 1 data for metric 8.2 representing CAASPP Math Distance from Standard (DFS) for the subgroup Socioeconomically Disadvantaged (SED) has been updated. The Targeted goal has been adjusted as well to align with the corrected Baseline and Year 1 data.

2025-2026 School Year: Suspension data for the Two or More race subgroup has been reported in Metric 8.3 (Suspension Rates) for the first time. This subgroup was not previously identified or targeted in Goal 8 because it did not meet the California Dashboard's minimum reporting threshold (n-size) of 30 students at the school level in prior years. According to California Dashboard reporting requirements, subgroups must have a minimum of 30 students (15 for foster and homeless students at the LEA level) to be publicly reported and assigned a performance

level. The Two or More subgroup at Lomitas Elementary did not reach this threshold in the 2024 California Dashboard, which is why it was not included as a targeted subgroup in the original Goal 8 plan. In the 2025 reporting cycle, the Two or More Races subgroup enrollment increased to a reportable size, resulting in a suspension rate of 8.8% being displayed on the Dashboard.

This year's data reflects meaningful growth across targeted student groups in ELA, Math, suspension rates, and English Learner progress, confirming that our actions are effective and should continue. In response to educational partner feedback and data, several actions have been updated: Actions 8.1 and 8.9 were consolidated into a single SEL action with expanded subgroup focus to include Multiracial and Pacific Islander students, reflecting the 2025 Dashboard's first reportable suspension rate for the Two or More Races group at 8.8% and the district's identification of Pacific Islander students as needing additional attendance and belonging supports.

Action 8.2 was expanded to include ELD and Social-Emotional Learning alongside ELA and Math intervention. Action 8.3 was strengthened with a reclassification pathway, building on the 9.7 percentage point ELPAC improvement achieved in Year 1. Action 8.6 was broadened to include intervention infrastructure, and Action 8.7 was updated to include Pacific Islander students as a focused subgroup tied to the chronic absenteeism metric, in alignment with the district's equity priority around Pacific Islander attendance and belonging.

Action 8.1 added Metric 8.3

Action 8.2 added Metric 8.3 and the title was changed from Targeted Academic Interventions to Resident Intervention Support to clearly identify the source of where support was coming from.

Action 8.3 title changed from Targeted ELD Intervention to Targeted ELD Intervention and Reclassification Pathway in response to educational partner feedback.

Action 8.4 changed from Support Staff Training and Professional Development to Staff Professional Development and Instructional Coaching to encompass site-side professional development needs

Action 8.5 title changed from Literacy Strategies and Instructional Models to Equitable Learning Resources and includes Metrics 8.1 and 8.4. Literacy Strategies is now embedded in Action 8.4.

Action 8.6 title changed from Equitable Learning Resources to Parent & Family Engagement and includes Metrics 8.1, 8.2, and 8.5. Equitable Learning Resources was moved to 8.5.

Action 8.7 title changed to Data Informed Decision-Making and references and includes Metrics 8.1, 8.2, and 8.4. This was previously Parent Engagement, but has been moved to Action 8.6.

Action 8.8 title changed originally Data Informed Decision-Making and changed to Empowered Student Leadership and includes Metric 8.3.

Actions 8.9 was deleted and now included in Action 8.4. Action 8.10 was deleted and is now referenced in Action 8.8.

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
8.1	SEL-Integrated Instruction	Certificated and support staff will receive targeted professional development in social-emotional learning practices to create inclusive, supportive environments that foster student well-being and resilience. Staff will embed SEL strategies into daily instruction to support self-awareness, self-regulation, and positive relationship-building across all grade levels. To reinforce consistent school-wide expectations, the school will also update site signage to reflect the SEL practices and routines established through professional development. Progress will be measured through metrics 8.3 and 8.4.	\$55,174.00	No
8.2	Resident Intervention Support	With the support of Resident Intervention staff, students will receive focused, data-driven intervention and support in English Language Arts, English Language Development, Math, and Social-Emotional Learning during the school day. Resident Intervention staff will work alongside teachers to deliver targeted small group instruction that addresses individual student needs and accelerates growth across all four areas. Progress will be measured through metrics 8.1, 8.2, and 8.3.	\$302,200.00	No
8.3	Targeted ELD Intervention & Reclassification Pathway	English Learners will receive targeted small group instructional support in English Language Arts, Math, and English Language Development to accelerate language acquisition and academic growth. In addition, the school will implement a reclassification pathway to identify English Learners who are approaching proficiency, provide targeted bridge support to move students toward reclassification, and monitor recently reclassified students to ensure continued progress. High-quality, research-based ELD materials will be provided to support this work across all stages of language development. Progress will be measured through metrics 8.1, 8.2, and 8.4.	\$3,000.00	No
8.4	Staff Professional Development & Instructional Coaching	All staff — including certificated teachers, resident intervention staff, and support staff — will receive targeted professional development and coaching in evidence-based literacy, math, and English Language Development instructional strategies. Training will focus on building staff capacity to deliver effective small group and whole class instruction that	\$46,106.00	No

Action #	Title	Description	Total Funds	Contributing
		accelerates learning for all students. Progress will be measured through metrics 8.1, 8.2, and 8.4.		
8.5	Equitable Learning Resources	Students will have access to high-quality, research-based materials and technology — including interactive displays and other instructional technology — to support core literacy, math, and ELD instruction across all grade levels. In addition, the school will implement an instructional initiative in math and English classes focused on structured student collaboration, academic discourse, and problem-solving strategies to enhance achievement for all students. This action ensures that both classroom and intervention settings are equipped with the resources needed to effectively serve all students. Progress will be measured through metrics 8.1, 8.2, and 8.4.	\$129,000.00	No
8.6	Parent & Family Engagement	The school will strengthen partnerships with families by expanding parent engagement opportunities to include training in reading and math intervention strategies and support tools. These offerings will deepen family understanding of the instructional approaches used at school and be paired with take-home resources to reinforce student learning and well-being beyond the classroom. Progress will be measured through metrics 8.1, 8.2, and chronic absenteeism data demonstrated by metric 8.5 with a particular focus on Pacific Islander students.	\$20,233.00	No
8.7	Data-Informed Decision Making	Teachers will use dedicated grade level collaboration time to analyze student outcome data, examine alignment to state standards, and identify targeted strategies for instructional interventions. This ongoing cycle of data review and instructional planning ensures that teaching and intervention decisions are grounded in current student performance and responsive to the needs of all learners. Progress will be measured through metrics 8.1, 8.2, and 8.4.	\$26,862.00	No
8.8	Empowered Student Leadership	The school will expand student leadership opportunities that actively involve students in school-wide decision-making and positive behavior	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		practices. Through participation in peer-led initiatives, leadership councils, and restorative practices, students will develop 21st century skills including collaboration, communication, and self-advocacy. Real-world leadership experiences — including community experiences and school-wide events — will provide students with opportunities to apply and practice these skills beyond the classroom, reinforcing positive behaviors both on campus and in the community. This action aims to promote accountability, build self-regulation skills, and reduce suspension rates by fostering a sense of ownership and belonging. Progress will be measured through metric 8.3.		
8.9	SEL Training	Expand upon training for certificated and support staff to deepen their understanding of social-emotional learning practices, with an emphasis on creating inclusive, supportive school environments that foster student well-being, empathy, and resilience. This action will benefit all students including Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. Progress will be measured through metric 8.3. This action was deleted for the 2026-27 LCAP	\$0.00	No
8.10	Empowered Student Leadership	Grow our current student leadership opportunities that actively involve students in schoolwide decision-making to include participation in peer-led initiatives, leadership councils, and restorative circles. These platforms will also allow students to practice SEL and behavior strategies learned through school programs, while providing opportunities to explore leadership and advocacy beyond the school setting, reinforcing positive behaviors both on campus and in the community. This action aims to promote accountability, build self-regulation skills, and reduce suspension rates by fostering a sense of ownership and belonging. Progress will be measured through metric 8.3. This action was deleted for the 2026-27 LCAP	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By June 2027, Village Elementary will improve student outcomes by achieving positive incremental progress in the following areas: ELA and Math with English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, and White students. Additionally, chronic absenteeism will decrease for Homeless and White students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.
This goal is required due to Village Elementary qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non-stability rate of greater than 25% (Village Elementary is 25.5% in 2024) and a socio-disadvantaged rate greater than 70% (Village Elementary is 88.8% in 2024). In a deeper analysis of Village Elementary’s 2024 California Dashboard, all subgroups are underperforming in ELA with an average of 81.9 points below standard in ELA and all students declined 6.1 points. Students with Disabilities had a larger than average decline, decreasing by 12.9 points to 142.8 distance from standard and White students declined 12.9 points to 92.7 distance from standard. Additionally, there is a larger gap for English Learner students at 113 points from standard with a decrease of 9.3 points. Likewise, in Mathematics, all students are an average of 114 points from standard with our white students declining 14.5 points and being 136.9 points from standard. There is a large gap in Mathematics for English Learners (132 points from standard) and Students with Disabilities (160.2 points from standard). The 2024 California Dashboard showed that chronic absenteeism at Village Elementary decreased 5.6% with an overall chronic absenteeism rate of 36.8% for all students; however, homeless students are 68.3% chronically absent and had an increase of 18.3% in 2024. Additionally, white students are 29.5% chronically absent and maintained with a 0.3% absenteeism rate for 2024. When determining the goal for the Equity Multiplier, we targeted student groups that have shown negative or minimal growth on our California Dashboard indicators. While we anticipate our targeted actions will support all student growth, our purpose of our goals is to make up for any loss in progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental progress over the course of the three years. The goal for the Equity Multiplier focuses on addressing subgroups with minimal or negative growth, aiming to close performance gaps and achieve incremental progress over three years. Actions will target improving performance for these subgroups while supporting growth across all students. These goals were shaped through discussions with educational partners, including the School Site Council, English Language Advisory Committee, as well as certificated and classified staff meetings. Parent groups will also be expanded to ensure all subgroups are represented in future planning. The actions are data-driven, research-based, and focused on sustainable practices rather than short-term programs.

Village Elementary was not identified as an Equity multiplier school for the 2026 - 2027 school year; however because there are remaining funds, the goal will continue.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	CAASPP ELA - Village Distance from Standard (DFS) Source: CA Dashboard	CAASPP ELA 2024 All - 81.9 DFS EL - 113 DFS Sw/D - 142.8 DFS SED - 85.5 DFS AA - 75.3 DFS Hisp. - 83.2 DFS White - 92.7 DFS	CAASPP ELA 2024 All - 81.9 DFS EL - 113 DFS Sw/D - 142.8 DFS SED - 85.5 DFS AA - 75.3 DFS Hisp. - 83.2 DFS White - 92.7 DFS	CAASPP ELA 2025 All - 76.6 DFS EL - 90.2 DFS Sw/D - 136.7 DFS SED - 80.3 DFS AA - 85 DFS Hisp - 77.7 DFS White - 74.3 DFS	CAASPP ELA 2026 All - 75 DFS EL - 101 DFS Sw/D - 132 DFS SED - 80 DFS AA - 70 DFS Hisp. 78 DFS White - 87 DFS	CAASPP ELA 2025 All - + 5.3 points EL - +22.8 points Sw/D - +6.1 points SED - +5.2 points AA - -9.7 points Hisp - +5.5 points White - +18.4 points
9.2	CAASPP Math - Village Distance from Standard (DFS) Source: CA Dashboard	CAASPP Math 2024 All - 113.9 DFS EL - 132 DFS Sw/D - 160.2 DFS SED - 118.8 DFS AA - 120.2 DFS Hisp. - 110.9 DFS White - 136.9 DFS	CAASPP Math 2024 All - 113.9 DFS EL - 132 DFS Sw/D - 160.2 DFS SED - 118.8 DFS AA - 120.2 DFS Hisp. - 110.9 DFS White - 136.9 DFS	CAASPP Math 2025 All - 109.8 DFS EL - 123 DFS Sw/D - 170.6 DFS SED - 113 DFS AA - 115.4 DFS Hisp - 106.7 DFS White - 143.6 DFS	CAASPP Math 2026 All - 107 DFS EL - 122 DFS Sw/D - 150 DFS SED - 112 DFS AA - 110 DFS Hisp. - 100 DFS White - 126 DFS	CAASPP Math 2025 All - +4.1 points EL - +8.7 points Sw/D - -10.4 points SED - +5.8 points AA - +4.8 points Hisp - +4.2 points White - -6.7 points
9.3	Chronic Absenteeism Source: CA Dashboard	2024 Homeless - 68.3% White - 29.5% 2025 All - 38% SED - 39.8% Sw/D - 31.2%	2024 Homeless - 68.3% White - 29.5%	2025 Homeless 37.3% White 37.1% All - 38% SED - 39.8% Sw/D - 31.2%	2026 Homeless - 40% White - 26% All - 35% SED - 35% Sw/D - 28%	2025 Homeless - -31% White - +7.6% All - N/A SED - N/A Sw/D - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hisp - 35.9% PI - not a significant sub group Foster - 32%		Hisp - 35.9% PI - not a significant sub group Foster - 32%	Hisp - 32% PI - not a significant sub group Foster - 28%	Hisp - N/A PI - N/A Foster - N/A
9.4	ELPI - percent of students showing growth Source: CA Dashboard	2025 EL- 32.1%	2024 N/A	2025 EL - 32.1%	2026 EL - 35%	2026 EL - N/A

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 implementation of actions at Village Elementary has been a mix of fully implemented, partially implemented, and unimplemented strategies, each with distinct challenges and successes.

Action 9.1 - Small Group Instruction: This action was partially implemented through small group pull-out and push-in instruction with Orton-Gillingham and Heggerty reading sessions. Targeted English Learner support via small groups was also partially implemented. While we were able to implement small group support successfully, the challenge was in hiring and then maintaining the number of resident intervention teachers intended in this action. This impacted our ability to fully implement this action to offer support to all students who needed it. Staff and students report the success of this action both in academic performance as well as the social-emotional learning and support of our students. Students are excited for their time and report looking forward to this part of their day.

Action 9.2 - Support Staff Training: This action was fully implemented. All resident intervention teachers were fully trained in Orton-Gillingham and Heggerty. Additionally, materials to support this training and small group instruction with students were purchased for each resident intervention teacher. The only challenge with this action was in calendaring the training for the resident intervention teachers based on when they were hired and cleared to begin working in this role. Resident intervention teachers reported being grateful for the training and informal walkthroughs show the training being implemented at a high level.

Action 9.3 - Instructional Materials: This action was partially implemented. Instructional materials and software subscriptions were purchased to support both math and ELA instruction. Specifically, a subscription to IXL was purchased for all students in K-6 grade. Students took the assessment three times throughout the year and engaged in daily skills practice. Skills practice was monitored and celebrated by teachers and our MTSS team. It is noted we were inaccurate in our estimate of the number of at home decodable readers we would require to meet students' needs. Staff, students and families report the positive impact of the at home readers as well as the at home decodables that were purchased and sent home.

Action 9.4 - Family/Community Engagement: This action was fully implemented through multiple family nights throughout the year as well as through the purchase of at home learning kits and books to help mitigate learning loss over breaks that occur during the school year and summer. Our families greatly enjoy the family events we've held.

Action 9.5 - Planning and Collaboration Time: This action was partially implemented. While planning and collaboration time occurred, limited substitute coverage resulted in inconsistent release time and reduced opportunities for full grade-level teams to collaborate together. Staff report the positive impact of this time to test students and plan instruction to support specific needs.

Action 9.6 - Experiential Learning Opportunities: This action was fully implemented through on-site learning activities for our students that occurred during the school year. There was an substantive change to note, as we needed to schedule additional days for each vendor due to time and space for all students to engage with the programming. It was a challenge to finding the space for these learning opportunities to be held due to our limited room on campus and the impact this had on our daily schedule. All students and staff greatly enjoyed the events scheduled through this action.

Action 9.7 - Classroom Engagement: This action was not implemented due to limitations with our infrastructure.

Action 9.8 - Classroom Engagement: Although we did not utilize our full budget, this action was fully implemented through on-site professional development sessions, coaching and off-site professional development. We partnered with another school site with this action and found that to be effective and beneficial for our teams; however, it did impact our estimated budget for this action. Staff and students report the positive impact of the implementation of our work with this action.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 9.1 - This action had a material difference. This was due to the difficulty in securing four Resident Intervention staff.

Action 9.2 - There was no material difference in this action.

Action 9.3 - This action had a material difference. This was due to an inaccurate estimate of the number of at home decodable readers we required to meet each students' need.

Action 9.4 - There was no material difference in this action.

Action 9.5 - This action had a material difference. This was due to the challenges in securing substitute teachers to cover classroom teachers for the release time to assess and plan.

Action 9.6 - This action had a material difference. This was due to needing to increase the number of experiential learning opportunities for students due to the limited space on campus and additional days and/or times required so that all students could participate.

Action 9.7 - This action had a material difference. This is due to the infrastructure needs of our campus not being able to support the SMART projectors.

Action 9.8 - This action had a material difference. This is due sharing the cost of this action with another school site as we moved through training and implementation together.

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

Action 9.1: This action provides extra instructional support in small group settings in both ELA and Math, focused on the science of reading and fluency building in math. Based on the Current Difference from Baseline, this action shows moderate effectiveness in ELA (Metric 9.1) and mixed effectiveness in Math (Metric 9.2). In ELA (Metric 9.1), English Learners demonstrated strong improvement at +22.8 points, and

White students improved by +18.4 points. Students with Disabilities gained +6.1 points, Socioeconomically Disadvantaged students gained +5.2 points, and Hispanic students gained +5.5 points. However, African American students declined by -9.7 points, indicating that small group ELA instruction has not yet been effective for this student group. In Math (Metric 9.2), English Learners improved by +8.7 points, Socioeconomically Disadvantaged students improved by +5.8 points, African American students improved by +4.8 points, and Hispanic students improved by +4.2 points. However, Students with Disabilities declined by -10.4 points and White students declined by -6.7 points, suggesting that small group math instruction has not yet effectively supported these two groups. Overall, this action appears to be effective for most student groups in ELA, particularly English Learners and White students, but areas of concern remain for African American students in ELA and for Students with Disabilities and White students in Math. Adjustments to math-focused small group strategies for these groups may strengthen this action's impact.

Action 9.2: This action provides training for resident intervention teachers in Orton-Gillingham Comprehensive instructional strategies for the science of reading. Based on the Current Difference from Baseline, this action shows positive contributions to ELA outcomes (Metric 9.1) for most student groups, with limited direct impact on Math (Metric 9.2). In ELA (Metric 9.1), the training appears to be contributing to positive outcomes, particularly for English Learners (+22.8 points) and White students (+18.4 points). Students with Disabilities improved by +6.1 points, Socioeconomically Disadvantaged students by +5.2 points, and Hispanic students by +5.5 points. African American students declined by -9.7 points, suggesting that additional targeted training strategies may be needed to support this group. In Math (Metric 9.2), while this training is primarily reading-focused, its indirect impact shows gains for English Learners (+8.7 points), Socioeconomically Disadvantaged students (+5.8 points), African American students (+4.8 points), and Hispanic students (+4.2 points). However, Students with Disabilities declined by -10.4 points and White students declined by -6.7 points, indicating that reading-focused training alone may not be sufficient to address math needs for these groups. This action is effective in supporting ELA gains for most groups but may benefit from being supplemented with math-specific professional development to address persistent gaps for Students with Disabilities and White students in Math.

Action 9.3: This action involves purchasing research-based materials and software to support small group instruction in ELA and Mathematics. Based on the Current Difference from Baseline, this action shows promising but uneven results. In ELA (Metric 9.1), English Learners benefited significantly (+22.8 points), along with White students (+18.4 points), Students with Disabilities (+6.1 points), Socioeconomically Disadvantaged students (+5.2 points), and Hispanic students (+5.5 points). African American students declined by -9.7 points, raising questions about whether the materials are meeting the instructional needs of this group. In Math (Metric 9.2), English Learners improved by +8.7 points, Socioeconomically Disadvantaged students by +5.8 points, African American students by +4.8 points, and Hispanic students by +4.2 points. Students with Disabilities declined by -10.4 points and White students declined by -6.7 points. This action is partially effective, with strong ELA gains for several groups but continued challenges in Math for Students with Disabilities and White students, and in ELA for African American students. A review of the materials being used with these specific student groups may help identify opportunities for improvement.

Action 9.4: This action provides activities to increase family and community engagement, including family events, training, community building activities, and targeted focus groups. Based on the Current Difference from Baseline, this action shows broad positive impact with notable areas for growth. In ELA (Metric 9.1), positive gains are seen for English Learners (+22.8 points), White students (+18.4 points), Students with Disabilities (+6.1 points), Socioeconomically Disadvantaged students (+5.2 points), and Hispanic students (+5.5 points). African American students declined by -9.7 points. In Math (Metric 9.2), English Learners improved by +8.7 points, Socioeconomically Disadvantaged students by +5.8 points, African American students by +4.8 points, and Hispanic students by +4.2 points. Students with Disabilities declined by -10.4 points and White students declined by -6.7 points. In Chronic Absenteeism (Metric 9.3), Homeless students

showed a significant improvement of -31 percentage points from baseline, which is a strong positive outcome and suggests that family engagement efforts have been particularly effective in reaching families of Homeless students. However, White students increased in chronic absenteeism by +7.6 percentage points, indicating this action has not yet been effective in reducing absenteeism for White students. Overall, this action is effective for Homeless students in reducing chronic absenteeism and shows positive academic trends for most groups. However, it has not yet been effective for White students in absenteeism, African American students in ELA, or Students with Disabilities and White students in Math. Targeted outreach to families of these student groups may strengthen this action's impact.

Action 9.5: This action provides teachers with additional grade-level collaboration time to analyze standards and data, conduct assessments, and create targeted lessons. Based on the Current Difference from Baseline, this action shows broad positive impact with some gaps. In ELA (Metric 9.1), English Learners gained +22.8 points, White students gained +18.4 points, Students with Disabilities gained +6.1 points, Socioeconomically Disadvantaged students gained +5.2 points, and Hispanic students gained +5.5 points. African American students declined by -9.7 points. In Math (Metric 9.2), English Learners improved by +8.7 points, Socioeconomically Disadvantaged students by +5.8 points, African American students by +4.8 points, and Hispanic students by +4.2 points. Students with Disabilities declined by -10.4 points and White students declined by -6.7 points. In Chronic Absenteeism (Metric 9.3), Homeless students improved significantly (-31 percentage points), while White students increased by +7.6 percentage points. This action appears effective overall in supporting academic gains and reducing absenteeism for Homeless students. However, collaboration efforts may need to be more intentionally focused on developing strategies for African American students in ELA, Students with Disabilities and White students in Math, and White students in chronic absenteeism.

Action 9.6: This action provides students with additional experiential learning opportunities through on-campus clubs, hands-on activities, cultural experiences, assemblies, and project-based learning. Based on the Current Difference from Baseline, this action shows promise in engaging most student groups. In ELA (Metric 9.1), English Learners improved by +22.8 points, White students by +18.4 points, Students with Disabilities by +6.1 points, Socioeconomically Disadvantaged students by +5.2 points, and Hispanic students by +5.5 points. African American students declined by -9.7 points. In Math (Metric 9.2), English Learners improved by +8.7 points, Socioeconomically Disadvantaged students by +5.8 points, African American students by +4.8 points, and Hispanic students by +4.2 points. Students with Disabilities declined by -10.4 points and White students declined by -6.7 points. In Chronic Absenteeism (Metric 9.3), Homeless students improved by -31 percentage points, while White students increased by +7.6 percentage points. This action shows promise in engaging most student groups academically and in attendance for Homeless students. However, it has not yet demonstrated effectiveness for African American students in ELA, Students with Disabilities and White students in Math, or White students in chronic absenteeism. Ensuring experiential learning opportunities are inclusive and responsive to the needs of these groups may enhance effectiveness.

Action 9.7: This action was not implemented and therefore effectiveness cannot be measured at this time.

Action 9.8: This action implements site-wide positive climate, behavior, and student engagement programs, including training, materials, and collaboration for best practices. Based on the Current Difference from Baseline, this action shows positive contributions for most student groups. In ELA (Metric 9.1), English Learners improved by +22.8 points, White students by +18.4 points, Students with Disabilities by +6.1 points, Socioeconomically Disadvantaged students by +5.2 points, and Hispanic students by +5.5 points. African American students declined by -9.7 points. In Math (Metric 9.2), English Learners improved by +8.7 points, Socioeconomically Disadvantaged students by +5.8 points, African American students by +4.8 points, and Hispanic students by +4.2 points. Students with Disabilities declined by -10.4 points and White students declined by -6.7 points. In Chronic Absenteeism (Metric 9.3), Homeless students improved significantly by -31 percentage points, while White students increased by +7.6 percentage points. This action appears effective in supporting a positive school climate that has

contributed to gains for most groups. The significant improvement for Homeless students in chronic absenteeism is noteworthy. However, the action has not yet been effective in addressing the needs of African American students in ELA, Students with Disabilities and White students in Math, or White students in chronic absenteeism. Continued refinement of climate and engagement strategies with attention to these specific groups may strengthen outcomes.

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

Due to a clerical error, the definition to metric 9.3 was defined. Additionally, student groups were added based on 2025 CA Dashboard results.

Additional sub group data was added to Metric 9.3 based on 2025 CA Dashboard results. Changes were made to the baseline of 9.3 for the additional sub groups added as well as outcome data for Year 2 and Target.

Metric 9.4 was added in 2025 based on 2025 CA Dashboard results. Additionally, this metric was added to action 9.1.

In Actions 9.1-9.8, specific student groups were removed from the description to improve clarity and ensure transparency with educational partners.

Action 9.5 was modified from 8 days to four – this is due to feedback from staff and planning long-term with this money as well as the difficulty at times to obtain substitute teachers to cover classrooms.

Action 9.7 was removed - this is due to feedback from staff and planning long-term with this money as well as the infrastructure issues that prevented our implementation of this action during the 25/26 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
9.1	Small Group Instruction	All students will be provided with extra instructional support in a small group setting in both ELA and Math focused on the science of reading and fluency building in math. This action will benefit all student outcomes in metrics 9.1, 9.2. and 9.4.	\$181,321.00	No
9.2	Support Staff Training	Resident intervention teachers will receive training, and needed materials, in Orton Gillingham Comprehensive instructional strategies for the science of reading to provide small group instruction. This action will benefit all student outcomes in metrics 9.1 and 9.2.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.3	Instructional Materials	Additional researched based materials and software will be purchased to support small group instruction in ELA and Mathematics instruction. This action will benefit all students outcomes in metrics 9.1 and 9.2.	\$93,000.00	No
9.4	Family/Community Engagement	Provide new activities to increase family/community engagement including family events, training, community building activities, and targeted focus groups for feedback. This action will benefit all student outcomes in metrics 9.1, 9.2 and 9.3	\$14,740.00	No
9.5	Planning and Collaboration Time	Teachers will be provided additional grade level collaboration four times during the year (beginning of the year and at the end of each trimester) to analyze standards and data, conduct assessments, and to create lessons to promote the success of our students academically. This action will benefit all student outcomes in metrics 9.1, 9.2 and 9.3	\$36,630.00	No
9.6	Experiential Learning Opportunities	Provide students with additional opportunities for experiential learning through participation in on-campus clubs, hands-on activities, cultural experiences, assemblies and project-based learning. These initiatives aim to connect classroom learning to real-world applications, thereby increasing student engagement. This action is designed to enhance student engagement by making learning more meaningful and relevant. This action will benefit all student outcomes in metrics 9.1, 9.2 and 9.3.	\$31,093.00	No
9.7	Classroom Engagement	Provide 21st Century technology for classrooms to increase engagement for all student groups through classroom instruction, intervention groups, and interactions with math and ELA. This action will benefit all students, but is intended to support English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, White, and Homeless student outcomes in metrics 9.1, 9.2 and 9.3 This action was deleted for the 2026-27 LCAP	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
9.8	Classroom Engagement	Implement additional site-wide positive climate, behavior, and student engagement programs including training, materials and collaboration for best practices and implementation. This action will benefit all student outcomes in metrics 9.1, 9.2 and 9.3	\$57,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By June 2027, Puesta del Sol School of College and Career Readiness will improve student outcomes by implementing targeted ELA and mathematics interventions for all students, with focused support for African American students in ELA and all students, including English Learners, African American, Hispanic, and Students with Disabilities in mathematics. The school will also implement strategic supports to reduce suspension rates, particularly for African American, Pacific Islanders, and Socioeconomically Disadvantaged students, and decrease chronic absenteeism among Pacific Islanders, African American, and students of Two or More Races. Additionally, Puesta del Sol will strengthen supports for English Learners to increase the percentage of students making progress toward English language proficiency or maintaining the highest proficiency level.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Puesta del Sol School of College and Career Readiness is committed to fostering an equitable and inclusive learning environment that supports the academic and social success of all students. With input from educational partners, the school is prioritizing targeted supports for African American, Hispanic, Pacific Islander, students of Two or More Races, English Learners, Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students. Beginning in the 2025–2026 school year, Pacific Islander students were added as a focus group for goal setting and progress monitoring as part of both a district priority and schoolwide commitment.

Key initiatives will focus on improving school climate through reduced suspension rates and chronic absenteeism, increasing English Learner reclassification, strengthening academic achievement in ELA and mathematics, and decreasing chronic absenteeism. These efforts reflect Puesta del Sol's commitment to addressing opportunity gaps and ensuring all students have equitable access to the resources and support needed to succeed.

This Equity Multiplier goal prioritizes the allocation of additional staff and resources to Puesta del Sol to strengthen school climate and implement targeted academic interventions. Based on the 2025 California Dashboard data, several areas have been identified as requiring significant improvement.

ELA: The All-Student group scored -80.6 DFS, African American students scored -114.3 DFS.

Math: The All-Student group scored -108.1 DFS, African American students scored -125 DFS, Hispanic students scored -105.8 DFS, English Learners scored -123.9 DFS, and Students with Disabilities scored -173.8 DFS.

Suspension Rate: The All-Student group had a suspension rate of 9%, Socio-Economically Disadvantaged students at 9.2%, and African American students at 21%.

Chronic Absenteeism: African American 45.8% and students identifying as two or more races 36.1% rate.

ELPI: English Learners increased an ELPI rate of 28.4%.

In alignment with Puesta del Sol's mission, educational partners have identified the need to expand instructional opportunities, strengthen in-school academic interventions, and enhance classroom engagement to support students' academic growth and social-emotional development. These efforts are intended to address opportunity gaps and ensure all students have equitable access to the resources and supports necessary for success.

To ensure this goal reflects the needs of the school community, Puesta del Sol engaged in collaborative discussions with educational partners, including teachers, classified staff, parents, and student representatives. Through this process, partners emphasized the importance of culturally responsive instruction, targeted academic supports in literacy and math, greater family engagement, and improved student behavior supports. Educational partners also highlighted the need to implement evidence-based strategies to strengthen literacy development and overall student achievement. During recent collaboration, educational partners highlighted the need to strengthen mathematical discourse in classrooms and provide additional support for transient students, as significant academic gaps and social-emotional needs continue to impact these students' success.

This Equity Multiplier goal promotes transparency and accountability by identifying and addressing the root causes of educational inequities while prioritizing improved student outcomes. Equity Multiplier funding will supplement existing LCFF and other resources, allowing Puesta del Sol to expand strategies that increase active classroom engagement, provide targeted academic interventions, implement research-based literacy practices, and deliver professional learning aligned to the needs of historically underserved student groups. Through this comprehensive approach, the school aims to improve academic performance, reduce suspension rates, and increase overall student attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	CAASPP ELA Distance From Standard Source: CA School Dashboard	2024 All -93.4 DFS AA -108.4 DFS His -91.4 DFS EL -111.7 DFS SED -98 DFS SWD -148 DFS	2024 All -93.4 DFS AA -108.4 DFS His -91.4 DFS EL -111.7 DFS SED -98 DFS SWD -148 DFS	2025 All -80.6 DFS AA -114.3 DFS His -73.9 DFS EL -98.2 DFS SED -83.7 DFS SWD -143.6 DFS	2027 All -87.4 DFS AA -96.4 DFS His -85.4 DFS EL -99.7 DFS SED -92 DFS SWD -138 DFS	 All +12.8 pts. AA -5.9 pts. His +17.5 pts. EL +13.5 pts. SED +14.3 pts. SWD +4.4 pts.
10.2	CAASPP Math Distance From Standard	2024	2024	2025	2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	All - 111 DFS AA -123.6 DFS His -108 DFS EL -123.3 DFS SED -115 DFS SWD -161 DFS	All - 111 DFS AA -123.6 DFS His -108 DFS EL -123.3 DFS SED -115 DFS SWD -161 DFS	All - 108.1DFS AA -125 DFS His -105.8 DFS EL -123.9 DFS SED -109.6 DFS SWD -173.8 DFS	All - 105 DFS AA -111.6 DFS His -102 DFS EL -111.3 DFS SED -107 DFS SWD -155 DFS	All +2.9 pts. AA -1.4 pts. His +2.2 pts. EL -0.6 pts. SED +5.4 pts. SWD -12.8 pts.
10.3	Suspension Rate % of students suspended at least 1 day Source: CA School Dashboard	2024 ALL 9.2% EL 6.4% HIS 7% 2+ Races 12.8% SED 9.3% White 14.6% 2025 PI - No Significant Data AA 21%	2024 ALL 9.2% EL 6.4% HIS 7% 2+ Races 12.8% SED 9.3% White 14.6%	2025 ALL 9.0% EL 1.6% HIS 5.4% 2+ Races 5.1% SED 9.2% White 9.5% PI - No Significant Data AA 21%	2027 ALL 6.2% EL 3.4% HIS 4% 2+ Races 9.8% SED 6.3% White 10.6% PI - No Significant Data AA 18%	 ALL -0.2% EL -4.8% HIS -1.6% 2+ Races -7.7% SED -0.1% White -5.1% PI - Not Applicable AA - Not Applicable
10.4	Chronic Absenteeism % of students identified at more than 10% absent Source: CA School Dashboard	2024 White 45% 2025 PI - No Significant Data AA 45.8% 2+ Races 36.1%	2024 White 45%	2025 White 24.4% PI - No Significant Data AA 45.8% 2+ Races 36.1%	2027 White 36% PI - No Significant Data AA 36% 2+ Races 27%	 White -20.6% PI - Not Applicable AA - Not Applicable 2+ Races - Not Applicable
10.5	District Benchmark ELA % of students in grades 1 - 6 who met or exceeded standards Source: VESD Local Assessment	March 2025 All 13.46% AA 6.39% HIS 15.06% EL 11.36% SED 12.94%	March 2025 All 13.46% AA 6.39% HIS 15.06% EL 11.36% SED 12.94%	March 2026 All 9.09 % AA 7.45% HIS 8.52% EL 5.2% SED 8.09%	March 2027 All 24.94% AA 19.82% His 24.96% EL 17.5% SED 23.08%	 All -4.37 % AA +1.06% HIS -6.54% EL -6.16% SED -4.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 8.2%	SWD 8.2%	SWD 12.85%	SWD 16.34%	SWD +4.65%
10.6	District Benchmark Math % of students in grades 1 - 6 who met or exceeded standards Source: VESD Local Assessment	March 2025 All 21.62% AA 16.84% His 20.92% EL 25% SED 22.29% SWD 9.24%	March 2025 All 21.62% AA 16.84% His 20.92% EL 25% SED 22.29% SWD 9.24%	March 2026 All 15.78% AA 6.39% HIS 14.75% EL 12.82% SED 15.72% SWD 4.29 %	March 2027 All 28.62% AA 24.84% His 26.92% EL 31% SED 28.29% SWD 15.24%	 All -5.84% AA -10.45% HIS -6.17% EL -12.18% SED -6.57% SWD -4.95%
10.7	ELPI % of current EL students making progress towards English language proficiency or maintaining the highest level. Source: CA School Dashboard	2024 25% of current ELs making progress towards English language proficiency or maintaining the highest level.	2024 25% of current ELs making progress towards English language proficiency or maintaining the highest level.	2025 28.4% of current ELs making progress towards English language proficiency or maintaining the highest level.	2027 33% of current ELs making progress towards English language proficiency or maintaining the highest level	 +3.4% of current ELs making progress towards English language proficiency or maintaining the highest level.

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.

Action 10.1- Targeted Intervention from Support Staff has been partially implemented, as targeted small-group interventions supported by Resident Substitutes were provided in both ELA and Math, with a stronger emphasis on literacy aligned to the 5 Pillars of Literacy. The action was partially implemented because, although all four Resident Substitutes were eventually hired, their onboarding occurred at staggered times throughout the school year, which limited the ability to provide consistent small-group interventions for the full duration of the year. Despite this challenge, students who participated in small group instruction demonstrated notable academic growth, with reading levels increasing by an average of 3.4 levels, highlighting the effectiveness of targeted literacy support when implemented consistently.

Action 10.2 - Support Staff Training & Professional Development has been partially implemented, as Resident Substitutes received some of the planned professional development to support targeted small-group instruction. Resident Substitutes participated in official Orton-Gillingham comprehensive training, strengthening their ability to deliver structured literacy instruction aligned to the 5 Pillars of Literacy, and the OSICC provided training in Graham Fletcher's Building Fact Fluency to support math interventions. As a positive outcome, 2 out of 4 teachers have received this training and have effectively implemented these strategies in their instruction, resulting in stronger alignment to research-based practices and increased student engagement during small-group learning.

Action 10.3 - Increase Student Engagement has been fully implemented, as all staff received training and professional development in student engagement strategies, including training in various Kagan structures and professional development presented by Thriving YOUNiversity focusing on “Cultivating Positive Student Motivation in the Classroom”. As a result, teachers have been able to implement structured engagement strategies more intentionally, leading to increased student participation, improved on-task behavior, and more consistent use of collaborative learning routines across classrooms.

Action 10.4 - Literacy Strategies, Instructional Models, and Resources has been partially implemented, as professional development on literacy strategies and instructional models, including Project GLAD, was provided primarily to TK–1 teachers and a portion of 2nd grade teachers, rather than across all grade levels as originally intended. Additional literacy instructional materials, books, and technology were also provided to support instruction. Despite partial implementation, positive outcomes were observed in classrooms where these strategies were utilized, including increased student engagement, heightened excitement and motivation to learn, and improved writing outcomes, with students demonstrating stronger use of evidence and more detailed responses in their written work.

Action 10.5 - Culturally Relevant Libraries & Professional Development was partially implemented, as culturally relevant classroom libraries were provided to all classrooms to help create a more inclusive learning environment and support literacy development for targeted student groups. Initial positive outcomes were observed, including increased student interest and engagement in reading, particularly among students who were able to see themselves reflected in the texts. Students demonstrated a growing curiosity for books, with this interest extending beyond the classroom into increased use of the school library. This shift reflects a developing culture of reading and a stronger connection to literacy experiences across the school. Unfortunately, not all teachers fully integrated the libraries into daily classroom instruction, which limited the consistency of implementation across the school.

Action 10.6 - Family Engagement was fully implemented, as the school strengthened school–home partnerships through family engagement events such as Literacy Trunk or Treat Night, Family Paint Night, and College & Career Readiness Fair. PDS provided consistent communication and targeted outreach to families of African American, English Learner, Hispanic, SWD, and SED students. Teachers and staff were compensated for their time to support and participate in afterschool family engagement events, which helped ensure staff participation and successful implementation of these activities.

Action 10.7 - Social Emotional Learning was fully implemented, as the school provided Social Emotional Learning (SEL) supports to strengthen students’ self-identity, resilience, and emotional well-being, particularly for African American, Hispanic, English Learner, SWD, and SED students. The Highlander Boxing Club was implemented as a mentorship program, providing students with positive role models and opportunities to build confidence and supportive relationships. Additionally, teachers received professional development from Thriving YOUNiversity focused on building student belonging and cultivating meaningful connections with students. These practices are now evident in classrooms through morning check-ins, restorative conversations, and intentional relationship-building, helping create inclusive classroom environments.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 10.1 - Targeted Intervention from Support Staff - The hiring of resident substitute teachers occurred later than anticipated, with full staffing not achieved until the second trimester. This delay resulted in a material difference and led to partial implementation of the planned actions.

Action 10.2 - Support Staff Training & Professional Development - All resident substitute teachers received Orton-Gillingham (OG) training; however, Morphology professional development, Literacy Footprints training, and Building Fact Fluency were not scheduled. This resulted in a material difference and led to partial implementation of the planned actions.

Action 10.3 - Increase Student Engagement Action - Professional development related to student engagement was budgeted for all teachers to attend in-house training and additional funding was included in the event teachers wanted to explore conferences; however, only approximately one-third of staff attended additional conferences. This resulted in a material difference.

Action 10.5 - Culturally Relevant Libraries & Professional Development - Culturally relevant classroom libraries were purchased for all classrooms; however, the planned professional development conference was canceled due to a scheduling conflict, and material costs were over budgeted. These factors contributed to a material difference and resulted in partial implementation of the planned actions.

Action 10.6 - Family Engagement - While all planned family engagement events were held, teacher and staff participation was low. As a result, allocated funds to compensate their additional time were not fully utilized, leading to a material difference.

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

Action 10.1 - Targeted Intervention from Support Staff has been partially effective. Action 10.1 was partially effective, as targeted small-group interventions supported by Resident Substitutes produced positive results in some areas while remaining inconsistent across others. The literacy component aligned to the 5 Pillars of Literacy showed meaningful gains on M10.1 CAASPP ELA, with improvements for several student groups including Hispanic students (+17.5), Socioeconomically Disadvantaged students (+14.3), English Learners (+13.5), Students with Disabilities (+4.4), and the All-Student group (+12.8). African American students, however, experienced a decline (-5.9). English Learners also demonstrated progress on the M10.7 English Learner Progress Indicator (ELPI) with a +3.4% increase in students making progress toward proficiency or maintaining the highest level. However, results were not consistent across all assessments or student groups. African American students declined on M10.1 CAASPP ELA (-5.9) and M10.2 CAASPP Math (-1.4), and CAASPP Math gains overall were modest, with small increases for All Students (+2.9), SED students (+5.4), and Hispanic students (+2.2), while Students with Disabilities declined significantly (-12.8) and ELs declined (-0.6). Additionally, local district benchmark results showed declines for most groups in M10.5 ELA (All Students -4.37%, Hispanic -6.52%, English Learners -6.16%, SED -4.85%) while African American students increased (+1.06%) and Students with Disabilities increased (+4.65%). Student performance declined across all groups in M10.6 Math benchmarks (All Students -5.84%, African American -10.45%, English Learners -12.18%, SED -6.57%, Hispanic -6.17%, Students with Disabilities -4.95%). These results indicate that while the literacy interventions demonstrated some effectiveness—particularly on state assessments—the math fact fluency component and consistent improvement across all priority student groups were not fully realized, resulting in the action being partially effective overall.

Action 10.2 - Support Staff Training & Professional Development was partially effective, as the professional development provided to Resident Substitutes supported improvements in some literacy outcomes but did not consistently translate into gains across all assessments or student groups. Literacy-focused training, including Orton-Gillingham, contributed to positive results on M10.1 CAASPP ELA, where the All-Student group improved by +12.8 points, Hispanic students by +17.5 points, English Learners by +13.5 points, Socioeconomically Disadvantaged students by +14.3 points, and Students with Disabilities by +4.4 points. English Learners also demonstrated progress on

M10.7 ELPI with a +3.4% increase in students making progress toward English proficiency. However, African American students declined by -5.9 points in M.10.1 CAASPP ELA, indicating that the training may not yet be fully addressing the needs of this priority group. Math-focused training in Building Fact Fluency showed limited impact, with only modest M10.2 CAASPP Math gains for All Students (+2.9), Hispanic (+2.2) and SED students (+5.4), while African American students (-1.4), English Learners (-0.6), and Students with Disabilities (-12.8) declined. Additionally, district benchmark results showed declines for most groups in M10.5 ELA (All Students -4.37%, Hispanic -6.52%, English Learners -6.16%, SED -4.85%) and declines across all groups in M10.6 Math benchmarks (All Students -5.84%, African American -10.45%, English Learners -12.18%, Hispanic -6.17%, SED -6.57%, Students with Disabilities -4.95%). African American (+1.06%) and Students with Disabilities (+4.65%) showed growth in math. These mixed results indicate that while the literacy professional development contributed to improvements on state assessments and English Learner progress, the math training and overall impact across local assessments were limited, resulting in the action being partially effective overall.

Action 10.3 - Increase Student Engagement Action was effective, as the implementation of student engagement strategies and classroom management training, which all staff received during scheduled in-house training, contributed to reductions in suspension rates across nearly all reported student groups, indicating improvements in student behavior and overall school climate. The All-Student, M10.3, suspension rate decreased by -0.2%, while English Learners saw a significant decrease of -4.8%, Hispanic students decreased by -1.6%, and students of Two or More Races decreased by -7.7%, representing the largest improvement among reported groups. Additionally, White students decreased by -5.1% and Socioeconomically Disadvantaged (SED) students decreased slightly by -0.1% from baseline. These reductions suggest that the engagement strategies implemented through professional development, such as cooperative learning structures and improved classroom management practices, helped increase student engagement and reduce behaviors that lead to suspension. Overall, the consistent downward trend in suspension rates across multiple student groups demonstrates that they had a positive impact on student behavior and school climate.

Action 10.4 - Literacy Strategies, Instructional Models, and Resources has been partially effective, as the literacy training and instructional resources provided to teachers contributed to improvements in several key outcomes, particularly on state assessments and English Learner progress. Gains were observed on M10.1 CAASPP ELA, with the All-Student group improving by +12.8 points, Hispanic students by +17.5 points, English Learners by +13.5 points, Socioeconomically Disadvantaged students by +14.3 points, and Students with Disabilities by +4.4 points, suggesting that the literacy strategies and materials are supporting improved reading instruction for many students. Additionally, English Learners demonstrated progress on the M.10.7 English Learner Progress Indicator (ELPI) with a +3.4% increase, indicating growth in English language proficiency. However, results were not consistent across all assessments or student groups. African American students declined on M.10.1 CAASPP ELA (-5.9 points) but increased on M10.5 (+1.06%) alongside Students with Disabilities (+4.65%). M10.5 district benchmark ELA results declined for several groups, including the All-Student group (-4.37%), Hispanic students (-6.52%), English Learners (-6.16%), and SED students (-4.85%). It is also important to note that not all grade levels have received the literacy training, as professional development has been limited to TK-1 and a portion of 2nd grade, which may have limited the broader impact across the school. These mixed results suggest that while the literacy training and resources are supporting improvement in some areas, expanded implementation across additional grade levels will be needed to achieve more consistent outcomes.

Action 10.5 - Culturally Relevant Libraries & Professional Development was partially effective, as the implementation of culturally relevant classroom libraries supported positive outcomes for some student groups while results remained inconsistent across assessments. On M10.1 CAASPP ELA, several groups demonstrated growth, including All Students (+12.8 points), Hispanic students (+17.5 points), English Learners (+13.5 points), SED students (+14.3 points), and Students with Disabilities (+4.4 points). In addition, English Learners showed

progress on the M10.7 ELPI with a +3.4% increase in students making progress toward English language proficiency. However, African American students declined on M10.1 CAASPP ELA (-5.9 points), and M10.5 district benchmark ELA results declined for most student groups, including All Students (-4.37%), Hispanic (-6.52%), English Learners (-6.16%), SED (-4.85%), though African American students (+1.06%) and Students with Disabilities (+4.65%) showed small gains on the local benchmark. These mixed outcomes suggest that while culturally relevant libraries may be contributing to improvements in some areas, their overall impact is difficult to isolate from other literacy initiatives, resulting in the action being partially effective overall.

Action 10.6 - Family Engagement was effective as family engagement efforts strengthened school-home partnerships at Puesta del Sol, with all planned events transpiring. Even though staff contributions were not what was anticipated and budgeted for, these efforts contributed to reductions in M10.3 suspension rates across multiple student groups, including All Students (-0.2%), English Learners (-4.8%), Hispanic students (-1.6%), students of Two or More Races (-7.7%), SED students (-0.1%), and White students (-5.1%), indicating improvements in student behavior and school climate. In addition, M10.4 chronic absenteeism decreased significantly for White students (-20.6%), suggesting that increased family communication and engagement supported improved attendance.

Action 10.7 - Social Emotional Learning has been effective, as the implementation of Social Emotional Learning (SEL) programs and mentorship supports has contributed to improvements in student behavior and engagement. Data shows reductions in M10.3 suspension rates across multiple student groups, including All Students (-0.2%), English Learners (-4.8%), Hispanic students (-1.6%), students of Two or More Races (-7.7%), SED students (-0.1%), and White students (-5.1%), indicating a positive shift in school climate and student behavior. In addition, M10.4 chronic absenteeism decreased significantly for White students (-20.6%), suggesting that increased student connection, belonging, and engagement through SEL supports may also be contributing to improved attendance. The overall downward trend in suspension rates and improvements in attendance demonstrate that the SEL initiatives, including mentorship and relationship-building strategies, are having a positive impact on student outcomes.

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

The Goal Description was updated to ensure all student groups which needed targeted supports were included. In the planned goal Pacific islanders were added as a subgroup that needed improvement in the Suspension rates and Chronic absenteeism. Due to a clerical error, Baseline and Year 1 data for M10.5 representing District Benchmark in ELA have been updated. Targeted goal has been adjusted as well to align with the corrected Baseline and Year 1 data. The Pacific Islander subgroup was added in M10.3 and M.10.4 in 2025 in order to monitor student progress and metric numbers in suspension rates and chronic absenteeism. Due to an increase in chronic absenteeism, African American and students identifying as two or more races have been added to M10.4. Action 10.3 was updated to include the Pacific Islander student group. Action 10.5 was updated to include culturally responsive teaching professional development for teachers. Action 10.8 was added as educational partners identified the need for this goal due to the academic disruption and social-emotional challenges experienced by transient students, which can lead to gaps in learning, difficulty adjusting to new school environments, and increased risk of negative outcomes in academic achievement, behavior, and attendance.

Action 10.9 was added as educational partners identified the need for this goal because students are struggling with math concepts and problem solving. Further, teachers identified a need for additional training, materials, and resources to help students talk through their thinking, better understand math concepts, and become more confident and engaged in math learning.

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
10.1	Targeted Intervention from Support Staff	Puesta Del Sol will provide students with additional targeted interventions by adding Resident Substitutes to support small groups in both ELA and Math focused on the 5 Pillars of Literacy and building math fact fluency in order to increase student academic achievement. This action will benefit all students, but is principally directed to support African Americans, English Learners, Hispanic, and SED student outcomes in metrics 10.1,10.2,10.5,10.6, & 10.7	\$241,758.00	No
10.2	Support Staff Training & Professional Development	Resident Substitutes will receive added training and professional development in Orton Gillingham Comprehensive and Morphology strategies, Literacy Footprints Guided Reading, and Graham Fletcher's Building Fact Fluency in order to effectively provide small group instruction and increase student academic achievement. This action will benefit all students, but is principally directed to support African Americans, English Learners, Hispanic, and SED student outcomes in metrics 10.1, 10.2,10.5, 10.6 & 10.7.	\$43,500.00	No
10.3	Increase Student Engagement	Staff will receive additional training and professional development to deepen their understanding and implementation of student engagement strategies, such as Kagan, with a focus on literacy, math, English Learners, and classroom management. These strategies will aim to improve student behavior by fostering peer relationships, reducing off-task behavior, and enhancing comprehension and retention of academic content. This action will benefit all students, but will primarily support African American, White, Hispanic, ELs, Pacific Islanders SWD, and SED students to improve their outcomes in metrics 10.3.	\$44,159.00	No

Action #	Title	Description	Total Funds	Contributing
10.4	Literacy Strategies, Instructional Models, and Resources	Teachers will be provided additional training on literacy strategies and instructional models, such as Project GLAD, to support vocabulary development and improve students' reading comprehension. Additional literacy instructional materials, books, and technology will be purchased to support these new strategies and instructional models. This action will benefit all students, but will primarily support ELs, African American, Hispanic, SWD, and SED students to improve their outcomes in metrics 10.1, 10.5 & 10.7.	\$172,526.00	No
10.5	Culturally Relevant Libraries	Puesta Del Sol will implement culturally relevant libraries in all classrooms to create a more inclusive, engaging, and equitable learning environment for all students. By offering literature that connects to students' real-life experiences, culturally relevant libraries will boost student engagement, support stronger literacy development, and help close opportunity gaps. Additionally, teachers will be provided professional development on culturally responsive teaching to strengthen culturally responsive instructional strategies. This action will benefit all students, but will principally benefit African American, ELs, Hispanic, SWD, and SED students to improve student outcomes in metrics 10.1, 10.5, and 10.7.	\$48,000.00	No
10.6	Family Engagement	School staff will collaborate with families through events, communication, and new outreach efforts as teachers host family nights to strengthen school-home partnerships and increase family engagement. This action will benefit all students, but will primarily support African American, ELs, Hispanic, SWD, and SED students to improve student outcomes in metrics 10.3 & 10.4.	\$9,383.00	No
10.7	Social Emotional Learning	Teachers will implement additional Social Emotional Learning (SEL) programs, including Pretty Brown Girl and other mentorship-based, research-driven interventions, to foster positive self-identity, build resilience, and support students' emotional well-being. This action will benefit all students, but will principally support African American, Hispanic,	\$42,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ELs, SWD, and SED students to improve student outcomes in metrics 10.3 & 10.4.		
10.8	Targeted Academic Recovery & Behavioral Interventions & Support	Designated staff members will provide timely and targeted small-group intervention and support to incoming transient students and students in need of academic recovery and social-emotional support. Support will focus on ELA, Math, and SEL, along with support focused on transiency adjustment, self-regulation, and social-emotional adaptation. This action will benefit all students, but will primarily support African American, and students who identify as 2 or more races to improve metrics in 10.1, 10.2, 10.3 and 10.4	\$132,880.00	No
10.9	Math strategies, Instructional materials, and Resources	Teachers will be provided professional development on effective math strategies that promote mathematical discourse, deepen conceptual understanding, and strengthen student engagement in problem solving, along with access to supplemental materials, books, and instructional resources to support implementation in the classroom. This action will benefit all students, but will primarily support ELs, African American, Hispanic, SWD, and SED students to improve their outcomes in metrics 10.2 & 10.6.	\$15,555.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By June 2027, Del Rey Elementary will improve student outcomes by achieving positive incremental progress in the following areas: ELA (All Students, African American, English Language Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Mathematics (All Students, English Language Learners, African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), decreasing suspension rates (All Students, African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Student with disabilities, Pacific Islander White), decreasing chronic absenteeism (All students, English Learners, African American, Hispanic, Socioeconomic Disadvantage, Students with disabilities, Pacific Islander, White) and increasing English Learner Progress.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is required due to Del Rey's qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non stability rate of greater than 25% (Del Rey is 28.6%) and a socio-disadvantaged rate greater than 70% (Del Rey is at 96.0%).

When evaluating Del Rey's 2025 California Dashboard data several inequalities emerged in our subgroups. Based on the dashboard in ELA all of our student groups are under performing with an average of 92.3 points below the standard with all students showing an average increase of 2.1 points. Likewise, in Mathematics all of our student groups are under performing with an average of 109.5 points below the standard. All of our subgroups showed an average decline of 1.7 points. Inequities also emerge in absenteeism and suspensions. Del Rey has a high overall Chronic Absenteeism of 43.6% and we have shown an increase in all subgroups of an average of 2% except for our African American Subgroup who showed a decline of 3.1%. Del Rey also has a high suspension rate with 11.1% of all students suspended at least one day. Del Rey also has a high suspension rate with all five subgroups increasing by an average of 4%. The Data also shows that our English Learners Progress is at 34.8% with a decrease of .07% from the prior year.

When determining the goal for the Equity Multiplier we targeted student groups that have shown negative growth on our California Dashboard indicators. While we anticipate our targeted actions will support all student growth, our purpose of our goals is to make up for any loss in progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental progress over the course of the three years.

When determining our actions, we have shared our Dashboard data, as well as our site and district performance indicators with our educational partners groups, such as School Site Council, Donuts with Doug, and during leadership, classified and certificated staff meetings. Furthermore, we are working to expand our parent groups to ensure all subgroups have a voice in future actions. During these meetings we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have been a result of these meetings. Actions indicated are research based and data driven. Actions will focus on sustainable practices over programs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	CAASPP ELA-Del Rey Elem Distance from Standard (DFS) Source: California School Dashboard	CAASPP ELA 2024 All -94.4 DFS EL -94.8 DFS HIS -91.7 DFS SED -95.5 DFS SWD -160.2 DFS 2025 AA -107.8 DFS	CAASPP ELA 2024 All -94.4 DFS EL -94.8 DFS HIS -91.7 DFS SED -95.5 DFS SWD -160.2 DFS	CAASPP ELA 2025 All -92.3 DFS EL -93.0 DFS HIS -87.3 DFS SED -93.2 DFS SWD -152.2 DFS AA -107.8 DFS	CAASPP ELA 2026 All -84.4 DFS EL -84.8 DFS HIS -81.7 DFS SED -85.5 DFS SWD -140.2 DFS AA -92.8 DFS	All +2.1 DFS EL +1.8 DFS HIS +4.4 DFS SED +2.3 DFS SWD +8.0 DFS AA NA
11.2	CAASPP Math-Del Rey Elem Distance from Standard (DFS) Source: California School Dashboard	CAASPP Math 2024 All -107.9 DFS EL -111.1 DFS AA -136.5 DFS HIS -100.3 DFS SED -107.9 DFS SWD -184.3 DFS	CAASPP Math 2024 All -107.9 DFS EL -111.1 DFS AA -136.5 DFS HIS -100.3 DFS SED -107.9 DFS SWD -184.3 DFS	CAASPP Math 2025 All -109.5 DFS EL -103.5 DFS AA -133.8 DFS HIS -102.4 DFS SED -109.1 DFS SWD -178.4 DFS	CAASPP Math 2026 All -95.9 DFS EL -99.1 DFS AA -116.5 DFS HIS -88.3 DFS SED -95.9 DFS SWD -159.3 DFS	All -1.6 DFS EL +7.6 DFS AA +2.7 DFS HIS -2.1 DFS SED -1.2 DFS SWD +5.9 DFS
11.3	Suspension Rate-Del Rey Elem Percent of students suspended at least once Source: California School Dashboard	2024 SED 7.5% W 8.9% 2025 AA 22.4% His 7.4%	2024 SED 7.5% W 8.9%	2025 SED 11.3% W 20.0% AA 22.4% His 7.4%	2026 SED 6.0% W 6.9% AA 10.4% His 4.4%	SED +3.8% W +11.1% AA NA His NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 8.3% EL 7.5% Homeless Not a significant Sub group PI Not a significant Sub group		SWD 8.3% EL 7.5% Homeless Not a significant Sub group PI Not a significant Sub group	SWD 5.3% EL 4.5% Homeless Not a significant Sub group PI Not a significant Sub group	SWD NA EL NA Homeless NA PI NA
11.4	Chronic Absenteeism Rate- Del Rey Elem School and Student Group Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2024 AA 58.5% 2025 All 43.6% EL 26.2% His 39.8 SED 44.5% SWD 47.1% PI Not a significant Sub group	2024 AA 58.5%	2025 AA 55.5% All 43.6% EL 26.2% His 39.8% SED 44.5% SWD 47.1% PI Not a significant Sub group	2026 AA 43.5% All 38.6% EL 21.2% His 34.8% SED 39.5% SWD 42.1% PI Not a significant Sub group	AA - 3.0% All NA EL NA His NA SED NA SWD NA PI NA
11.5	VESD ELA Benchmark Grades 3-6 District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Tri 2 2024 All 7.52% AA 7.0% EL 4.3% His 8.07% SED 7.1% SWD 1.39%	Tri 2 2024 All 7.52% AA 7.0% EL 4.3% His 8.07% SED 7.1% SWD 1.39%	Tri 2 2025 All 4.5% AA 4.4% EL 2.52 % His 4.81% SED 4.67% SWD 1.37%	Tri 2 2026 All 17.52% AA 17.0% EL 15.3% His 18.07% SED 17.1% SWD 14.39%	All -3.02% AA -2.6 % EL -1.78 % His -3.26% SED -2.43% SWD -.02%
11.6	Del Rey Orton Gillingham Grades 1 - 2 Student phonics proficiency test of students percent at or above grade level.	Mid Year 2024 All Grade 1 30% at or above All Grade 2 22% at or above	Mid Year 2024 All Grade 1 30% at or above All Grade 2 22% at or above	Mid Year 2025 All Grade 1 47% at or above All Grade 2 38% at or above	Mid Year 2026 All Grade 1 50% at or above All Grade 2 42% at or above	All Grade 1 +17% at or above All Grade 2 +16% at or above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Orton Gillingham Mid Year Assessment					
11.7	VESD Mathematics Benchmark Grades 1-6 District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Tri 2 2024 All 8.18% AA 5.10% EL 7.90% His 8.64% SED 7.86% SWD 4.17% PI Not a significant Sub group	Tri 2 2024 All 8.18% AA 5.10% EL 7.90% His 8.64% SED 7.86% SWD 4.17%	Tri 2 2025 All 12.99% AA 7.95% EL 10.08 % His 15.01% SED 13.12% SWD 5.8% PI Not a significant Sub group	2027 All 15.18% AA 14.1% EL 14.9% His 15.64% SED 14.86% SWD 13.17% PI Not a significant Sub group	All + 4.81%% AA +2.85%% EL +2.18% His +6.37% SED +5.26% SWD +1.63% PI NA
11.8	English Learners Progress Percent of students making progress to English Learner Proficiency Source: California School Dashboard	2025 EL 34.8%	NA	2025 EL 34.8%	2026 EL 44.8%	EL NA

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.

Actions 11.1 - Small Group instruction - This action was partially implemented due to the difficulty in finding resident subs. Del Rey hired only two of the four budgeted subs. They began working with students in January. Students were identified and pulled out in small groups of 3-5 students for 20 minute intensive intervention during the school day. Each resident sub serviced twelve groups each day in all grade levels.

Action 11.2 - Instructional Coach additional training- This was fully implemented. Our On Site Instructional Coach continues to be certified in Orton Gillingham+ instruction and has nearly completed the requirements for Orton Gillingham morphology. In order for her to keep her certification she needs to complete hours through the Institute for Multi Sensory Education (IMSE). She is then allowed to serve as a OG+ instructor for the school.

Actions 11.3 - Support Staff Training - This was not implemented as the two resident subs that we hired for small group instruction were both already trained in OG+ and thus did not need to attend the training to service students. We plan to keep this action because future resident subs may not have the OG+ training and thus we would need to use funds to get them fully trained in order to support our students

Action 11.4 - Instructional Materials - This was fully implemented. All teachers in K - 3 received updated materials in OG+ for the year. Materials included teacher books and student resources. In addition, software was purchased to aid in the instruction of math standards at all grade levels. We will continue to keep this actions because each year consumable materials will be need to be purchased for students in grade K-3 in order to fully access the material

Action 11.5 - School Climate - This was fully implemented. Although there is a large turnover in noon duty supervisors (NDS) we were able to continue to have a NDS cover over 90% of the days for the year. At times there were subs utilized to ensure the additional coverage was in place. These NDS created games, activities and offered additional supervision to the playground. Students who had difficulty on the playground were occasionally assigned to work with a NDS to guide them in appropriate play and student interactions.

Actions 11.6 - School Climate Training- This was fully implemented. All NDS were provided with a full week of training before the school year began in Trauma informed, active supervision and additional playgroup equipment. Throughout the year periodically we would revisit the training during NDS meetings and use that training to modify how they approached students on the playground and in the cafeteria.

Action 11.7 - Classroom Engagement - This was fully implemented. All teachers attended two full day professional development training in Kagan Cooperative learning Structures during the year. Materials were purchased to support the training. An outside consultant was hired to provide the Professional Development (PD) during our August and January PD days.

Action 11.8 - Positive Behavior Intervention program - This was partially implemented. Del Rey uses a House System to provide a positive environment for all students. Materials were provided to all students at the beginning of the year as well as any new students who enrolled at Del Rey. Rallies were held throughout the year that encouraged positive connections to the school and other students. In addition, materials were provided to teachers to promote a positive school climate. We were not able to add in any additional SEL training or supports.

Action 11.9 - Family/Community Engagement - This was partially implemented. Three parent nights were originally planned but only one was able to be completed. Scheduling conflicts and lack of staff participation limited us in the number we could offer parents.

Action 11.10 - Social Emotional Learning - This was not implemented. A committee was formed to review several different SEL programs for the school. The committee struggled to find an appropriate program that meets the needs of all students at all grade levels. We have begun working with the possibility of now using two different SEL programs, one for primary and one for intermediate. Programs will be selected this year and implemented next year.

Successes include the knowledge and expertise of our on site coach to support literacy instruction and all teachers completed engagement training.

Challenges included securing all support staff to hire and scheduling for student support pullout models.

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

The District considers expenditures greater or less than 15% of the budgeted amount as a material difference.

Action 1. Small Group Instruction: Could not fill planned number of positions for Resident Subs

Action 2. Instructional Coach additional training: OSSICC did not need the amount of hours budgeted to complete the training

Action 3. Support Staff Training: Resident subs that were hired already had the OG training. No training needed

Action 4. Instructional Materials: No material Differences

Action 5. School Climate: Did not fill all positions until later in the school year and poor attendance throughout the year

Action 6. School Climate Training: No Material Differences

Action 7. Classroom Engagement: Were unable to secure all the planned consultants for the scheduled trainings by different grade levels, however all teachers were trained by a single consultant.

Action 8. Positive Behavior Intervention program. Staff were unable to come up with a SEL that meet their needs

Action 9. Family/Community Engagement. We were unable to secure the help needed from staff to host these events.

Action 10 Social Emotional Learning: Unable to secure a resident sub until later in the school year.

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

Action 11.1 – Small Group Instruction

This action is intended to increase outcomes for English Learners (EL), Hispanic (HIS), African American (AA), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) across Metrics 11.1, 11.2, 11.5, 11.6, and 11.7.

The data presents a mixed picture of effectiveness:

Metric 11.1 (CAASPP ELA): Positive movement is evident for all reported groups — All Students (+2.1 DFS), EL (+1.8 DFS), HIS (+4.4 DFS), SED (+2.3 DFS), and SWD (+8 DFS). This suggests the action is contributing positively to ELA outcomes.

Metric 11.2 (CAASPP Math): Results are mixed. EL (+7.6 DFS), AA (+2.7 DFS), and SWD (+5.9 DFS) showed positive growth. However, All Students (-1.6 DFS), HIS (-2.1 DFS), and SED (-1.2 DFS) showed declines, indicating the action has not yet been fully effective in math for all targeted groups.

Metric 11.5 (VESD ELA Benchmarks): All groups showed declines — All Students (-3.02%), AA (-2.6%), EL (-1.78%), HIS (-3.26%), SED (-2.43%), and SWD (-0.02%). This suggests the action has not yet been effective in improving local ELA benchmark performance.

Metric 11.6 (Orton Gillingham Grades 1–2): Positive growth is noted — Grade 1 All Students (17%) and Grade 2 All Students (16%). This indicates the action is showing early effectiveness in foundational phonics skills.

Metric 11.7 (VESD Math Benchmarks): Strong positive growth across all groups — All Students (+4.81%), AA (+2.85%), EL (+2.18%), HIS (+6.37%), SED (+5.26%), and SWD (+1.63%). This suggests the action is effective in supporting local math benchmark improvement.

Summary: This action shows promising results in CAASPP ELA (Metric 11.1), Orton Gillingham phonics (Metric 11.6), and local math benchmarks (Metric 11.7). However, declines in CAASPP Math for some groups (Metric 11.2) and local ELA benchmarks (Metric 11.5) suggest that continued refinement is needed, particularly given that this action was only partially implemented with two of four planned resident subs.

Action 11.2 – Instructional Coach Additional Training

This action is intended to increase outcomes for EL, HIS, AA, SED, and SWD across Metrics 11.1, 11.5, and 11.6.

Metric 11.1 (CAASPP ELA): Positive gains for All Students (+2.1 DFS), EL (+1.8 DFS), HIS (+4.4 DFS), SED (+2.3 DFS), and SWD (+8 DFS). This indicates the action is contributing positively.

Metric 11.5 (VESD ELA Benchmarks): All groups showed declines — All Students (-3.02%), AA (-2.6%), EL (-1.78%), HIS (-3.26%), SED (-2.43%), and SWD (-0.02%). This suggests the training has not yet translated into improved local ELA benchmark performance.

Metric 11.6 (Orton Gillingham Grades 1–2): Positive growth — Grade 1 (17%) and Grade 2 (16%). This indicates the coach's OG+ certification is showing effectiveness in supporting early literacy instruction.

Summary: The instructional coach training appears to be positively impacting CAASPP ELA (Metric 11.1) and early phonics instruction (Metric 11.6). The decline in local ELA benchmarks (Metric 11.5) across all student groups, including EL, HIS, AA, SED, and SWD, suggests that additional focus may be needed to ensure the coaching translates into measurable gains on local assessments. This action appears to be partially effective.

Action 11.3 – Support Staff Training

This action is intended to increase outcomes for EL, HIS, AA, SED, and SWD across Metrics 11.1, 11.5, and 11.6.

Metric 11.1 (CAASPP ELA): Positive gains — All Students (+2.1 DFS), EL (+1.8 DFS), HIS (+4.4 DFS), SED (+2.3 DFS), SWD (+8 DFS).

Metric 11.5 (VESD ELA Benchmarks): Declines across all groups — All Students (-3.02%), AA (-2.6%), EL (-1.78%), HIS (-3.26%), SED (-2.43%), SWD (-0.02%).

Metric 11.6 (Orton Gillingham Grades 1–2): Positive growth — Grade 1 (17%), Grade 2 (16%).

Summary: This action was not implemented in Year 1 because the two hired resident subs already held OG+ certification. Therefore, the current metric results cannot be attributed to this action. It remains a prudent action to retain for future years when newly hired support staff may require training. The positive results in Metrics 11.1 and 11.6 for EL, HIS, SED, and SWD are likely attributable to other implemented actions rather than this one.

Action 11.4 – Instructional Materials

This action is intended to increase outcomes for EL, HIS, AA, SED, and SWD across Metrics 11.1, 11.2, 11.5, 11.6, and 11.7.

Metric 11.1 (CAASPP ELA): Positive gains — All Students (+2.1 DFS), EL (+1.8 DFS), HIS (+4.4 DFS), SED (+2.3 DFS), SWD (+8 DFS) Effective.

Metric 11.2 (CAASPP Math): Mixed — EL (+7.6 DFS), AA (+2.7 DFS), SWD (+5.9 DFS) improved, while All Students (-1.6 DFS), HIS (-2.1 DFS), and SED (-1.2 DFS) declined.

Metric 11.5 (VESD ELA Benchmarks): Declines across all groups — All Students (-3.02%), AA (-2.6%), EL (-1.78%), HIS (-3.26%), SED (-2.43%), SWD (-0.02%). Not yet effective.

Metric 11.6 (Orton Gillingham Grades 1–2): Positive — Grade 1 (17%), Grade 2 (16%).

Metric 11.7 (VESD Math Benchmarks): Strong positive growth — All Students (+4.81%), AA (+2.85%), EL (+2.18%), HIS (+6.37%), SED (+5.26%), SWD (+1.63%).

Summary: The purchase of OG+ materials and math software appears to be effective at this time due to several metrics, particularly Orton Gillingham phonics (Metric 11.6), CAASPP ELA (Metric 11.1), and local math benchmarks (Metric 11.7) for EL, HIS, AA, SED, and SWD. The declines in local ELA benchmarks (Metric 11.5) and mixed CAASPP Math results (Metric 11.2) for HIS and SED suggest that materials alone may not be sufficient and may need to be paired with additional instructional strategies.

Action 11.5 – School Climate (Noon Duty Supervisors)

This action is intended to increase outcomes for White (W), SED, HIS, SWD, EL, and AA students across Metrics 11.3 and 11.4.

Metric 11.3 (Suspension Rate): SED increased by +3.8% and W increased by +11.1%, both indicating worsening suspension rates. Data for AA, HIS, SWD, and EL is not yet available for comparison. This suggests the action has not yet been effective in reducing suspensions for the groups with available data.

Metric 11.4 (Chronic Absenteeism): AA showed a positive decline of -3% (improvement). Data for EL, HIS, SED, and SWD is not yet available for comparison. The improvement for AA students is encouraging, though the lack of data for other targeted groups limits the ability to fully assess effectiveness.

Summary: Despite full implementation and over 90% coverage of noon duty positions, suspension rates for SED (+3.8%) and White (+11.1%) students worsened (Metric 11.3). The improvement in chronic absenteeism for AA students (-3.1% in Metric 11.4) is a positive sign. Overall, this action has shown to not be effective to date, and the school may want to consider whether additional or different climate strategies are needed to support SED, W, HIS, SWD, and EL students. This action was not effective.

Action 11.6 – School Climate Training

This action is intended to increase outcomes for W, SED, and AA students across Metrics 11.3 and 11.4.

Metric 11.3 (Suspension Rate): SED increased by +3.8% and W increased by +11.1%. Both available groups show worsening outcomes.

Metric 11.4 (Chronic Absenteeism): AA showed improvement at -3%.

Summary: While the training was fully implemented, the available data suggests it has not been effective in reducing suspensions for SED (+3.8%) and W (+11.1%) students (Metric 11.3). The improvement in chronic absenteeism for AA students (-3.1% in Metric 11.4) is positive. The school may want to evaluate whether the current training content and frequency are sufficient to impact the targeted behaviors for SED and W students.

Action 11.7 – Classroom Engagement

This action is intended to increase outcomes for EL, HIS, AA, W, SED, and SWD across Metrics 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7.

Metric 11.1 (CAASPP ELA): Positive — All Students (+2.1 DFS), EL (+1.8 DFS), HIS (+4.4 DFS), SED (+2.3 DFS), SWD (+8 DFS). AA not available. Effective.

Metric 11.2 (CAASPP Math): Mixed — EL (+7.6 DFS), AA (+2.7 DFS), SWD (+5.9 DFS) improved; All Students (-1.6 DFS), HIS (-2.1 DFS), SED (-1.2 DFS) declined.

Metric 11.3 (Suspension Rate): SED (+3.8%) and W (+11.1%) worsened. AA, HIS, SWD, EL not yet available.

Metric 11.4 (Chronic Absenteeism): AA improved (-3%). EL, HIS, SED, SWD not yet available.

Metric 11.5 (VESD ELA Benchmarks): Declines across all groups — All Students (-3.02%), AA (-2.6%), EL (-1.78%), HIS (-3.26%), SED (-2.43%), SWD (-0.02%).

Metric 11.6 (Orton Gillingham Grades 1–2): Positive — Grade 1 (17%), Grade 2 (16%).

Metric 11.7 (VESD Math Benchmarks): Strong positive growth — All Students (+4.81%), AA (+2.85%), EL (+2.18%), HIS (+6.37%), SED (+5.26%), SWD (+1.63%).

Summary: The Kagan Cooperative Learning training shows it has not been effective across the seven aligned metrics. Strong gains are evident in CAASPP ELA (Metric 11.1), phonics (Metric 11.6), and local math benchmarks (Metric 11.7) for EL, HIS, AA, SED, and SWD. However, declines in local ELA benchmarks (Metric 11.5), worsening suspension rates for SED and W (Metric 11.3), and mixed CAASPP Math results (Metric 11.2) suggest that engagement strategies alone are not sufficient to address all areas of need. Continued implementation with targeted adjustments may strengthen outcomes in Year 2.

Action 11.8 – Positive Behavior Intervention Program

This action is intended to increase outcomes for W, SED, HIS, SWD, EL, and AA students across Metrics 11.3 and 11.4.

Metric 11.3 (Suspension Rate): SED increased by +3.8% and W increased by +11.1%. AA, HIS, SWD, and EL data is not yet available. Not yet effective for available groups.

Metric 11.4 (Chronic Absenteeism): AA improved by -3%. EL, HIS, SED, and SWD data is not yet available.

Summary: Despite full implementation of the House System, rallies, and positive climate materials, suspension rates worsened for SED (+3.8%) and W (+11.1%) students (Metric 11.3). The improvement in chronic absenteeism for AA students (-3.1% in Metric 11.4) is a positive indicator. Given the increases in suspensions, the school may want to evaluate whether the current PBIS strategies are reaching the students most at risk for suspension, particularly SED, W, HIS, SWD, and EL students, and consider supplementing with more targeted behavioral interventions. This action has not been effective.

Action 11.9 – Family/Community Engagement

This action is intended to increase outcomes for W, SED, HIS, SWD, EL, and AA students across Metrics 11.3 and 11.4.

Metric 11.3 (Suspension Rate): SED (+3.8%) and W (+11.1%) worsened. AA, HIS, SWD, and EL data not yet available.

Metric 11.4 (Chronic Absenteeism): AA improved (-3.1%). EL, HIS, SED, and SWD data not yet available.

Summary: This action was only partially implemented — only one of three planned parent nights was completed due to scheduling conflicts and limited staff participation. Given the limited implementation, it is difficult to fully assess effectiveness. The worsening suspension rates for SED (+3.8%) and W (+11.1%) in Metric 11.3 and the limited data in Metric 11.4 suggest that increased family engagement efforts are still needed. Full implementation in Year 2 will be important to determine whether this action can meaningfully contribute to improved outcomes for W, SED, HIS, SWD, EL, and AA students.

Action 11.10 – Social Emotional Learning

This action is intended to increase outcomes for W, SED, HIS, SWD, EL, and AA students across Metrics 11.3 and 11.4.

Metric 11.3 (Suspension Rate): SED (+3.8%) and W (+11.1%) worsened. AA, HIS, SWD, and EL data not yet available. Not yet effective.

Metric 11.4 (Chronic Absenteeism): AA improved (-3%). EL, HIS, SED, and SWD data not yet available.

Summary: This action was not implemented in Year 1 and is therefore not effective, as the SEL committee was unable to identify a single program suitable for all grade levels. Since no SEL program was in place, the current metric results cannot be attributed to this action. The worsening suspension rates for SED (+3.8%) and W (+11.1%) in Metric 11.3 underscore the urgency of implementing an SEL program in Year 2. The school's plan to adopt two programs (one for primary and one for intermediate) is a thoughtful approach, and full implementation will be critical to supporting the emotional well-being and behavioral outcomes of W, SED, HIS, SWD, EL, and AA students.

Overall Goal 11 Summary

Del Rey Elementary is showing encouraging early progress in several academic areas, particularly CAASPP ELA (Metric 11.1), Orton Gillingham phonics (Metric 11.6), and local math benchmarks (Metric 11.7). However, significant challenges remain in local ELA benchmarks (Metric 11.5), CAASPP Math for some groups (Metric 11.2), suspension rates (Metric 11.3), and chronic absenteeism (Metric 11.4). The goal was effective as most groups made progress toward their goals.

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.

The Goal Description was updated to ensure all student groups which needed targeted supports were included.

In the planned goal Pacific islanders were added as a subgroup that needed improvement in the Suspension rates and Chronic absenteeism.

Also in the Planned Goal, increasing English Learner progress was added as an area of needed improvement.

Due to newly ID red student groups on the 2025 California Dashboard. The following student groups were added to following metrics:
In Metric 11.1 the African American subgroup was added.

In Metric 11.3 the African American, Hispanic, Students with Disabilities, Pacific Islanders and English Learner subgroups were added.

In Metric 11.4, the English Learner, Hispanic, SocioEconomic Disadvantaged, Pacific Islanders, and Students with Disabilities subgroups were added.

Metric 11.6 had a clerical error in the Year 1 Outcome. This was corrected to 30% changed from 33% in Grade 1 and 27% to 22% in Grade 2.

Metric 11.8 was created for ELPI students

The following student groups were added to the following actions:

The Hispanic subgroup was added to Actions 11.5, 11.8, 11.9, and 11.10.

The Students with Disabilities subgroup was added to Actions 11.5, 11.8, 11.9, and 11.10

The English Learner Subgroup was added to Actions 11.5, 11.8, 11.9, and 11.10.

Action 11.11 was added to address ELPI student needs

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
11.1	Small Group instruction	Students will be provided with extra instructional support in a small group setting in both ELA and Math focused on the science of reading and fluency building in math. This action will benefit all students, but is intended to increase student achievement for English Learners, Hispanic Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities student outcomes in metrics 11.1, 11.2, 11.5,11.6 and 11.7	\$362,638.00	No
11.2	Instructional Coach additional training	Instructional Coach will be provided with additional training and certification in Orton Gillingham Comprehensive Instructional strategies to provide whole staff Professional Development in effective strategies focusing on the science of reading. This action will benefit all students, but the intended outcome is to increase student achievement for English Learners, Hispanic	\$3,400.00	No

Action #	Title	Description	Total Funds	Contributing
		Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities student outcomes in metrics 11.1, 11.5, and 11.6		
11.3	Support Staff Training	Resident intervention teachers will receive added training in Orton Gillingham Comprehensive instructional strategies for the science of reading to provide small group instruction including any material needed for these trainings. This action will benefit all students, but the intended outcome is to increase student achievement for English Learners, Hispanic Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities student outcomes in metrics 11.1, 11.5, and 11.6	\$17,500.00	No
11.4	Instructional Materials	Additional research based instructional materials and software will be purchased to support small group instruction in ELA, Mathematics, and ELD instruction. This action will benefit all students, but the intended outcome is to increase student achievement for English Learners, Hispanic Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities student outcomes in metrics 11.1, 11.2, 11.5, 11.6 and 11.7	\$16,200.00	No
11.5	School Climate	Additional Noon Duty Supervisors will be utilized from our substitute pool, to support a positive school climate, utilizing engaging materials at unstructured time and throughout the day. This action will benefit all students, but the intended outcome is to increase student achievement for White, Socioeconomically Disadvantaged Students, Hispanic, Students with Disabilities, English Learner and African American Students in metrics 11.3 and 11.4.	\$35,076.00	No
11.6	School Climate Training	Noon Duty Supervisors will be provided with new targeted training in SEL, active supervision, and positive playground interactions. This action will benefit all students, but the intended outcome is to increase student	\$7,799.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement for White, Socioeconomically Disadvantaged Students and African American Students in metrics 11.3 and 11.4.		
11.7	Classroom Engagement	Staff will receive additional training and materials to increase classroom engagement, provide opportunities for more students to participate in the lesson and increase on task behavior. This action will benefit all students, but the intended outcome is to increase student achievement for English Learners, Hispanic Students, African American Students, White Students Socioeconomically Disadvantaged Students, and Students with Disabilities student outcomes in metrics 11.1, 11.2, 11.3, 11.4, 11.5,11.6 and 11.7.	\$42,210.00	No
11.8	Positive Behavior Intervention program	Implement additional site-wide positive climate and behavior intervention programs including training, materials and collaboration for best practices. This action will benefit all students, but the intended outcome is to increase student achievement for White, Socioeconomically Disadvantaged Students,Hispanic, Students with Disabilities, English Learner and African American Students in metrics 11.3 and 11.4.	\$75,159.00	No
11.9	Family/Community Engagement	Provide new activities to increase family/community engagement including family events, training, community building activities, and targeted focus groups for feedback. This action will benefit all students, but the intended outcome is to increase student achievement for White, Socioeconomically Disadvantaged Students, Hispanic, Students with Disabilities, English Learner and African American Students in metrics 11.3 and 11.4.	\$18,409.00	No
11.10	Social Emotional Learning	Teachers will implement additional Social Emotional Learning (SEL) programs and research-driven interventions, to foster positive self-identity, build resilience, and support students' emotional well-being. This action will benefit all students, but the intended outcome is to increase student achievement for White, Socioeconomically Disadvantaged Students, Hispanic, Students with Disabilities, English Learner and African American Students in metrics 11.3 and 11.4.	\$197,357.00	No

Action #	Title	Description	Total Funds	Contributing
11.11	English Learner Progress	A Resident intervention teacher will receive training and provide small group instruction for English Language students. This action will benefit all English Language students but its intended outcome is to increase student achievement in Metric 11.8	\$5,000.00	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
\$48,206,941	\$6,062,856

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
37.053%	0.984%	\$1,249,552.29	38.037%

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
1.1	Action: Materials to Enhance Instruction and Learning Environments Need: 2023 data from the California School Dashboard shows significant progress needs to be made in ELA. All students were -54.7 DFS, while Foster Youth was -94.9 DFS, Low	The Four Pillars of Opportunities create a bridge between the traditional one-size-fits-all education model to the 21st century model of deep learning and thinking, which directly aligns with the objectives of ESSA. One specific Pillar of Opportunity, High-Quality Curriculum & Assessment, focuses on developing critical thinking, problem solving and higher order skills, as well as personalizing learning to meeting the	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Income was -64.4 DFS, and English Learners were -78.1 DFS. In math, all students were -79.2 DFS, while Foster Youth was -117.4 DFS, Low Income was -88.1 DFS, and English Learners were -93.7 DFS. Educational Partners have expressed the need for supplemental materials to provide hands on learning, real world experiences, and supplemental reading texts to improve literacy. Scope: LEA-wide	needs of each individual student, regardless of race, background or economic status (Cook-Harvey, Darling-Hammond, Lam, Mercer, & Roc, 2016). Ensuring unduplicated students have access to materials such as decodable texts, guided reading materials, ELD supplemental materials, art supplies, and culturally relevant literature to enhance instruction beyond the core is a step to give them more personalized learning opportunities. By implementing enhanced instructional materials and learning environments LEA wide, the district ensures equitable access to high-quality materials and engaging learning spaces for all students, while strategically targeting the resources to support our foster youth, low income, and EL students. This approach not only aims to elevate overall student performance but also to ensure that every student, including identified GATE students, regardless of their background, has the opportunity to succeed academically.	
1.2	Action: Professional Development for Certificated Need: 2023 data from the California School Dashboard shows significant progress needs to be made in ELA. All students were -54.7 DFS on ELA CAASPP while Foster Youth was -94.9 DFS, Low Income was -64.4 DFS, and English Learners were -78.1 DFS. In math, all students were -79.2 DFS, while Foster Youth was -117.4 DFS, Low Income was -88.1 DFS, and English Learners were -93.7 DFS.	Reading levels are critical to a student's level of success on grade level appropriate lessons and assessments. Professional development for certificated staff will provide teachers with the strategies and skills to help students develop as proficient readers. Teachers will engage in a comprehensive training over 87 hours and will implement the evidence-based strategies throughout the year to improve student achievement and increase students reading on grade level as 86% of our students are unduplicated and 70% are below grade level in reading across the district.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Every educational partner has specifically stated that they want our students reading at grade level and to understand mathematical concepts. Scope: LEA-wide	In mathematics reading is required as well, and there is a considerable amount of research about the type of text that is used. The readability of technical text is very different from other reading experiences such as reading trade books, novels, magazines or newspapers. However, there is a need to comprehend grade appropriate text for items types including short text/constructed response, multi-select, and to address the prompts on the performance task (SBAC Content Explorer and Blueprints). Research show the 5 pillars of reading (phonics, phonemic awareness, guided reading, vocabulary and comprehension) must all be explicitly taught for students to attain strong reading skills. Staff will be trained explicitly in each of these areas, along with developing mathematical concepts to implement the research. By providing professional development on an LEA wide basis, we can ensure that all educators, are equipped with evidence-based reading instructional practices to implement in the classroom for good, first instruction and intervention for all students while specifically targeting our Pacific Islander, Foster Youth, Low Income, and English Learners. This approach fosters a consistent, high-quality learning environment across the district to improve our students literacy.	
1.4	Action: Small Group Instruction in Grades TK-2 Need:	Literacy is a focus for our Board and district, and aligns with State Superintendent of Public Instruction goals.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our 2023 local reading data for students in second grade shows the percent at grade level proficient for All Students is 47.33% while Foster Youth is 18.8%, Low Income is 43.12% and English Learner is 30.20%. This data shows our unduplicated students are far below district and board goals of all student being proficient at reading by grade 3. Educational partners in DELAC, Parent Advisory Council, and Bargaining Unit members provided input on the importance of having small student to teacher ratios. Scope: Schoolwide	Additional paraprofessionals and resident subs will support small group instruction to close the achievement gap for students performing below grade level in reading in grades TK-2 to get them to proficiency by the end of their primary years. Arranging opportunities for small group instruction enables teachers to target student reading deficiencies directly. Research shows an effect size of 0.47 for small group instruction, well outpacing the 0.40 effect size for a practice which would yield 1 year's growth in a school year (Hattie, John). This is a schoolwide action as it supports students at all school sites in grades TK-2. This action is being provided on a schoolwide basis to focus even more support on the earliest grades of TK-2 to ensure that students at these critical early years are provided the resources and support to develop into proficient readers. Instructional Assistants (IAs) provide essential academic and social-emotional support to high-need students, including English Learners, foster youth, and low-income students. Smaller student-to-adult ratios help ensure these students receive individualized support that addresses opportunity and achievement gaps (National Education Association, 2020). IAs assist with differentiated instruction, scaffold learning for ELs, and offer consistent adult relationships—key for foster youth and students facing economic challenges (California Department of Education, 2023).	

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
		For English Learners, IAs support language development through structured academic assistance and conversational practice, as recommended in the California English Learner Roadmap (CDE, 2017). For foster and low-income students, added adult support during core instruction and intervention improves engagement and connection to school—both linked to better outcomes (WestEd, 2018).	
1.5	Action: Increased Instructional Minutes Need: Many of our low income students have not attended preschool. In the spring of 2023, 48.11% of all first grade students were at/above the end of year ELA goal while 26.4% of our low income were at/above the end of year goal (level I on running records). 47.33% of all second graders were at/above the end of the year ELA goal while 36.3% of our low income second graders were at/above the end of the year goal (level M on running records). Educational partners on Parent Advisory and DELAC gave input on the need to support phonemic awareness, phonics, and guided reading through increased instructional time for our youngest students. Scope: Schoolwide	According to NEA, full-day TK and kindergarten not only boosts students’ academic achievement, it also strengthens their social and emotional skills. By providing the opportunity for extended and full day Transitional Kindergarten and kindergarten, low income, foster youth, and English Learner students will have more exposure and access to rich print and other supports to enhance their literacy. This action is on a schoolwide basis in order to ensure every student in VESD, regardless of the school they attend, receives increased instructional minutes for all TK and Kindergarten students. Increasing instructional minutes in kindergarten significantly benefits English Learners, foster youth, and low-income students by providing more time for language development, early literacy, and social-emotional learning (Lee et al., 2006). For English Learners, it creates space for dedicated English Language Development and integrated language-rich instruction (CDE, 2017). Foster and low-income students also benefit from the stability and extended learning time, helping close early gaps (Barnett, 2011).	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Full-day kindergarten programs are especially effective for students from disadvantaged backgrounds, leading to stronger academic and social outcomes (Cooper et al., 2010). This approach not only aims to elevate all student performance, but also to ensures every student has the opportunity for access to rich print and resources for early oral and academic development.	
1.6	Action: Collaboration Time Need: 2023 VESD English Language Arts Benchmark results showed 11.25% of all students in grades 3-6 were at grade level while 3.45% of Foster Youth, 9.42% of Low Income, and 4.61% of English Learners were at grade level. VESD Math Benchmark results showed 22.28% of all students in grades 1-6 were at grade level while 14.04% of Foster Youth, 20.21% of Low Income, and 15.23% of English Learners were at grade level. Educational partners in Quality Works and from our Bargaining Units shared the importance of time to do the analysis to adjust instructional practices and provide intervention. Scope: LEA-wide	According to the CDE, collaboration time allows educators opportunities to directly improve teaching and learning, build stronger relationships between team members, help teachers stay on top of new research and emerging technology tools for the classroom, and help teachers reflect on ideas. In addition to data analysis and goal setting with principals, VESD staff may also use this time to collaborate, share best practices, complete classroom data analysis, and other planning to close the achievement gaps for Foster Youth, Low Income, and English Learners. This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to increase student achievement in ELA and math as staff identify areas needing improvement based on data, collaborate, plan for best instructional practices and interventions, and reflect on data in cycles for continuous improvement. While this type of professional learning will support all students LEA wide, it is primarily targeting foster youth, low income, and EL students to remove barriers and ensure growth.	This action will be measured by the metrics identified in the action description.
1.7	Action: Staffing and Data Analysis	According to the California Award for Performance Award for Excellence (CAPE) criteria, program	This action will be measured by the metrics

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: On the 2023 California School Dashboard, academic indicators on the school and student group level are at the lowest performance indicator in English Language Arts, Mathematics, and/or English Learner Progress Indicator in 14/16 (88%) of VESD schools. All students are -54.7 DFS in CAASPP ELA while English Learners are -78.1 DFS, Low Income are -64.4 DFS, and Foster Youth are -94.9 DFS. All students are -79.2 DFS in CAASPP Math while English Learners are -93.7 DFS, Low Income are -88.1 DFS, and Foster Youth are -117.4 DFS. Educational partners in Quality Works and Parent Advisory Council provided input on the need for up to date data on state and local assessments to drive decision-making for instructional cycles. Scope: LEA-wide	evaluation is critical to ensure curriculum and instructional practices are effective and maximize learning time for unduplicated students. Gaps were found in our ability to access and evaluate data due to lack of integration of multiple systems (student information system, CAASPP system, SAIS IEP system). This requires us to provide staff to collect and disaggregate data, effectively integrate data systems, and ensure that schools and the district have training to access the correct data to make informed decisions on reducing inequities for our low-income, Foster Youth, and English Learner students. Due to the fact that integrating systems to maximize the data for root cause analysis in achievement gaps needs to take place at both the district level and at all schools, this is being provided on an LEA wide basis.	identified in the action description.
1.8	Action: Student Teacher Residency Program Need: Our local reading data for students in 6th grade shows the percent at grade level proficient for All Students is 21.5% while Foster Youth is 18.18%, Low Income is 19.5%, and English Learner is 7.8%. This data reflects the need for our unduplicated students to have highly qualified teachers to close our	Per research from the National Institute of School Leadership (NISL), the highest performing countries in academic achievement have models of preparation that include, “At least a year is given over to mastery of the craft of teaching, either during teacher preparation or the first year of employment.” There is currently a national shortage of teachers, and staff should represent the demographics of the students they serve.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement and exit our district proficient in reading, writing, and language standards. 2023 VESD English Language Arts Benchmark results showed 11.25% of all students in grades 3-6 were at grade level while 3.45% of Foster Youth, 9.42% of Low Income, and 4.61% of English Learners were at grade level. VESD Math Benchmark results showed 22.28% of all students in grades 1-6 were at grade level while 14.04% of Foster Youth, 20.21% of Low Income, and 15.23% of English Learners were at grade level. Educational partner feedback from VESD Strategic Study expressed the desire to continue the program. Scope: LEA-wide	The Alder program will aid future educators in obtaining their master's degree and teaching credential through the student residency program for the purpose of attracting, recruiting and retaining highly qualified teachers. The presence of an additional educator to support with small group instruction for targeted lessons will support student academic achievement. The Alder curriculum is directed at supporting students who are marginalized, is culturally relevant, and promotes diverse teaching. Having a consistent pipeline of teachers with deeper learning and experiences with district literacy initiatives will support student achievement for students in VESD schools which is why this is LEA wide. The Alder Teacher Residency Program helps meet the needs of English Learners, foster youth, and low-income students by preparing culturally responsive, equity-focused teachers who are committed to the communities they serve. Teacher residents spend a full academic year learning alongside a mentor teacher in local classrooms, allowing them to build strong relationships with students and implement evidence-based practices tailored to diverse learners. Research shows that students from historically underserved backgrounds benefit from well-prepared, stable, and diverse teachers, especially those trained to recognize and respond to the unique challenges these student populations face (Learning Policy Institute, 2016). Alder's mission explicitly focuses on improving educational	

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
		outcomes for students from marginalized backgrounds by placing highly trained teachers in high-need schools (Alder GSE, 2023). Additionally, teacher residency models have been shown to increase teacher retention, particularly in schools serving low-income and English Learner populations, thereby providing greater consistency and stability in students' academic environments (Guha, Hyler, & Darling-Hammond, 2016).	
1.9	Action: Educational Field Trips and Learning Experiences Need: Our local reading data for students in second grade shows the percent at grade level proficient for All Students is 47.33% while Foster Youth is 18.8%, Low Income is 43.12% and English Learner is 30.20%. This data shows our unduplicated students are far below district and board goals of all student being proficient at reading by grade 3. 2023 VESD English Language Arts Benchmark results showed 11.25% of all students in grades 3-6 were at grade level while 3.45% of Foster Youth, 9.42% of Low Income, and 4.61% of English Learners were at grade level. Educational Partners have expressed the need for more field trips and funding for transportation costs to support real life connections to the state standards, develop	Field trips provide access for students to experience real-world phenomena. Real world experiences build schema, which support reading comprehension. According to Ohio State University, "Making connections is a reading comprehension strategy that involves linking what is being read (the text) to what is already known (schema, or background knowledge). These connections are especially difficult for younger (unduplicated) students whose schema is limited to their own life and experiences." This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to increase literacy as students' needs are connecting and applying learning in real world settings. This action is designed to remove any barriers of access and ensure academic access to all students with a focus on unduplicated students.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	oral language and vocabulary, and enhance reading. Scope: LEA-wide		
2.1	Action: Multi-Tiered Systems of Supports (MTSS) Need: The California School Dashboard reflects a suspension rate of 7% and the all student group at the lowest performance indicator, as well as all unduplicated student groups at the lowest or low performance indicator. Educational Partner input from VESD Strategic Study and Foster Youth Committee have each explicitly requested the ongoing implementation of MTSS teams at our schools. Scope: LEA-wide	VESD researched the MTSS framework from the California Department of Education and the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework to be effective and principally directed to support our Low- Income, Foster Youth, and unduplicated student groups. MTSS teams will provide social-emotional supports, counseling, classroom-based SEL curriculum (VESD Starting the Year with Success Units and January Jumpstart), health screenings, positive behavior interventions, restorative practices, tier 2 and 3 interventions, communication and outreach with families, extended learning opportunities, assistance with family engagement and student attendance to ensure students have supportive safe learning environments to reduce suspension rates. A Multi-Tiered System of Support (MTSS) that includes site leaders such as assistant principals, school psychologists, instructional curriculum coordinators, and Noon Duty Supervisor (NDS) leads creates a proactive, inclusive framework that meets the academic, behavioral, and social-emotional needs of English Learners, foster youth, and low-income students. This team-based approach ensures that interventions are data-driven, coordinated across disciplines, and responsive to each student's unique context.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Assistant principals bring leadership and accountability to implementation; school psychologists contribute expertise in trauma-informed practices and mental health supports critical for foster youth; instructional curriculum coordinators ensure differentiated, high-quality instruction for ELs and low-income students; and NDS leads create safe, predictable environments that increase engagement and reduce barriers to learning (California Department of Education, 2023). Research shows that MTSS is most effective when implemented by a cross-functional team, leading to improved academic achievement, reduced exclusionary discipline, and greater equity in outcomes for historically underserved groups (McIntosh & Goodman, 2016; Center on PBIS, 2022). State and local data reflect the need for MTSS teams at every site to service every grade level in VESD, therefore this action is on an LEA-wide basis.	
2.2	Action: Professional Development for Classified Staff Need: Foster Youth (14.1%) and Low income (7.4%) both outpace the All Student group in suspension rate on the California Dashboard. Survey results from classified employees show 96.8% of have the skills to do my job in implementing what they learn from professional development opportunities. VESD strives to equip all staff to ensure we	Ensuring our employees have the skills, tools, and confidence to perform their duties at a high level supports VESD Administrative Regulation 0230, "The strength of the district is the collaborative culture whereby everyone contributes to our success. We value employees and invest in their growth to continually improve the district." Providing targeted days for classified professional development is important since it is difficult to have enough substitutes to allow all classified to be trained during a regular work day. Professional	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	maximize their effectiveness to support student achievement and positive learning environments. Educational partner input reflects the desire for training and support for all staff members to better assist students. Scope: LEA-wide	development includes SEL, de-escalation skills, and Multi-tiered Systems of Support (MTSS) to improve the classified staff's role at all school sites. Research supports professional development, "has the potential to improve teacher behavior management practices and reduce exclusionary discipline." (Flynn, Rachel 2023). This action is on an LEA-wide basis, as our California School Dashboard data shows high suspension rates throughout all schools and ensures all staff members across all schools and grade levels are equipped to provide social emotional support to students so they can access rigorous curriculum and ensure our unduplicated students are successful in engaging in learning. Providing professional learning for classified staff strengthens schoolwide support for English Learners, foster youth, and low-income students. These staff members interact daily with students and help foster a safe, inclusive environment. Training in trauma-informed practices, positive behavior supports, and cultural responsiveness improves their ability to address the unique needs of these student groups. For foster and low-income youth, trained classified staff provide stability and connection; for English Learners, they reinforce language development and student engagement (CDE, 2023; WestEd, 2019). When all school staff are trained together, it promotes a cohesive school climate, leading to improved outcomes for underserved students (Darling-Hammond et al., 2017).	

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
2.3	Action: Student Leadership Need: Results from the VESD Social and Emotional Screener in spring 2023 reflect the All Student Group is scoring at 5.6%, while Foster Youth are scoring at 7.9%% scoring in the "Higher Risk" category. Data shows VESD schools with student groups in the Lowest Performance indicator in Suspension Rate have low income (SED) students at the lowest performance level in 8/14 schools (57%). Educational partner input prioritized student well-being through Social-Emotional Learning (SEL) programs (VESD Strategic Study 9/23). Scope: LEA-wide	The WAVE program supports all areas of the CASEL Framework, including Responsible Decision Making, Self Awareness, Self Management, Social Awareness, and Relationship Skills. The WAVE program accelerates academic achievement of low/underperforming students and improves character driven leadership. The WAVE program was piloted at four (4) sites in the 2022-23 school year and overall results showed a decrease in disciplinary referrals to the office, as well as a decrease of "High Risk" students on the SEL screener. Our California School Dashboard data shows high suspension rates throughout all schools. Providing access to student leadership programs like WAVE empowers English Learners, foster youth, and low-income students to develop critical leadership skills and self-advocacy. These programs create safe spaces where students from historically underserved backgrounds can build confidence, voice their experiences, and participate actively in school decision-making. Research shows that student leadership opportunities enhance engagement, school connectedness, and academic motivation—factors strongly linked to improved outcomes for marginalized students (Yonezawa, Jones, & Joselowsky, 2011). By fostering leadership among ELs, foster youth, and low-income students, programs like WAVE promote equity and prepare students to navigate and challenge systemic barriers within and beyond the school setting. Due	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to this, VESD has expanded the WAVE program to an LEA-wide scope.	
2.4	Action: Engaging Learning Through Positive Intervention/Support Need: The California School Dashboard reflects a suspension rate of 7% and the all student group at the lowest performance indicator, as well as all unduplicated student groups at the lowest or low performance indicator. In 2023, suspension rates increased by 2%. Educational Partners expressed supporting each school site's structures to reinforce positive behavior Scope: Schoolwide	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate (pbis.org). Providing schools with incentives and tiered interventions to enhance their positive support systems and enable them to use data to inform decisions and recognize exceptional behavior to reduce unduplicated student education code infractions. Positive Behavior Interventions and Supports helps create positive school climates that benefit English Learners, foster youth, and low-income students. These students often face challenges related to trauma, language barriers, and economic stress (Sugai & Horner, 2009). Positive interventions and supports reduces suspensions and expulsions, improving attendance and academic success for marginalized groups (Bradshaw, Mitchell, & Leaf, 2010). It also fosters inclusive environments that support EL language development and cultural responsiveness (Kincaid et al., 2010). Funding supports training and resources needed to maintain effective PBIS practices (OSEP Technical Assistance Center on PBIS, 2023). This action is on an LEA-wide basis, as our California School Dashboard data shows high suspension rates throughout all schools and	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		having a positive behavior support system will contribute to improving unduplicated student outcomes.	
3.1	Action: Family Resource Center: Staffing, Materials, and Outreach Need: On the California School Dashboard, our All student group has a Chronic Absenteeism Rate of 38.6%, and the EL student group is represented in 27.3% of schools in the lowest performance indicator in chronic absenteeism. Across all schools, our Low Income student group chronic absenteeism rate exceeds the district average by 2.8%. This data shows a significant need to support in seat learning opportunities for these unduplicated student groups. Although we have met our goals in the previous LCAP cycle, the need to provide more parent training and resources is evident given our overall chronic absenteeism rate remains in the medium indicator for the All Students Group. Direct feedback from educational partners has also requested to ensure we continue providing support through our District Family Resource Center. Scope: LEA-wide	According to the Family Engagement Framework from CDE research shows that families are more engaged in educational process when they are involved in establishing of programs, practices and choices that empower them. Other research from John Hattie's Visible Learning shows an effect size of 0.50 for Parental Involvement, which exceeds a year's worth of growth when this is in place. In addition to training and resources, the Family Resource Center will also provide community outreach (public health, mental health, dental, vision, flu shots, school supplies, and immunizations) to support families so students can attend school regularly. Family Resource Centers support English Learners, foster youth, and low-income students by connecting families to vital resources and strengthening school-family partnerships. They provide bilingual assistance, resources, and parenting education that help overcome barriers to learning (Mapp & Kuttner, 2013). For EL families, these centers improve engagement with culturally relevant resources (California Department of Education, 2017). For foster and low-income families, they link to community services, reducing stressors that affect attendance and achievement (Belfield & Levin, 2007). Research shows schools with these centers see increased parental involvement and better student outcomes (Epstein, 2011).	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is provided on an LEA-wide basis to ensure equitable access for all families for all students across all schools to take advantage of the services and resources offered if needed.	
3.2	Action: Satellite Family Resource Centers: Material and Outreach Need: On the California School Dashboard, our chronic absenteeism rate for All Students is 38.6%, and Low Income is at 41.2% showing a significant need to support in seat learning opportunities. Direct feedback from educational partners in LCAP committees has also requested to ensure we continue providing support through our School Family Resource Centers. Scope: LEA-wide	According to the Family Engagement Framework from CDE research shows that families are more engaged in educational process when they are involved in establishing of programs, practices and choices that empower them. Other research shows schools with stronger family engagement showed increases of 25 percent in attendance (Stanford, Libby 2023). School based Family Resource Centers extend access to families of low income students to training, resources, and collaboration as an extension of our centrally located family resource center to provide access and connect families with school sites to increase the home to school partnership and increase student achievement. Each site will develop goals to meet their families' needs based on a survey of needs assessments and will expand to provide clothing and food resources. This action is provided on an LEA-wide basis to ensure all families for all students across all schools can take advantage of the services and resources offered	This action will be measured by the metrics identified in the action description.
3.4	Action: Child Welfare and Attendance Liaison Program Need:	The CWAL program ensures schools have a direct and personal means of active communication with families and community. Sites use data to pinpoint students in need of resources and the CWAL team is available to deliver goods and documents otherwise getting missed. Information on	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student group data shows attendance rates of 90.43% for all students, 90.39% of low income students, 92.24% of Foster Youth students, and 90.71% of English Learners. These rates are all far below the district's goal of a 95% attendance rate. According to School Services, the projected state-wide ADA trend for 23-24 is 94.21%. Therefore, each of these subgroups has a range of 2-4% lower than the state-wide average. Educational partner feedback reflects the desire to continue the CWAL program. Scope: LEA-wide	attendance intervention, local supports, incentives, and recognition are also provided during CWAL visits to equip our families with knowledge and information for success. Research to support this action include that from The Parent Engagement Framework (2014) from the CDE, which emphasizes the positive impacts on attendance with consistent school to home communication. Our local data from SchoolStatus shows parent awareness through education from the CWAL program is increasing local attendance rates. To further validate the impacts of CWALs, this program also yielded the California Golden Bell Award through CSBA. For English Learners, CWALs help navigate language and cultural barriers that might otherwise hinder family-school communication (Garcia & Jensen, 2009). Foster youth and low-income students particularly benefit from the personalized outreach and wraparound services that reduce chronic absenteeism and promote school stability (Balfanz & Byrnes, 2012). The CWAL program is offered on an LEA-wide basis, as this service can help and support all schools and grade levels across the district.	
3.5	Action: Quadrant Schools of Choice Need:	Increasing the satisfaction rate in our schools for parents aligns with research to better engage low income families and supports our Parent Basics, numbers 3 (We think of ourselves as part of the	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	VESD low income students (34.8%) outpace the All Student group (32.4%) in Chronic Absenteeism rates on the California Dashboard. Our annual parent surveys in 2023 indicated that 95.93% of parents would recommend their school and favor choice, innovative schools, and the ability to select options that best meet their individual child's needs. Students in the Victor Elementary School District, particularly those attending schools of choice, often face significant challenges. Reliable transportation is crucial for these students to access educational opportunities outside of their immediate neighborhoods. Without adequate transportation options, our socioeconomic disadvantaged students may struggle to attend schools that best meet their academic needs, limiting their ability to benefit from specialized programs and resources. Ensuring that low socioeconomically disadvantaged students have access to transportation is essential for promoting educational equity and enabling every student to succeed. Scope: LEA-wide	school team working together to help our children. Our success is measured by what we give.) and 4 (We will participate by giving and seeking information.). Transportation to varied sites to select from provides low income students access diverse offerings to accelerate student engagement and interest in pursuing their careers of choice. This action is provided on an LEA-wide basis to ensure equitable access for all families to a variety of schools in their area primarily targeting low income students to remove barriers and ensure equitable access for academic growth. Primarily targeted students with opportunities they will not have had in order to give them increased options.	
3.6	Action: Additional Technology Support for the Home Need: The All Student group scored -54.7 DFS on CAASPP ELA, whereas the low income	The Parent Engagement Framework (2014) from the California Department of Education highlights the significant positive impacts of family engagement on student academics. Providing a device in the home promotes opportunities for families to explore learning together, enhancing	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are at -64.4 DFS, Foster Youth scored -94.9 DFS, and EL scored -73.1 DFS. This projects a significant need for increased services for unduplicated students to close achievement gaps. Unduplicated students face barriers such as inequitable access to supplemental software programs and limited opportunities for increased reading literacy, which can be effectively addressed by providing 1:1 Chromebooks to ensure they are provided with the necessary tools to enhance their learning. Educational partners have emphasized the need for 1:1 Chromebooks, as these devices provide students with consistent access to digital literacy resources and online reading programs, which are crucial for improving their reading skills. Additionally, Chromebooks facilitate better communication between schools and families, enabling parents to be more involved in their children's education. Scope: LEA-wide	literacy and engagement. When students are more literate, they are more likely to be engaged in lessons and less likely to miss school. Our unduplicated students particularly need support with technology access and maintenance. Offering a second device in the home reduces the need for students to carry devices back and forth, thereby reducing stress for families. This approach aims to ensure that unduplicated students have equitable access to learning resources and that parents can more effectively assist their children with schoolwork. Research supports the importance of equitable technology access in improving educational outcomes. According to the Bill & Melinda Gates Foundation, “Students with regular access to technology have higher engagement, improved learning outcomes, and better academic performance.” This underscores the critical need for 1:1 Chromebooks to bridge gaps and support our unduplicated students. Providing additional devices helps ensure that all students have the tools they need to succeed academically and engage fully in their education. This is being offered on an LEA-wide basis to ensure that unduplicated students have access to an additional device in the home and parents are able to assist their children with schoolwork and improve literacy as 70% of our students are reading below grade level and only attending school at a 91.4% rate.	
3.7	Action: Family Training and Outreach Need:	Family Engagement Toolkit Continuous Improvement through an Equity Lens (CDE): that effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Current academic data shows our English learner population is 93 points below standard in math and 75.8 points below in ELA. Low income students are scoring 89.4 points below standard in math and 64.7 points below in ELA. Educational Partners shared the need to engage parents through orientations, training, and involvement in school programs to improve student outcomes. Our Target Expected Outcome is to provide 83 trainings across our Family Resource Center and school sites, with expected growth of 5% annually. Parent survey results currently meet or exceed the 90th percentile for positive responses; our goal is to maintain this high rate of satisfaction. Scope: LEA-wide	different racial and ethnic backgrounds and family income levels. Moreover, experts advocate for family engagement as an essential strategy for building the pathway to college and career readiness for all students, as well as an essential component of a systems approach to school turnaround (Weiss, Lopez, Rosenberg, 2010; Center on School Turnaround, 2017). Our unduplicated students and their families will benefit from this action, further bridging communication and support with their school communities. This is an LEA wide action as it supports all sites and grade levels, as the services provided are for parents of all students across every school site to provide additional support, resources, and training to families.	

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
1.3	Action: Bilingual Instructional Assistant Program Need:	Research from the Institute of Education Sciences supports the effectiveness of Bilingual Instructional Assistants, stating, "The use of first language translation can be helpful for English learner	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Data on the 2023 California School Dashboard reflects 43.1% of English Learners made progress on the English Language Proficiency Assessment of California (ELPAC) in 2023. VESD also has an annual goal of reclassifying 10% of English Learners as Fluent English Proficient annually. Only 9% were reclassified. Educational partner feedback (DELAC) emphasized the need for added personnel, specifically aides to support English Learners. Scope: Limited to Unduplicated Student Group(s)	students, as it can support their ability to access and comprehend academic content while they are still building their English proficiency." Bilingual Instructional Assistants will support small group instruction through the English Language Development (ELD) standards aligned curriculum for integrated and designated instruction. This will improve language acquisition and ELPAC scores and reclassifications of our English Learners annually.	
1.11	Action: English Learner Support Services Need: According to the 2023 CA School Dashboard, 43.1% of all district English learner (EL) students are progressing on the English Learner Progress Indicator (ELPI). 2023 VESD local data shows that 9% of all EL students were reclassified. This data shows the need for increased instructional support in integrated and designated English language development (ELD). Both data sets demonstrate the need for increased services for EL students via high quality training for EL teachers to ensure that EL students receive research-based English acquisition opportunities during integrated and designated ELD instruction.	As part of the overall design to improve English proficiency for all EL students, teachers will engage in meaningful and purposeful collaboration and training. To accomplish this, On Site Curriculum Coordinators (OSICCs) will design and implement training for teachers and bilingual aides to attend multiple times throughout the year to increase their skill and knowledge.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partners, particularly from the District English Language Advisory Committee, have requested additional training for staff to better serve the English Learner population. Scope: Limited to Unduplicated Student Group(s)		
1.13	Action: Site-based Training for Long Term English Learners (LTELs) Need: According to the 2024 CA School Dashboard, 50% of all district Long Term English learner (LTEL) students are progressing on the English Learner Progress Indicator (ELPI). The LTELs maintained progress at 0.9% 2024 CA School Dashboard also shows LTELs declined by 15.2 points in math and are 142.9 points below standard. In ELA, LTELs are 75.3 points below standard. While they increased 3.8 points, they are still needing support with language. All data sets demonstrate the need for increased services for LTEL students via high quality training for teachers to ensure that LTEL students receive research-based English acquisition opportunities during integrated and designated ELD instruction.	As part of the overall design to improve English proficiency for all EL students, teachers will engage in meaningful and purposeful collaboration and training. To accomplish this, On Site Curriculum Coordinators (OSICCs) will design and implement training for teachers and bilingual aides to attend multiple times throughout the year to increase their skill and knowledge.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partners, particularly form the District English Language Advisory Committee, have requested additional training for staff to better serve the Long Term English Learner population. Scope: Limited to Unduplicated Student Group(s)		
3.3	Action: District Translators Need: In 2023, 9% of English Learners were Reclassified as Fluent English Proficient. The district annual goal of 10% was not reached, therefore the need to strengthen communication and the home to school connection remains. Data on the 2023 Parent Survey shows 92.69% of parents feel they are a part of their child's education. Although this is in the 90th percentile, we strive to ensure all parents are feel a part of their school community. Educational partner input shared supports maintaining district translators for home to school connections. Scope: Limited to Unduplicated Student Group(s)	Translators support parent contributions in intervention meetings, and provide access to communications including the student handbook, newsletter, committee meeting translations at the district and school sites. This enables our families to connect with their school sites and enhance involvement and partnerships within their school community across the district. Research from the Harvard Family Resource Projects states, "Family engagement also helps close educational gaps between children from different racial groups and socioeconomic backgrounds." Translators will facilitate clear communication and support engagement by providing access through the use of our families' primary languages.	This action will be measured by the metrics identified in the action description.

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

Not applicable

Additional Concentration Grant Funding

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

VESD has one school just below the 55% Unduplicated Percentage threshold for this measure. The District has hired additional Resident Substitutes to assist with the highest need schools (Goal 1, Action 4), attendance liaisons assigned by quadrant to assist families and students for increasing attendance (Goal 3, Action 4), and added 64 general education instructional aides to increase the staff to student ratio (Goal 1, Action 4). The Staff to student ratio improved for both classified and certificated staff in all our schools and we have a slightly lower ratio of staff to students in our higher need schools. VESD has also increased the number of Noon Duty Supervisors to assist in school climate and MTSS activities in our highest need schools.

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	1 : 20.90
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 16.97

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	130,101,938	48,206,941	37.053%	0.984%	38.037%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$50,336,440.00	\$9,236,311.00	\$0.00	\$0.00	\$59,572,751.00	\$49,178,266.00	\$10,394,485.00

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	Materials to Enhance Instruction and Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$58,377.00	\$2,542,561.00	\$2,600,938.00				\$2,600,938.00	
1	1.2	Professional Development for Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$6,636,315.00	\$381,923.00	\$5,425,029.00	\$1,593,209.00			\$7,018,238.00	
1	1.3	Bilingual Instructional Assistant Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$893,941.00	\$6,500.00	\$900,441.00				\$900,441.00	
1	1.4	Small Group Instruction in Grades TK-2	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-2	2024-2027	\$7,459,330.00	\$0.00	\$7,459,330.00				\$7,459,330.00	
1	1.5	Increased Instructional Minutes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-K	2024-2027	\$1,382,937.00	\$0.00	\$1,382,937.00				\$1,382,937.00	
1	1.6	Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$9,589,737.00	\$0.00	\$9,589,737.00				\$9,589,737.00	
1	1.7	Staffing and Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$438,573.00	\$35,181.00	\$473,754.00				\$473,754.00	

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	1.8	Student Teacher Residency Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$18,070.00	\$267,215.00	\$285,285.00				\$285,285.00	
1	1.9	Educational Field Trips and Learning Experiences	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$1,085.00	\$393,925.00	\$395,010.00				\$395,010.00	
1	1.10	Support Services for Students with Disabilities	Students with Disabilities	No			All Schools	2024-2027	\$13,801.00	\$6,783.00		\$20,584.00			\$20,584.00	
1	1.11	English Learner Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$32,672.00	\$0.00	\$32,672.00				\$32,672.00	
1	1.12	Before and After School Programming	All	No			All Schools	2024-2027	\$2,842,648.00	\$0.00		\$2,842,648.00			\$2,842,648.00	
1	1.13	Site-based Training for Long Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$40,000.00	\$40,000.00	\$80,000.00				\$80,000.00	
2	2.1	Multi-Tiered Systems of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$12,084,236.00	\$1,524,446.00	\$13,608,682.00				\$13,608,682.00	
2	2.2	Professional Development for Classified Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$1,088,763.00	\$247,841.00	\$1,336,604.00				\$1,336,604.00	
2	2.3	Student Leadership	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	\$0.00	\$368,000.00	\$368,000.00				\$368,000.00	
2	2.4	Engaging Learning Through Positive Intervention/Support	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$258,124.00	\$258,124.00				\$258,124.00	
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$544,622.00	\$289,674.00	\$834,296.00				\$834,296.00	
3	3.2	Satellite Family Resource Centers: Material and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$180,000.00	\$180,000.00				\$180,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	District Translators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$289,632.00	\$10,000.00	\$299,632.00				\$299,632.00	
3	3.4	Child Welfare and Attendance Liaison Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$473,486.00	\$55,169.00	\$528,655.00				\$528,655.00	
3	3.5	Quadrant Schools of Choice	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$1,703,430.00	\$1,703,430.00				\$1,703,430.00	
3	3.6	Additional Technology Support for the Home	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	\$2,270,169.00	\$112,897.00	\$2,383,066.00				\$2,383,066.00	
3	3.7	Family Training and Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	\$167,618.00	\$43,200.00	\$210,818.00				\$210,818.00	
4	4.1	Decodable Texts	Students with Disabilities African American, English Learner	No			Specific Schools: Park View Elementary TK-4	2024-27	\$0.00	\$21,618.00		\$21,618.00			\$21,618.00	
4	4.2	Training and manipulatives for decodable texts and mathematics	Students with Disabilities African American, English Learners	No			Specific Schools: Park View TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Small group instruction	Students with Disabilities African American, English Learners	No			Specific Schools: Park View TK-6	2024-27	\$302,199.00	\$0.00		\$302,199.00			\$302,199.00	
4	4.4	Engaging Classroom Environment	Students with Disabilities Foster Youth, African American, English Learners	No			Specific Schools: Park View TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.5	REMOVED Literacy incentives	Students with Disabilities African American, English Learners	No			Specific Schools: Park View	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-3									
4	4.6	Leveled library books	Students with Disabilities African American, English Learner, Hispanic	No			Specific Schools: Park View TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.7	Student leadership program	Foster Youth, African American, Hispanic	No			Specific Schools: Park View 3-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.8	Technology	Students with Disabilities African American, English Learner	No			Specific Schools: Park View TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.1	Small Group Instruction	Students with Disabilities English Learners	No			Specific Schools: Green Tree TK-6	2024-27	\$241,758.00	\$0.00		\$241,758.00			\$241,758.00	
5	5.2	Support Staff Training	English Learners, Hispanic	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
5	5.3	Instructional Materials	Students with Disabilities English Learners, Hispanic	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
5	5.4	School Climate	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$18,565.00	\$0.00		\$18,565.00			\$18,565.00	
5	5.5	Training for School Climate	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$2,417.00	\$2,200.00		\$4,617.00			\$4,617.00	

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
5	5.6	Classroom Engagement	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$220,000.00		\$220,000.00			\$220,000.00	
5	5.7	Engaging Playgrounds	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
5	5.8	Culturally Responsive Instruction	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	
5	5.9	Positive Behavior Intervention	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$6,106.00	\$33,877.00		\$39,983.00			\$39,983.00	
5	5.10	Family/Community Engagement	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$4,450.00	\$4,537.00		\$8,987.00			\$8,987.00	
5	5.11	Experiential Learning Opportunities	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	

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
5	5.12	REMOVED Community Resources for Families	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.13	Planning and Collaboration Time	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White, and English Learners	No			Specific Schools: Green Tree TK-6	2024-27	\$15,874.00	\$0.00		\$15,874.00			\$15,874.00	
5	5.14	Targeted Academic and Behavioral Interventions	All Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White, and English Learners	No			Specific Schools: Green Tree TK-6	2024-2027	\$119,658.00	\$0.00		\$119,658.00			\$119,658.00	
5	5.15	Supporting student's memory, focus and cognitive flexibility (Executive Functioning)	Students with Disabilities	No			Specific Schools: Green Tree TK-6	2024-2027	\$36,326.00	\$3,664.00		\$39,990.00			\$39,990.00	
6	6.1	Small Group Instruction	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy TK-6	2024-27	\$242,590.00	\$0.00		\$242,590.00			\$242,590.00	
6	6.2	Student and Family Engagement	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.3	Science of Reading Training for support staff to help with small group instruction	All Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.4	Provide Decodable Texts	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy K-4	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.5	School Wide Family/Community Engagement	Students with Disabilities English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and White	No			Specific Schools: Irwin Academy TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	6.6	Site-wide Positive Climate and Behavior Intervention program	African Americans, Hispanic, Socio-Economically Disadvantaged, and White	No			Specific Schools: Irwin Academy TK-6	2024-27	\$0.00	\$36,895.00		\$36,895.00			\$36,895.00	
6	6.7	Peaceful Playground	African American	No			Specific Schools: Irwin Academy TK-6	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	7.1	Culturally Responsive Instruction	All African American, Socioeconomically disadvantaged	No			All Schools Specific Schools: Brentwood	2024-27	\$302,199.00	\$5,625.00		\$307,824.00			\$307,824.00	

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
							TK-6									
7	7.2	Materials to enhance instruction and learning environment	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	\$0.00	\$125,000.00		\$125,000.00			\$125,000.00	
7	7.3	Parent Engagement	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	\$8,128.00	\$38,000.00		\$46,128.00			\$46,128.00	
7	7.4	Data-Informed Decision Making	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	\$9,159.00	\$0.00		\$9,159.00			\$9,159.00	
7	7.5	Culturally Responsive Teaching Practices	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	\$23,716.00	\$230,000.00		\$253,716.00			\$253,716.00	
7	7.6	Student Leadership	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more	No			Specific Schools: Brentwood TK-6	2024-27	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	

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
			Races													
7	7.7	EL Language Support	All	No			All Schools	2024-27	\$60,441.00	\$0.00	\$0.00	\$60,441.00			\$60,441.00	
8	8.1	SEL-Integrated Instruction	Students with Disabilities African American, Hispanic, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.	No			Specific Schools: Lomitas	2024-2027	\$5,674.00	\$49,500.00		\$55,174.00			\$55,174.00	
8	8.2	Resident Intervention Support	All Students with Disabilities English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic students.	No			Specific Schools: Lomitas	2024-2027	\$302,200.00	\$0.00		\$302,200.00			\$302,200.00	
8	8.3	Targeted ELD Intervention & Reclassification Pathway	All English Learners	No			Specific Schools: Lomitas	2024-2027	\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	
8	8.4	Staff Professional Development & Instructional Coaching	All English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic	No			Specific Schools: Lomitas	2024-2027	\$6,106.00	\$40,000.00		\$46,106.00			\$46,106.00	
8	8.5	Equitable Learning Resources	All English Learners, Socioeconomically Disadvantaged students, Students	No			Specific Schools: Lomitas	2024-2027	\$0.00	\$129,000.00		\$129,000.00			\$129,000.00	

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
			with Disabilities, African American, and Hispanic													
8	8.6	Parent & Family Engagement	All English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic	No			Specific Schools: Lomitas	2024-2027	\$3,733.00	\$16,500.00		\$20,233.00			\$20,233.00	
8	8.7	Data-Informed Decision Making	All English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic	No			Specific Schools: Lomitas	2024-2027	\$26,862.00	\$0.00		\$26,862.00			\$26,862.00	
8	8.8	Empowered Student Leadership	All English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic	No			Specific Schools: Lomitas	2024-2027	\$40,000.00	\$0.00		\$40,000.00			\$40,000.00	
8	8.9	SEL Training	All Foster Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and African American	No			Specific Schools: Lomitas	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	8.10	Empowered Student Leadership	All	No			Specific Schools: Lomitas	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.1	Small Group Instruction	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic and White	No			Specific Schools: Village	2024-2027	\$181,321.00	\$0.00		\$181,321.00			\$181,321.00	
9	9.2	Support Staff Training	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic and White	No			Specific Schools: Village	2024-2027	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
9	9.3	Instructional Materials	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic and White	No			Specific Schools: Village	2024-2027	\$0.00	\$93,000.00		\$93,000.00			\$93,000.00	
9	9.4	Family/Community Engagement	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, White, and Homeless	No			Specific Schools: Village	2024-2027	\$2,640.00	\$12,100.00		\$14,740.00			\$14,740.00	

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
9	9.5	Planning and Collaboration Time	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, White, and Homeless	No			Specific Schools: Village	2024-2027	\$36,630.00	\$0.00		\$36,630.00			\$36,630.00	
9	9.6	Experiential Learning Opportunities	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, White, and Homeless	No			Specific Schools: Village	2024-2027	\$1,093.00	\$30,000.00		\$31,093.00			\$31,093.00	
9	9.7	Classroom Engagement	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, White, and Homeless	No			Specific Schools: Village	2024-2027	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
9	9.8	Classroom Engagement	All English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, White, and Homeless	No			Specific Schools: Village	2024-2027	\$0.00	\$57,000.00		\$57,000.00			\$57,000.00	

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
10	10.1	Targeted Intervention from Support Staff	All African Americans, English Learners, Hispanic, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$241,758.00	\$0.00		\$241,758.00			\$241,758.00	
10	10.2	Support Staff Training & Professional Development	All African Americans, English Learners, Hispanic, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$0.00	\$43,500.00		\$43,500.00			\$43,500.00	
10	10.3	Increase Student Engagement	All African American, White, Hispanic, ELs, SWD, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$9,159.00	\$35,000.00		\$44,159.00			\$44,159.00	
10	10.4	Literacy Strategies, Instructional Models, and Resources	All ELs, African American, Hispanic, SWD, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$30,526.00	\$142,000.00		\$172,526.00			\$172,526.00	
10	10.5	Culturally Relevant Libraries	All African American, ELs, Hispanic, SWD, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$0.00	\$48,000.00		\$48,000.00			\$48,000.00	
10	10.6	Family Engagement	All African American, ELs, Hispanic, SWD, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$4,383.00	\$5,000.00		\$9,383.00			\$9,383.00	
10	10.7	Social Emotional Learning	All African American, Hispanic, ELs, SWD, and SED	No			Specific Schools: Puesta del Sol	2024-2027	\$0.00	\$42,000.00		\$42,000.00			\$42,000.00	

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
10	10.8	Targeted Academic Recovery & Behavioral Interventions & Support	All	No				2024-2027	\$120,880.00	\$12,000.00		\$132,880.00			\$132,880.00	
10	10.9	Math strategies, Instructional materials, and Resources	All	No				2024-2027	\$3,055.00	\$12,500.00		\$15,555.00			\$15,555.00	
11	11.1	Small Group instruction	All English Learners, Hispanic Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities	No			Specific Schools: Del Rey	2024-2027	\$362,638.00	\$0.00		\$362,638.00			\$362,638.00	
11	11.2	Instructional Coach additional training	All English Learners, Hispanic Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities	No			Specific Schools: Del Rey	2024-2027	\$0.00	\$3,400.00		\$3,400.00			\$3,400.00	
11	11.3	Support Staff Training	All English Learners, Hispanic Students, African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities	No			Specific Schools: Del Rey	2024-2027	\$0.00	\$17,500.00		\$17,500.00			\$17,500.00	
11	11.4	Instructional Materials	All English Learners, Hispanic Students,	No			Specific Schools:	2024-2027	\$0.00	\$16,200.00		\$16,200.00			\$16,200.00	

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
			African American Students, Socioeconomically Disadvantaged Students, and Students with Disabilities				Del Rey									
11	11.5	School Climate	All White, Socioeconomically Disadvantaged Students and African American	No			Specific Schools: Del Rey	2024-2027	\$30,076.00	\$5,000.00		\$35,076.00			\$35,076.00	
11	11.6	School Climate Training	All White, Socioeconomically Disadvantaged Students and African American	No			Specific Schools: Del Rey	2024-2027	\$7,799.00	\$0.00		\$7,799.00			\$7,799.00	
11	11.7	Classroom Engagement	All English Learners, Hispanic Students, African American Students, White Students Socioeconomically Disadvantaged Students, and Students with Disabilities	No			Specific Schools: Del Rey	2024-2027	\$12,210.00	\$30,000.00		\$42,210.00			\$42,210.00	
11	11.8	Positive Behavior Intervention program	All White, Socioeconomically Disadvantaged Students and African American Students	No			Specific Schools: Del Rey	2024-2027	\$9,159.00	\$66,000.00		\$75,159.00			\$75,159.00	

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
11	11.9	Family/Community Engagement	All White, Socioeconomically Disadvantaged Students and African American	No			Specific Schools: Del Rey	2024-2027	\$8,409.00	\$10,000.00		\$18,409.00			\$18,409.00	
11	11.10	Social Emotional Learning	All White, Socioeconomically Disadvantaged Students and African American	No			Specific Schools: Del Rey	2024-2027	\$12,357.00	\$185,000.00		\$197,357.00			\$197,357.00	
11	11.11	English Learner Progress	All	No				2024-2027	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	

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
130,101,938	48,206,941	37.053%	0.984%	38.037%	\$50,336,440.00	0.000%	38.690 %	Total:	\$50,336,440.00
								LEA-wide Total:	\$39,923,304.00
								Limited Total:	\$1,312,745.00
								Schoolwide Total:	\$9,100,391.00

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	1.1	Materials to Enhance Instruction and Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,600,938.00	
1	1.2	Professional Development for Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,425,029.00	
1	1.3	Bilingual Instructional Assistant Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$900,441.00	
1	1.4	Small Group Instruction in Grades TK-2	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-2	\$7,459,330.00	
1	1.5	Increased Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-K	\$1,382,937.00	
1	1.6	Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,589,737.00	

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	1.7	Staffing and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$473,754.00	
1	1.8	Student Teacher Residency Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$285,285.00	
1	1.9	Educational Field Trips and Learning Experiences	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$395,010.00	
1	1.11	English Learner Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$32,672.00	
1	1.13	Site-based Training for Long Term English Learners (LTEs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$80,000.00	
2	2.1	Multi-Tiered Systems of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,608,682.00	
2	2.2	Professional Development for Classified Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,336,604.00	
2	2.3	Student Leadership	Yes	LEA-wide	Foster Youth	All Schools	\$368,000.00	
2	2.4	Engaging Learning Through Positive Intervention/Support	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$258,124.00	
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	\$834,296.00	
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
3	3.3	District Translators	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$299,632.00	
3	3.4	Child Welfare and Attendance Liaison Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$528,655.00	
3	3.5	Quadrant Schools of Choice	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,703,430.00	

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 (%)
3	3.6	Additional Technology Support for the Home	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,383,066.00	
3	3.7	Family Training and Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	\$210,818.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$59,145,415.00	\$59,956,124.55

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	Materials to Enhance Instruction and Learning Environments	Yes	\$2,708,520.00	2,435,612.00
1	1.2	Professional Development for Certificated	Yes	\$6,194,826.00	6,390,917.00
1	1.3	Bilingual Instructional Assistant Program	Yes	\$910,364.00	846,141.04
1	1.4	Small Group Instruction in Grades TK-2	Yes	\$6,930,714.00	6,534,759.07
1	1.5	Increased Instructional Minutes	Yes	\$1,382,484.00	1,382,484.00
1	1.6	Collaboration Time	Yes	\$9,876,684.00	9,724,103.00
1	1.7	Staffing and Data Analysis	Yes	\$570,948.00	537,602.00
1	1.8	Student Teacher Residency Program	Yes	\$158,008.00	353,720.00
1	1.9	Educational Field Trips and Learning Experiences	Yes	\$333,780.00	448,721.96
1	1.10	Support Services for Students with Disabilities	No	\$19,729.00	23,915.00
1	1.11	English Learner Support Services	Yes	\$9,360.00	21,091.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Before and After School Programming	No	\$2,832,223.00	2,846,098.00
1	1.13	Site-based Training for Long Term English Learners (LTELs)	Yes	\$325,000.00	0.00
2	2.1	Multi-Tiered Systems of Supports (MTSS)	Yes	\$13,103,284.00	12,750,856.30
2	2.2	Professional Development for Classified Staff	Yes	\$1,506,919.00	1,243,691.00
2	2.3	Student Leadership	Yes	\$312,000.00	368,000.00
2	2.4	Engaging Learning Through Positive Intervention/Support	Yes	\$359,600.00	282,212.00
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	\$804,180.00	778,514.00
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	\$180,000.00	79,602.00
3	3.3	District Translators	Yes	\$292,742.00	293,444.00
3	3.4	Child Welfare and Attendance Liaison Program	Yes	\$536,688.00	520,663.93
3	3.5	Quadrant Schools of Choice	Yes	\$2,539,292.00	2,730,993.00
3	3.6	Additional Technology Support for the Home	Yes	\$2,299,718.00	2,288,425.46
3	3.7	Family Training and Outreach	Yes	\$226,113.00	279,064.00

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	4.1	Decodable Texts	No	\$60,000.00	68,600.00
4	4.2	Training and manipulatives for decodable texts and mathematics	No	\$34,939.00	22,325
4	4.3	Small group instruction	No	\$242,412.00	175,858
4	4.4	Engaging Classroom Environment	No	\$45,000.00	18,008
4	4.5	REMOVED Literacy incentives	No	\$0.00	0.00
4	4.6	Leveled library books	No	\$10,000.00	8,151
4	4.7	Student leadership program	No	\$30,000.00	25,800
4	4.8	Technology	No	\$50,000.00	22,748
5	5.1	Small Group Instruction	No	\$181,811.00	158,712
5	5.2	Support Staff Training	No	\$6,000.00	8,148
5	5.3	Instructional Materials	No	\$60,000.00	23,934
5	5.4	School Climate	No	\$18,637.00	13,652

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)
5	5.5	Training for School Climate	No	\$3,626.00	5,669
5	5.6	Classroom Engagement	No	\$50,000.00	69,401
5	5.7	Engaging Playgrounds	No	\$10,000.00	12,312
5	5.8	Culturally Responsive Instruction	No	\$10,000.00	0.00
5	5.9	Positive Behavior Intervention	No	\$62,123.00	45,347
5	5.10	Family/Community Engagement	No	\$30,582.00	12,892
5	5.11	Experiential Learning Opportunities	No	\$35,000.00	6,302
5	5.12	REMOVED	No	\$0.00	0.00
		Community Resources for Families			

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)
5	5.13	Planning and Collaboration Time	No	\$9,795.00	5,512
5	5.14	Targeted Academic and Behavioral Interventions	No	\$60,604.00	44,520
5	5.15	Supporting student's memory, focus and cognitive flexibility (Executive Functioning)	No	\$25,674.00	1,599
6	6.1	Small Group Instruction	No	\$242,590.00	217,272
6	6.2	Student and Family Engagement	No	\$0.00	0.00
6	6.3	Science of Reading Training for support staff to help with small group instruction	No	\$12,000.00	1,345
6	6.4	Provide Decodable Texts	No	\$0.00	0.00
6	6.5	School Wide Family/Community Engagement	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)
6	6.6	Site-wide Positive Climate and Behavior Intervention program	No	\$75,000.00	38,684.46
6	6.7	Peaceful Playground	No	\$1,097.00	453.54
7	7.1	Culturally Responsive Instruction	No	\$289,961.00	272,119
7	7.2	Materials to enhance instruction and learning environment	No	\$362,800.00	135,951
7	7.3	Parent Engagement	No	\$38,626.00	35,410
7	7.4	Data-Informed Decision Making	No	\$25,396.00	2,319
7	7.5	Culturally Responsive Teaching Practices	No	\$112,692.00	74,020

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)
7	7.6	Student Leadership	No	\$61,884.00	24,181
8	8.1	SEL-Integrated Instruction	No	\$10,000.00	28,459.16
8	8.2	Targeted Academic Interventions	No	\$121,207.00	29,304
8	8.3	Targeted ELD Intervention	No	\$5,000.00	3,940.26
8	8.4	Support Staff Training & Professional Development	No	\$6,000.00	0.00
8	8.5	Literacy Strategies and Instructional Models	No	\$80,933.00	61,254.75

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)
8	8.6	Equitable Learning Resources	No	\$179,800.00	96,114.60
8	8.7	Parent Engagement	No	\$41,493.00	11,419.43
8	8.8	Data-Informed Decision Making	No	\$41,627.00	26,960
8	8.9	SEL Training	No	\$87,991.00	40,275.88
8	8.10	Empowered Student Leadership	No	\$78,000.00	58,119.37
9	9.1	Small Group Instruction	No	\$242,412.00	147,133

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)
9	9.2	Support Staff Training	No	\$10,000.00	9,042
9	9.3	Instructional Materials	No	\$140,000.00	79,967
9	9.4	Family/Community Engagement	No	\$18,747.00	20,157
9	9.5	Planning and Collaboration Time	No	\$73,458.00	30,413
9	9.6	Experiential Learning Opportunities	No	\$28,000.00	43,545
9	9.7	Classroom Engagement	No	\$100,000.00	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)
9	9.8	Classroom Engagement	No	\$63,000.00	21,988
10	10.1	Targeted Intervention from Support Staff	No	\$242,412.00	134,161
10	10.2	Support Staff Training & Professional Development	No	\$32,000.00	5,359
10	10.3	Increase Student Engagement	No	\$96,692.00	62,548
10	10.4	Literacy Strategies, Instructional Models, and Resources	No	\$67,500.00	76,949
10	10.5	Culturally Relevant Libraries	No	\$47,600.00	25,795
10	10.6	Family Engagement	No	\$16,461.00	2,666
10	10.7	Social Emotional Learning	No	\$36,000.00	35,391

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)
11	11.1	Small Group instruction	No	\$242,412.00	36,987.50
11	11.2	Instructional Coach additional training	No	\$5,605.00	2,500
11	11.3	Support Staff Training	No	\$17,500.00	0.00
11	11.4	Instructional Materials	No	\$67,700.00	67,751
11	11.5	School Climate	No	\$35,130.00	13,701.08
11	11.6	School Climate Training	No	\$5,592.00	5,365.77

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)
11	11.7	Classroom Engagement	No	\$49,755.00	32,352.93
11	11.8	Positive Behavior Intervention program	No	\$103,141.00	32,391.24
11	11.9	Family/Community Engagement	No	\$18,430.00	0.00
11	11.10	Social Emotional Learning	No	\$62,392.00	14,926.70

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)
47,066,801	\$50,979,927.00	\$49,236,083.76	\$1,743,843.24	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	1.1	Materials to Enhance Instruction and Learning Environments	Yes	\$2,708,520.00	2,435,612.00		
1	1.2	Professional Development for Certificated	Yes	\$5,613,529.00	5,336,384.00		
1	1.3	Bilingual Instructional Assistant Program	Yes	\$910,364.00	846,141.04		
1	1.4	Small Group Instruction in Grades TK-2	Yes	\$6,930,714.00	6,534,759.07		
1	1.5	Increased Instructional Minutes	Yes	\$1,382,484.00	1,382,484.00		
1	1.6	Collaboration Time	Yes	\$9,876,684.00	9,724,103.00		
1	1.7	Staffing and Data Analysis	Yes	\$570,948.00	537,602.00		
1	1.8	Student Teacher Residency Program	Yes	\$158,008.00	353,720.00		
1	1.9	Educational Field Trips and Learning Experiences	Yes	\$333,780.00	448,721.96		
1	1.11	English Learner Support Services	Yes	\$9,360.00	21,091.00		
1	1.13	Site-based Training for Long Term English Learners (LTELs)	Yes	\$325,000.00	0.00		
2	2.1	Multi-Tiered Systems of Supports (MTSS)	Yes	\$13,103,284.00	12,750,856.30		

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)
2	2.2	Professional Development for Classified Staff	Yes	\$1,506,919.00	1,243,691.00		
2	2.3	Student Leadership	Yes	\$312,000.00	368,000		
2	2.4	Engaging Learning Through Positive Intervention/Support	Yes	\$359,600.00	282,212.00		
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	\$804,180.00	778,514.00		
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	\$180,000.00	79,602.00		
3	3.3	District Translators	Yes	\$292,742.00	293,444.00		
3	3.4	Child Welfare and Attendance Liaison Program	Yes	\$536,688.00	520,663.93		
3	3.5	Quadrant Schools of Choice	Yes	\$2,539,292.00	2,730,993.00		
3	3.6	Additional Technology Support for the Home	Yes	\$2,299,718.00	2,288,425.46		
3	3.7	Family Training and Outreach	Yes	\$226,113.00	279,064.00		

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)
126,952,657	47,066,801	2.693%	39.767%	\$49,236,083.76	0.000%	38.783%	\$1,249,552.29	0.984%

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 32526(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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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