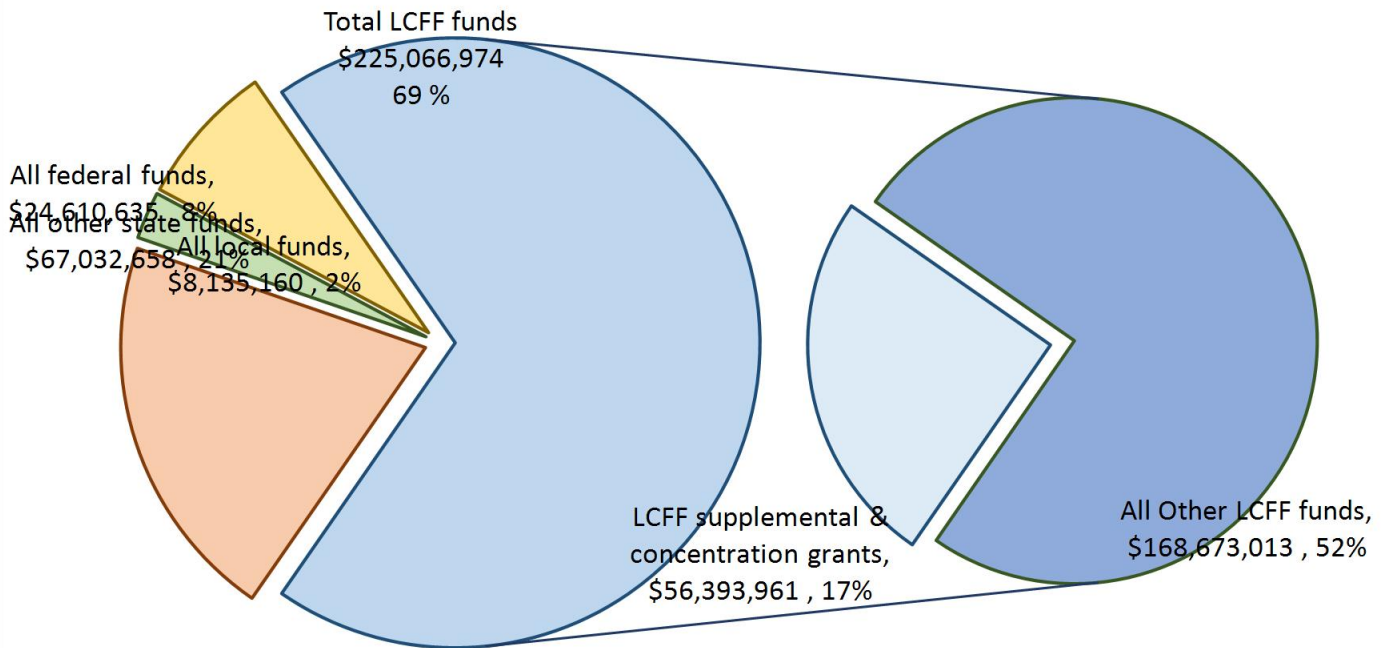# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pajaro Valley Unified School District
CDS Code: 44 69799 0000000
School Year: 2024-25
LEA contact information:
Dr. Heather Contreras
Superintendent
heather_contreras@pvusd.net
(831) 786-2100

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$225,066,974
69 %

All federal funds,
$24,610,635 , 8%
All other state funds,
$67,032,658 , 21%
All local funds,
$8,135,160 , 2%

LCFF supplemental &
concentration grants,
$56,393,961 , 17%
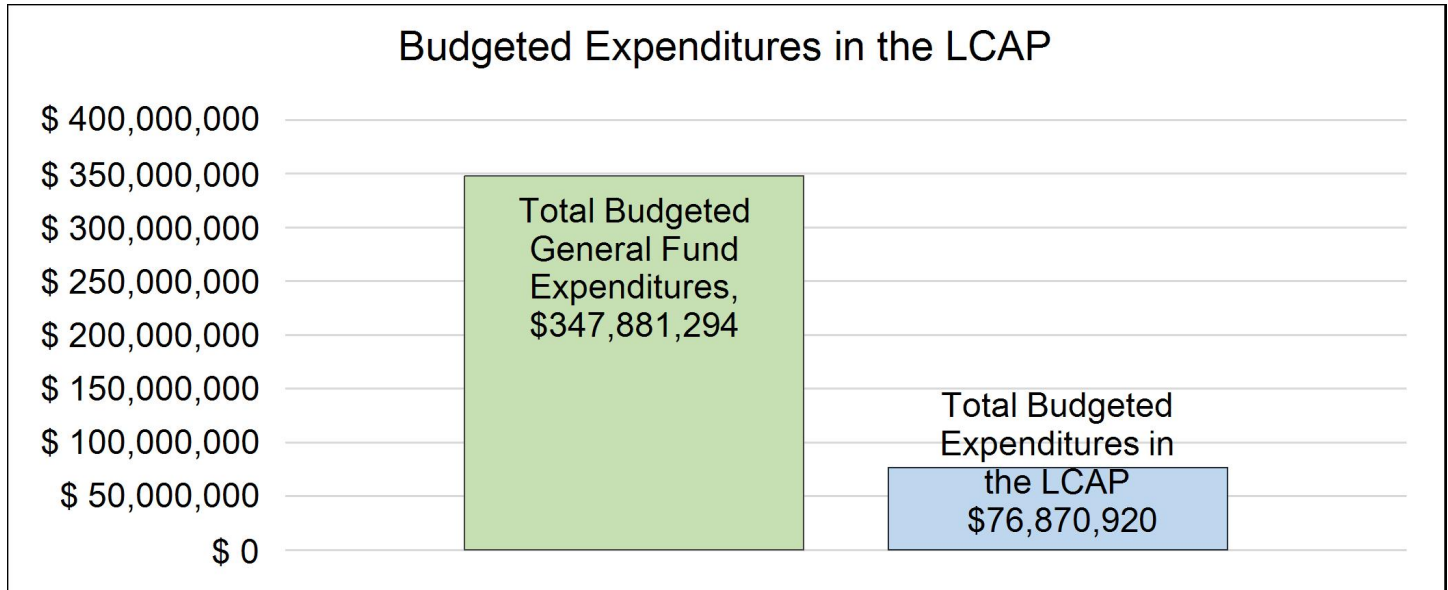
All Other LCFF funds,
$168,673,013 , 52%

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

The text description for the above chart is as follows: The total revenue projected for Pajaro Valley Unified School District is $324,845,427, of which $225,066,974 is Local Control Funding Formula (LCFF), $67032658 is other state funds, $8,135,160 is local funds, and $24,610,635 is federal funds. Of the $225,066,974 in LCFF Funds, $56,393,961 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $347,881,294

Total Budgeted Expenditures in the LCAP $76,870,920

This chart provides a quick summary of how much Pajaro Valley Unified School District plans to spend for 2024-25. 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: Pajaro Valley Unified School District plans to spend $347,881,294 for the 2024-25 school year. Of that amount, $76,870,920 is tied to actions/services in the LCAP and $271,010,374 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating costs, including general education staff salaries, benefits, materials and supplies that are not considered contributing, centralized staffing, benefits, materials, services and other expenses, facility maintenance and upkeep, capital outlay and reserves.
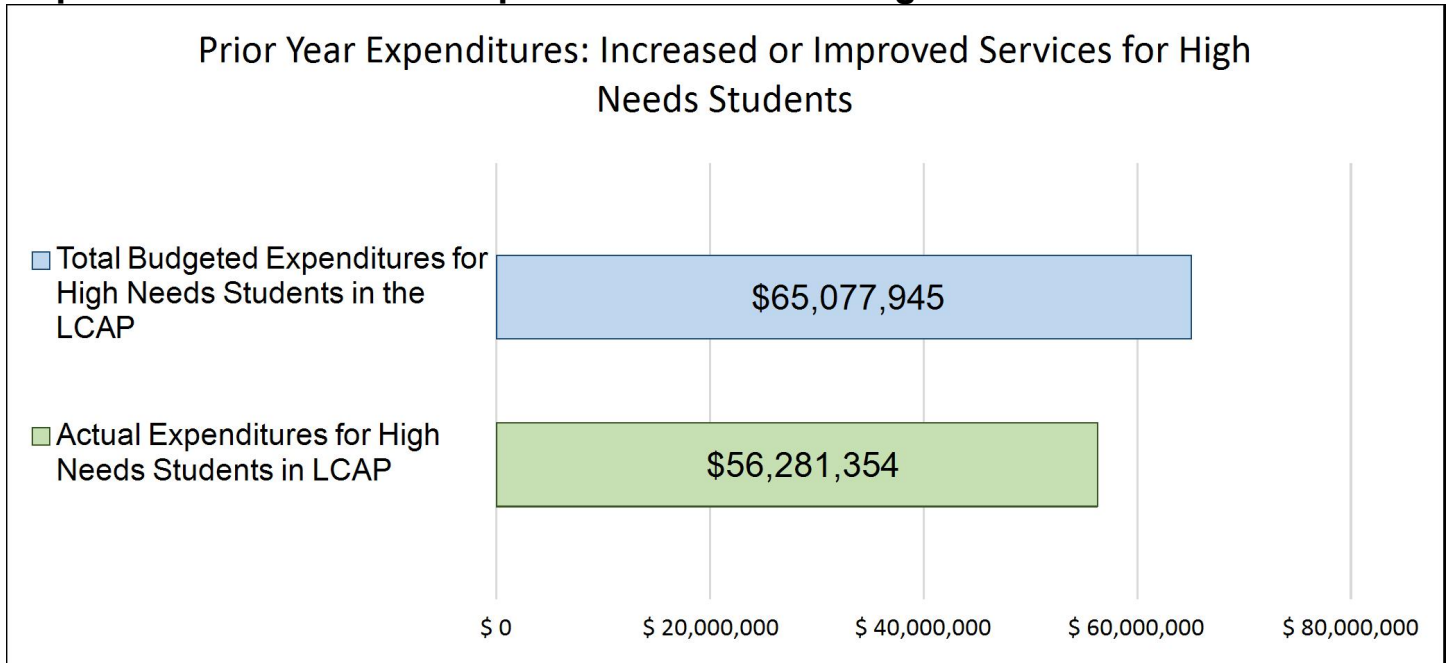
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pajaro Valley Unified School District is projecting it will receive $56,393,961 based on the enrollment of foster youth, English learner, and low-income students. Pajaro Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pajaro Valley Unified School District plans to spend $54,406,054 towards meeting this requirement, as described in the LCAP.

Actions 1.16, 1.17, 2.7, 2.12, 2.13, 2.17, 3.3, 3.4, 3.5, 3.6 and 5.2 are increasing or improving services for our high needs students through qualitative and limited actions as Planned Percentages.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High
Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $65,077,945

☐ Actual Expenditures for High Needs Students in LCAP — $56,281,354

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000

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

The text description of the above chart is as follows: In 2023-24, Pajaro Valley Unified School District's LCAP budgeted $65,077,945 for planned actions to increase or improve services for high needs students. Pajaro Valley Unified School District actually spent $56,281,354 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-8,796,591 had the following impact on Pajaro Valley Unified School District's ability to increase or improve services for high needs students:

The district shifted many of the expenditures for community partnerships and services to one-time ESSER or Learning Recovery Block Grant funding.

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
Pajaro Valley Unified School District	Dr. Heather Contreras Superintendent	heather_contreras@pvusd.net (831) 786-2100

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pajaro Valley Unified School District ("PVUSD" or the "District") covers a 150 square mile, predominantly rural and agricultural area that includes the communities of Watsonville, Freedom, Interlaken, Amesti, Corralitos, La Selva Beach and Aptos in Santa Cruz County, and Pajaro and Las Lomas in the northern end of Monterey County. The District serves 16,287 students at sixteen elementary schools, six middle schools, three high schools, four charter schools, a virtual academy, and two alternative high schools and a special education preschool. The majority (64%) of our students are or were at one time English learners, 82% are low-income, including 10% classified as migrant, and 17% receive special education services. In addition, we have 38 foster youth and 8% of our students meet the criteria for homelessness largely due to multiple families living under one roof. Data examination and stakeholder feedback regularly inform an expanded definition of student success and fuel efforts that value innovation, rigor and joy, as students are prepared to be college, career and life ready upon graduation. This forward momentum is supported by collaborative community partner organizations (non-profits, higher education partners, community service agencies, foundations and others) who serve as additional valued stakeholders in this collective process. Our initiatives are often led collaboratively with community partners and stakeholders: Educational Equity Audit and Blueprint Development Process, YouthTruth Survey, College and Career Collaborative, and Early Literacy Collaborative.

Our Foundation:
Pajaro Valley Unified School District's Vision and Guiding Principles support and strengthen one another in a cycle that serves the PVUSD mission.

Our Vision: Through high quality learning environments, parent and community partnerships, quality staff and positive behavior supports, all

students will be college and career ready upon high school graduation.

Guiding Principles:
Provide equity of access and equity of opportunity for every student rooted in our aligned goals and values
Ensure engaging academic and social emotional learning for all students through high expectations, strong social emotional curriculum, and meaningful and relevant experiential learning.
Prioritize culturally specific and culturally responsive programming and engagement.
Commit to youth voice and leadership.
Value and build upon student, staff, family, and community partner ecosystem assets and aspirations.

Additional Information about the district may be accessed at: https://www.pvusd.net/

Reflections: Annual Performance

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

Successes: Based on the latest data from the California School Dashboard, the Pajaro Valley Unified School District has achieved several notable successes across various areas. The district has shown commendable progress in academic performance, with significant improvements in English Language Arts and Mathematics proficiency rates among students. Graduation rates have also demonstrated positive trends, indicating that more students are successfully completing their high school education within the district. Moreover, efforts to narrow achievement gaps among student subgroups have yielded promising results, with evidence of improved outcomes for historically marginalized groups, such as economically disadvantaged students and English Learners. These successes reflect the district's commitment to fostering academic growth, promoting equity, and ensuring that all students have access to high-quality education and support services.

Challenges: As of the latest data available on the California School Dashboard, the Pajaro Valley Unified School District faces several challenges despite notable successes. While the district has made progress in academic performance, including improvements in English Language Arts and Mathematics proficiency rates, there persist significant achievement gaps among student subgroups, particularly those from economically disadvantaged backgrounds and English Learners. Graduation rates have shown improvement, but disparities still exist, indicating a need for targeted interventions to support student success and ensure equitable outcomes for all learners. Additionally, chronic absenteeism rates remain a concern, suggesting the need for enhanced strategies to address barriers to attendance and promote student engagement. Moreover, the district continues to grapple with resource constraints, including funding limitations, which may hinder efforts to implement comprehensive support services and address the diverse needs of students. These challenges underscore the importance of ongoing collaboration, strategic planning, and targeted interventions to overcome barriers and foster a more equitable and inclusive learning environment for all students in the Pajaro Valley Unified School District.

Highlight how we're addressing specific student groups and specific schools: To address the academic challenges for English Learners, Students with Disabilities, and Foster Youth, PVUSD has created targeted goals with action steps specifically designed to meet the needs of those students. To meet the needs of all students, including those who are in red on the State Dashboard, PVUSD has created two broad goals and targeted action steps to address academic success, college and career readiness, a positive and supportive school climate and

culture, and family engagement.

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard

- Schools in Red--English Learner Progress: Ann Soldo, Calabasas, Cesar Chavez MS, HA Hyde, Hall District, Landmark, Radcliff, Rolling Hills MS

- Schools in Red--Chronic Absenteeism: Amesti, Cesar Chavez MS, EA Hall MS, Mar Vista, Ohlone, Virtual Academy

- Schools in Red--Suspension Rate: EA Hall MS, Freedom, Pajaro MS, Rolling Hills MS, TS MacQuiddy

- Schools in Red--ELA: Amesti, Ann Soldo, Calabasas, Cesar Chavez MS, EA Hall MS, Freedom, HA Hyde, Hall District, Lakeview MS, Landmark, Mintie White, Virtual Academy, Pajaro MS, Pajaro Valley HS, Radcliff, Rolling Hills MS, TS MacQuiddy

- Schools in Red--Math: Amesti, Ann Soldo, EA Hall MS, Hyde, Hall District, Landmark, Mintie White, Virtual Academy, Pajaro MS, Pajaro Valley HS, Rolling Hills MS, TS MacQuiddy

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard

- English Learners are in Red in: English Learner Progress, ELA, Math

- Foster Youth are in Red in: Suspension Rate, ELA, Math

- Homeless students are in Red in: ELA, Math

- Socioeconomically Disadvantaged students are in Red in: ELA, Math

- Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math

- Hispanic students are Red in: ELA, Math

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.

- Amesti Elementary: chronic absenteeism, ELA, Math

- Ann Soldo Elementary: English Learner Progress, ELA, Math

- Calabasas: English Learner Progress, ELA

- Cesar Chavez Middle School: Chronic absenteeism, English Learner Progress, ELA

- E.A. Hall Middle School: Chronic absenteeism, Suspension rate, ELA, Math

- Freedom Elementary: Suspension rate, ELA

- H.A. Hyde Elementary: English Learner Progress, ELA, Math

- Hall District Elementary: English Learner Progress, ELA, Math

- Lakeview Middle School: ELA

- Landmark Elementary: English Learner Progress, ELA, Math

- Mar Vista Elementary: Chronic absenteeism

- Mintie White Elementary: ELA, Math

- Ohlone Elementary: Chronic absenteeism

- PVUSD Virtual Academy: Chronic absenteeism, ELA, Math

- Pajaro Middle School: Suspension rate, ELA, Math

- Pajaro Valley High School: ELA, Math

- Radcliff Elementary: ELA, Math

- Rolling Hills Middle School: Suspension rate, English Learner Progress, ELA, Math

- T.S. MacQuiddy Elementary: Suspension rate, ELA, Math

Reflections: Technical Assistance

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

The County Office of Education supports districts with Differentiated Assistance. Due to the declining performance of multiple student groups, as well as the extended number of years in which PVUSD has qualified for Differentiated Assistance based on student performance, the County Office of Education (COE) has requested to include the California Collaborative for Educational Excellence (CCEE) in its collaboration with PVUSD to improve outcomes for qualifying groups. PVUSD is currently scheduling an initial meeting with the COE and CCEE. This is anticipated to occur in August 2024 and will be followed by the formation of a Differentiated Assistance team and includes members of the LCAP development team within PVUSD. Together we will craft a systemic improvement plan as our differentiated assistance plan.

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.

Amesti Elementary
Ann Soldo Elementary
H.A. Hyde Elementary
Hall District Elementary
Landmark Elementary
T.S. MacQuiddy Elementary

Cesar E. Chavez Middle School
E.A. Hall Middle School
Pajaro Middle School
Rolling Hills Middle School

Support for Identified Schools

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

The Needs assessment and root cause analysis is a fundamental part of PVUSD's multi-tiered systems of support. A portion of CSI funds will be allocated to conduct comprehensive needs assessments across various domains relevant to each school's academic and school climate. This may include academic performance data, student demographic information, socio-economic factors, community input, and other pertinent metrics. The root cause analysis is built into the SPSA for each school. As such, the needs assessment and root cause analysis process will be similar but the identified interventions/strategies/activities will be different and aligned to each school. Throughout the needs

root cause analysis process, close attention will be paid to ensuring alignment with the goals, actions, and services outlined in the LCAP. CSI funds will facilitate coordination and integration between the analysis findings and the strategic priorities outlined in the LCAP.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating our Comprehensive Support and Improvement schools will be structured around an approach that ensures accountability, progress, and continuous improvement. Below is our plan that outlines key steps and metrics, supported by a narrative for clarity:
1. Establish Clear Objectives and Benchmarks aligned with state standards and focus on key areas such as student achievement, attendance rates, graduation rates, and school climate.
2. Implement Data Collection and Analysis Systems
Action Steps:
Utilize state and district-level data systems to collect academic performance data.
Conduct regular surveys to gauge student, parent, and teacher satisfaction and perceptions of school climate.
Implement formative and summative assessments to monitor student progress throughout the year.
Analyze attendance and behavioral data to identify patterns and areas for intervention.
3. Conduct Regular On-Site Observations and Evaluations.
4. Provide Targeted Support and Professional Development
Action Steps:
Offer professional development programs focused on instructional strategies, data analysis, and school leadership.
Provide ongoing coaching and mentoring for teachers and administrators.
5. Monitor Progress and Adjust Strategies
Action Steps:
Hold quarterly review meetings to assess progress against established benchmarks.
Adjust improvement plans based on data analysis and feedback from stakeholders.
Implement mid-course corrections to strategies and interventions as necessary.
6. Engage Stakeholders and Foster Community Involvement
7. Evaluate Long-Term Outcomes and Sustainability
Action Steps:
Conduct annual evaluations to assess long-term outcomes such as college and career readiness.
Review sustainability of improvements by examining school practices, policies, and capacity-building efforts.
Share best practices and success stories to promote a culture of continuous improvement across the district.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee (DAC) (representatives from School Site Councils, community partners, and students)	Monthly meetings, reporting back and forth between DAC and School Site Council,
Students grades 3-12	Google Survey (12/5/23--1/25/24)
Students, all grades	Youth Truth Survey (1/29/24-2/23/24)
School site staff	Youth Truth Survey (1/29/24-2/23/24)
Families, all grades	Youth Truth Survey (1/29/24-2/23/24)
Community partners (any member of the District or broader community who chose to attend)	In-person input sessions in English (2/21/24, 2/26/24, 3/6/24)
Community partners (any member of the District or broader community who chose to attend)	In-person input sessions in Spanish (2/21/24, 2/26/24, 3/6/24)
Community partners (any member of the District or broader community who chose to attend)	In-person input sessions in Mixteco (2/21/24)
Community partners (any member of the District or broader community who chose to provide feedback)	Google survey made available at the in-person sessions and on the District website (2/6/24-4/1/24)
District English Learner Advisory Committee	1/23/24, 2/20/24
Migrant Parent Advisory Committee (PAC)	2/6/24
Special Services Community Advisory Committee (CAC)	2/27/24
Pajaro Valley Federation of Teachers (Certificated bargaining unit)	3/11/24
PVUSD Leadership (all District administrators)	3/28/24

The LCAP is a collaborative process that involves the District, parents, students, staff, and community members. The District is committed to working with all stakeholders to develop an LCAP that meets the needs of all students in the district. For the past several years, Pajaro Valley Unified School District has continuously engaged our community to reflect on progress and support the transparency of the LCAP. Each year, PVUSD engages with our students, staff, families, union, advisory groups and community organizations through meetings and surveys. PVUSD is committed to providing clear, consistent, timely and specific communication of information to students, families, staff, and community partners in their preferred language through District and site websites, District weekly communications, and parent/student text messages and emails.

PVUSD has continued with and enhanced opportunities for students, families, staff, and community partners to provide ongoing feedback through established structures such as a monthly District Advisory Council meetings with two-way feedback with schools' Site Councils, a student survey, Site Council meetings, parent and community forums, District stakeholder group forums, the YouthTruth survey (students, school site staff, families), and surveys to District stakeholders groups. PVUSD has expanded two-way communication and created new systems such as the use of weekly updates from the Public Information Officer and an expanded role for the District Advisory Committee.

The YouthTruth survey was administered in February 2024 and then followed by in-person input sessions that were open to families, students, staff, and the broader community. An engagement protocol was used during the in-person meetings and then followed by a Google survey that was then used after those input sessions with students, parents, staff and community members which allowed participants to provide feedback for the 2024 Local Control Accountability Plan. For PVUSD community members who could not attend the in-person sessions, the Google survey and instructions were available for them to provide their feedback in English and Spanish.

Between the YouthTruth survey, in-person Town Halls, and the Google survey, we received feedback from over 16,050 participants. Communication regarding the input we sought was shared with families, staff and community via email, school messenger, Remind, and social media.

District Advisory Committee (DAC) meetings (representatives from School Site Councils, community partners, and students)
10/3/23
11/14/23
12/19/23
1/30/24
2/13/24
3/12/24
4/23/24
5/14/24
6/4/24

DAC representatives present to and seek feedback from their School Site Council (SSC) in partnership w/ Site Council President and Principal:
DAC representatives present LCAP info and goals to School Site Council at meetings in February and March. DAC reps solicit feedback from Site Council on the proposed LCAP goals to inform LCAP action steps.

DAC representatives present their Site Council feedback to DAC at the March and April meetings.

Student LCAP Google survey for grades 3-12
12/5/23--1/25/24

The YouthTruth online survey was open for family, student, and staff input from 1/29/24-2/23/24.
YouthTruth 2024: 15,875 total responses
10,654 Students - 85% (this is 12% more than last year)
4,131 Families - 26% (this is 5% more than last year)
1,090 Staff - 67% (8% more than last year)

The Google survey (available in English and Spanish) was available for the PVUSD community (students, staff, families, community members) from
2/6/24--4/1/24. Information on how to access the LCAP Google survey was provided to the PVUSD community via the following:
Weekly Updates to families (via email and text) and community (via email)
3/1/24
3/8/24
3/15/24
3/22/24
3/29/24

District leadership present information on the LCAP and seek community feedback (via engagement protocol and Google survey) at the following stakeholder meetings:

District English Learner Advisory Committee
1/23/24
2/20/24

Migrant Parent Advisory Committee (PAC)
2/6/24

Special Services Community Advisory Committee (CAC)
2/27/24

Pajaro Valley Federation of Teachers (Certificated bargaining unit)
3/11/24

PVUSD Leadership (all District administrators)
3/28/24

Three in-person LCAP Town Halls were held:
2/21/24: Watsonville High School, English presentation with translation in both Mixteco and Spanish
2/26/24: Pajaro Valley High School, Spanish presentation with translation in English
3/6/24: Aptos Junior High School, English presentation with translation in Spanish

Social Media - The YouthTruth survey, LCAP in-person Town Halls, and Google survey were promoted consistently throughout February and March 2024 on three social media platforms: Facebook, Twitter and Instagram.

Throughout the community engagement process (DAC, surveys, in person meetings, etc.), our community consistently expressed a true belief in the assets our students bring with them to school and asked that our LCAP be rooted in uplifting our students's and families's assets, strengths, goals, and challenges. Goals and action steps were then created to build on success (increased counseling services, for example) and address challenges (academic growth for English learners, for example).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PVUSD is committed to providing a high-quality educational program that focuses on raising the overall academic achievement for all students. PVUSD prioritizes college and career readiness, equipping students with the knowledge, skills, and experiences necessary to succeed in post-secondary education and the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments and student course grades show that our students are on average, performing below standard in ELA and Mathematics. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for all students in English Language Arts, Math, and college and career metrics through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 1, 2, 4, 5, 7, and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts SBAC Performance (grades 3-8, 11) -Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -70.4 Change: -8.3			2025-26 SBAC: Indicator: Medium Status: At standard Change: +70.4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Math SBAC Performance (grades 3-8, 11) - Overall Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -102.2 Change: -4.4			2025-26 SBAC: Indicator: Medium Status: At standard Change: +102.2	
1.3	English Language Arts SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -86.5 Change: -7.7			2025-26 SBAC: Indicator: Medium Status: At standard Change: +86.5	
1.4	Math SBAC Performance (grades 3-8, 11) - Economically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -117.6 Change: -3.7			2025-26 SBAC: Indicator: Medium Status: At standard Change: +117.6	
1.5	English Language Arts SBAC Performance (grades 3-8, 11) - Homeless (Students in transition)	2022-23 SBAC: Indicator: Very low Status: -108.9 Change: -12.3			2025-26 SBAC: Indicator: Medium Status: At standard Change: +108.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year					
1.6	Math SBAC Performance (grades 3-8, 11) - Homeless (Student in Transition) Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -129.6 Change: +2.7			2025-26 SBAC: Indicator: Medium Status: At standard Change: +129.6	
1.7	A-G completion rates Percent of PVUSD 12th graders graduating four year college eligible	Graduating class of 2023: All students: 45% Latino/Hispanic: 39% Male: 37% Female: 52% Economically Disadvantaged: 65% Foster Youth: N/A Students with Disabilities: 1% English Learners: 4.2%			Graduating class of 2026: All students: 50% Latino/Hispanic: 44% Male: 41% Female: 56% Economically Disadvantaged: 69% Foster Youth: N/A Students with Disabilities: 10% English Learners: 10%	
1.8	High School Graduation Rate State Indicator (9-12) - Overall Status: Cohort graduation rate	Based on Data from CA Dashboard 2022-23 Indicator: Medium Status: 88.8% Change: +.06%			Based on Data from CA Dashboard 2025-26 Indicator: High	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	compared to state targets Change: Growth/decline compared to previous year				Status: 95% Change: +6.2%	
1.9	High School Graduation Rate State Indicator (9-12) - Economically Disadvantaged Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23: Indicator: Medium Status: 88% Change: +.9%			Based on Data from CA Dashboard 2025-26 Indicator: High Status: 95% Change: +7%	
1.10	Percent of Advanced Placement examinations taken with a score of 3 or higher	Based on 2023 data: All students: 56%			Based on 2026 data: All students: 66%	
1.11	Percent of PVUSD preschool students ready for kindergarten as measured by the DRDP	Social Emotional Development 65% Language and Literacy 62% Number Sense Quantity 68%			Social Emotional Development 68% Language and Literacy 65% Number Sense Quantity 71%	
1.12	Ca School Dashboard Indicator: Implementation of Academic Standards. Providing Professional learning for teaching to the adopted academic	Based on CA Dashboard 2023 ELA Common Core Standards - 4 out of 5 Mathematics Common Core Standards - 4 out of 5			Based on CA Dashboard 2026 ELA Common Core Standards - 5 out of 5 Mathematics Common Core	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards and/or curriculum frameworks.	History-Social Science - 4 out of 5 English Language Development - 4 out of 5 Next Generation Science Standards - 3 out of 5			Standards - 5 out of 5 History-Social Science - 5 out of 5 English Language Development - 5 out of 5 Next Generation Science Standards - 4 out of 5	
1.13	Ca School Dashboard Indicator: Implementation of Academic Standards - Implementing policies/programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, instructional feedback)	Based on CA Dashboard 2023 Career Technical Ed.: 5 out of 5 Physical education Model Content Standards: 5 out of 5 World Language: 4 out of 5 health Education Content Standards 5 out of 5 Visual and Performing Arts: 4 out of 5			Based on CA Dashboard 2026 Career Technical Ed.: 5 out of 5 Physical education Model Content Standards: 5 out of 5 World Language: 5 out of 5 Health Education Content Standards 5 out of 5 Visual and Performing Arts: 5 out of 5	
1.14	As measured by the YouthTruth Survey, percent of high school students who agree or strongly agree their school has helped understand the steps	Based on Winter 2024 Survey Overall: 43% Hispanic, Latinx, or Spanish:46% White: 39% Black or AA: 29%			Based on Winter 2026 Survey Overall: 50% Hispanic, Latinx, or Spanish: 53% White: 46% Black or AA: 31%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	needed in order to have their career wanted.	Economically Disadvantaged: N/A Non-Economically Disadvantaged: N/A Male: 46% Female: 43% Identified another way: 29% English Language Learner: 52% Non-English Language Learner: 44% Students with Disabilities: 54%			Economically Disadvantaged: N/A Non-Economically Disadvantaged: N/A Male: 52% Female: 51% Identified another way: 46% English Language Learner: 57% Non-English Language Learner: 50% Students with Disabilities: 60%	
1.15	Number of students satisfying criteria to earn the California State Seal of Civic Engagement.	72			175	
1.16	Number of students completing a CTE pathway.	395			450	
1.17	Percent of CTE students enrolled in interdisciplinary CTE courses.	56%			75%	
1.18	Number of CTE students receiving early college credit via articulated CTE courses and/or dual enrollment courses.	350			500	
1.19	Percent of 3rd grade students reading at or	Spring 2024 All: 19.6%			34.60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above grade level norm as measured by MAP	Hispanic/Latinx:13.7% Socioeconomically Disadvantaged:10.3% Foster Youth: 0% Students with a Disability: 10.5% English Learner: 4.4% Students in Transition: 8.7%				
1.20	Percent of 5th grade students reading at or above grade level as measured by MAP	Spring 2024 All: 18.9% Hispanic/Latinx: 14.6% Socioeconomically Disadvantaged:11.6% Foster Youth: 0% Students with a Disability: 6.7% English Learner: 2.9% Students in Transition: 11.9%			33.90%	
1.21	Percent of 8th grade students reading at or above grade level norm as measured by MAP	Spring 2024 All: 17.2% Hispanic/Latinx: 12% Socioeconomically Disadvantaged:10% Foster Youth: 0% Students with a Disability: 3.7% English Learner: 0.8% Students in Transition: 7.9%			25.8%	
1.22	Percent of 3rd grade students at or above	Spring 2024 All: 25.4% Hispanic/Latinx:20.1%			40.40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	grade level norm in math as measured by MAP	Socioeconomically Disadvantaged:16% Foster Youth: 0% Students with a Disability: 14.9% English Learner: 12.8% Students in Transition: 15.1%				
1.23	Percent of 5th grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 17.6% Hispanic/Latinx: 12.9% Socioeconomically Disadvantaged:9.9% Foster Youth: 0% Students with a Disability: 4.7% English Learner: 3.9% Students in Transition: 8.4%			32.60%	
1.24	Percent of 8th grade students at or above grade level norm in math as measured by MAP	Spring 2024 All: 19.9% Hispanic/Latinx: 13.3% Socioeconomically Disadvantaged:9.6% Foster Youth: 0% Students with a Disability: 4.9% English Learner: 1.3% Students in Transition: 10.6%			29.70%	
1.25	Percent of 11th and 12 grade students enrolled in Advanced Placement Courses	Based on 2023-24 school year: 33.10%			45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	Percent of elementary students with access to the visual and performing arts (VAPA)	94%			100%	
1.27	Percent of secondary students with access to VAPA	89%			100%	
1.28	School attendance rate	90.6%			98%	
1.29	Ca Dashboard Indicator Basics: Instructional Materials. Percent of students without access to their own copies of standards-aligned Instructional Materials for use at school and at home	0%			0%	
1.30	Percent of classroom assignments filled on the first day of school	95%			100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Early Literacy	Continue the focused effort on Early Literacy by maintaining one Early Literacy Coordinator, one coach. Contract with CORE to provide training and implementation feedback of the SIPPS program and the middle school rewards program. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$729,555.00	Yes
1.2	Early childhood education	Create a coherent continuum of instruction between Early Childhood Education and Elementary Schools, including the development of detailed MTSS Tier 1 supports and intensive supports to accelerate the learning of students entering elementary school at Tier 2 or 3 so all students enter Kindergarten ready. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$84,118.00	Yes
1.3	Supplemental Instructional Supports	Provide supplemental staffing, instructional materials, resources and professional development that supports the curriculum. Including: unit plans, writing prompts, differentiation, formative assessments, Language Development Approach, intellectual preparation guide, specialty PE and science release teachers at elementary sites, Instructional Assistants,	$4,661,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Bridges and Benchmark intervention, and supplemental pay for extra work hours. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)		
1.4	Professional development	Provide professional development on an on-going and as needed basis to improve implementation of the MTSS Tier 1 core curriculum instruction. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$154,800.00	Yes
1.5	Professional development	Utilizing PVUSD Instructional Coaches, provide site-based coaching in the core curriculum with a focus on core actions. Instructional coaches will provide targeted support to teachers to support integrated ELD. Coaches will be trained in cognitive coaching. This includes time and resources for teachers to participate in coaching cycles. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$1,426,355.00	Yes
1.6	Educational technology	Provide students access to adaptive educational technology to supplement the core instructional program and meet their individual needs. This includes the annual evaluation of the programs to ensure effectiveness, usage and friendly interface. Educational technology programs include things such as Lexia, PowerUp, APEX learning, ALEKS, etc. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$1,231,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Culturally responsive classrooms and teaching	Further develop and implement Culturally and Linguistically Responsive Pedagogy and Ethnic Studies. Include implementation of courses at the high school/middle school level, curricular adjustments within elementary, professional development and updating library collections elementary/middle/high school (AMIM), and associated professional development (including Library Media Technicians). Include professional development in culturally responsive and relationship-based pedagogy as well as with the Ethnic Studies cohort. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$240,818.00	Yes
1.8	Professional development and instructional coaching for all teachers who teach CTE courses	Professional development for all teachers who teach CTE courses (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate)	$33,691.00	Yes
1.9	College and career development	Offer engaging instruction in all classes, offer multiple credit recovery options, and jump start/bridge programs to assist in the transition from middle to high school. Offer a range of programs and experiences across the district, for example: AVID, CTE pathways, EAOP supports, dual enrollment, and project based learning. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate.)	$1,779,382.00	Yes
1.10	College and career development actions	Continue to strengthen PVUSD academic counseling services. Includes partnering with UCSC to provide additional counseling support, transcript evaluation services (TES), and College and Career Centers. This includes professional development for counselors in core counseling curriculum, including: student placement, 4-8 year plans, student academic supports, and use of data and EduClimber to monitor student progress. Secondary	$3,208,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counselors will offer academic counseling, college counseling, and career guidance to both students and families. (Students with disabilities are Red in graduation rate.)		
1.11	College and career development	Assess and refine support for students in AP courses. Particularly for unduplicated students: Support the expansion of offerings and enrollment, support academic success in AP courses to increase the number of students taking the courses and earning passing scores on the exams (3 or better). (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students. Students with disabilities are Red in graduation rate.)	$149,754.00	Yes
1.12	Expand CTE Pathways	Implement Land, Sea, Air, and Space CTE pathway at Watsonville High School; design and implement Public and Community Health pathway at Pajaro Valley High School and Web and Social Media Programming/Design pathway at Watsonville High School. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$2,683,215.00	Yes
1.13	Multi-tiered systems of support (MTSS)	Support district wide implementation of multi tiered systems of support (MTSS) in, attendance, academics, behaviors, and social emotional learning through professional development for administrators, teachers, counselors, and other support staff. Support district wide MTSS through site teams' fidelity to Tier 1 and 2 supports and interventions and data monitoring. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth,	$5,392,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
1.14	Supplemental instructional materials	Support science instruction by providing supplemental instructional materials. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students. Students with disabilities are Red in graduation rate.)	$60,000.00	Yes
1.15	Support for GATE identified students	Provide instructional resources, professional development, supplies and materials, and EWRs for GATE liaisons, GATE cluster teachers, and/or Intervention Teachers to prepare and deliver instruction, interventions and enrichment opportunities (i.e. GATE STEAM Nights, Math Circle, PBL projects, etc.) as they align to MTSS supports for GATE identified students. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$15,000.00	Yes
1.16	Student access	Align all Expanded Learning programs (summer school, after school, academic clubs, winter intersession) to the school day program and implement the core instructional program during Expanded Learning. This includes outdoor science camp, Yosemite camp, Enrichment Camps, College trips and Washington DC, etc. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)		Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Math supports middle/high school	Increase math supports at middle and high school levels to ensure all students are successful in Math 1 and increase number of students entering high school prepared to take Math 2. (These groups are Red in Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students. Students with disabilities are Red in graduation rate.)	$10,000.00	Yes
1.18	Latino Film Institute/Youth Cinema Project	Ensure students have equitable access to film and performance opportunities with Latino Film Institute Youth Cinema Project at Starlight Elementary, Pajaro Middle School, Cesar Chavez Middle School, and Pajaro Valley High School. Through a core content class, students will study, create, and produce films and animations. (These groups are Red in ELA: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$631,245.00	Yes
1.19	El Sistema	Partnering with El Sistema, continue the El Sistema program at the four elementary schools where students are learning to read and play music. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$1,037,171.00	Yes
1.20	STEAM and enrichment access for under represented students	Provide resources for school sites for after school STEAM and other enrichment classes for unduplicated students. (English Learners are in Red in: English Learner Progress)	$1,101,522.00	Yes
1.21	Technology professional development	Tech Coaches Academies, trainings, and coaching sessions by technology staff and coaches to support teachers in implementing engaging lessons. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$2,497,852.00	Yes
1.22	Virtual Academy class offerings	For families choosing an on-line school option, provide robust and engaging elective course offerings including art, technology, coding, world language, and others. (These groups are Red in ELA and Math: Foster Youth, Socioeconomically Disadvantaged)	$606,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.23	Personnel	Academic Coordinators at elementary schools and Assistant Principals at secondary schools to facilitate the assessment and multi-tiered systems (MTSS) supports on the school campus for the identification of student academic growth, intervention services and supports. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$6,115,220.00	Yes
1.24	School/home connection to support early literacy	Create a strong connection between the classroom and home to support early literacy at home. Collaborate with a variety of District departments to host meetings for parents/caregivers. (These groups are Red in ELA: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$1,500.00	Yes
1.25	Smaller class size	Specifically focused on maintaining TK-3 class size lower than the state requirement; Maintain 4-12 class sizes at state requirement or below. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$10,275,000.00	Yes
1.26	Site-based allocations	Monies allocated to school sites based on unduplicated student enrollment for school site supports with professional development, intervention, clubs, and small group instruction. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$2,422,473.00	Yes
1.27	Elementary Visual and Performing Arts	Continue to provide comprehensive visual and performing arts at all elementary sites through release specialty teachers. (These groups are Red in ELA and Math: Foster Youth, Socioeconomically Disadvantaged. Foster Youth are Red in Suspension Rate.)	$3,178,090.00	Yes
1.28	Middle School Visual and Performing Arts	Maintain visual and performing arts teachers at six middle schools to allow students their choice of programs. The staffing allocation will be based on program development and student interest. (These groups are Red in ELA	$820,443.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged. Foster Youth are Red in Suspension Rate.)		
1.29	High School Visual and Performing Arts	Maintain visual and performing arts teachers at all three comprehensive high schools to allow students their choice of programs. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged. Foster Youth are Red in Suspension Rate.)	$369,036.00	Yes
1.30	Assessment	Utilize formative and summative assessments to monitor student learning and provide Tier 1, 2, 3 support for students. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$535,220.00	Yes
1.31	Seal of Civic Engagement	Provide support for students seeking to earn the California State Seal of Civic Engagement. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged)	$500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PVUSD is committed to fostering a collaborative, improvement-driven culture that prioritizes the creation of engaging, relevant, and rigorous learning environments. Through the cultivation of effective school site systems, programs, and practices, PVUSD will increase and improve positive and safe school climates conducive to student academic growth, emotional resilience, and overall wellness. PVUSD is committed to increasing empathy, respect, and acceptance within the PVUSD community, ensuring that every student thrives and reaches their full potential. This commitment includes prioritizing family engagement, fostering strong partnerships between schools and families to support student success and development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student and family responses to our District survey, the District continues to have a need to create welcoming communities at each of our school sites. An increased sense of belonging will result in increased attendance rates and schools that meet the varying needs of our students and families. Input received from stakeholders through the LCAP development process indicates a desire to focus on positive school cultures through actions that will support and improve student and family experiences and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 1, 3, 5, and 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	As measured by the survey, percent of elementary parents who agree or strongly agree about feel engaged with their child(ren)'s school	76%			78%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	As measured by the percent middle school parents who agree or strongly agree they feel engaged with their child(ren)'s school	63%			68%	
2.3	As measured by the percent of high school parents who agree or strongly agree they feel engaged with their child(ren)'s school	48%			50%	
2.4	As measured by the survey, percent of elementary parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	91%			92%	
2.5	As measured by the survey, percent of middle school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	74%			78%	
2.6	As measured by the survey, percent of high school parents who agree or strongly agree about feeling comfortable approaching the administration about concerns.	65%			70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	As measured by a survey, percent of elementary parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	68%			70%	
2.8	As measured by a survey, percent of middle school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	58%			62%	
2.9	As measured by a survey, percent of high school parents who agree or strongly agree they feel empowered to play a meaningful role in decision-making at their child(ren)'s school	44%			48%	
2.10	Expulsion rate	.06%			Maintain below .06%	
2.11	Suspension Rate CA School Dashboard Indicator: Suspension Rate- Overall. Students who have been suspended at least once in a given school year. Students who are suspended multiple	4.9%			Maintain below 4.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	times are only counted once. Change is Decrease/Increase compared to the previous year.					
2.12	CA School Dashboard Indicator: Suspension Rate- Economically Disadvantaged. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	5.5%			4.5%	
2.13	CA School Dashboard Indicator: Suspension Rate- Homeless. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	17.1%			14%	
2.14	School Attendance Rate	90.06%			98%	
2.15	Chronic Absenteeism	37.3%			34.00%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	School Attendance Rate: Economically Disadvantaged Students	89.94%			98%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement and Wellness Centers	PVUSD will maintain a community wellness center for mental, physical and emotional support. The Wellness Centers will be staffed by PVUSD staff, including one mental health clinicians and will partner with community agencies for wrap around services and family referrals. Use Tier 1 strategies for parent engagement around attendance by establishing partnerships with community and district resources such as our Wellness Center to support families facing attendance challenges. Provide attendance information at all new registration orientation events before school begins. (English Learners are in Red in: English Learner Progress;	$924,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate; Socioeconomically disadvantaged students are Red in ELA, Math.)		
2.2	MTSS Implementation	All sites will have MTSS tier I strategies and programs to address attendance, students social emotional, and behavioral needs. (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate.)	$136,371.00	Yes
2.3	MTSS Tier 2/3	MTSS: All sites will have MTSS teams to facilitate the MTSS tier 2 and tier 3 strategies and supports (CICO, social intervention groups, etc.) to provide responsive data driven intervention and services will be implemented on all sites. This includes professional development, materials and the personnel to have direct services to students with tier 2 and 3 needs. (English Learners are in Red in: English Learner Progress; Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate.)	$50,000.00	Yes
2.4	Home to School Transportation	Transportation for students to and from school. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students)	$6,688,876.00	No
2.5	Supplemental materials support for MTSS implementation	Utilize supplemental materials to ensure students are receiving Tier 2 and 3 supports for SEL and Behavioral needs curriculum and training for staff, partner contracts to increase access to various small group. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth, Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic		Yes

Action #	Title	Description	Total Funds	Contributing
		students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
2.6	Trauma informed training	Trauma Resiliency Training for schools (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$20,000.00	Yes
2.7	Restorative Practices	Implement Restorative Practices on school sites as a tiered strategy of support to prevent behavioral consequences. Implement restorative practices on school sites as a tiered strategy for building school community and implementing alternatives to school suspension. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)		Yes
2.8	SEL Counselors and Mental Health Clinicians	Coordinator of Counseling programs will work with school site admin, staff, to monitor and adjust (increase/decrease) socio-emotional counselors and mental health clinicians based on student need. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$3,585,345.00	Yes
2.9	Community Resources for counseling	PVUSD will seek and establish services with community agencies to provide counseling services. Such as, but not limited to, PVPSA, Encompass, ESS, Hospice, and Monarch services. Ensure space is inviting and available for groups at school sites. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$1,000,000.00	Yes
2.10	School culture and climate survey	Distribute a district-wide climate survey to families, students and staff to understand the health and well-being of our community. This survey will be disaggregated by subgroups to ensure we look specifically at unduplicated students. (English Learners are in Red in: English Learner Progress; These groups are Red in ELA and Math: English Learners, Foster Youth,	$61,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Homeless students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic students; Students with disabilities are Red in graduation rate. Foster Youth and Students with Disabilities are Red in Suspension Rate.)		
2.11	Social Emotional strategies and monitoring	Program and strategies to monitor students' social emotional well-being for students to recognize social emotional health, learn social emotional strategies and implement strategies to help support feelings. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)	$23,750.00	Yes
2.12	Monitoring suspension rates	Disaggregated suspension rates should match school demographics. Teams regularly and systematically collect and analyze school-wide data and student group data to monitor the effectiveness of programs and practices. Behavior data to be reviewed on a quarterly basis to identify potential disproportionality in subgroup data. (English Learners are in Red in: English Learner Progress; Foster Youth and Students with Disabilities are Red in Suspension Rate.)		Yes
2.13	Family Welcome Center	Explore a one-stop family welcome center to increase ease of services for families at District Office.		Yes
2.14	Parent Education Specialists	Three parent education specialists to support site parent engagement activities, develop district-wide workshops, family nights and parent education conferences. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$270,242.00	Yes
2.15	Family Engagement Plan	In collaboration with the parent engagement team, each school site will create a family engagement plan based on their own YouthTruth data. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$231,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	District Parent Engagement Opportunities	The Parent Engagement Office will continue with the coordination of monthly DELAC, DAC district-wide family opportunities as well as the Parent Education Conferences and Migrant Parent Education Conference. The coordination of parent outreach efforts will encompass all departments in the district office and mostly with Educational Services, Expanded Learning (for Pajaro Passport and gas cards), Migrant Education, Special Services, and Student Services. This includes personnel for various translators and translation services. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$2,291,489.00	Yes
2.17	Professional Development	All district counselors will receive training on how to engage wtih families. One time in the Fall, one time in the Spring. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)		Yes
2.18	College and Career Night	During College Week, a family college and career family night will be held to engage and familiarize families with different post high school options. Hosting of the district wide signing (commitment) day. (These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$5,000.00	Yes
2.19	Clubs and social activities	Add funding to each site discretionary budget to include Suicide Awareness Month, LGBTQ+ History Month and Mental Health Awareness. For Secondary, provide a stipend for Youth Wellness Advisory staffing and materials. (Foster Youth, English Learners, and Socioeconomically Disadvantaged Students are in red in Math and ELA. Foster Youth are Red in suspension rate.)	$20,000.00	Yes
2.20	Secondary Sports	These funds allow PVUSD to increase opportunities to unduplicated students.	$3,924,355.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)		
2.21	Secondary sports and extra curricular activities	Transportation for students to attend extra curricular and sporting events.(Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$77,105.00	Yes
2.22	Student Leadership, CTE	Design standards-aligned California Alternative Form of Student Leadership program for implementation in CTE pathways including support for teachers and students. (Foster Youth are Red in Suspension Rate. These groups are Red in ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged.)	$9,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PVUSD will provide intervention and support to adequately address the needs of foster students to ensure their educational experience limits disruption, facilitates learning, and promotes academic and social-emotional success.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments, student course grades, and student discipline data show that our Foster Youth are on average, significantly below standard in ELA and Mathmatics and have higher rate of suspension. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for Foster Youth through actions that will support and improve student learning, lower suspension rates, and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 1, 2, 4, 5, 6 and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Arts SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -145 Change: -.9			2025-26 SBAC: Indicator: Medium Status: At standard Change: +145	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Math SBAC Performance (grades 3-8, 11) - Foster Youth Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -210.2 Change: -30.7			2025-26 SBAC: Indicator: Medium Status: At standard Change: +210.2	
3.3	A-G completion rates: Percent of PVUSD 12th graders graduating four year college eligible	Graduating class of 2023: All students: 45% Foster Youth: N/A			Graduating class of 2026: All students: 65% Foster Youth: 50%	
3.4	School Attendance Rate: Foster Youth	79.72%			98%	
3.5	Chronic absenteeism: Foster Youth	61.9%			58.9%	
3.6	CA School Dashboard Indicator: Suspension Rate- Foster Youth. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	18.8%			15%	
3.7	High School Graduation Rate State Indicator (9-12)- Homeless (Students in Transition) Status:	84.5%			95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year					
3.8	Expulsion rate: Foster Youth	0.05%			Maintain below .05%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Support	Implement targeted academic support programs specifically designed for foster youth, focusing on improving their literacy, numeracy, and overall	$206,880.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic skills. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		
3.2	Inclusive School Environment	Foster a Supportive and Inclusive School Environment by increasing awareness and sensitivity among school staff regarding the unique challenges faced by foster youth. Student Services coordinator will work with Healthy Start staff, site-liaisons and counselors. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)	$443,145.00	Yes
3.3	Attendance	Establish a system to monitor and support foster youth attendance, monthly. Provide attendance PD to admin and office staff to help identify and support our students with chronic absenteeism. Identify and conduct outreach to the previous year's chronic absentees; review root causes of absenteeism and link to appropriate staff (health assistant, counselor, homeless/foster liaison, special education staff, etc.) (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		Yes
3.4	Transition Support	Strengthen transition support for Foster Youth by providing comprehensive transition planning and support services to foster youth to ensure successful transitions between schools and grade level. Transition team will include Healthy Start, relevant site staff, resource parents and any appropriate individual from the foster youth's wrap-team. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		Yes
3.5	Individualized academic learning plan	All foster youth will receive an individualized academic learning plan which will be monitored and reviewed annually by a site team. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		Yes

Action #	Title	Description	Total Funds	Contributing
3.6	MTSS Action Planning	Site Tier 2/3 teams will hold a review for all foster youth attending the school. Findings will inform recommendations for either Tier 1 adjustments or possible Tier 2 interventions. (Foster Youth are in Red in: Suspension Rate, ELA, Math.)		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In order to address state priorities for students with disabilities, which include ELA and Math proficiency, Least Restrictive Environment (LRE) targets, Suspension rates, and Graduation Rates, PVUSD will provide training in high quality curricular programs, coaching to create multi-tiered systems of support (MTSS) including all academic, social/emotional and behavior areas, and a comprehensive graduation pathway plan for students with disabilities. Major components of this goal include: Improving academic achievement through training and coaching on evidence based reading programs Continuing to build a continuum of services and internal capacity to support all student in LRE Implementation of alternative graduation pathway for students who are eligible for CA	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments and student course grades show that our Students With Disabilities are on average, significantly below standard in ELA and Mathmatics. PVUSD SWD fell into the bottom 11-20% state wide. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for English SWD through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. This goal and supporting actions address state priorities 2, 3, 4 and 5

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts SBAC Performance (grades 3-8, 11)	2022-23 CA Dashboard -RED Indicator:3c			2025-26 SBAC: Indicator: Medium Status: At standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students with Disabilities: Status: Points above or below "standard met"	status: -137.0 Change: -3.3			Change: +137	
4.2	Math SBAC Performance (grades 3-8, 11) Students with Disabilities: Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -163.9 Change: -.1.5			2025-26 SBAC: Indicator: Medium Status: At standard Change: +163.9	
4.3	High School Graduation Rate State Indicator (9-12) - Students with Disabilities Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year	Based on Data from CA Dashboard 2022-23: Indicator: Very Low Status: 63.9% Change: -2.7%			Based on Data from CA Dashboard 2025-26 Indicator: Medium Status: Change:	
4.4	Decrease Suspension Rate for Students with Disabilities.	2022-23 CA Dashboard 8.07%			7.0% SWD suspension Rate Change -1.07	
4.5	Decrease Chronic Absenteeism rate for Students with Distabilities	2022-2023 CA Data Quest SWD 44.44%			42.95% Change -1.5%	
4.6	High School dropout rate State Indicator (9-12)- Students with Disabilities	2022-23 CA Dashboard Indicator: Very Low Status			Indicator: Yellow	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status: Cohort graduation rate compared to state targets Change: Growth/decline compared to previous year					
4.7	Least Restrictive Environment (LRE) regular class 80% or more	Indicator 5a 61.45%			>62%	
4.8	Least Restrictive Environment (LRE) regular class 40% or more	Indicator 5b 19.93%			<16.5%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation rates	Implement alternative graduation pathway for students who are eligible for California Alternative Assessment (CAA) (Students with Disabilities are Red in Graduation Rate.)		No
4.2	Support for Students with Disabilities: ELA	Train special education middle school mild moderate teachers in an Evidence Based Reading Program. Train elementary Resource Specialist teachers in a direct, explicit, multisensory, structured, program to teach literacy. Train elementary Resource Specialist teachers in a direct, explicit, multisensory, structured, program to teach literacy. (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.3	Support for Students with Disabilities: ELA	Train Instructional Assistants in the Evidence Based Reading Program (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.4	Support for Students with Disabilities: ELA	Ongoing coaching sessions for all teachers and staff using an Evidence Based Reading program. (Students with Disabilities are Red in: Graduation Rate, ELA.)		No
4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	Restructuring Elementary resource and intervention support to integrate whole site Tier 2 and 3 strategies in general education classrooms, targeting skill development in heterogeneous groups for students with learning difficulties. (Students with Disabilities are Red in ELA, Math.)		No
4.6	Professional Development: UDL	Professional development for teachers and staff on topics including culturally appropriate restorative practices, transition planning and IEP goal setting, co-teaching such as Universal Design for Learning (UDL) model. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No

Action #	Title	Description	Total Funds	Contributing
4.7	Support for Students with Disabilities: Math	Professional development for general education and special ed teachers and staff on topics including strategies for supporting diverse learners in the general education classrooms. (Students with Disabilities are Red in Math.)		No
4.8	Support for Students with Disabilities: Math	Train special education staff in i-ready math. Train special education staff in general education math curriculum. (Students with Disabilities are Red in Math.)		No
4.9	Support for Students with Disabilities: Math	Master schedule developed to increase special education staff push-in to support students in college and career ready math classes. (Students with Disabilities are Red in Graduation Rate and Math.)		No
4.10	Professional development for administrators: MTSS	Train and coach site administrators in academic systems/focusing on Tier 2 and Tier 3 supports for struggling learners in general education classes. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.11	Professional development for administrators: MTSS	Train site administrators on equitable systems and core values of inclusive practices. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.12	Support for Students with Disabilities	Master schedules developed to increase inclusion of students with disabilities in general education classes. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.13	Support for Students with Disabilities	Master schedule to include co-teaching and push-in of special education staff in general education classrooms. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No

Action #	Title	Description	Total Funds	Contributing
4.14	Support for Students with Disabilities	Support elementary site administrators to develop schedules that are inclusive of students with disabilities and facilitating collaboration with general education teachers and special education ed specialists. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.15	Support for pre-school students with disabilities	Increased strategic collaboration with the Child Development Department in MTSS. (Students with Disabilities are Red in ELA, Math.)		No
4.16	Support for students' readiness for full inclusion	Develop shared equitable skill criteria for students' readiness for full inclusion, mainstreaming and other opportunities across the continuum of services. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No
4.17	Decrease suspension rates for students with disabilities	Provide ongoing training to school psychologists to support site teams with behavior intervention plans. (Students with Disabilities are Red in Suspension Rate.)		No
4.18	Safety Care training	Provide Safety Care training and de-escalation strategies to teaching staff and site administration. (Students with Disabilities are Red in Suspension Rate.)		No
4.19	Graduation rates	Develop pathway to graduation options for students with disabilities		No
4.20	Supporting social emotional and behavioral needs of	Train and coach site administrators to build evidence based tiers of support that address social emotional and behavioral needs. (Students with Disabilities are Red in: Suspension Rate, Graduation Rate, ELA, Math.)		No

Action #	Title	Description	Total Funds	Contributing
	students with disabilities			
4.21	Reduce suspension rates for students with disabilities	Support site administrators to build restorative practices in lieu of suspension. (Students with Disabilities are Red in Suspension Rate.)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Through a collaborative, improvement-driven approach, PVUSD will provide programs to support all students in achieving at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance on assessments and student course grades show that our English learners are on average, significantly below standard in ELA and Mathematics. Input received from stakeholders through the LCAP development process indicates a desire to focus on additional supports for English Learners through actions that will support and improve student learning and will measure progress towards our goal using the metrics identified below. Student groups within the English Learner category for focus include newcomer students and students who may become Long Term English Learners (LTELs). This goal and supporting actions address state priorities 2, 4, and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	English Learner Progress State Indicator Status: Percentage of students making progress towards English language proficiency	44.8% of Students made gains of 1 or more levels			60%	
5.2	High School Graduation Rate State Indicator (9-12)- English Learners Status: Cohort	Based on CA Dashboard Indicator: Low Status: Maintained			82% Graduation rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduation rate compared to state targets Change: Growth/Decline compared to previous year	Change: -0.1% Currently: 78.1% Graduated				
5.3	CA School Dashboard Indicator: Suspension Rate- English Learners. Students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Change is Decrease/Increase compared to the previous year.	In Orange on the Dashboard: Increased by 0.9%			Green: Decrease	
5.4	Percent of students classified as Long Term English Learners	15.3% per Dataquest			12%	
5.5	Ca Dashboard Indicator Basics Teachers. Mis-Assignments of English Learners	Standards Met			Standards Met	
5.6	English Language Arts SBAC Performance (grades 3-8, 11)- English Learners Status: Points above or below "standard met"	Declined 13.7 points. 109.6 points below standard			90 points below standard	
5.7	Math SBAC Performance (grades 3-8, 11) English Learners: Status: Points above or	Declined 8.7 points. 133.2 points below standard			103 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	below "standard met" Change: Growth/decline in points compared to previous year)					
5.8	EL Chronic Absenteeism	35.1%			33%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Learner placement and support	English Language Learner Identification and monitoring including SEAL of Biliteracy Ceremony; English Language Learners will be properly identified and placed in appropriate language level/pathways and/or specialized program (ie. International Academy) and services. Placement will be informed by formative and summative academic and language	$189,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development results and personnel. (EC, VA) (English Learners are in Red in English Learner Progress, ELA, Math.)		
5.2	Elementary Professional Development	The teachers and administrators will be provided professional development to consistently and masterfully implement the English Language Development Standards along with the CCSS as described in the Master Plan to increase the quality of instruction to English Learner students. This includes designated and integrated ELD during the instructional day; invest in resources and professional development to provide focused support for our EL students to build their home language assets and to increase the quality of instruction to EL students. (English Learners are in Red in English Learner Progress, ELA, Math.)		Yes
5.3	Course Access	Course Access: Additional FTE to assist in monitoring EL course access.	$32,740.00	Yes
5.4	English Language Development Enrollment	Build English Language Development course enrollment and groupings based on English Language Development by proficiency using formative and summative assessments and personnel to administer tests. Provide program and community support for English Language Development. (English Learners are in Red in English Learner Progress, ELA, Math.)	$725,711.00	Yes
5.5	International Academy	Support the curriculum and courses in the International Academy at the middle school and high school level to focus on English Development for quick transition to mainstream courses. The International Academy is for students who have been in the country for less than one and half years and is at an L1 proficiency level. (English Learners are in Red in English Learner Progress, ELA, Math.)	$466,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.6	Dual Language programs	Complete the Dual Language School Master Plan with the addition of Dual Language School Programs. (English Learners are in Red in English Learner Progress, ELA, Math.)	$171,973.00	Yes
5.7	Language Line	Language Line is the services for staff to be able to communicate with families of English Learners. (English Learners are in Red in English Learner Progress, ELA, Math.)	$50,000.00	Yes
5.8	College and Career Readiness	To increase the number of English Learner students who graduate A-G eligible, the district will create pathways to A-G courses for ELs entering high school with different English Language Development proficiency levels. (English Learners are in Red in English Learner Progress, ELA, Math.)	$1,724,230.00	Yes
5.9	Secondary Professional Development	Provide professional development for teachers and administrators to consistently and masterfully implement the English Language Development Standards along with the adopted ELD curriculum. This includes focused support for our EL students to build their home language assets and to increase quality of instruction to EL Services. (English Learners are in Red in English Learner Progress, ELA, Math.)	$1,500.00	Yes
5.10	Bilingual Stipends	Stipends are given to bilingual staff who are directly working with English Learners. This is to help support accessibility of instruction, translation services, as well as home communication. (English Learners are in Red in English Learner Progress, ELA, Math.)	$1,013,374.00	Yes
5.11	Support for the pathway to multilingualism	Define and develop a District pathway to achieve multilingualism (K-12) that includes placement assessments at transition grades (eg: 5th to 6th, 8th to 9th) (English Learners are in Red in English Learner Progress, ELA, Math.)	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.12	Supplemental ELD instructional materials	Supplemental ELD instructional materials to support emerging and expanding English learners. (English Learners are in Red in English Learner Progress, ELA, Math.)	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By fostering a supportive and engaging school environment, Renaissance Continuation School and New School Community Day School will see at least a 5% improvement in attendance and graduation rates, reflecting the increased sense of connectedness and overall student well-being.	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.

New School Community Day School and Renaissance Continuation High School face significant challenges with high non-stability rates, at 40% and 63% respectively. These rates indicate a substantial proportion of students experiencing frequent changes in their educational environment, which can negatively impact their academic performance and overall well-being. Additionally, data from the California School Dashboard highlights areas where improvements are necessary to enhance student outcomes. The goal was developed to address these challenges directly by creating a safe, supportive, healthy, and positive school environment. The objective is to enhance students' sense of connectedness, which research shows is a key factor in improving attendance and academic success. By fostering a more inclusive and supportive atmosphere, the schools aim to:
Reduce Absenteeism:
A connected and supportive school environment can mitigate factors that contribute to absenteeism, such as lack of motivation, feeling unsafe, or not feeling valued.

Improve Graduation Rates:
Students who feel connected to their school are more likely to stay engaged and complete their education. By addressing the high non-stability rates and creating a positive school climate, the schools can support students in reaching graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate: a) New School	a) 68.8% b) 84%			a) 85% b) 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	b) Renaissance High School					
6.2	Attendance Rate a) New School b) Renaissance	a) 89.96% b) 77.43%			a) 95% b) 88%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Renaissance PBIS	Align Renaissance High School policies, procedures and practice with PBIS Tier 1 Practices.	$79,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	Renaissance Attendance Program	Implement an attendance incentive program at Renaissance Continuation High School that rewards students for consistent attendance with recognition, privileges, and tangible rewards, to motivate and encourage regular attendance. This program aims to reduce absenteeism and improve overall student engagement and success.	$25,000.00	Yes
6.3	Renaissance Student Activities	Increase ASB student activities at Renaissance Continuation High School by organizing regular events such as themed dances, student-led clubs, community service projects, and spirit weeks, designed to enhance student engagement, foster school spirit, and build a stronger sense of community.	$34,000.00	Yes
6.4	Renaissance College and Career	Implement a comprehensive college exploration program at Renaissance Continuation High School, including college fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid, to encourage students to focus on and plan for their post-high school education and career paths.	$53,000.00	Yes
6.5	Renaissance Graduation Plans	Develop and implement individualized graduation plans for each student at Renaissance Continuation High School, involving personalized academic counseling sessions, goal-setting meetings, and regular progress reviews to tailor educational pathways that align with students' unique strengths, interests, and post-graduation goals.	$61,627.00	Yes
6.6	New School Family Connection	Implement an after-school program at Renaissance Continuation High School that allows students and families to use school facilities for basic services, such as cooking and laundry.	$11,000.00	Yes
6.7	New School College and Career	Implement a comprehensive college exploration program at New School Community Day School, including college fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid, to encourage students to focus on and plan for their post-high school education and career paths.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.8	New School Student Activities		$47,946.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Increase ELA and math proficiency on the CAASPP by 5% for socioeconomically disadvantaged (SED) and Hispanic students at Virtual Academy.	Equity Multiplier Focus 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)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to address the significant performance gaps highlighted on the California School Dashboard, where socioeconomically disadvantaged (SED) students are in the red category for both ELA and math, and Hispanic students are in the red category for math. This indicates that these student groups are performing well below state standards, necessitating targeted interventions to improve their academic outcomes. By focusing on increasing ELA and math scores by 5%, the goal aims to elevate the academic achievement of these underserved students, reduce disparities, and ensure that all students have the opportunity to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	English Language Arts SBAC Performance (grades 8, 11) - SocioEconomically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -89.8 Change: -5.7			2025-26 SBAC: Indicator: High Status: -49.8 Change: +40.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	Math SBAC Performance (grades 8, 11) - SocioEconomically Disadvantaged Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -140.2 Change: -13.4			2025-26 SBAC: Indicator: Medium Status: -80.2 Change: +60	
7.3	Math SBAC Performance (grades 8, 11) - Hispanic Status: Points above or below "standard met" Change: Growth/decline in points compared to previous year	2022-23 SBAC: Indicator: Very low Status: -123.2 Change: -28.4			2022-23 SBAC: Indicator: Very low Status: -80.2 Change: +43.2	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Tier 2 Academics	Hire a reading specialist/intervention teacher for Tier 2 services	$110,000.00	Yes
7.2	English Language Specialist	Hire an English Language Specialist at Virtual Academy to provide dedicated support and targeted instruction to English Learners (ELs). This specialist will work closely with EL students to enhance their language proficiency through individualized and small group virtual sessions, develop tailored learning plans, and collaborate with online classroom teachers to integrate effective language development strategies across the digital curriculum.	$28,000.00	Yes
7.3	Tutoring	Implement an online virtual tutoring program at Virtual Academy to provide students with personalized academic support in various subjects, including ELA and math. This program will offer flexible scheduling, allowing students to access one-on-one or small group tutoring sessions with qualified tutors outside of regular school hours to reinforce learning and improve academic performance.	$80,943.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Increase the percentage of students completing their assignments on time at Virtual Academy to improve Average Daily Attendance (ADA) to 95% and decrease chronic absenteeism to 2% by the end of the academic year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

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 was created to address the critical link between assignment completion and Average Daily Attendance (ADA) at Virtual Academy. In a virtual learning environment, ADA is calculated based on the timely completion of assignments rather than physical presence. High rates of incomplete assignments can negatively impact ADA, leading to decreased funding and resources for the school. By increasing the percentage of students completing their assignments on time, the goal aims to enhance overall student engagement, improve academic performance, and ensure that the school receives adequate funding to support educational programs and services. This focus on assignment completion is essential for fostering a culture of accountability and academic excellence, ultimately benefiting the entire school community. Socio-economically disadvantaged and Hispanic students are in red on the CA Dashboard for Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CA School Dashboard Indicator: Chronic Absenteeism Rate-SocioEconomically Disadvantaged Change is Decrease/Increase compared to the previous year.	2022-23 Percent: 56.8% Change: +56.8% Status: Very Low			2025-26 Percent: 0% Change:-56.8% Status: Very High	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	CA School Dashboard Indicator: Chronic Absenteeism Rate- Hispanic Change is Decrease/Increase compared to the previous year.	2022-23 Percent: 52.6% Change:+52.6% Status: Very Low			2025-26 Percent: 0% Change:-52.6% Status: Very High	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Tier 2 Academics	Hire a reading specialist/intervention teacher for Tier 2 services		Yes

Action #	Title	Description	Total Funds	Contributing
8.2	English Language Specialist	Hire an English Language Specialist at Virtual Academy to provide dedicated support and targeted instruction to English Learners (ELs). This specialist will work closely with EL students to enhance their language proficiency through individualized and small group virtual sessions, develop tailored learning plans, and collaborate with online classroom teachers to integrate effective language development strategies across the digital curriculum.		Yes
8.3	Tutoring	Implement an online virtual tutoring program at Virtual Academy to provide students with personalized academic support in various subjects, including ELA and math. This program will offer flexible scheduling, allowing students to access one-on-one or small group tutoring sessions with qualified tutors outside of regular school hours to reinforce learning and improve academic performance.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$56,393,961	$6,767,276

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
34.249%	0.224%	$386,560.51	34.473%

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:** Early Literacy **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. **Scope:**	The SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) reading program is designed to address the needs of unduplicated pupils, such as English Learners, socioeconomically disadvantaged students, and foster youth, by providing systematic and explicit instruction in foundational literacy skills. By focusing on phonological awareness, phonics, and sight word recognition, SIPPS aims to build a strong foundation in reading proficiency, which is essential for academic success. This program is	DIBELS/IDEL Data, MAP

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
	LEA-wide	provided on an LEA-wide or schoolwide basis to ensure equitable access to high-quality literacy instruction for all students, regardless of their background or individual needs. Implementing SIPPS across the district or school allows for consistent delivery of evidence-based practices, maximizes resources, and promotes a unified approach to supporting student achievement in literacy across all grade levels and classrooms. Additionally, by addressing the needs of unduplicated pupils through a comprehensive and systematic approach to literacy instruction, SIPPS contributes to narrowing achievement gaps and promoting equitable outcomes for all students within PVUSD.	
1.2	**Action:** Early childhood education **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Creating a coherent continuum of instruction between Early Childhood Education (ECE) and Elementary Schools is crucial for ensuring that all students enter Kindergarten ready to learn and succeed. To achieve this, the district implements Multi-Tiered System of Supports (MTSS) at Tier 1, 2, and 3 levels, focusing on high-quality, evidence-based instruction and interventions responsive to the diverse needs of unduplicated pupils such as English Learners, socioeconomically disadvantaged students, and foster youth. This includes implementing research-based early literacy programs like SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and providing professional development for educators to effectively implement these programs. Additionally, the district ensures collaboration between early childhood educators and elementary school teachers to align curriculum, instruction, and assessment practices. For students requiring	DIBELS, DRDP

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
		additional support, intensive interventions at Tier 2 and 3 levels are provided, tailored to their specific needs and delivered by highly qualified educators and specialists. By offering MTSS supports on an LEA-wide basis, the district ensures equitable access to high-quality instruction and support services, maximizes resources, promotes consistency in practices across schools, and fosters a collaborative culture of continuous improvement focused on meeting the needs of every student from the earliest stages of their educational journey.	
1.3	**Action:** Supplemental Instructional Supports **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing supplemental staffing, instructional materials, resources, and professional development to support the curriculum, including a Language Development Approach, directly addresses the needs of unduplicated pupils, such as English Learners, socioeconomically disadvantaged students, and foster youth. By allocating additional resources and personnel to support language development and academic achievement, the district ensures that all students have access to the support they need to succeed academically, regardless of their background or language proficiency. Professional development opportunities focused on the Language Development Approach equip educators with the knowledge and strategies needed to effectively support language acquisition and proficiency among English Learners and other students who may require additional language support. Providing these resources and supports on an LEA-wide basis ensures equitable access to high-quality instruction and support services for all students across the district, promoting academic	MAP, DIBELS, IDEL, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		success, language development, and overall educational equity.	
1.4	**Action:** Professional development **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing professional development on an ongoing and as-needed basis to enhance the implementation of the MTSS Tier 1 core curriculum instruction is crucial for addressing the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. By offering targeted training sessions and support to educators, the district ensures that teachers have the knowledge, skills, and resources needed to effectively deliver high-quality instruction that meets the diverse needs of all students within the general education classroom setting. This professional development focuses on evidence-based practices for differentiated instruction, culturally responsive teaching strategies, and the integration of instructional technologies to enhance student engagement and learning outcomes. By providing professional development on an LEA-wide basis, the district ensures consistency in instructional practices across schools, promotes equity in access to effective teaching strategies and resources, and fosters a culture of continuous improvement where educators collaborate and learn from one another to better support the academic success of all students, particularly those who may be historically marginalized or underserved.	MAP, DIBELS, IDEL, CAASPP
1.5	**Action:** Professional development **Need:** English Learners are in Red in: English Learner Progress; These groups are Red in	By providing targeted support to teachers through coaching cycles, instructional coaches ensure that educators have the necessary skills and strategies to effectively differentiate instruction, accommodate diverse learning needs, and implement research-based practices that promote	MAP, DIBELS, IDEL, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA and Math: English Learners, Foster Youth, Socioeconomically Disadvantaged **Scope:** LEA-wide	academic achievement for all students, particularly those who may require additional support. Additionally, by incorporating cognitive coaching techniques, coaches facilitate reflective practices among teachers, empowering them to continually improve their instructional practices and address the specific needs of their students. This action is provided on an LEA-wide basis to ensure equitable access to coaching support for all educators across the district, thereby promoting consistency in instructional practices, fostering a culture of collaboration and professional growth, and ultimately enhancing student outcomes for unduplicated pupils district-wide.	
1.6	**Action:** Educational technology **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing students access to adaptive educational technology, supplements the core instructional program and addresses the diverse needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. These adaptive technology programs offer personalized learning experiences tailored to each student's individual needs, allowing for targeted instruction and intervention to support academic growth and proficiency. By annually evaluating the effectiveness, usage, and user interface of these programs, the district ensures that resources are aligned with student needs, remain relevant, and maximize impact. Providing access to adaptive educational technology on an LEA-wide basis ensures equitable access to these resources for all students across the district, regardless of their background or individual learning needs. This action promotes consistency in instructional support, fosters a culture of innovation and technology integration, and ultimately enhances student outcomes by	MAP, DIBELS, IDEL, CAASPP, Edtech Program Usage

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
		providing personalized learning experiences that meet the diverse needs of all learners within the district.	
1.7	**Action:** Culturally responsive classrooms and teaching

Need: English Learners, Foster Youth, and Socioeconomically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard.

Scope: LEA-wide | Further developing and implementing Culturally and Linguistically Responsive Pedagogy (CLRP) and Ethnic Studies addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by providing culturally relevant and inclusive educational experiences that affirm their identities, histories, and cultures. By offering courses in Ethnic Studies at the high school and middle school levels, as well as making curricular adjustments within elementary schools, the district ensures that students have opportunities to explore diverse perspectives, histories, and contributions within their education. Providing professional development in CLRP and relationship-based pedagogy equips educators with the knowledge, skills, and strategies needed to create inclusive and supportive learning environments that honor students' cultural backgrounds and foster positive relationships. Additionally, updating library collections and providing professional development for Library Media Technicians ensures that students have access to diverse and representative literature and resources that reflect their identities and experiences. By implementing these initiatives on an LEA-wide basis, the district ensures equitable access to culturally responsive education for all students, promotes inclusivity and diversity in the curriculum, and fosters a sense of belonging and empowerment among unduplicated pupils across the district. | CAASPP, Student grades, graduation rates |

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
1.8	**Action:** Professional development and instructional coaching for all teachers who teach CTE courses **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate. **Scope:** LEA-wide	Providing professional development for all teachers who teach Career Technical Education (CTE) courses addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by ensuring equitable access to high-quality instruction and support in career-focused pathways. By offering professional development opportunities focused on effective teaching practices in CTE courses, the district enhances the capacity of educators to deliver rigorous, relevant, and engaging instruction that prepares all students for success in post-secondary education and careers. This action is provided on an LEA-wide basis to ensure consistency and equity in the quality of CTE instruction across all schools and programs within the district, regardless of student demographics or school site. By investing in professional development for all CTE teachers, the district promotes equity in access to career readiness opportunities, enhances student outcomes, and fosters economic empowerment for unduplicated pupils by preparing them for high-demand careers in diverse industries.	graduation rate, attendance rate
1.9	**Action:** College and career development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate.	Offering engaging instruction in all classes, multiple credit recovery options, and jump start/bridge programs to assist in the transition from middle to high school addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth, by providing comprehensive support and opportunities for academic success and advancement. By offering engaging instruction in all classes, the district ensures that all students have access to rigorous and meaningful learning experiences that promote student engagement,	graduation rate, attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	motivation, and achievement. Multiple credit recovery options provide students with opportunities to make up missed credits and stay on track for graduation, addressing the needs of students who may have experienced academic challenges or setbacks. Jump start/bridge programs support the transition from middle to high school, providing students with the necessary skills, resources, and support to navigate the academic and social demands of high school successfully. Additionally, offering a range of programs and experiences across the district, such as AVID, CTE pathways, EAOP supports, dual enrollment, and project-based learning, addresses the diverse needs and interests of unduplicated pupils by providing access to a variety of educational pathways and opportunities for academic and career advancement. These programs offer targeted support and resources to help students build academic skills, explore career interests, and prepare for post-secondary education and careers, ultimately promoting equity in access to educational opportunities and outcomes for all students across the district. Providing these actions on an LEA-wide basis ensures equitable access to high-quality educational programs and experiences for all students, regardless of their background or individual needs, and promotes a culture of inclusivity, diversity, and academic excellence throughout the district.	
1.10	**Action:** College and career development actions	Continuing to strengthen PVUSD academic counseling services, including partnering with UCSC to provide additional counseling support,	graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate. **Scope:** LEA-wide	transcript evaluation services (TES), and College and Career Centers, directly addresses the needs of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, and foster youth. By offering enhanced counseling support and resources, the district ensures that all students have access to comprehensive guidance and support to navigate the college and career planning process successfully. Partnering with UCSC and providing TES allows students, particularly those from historically underserved communities, to receive personalized guidance and support in understanding their academic pathways, accessing higher education opportunities, and navigating the college admissions process. Additionally, establishing College and Career Centers provides students with a centralized resource hub where they can access information, resources, and support related to post-secondary education, career exploration, and workforce readiness. Providing these services on an LEA-wide basis ensures equitable access to high-quality academic counseling support for all students across the district, promoting educational equity, college and career readiness, and post-secondary success for unduplicated pupils.	
1.11	**Action:** College and career development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Assessing and refining support for students in Advanced Placement (AP) courses specifically benefits unduplicated students by addressing barriers they may face in accessing and succeeding in rigorous academic programs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often encounter unique challenges such as limited access to resources, lack of exposure to advanced coursework, and gaps in	CAASPP, AP exam scores

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
	LEA-wide	academic preparation. By evaluating and enhancing support structures for AP courses, the district can tailor interventions to meet the diverse needs of unduplicated students, providing targeted assistance such as tutoring, mentorship, and academic counseling to address academic gaps and bolster success in AP coursework. Additionally, by ensuring equitable access to advanced coursework and support services on an LEA-wide basis, the district promotes inclusivity and diversity in academic opportunities, empowers unduplicated students to achieve their full potential, and fosters a culture of academic excellence and equity across the district. Overall, this proactive approach helps to level the playing field and increase educational outcomes for unduplicated students, ultimately supporting their academic advancement and post-secondary success.	
1.12	**Action:** Expand CTE Pathways **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in graduation rate. English Learners, Latinx, Homeless, Students with Disabilities, and socioeconomically students are low or very low as rated by the college and career readiness indicator on the CA Dashboard. **Scope:**	Implementing CTE pathways of Land, Sea, Air, and Space at Watsonville High School, Public and Community Health at Pajaro Valley High School, and Web and Social Media Programming/Design at Watsonville High School benefits unduplicated students by offering specialized career preparation and skills development opportunities that align with their interests and career aspirations. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face barriers to accessing higher education and career opportunities. By providing targeted CTE pathways that cater to diverse industries and career fields, the district empowers unduplicated students to explore and pursue career paths that resonate with their strengths and interests, ultimately increasing their	attendance rate, graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	engagement, motivation, and academic success. Offering these pathways on a school-wide basis ensures equitable access to high-quality CTE education and resources for all students, regardless of their background or individual needs, thereby promoting educational equity, workforce readiness, and post-secondary success for unduplicated students across the school district.	
1.13	**Action:** Multi-tiered systems of support (MTSS) **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Supporting district-wide implementation of Multi-Tiered Systems of Support (MTSS) in attendance, academics, behaviors, and social-emotional learning (SEL) through comprehensive professional development benefits unduplicated students by providing targeted interventions and support services that address their diverse academic and socio-emotional needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional support to succeed academically and navigate social-emotional challenges. By providing professional development for administrators, teachers, counselors, and support staff, the district ensures that all educators have the knowledge, skills, and resources to effectively implement MTSS practices and provide tiered interventions that meet the needs of unduplicated students. Providing district-wide MTSS support on an LEA-wide basis ensures equity in access to high-quality support services and interventions for all students, regardless of their background or individual needs, thereby promoting academic success, social-emotional well-being, and overall educational equity for unduplicated students across the district.	
1.14	**Action:** Supplemental instructional materials	Supporting science instruction by providing supplemental instructional materials to science	CAST

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: English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	classrooms for student equipment benefits unduplicated students by ensuring equitable access to hands-on learning experiences and opportunities to engage with science concepts and practices. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing resources and equipment needed for meaningful science instruction. By providing supplemental materials such as laboratory equipment, scientific instruments, and technology tools, the district ensures that all students have the resources they need to actively participate in science activities, conduct experiments, and develop critical thinking and problem-solving skills. Providing these materials on a LEA-wide basis ensures equity in access to high-quality science instruction for all students across the district, regardless of their background or individual needs. By ensuring that all science classrooms have access to supplemental materials and equipment, the district promotes consistency and uniformity in science instruction, fosters a culture of inquiry and exploration, and enhances student engagement and learning outcomes in science education. Additionally, providing these resources district-wide helps to address disparities in access to educational opportunities and resources, promoting educational equity and ensuring that all students have the support they need to succeed in science and beyond.	
1.15	**Action:** Support for GATE identified students **Need:**	Providing instructional resources, professional development, supplies and materials, and Educationally Related Services (EWRs) for GATE liaisons, GATE cluster teachers, and/or Intervention Teachers to prepare and deliver	attendance rate, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	instruction, interventions, and enrichment opportunities benefits unduplicated students by ensuring equitable access to advanced and enriched learning experiences that meet their academic needs and talents. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may possess advanced abilities and talents that are not always identified or nurtured within the traditional classroom setting. By providing targeted support and resources for GATE identified students, the district ensures that unduplicated students who demonstrate high potential receive the specialized instruction, interventions, and enrichment opportunities they need to thrive academically and reach their full potential. Providing these resources and opportunities on a LEA-wide basis ensures equity in access to high-quality GATE programming and support services for all students across the district, regardless of their background or individual needs. By ensuring that GATE identified students have access to enriched learning experiences that align with their abilities and interests, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic excellence and equity for all students. Additionally, providing these resources district-wide helps to address disparities in access to advanced and enriched learning opportunities, ensuring that unduplicated students have the support they need to excel academically and pursue their passions and interests in diverse areas such as STEAM, mathematics, and project-based learning.	

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
1.18	**Action:** Latino Film Institute/Youth Cinema Project **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in suspension rate and graduation rate. **Scope:** Schoolwide	Ensuring students have equitable access to film and performance opportunities through the Latino Film Institute Youth Cinema Project at multiple schools benefits unduplicated students by providing them with inclusive and culturally relevant arts education experiences that foster creativity, expression, and academic engagement. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education programs and opportunities due to factors such as limited resources, lack of exposure, and cultural representation. By offering the Latino Film Institute Youth Cinema Project at multiple schools, the district ensures that unduplicated students have access to high-quality arts education experiences that reflect their cultural identities and interests, fostering a sense of belonging and empowerment. Providing film and performance opportunities on a LEA-wide basis ensures equity in access to arts education for all students across the district, regardless of their background or individual needs. By offering these opportunities district-wide, the district promotes inclusivity, diversity, and excellence in arts education, and fosters a culture of creativity, collaboration, and self-expression for all students. Additionally, providing film and performance opportunities on a school-wide basis helps to address disparities in access to arts education programs and resources, ensuring that unduplicated students have the opportunity to explore their talents, develop their skills, and pursue their passions in the arts.	attendance rate,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.19	**Action:** El Sistema **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in suspension rate and graduation rate. **Scope:** Schoolwide	Partnering with El Sistema to continue the program at four elementary schools provides unduplicated students with access to music education, fostering academic and social development. Unduplicated students often face barriers to accessing extracurricular activities and enrichment programs. Offering this program school-wide ensures equitable access to enrichment opportunities, promoting inclusivity and fostering a culture of artistic expression for all students.	Sown to Grow, Youth Truth, attendance rate
1.21	**Action:** Technology professional development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Providing Tech Coaches Academies, trainings, and coaching sessions by technology staff and coaches supports unduplicated students by ensuring that all teachers have the necessary skills and resources to implement engaging and effective lessons using technology. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may benefit disproportionately from innovative teaching methods that leverage technology to enhance learning opportunities. By offering district-wide support for technology integration, the district promotes equity in access to high-quality instruction and learning experiences for all students, regardless of their background or individual needs. This approach helps to level the playing field and ensures that unduplicated students have access to the same opportunities for academic success as their peers, preparing them for future academic and career pathways in an increasingly digital world.	CAASPP, MAP

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1.22	**Action:** Virtual Academy class offerings **Need:** Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** Schoolwide	Virtual Academy offers flexibility in scheduling, accommodating the diverse responsibilities unduplicated students may have outside of academics, such as work or family obligations. Additionally, online schools provide personalized learning experiences tailored to individual needs and learning styles, helping unduplicated students thrive academically. With access to a wide range of resources, including interactive learning materials and virtual support services, unduplicated students can receive the support they need to succeed. Furthermore, online schools provide a safe and supportive learning environment, free from the distractions or challenges often encountered in traditional school settings. Through expanded course offerings and enrichment opportunities, unduplicated students can explore their interests and pursue specialized areas of study that may not be available in traditional schools, ultimately empowering them to achieve their educational goals. Providing robust and engaging elective course offerings, including art, technology, coding, world language, and others, for families choosing an online school option benefits unduplicated students by offering them access to a diverse range of educational opportunities that cater to their interests and talents. Offering the courses on a school-wide basis ensures equity in access to high-quality educational opportunities for all students across the district, regardless of their background or individual needs.	MAP, CAASPP
1.23	**Action:** Personnel **Need:**	Assigning Academic Coordinators at elementary schools and Assistant Principals at secondary schools to facilitate the assessment and multi-tiered systems (MTSS) supports on the school	MAP, CAASPP

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	English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	campus benefits unduplicated students by ensuring they receive targeted academic interventions and support services tailored to their individual needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional academic support to succeed in school. By having dedicated personnel overseeing the MTSS process, unduplicated students can be identified early, allowing for timely interventions and support services to address their academic growth and success. Providing this support on a LEA-wide basis ensures equity in access to high-quality academic interventions and support services for all students across the district, regardless of their background or individual needs. By implementing MTSS practices district-wide, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for all students. Additionally, providing this support on a LEA-wide basis helps address disparities in academic outcomes and ensures that unduplicated students have the resources and support they need to thrive academically.	
1.25	**Action:** Smaller class size **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:**	Maintaining TK-3 class sizes lower than the state requirement and ensuring that class sizes for grades 4-12 remain at or below state requirements benefits unduplicated students by providing them with more personalized attention and support in their learning environments. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may benefit disproportionately from smaller class sizes, as they often require additional support and individualized instruction to	DIBELS, IDEL, CAASPP, MAP

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	LEA-wide	succeed academically. By keeping class sizes smaller in the early grades, teachers can better address the diverse needs of students, offer more targeted instruction, and provide opportunities for increased student engagement and participation. Providing smaller class sizes on a LEA-wide basis ensures equity in access to high-quality instruction and support for all students across the district, regardless of their background or individual needs. By prioritizing smaller class sizes district-wide, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for all students. Additionally, smaller class sizes help to address disparities in academic outcomes and provide unduplicated students with the individualized attention and support they need to thrive academically and reach their full potential. This approach helps to level the playing field and ensures that unduplicated students have the necessary resources and support to succeed in school and beyond.	
1.27	**Action:** Elementary Visual and Performing Arts **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:** LEA-wide	Continuing visual and performing arts at all elementary sites through release specialty teachers ensures unduplicated students have equal access to enriching arts education. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education outside of the school setting due to factors such as limited resources or lack of exposure. By offering these programs district-wide, the district fosters a culture of artistic expression and creativity, addressing disparities in access to arts education resources and opportunities. This	attendance rate

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		approach supports a well-rounded education for all students.	
1.28	**Action:** Middle School Visual and Performing Arts **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:** LEA-wide	Maintaining visual and performing arts teachers at six middle schools ensures unduplicated students have equal access to diverse arts education opportunities. By allocating staffing based on program development and student interest, the district fosters a culture of artistic exploration and creativity, addressing disparities in access to arts education resources and opportunities. This approach supports the district's commitment to providing a well-rounded education for all students, preparing them for success in school.	attendance rate
1.29	**Action:** High School Visual and Performing Arts **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:** Schoolwide	Maintaining visual and performing arts teachers at all three comprehensive high schools ensures unduplicated students have equitable access to diverse arts education opportunities. By prioritizing staffing based on program development and student interest, the district fosters a culture of artistic exploration and creativity, addressing disparities in access to arts education resources and opportunities. This commitment aligns with the district's goal of providing a comprehensive education that prepares all students for success in school and beyond.	attendance rate
1.30	**Action:** Assessment **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all	Utilizing formative and summative assessments to monitor student learning and provide Tier 1, 2, and 3 supports helps unduplicated students by identifying their specific academic needs and delivering targeted interventions. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and	MAP

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	in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	foster youth, often require additional support to achieve academic success. By regularly assessing student performance, educators can tailor instruction and interventions to address learning gaps and promote progress. Providing this support on a LEA-wide basis ensures that all students across the district, regardless of their background or individual needs, receive consistent and equitable access to high-quality education and support services. This approach promotes inclusivity, academic equity, and fosters a culture of continuous improvement, ensuring that unduplicated students have the necessary resources and support to thrive academically and reach their full potential.	
1.31	**Action:** Seal of Civic Engagement **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster Youth are also in red in suspension rate. **Scope:** LEA-wide	Students who feel engaged in and supported by their high school community are more likely to engage positively with the broader community. Students earning the California State Seal of Civic Engagement will demonstrate competency in multiple areas, including advocacy and participation in their local community. Unduplicated students will benefit from the strong supports built into the Seal	attendance rate, graduation rate, number of students qualifying to earn the Seal of Civic Engagement
2.2	**Action:** MTSS Implementation **Need:**	Implementing MTSS Tier I strategies and programs at all sites to address attendance, social-emotional, and behavioral needs significantly benefits unduplicated students by providing a proactive, school-wide approach to	attendance rate, suspension rate, sown to grow

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	English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	support their overall well-being and academic success. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face various challenges that can impact their attendance, social-emotional health, and behavior These proactive measures help identify and address issues early, reducing the need for more intensive interventions later. By fostering a supportive and responsive school climate, unduplicated students are more likely to engage in their learning, feel a sense of belonging, and develop the skills necessary for academic and personal success. Providing these supports on an LEA-wide basis ensures that all students across the district have equitable access to high-quality, consistent support services.	
2.3	**Action:** MTSS Tier 2/3 **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Implementing MTSS teams at all sites to facilitate Tier 2 and Tier 3 strategies and supports, such as Check-In/Check-Out (CICO) and social intervention groups, directly benefits unduplicated students by providing targeted, data-driven interventions tailored to their specific needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional, individualized support to overcome academic, social, and behavioral challenges. By having dedicated MTSS teams, schools can effectively identify students who need extra help, monitor their progress, and provide timely and appropriate interventions. Offering these supports on an LEA-wide basis ensures equity, as all students across the district,	suspension rate, attendance rate,

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		regardless of their background or individual school, have access to the same level of high-quality support services. This uniform approach ensures that unduplicated students receive the targeted interventions they need to succeed academically and socially. By addressing the diverse needs of students through comprehensive MTSS strategies, the district promotes inclusivity, supports academic achievement, and enhances the well-being of all students, particularly those who are unduplicated.	
2.4	**Action:** Home to School Transportation **Need:** To ensure academic success for Foster Youth and Socioeconomically Disadvantaged Students. **Scope:**	Providing transportation for students to and from school significantly benefits unduplicated students by ensuring they have consistent and reliable access to education. Unduplicated students, socioeconomically disadvantaged students, and foster youth, often face transportation challenges that can impede their regular attendance and punctuality. By offering transportation services, the district helps to eliminate these barriers, ensuring that all students can attend school regularly and on time, which is crucial for their academic success and overall well-being. Offering transportation on an LEA-wide basis ensures that all students across the district, regardless of their background or individual circumstances, have equitable access to this essential service. This uniform approach promotes inclusivity and ensures that no student is disadvantaged due to a lack of transportation. By addressing this fundamental need, the district supports the attendance and engagement of unduplicated students, helping them to fully	attendance rate

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		participate in their education and achieve their academic potential.	
2.5	**Action:** Supplemental materials support for MTSS implementation **Need:** Foster Youth and Economically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Utilizing supplemental materials, directly benefits unduplicated students by addressing their specific SEL and behavioral challenges. Unduplicated students, socioeconomically disadvantaged students, and foster youth, often face unique social and emotional challenges that can impact their academic performance and overall well-being. By implementing targeted SEL and behavioral supports through supplemental materials and small group interventions, the district provides these students with the tools and resources they need to develop essential social-emotional skills, improve behavior, and enhance their ability to succeed academically and socially. Training staff ensures that educators are well-equipped to deliver these interventions effectively, creating a supportive and responsive school environment. Providing these supports on an LEA-wide basis ensures that all students across the district, regardless of their background or individual needs, have equitable access to high-quality SEL and behavioral interventions. This consistent approach helps to create a unified and inclusive school culture where every student receives the necessary support to thrive. By addressing the SEL and behavioral needs of unduplicated students through comprehensive, district-wide strategies, the district promotes equity, enhances student well-being, and supports the academic and social success of all students.	attendance rate, suspension rate, sown to grow, Youth Truth

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
2.6	**Action:** Trauma informed training **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Trauma Resiliency Training for schools helps support unduplicated students by equipping educators and staff with the knowledge and skills to recognize, understand, and respond to the effects of trauma that many unduplicated students may experience. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, are often more likely to encounter adverse childhood experiences and traumatic events that can significantly impact their academic performance, behavior, and social-emotional well-being. Providing Trauma Resiliency Training on an LEA-wide basis ensures that all school staff across the district are consistently prepared to create a trauma-informed environment. This training helps educators implement strategies that foster a safe, supportive, and responsive school climate, where students feel understood and supported. By adopting trauma-informed practices, schools can better address the emotional and behavioral needs of unduplicated students, reducing barriers to learning and helping them develop resilience.	attendance rate, youth truth
2.8	**Action:** SEL Counselors and Mental Health Clinicians **Need:** Foster Youth and Economically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Having a Coordinator of Counseling programs work with school site administrators and staff to monitor and adjust the number of socio-emotional counselors and mental health clinicians based on student needs directly supports unduplicated students by ensuring they receive timely and appropriate mental health and socio-emotional support. Unduplicated students, including English Learners (New Comer Students), socioeconomically disadvantaged students, and foster youth, often face unique challenges and	Youth Truth, Sown to Grow

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	LEA-wide	stressors that can impact their mental health and overall well-being. Implementing this strategy on an LEA-wide basis ensures equity, as all students across the district, regardless of their background or individual school, have access to the mental health and socio-emotional support they need. This uniform approach helps to create a consistent standard of care and support throughout the district, ensuring that unduplicated students receive the assistance required to thrive academically, socially, and emotionally.	
2.9	**Action:** Community Resources for counseling **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Seeking and establishing services with community agencies to provide counseling services helps support unduplicated students by expanding access to essential mental health and socio-emotional resources. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face unique challenges that can impact their well-being and academic success. These students may have limited access to mental health services due to various barriers, such as financial constraints, lack of transportation, or insufficient availability of services within the school. By partnering with community agencies, PVUSD can provide a broader range of counseling services, ensuring that unduplicated students receive the support they need to address mental health and socio-emotional issues. These partnerships allow for a more comprehensive approach to student well-being, integrating school-based support with community resources to create a more robust support network for students and their families.	attendance rate, sown to grow, youth truth

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		Providing these services on an LEA-wide basis ensures that all students across the district have equitable access to high-quality counseling services, regardless of their background or individual school. This consistent and inclusive approach promotes equity by addressing disparities in access to mental health resources and ensuring that all students, particularly those who are unduplicated, receive the necessary support to thrive both academically and personally.	
2.10	**Action:** School culture and climate survey **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Distributing a district-wide climate survey to families, students, and staff helps support unduplicated students by providing valuable insights into the health and well-being of the school community. This comprehensive survey allows the district to gather feedback on various aspects of the school environment, including safety, inclusivity, support services, and overall satisfaction. By understanding the perspectives and experiences of all stakeholders, the district can identify areas of strength and areas needing improvement, particularly in how the needs of unduplicated students are being met. Additionally, disaggregating the survey data by unduplicated student groups, such as English Learners, socioeconomically disadvantaged students, and foster youth, enables the district to pinpoint specific challenges and tailor interventions more effectively. This detailed analysis helps to ensure that the unique needs of each subgroup are addressed, leading to more targeted and impactful support strategies. Conducting this survey on an LEA-wide basis ensures that all voices are heard, promoting equity and inclusivity in the feedback process. The data	Youth Truth

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		collected helps the district make informed decisions to enhance policies, programs, and resources that address the specific needs of unduplicated students.	
2.11	**Action:** Social Emotional strategies and monitoring **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Implementing programs and strategies to monitor students' social-emotional well-being and teach them to recognize social-emotional health, learn strategies, and implement techniques to support their feelings is essential for supporting unduplicated students. These students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face additional stressors and challenges that can impact their mental health and emotional well-being. By providing structured programs that focus on social-emotional learning (SEL), the district can help unduplicated students develop critical skills such as emotional regulation, resilience, and interpersonal communication. Offering these programs on an LEA-wide basis ensures that all students across the district benefit from consistent and equitable access to SEL resources and support. This comprehensive approach promotes a positive school climate and a culture of inclusivity, where all students feel valued and supported.	Sown to Grow
2.14	**Action:** Parent Education Specialists **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as	Hiring three parent education specialists to support site parent engagement activities and develop district-wide workshops, family nights, and parent education conferences significantly benefits unduplicated students by enhancing family involvement in their education. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and	Attendance at parent engagement opportunities

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	reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	foster youth, often come from families who may face barriers to engaging with the school system due to language differences, work schedules, or lack of familiarity with educational resources. These specialists will work to bridge these gaps by providing tailored support and resources to help parents and caregivers become more actively involved in their children's education. They will organize and facilitate workshops, family nights, and conferences that address the specific needs and concerns of unduplicated student families, offering guidance on how to support academic success, navigate the school system, and access community resources. Providing these services on an LEA-wide basis ensures that all families across the district, regardless of their background or individual school, have equitable access to these valuable resources and support systems. This consistent and inclusive approach fosters a stronger connection between home and school, empowering parents to play a more active role in their children's education, which research shows is crucial for student success.	
2.15	**Action:** Family Engagement Plan **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Collaborating with the parent engagement team to create family engagement plans based on each school site's YouthTruth data, disaggregated by student subgroups, supports unduplicated students by addressing the specific needs and concerns of their families in a targeted and data-driven manner. Disaggregating data by student subgroups, such as English Learners, socioeconomically disadvantaged students, and foster youth, provides valuable insights into the unique challenges and experiences of these groups, allowing each school to identify areas for improvement and tailor their engagement	YouthTruth Data

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		strategies accordingly. Implementing these plans on an LEA-wide basis ensures consistency and equity across the district. Every school, regardless of its demographic composition, benefits from a structured approach to family engagement that is responsive to the specific needs of its community. This promotes a cohesive and inclusive environment where all families have the opportunity to contribute to and participate in their children's education, ultimately enhancing the academic and social-emotional outcomes for unduplicated students. By fostering stronger home-school connections, the district supports the overall success and well-being of all students.	
2.16	**Action:** District Parent Engagement Opportunities **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	The Parent Engagement Office's coordination of monthly DELAC, DAC district-wide family opportunities, Parent Education Conferences, and Migrant Parent Education Conference supports unduplicated students by fostering strong family engagement and providing vital educational resources to parents. These efforts ensure that families of English Learners, socioeconomically disadvantaged students, and foster youth have access to important information, support, and tools needed to actively participate in their children's education. Engaging parents through these conferences and meetings helps build a supportive home environment that reinforces student learning and development. Providing these services on an LEA-wide basis ensures that all families across the district, regardless of their background or language, have equitable access to engagement opportunities and resources. By encompassing all departments in the district office and including personnel for	YouthTruth

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		translation services, the district promotes inclusivity and ensures effective communication with all families. This comprehensive approach strengthens the connection between home and school, leading to better academic outcomes and overall well-being for unduplicated students.	
2.18	**Action:** College and Career Night **Need:** English Learners and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** LEA-wide	Holding a family college and career night during College Week supports unduplicated students by providing their families with crucial information about post-high school options, helping to demystify the pathways to higher education and careers. Unduplicated students, including English Learners and socioeconomically disadvantaged students often face additional barriers to accessing information about college and career opportunities due to factors such as lack of resources, limited exposure, or unfamiliarity with the application and financial aid processes. By engaging families through a dedicated college and career night, the district ensures that parents and caregivers receive valuable guidance on various post-secondary options, including colleges, vocational training programs, and career opportunities. This event helps families understand the steps necessary for their children to pursue higher education and careers, including how to navigate applications, financial aid, scholarships, and other resources. Providing this event on an LEA-wide basis ensures that all students and families across the district, regardless of their background or individual school, have equitable access to this important	number of students graduating A-G ready

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		information and more so with unduplicated students.	
2.19	**Action:** Clubs and social activities **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Allocating funding to each site's discretionary budget to include Suicide Awareness Month, LGBTQ+ History Month, and Mental Health Awareness initiatives, along with providing stipends for Youth Wellness Advisory staffing and materials at the secondary level, supports unduplicated students by promoting a safe, inclusive, and supportive school environment. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often face unique challenges and stressors that can impact their mental health and sense of belonging. These initiatives raise awareness, provide education, and foster an inclusive environment that addresses the specific needs of unduplicated students. Suicide Awareness Month and Mental Health Awareness activities help destigmatize mental health issues, encourage students to seek help, and provide resources and support for those in need. LGBTQ+ History Month celebrates diversity, promotes acceptance, and ensures that LGBTQ+ students feel valued and supported. Providing these initiatives and supports on an LEA-wide basis ensures that all students across the district have equitable access to these important resources and programs. This consistent approach helps create a positive school culture that values diversity and supports the well-being of all students, particularly those who are unduplicated.	Youth Truth

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2.20	**Action:** Secondary Sports **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Providing coaching stipends for middle and high school sports, funding for the prep period of athletic directors, and covering the cost of officials and sports trainers supports unduplicated students by ensuring they have access to well-organized, high-quality athletic programs. Unduplicated students may not have the same opportunities to participate in sports without these supports due to financial constraints or limited resources of individual school sites. Offering these supports on an LEA-wide basis ensures that all students across the district, regardless of their background, have equal opportunities to benefit from high quality athletic programs. This equitable provision helps level the playing field, allowing unduplicated students to engage in extracurricular activities that enhance their school experience and personal growth.	unduplicated student count participation in sports
2.21	**Action:** Secondary sports and extra curricular activities **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** LEA-wide	Providing transportation for students to attend extracurricular and sporting events supports unduplicated students by ensuring they have equitable access to participate in a wide range of activities beyond the regular school day. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, often face transportation barriers that can prevent them from engaging in these enriching experiences. Access to extracurricular activities and sports is crucial for holistic development, as it promotes teamwork, leadership, and social skills, and can enhance academic performance and school engagement. Offering this transportation on an LEA-wide basis ensures that all students across the district,	unduplicated student count participation in sports, extra curricular activities

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		regardless of their background or socioeconomic status, have the opportunity to benefit from these activities. This consistent and equitable provision helps to create a level playing field, allowing unduplicated students to fully participate in and benefit from the comprehensive educational experience that includes extracurricular and sporting events. By removing transportation barriers, the district promotes inclusivity and supports the overall growth and well-being of all students.	
2.22	**Action:** Student Leadership, CTE **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Schoolwide	The CTE standards aligned student leadership programs in high schools prepare unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students) with an array of skills, including financial literacy, civic engagement, self advocacy, and career readiness skills.	number of high school students completing a CTE pathway
5.6	**Action:** Dual Language programs **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:**	Completing the Dual Language School Master Plan with the addition of Dual Language School Programs benefits English Learners (EL) by providing a structured and comprehensive approach to bilingual education. Dual Language Programs offer EL students the opportunity to develop proficiency in both their home language and English, enhancing their cognitive abilities, academic performance, and cultural understanding. These programs typically involve	MAP, DIBEL, IDEL, CAASPP

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	LEA-wide	balanced instruction in both languages, allowing EL students to strengthen their home language while acquiring English, promoting biliteracy and bilingualism. For EL students, this approach supports their language development in a way that values and builds upon their existing linguistic and cultural assets. It helps them maintain a strong connection to their cultural identity and community, while also providing the language skills necessary to succeed academically and socially in an English-dominant environment. Additionally, research has shown that students in dual language programs often outperform their peers in traditional monolingual programs in various academic areas, due to the cognitive benefits of bilingualism. Implementing Dual Language School Programs on an LEA-wide basis ensures that all EL students across the district have equitable access to high-quality bilingual education. This consistency supports the development of bilingualism and biliteracy for all students, regardless of their background or individual school. The Dual Language School Master Plan outlines the curriculum, instructional strategies, and professional development needed to effectively implement these programs, ensuring that teachers are well-prepared to support bilingual instruction.	
5.11	**Action:** Support for the pathway to multilingualism **Need:**	Defining and developing a district pathway to achieve multilingualism (K-12) involves creating a comprehensive program that promotes bilingualism and biliteracy from kindergarten through 12th grade. Placement assessments at key transition grades, such as kindergarten, 5th	CAASPP, MAP, DIBELS, IDEL, number od students receiving the Seal of Bilteracy

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** LEA-wide	grade, and 8th grade, are implemented to accurately determine students' language proficiency levels. These assessments ensure that students are placed in appropriate language development programs that match their proficiency and learning needs. The district establishes and supports various language programs, such as Dual Language Immersion, Heritage Language programs, and World Language courses, to provide continuous language learning opportunities throughout a student's K-12 journey. Ongoing professional development for teachers and administrators is provided to ensure they are equipped with effective strategies for language instruction and cultural competency. Additionally, the district involves parents and the community in the multilingual education process through workshops, informational sessions, and resources that support language learning at home. Promoting cultural awareness and appreciation as an integral part of the multilingual pathway fosters an inclusive environment that celebrates linguistic diversity. Implementing this multilingual pathway on an LEA-wide basis ensures consistency and equity across the district, providing all students with the opportunity to become proficient in multiple languages. This approach not only enhances academic achievement but also prepares students for a globalized world, where multilingualism is a valuable asset.	
6.1	**Action:** Renaissance PBIS **Need:**	At Renaissance Continuation High School, creating a positive climate is crucial for addressing the needs of socioeconomically disadvantaged students (SED). With 94% of the student	attendance rate, sown to grow

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
	Increase school attendance and school connectedness for socioeconomically disadvantaged students **Scope:** Schoolwide	population being SED, it is essential to build a culture of respect and inclusivity. This approach helps all students, regardless of their socioeconomic background, feel valued and accepted, mitigating feelings of isolation and alienation that often accompany economic hardship. Recognizing and celebrating student achievements is another vital action. SED students may lack positive reinforcement at home due to various stressors related to their socioeconomic status. Publicly and frequently acknowledging student progress and accomplishments provides motivation and boosts self-esteem, encouraging SED students to stay engaged and strive for success. Encouraging student voice and leadership is also important. SED students might not always have the confidence or opportunities to express their opinions and take on leadership roles. By providing platforms for student voice and leadership, Renaissance empowers these students to actively participate in their education and community, enhancing their sense of agency and belonging. Implementing these actions on a schoolwide basis is necessary given the high percentage of SED students. A schoolwide approach promotes equity and inclusivity, ensuring that all students benefit from a positive school climate. This strategy prevents any subgroup of students from feeling singled out or stigmatized and fosters a cohesive, supportive school culture. When all students and staff engage in creating and maintaining a positive climate, it strengthens the sense of community and	

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
		shared responsibility, maximizing the impact and sustainability of these efforts.	
6.2	**Action:** Renaissance Attendance Program **Need:** Increase school attendance for socioeconomically disadvantaged students **Scope:** Schoolwide	The attendance incentive program at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged students (SED) by providing tangible rewards and recognition that can motivate and encourage regular attendance, which is often challenging for SED students due to various socio-economic barriers. By implementing this program on a schoolwide basis, where 94% of students are SED, the school ensures that the benefits reach the vast majority of the student body, promoting equity and inclusivity, and creating a unified effort to improve attendance and engagement among all students.	attendance rate
6.3	**Action:** Renaissance Student Activities **Need:** Increase Attendance Rate **Scope:** Schoolwide	The increase in ASB student activities at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged (SED) students by providing opportunities for engagement, leadership, and social interaction, which are often limited for SED students due to economic constraints. By organizing regular events such as themed dances, student-led clubs, community service projects, and spirit weeks, the school offers accessible and inclusive activities that enhance students' sense of belonging and community. Providing these activities on a schoolwide basis ensures that all students, including the 94% who are SED, benefit from a cohesive, supportive, and engaging school environment, promoting equity and fostering a unified school culture.	Sown to grow, Youth Truth, School Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
6.4	**Action:** Renaissance College and Career **Need:** Increase graduation rate **Scope:** Schoolwide	The college exploration program at Renaissance Continuation High School specifically addresses the needs of socioeconomically disadvantaged (SED) students by providing them with crucial resources and guidance that they might otherwise lack due to financial and informational barriers. College fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid are tailored to help these students navigate the complexities of higher education and make informed decisions about their future. By offering this program on a schoolwide basis, where 94% of the student population is SED, the school ensures that the benefits are equitably distributed, promoting inclusivity and support for all students. This approach helps to level the playing field, giving SED students the same opportunities to explore and plan for post-high school education and careers, thereby fostering a culture of aspiration and academic success throughout the school.	graduation rate
6.5	**Action:** Renaissance Graduation Plans **Need:** Increase Graduation Rate **Scope:** Schoolwide	The implementation of individualized graduation plans at Renaissance Continuation High School addresses the needs of socioeconomically disadvantaged (SED) students by providing tailored support and guidance that takes into account their unique circumstances and challenges. Personalized academic counseling sessions, goal-setting meetings, and regular progress reviews ensure that each student receives focused attention and a clear roadmap to graduation, which can significantly boost their motivation and academic performance. By offering individualized graduation plans on a schoolwide basis, the school ensures that all students, including the 94% who are SED, benefit from	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		personalized educational pathways. This approach promotes equity by giving every student the necessary support to succeed academically, regardless of their socioeconomic background. Providing these plans schoolwide fosters a comprehensive and inclusive support system, helping to close achievement gaps and improve overall graduation rates.	
6.6	**Action:** New School Family Connection **Need:** Increase Attendance **Scope:** Schoolwide	The after-school program at New School, addresses the needs of socioeconomically disadvantaged (SED) students by alleviating one of the many burdens faced by low-income families. By providing a practical and essential service, the school helps to reduce stress and improve the quality of life for students and families, allowing students to focus more on their education. This will provide a practical resource for socioeconomically disadvantaged families while also creating opportunities for staff to engage with parents about their child's academic progress and well-being. Offering this program on a schoolwide basis ensures that the benefits are accessible to all students, particularly given that 98% of the student population is SED. This inclusive approach promotes equity and support for the entire school community.	Attendance Rate
6.7	**Action:** New School College and Career **Need:** Increase graduation rate **Scope:** Schoolwide	The college exploration program at New School Community Day School specifically addresses the needs of socioeconomically disadvantaged (SED) students by providing them with crucial resources and guidance that they might otherwise lack due to financial and informational barriers. College fairs, campus visits, guest speakers from various professions, and workshops on college applications and financial aid are tailored to help these students navigate the complexities of higher	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		education and make informed decisions about their future. By offering this program on a schoolwide basis, where 98% of the student population is SED, the school ensures that the benefits are equitably distributed, promoting inclusivity and support for all students. This approach helps to level the playing field, giving SED students the same opportunities to explore and plan for post-high school education and careers, thereby fostering a culture of aspiration and academic success throughout the school.	
6.8	**Action:** New School Student Activities **Need:** Increase attendance rate **Scope:** Schoolwide	The increase in ASB student activities at New School Community Day School addresses the needs of socioeconomically disadvantaged (SED) students by providing opportunities for engagement, leadership, and social interaction, which are often limited for SED students due to economic constraints. By organizing regular events such as community building activities, student-led clubs, community service projects, and spirit weeks, the school offers accessible and inclusive activities that enhance students' sense of belonging and community. Providing these activities on a schoolwide basis ensures that all students, including the 98% who are SED, benefit from a cohesive, supportive, and engaging school environment, promoting equity and fostering a unified school culture.	attendance rate, sown to grow, youth truth
7.1	**Action:** Tier 2 Academics **Need:** Increased reading and ELA proficiency **Scope:**	Hiring a reading specialist/intervention teacher for Tier 2 services addresses the needs of socioeconomically disadvantaged (SED) and Hispanic students by providing targeted, intensive support to those who are struggling with ELA and math. This specialized instruction helps bridge the gap for students who require additional assistance beyond what is provided in the regular classroom	MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	setting. The reading specialist/intervention teacher can deliver customized interventions, closely monitor student progress, and adjust strategies to meet the specific needs of each student. By focusing on these groups, the action directly addresses the performance gaps highlighted on the California School Dashboard, aiming to improve academic outcomes and reduce disparities in achievement.	
7.3	**Action:** Tutoring **Need:** Increase Math and ELA proficiency **Scope:** Schoolwide	The online virtual tutoring program at Virtual Academy addresses the needs of unduplicated students, including socioeconomically disadvantaged students, English learners, and foster youth, by providing them with personalized academic support that may not be readily available at home. This program offers flexible scheduling, allowing students to access one-on-one or small group tutoring sessions tailored to their individual learning needs, reinforcing their understanding of ELA and math concepts. By implementing this program on a schoolwide basis, Virtual Academy ensures that all students, particularly those who face additional challenges, have equal access to academic support. This inclusive approach promotes equity by providing every student with the opportunity to improve their academic performance, regardless of their background or circumstances. Offering the program schoolwide also helps to create a cohesive support system that fosters a culture of learning and achievement across the entire school community.	ELPAC scores, MAP, CAASPP
8.1	**Action:** Tier 2 Academics **Need:** Increased reading and ELA proficiency	Hiring a reading specialist/intervention teacher for Tier 2 services addresses the needs of socioeconomically disadvantaged (SED) and Hispanic students by providing targeted, intensive support to those who are struggling with ELA and	MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	math. This specialized instruction helps bridge the gap for students who require additional assistance beyond what is provided in the regular classroom setting. The reading specialist/intervention teacher can deliver customized interventions, closely monitor student progress, and adjust strategies to meet the specific needs of each student. By focusing on these groups, the action directly addresses the performance gaps highlighted on the California School Dashboard, aiming to improve academic outcomes and reduce disparities in achievement.	
8.3	**Action:** Tutoring **Need:** Increase Math and ELA proficiency **Scope:** Schoolwide	The online virtual tutoring program at Virtual Academy addresses the needs of unduplicated students, including socioeconomically disadvantaged students, English learners, and foster youth, by providing them with personalized academic support that may not be readily available at home. This program offers flexible scheduling, allowing students to access one-on-one or small group tutoring sessions tailored to their individual learning needs, reinforcing their understanding of ELA and math concepts. By implementing this program on a schoolwide basis, Virtual Academy ensures that all students, particularly those who face additional challenges, have equal access to academic support. This inclusive approach promotes equity by providing every student with the opportunity to improve their academic performance, regardless of their background or circumstances. Offering the program schoolwide also helps to create a cohesive support system that fosters a culture of learning and achievement across the entire school community.	ELPAC scores, MAP, CAASPP

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
1.16	**Action:** Student access **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Aligning all Expanded Learning programs, including summer school, after school, academic clubs, and winter intersession, to the school day program and implementing the core instructional program during Expanded Learning benefits unduplicated students by providing additional opportunities for academic support, enrichment, and engagement outside of regular school hours. Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to academic success and enrichment opportunities due to limited access to resources and support outside of the regular school day. By aligning Expanded Learning programs with the core instructional program and providing access to high-quality academic instruction, interventions, and enrichment activities during these extended hours, the district ensures that unduplicated students have additional time and opportunities to receive targeted support, participate in engaging learning experiences, and strengthen their academic skills and knowledge. Aligning Expanded Learning programs ensures equity in access to additional academic support and enrichment opportunities for all students across the district, regardless of their background or individual needs. By offering these programs, the district promotes inclusivity, diversity, and excellence in education, and fosters a culture of academic achievement and equity for students. Additionally, providing Expanded Learning opportunities that align with the core	graduation rate, MAP, CAASPP, attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		instructional program helps to address disparities in access to educational resources and support services, ensuring that unduplicated students have the support they need to succeed academically and reach their full potential.	
1.17	**Action:** Math supports middle/high school **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in math as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Increasing math supports at middle and high school levels to ensure students are successful in Math 1 and increase the number of students entering high school prepared to take Math 2 benefits unduplicated students by providing targeted interventions and support services that address their diverse academic needs and promote success in mathematics. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face barriers to succeeding in mathematics due to factors such as limited access to resources, gaps in foundational math skills, and lack of academic support. By increasing math supports and interventions, the district ensures that unduplicated students receive the additional instruction, tutoring, and resources they need to succeed in Math 1 and progress to higher-level math courses such as Math 2. By offering targeted interventions and support services, the district promotes inclusivity, diversity, and excellence in math education, and fosters a culture of academic achievement and equity for all students. Additionally, providing math supports helps to address disparities in math proficiency and course placement, ensuring that unduplicated students have the support they need to succeed academically and access advanced math courses that align with their interests and career aspirations.	MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.20	**Action:** STEAM and enrichment access for under represented students **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth and Students with disabilities are Red in Suspension rate; Students with disabilities are red in suspension rate and graduation rate. **Scope:** Limited to Unduplicated Student Group(s)	Providing resources for school sites for after-school STEAM and other enrichment classes for unduplicated students helps by offering them opportunities to engage in hands-on learning experiences that may not be available during regular school hours. Additionally, Unduplicated students, including socioeconomically disadvantaged students, and foster youth, may face barriers to accessing arts education programs and opportunities due to factors such as limited resources and/or lack of exposure. Additionally, we found a large difference between the number of fieldtrips taken at Aptos Schools versus the number of fieldtrips at Watsonville Schools. This is due to transportation. The additional resources for day fieldtrips will help to narrow this opportunity gap. These classes can enhance their academic skills, foster creativity, and spark interest in fields such as science, technology, engineering, arts, and mathematics (STEAM). Additionally, participating in enrichment classes can boost self-confidence, improve social skills, and provide a supportive environment for students to explore their interests and talents outside of the traditional classroom setting.	attendance rate
1.24	**Action:** School/home connection to support early literacy **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy as reported on the CA Dashboard. **Scope:**	Creating a strong connection between the classroom and home to support early literacy at home benefits unduplicated students by empowering parents and caregivers to play an active role in their child's literacy development. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, may face additional challenges in accessing resources and support for early literacy development. By collaborating with various District departments to host meetings for parents and	DRDP, DIBELS, MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	caregivers, the district ensures that families receive valuable information, resources, and strategies to support early literacy skills at home. This collaborative approach promotes equity in access to literacy support for all students across the district, regardless of their background or individual needs. By providing these opportunities district-wide, the district fosters a culture of family engagement and support, empowering parents and caregivers to actively participate in their child's education and promoting academic success for unduplicated students. Additionally, providing this support on a LEA-wide basis helps address disparities in early literacy outcomes and ensures that unduplicated students have the necessary resources and support to develop strong literacy skills from an early age, setting them up for future academic success.	
1.26	**Action:** Site-based allocations **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Allocating funds to school sites based on unduplicated student enrollment for various supports, including professional development, intervention programs, clubs, and small group instruction, directly benefits unduplicated students by addressing their unique academic and socio-emotional needs. Unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, often require additional resources and support to succeed academically and thrive in school. By allocating funds based on unduplicated student enrollment, the district ensures that schools with higher concentrations of unduplicated students receive the necessary resources to provide targeted interventions and support services that address their specific needs. Additionally, allocating funds based on unduplicated student	School budget analysis of programs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		enrollment helps to address disparities in academic outcomes and ensure that unduplicated students have the resources and support they need to succeed academically.	
2.1	**Action:** Family Engagement and Wellness Centers **Need:** Foster Youth and Socioeconomically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Maintaining a community wellness center for mental, physical, and emotional support significantly benefits unduplicated students by providing comprehensive wrap-around services that address their diverse needs. These centers, staffed by PVUSD personnel and mental health clinicians, and in partnership with community agencies, offer vital resources and referrals to support students and their families. This holistic approach ensures that unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, have access to essential services that promote their overall well-being and academic success. Using Tier 1 strategies for parent engagement around attendance helps to address and mitigate attendance challenges by proactively involving families and providing necessary support and information. By establishing partnerships with community and district resources, such as the Wellness Center, the district creates a network of support for families facing attendance issues. Providing attendance information at new registration orientation events ensures that parents are well-informed and prepared to support their children's consistent school attendance from the outset. These initiatives, offered on an LEA-wide basis, ensure equity in access to comprehensive support services for all students across the district. By	attendance rate, families served

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		addressing mental, physical, and emotional needs, and promoting consistent school attendance, the district helps unduplicated students overcome barriers to learning, supporting their overall academic achievement and well-being.	
2.7	**Action:** Restorative Practices **Need:** Foster Youth and Economically Disadvantaged students are in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Implementing restorative practices on school sites as a tiered strategy for building school community and providing alternatives to school suspension benefits unduplicated students by promoting a supportive and inclusive school climate. Unduplicated students socioeconomically disadvantaged students, and foster youth, are often disproportionately affected by punitive disciplinary measures such as suspensions, which can negatively impact their academic progress and social-emotional well-being. Restorative practices focus on repairing harm, fostering accountability, and building positive relationships, which helps reduce the need for suspensions and other exclusionary practices. Providing restorative practices ensures students benefit from these supportive disciplinary strategies. This consistent, implementation promotes equity by ensuring that students have access to fair and effective alternatives to suspension. By fostering a culture of inclusivity and respect, restorative practices help create a positive learning environment where unduplicated students can thrive both academically and socially.	suspension rate
2.12	**Action:** Monitoring suspension rates **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all	Regularly and systematically collecting and analyzing school-wide and student group data helps support unduplicated students by ensuring that programs and practices are effective and equitable. By reviewing behavior data quarterly, the district can identify and address potential	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	disproportionality in disciplinary actions among subgroups, such as English Learners, socioeconomically disadvantaged students, and foster youth. This data-driven approach allows the district to detect trends, tailor interventions, and adjust practices to better meet the specific needs of unduplicated students. By fostering a culture of accountability and continuous improvement, the district can make informed decisions to enhance support services and ensure students receive fair and effective assistance.	
2.13	**Action:** Family Welcome Center **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Exploring a one-stop family welcome center at the District Office helps support unduplicated students by providing their families with streamlined access to essential services and resources. Unduplicated student families may face challenges navigating multiple systems to get the support they need. A centralized welcome center simplifies this process by offering a single location where families can access various services, including enrollment, health services, counseling, and community resources.This approach helps to address barriers to service access, making it easier for families to engage with the school district and support their children's education.	school enroll stability on first day of instruction
2.17	**Action:** Professional Development **Need:** English Learners, Foster Youth, and Economically Disadvantaged students are all in red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Unduplicated students and families will receive more comprehensive services from our counselors by increasing our counselors' knowledge of the benefits of communicating with families about their child's progress.	YouthTruth data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.1	**Action:** Academic Support **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Implementing targeted academic support programs specifically designed for foster youth helps by addressing the unique challenges these students often face, thereby improving their literacy, numeracy, and overall academic skills. Foster youth frequently experience disruptions in their education due to changes in living situations, emotional stress, and lack of consistent support, which can lead to gaps in their learning and academic performance. By providing specialized programs tailored to their needs, the district ensures that foster youth receive the additional support and resources necessary to overcome these challenges. These programs can include one-on-one tutoring, small group instruction, personalized learning plans, and access to specialized educational materials and resources. Such targeted interventions help to bridge learning gaps, build foundational skills, and enhance academic confidence and engagement. .	DIBELS, IDEL, MAP, CAASPP
3.2	**Action:** Inclusive School Environment **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:**	Fostering a supportive and inclusive school environment by increasing awareness and sensitivity among school staff regarding the unique challenges faced by foster youth helps in several important ways. When school staff understand the specific needs and difficulties that foster youth encounter, they can provide more empathetic, informed, and effective support. This awareness leads to the development of strategies and interventions tailored to foster youth, creating a more nurturing and understanding school	Sown to Grow, Youth Truth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	atmosphere. By having a Student Services coordinator collaborate with Healthy Start staff, site liaisons, and counselors, the district ensures a coordinated and comprehensive approach to supporting foster youth. This collaboration enables targeted training and professional development for school staff, enhancing their ability to respond appropriately and supportively. Additionally, coordinated efforts ensure holistic support systems, providing consistent academic assistance, emotional and social support, and access to necessary resources. Increased awareness also leads to early identification of issues and prompt interventions, preventing minor challenges from becoming major obstacles. Strengthening relationships between school staff and foster youth helps these students feel more secure, supported, and engaged in their education.	
3.3	**Action:** Attendance **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Establishing a system to monitor and support foster youth attendance on a monthly basis helps ensure these students are consistently attending school, which is crucial for their academic success. Providing attendance professional development (PD) to administrators and office staff equips them with the skills to identify and support students with chronic absenteeism. By focusing on foster youth, who often face unique challenges that can impact their attendance, the district can create targeted interventions to address these barriers.Identifying and conducting outreach to previous year's chronic absentees allows the district to understand the root causes of absenteeism and link students to the appropriate support staff and resources. This proactive approach helps prevent ongoing attendance	Attendance Rate, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		issues by addressing the underlying problems that contribute to chronic absenteeism. By offering targeted support, such as counseling, academic assistance, or transportation, the district can help foster youth overcome obstacles that hinder their regular school attendance. Implementing this system on an LEA-wide basis ensures that all foster youth across the district receive consistent and equitable support for their attendance. This comprehensive approach helps to improve the overall attendance rates of foster youth, thereby enhancing their academic performance and engagement. By closely monitoring attendance and providing targeted interventions, the district promotes educational equity and supports the long-term success and well-being of foster youth.	
3.4	**Action:** Transition Support **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Strengthening transition support for foster youth by providing comprehensive transition planning and support services ensures successful transitions between schools and grade levels. Foster youth often experience frequent changes in their living situations, which can lead to disruptions in their education. By offering targeted transition planning, the district helps these students adjust smoothly to new educational environments, minimizing the negative impacts of such changes. The transition team, comprising Healthy Start staff, relevant site staff, resource parents, and appropriate individuals from the foster youth's wrap-team, ensures that all aspects of the student's needs are addressed. This collaborative approach allows for a holistic support system that covers academic, social, emotional, and logistical aspects of transitions. By including key	Attendance, MAP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		stakeholders in the planning process, the team can create personalized strategies that cater to the unique needs of each foster youth, ensuring they receive the necessary support to thrive in their new school or grade level.	
3.5	**Action:** Individualized academic learning plan **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Providing all foster youth with an individualized academic learning plan, monitored and reviewed annually by a site team, helps ensure that their unique educational needs are met. Foster youth often face disruptions in their education and other challenges that can impact their academic progress. An individualized plan allows for personalized learning strategies and targeted support tailored to each student's specific needs, strengths, and goals. The annual review and monitoring by a site team, which includes teachers, counselors, and other relevant staff, ensure that the plan remains relevant and effective. This regular assessment allows for timely adjustments based on the student's progress, changing needs, or new challenges that may arise. It also provides an opportunity to celebrate achievements and set new goals, keeping the student engaged and motivated. Implementing this approach ensures that foster youth receive consistent and comprehensive academic support, which is crucial for their success. By addressing their individual needs and providing a structured plan for their educational journey, the district helps foster youth overcome obstacles, stay on track academically, and achieve their long-term educational goals. This proactive support fosters a more inclusive and equitable	attendance, suspensions, MAP, graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		learning environment, promoting the overall well-being and academic success of foster youth.	
3.6	**Action:** MTSS Action Planning **Need:** Foster Youth are red in areas related to literacy and math as reported on the CA Dashboard. Foster youth are red in suspension rate. **Scope:** Limited to Unduplicated Student Group(s)	Having Site Tier 2/3 teams hold a review for all foster youth attending the school ensures that these students receive the focused attention and support they need. By regularly assessing the academic and social-emotional progress of foster youth, these teams can identify specific challenges and needs that may not be apparent through general monitoring. The findings from these reviews will inform recommendations for either Tier 1 adjustments or Tier 2 interventions. If the review identifies that a foster youth can benefit from adjustments in the general classroom setting (Tier 1), such as differentiated instruction or additional classroom resources, these changes can be implemented to better support the student within the regular learning environment. If the review indicates the need for more targeted support, the student can receive Tier 2 interventions, which may include small group instruction, counseling, or other specialized services designed to address specific issues.	attendance, suspension, graduation rates. CAASPP
5.1	**Action:** English Learner placement and support **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	To ensure English Learners are correctly identified and placed in the most suitable language level or pathway, as well as any specialized programs or services they may require. By utilizing formative and summative academic and language development assessments, educational personnel can make informed decisions about placement, ensuring that English Learners receive appropriate support and instruction tailored to their individual needs. The SEAL of Biliteracy Ceremony recognizes and celebrates the achievements of English Learners who demonstrate proficiency in both their native language and English.	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.2	**Action:** Elementary Professional Development **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Provide professional development to ensure that teachers and administrators are equipped with the necessary skills and knowledge to effectively implement English Language Development (ELD) Standards alongside the Common Core State Standards (CCSS). By providing training and support in this area, educators can enhance the quality of instruction provided to English Learner (EL) students. The integration of designated and integrated ELD throughout the instructional day is essential for supporting the language development of EL students across various content areas. Investing in resources and professional development specifically targeted at supporting EL students helps to build upon their home language assets while also improving the overall quality of instruction they receive. This holistic approach acknowledges the importance of both English language acquisition and the preservation and development of students' native languages. By prioritizing professional development in this area, schools can better meet the diverse needs of EL students and facilitate their academic success.	CAASPP, MAP, DIBEL, IDEL
5.3	**Action:** Course Access **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:**	Allocating additional FTE positions to assist in providing English Learners with more course access and lowering class sizes significantly benefits these students by ensuring they receive more personalized and effective instruction. Smaller class sizes enable teachers to give more individualized attention to each student, addressing their specific language development needs and academic challenges more effectively.	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	This approach fosters a supportive learning environment where EL students can thrive. Increased course access allows EL students to participate in a wider variety of subjects, including advanced and elective courses, which can enhance their educational experience and broaden their academic horizons. By expanding the range of courses available to EL students, the district ensures that they are not limited in their academic pursuits and can fully engage with the curriculum.	
5.4	**Action:** English Language Development Enrollment **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	This approach ensures that each student is placed in the appropriate ELD level, allowing for targeted and effective instruction tailored to their current language proficiency. Using formative and summative assessments provides a comprehensive understanding of each student's progress and needs. Formative assessments offer ongoing insights, enabling teachers to adjust instruction in real-time, while summative assessments provide a broader evaluation of language development over time. This dual approach ensures that placements are accurate and responsive to students' evolving skills. Personnel dedicated to administering these assessments ensure that the process is efficient, reliable, and consistent across the district. This helps maintain the integrity of the data, ensuring that all EL students are fairly and accurately assessed and placed in the appropriate ELD courses.	Number of English Learners making 1 year progress
5.5	**Action:** International Academy	Supporting the curriculum and courses in the International Academy at the middle and high school levels, with a focus on English development	Number of English Learners making 1 year progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	for a quick transition to mainstream courses, significantly benefits newly arrived English Learners. The International Academy is designed for students who have been in the country for less than one and a half years and are at an L1 proficiency level, ensuring that these students receive intensive and targeted language instruction tailored to their unique needs. By providing a specialized curriculum that focuses on rapid English language development, the International Academy helps students acquire the language skills necessary to succeed in mainstream courses. This targeted support includes comprehensive English language instruction, as well as academic content that is accessible to students with limited English proficiency. The goal is to equip students with the foundational language skills they need to quickly and confidently transition into mainstream classes, where they can continue their education alongside their peers.	
5.7	**Action:** Language Line **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Implementing Language Line services for staff to communicate with families of English Learners (EL) significantly benefits both students and their families. Language Line provides real-time translation and interpretation services, enabling effective communication between school staff and families who may have limited English proficiency. This service ensures that language barriers do not hinder the involvement of EL families in their children's education. For English Learners, having their families fully engaged and informed about their educational progress, school events, and available resources enhances their overall	Meetings with Parents

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academic experience and well-being. When families can communicate effectively with school staff, they are better able to support their children's learning at home, address any issues that arise, and advocate for their educational needs.	
5.8	**Action:** College and Career Readiness

Need: English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard.

Scope: Limited to Unduplicated Student Group(s) | Creating pathways to A-G courses for English Learners (ELs) entering high school with different English Language Development (ELD) proficiency levels helps increase the number of EL students who graduate A-G eligible, thereby improving their college and career readiness. This initiative recognizes the diverse starting points of EL students and provides tailored support to ensure they can access and succeed in the rigorous coursework required for A-G eligibility. By developing these pathways, the district ensures that EL students receive appropriate language support alongside their academic instruction. This might include designated ELD courses, integrated ELD support within content classes, and additional resources such as tutoring, mentoring, and academic counseling. These supports help EL students build the language proficiency and academic skills needed to excel in A-G courses. Providing these pathways on an LEA-wide basis ensures equity, as all EL students across the district, regardless of their initial proficiency level or school, have access to the necessary resources and opportunities to pursue A-G eligibility. This comprehensive approach helps to close the achievement gap, ensuring that EL students are not left behind and have the same opportunities for academic success and post-secondary options as their peers. | Graduation rate |

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.9	**Action:** Secondary Professional Development **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing professional development for teachers and administrators to masterfully implement the English Language Development (ELD) Standards and adopted ELD curriculum significantly enhances instruction quality for English Learners (EL). This training equips educators with strategies for integrating ELD standards and differentiating instruction to support EL students at various proficiency levels. Additionally, it emphasizes building students' home language assets, promoting bilingualism and validating cultural identity.	MAP, CAASPP
5.10	**Action:** Bilingual Stipends **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Providing stipends to bilingual staff who directly work with English Learners (EL) supports the accessibility of instruction, translation services, and home communication. Bilingual staff can more effectively bridge language barriers, ensuring that EL students receive clear and understandable instruction. They also facilitate better communication between the school and EL families, enhancing parental involvement and support.	meeting outcomes, parent participation rate, Youth Truth
5.12	**Action:** Supplemental ELD instructional materials **Need:** English Learners are in red in areas related to literacy, math, and English Learner Progress as reported on the CA Dashboard.	Providing supplemental English Language Development (ELD) instructional materials to support emerging and expanding English learners significantly enhances their language acquisition and academic success. These materials are specifically designed to address the unique needs of English learners at various proficiency levels,	DIBELS, IDEL, MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	offering targeted support that complements the core curriculum. Supplemental ELD materials include resources such as leveled readers, vocabulary-building tools, interactive language activities, and practice exercises focused on grammar, listening, speaking, reading, and writing skills. These resources help bridge the gap between students' current language abilities and the academic demands of their grade level. By integrating these materials into their instruction, teachers can provide more personalized and effective support, ensuring that English learners receive the differentiated instruction they need to progress. This targeted approach helps students develop their English language skills more rapidly and effectively, enabling them to fully participate in all academic subjects.	
7.2	**Action:** English Language Specialist **Need:** Increase reading, ELA proficiency **Scope:** Limited to Unduplicated Student Group(s)	Hiring an English Language Specialist at Virtual Academy (0.2FTE) is designed to address the needs of English Learners (ELs) by providing focused and individualized support that enhances their language proficiency, which is crucial for their overall academic success. This action ensures that EL students receive targeted instruction through individualized and small group virtual sessions, catering to their specific language needs and accelerating their language acquisition process. By developing personalized learning plans, the specialist can set achievable goals and track progress, ensuring that each student's language development aligns with their academic objectives. Additionally, the specialist will	ELPAC scores, MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		collaborate with online classroom teachers to integrate effective language development strategies into the digital curriculum, providing consistent and reinforced language support across all subjects. This focused support will help EL students improve their reading, writing, speaking, and listening skills, which are essential for success in all academic areas. By addressing these needs, the action of hiring an English Language Specialist at Virtual Academy ensures that English Learners receive the necessary support to overcome language barriers, leading to improved academic performance and greater overall achievement.	
8.2	**Action:** English Language Specialist **Need:** Increase reading, ELA proficiency **Scope:** Limited to Unduplicated Student Group(s)	Hiring an English Language Specialist at Virtual Academy (0.2FTE) is designed to address the needs of English Learners (ELs) by providing focused and individualized support that enhances their language proficiency, which is crucial for their overall academic success. This action ensures that EL students receive targeted instruction through individualized and small group virtual sessions, catering to their specific language needs and accelerating their language acquisition process. By developing personalized learning plans, the specialist can set achievable goals and track progress, ensuring that each student's language development aligns with their academic objectives. Additionally, the specialist will collaborate with online classroom teachers to integrate effective language development strategies into the digital curriculum, providing consistent and reinforced language support across all subjects. This focused support will help EL students improve their reading, writing, speaking, and listening skills, which are essential for success in all academic areas. By addressing these needs,	ELPAC scores, MAP, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		the action of hiring an English Language Specialist at Virtual Academy ensures that English Learners receive the necessary support to overcome language barriers, leading to improved academic performance and greater overall achievement.	

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.

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.

The concentration grant add-on funding will be used to increase the number of staff who provide direct services to students on school campuses with an enrollment of 55% or more of students who are socio-economically disadvantaged, English Learners and/or foster youth. The current schools that fall under this category are Amesti, Ann Soldo, Calabasas, Cesar Chavez, E.A. Hall, Freedom, HA Hyde, Hall District, Lakeview, Landmark, MacQuiddy, Mintie White, New School, Ohlone, Pajaro Middle School, Pajaro Valley High School, Radcliff, Renaissance, Rolling Hills, Starlight, Watsonville High School.

PVUSD will be adding:
* A counselor to service students and families new to the country
* Additional FTE to middle school for English Language Development
* Additional FTE to high school for English Language Development
* A teacher at Watsonville High School specifically to teach students new to the country
* Dual Language teachers at Freedom, Hyde, Amesti Elementary School
* Intervention Teachers at the elementary schools
* Additional mental health clinician and social emotional counselors at the middle school and high school
* Reading and Math specialists at the middle 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	117:1	104:1
Staff-to-student ratio of certificated staff providing direct services to students	21:1	19:1

2024-25 Total 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	$164,660,343.00	$56,393,961	34.249%	0.224%	34.473%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$61,406,503.00	$13,163,008.00	$0.00	$2,301,409.00	$76,870,920.00	$59,289,634.00	$17,581,286.00

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	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5		$507,405.00	$222,150.00	$507,405.00	$222,150.00			$729,555.00	
1	1.2	Early childhood education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK, K		$84,118.00	$0.00	$84,118.00				$84,118.00	
1	1.3	Supplemental Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,554,710.00	$107,020.00	$3,086,730.00	$1,575,000.00			$4,661,730.00	
1	1.4	Professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$91,800.00	$63,000.00	$89,800.00	$65,000.00			$154,800.00	
1	1.5	Professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,406,355.00	$20,000.00	$1,426,355.00				$1,426,355.00	
1	1.6	Educational technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,231,000.00	$731,000.00			$500,000.00	$1,231,000.00	
1	1.7	Culturally responsive classrooms and teaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$240,818.00		$240,818.00			$240,818.00	
1	1.8	Professional development and instructional coaching for all teachers who teach CTE courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12		$33,691.00	$0.00	$33,691.00				$33,691.00	

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	1.9	College and career development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12		$32,000.00	$1,747,382.00	$179,382.00	$1,600,000.00			$1,779,382.00	
1	1.10	College and career development actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$3,164,668.00	$43,780.00	$3,208,448.00				$3,208,448.00	
1	1.11	College and career development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12		$143,843.00	$5,911.00	$149,754.00				$149,754.00	
1	1.12	Expand CTE Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WHS, PVHS		$2,563,215.00	$120,000.00	$2,683,215.00				$2,683,215.00	
1	1.13	Multi-tiered systems of support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,005,918.00	$386,972.00	$3,965,557.00			$1,427,333.00	$5,392,890.00	
1	1.14	Supplemental instructional materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.15	Support for GATE identified students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00	$5,000.00	$15,000.00				$15,000.00	
1	1.16	Student access	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									0.10
1	1.17	Math supports middle/high school	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6-8		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.18	Latino Film Institute/Youth Cinema Project	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CCMS, PVHS,		$0.00	$631,245.00		$631,245.00			$631,245.00	

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
							Starlight									
1	1.19	El Sistema	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$1,037,171.00	$177,194.00	$782,813.00		$77,164.00	$1,037,171.00	
1	1.20	STEAM and enrichment access for under represented students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$10,000.00	$1,091,522.00	$1,101,522.00				$1,101,522.00	
1	1.21	Technology professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,495,352.00	$2,500.00	$2,375,293.00	$122,559.00			$2,497,852.00	
1	1.22	Virtual Academy class offerings	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Virtual Academy		$571,277.00	$35,000.00		$606,277.00			$606,277.00	
1	1.23	Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,115,220.00	$0.00	$6,115,220.00				$6,115,220.00	
1	1.24	School/home connection to support early literacy		Yes	Limited to Unduplicated Student Group(s)		All Schools		$1,000.00	$500.00	$1,500.00				$1,500.00	
1	1.25	Smaller class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,275,000.00	$0.00	$10,275,000.00				$10,275,000.00	
1	1.26	Site-based allocations	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$700,000.00	$1,722,473.00	$2,422,473.00				$2,422,473.00	
1	1.27	Elementary Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$3,177,590.00	$500.00	$3,178,090.00				$3,178,090.00	

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	1.28	Middle School Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$820,443.00	$0.00	$820,443.00				$820,443.00	
1	1.29	High School Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$369,036.00	$0.00	$369,036.00				$369,036.00	
1	1.30	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$183,888.00	$351,332.00	$535,220.00				$535,220.00	
1	1.31	Seal of Civic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		$0.00	$500,000.00		$500,000.00			$500,000.00	
2	2.1	Family Engagement and Wellness Centers	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$399,539.00	$525,000.00	$399,539.00	$525,000.00			$924,539.00	
2	2.2	MTSS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$91,401.00	$44,970.00	$106,371.00			$30,000.00	$136,371.00	
2	2.3	MTSS Tier 2/3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00	$20,000.00	$50,000.00				$50,000.00	
2	2.4	Home to School Transportation	All	No			All Schools		$4,785,908.00	$1,902,968.00	$6,688,876.00				$6,688,876.00	
2	2.5	Supplemental materials support for MTSS implementation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools									
2	2.6	Trauma informed training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$16,000.00	$4,000.00	$20,000.00				$20,000.00	
2	2.7	Restorative Practices	Foster Youth Low Income	Yes	Limited to Unduplicated Student	Foster Youth Low Income	All Schools									0.42

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
					Group(s)											
2	2.8	SEL Counselors and Mental Health Clinicians	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$3,585,345.00	$0.00	$2,185,345.00	$1,400,000.00			$3,585,345.00	
2	2.9	Community Resources for counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000,000.00		$1,000,000.00			$1,000,000.00	
2	2.10	School culture and climate survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$61,060.00	$61,060.00				$61,060.00	
2	2.11	Social Emotional strategies and monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$23,750.00	$23,750.00				$23,750.00	
2	2.12	Monitoring suspension rates	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									.01
2	2.13	Family Welcome Center	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools									0.02
2	2.14	Parent Education Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$267,542.00	$2,700.00	$270,242.00				$270,242.00	
2	2.15	Family Engagement Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$231,000.00				$231,000.00	$231,000.00	
2	2.16	District Parent Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$239,489.00	$2,052,000.00	$289,489.00	$2,002,000.00			$2,291,489.00	
2	2.17	Professional Development	English Learners Foster Youth	Yes	Limited to Undupli	English Learners Foster Youth										.91

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		cated Student Group(s)	Low Income										
2	2.18	College and Career Night	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.19	Clubs and social activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,000.00	$19,000.00	$20,000.00				$20,000.00	
2	2.20	Secondary Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$2,519,217.00	$1,405,138.00	$2,248,709.00	$1,675,646.00			$3,924,355.00	
2	2.21	Secondary sports and extra curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12		$0.00	$77,105.00	$47,105.00	$30,000.00			$77,105.00	
2	2.22	Student Leadership, CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12		$0.00	$9,000.00	$9,000.00				$9,000.00	
3	3.1	Academic Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$206,880.00	$0.00	$206,880.00				$206,880.00	
3	3.2	Inclusive School Environment	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$423,145.00	$20,000.00	$407,233.00			$35,912.00	$443,145.00	
3	3.3	Attendance	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools									.03
3	3.4	Transition Support	Foster Youth	Yes	Limited to Undupli	Foster Youth	All Schools									.02

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
					cated Student Group(s)											
3	3.5	Individualized academic learning plan	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools									.02
3	3.6	MTSS Action Planning	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools									.01
4	4.1	Graduation rates	Students with Disabilities	No			All Schools 12th grade									
4	4.2	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools 126-8									
4	4.3	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools									
4	4.4	Support for Students with Disabilities: ELA	Students with Disabilities	No			All Schools									
4	4.5	Supporting MTSS Tier 2 and Tier 3 in elementary	Students with Disabilities	No			All Schools TK-5									
4	4.6	Professional Development: UDL	Students with Disabilities	No			All Schools									
4	4.7	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools									
4	4.8	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools 6-8									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.9	Support for Students with Disabilities: Math	Students with Disabilities	No			All Schools 9-12									
4	4.10	Professional development for administrators: MTSS	Students with Disabilities	No			All Schools									
4	4.11	Professional development for administrators: MTSS	Students with Disabilities	No			All Schools									
4	4.12	Support for Students with Disabilities	All	No			All Schools									
4	4.13	Support for Students with Disabilities	Students with Disabilities	No			All Schools									
4	4.14	Support for Students with Disabilities	Students with Disabilities	No			All Schools									
4	4.15	Support for pre-school students with disabilities	Students with Disabilities	No			All Schools ECE, TK									
4	4.16	Support for students' readiness for full inclusion	Students with Disabilities	No			All Schools									
4	4.17	Decrease suspension rates for students with disabilities	Students with Disabilities	No			All Schools									
4	4.18	Safety Care training	Students with Disabilities	No			All Schools									
4	4.19	Graduation rates	Students with Disabilities	No			All Schools Specific Schools: High Schools									
4	4.20	Supporting social emotional and behavioral needs of students with disabilities	Students with Disabilities	No			All Schools									
4	4.21	Reduce suspension rates for students with disabilities	Students with Disabilities	No			All Schools									
5	5.1	English Learner placement and support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$185,312.00	$3,790.00	$189,102.00				$189,102.00	

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	5.2	Elementary Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-5									.02
5	5.3	Course Access	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$32,740.00	$0.00	$32,740.00				$32,740.00	
5	5.4	English Language Development Enrollment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$717,571.00	$8,140.00	$725,711.00				$725,711.00	
5	5.5	International Academy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WHS, RHMS		$466,812.00	$0.00	$466,812.00				$466,812.00	
5	5.6	Dual Language programs	English Learners	Yes	LEA-wide	English Learners	All Schools		$171,973.00	$0.00	$171,973.00				$171,973.00	
5	5.7	Language Line	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
5	5.8	College and Career Readiness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,575,230.00	$149,000.00	$1,544,730.00	$179,500.00			$1,724,230.00	
5	5.9	Secondary Professional Development	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools 6-12		$0.00	$1,500.00	$1,500.00				$1,500.00	

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
					Group(s)											
5	5.10	Bilingual Stipends	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,013,374.00	$0.00	$1,013,374.00				$1,013,374.00	
5	5.11	Support for the pathway to multilingualism	English Learners	Yes	LEA-wide	English Learners	All Schools		$15,000.00	$5,000.00	$20,000.00				$20,000.00	
5	5.12	Supplemental ELD instructional materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
6	6.1	Renaissance PBIS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RenaissanceRenaissance High		$16,000.00	$63,000.00	$79,000.00				$79,000.00	
6	6.2	Renaissance Attendance Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RenaissanceRenaissance		$7,000.00	$18,000.00	$25,000.00				$25,000.00	
6	6.3	Renaissance Student Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RenaissanceRenaissance		$7,000.00	$27,000.00	$34,000.00				$34,000.00	
6	6.4	Renaissance College and Career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RenaissanceRenaissance		$0.00	$53,000.00	$53,000.00				$53,000.00	
6	6.5	Renaissance Graduation Plans	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RenaissanceRenaissance		$61,627.00	$0.00	$61,627.00				$61,627.00	
6	6.6	New School Family Connection	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: New		$0.00	$11,000.00	$11,000.00				$11,000.00	

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
			Low Income			Low Income	SchoolNew School									
6	6.7	New School College and Career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: New SchoolNew School		$0.00	$5,000.00		$5,000.00			$5,000.00	
6	6.8	New School Student Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: New SchoolNew School		$0.00	$47,946.00	$47,946.00				$47,946.00	
7	7.1	Tier 2 Academics	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Virtual Academy		$110,000.00	$0.00	$110,000.00				$110,000.00	
7	7.2	English Language Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Virtual Academy		$28,000.00	$0.00	$28,000.00				$28,000.00	
7	7.3	Tutoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Virtual Academy		$0.00	$80,943.00	$80,943.00				$80,943.00	
8	8.1	Tier 2 Academics	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Virtual Academy									
8	8.2	English Language Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Virtual Academy									
8	8.3	Tutoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Virtual Academy									

2024-25 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
$164,660,343.00	$56,393,961	34.249%	0.224%	34.473%	$54,717,627.00	1.560%	34.791 %	**Total:**		$54,717,627.00
								LEA-wide Total:		$42,355,550.00
								Limited Total:		$8,621,116.00
								Schoolwide Total:		$3,740,961.00

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	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-5	$507,405.00	
1	1.2	Early childhood education	Yes	LEA-wide	English Learners Foster Youth Low Income	TK, K	$84,118.00	
1	1.3	Supplemental Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,086,730.00	
1	1.4	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,800.00	
1	1.5	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,426,355.00	
1	1.6	Educational technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$731,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Culturally responsive classrooms and teaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	Professional development and instructional coaching for all teachers who teach CTE courses	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$33,691.00	
1	1.9	College and career development	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$179,382.00	
1	1.10	College and career development actions	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$3,208,448.00	
1	1.11	College and career development	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$149,754.00	
1	1.12	Expand CTE Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, PVHS	$2,683,215.00	
1	1.13	Multi-tiered systems of support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,965,557.00	
1	1.14	Supplemental instructional materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.15	Support for GATE identified students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.16	Student access	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		0.10
1	1.17	Math supports middle/high school	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6-8	$10,000.00	
1	1.18	Latino Film Institute/Youth Cinema Project	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CCMS, PVHS, Starlight		
1	1.19	El Sistema	Yes	Schoolwide	English Learners Foster Youth		$177,194.00	

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 (%)
					Low Income			
1	1.20	STEAM and enrichment access for under represented students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,101,522.00	
1	1.21	Technology professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,375,293.00	
1	1.22	Virtual Academy class offerings	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Virtual Academy		
1	1.23	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,115,220.00	
1	1.24	School/home connection to support early literacy	Yes	Limited to Unduplicated Student Group(s)		All Schools	$1,500.00	
1	1.25	Smaller class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,275,000.00	
1	1.26	Site-based allocations	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,422,473.00	
1	1.27	Elementary Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,178,090.00	
1	1.28	Middle School Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income		$820,443.00	
1	1.29	High School Visual and Performing Arts	Yes	Schoolwide	English Learners Foster Youth Low Income		$369,036.00	
1	1.30	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income		$535,220.00	
1	1.31	Seal of Civic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		
2	2.1	Family Engagement and Wellness Centers	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$399,539.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	MTSS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,371.00	
2	2.3	MTSS Tier 2/3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.4	Home to School Transportation				All Schools	$6,688,876.00	
2	2.5	Supplemental materials support for MTSS implementation	Yes	LEA-wide	Foster Youth Low Income	All Schools		
2	2.6	Trauma informed training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.7	Restorative Practices	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		0.42
2	2.8	SEL Counselors and Mental Health Clinicians	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,185,345.00	
2	2.9	Community Resources for counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.10	School culture and climate survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,060.00	
2	2.11	Social Emotional strategies and monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,750.00	
2	2.12	Monitoring suspension rates	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		.01
2	2.13	Family Welcome Center	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		0.02
2	2.14	Parent Education Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,242.00	
2	2.15	Family Engagement Plan	Yes	LEA-wide	English Learners Foster Youth	All Schools		

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 (%)
					Low Income			
2	2.16	District Parent Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$289,489.00	
2	2.17	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			.91
2	2.18	College and Career Night	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
2	2.19	Clubs and social activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.20	Secondary Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$2,248,709.00	
2	2.21	Secondary sports and extra curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	6-12	$47,105.00	
2	2.22	Student Leadership, CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$9,000.00	
3	3.1	Academic Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$206,880.00	
3	3.2	Inclusive School Environment	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$407,233.00	
3	3.3	Attendance	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		.03
3	3.4	Transition Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		.02
3	3.5	Individualized academic learning plan	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		.02
3	3.6	MTSS Action Planning	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		.01

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Support for Students with Disabilities: ELA				All Schools 12		
4	4.3	Support for Students with Disabilities: ELA				All Schools		
4	4.4	Support for Students with Disabilities: ELA				All Schools		
4	4.5	Supporting MTSS Tier 2 and Tier 3 in elementary				All Schools		
5	5.1	English Learner placement and support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$189,102.00	
5	5.2	Elementary Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-5		.02
5	5.3	Course Access	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$32,740.00	
5	5.4	English Language Development Enrollment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$725,711.00	
5	5.5	International Academy	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WHS, RHMS	$466,812.00	
5	5.6	Dual Language programs	Yes	LEA-wide	English Learners	All Schools	$171,973.00	
5	5.7	Language Line	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
5	5.8	College and Career Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,544,730.00	
5	5.9	Secondary Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$1,500.00	
5	5.10	Bilingual Stipends	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,013,374.00	
5	5.11	Support for the pathway to multilingualism	Yes	LEA-wide	English Learners	All Schools	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.12	Supplemental ELD instructional materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
6	6.1	Renaissance PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Renaissance	$79,000.00	
6	6.2	Renaissance Attendance Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Renaissance	$25,000.00	
6	6.3	Renaissance Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Renaissance	$34,000.00	
6	6.4	Renaissance College and Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Renaissance	$53,000.00	
6	6.5	Renaissance Graduation Plans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Renaissance	$61,627.00	
6	6.6	New School Family Connection	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: New School	$11,000.00	
6	6.7	New School College and Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: New School		
6	6.8	New School Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: New School	$47,946.00	
7	7.1	Tier 2 Academics	Yes	Schoolwide	English Learners Low Income	Specific Schools: Virtual Academy	$110,000.00	
7	7.2	English Language Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Virtual Academy	$28,000.00	
7	7.3	Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virtual Academy	$80,943.00	
8	8.1	Tier 2 Academics	Yes	Schoolwide	English Learners Low Income	Specific Schools: Virtual Academy		
8	8.2	English Language Specialist	Yes	Limited to Unduplicated	English Learners	Specific Schools: Virtual Academy		

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 (%)
				Student Group(s)				
8	**8.3**	Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Virtual Academy		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$94,748,076.00	$66,136,115.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Early Literacy: Maintain SIPPS implementation and coaching	Yes	$640,690.00	667,139
1	1.2	Early Childhood Education	Yes	$74,480.00	94,153
1	1.3	Core Instruction Program	Yes	$377,000.00	1,882,854
1	1.4	Professional Development	Yes	$203,000.00	110,999
1	1.5	Professional Development	Yes	$1,439,416.00	1,345,974
1	1.6	Educational Technology	Yes	$1,058,674.00	730,622
1	1.7	Culturally Responsive Classrooms and Teaching	Yes	$144,000.00	59,349
1	1.8	MTSS Implementation	Yes	$60,000.00	48,327
1	1.9	College and Career Development	Yes	$1,639,000.00	1,832,893
1	1.10	College and Career Development Actions	Yes	$2,893,780.00	3,034,547
1	1.11	College and Career Development	Yes	$36,800.00	25,878

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	1.13	Multi-Tiered Systems of Support	Yes	$4,816,138.00	3,559,056
1	1.14	Dual Language Programs	Yes	$291,411.00	171,973
1	1.16	Student Access	Yes	$300,000.00	
1	1.19	Assessments	Yes	$516,750.00	511,112
1	1.20	Enrichment Opportunities	Yes	$30,000.00	17,163
1	1.21	Technology Professional Development	Yes	$3,200,000.00	2,410,919
1	1.22	Virtual Academy class offerings	Yes	$571,000.00	740,168
1	1.23	Personnel	Yes	$5,400,000.00	5,102,747
1	1.25	TK-3 Class Size	Yes	$8,000,000.00	7,925,125
1	1.26	Site Based Allocations	Yes	$5,126,000.00	3,204,854
2	2.1	Graphic Design & Product Innovation	Yes	$250,000.00	72,862
2	2.2	Pathway Exploration	Yes	$40,000.00	30,000
2	2.3	Professional Development	Yes	$60,000.00	15,737

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)
2	2.4	Dual Enrollment	Yes	$125,000.00	
2	2.5	Engineering/Engineering Technology Pathway		$120,000.00	119,846
2	2.6	CTE Pathways Support	Yes	$2,400,000.00	2,441,685
2	2.7	CTE Curriculum	Yes	$10,000.00	10,000
2	2.8	Student Leadership	Yes	$9,000.00	8,707
3	3.1	Elementary Visual and Performing Arts	Yes	$3,374,249.00	3,091,505
3	3.2	Elementary Visual and Performing Arts	No	$40,000.00	37,874
3	3.4	El Sistema	Yes	$250,000.00	177,194
3	3.5	Middle School Visual and Performing Arts	Yes	$725,000.00	795,322
3	3.6	Middle School Visual and Performing Arts	Yes	$70,000.00	54,945
3	3.7	High School Visual and Performing Arts	Yes	$385,000.00	381,402
3	3.8	High School Visual and Performing Arts	Yes	$90,000.00	80,916
3	3.9	Latino Film Institute Youth Cinema Project	Yes	$600,000.00	631,245
3	3.10	Expand Save the Music at Elementary Schools	Yes	$550,000.00	550,275

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	Facility Cleanliness	No	$1,766,884.00	1,174,567
4	4.2	Maintenance and Operations Systems	No	$50,000.00	30,124
4	4.3	Core Instructional materials	No	$2,444,437.00	2,693,807
4	4.4	School Libraries	Yes	$180,000.00	
4	4.5	Recruitment of personnel	No	$1,000.00	17,669
4	4.6	New Teacher Support	No	$300,000.00	201,326
4	4.7	Safety and Personnel	No	$425,000.00	593,711
4	4.8	21st Century Learning Tools	Yes	$0.00	
4	4.9	Virtual Academy Classroom Platform	No	$11,500.00	37,882
5	5.1	English Language Learner Identification and monitoring including SEAL of Biliteracy Ceremony	Yes	$185,371.00	183,128
5	5.2	Elementary Professional Development	Yes	$20,000.00	29,162
5	5.3	Course Access	Yes	$32,500.00	32,404
5	5.4	English Language Development Enrollment	Yes	$700,000.00	502,092
5	5.5	International Academy	Yes	$806,000.00	456,654

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	5.6	International Academy Social Emotional Support	Yes	$0.00	
5	5.7	Professional Training	Yes	$0.00	
5	5.8	College and Career Ready	Yes	$1,502,500.00	1,404,597
5	5.9	Secondary Professional Development	Yes	$26,500.00	
5	5.10	Bilingual Stipends	Yes	$200,000.00	175,840
5	5.11	Language Line	Yes	$500,000.00	50,000
6	6.1	Family Engagement and Wellness Centers	Yes	$1,065,000.00	874,201
6	6.2	Trauma Informed Training and Practices	Yes	$20,000.00	8,175
6	6.3	Positive Behavior Interventions and Supports (PBIS)	Yes	$70,000.00	30,000
6	6.4	Multi-Tiered Systems of Supports (MTSS)	Yes	$50,000.00	
6	6.5	Restorative Practices	Yes	$0.00	
6	6.7	SEL Counselors and Mental Health Clinicians	Yes	$2,183,587.00	2,140,501
6	6.8	Foster Youth			
6	6.9	Foster Youth			

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	6.10	Personnel	No	$169,023.00	204,142
6	6.11	Community Resource for Counseling	Yes	$1,900,000.00	1,433,834
6	6.12	Program Partnership	Yes	$230,000.00	601,363
6	6.13	Foster Youth			
6	6.14	Climate Survey	No	$110,000.00	
6	6.15	Clubs and Social Activities	Yes	$15,000.00	21,017
6	6.16	Secondary sports	Yes	$2,500,000.00	2,626,486
6	6.17	Secondary sports	Yes	$102,500.00	87,187
6	6.18	Social Emotional Strategies and Monitoring	Yes	$140,000.00	20,000
6	6.19	Home to School Transportation	Yes	$6,200,000.00	5,384,230
6	6.20	Life Lab	Yes	$1,202,999.00	1,952,999
7	7.1	Family Welcome Center	No	$0.00	
7	7.2	Parent Education Specialists	Yes	$265,387.00	191,910
7	7.3	Professional Development	Yes	$500.00	
7	7.4	Family Engagement Plan	Yes	$231,000.00	125,172

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	7.5	College and Career Night	No Yes	$5,000.00	750
7	7.6	District Parent Engagement Opportunities	Yes	$293,000.00	632,554
8	8.1	Support Services	No	$20,588,000.00	
8	8.2	Inclusion Practices	No	$1,525,000.00	
9	9.1	Academic Support		$239,000.00	194,993
9	9.2	Inclusive School Environment		$325,000.00	48,271
9	9.3	Attendance			
9	9.4	Transition Support		$250,000.00	
9	9.5	Data Monitoring			

2023-24 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)
$59,138,884.00	$65,077,945.00	$56,281,354.00	$8,796,591.00	0.000%	1.430%	1.430%

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	Early Literacy: Maintain SIPPS implementation and coaching	Yes	$450,790.00	667139		
1	1.2	Early Childhood Education	Yes	$74,480.00	94,153		
1	1.3	Core Instruction Program	Yes	$377,000.00	1,882,854		
1	1.4	Professional Development	Yes	$203,000.00	198,561		
1	1.5	Professional Development	Yes	$1,439,416.00	1,445,974		
1	1.6	Educational Technology	Yes	$1,058,674.00	788,933		
1	1.7	Culturally Responsive Classrooms and Teaching	Yes		20,926		
1	1.8	MTSS Implementation	Yes	$60,000.00	48,327		
1	1.9	College and Career Development	Yes	$1,639,000.00	1,832,711		
1	1.10	College and Career Development Actions	Yes	$2,893,780.00	3,034,547		
1	1.11	College and Career Development	Yes	$36,800.00	25,878		
1	1.13	Multi-Tiered Systems of Support	Yes	$4,816,138.00	4,478,611		
1	1.14	Dual Language Programs	Yes	$291,411.00	171,973		

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	1.16	Student Access	Yes	$300,000.00	251,000		
1	1.19	Assessments	Yes	$516,750.00	511,112		
1	1.20	Enrichment Opportunities	Yes	$30,000.00	17,163		
1	1.21	Technology Professional Development	Yes	$3,200,000.00	2,410,919		
1	1.22	Virtual Academy class offerings	Yes	$571,000.00			
1	1.23	Personnel	Yes	$5,400,000.00	5,202,747		
1	1.25	TK-3 Class Size	Yes	$8,000,000.00	7,925,125		
1	1.26	Site Based Allocations	Yes	$5,126,000.00	3,204,854		
2	2.1	Graphic Design & Product Innovation	Yes	$250,000.00	72,862		
2	2.2	Pathway Exploration	Yes	$40,000.00	32,334		
2	2.3	Professional Development	Yes	$60,000.00	49,729		
2	2.4	Dual Enrollment	Yes	$125,000.00			.01
2	2.6	CTE Pathways Support	Yes	$2,400,000.00	2,561,531		
2	2.7	CTE Curriculum	Yes	$10,000.00	10,000		
2	2.8	Student Leadership	Yes	$9,000.00	8,707		
3	3.1	Elementary Visual and Performing Arts	Yes	$3,374,249.00	3,191,505		
3	3.4	El Sistema	Yes	$200,000.00	177,194		
3	3.5	Middle School Visual and Performing Arts	Yes	$725,000.00	795,322		
3	3.6	Middle School Visual and Performing Arts	Yes	$70,000.00	54,945		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	High School Visual and Performing Arts	Yes	$385,000.00	381,402		
3	3.8	High School Visual and Performing Arts	Yes	$90,000.00	80,916		
3	3.9	Latino Film Institute Youth Cinema Project	Yes	$600,000.00			
3	3.10	Expand Save the Music at Elementary Schools	Yes	$550,000.00			
4	4.4	School Libraries	Yes	$30,000.00	31,854		
4	4.8	21st Century Learning Tools	Yes	$0.00			
5	5.1	English Language Learner Identification and monitoring including SEAL of Biliteracy Ceremony	Yes	$185,371.00	183,309		
5	5.2	Elementary Professional Development	Yes		29,162		
5	5.3	Course Access	Yes	$32,500.00	32,393		
5	5.4	English Language Development Enrollment	Yes	$700,000.00	502,092		
5	5.5	International Academy	Yes	$806,000.00	456,654		
5	5.6	International Academy Social Emotional Support	Yes				.01
5	5.7	Professional Training	Yes	$0.00			.01
5	5.8	College and Career Ready	Yes	$1,502,500.00	1,425,366		
5	5.9	Secondary Professional Development	Yes	$1,500.00			0.03
5	5.10	Bilingual Stipends	Yes	$200,000.00	175,840		
5	5.11	Language Line	Yes	$500,000.00	50,000		
6	6.1	Family Engagement and Wellness Centers	Yes	$1,065,000.00	630,937		

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)
6	6.2	Trauma Informed Training and Practices	Yes	$20,000.00	8,175		
6	6.3	Positive Behavior Interventions and Supports (PBIS)	Yes	$30,000.00	30,000		
6	6.4	Multi-Tiered Systems of Supports (MTSS)	Yes	$0.00			0.97
6	6.5	Restorative Practices	Yes	$0.00			0.40
6	6.7	SEL Counselors and Mental Health Clinicians	Yes	$2,183,587.00	2,140,501		
6	6.11	Community Resource for Counseling	Yes	$1,900,000.00	204,142		
6	6.12	Program Partnership	Yes	$230,000.00			
6	6.15	Clubs and Social Activities	Yes	$15,000.00	20,971		
6	6.16	Secondary sports	Yes	$2,500,000.00	2,626,486		
6	6.17	Secondary sports	Yes	$102,500.00	87,187		
6	6.18	Social Emotional Strategies and Monitoring	Yes		20,000		
6	6.19	Home to School Transportation	Yes	$6,200,000.00	5,384,230		
6	6.20	Life Lab	Yes	$1,202,999.00			
7	7.2	Parent Education Specialists	Yes		191,910		
7	7.3	Professional Development	Yes	$500.00			
7	7.4	Family Engagement Plan	Yes		125,172		
7	7.5	College and Career Night	Yes	$5,000.00	750		
7	7.6	District Parent Engagement Opportunities	Yes	$293,000.00	294,269		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$172,795,069.00	$59,138,884.00	0	34.225%	$56,281,354.00	1.430%	34.001%	$386,560.51	0.224%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    o **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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) (California Legislative Information)](#) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

    - o 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.

    - o 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.

    - o 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.

    - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

o   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.

o   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.

o   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.

    o   **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
- 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:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o   Professional development for teachers.

    o   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.

- 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.

- 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:

    o 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.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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