LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Panama-Buena Vista Union School District

CDS Code: 15-63362

School Year: 2024-25

LEA contact information:
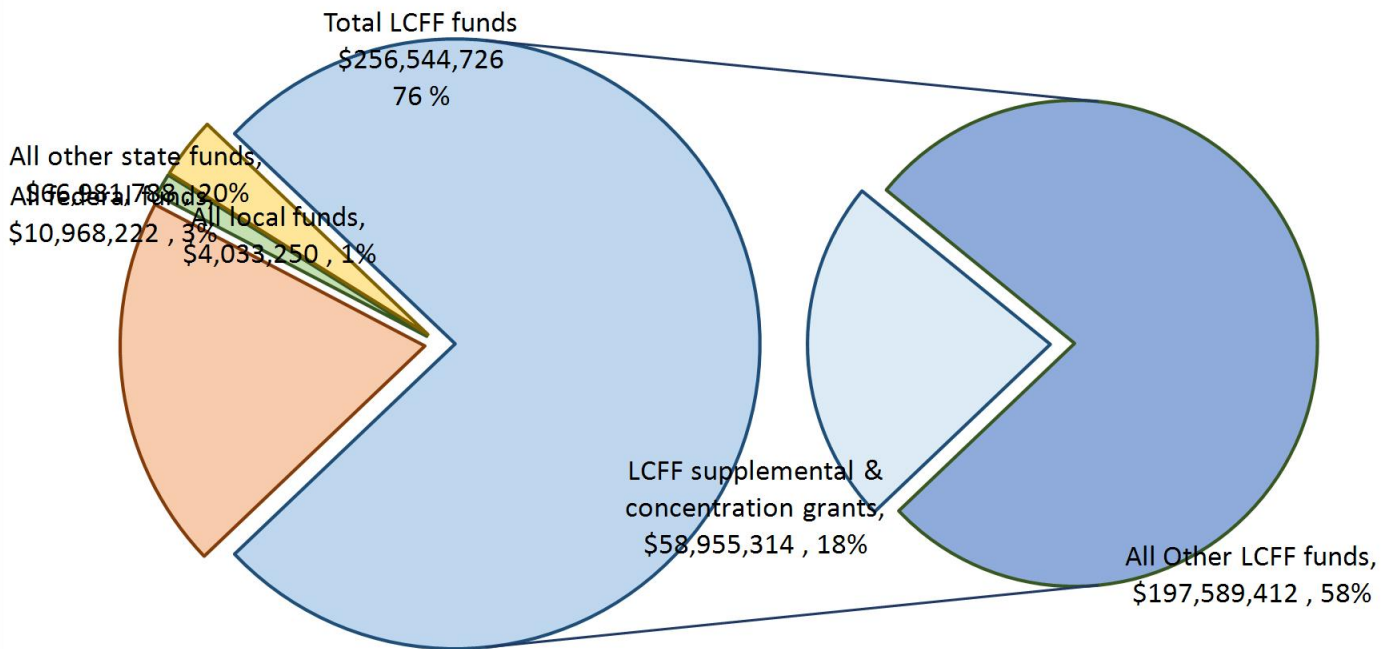
Katie Russell

Superintendent

krussell@pbvusd.k12.ca.us

661-831-8331

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
$256,544,726
76 %

All other state funds,
$66,981,788 , 20%

All federal funds,
$10,968,222 , 3%

All local funds,
$4,033,250 , 1%

LCFF supplemental &
concentration grants,
$58,955,314 , 18%

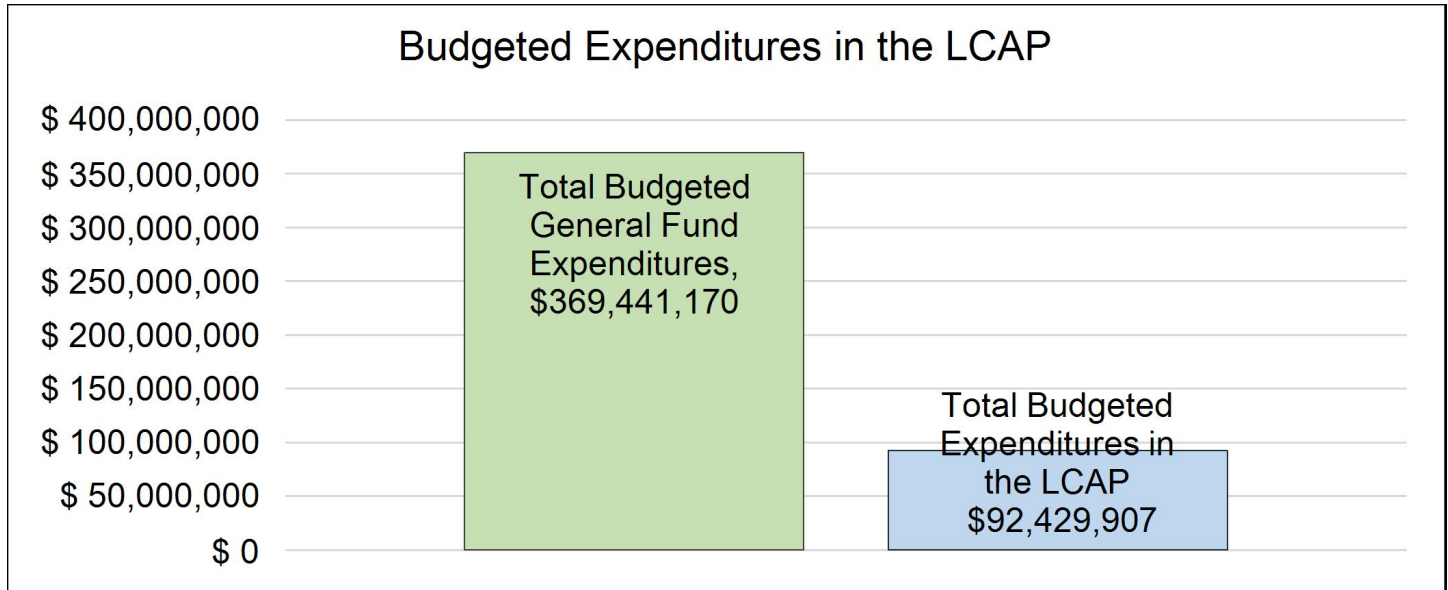All Other LCFF funds,
$197,589,412 , 58%

This chart shows the total general purpose revenue Panama-Buena Vista Union 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 Panama-Buena Vista Union School District is $338,527,986, of which $256,544,726 is Local Control Funding Formula (LCFF), $66,981,788 is other state funds, $4,033,250 is local funds, and $10,968,222 is federal funds. Of the $256,544,726 in LCFF Funds, $58,955,314 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

Amount	
$ 400,000,000	
$ 350,000,000	Total Budgeted General Fund Expenditures, $369,441,170
$ 300,000,000	
$ 250,000,000	
$ 200,000,000	
$ 150,000,000	
$ 100,000,000	Total Budgeted Expenditures in the LCAP $92,429,907
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Panama-Buena Vista Union 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: Panama-Buena Vista Union School District plans to spend $369,441,170 for the 2024-25 school year. Of that amount, $92,429,907 is tied to actions/services in the LCAP and $277,011,263 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
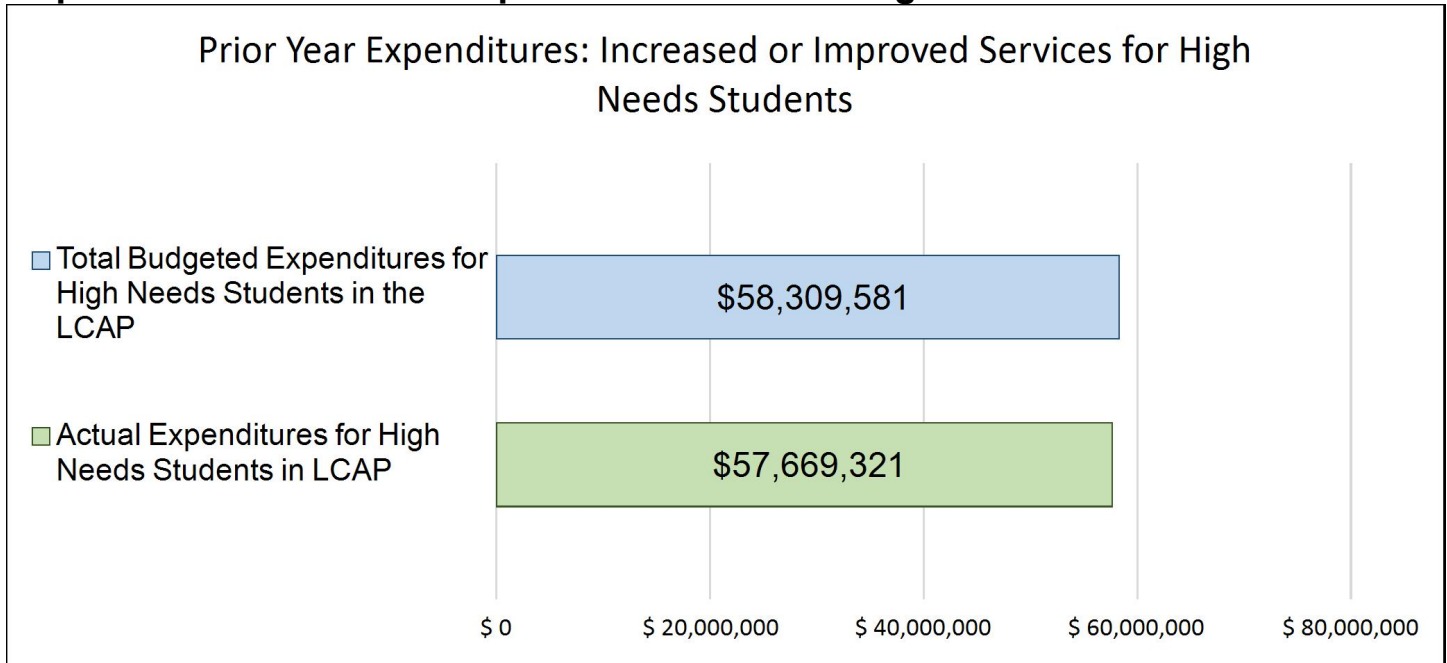
Expenditures not included in the LCAP, comprised of salaries, benefits, supplies, other operating and capital outlay costs, are aligned with the District's academic priorities to provide a safe, supporting learning environment for all students.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Panama-Buena Vista Union School District is projecting it will receive $58,955,314 based on the enrollment of foster youth, English learner, and low-income students. Panama-Buena Vista Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Panama-Buena Vista Union School District plans to spend $70,166,160 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $58,309,581

□ Actual Expenditures for High Needs Students in LCAP — $57,669,321

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

This chart compares what Panama-Buena Vista Union 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 Panama-Buena Vista Union 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, Panama-Buena Vista Union School District's LCAP budgeted $58,309,581 for planned actions to increase or improve services for high needs students. Panama-Buena Vista Union School District actually spent $57,669,321 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-640,260 had the following impact on Panama-Buena Vista Union School District's ability to increase or improve services for high needs students:

The District budgeted for fully staffed positions throughout the District, including those positions included in the 2023-24 LCAP. The decrease from budgeted to actual spending can be primarily attributed to the unspent funds related to those vacancies. The District does not feel that this adversely impacted the actions and services included in the LCAP, as other supports and staffing were in place that were not included in the LCAP budget projections.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Panama-Buena Vista Union School District	Katie Russell Superintendent	krussell@pbvusd.k12.ca.us 661-831-8331

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement in all content areas to ensure student success in all content areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a: * Decrease rate of teachers not fully credentialed to 0% as measured by the HR department monitoring teachers who are hired each year. * Maintain rate of teachers teaching outside of subject area - 0% as measured by the HR department monitoring teachers who are hired each year. * Maintain rate of teachers teaching ELs without authorization - 0% as measured by the HR department monitoring teachers	2020 -21 Baseline: Priority 1a * Rate of teachers not fully credentialed - 3.8% * Rate of teachers teaching outside of subject area - 0% * Rate of teachers teaching ELs without authorization - 0% * Rate of core classes taught by fully credentialed and appropriately assigned teachers - 96.2%	2021-2022 Outcomes: Priority 1a * Rate of teachers not fully credentialed - 1% * Rate of teachers teaching outside of subject area - 0% * Rate of teachers teaching ELs without authorization - 0% * Rate of core classes taught by fully credentialed and appropriately assigned teachers - 96.2%	2022-2023 Outcomes: Priority 1a * Rate of teachers not fully credentialed - 9.4% * Rate of teachers teaching outside of subject area - less than 1% * Rate of teachers teaching ELs without authorization - less than 1% * Rate of core classes taught by fully credentialed and appropriately assigned teachers - 90.6%	2023-2024 Outcomes: Priority 1a * Rate of teachers not fully credentialed- 9.2% * Rate of teachers teaching outside of subject area- 2.4% * Rate of teachers teaching ELs without authorization -0% * Rate of core classes taught by fully credentialed and appropriately assigned teachers - 88.4%	* Rate of teachers not fully credentialed - 0% * Rate of teachers teaching outside of subject area - 0% * Rate of teachers teaching ELs without authorization - 0% * Rate of core classes taught by fully credentialed and appropriately assigned teachers - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who are hired each year. * Increase rate of core classes taught by fully credentialed and appropriately assigned teachers to 100% as measured by the HR department monitoring teachers who are hired each year.					
Priority 1b: * Maintain rate of students lacking their own textbooks - 0% as measured by our inventory of textbooks at each school site.	2020-2021 Priority 1b * Rate of students lacking their own textbooks - 0%	2021-2022 Priority 1b * Rate of students lacking their own textbooks - 0%	2022-2023 Priority 1b * Rate of students lacking their own textbooks - 0%	2023-2024 Priority 1b * Rate of students lacking their own textbooks - 0%	Priority 1b * Rate of students lacking their own textbooks - 0%
Priority 1c: * Maintain overall facility rating from Facility Inspection Tool (FIT) - exemplary at all sites as measured by the FIT.	2020-2021 Priority 1c * Overall facility rating from Facility Inspection Tool (FIT) - exemplary at all sites.	2021-2022 Priority 1c * Overall facility rating from Facility Inspection Tool (FIT) - exemplary at all sites.	2022-2023 Priority 1c * Overall facility rating from Facility Inspection Tool (FIT) - exemplary at all sites.	2023-2024 Priority 1c * Overall facility rating from Facility Inspection Tool (FIT) - exemplary at all sites.	* Overall facility rating from Facility Inspection Tool (FIT) - exemplary at all site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2a: * Maintain percentage of teachers trained in CCSS and other content standards - 100% as measured by the sign in sheets. * Maintain implementation of CCSS and other content standards - 100% as measured by classroom observations.	2020-21 Priority 2a * Maintain percentage of teachers trained in CCSS and other content standards - 100% * Maintain implementation of CCSS and other content standards - 100%	2021-2022 Priority 2a * Maintained percentage of teachers trained in CCSS and other content standards - 100% * Maintained implementation of CCSS and other content standards - 100%	2022-2023 Priority 2a * Maintained percentage of teachers trained in CCSS and other content standards - 100% * Maintained implementation of CCSS and other content standards - 100%	2023-2024 Priority 2a * Maintained percentage of teachers trained in CCSS and other content standards - 100% * Maintained implementation of CCSS and other content standards - 100%	* Maintain percentage of teachers trained in CCSS and other content standards - 100% * Maintain implementation of CCSS and other content standards - 100%
Priority 2b: * Maintain 100% of EL students will have access to CCSS, ELD, and all state required standards instruction as measured by classroom observations.	2020-2021 Priority 2b * Maintain 100% of EL students will have access to CCSS, ELD, and all state required standards instruction.	2021-2022 Priority 2b * Maintained 100% of EL students will have access to CCSS, ELD, and all state required standards instruction.	2022-2023 Priority 2b * Maintained 100% of EL students will have access to CCSS, ELD, and all state required standards instruction.	2023-2024 Priority 2b * Maintained 100% of EL students will have access to CCSS, ELD, and all state required standards instruction.	* Maintain 100% of EL students will have access to CCSS, ELD, and all state-required standards instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Priority 4a Student Performance as measured by state assessments (CAASPP)	2018-19 Baseline: Priority 4a: Increase percentage of students meeting or exceeding standard by 2% each year in ELA - 54% Increase percentage of student groups meeting or exceeding standard by 2% each year in ELA: * African American - 39% * Asian - 75% * Filipino - 79% * Hispanic/Latino - 50% * White - 64% * Low Income - 47% * EL - 20% * Students with Disabilities - 19% Increase percentage of students meeting or exceeding standard	Priority 4a 2021 CAASPP Data CAASPP was not administered in Spring 2021, the most recent available results are from the 2018-2019 school year. Priority 4a: ELA- All Students- 54% Student Groups: * African American - 39% * Asian - 75% * Filipino - 79% * Hispanic/Latino - 50% * White - 64% * Low Income - 47% * EL - 20% * Students with Disabilities - 19% Math- All Students- 37%	Priority 4a 2022 CAASPP Data: ELA- All Students- 47.76% Student Groups: * African American - 34.19% * Asian - 68.99% * Filipino - 81.82% * Hispanic/Latino - 43.33% * White - 58.83% * Low Income - 42.30% * EL - 16.32% * Students with Disabilities - 12.79% Math- All Students- 29.99% Student Groups: * African American - 14.84% * Asian - 57.43% * Filipino - 61.54%	Priority 4a 2023 CAASPP Data: ELA- All Students- 46.56% Student Groups: * African American - 31.4% * Asian - 68.21% * Filipino - 73.85% * Hispanic/Latino - 42.33% * White - 58.48% * Low Income - 41.21% * EL - 13.51% * Students with Disabilities - 14.40% Math- All Students- 30.97% Student Groups: * African American - 16.83% * Asian - 56.72% * Filipino - 66.15%	Increase percentage of students meeting or exceeding standard by 2% each year in ELA - 49.76% Increase percentage of student groups meeting or exceeding standard by 2% each year in ELA: * African American - 36% * Asian - 71% * Filipino - 84% * Hispanic/Latino - 45% * White - 60% * Low Income - 45% * EL - 18% * Students with Disabilities - 16% Increase percentage of students meeting or exceeding standard by 2% each year in Math- 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by 2% each year in Math- 37% Increase percentage of student groups meeting or exceeding standard by 2% each year in Math: * African American - 23% * Asian - 65% * Filipino - 67% * Hispanic/Latino - 31% * White - 47% * Low Income - 30% * EL - 13% * Students with Disabilities - 13% Increase the percentage of students meeting or exceeding standards in science (CAST) by 2% each year: Grade 5 - 26.05% Grade 8 - 28.00% Increase the percentage of students meeting or exceeding standard	Student Groups: * African American - 23% * Asian - 65% * Filipino - 67% * Hispanic/Latino - 31% * White - 47% * Low Income - 30% * EL - 13% * Students with Disabilities - 13% CAST was not administered in Spring 2021, the most recent available results are from the 2018-2019 school year. Grade 5 - 26.05% Grade 8 - 28.00% CAA was not administered in Spring 2021, the most recent available results are from the 2018-2019 school year. ELA - 19% Math - 6%	* Hispanic/Latino - 24.52% * White - 41.49% * Low Income - 24.37% * EL - 9.83% * Students with Disabilities - 8.87% 2022 CAST Data Grade 5 - 26.75% Grade 8 - 25.29% 2022 CAA Data ELA - 17.2% Math - 10.22%	* Hispanic/Latino - 25.83% * White - 42.65% * Low Income - 25.59% * EL - 8.44% * Students with Disabilities - 9.55% 2023 CAST Data Grade 5 - 28% Grade 8 - 27.4% 2023 CAA Data ELA - 24.88% Math - 12.94%	Increase percentage of student groups meeting or exceeding standard by 2% each year in Math: * African American - 17% * Asian - 60% * Filipino - 64% * Hispanic/Latino - 27% * White - 44% * Low Income - 26% * EL - 12% * Students with Disabilities - 12% Increase the percentage of students meeting or exceeding standard in science (CAST) by 2% each year: Grade 5 - 29% Grade 8 - 27% Increase the percentage of students meeting or exceeding standard on the CAA by 2% each year: * ELA - 19.2% * Math - 12.22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on the CAA by 2% each year: ELA - 19% Math - 6%				
Priority 4e Increase percentage of EL students making progress toward English proficiency by 2% each year - 48.6% as measured by English Learner Progress Indicator on CA Dashboard	Priority 4e 2019 Dashboard Increase percentage of EL students making progress toward English proficiency by 2% each year - 48.6%	Priority 4e 2019 Dashboard Percentage of EL students making progress toward English proficiency by 2% each year - 48.6%	Priority 4e 2022 Dashboard Performance Level is High Percentage of EL students making progress toward English proficiency by 2% each year - 58.2%	Priority 4e 2023 Dashboard Orange Performance Level. Percentage of EL students decreased by 8% - 50.2%	Priority 4e Increase percentage of EL students making progress toward English proficiency by 2% each year - 60.2%
Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA
Priority 4c Rate of pupils completing CTE pathways - NA	Priority 4c Rate of pupils completing CTE pathways - NA	Priority 4c Rate of pupils completing CTE pathways - NA	Priority 4c Rate of pupils completing CTE pathways - NA	Priority 4c Rate of pupils completing CTE pathways - NA	Priority 4c Rate of pupils completing CTE pathways - NA
Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA
Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA
Priority 7a * Maintain percentage of students that have access to and are enrolled in a broad course of study - 100% as measured by student schedules.	Priority 7a 2020-21 Baseline Data: * Maintain percentage of students that have access to and are enrolled in a broad course of study - 100%	Priority 7a 2021-2022 * Students that have access to and are enrolled in a broad course of study - 100%	Priority 7a 2022-2023 * Students that have access to and are enrolled in a broad course of study - 100%	Priority 7a 2023-2024 * Students that have access to and are enrolled in a broad course of study - 100%	Priority 7a * Maintain percentage of students that have access to and are enrolled in a broad course of study - 100%
Priority 7b * Maintain number of programs and services developed and provided to unduplicated students - 35 AVID classes as measured by student schedules.	Priority 7b 2020-2021 * Maintain number of programs and services developed and provided to unduplicated students - 35 AVID classes	Priority 7b 2021-2022 * Number of programs and services developed and provided to unduplicated students - 35 AVID classes	Priority 7b 2022-2023 * Number of programs and services developed and provided to unduplicated students - 14 AVID classes	Priority 7b 2023-2024 * Number of programs and services developed and provided to unduplicated students - 14 AVID classes	Priority 7b * Maintain number of programs and services developed and provided to unduplicated students - 14 AVID classes
Priority 7c	Priority 7c 2020-2021	Priority 7c 2021-2022	Priority 7c 2022-2023	Priority 7c 2023-2024	Priority 7c

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
* Maintain the number of course offerings for students with exceptional needs - 153 course offerings as measured by student schedules.	* Maintain the number of course offerings for students with exceptional needs - 153 course offerings	* Number of course offerings for students with exceptional needs - 153 course offerings	This measure has been retired as it did not yield the information we needed. New Baseline Metric - Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	100% students with disabilities have access to all course offerings according to their Individualized Education Plans. New Baseline Metric - 100% students with special needs will participate in the regular programs with support from special education teachers and aides.	100% students with disabilities have access to all course offerings according to their Individualized Education Plans. New Baseline Metric - 100% students with special needs will participate in the regular programs with support from special education teachers and aides.
Priority 8: - Increase Student Growth Percentile by 1% each year in ELA and Math as measured by the EOY STAR reports. - STAR Reading/Math – Student Growth Percentile	2019-20 Baseline Data: * Increase Student Growth Percentile by 1% each year in ELA and Math as measured by the EOY STAR reports. STAR Reading/Math – Student Growth Percentile (SGP) Reading/Math (maintain	2022 Spring STAR Reading/Math – Student Growth Percentile (SGP) Reading/Math * STAR Reading Overall LEA 47.9% Grade 1 – 55.2% Grade 2 – 59.8% Grade 3 – 64.6% Grade 4 – 63.9% Grade 5 – 60.5%	* 2023 Spring STAR Reading/Math – Student Growth Percentile (SGP) Reading/Math * STAR Reading Overall LEA - 61.2% Grade 1 – 55.6% Grade 2 – 68.1% Grade 3 – 62.1% Grade 4 – 63.5% Grade 5 – 59.2% Grade 6 – 65.4% Grade 7 – 53.8% Grade 8 – 61.5% * STAR Math	* 2024 Spring STAR Reading/Math – Student Growth Percentile (SGP) Reading/Math * STAR Reading Overall LEA - 46.2% Grade 1 –60.2% Grade 2 – 54.4% Grade 3 – 49.8% Grade 4 – 54.4% Grade 5 – 42.7% Grade 6 –39.2% Grade 7 – 37.5% Grade 8 – 23.5% * STAR Math	* Increase Student Growth Percentile by 2% each year in ELA and Math as measured by the EOY STAR reports. * STAR Reading/Math – Student Growth Percentile (SGP) by 2% each year in ELA and Math as measured by the EOY STAR reports. Reading/Math (maintain between 45 and 75)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SGP) Reading/Math (maintain between 35 and 65) * Reading Overall LEA 55% Grade 1 – 58% Grade 2 – 45% Grade 3 – 49% Grade 4 – 50% Grade 5 – 57% Grade 6 – 58% Grade 7 – 57% Grade 8 – 63% * Math Overall LEA 55% Grade 1 – 57% Grade 2 – 47% Grade 3 – 47% Grade 4 – 47% Grade 5 – 52% Grade 6 – 61% Grade 7 – 64% Grade 8 – 64% * DIBELS (18/19 Baseline) Increase percentage of students by 1% each year as measured by the EOY DIBELS data reports.	between 35 and 65) * STAR Reading Overall LEA 55% Grade 1 – 58% Grade 2 – 45% Grade 3 – 49% Grade 4 – 50% Grade 5 – 57% Grade 6 – 58% Grade 7 – 57% Grade 8 – 63% * STAR Math Overall LEA 55% Grade 1 – 57% Grade 2 – 47% Grade 3 – 47% Grade 4 – 47% Grade 5 – 52% Grade 6 – 61% Grade 7 – 64% Grade 8 – 64% * DIBELS (18/19 Baseline) Kinder – 79% Grade 1 – 71% Grade 2 – 72%	Grade 6 – 65% Grade 7 – 51% Grade 8 – 55.6% * STAR Math Overall LEA 54.3% Grade 1 – 61.7% Grade 2 – 63.5% Grade 3 – 63.6% Grade 4 – 65.8% Grade 5 – 65.1% Grade 6 – 73.9% Grade 7 – 53.6% Grade 8 – 47.1% * We revised the desired outcome goals for the 2023-24 LCAP based on this year's data. * DIBELS (18/19 Baseline) **We have phased this out as a required district assessment this year. New metric added 2022: 2022 New Baseline Data: Beginning in the 2022-	Overall LEA 58.2% Grade 1 – 64% Grade 2 – 63.4% Grade 3 – 57.1% Grade 4 – 59.6% Grade 5 – 54.8% Grade 6 – 67.6% Grade 7 – 48.9% Grade 8 – 53.7% * DIBELS (18/19 Baseline) **We have phased this out as a required district assessment this year. * 2023 STAR Reading Spring Data: * All students - 47.3% of all students scored at the 40th percentile of above * EL Students - 20.1% of all EL students scored at the 40th percentile of above * African-American Students - 36.8% of all African-American students scored at the 40th percentile of above * 2023 STAR Math Spring Data:	Overall LEA - 51.4% Grade 1 – 64.6% Grade 2 – 56.8% Grade 3 – 53.5% Grade 4 – 51.9% Grade 5 – 46.2% Grade 6 – 44.8% Grade 7 – 46.1% Grade 8 –21.2% * DIBELS (18/19 Baseline) **We have phased this out as a required district assessment this year. * 2024 STAR Reading Spring Data: * All students - 46.2% of all students scored at the 40th percentile of above * EL Students - 20.2% of all EL students scored at the 40th percentile of above * African-American Students - 35.3% of all African-American students scored at the 40th percentile of above	* STAR Reading Overall LEA - 63% Grade 1 – 58% Grade 2 – 70% Grade 3 – 64% Grade 4 – 65% Grade 5 – 62% Grade 6 – 69% Grade 7 – 56% Grade 8 – 64% * STAR Math Overall LEA - 61% Grade 1 – 66% Grade 2 – 65% Grade 3 – 59% Grade 4 – 62% Grade 5 – 57% Grade 6 – 70% Grade 7 – 51% Grade 8 – 55% * STAR Reading EOY Data * All students - 50% of all students will score at the 40th percentile of above * EL Students - 31% of all EL students will score at the 40th percentile of above * African-American Students - 39% of all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kinder – 79% Grade 1 – 71% Grade 2 – 72%		23 school year, we are adding this metric: * STAR Reading Goals * All students - 48% of all students will score at the 40th percentile of above * EL Students - 31% of all EL students will score at the 40th percentile of above * African-American Students - 37% of all African-American students will score at the 40th percentile of above * STAR Math Goals * All students - 52% of all students will score at the 40th percentile of above * EL Students - 33% of all EL students will score at the 40th percentile of above * African-American Students - 33% of all African-American students will score at the 40th percentile of above	* All students - 52.1% of all students scored at the 40th percentile of above * EL Students - 26.7% of all EL students scored at the 40th percentile of above * African-American Students - 34.1% of all African-American students scored at the 40th percentile of above	* 2024 STAR Math Spring Data: * All students - 51.4% of all students scored at the 40th percentile of above * EL Students - 31.2% of all EL students scored at the 40th percentile of above * African-American Students - 35.3% of all African-American students scored at the 40th percentile of above	African-American students will score at the 40th percentile of above * STAR Math * All students - 54% of all students will score at the 40th percentile of above * EL Students - 31% of all EL students will score at the 40th percentile of above * African-American Students - 36% of all African-American students will score at the 40th percentile of above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		* 2022 STAR Reading Spring Data: * All students - 47.9% of all students scored at the 40th percentile of above * EL Students - 15.8% of all EL students scored at the 40th percentile of above * African-American Students - 36.3% of all African-American students scored at the 40th percentile of above * 2022 STAR Math Spring Data: * All students - 54.4% of all students scored at the 40th percentile of above * EL Students - 26.2% of all EL students scored at the 40th percentile of above * African-American Students - 36.3% of all African-American students scored at the 40th percentile of above			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1 Class Size: Implemented as planned. The District followed the collective bargaining agreement and maintained class sizes with the following grade level maximum capacities: TK: 24; K-1st grade: 28; 2nd grade: 30; 3rd grade: 31 4th-6th grades: 32.

Action 1.2 Multi-Tiered System of Support: The LEA was successful in implementing 1.2 Multi-Tiered System of Support with the exception of D: "Determine how to best utilize general education instructional aides at each site and determine if the current model needs to change. (No cost)" The District provided training to administrators, academic coaches, and teachers in MTSS practices to address the academic as well as behavioral needs of students. Each school site received one full-time academic coach to support the MTSS program on the school site. Academic coaches also served as SST coordinators to support the intervention needs of students. Intervention aides were provided to support small group literacy-based instruction. Their work supported the implementation of districtwide literacy-based small groups to meet the needs of our students performing below grade level. An additional .5 FTE certificated staff member at each school site served to provide intervention to our neediest students.

Action 1.3 Reading Diagnostic Tool: Implemented as planned. All school sites administered running records to all K-2 students and to targeted students in grades 3-8. The running records were administered three times during the school year. Data was used to determine small group literacy needs.

Action 1.4 Instructional Materials: Implemented as planned. 100% of students had access to standards-aligned curriculum materials. The materials supported the implementation of rigorous common core standards.

Action 1.5 Rigorous English Language Development (ELD) Instruction: The LEA was able to partially implement 1.5 Rigorous English Language Development (ELD) Instruction. Instructional Services was able to provide district Program Specialists to support EL students, their parents, and their teachers. A Reclassification Fluent English Proficient (RFEP) monitoring system was used to monitor student progress. Due to a change in personnel at the district level and a lack of time to adequately train principals and site administrators, we were unable to

implement quarterly conferences for our Long Term English Learners (LTELS) at the site level. We were also unable to implement a focus on growth and needs of LTEL students in all PLC meetings. Principals utilized a walkthrough tool, but it did not include all content areas.

Action 1.6 Designated ELD: Implemented as planned. All school sites provided daily designated ELD instruction. Site master schedules were kept to monitor the implementation of designated ELD.

Action 1.7 ELD Instructional Materials: Implemented as planned. E3D was purchased for the junior high school sites to support the unique language needs of LTELs. Junior high ELD teachers met quarterly to collaborate, review data, and to develop plans to address the language needs of junior high students.

Action 1.8 Systems to Measure Student Progress: Implemented as planned. The District utilized KiDS regularly to monitor student academic and behavioral progress. Training was provided to District administrators to support the use of KiDS on all school sites. KiDS allowed sites access to timely data in order to make data-informed decisions for instruction. Renaissance was maintained and Star assessments were administered three times during the school year. Data was shared following each assessment window. Administrators were also trained in how to access current Renaissance data via the Renaissance platform. Canvas was supported for all junior high school sites. The junior high sites utilized Canvas to share learning resources with students. Next Gen Math was utilized for district benchmarks three times a year. District administrators were trained in how to access Next Gen data to monitor math achievement at their school sites.

Action 1.9 Fully Credentialed Teachers: The LEA was not successful at maintaining a rate of 0% of teachers teaching outside of subject area competence. Due to a lack of fully credentialed teachers, the District hired some teachers who were on waivers while completing the credentialing requirements in order to fully staff all schools.

Action 1.10 Expanded Learning Opportunities: Implemented as planned. Afterschool ACES programs as well as summer learning opportunities were provided by ELO-P. Students in the programs had access to enrichment activities such as dance, music, cooking, and art.

Action 1.11 Continuous Improvement Cycle: Implemented as planned. The Director of Innovation and Improvement served as a principal supervisor to support four of the school sites in the district. The director also led work in Universal Design for Learning to bring UDL to the District in order to give access to rigorous content to all students. A pilot UDL program was implemented at two school sites.

Actions 1.12 & 1.14 Truancy Mitigation & Assistant Principals: Implemented as planned. Assistant principals served as attendance liaisons at each school site. They held regular attendance meetings to address truancy concerns with individual families. During the meetings, they provided resources to support individual family needs. The District continued to participate in the Kern Educational Pledge Chronic Absenteeism Group as well as the KCSOS Truancy Consortium. Assistant principals also worked to build school connectedness by working

with students struggling with behavior. They built positive relationships and used restorative conversations to support students with behavioral needs. Assistant principals also led staff professional learning in building positive relationships with students who are sometimes left out of learning due to their behavior. Junior high campus supervisors were maintained to support school connectedness. They did this by being present during arrivals, dismissals, and breaks. They were able to build relationships with specific students to support school connectedness. A2A was used to notify administrators of truancy issues. A2A also created letters that were sent home to alert families of attendance concerns.

Action 1.13 Online Academy/Virtual Learning Option: The LEA was successful in implementing 1.13 Online Academy/Virtual Learning Option with the exception that funds were allocated to staff the virtual learning program with three teachers instead of six teachers. We had minimal participation in the program that is why the number of teachers was reduced.

Action 1.15 AVID/CTE: Implemented as planned. Stonecreek and Actis Junior Highs implemented AVID. Both sites sent staff to become AVID-trained and provided support for implementation. All junior high sites offered Paxton Patterson Career Pathways courses. Students were able to take the courses as electives.

Action 1.16 Music: Implemented as planned. The comprehensive music program was offered districtwide. Family information nights were held at individual school sites to recruit more unduplicated students into the music program. All uniforms and materials were provided to students in need.

Action 1.17 Technology Devices: Implemented as planned. 1:1 devices were provided for all students in grades 1-8. Kindergarten had access to devices in small groups. Go Guardian was provided to monitor student computers.

Action 1.18 GATE: The LEA was successful in implementing 1.18 GATE with the exception of B: Junior High teachers will implement the Depth of Complexity icons to use throughout the school day with students and C: Actively recruit unduplicated students who meet eligibility requirements by hosting parent information nights at all sites. Due to lack of time for professional development, junior high teachers were unable to fully implement Depth of Complexity icons. Due to a change in personnel at the district level, we were unable to actively recruit unduplicated students through parent information sessions at all sites.

Action 1.19 After School Sports: Implemented as planned. All school sites offered after school sports. Additional sport opportunities were added to junior highs to include both 7th and 8th grade students. Uniforms were provided for all participants.

Action 1.20 Camp KEEP: Implemented as planned. All elementary school sites participated in Camp KEEP. Students were able to attend without cost in order to reduce the barriers for the week-long opportunity.

Action 1.21 Dual Immersion: Implemented as planned. A District team participated in a year-long planning workshop with KCSOS. The team visited dual-immersion sites and learned from experts in the field in order to begin planning for the 25-26 opening of a dual-immersion school in the District.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2023-24 LCAP Goal 1 was $61,175,630. The estimated actual expenditures for the 2023-24 LCAP Goal 1 was $57,181,252. The difference between Budgeted and Estimated Actual Expenditures for all projections related to personnel is primarily due to contract negotiations settlements occurring late in the fiscal year, with the majority of staff receiving a 7% on-schedule salary increase and a one-time 5% off-schedule stipend. This 12% increase in personnel costs was not accounted for in the original LCAP budget projections.

In addition, our Expanded Learning Opportunities Program (Goal 1, Action 10) came in at $9,404,726 under projected budget. This is primarily due to difficulties filling staffing positions throughout the year. The District continues to monitor this program's staffing and programmatic needs, and is excited to be able to offer ELOP to all students in the 2024-25 school year, regardless of school of residence.

Other Non-Personnel differences were primarily due to:

Action 1.3 Reading Diagnostic Tool: No costs were associated the Reading Diagnostic Tool. Instructional Materials have been budgeted for the 2023-24 school year.

Action 1.4 Instructional Materials: The District had lower than budgeted multi-year debt-service obligations on our textbook adoptions. The District will set aside funds budgeted but unspent this year to be used for the next textbook adoption.

Action 1.8 Systems to Measure Student Progress: The District had higher than budgeted software expenditures because of the need to purchase more licenses across multiple software platforms due to enrollment increasing.

Action 1:15 AVID/CTE: The District was able to mitigate material and supply expenditures for our CTE programs by partnering with the Kern High School District, which provided funding through their Career Technical Education Incentive Grant.

Action 1:17 Technology Devices: The District was able to expedite the Chromebook inventory refresh plan with the early availability of the Second and Third rounds of the Emergency Connectivity Funding and inventory was able to be purchased in the 2022-23 fiscal year. Future refresh plans will need to be evaluated as this federal program funding has been fully spent.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 Class Size:
The impact of class size reduction was positive due to the decrease in chronic absenteeism across the district by 5%, The student connectedness survey stated there was a 2% increase from 68% to 70% of students feeling a sense of belonging at school and a 3% increase (72% to 75%) of students feeling cared for by teachers and staff.

Action 1.2 Multi-Tiered System of Support:
This action has proven effective over the last three years, based on chronic absenteeism and attendance rates. As shown in the metrics section, the LEA is seeing a decrease in chronic absenteeism due to the joint efforts of the district and sites, with a byproduct of increased attendance. In addition, we have seen an increase in CAASPP Math scores. For sub action D. - school sites were given the option to change from Instructional Aides (3-hour position) to School Aides (5-hour position) in an effort to recruit and retain aide positions. The structure of aide support changed across the district, and we were unable to complete sub action D due to ongoing changes at school sites. How to staff and support this resource needs to be reviewed and standardized.

Action 1.3 Reading Diagnostic Tool:
This action was effective as evidenced by the observational walk through data supporting the strong implementation of small-group instruction across all grade levels - DIGs (Differentiated Instructional Groupings).   Star Reading data demonstrated a 1.4% increase in reading proficiency. This action was an acknowledgement of the braiding of funds within the LCAP. The purpose of Action 1.3 was to provide each school site with an additional reading diagnostic tool to support teachers in understanding the intervention needs of students with respect to reading behaviors. This additional supplemental diagnostic tool was funded through the Learning Recovery Emergency Block Grant. Using this tool in combination with phonics instruction provided teachers with multiple measures to diagnose reading needs and support their DIGs tier II program.

Action 1.4 Instructional Materials:
This action was effective in meeting the requirement that all students are provided with their own set of instructional materials in each content area. Every student in the District (100%) is provided with a set of instructional materials in all content areas.

Action 1.5 Rigorous English Language Development (ELD) Instruction & 1.6 Designated ELD:
With a continued focus on all sites monitoring designate ELD to ensure students receive 30 minutes daily or one class period, the action is successful as evidenced by the focus on monitoring ELD instruction with the walkthrough tool. Based on our most current reclassification

data, there was a 0.5% decrease from last year's reclassification rates. This will continue to be a focus to ensure our English learners are progressing and can access core curriculum.

Action 1.7 ELD Instructional Materials:
The action has been effective and is evidenced by providing 100% of teachers ELD standards aligned instructional materials for all grade levels. These materials have been fully implemented as intended to facilitate effective designated and integrated ELD. In addition, teachers continue to receive training during our annual Educator Learning Summit on effective use of the ELD instructional materials.

Action 1.8 Systems to Measure Student Progress:
This action was successful with the implementation of several data systems to monitor student progress including Illuminate, Renaissance Place, Kern Integrated Data System (KiDS), and Next Gen Math. All site administrators and teachers (100%) have access to these data management systems to support student learning. These systems are used throughout the District to support data-driven instruction as well as the development of a multi-tiered system of support.

Action 1.9 Fully Credentialed Teachers:
This action was partially effective. We were unable to maintain the rate of 0% of teachers teaching outside of subject area competence due to the number of teacher vacancies during the 2023-2024 school year and a limited candidate pool. For the 23-24 school year, 9.2% of teachers were not fully credentialed. This will continue to be an action step, as our Human Resources Division will continue to work toward recruiting highly qualified teachers.

Action 1.10 Expanded Learning Opportunities:
This action has been partially successful with ELO-P programs at 13 of our 20 elementary schools, which increases access for extended school day/year services. Due to the lack of human capital, expanding the program to all sites has been a challenge; however, there is a plan in place to absorb our fee-based Day Care programs into our ELO-P program to capitalize on current staffing and provide additional ELO-P opportunities at more sites. For the first time, we successfully offered music and VAPA opportunities through the ELO-P extended year program to 325 sixth and seventh grade students over the summer; however, we have not been able to provide access to additional music opportunities during the extended day due to lack of staffing.

Action 1.11 Continuous Improvement Cycle:
This action was successful in the intent to provide additional administrative support through the Innovation and Improvement Department. The Innovation and Improvement Department initiated our Principal coaching and support model with four school sites receiving focused administrative support for principals. This coaching and support model for principals has grown to include all 25 principals. Additionally, after completing a needs assessment, the Director of Innovation & Improvement has begun to implement a multi-year initiative to train all sites in Universal Design for Learning (UDL) to support all students with an emphasis on support for our underperforming subgroups. Currently, three school sites have begun the training phase with the goal of becoming model schools for the district.

Action 1.12 Truancy Mitigation:
This action was successful including continued participation in the KCSOS Truancy Consortium as well as Kern Pledge Chronic Absenteeism Work Group among other District efforts. The truancy notification system was also successful and continues to support the truancy mitigation

efforts. Additionally, site-based attendance teams also supported the truancy mitigation efforts at all schools such as parent outreach, case management, and home visits. The success of all items in this action can be seen in a 5% decrease in Chronic Absenteeism from 2022-23 to 2023-24.

Action 1.13 Online Academy/Virtual Learning Option:
The action was effective in that it provided a virtual learning program to meet the needs of the 48 students who preferred an alternative learning opportunity.

Action 1.14 Assistant Principals:
This action was successful and continues to be a need at school sites to support our under-resourced and unduplicated students. With a continued focus on the social emotional and mental health needs of our students, Assistant Principals play a key role in parent outreach and student support. The effectiveness of our Assistant Principals is evidenced by the decrease in suspension rates and increase in attendance as seen in our metrics. Our Assistant Principals partner with District Leadership to provide a multi-tiered system of support (MTSS) for all students, but with an intentional focus on our students with the greatest needs.

Action 1.15 AVID/CTE:
This action was successfully implemented as intended including maintaining an AVID elective or CTE pre-pathway elective at all junior high schools. In addition, we increased the number of CTE pre-pathway offerings by adding 22 sections to increase opportunities for students to participate in the Paxton Patterson labs at all junior high schools.

Action 1.16 Music:
This action was implemented successfully as intended by maintaining our music program at all school sites. Recruitment and parent informational meetings were held at every elementary site to share all aspects of our music program and encourage participation. Instruments are also offered to all students who need access to an instrument in an effort to eliminate any barriers to participation in the music program.

Action 1.17 Technology Devices:
This action was implemented successfully as intended with 100% of students (TK-8) having access to internet-connected devices.

Action 1.18 GATE:
This action was effective as evidenced by serving 331 students in grades 4-6. 40% of students who participated in GATE were considered low income. The effectiveness of implementation at the junior high level was not measured due to a lack of implementation.

Action 1.19 After School Sports:
This action was effective as evidenced by all 25 school sites having equal access to the after school sports program. Additionally, teams were added at the junior high school level to give more opportunities for participation in after school sports.

Action 1.20 Camp KEEP:

This action was effective as evidenced by 100% of elementary school sites sending students to Camp KEEP. 1,827 students had the opportunity to attend a week-long learning experience.

Action 1.21 Dual Immersion:
This action was effective as evidenced by 5 district level staff participating in a year-long Dual Immersion planning cohort with Kern County Superintendent of Schools.

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

Actions 1.1, 1.2, 1.4, 1.16: Will remain unchanged.

Action 1.3: This action can be discontinued as the intent of giving all school sites a supplemental reading diagnostic tool to support the use of multiple measures for tier II intervention and support teachers in determining student need has been fulfilled.
Action 1.5: The District will continue using Ellevation as the platform to monitor LTELS. Instructional Services will create a system for training academic coaches to build capacity at their school sites to monitor EL students, including LTELS.

b) Instructional Specialists will check with the JHS Intervention Counselor to monitor LTELS.
c and d) Instructional Services will provide training on how to monitor LTEL achievement within Ellevation and how this can be implemented within PLCs at the school sites.
e) Revise action by removing this action due to a focus on dELD with walkthrough forms. iELD will be monitored by reviewing student achievement on the CA Dashboard at the end of the school year.

Action 1.6: Revise action by removing "or one class period" so students are receiving 30 minutes of dELD support every school day.
a) Revise action by stating that a three-year plan for designated and integrated ELD is necessary. There is also a need to include capacity building in supporting newcomers at school sites.

Action 1.7: will remain but will be embedded in new goal.

Action 1.8: Revise action by removing Canvas due to the elimination of the Virtual Learning Program.

Action 1.9: Revise action to include that HR will create the annual comparability sheet. This is based on the need to address inequities regarding low income and minority students being taught by a high percentage of ineffective and inexperienced teachers at some school sites. If schools are found to not be comparable, disparities will be addressed by a partnership between HR and the Professional Development Department to create professional learning opportunities for teachers who are not fully credentialed or have less than two years

of experience. HR will also attempt to place newly hired teachers who are credentialed and have more than two years of experience at school sites with a high percentage of low income and minority students.

Action 1.10: Action will be removed due to being fulfilled.

Action 1.11: Revise action so it is stated that Student Support Services will provide support instead of the Innovation and Improvement Department and include all African American students.

Action 1.12:a) District Leadership will continue to prioritize efforts to support overall attendance including decreasing chronic absenteeism by leveraging school attendance teams. Changes to this action will include removing this action within the instructional goals and transferring it to the culture and climate related goal and related actions.

Action 1.13: Revise action so that Action 1.13 is removed due to closing the Virtual Learning Program due lack of interest and declining enrollment in the Virtual Program.

Action 1.14:
a) Due to the increase in homeless and foster students entering the district, and the need for continued truancy mitigation, revise action to include Professional Development for Assistant Principals that equips staff with strategies to better serve unduplicated students.
b) Revise due to action not being measurable as written, and incorporate communication strategies in Goal 3.
c) Revise action by including that the Director of Parent and Family Engagement will provide parents of unduplicated pupils with professional development on best practices to meet their child(ren)'s needs.

Action 1.15 Revise action to change terminology from CTE to career pre-pathways to correctly identify the courses provided at junior high sites. Due to the increased demand for the pre-pathways courses, the number of offerings were increased to allow additional sections to support more participation as requested by the students.

Action 1.17
b) Revise action to remove the purchase of hot spots for virtual learning students due to the closing of the virtual program. The current enrollment in the virtual program has declined to show there is no longer a need for this mode of delivery, along with educational partner feedback through the recent survey.

Action 1.18:
b) Revise action by removing the implementation of Depth of Complexity icons based upon data stating the icons are not successfully being used to increase student achievement and enrichment.
Revise action through the addition of a new testing tool to remove language barriers.

Action 1.19: Action will remain unchanged.

Action 1.20: Action will remain unchanged.

Action 1.21: Revise action by changing "continue to explore" to "actively implementing" a dual immersion program in the District to include professional development, consultant support, Dual Language curriculum, classroom/library supplies & materials, and credential support.

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

Goals and Actions

Goal

Goal #	Description
2	By 2024, 80% of our staff who have engaged in district and site professional learning will say they are more equipped to meet the needs of all students. The district will measure progress toward this goal with qualitative and quantitative data from questionnaires given to staff regarding implementation, which will also name which professional learning sessions staff have attended outside of pbvU.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Priority 4a Statewide assessments as measured by CAASPP & CAST Results	2018-19 Baseline Data: Priority 4a CAASPP (2018-2019) – LEA (% at or above standard ELA) – 54% African American – 39% Asian – 75% Filipino – 79% Hispanic/Latino - 50% White – 64% Low Income – 47% ELs – 20% Students with Disabilities – 19% CAASPP – LEA (% at or above standard Math) – 37% African American – 23%	CAASPP was not administered in Spring 2021, the most recent available results are from the 2018-2019 school year. Priority 4a CAASPP – LEA (% at or above standard ELA) – 54% African American – 39% Asian – 75% Filipino – 79% Hispanic/Latino - 50% White – 64% Low Income – 47% ELs – 20% Students with Disabilities – 19%	Priority 4a 2022 CAASPP Data: ELA- All Students- 47.76% Student Groups: African American - 34.19% Asian - 68.99% Filipino - 81.82% Hispanic/Latino - 43.33% White - 58.83% Low Income - 42.30% EL - 16.32% Students with Disabilities - 14.40% Math- All Students- 29.99% Student Groups:	Priority 4a 2023 CAASPP Data: ELA- All Students- 46.56% Student Groups: * African American - 31.4% * Asian - 68.21% * Filipino - 73.85% * Hispanic/Latino - 42.33% * White - 58.48% * Low Income - 41.21% * EL - 13.51% * Students with Disabilities - 14.40% Math- All Students- 30.97%	Increase percentage of students meeting or exceeding standard by 2% each year in ELA - 49.76% Increase percentage of student groups meeting or exceeding standard by 2% each year in ELA: * African American - 36% * Asian - 71% * Filipino - 84% * Hispanic/Latino - 45% * White - 60% * Low Income - 45% * EL - 18% * Students with Disabilities - 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian – 65% Filipino – 67% Hispanic/Latino -31% White-47% Low Income –30% ELs –13% Students with Disabilities –13% CAST Science – LEA (% Meeting/Exceeding) Grade 5 – 26.05% Grade 8 – 28% CAA – LEA (% at or above proficient) ELA – 19% Math – 6%	CAASPP – LEA (% at or above standard Math) – 37% African American – 23% Asian – 65% Filipino – 67% Hispanic/Latino -31% White-47% Low Income –30% ELs –13% Students with Disabilities –13% CAST was not administered in Spring 2021, the most recent available results are from the 2018-2019 school year. CAST Science – LEA (% Meeting/Exceeding) Grade 5 – 26.05% Grade 8 – 28% CAA – LEA (% at or above proficient) ELA – 19% Math – 6%	African American - 14.84% Asian - 57.43% Filipino - 61.54% Hispanic/Latino - 24.52% White - 41.49% Low Income - 24.37% EL - 9.83% Students with Disabilities - 9.55% 2022 CAST Data Grade 5 - 26.75% Grade 8 - 25.29% 2022 CAA Data ELA - 17.2% Math - 10.22%	Student Groups: * African American - 16.83% * Asian - 56.72% * Filipino - 66.15% * Hispanic/Latino - 25.83% * White - 42.65% * Low Income - 25.59% * EL - 8.44% * Students with Disabilities - 9.55% 2023 CAST Data Grade 5 - 28% Grade 8 - 27.4% 2023 CAA Data ELA - 24.88% Math - 12.94%	Increase percentage of students meeting or exceeding standard by 2% each year in Math- 32% Increase percentage of student groups meeting or exceeding standard by 2% each year in Math: * African American - 17% * Asian - 60% * Filipino - 64% * Hispanic/Latino - 27% * White - 44% * Low Income - 26% * EL - 12% * Students with Disabilities - 12% Increase the percentage of students meeting or exceeding standard in science (CAST) by 2% each year: Grade 5 - 29% Grade 8 - 27% Increase the percentage of students meeting or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					exceeding standard on the CAA by 2% each year: * ELA - 19.2% * Math - 12.22%
Priority 4e Percent of EL students making progress toward English Proficiency as measured by ELPI – 19.5%	Priority 4e Percent of EL students making progress toward English Proficiency – 48.6%	Priority 4e 2021-2022: Percent of EL students making progress toward English Proficiency – 48.6%	Priority 4e 2022 Dashboard Performance Level is High Percentage of EL students making progress toward English proficiency by 2% each year - 58.2%	Priority 4e 2023 Dashboard Orange Performance Level. Percentage of EL students decreased by 8% - 50.2%	Priority 4e Percent of EL students making progress toward English Proficiency by 2% each year – 60.2%
Priority 4f EL Reclassification rate – 19.2%, as measured by local data.	Priority 4f EL Reclassification rate – 19.2%, as measured by local data.	Priority 4f 2021-2022: EL Reclassification rate – 14.7%, as measured by local data.	Priority 4f 2022-2023: EL Reclassification rate – 18.7%, as measured by local data.	Priority 4f 2023-2024: EL Reclassification rate – 18.2%, as measured by local data.	Priority 4f EL Reclassification rate – 25.2%, as measured by local data.
Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA	Priority 4b Rate of pupils completing A-G requirements - NA
Priority 4c	Priority 4c	Priority 4c	Priority 4c	Priority 4c	Priority 4c

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of pupils completing CTE pathways - NA	Rate of pupils completing CTE pathways - NA	Rate of pupils completing CTE pathways - NA	Rate of pupils completing CTE pathways - NA	Rate of pupils completing CTE pathways - NA	Rate of pupils completing CTE pathways - NA
Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA	Priority 4d Rate of pupils completing A-G and CTE completion pathways - NA
Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA	Priority 4g Rate of pupils passing AP exams - NA
Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA	Priority 4h Rate of pupils prepared EAP - NA

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The focus of Goal 2 is that staff in district and site professional learning will say they are more equipped to meet the needs of all students. During the 2023-2024 school year, there were substantive differences in planned actions and actual implementation in the following areas within Goal 2:

Action 2.1 Professional Learning for Site Administrators (100% attendance at Educator Learning Summit): The LEA was successful in implementing 2.1 Professional Learning for Site Administrators with the exception of," D: "NGSS lesson design (Instructional Shifts)," and H: "Depth and Complexity Icons Overview." We were unable to provide training to all site administrators in NGSS lesson design, and Depth and

Complexity Icons due to needing to prioritize tier I instruction, iELD implementation with a focus on CCSS math instructional shifts, early literacy instruction, and CA Dashboard information. Monthly average site administrator attendance for professional learning was 96%. Based on survey data, 96% of those in attendance strongly agreed the training was a valuable use of their time. During administrative professional learning and instructional walkthroughs, there was evidence of the implementation of the professional learning provided through differentiated instruction with a focus on the new math framework, as well as integrated English language development. We worked closely with Kern County Superintendent of Schools Math Team to build the capacity of the administrative team to be able to identify the new skills required within the framework and provide ongoing "small pd bites" to teachers over the course of the year.

Action 2.2 Professional Learning for Academic Coaches(97% attendance at Educator Learning Summit) : The LEA was successful in implementing 2.2 Professional Learning for Academic Coaches with the exception of D: "NGSS lesson design (Instructional Shifts)," and H: "Depth and Complexity Icons Overview." We were unable to provide training to all academic coaches in NGSS lesson design, and Depth and Complexity Icons due to needing to prioritize tier I instruction, iELD implementation with a focus on CCSS math instructional shifts, early literacy instruction, and CA Dashboard information. Monthly average academic coach attendance for professional learning was 91.5%. Based on survey data, 93% of those in attendance strongly agreed the training was a valuable use of their time. During monthly professional learning and the co-plan co-teach cycles completed by coaches, there was evidence of the implementation of the professional learning provided through differentiated instruction with a focus on the new math framework. We worked closely with Kern County Superintendent of Schools Math Team to build the capacity of the administrative team to be able to identify the new skills required within the framework and provide ongoing "small pd bites" to teachers over the course of the year. Each month, data was collected to show the implementation of the previous months learning and transfer to the classroom and teachers.

Action 2.3 Professional Learning for Teachers (81% attendance at Educator Learning Summit): The LEA was successful in implementing 2.3 Professional Learning for Teachers with the exception of" D: "NGSS lesson design (Instructional Shifts)," and H: "Depth and Complexity Icons Overview." We were unable to provide training to all teachers in NGSS lesson design, and Depth and Complexity Icons due to needing to prioritize tier I instruction, iELD implementation with a focus on CCSS math instructional shifts, early literacy instruction, and CA Dashboard information. Based on survey data, 89% of those in attendance strongly agreed the content was relevant to their classroom, while 91% strongly agreed the activities increased their understanding. During instructional walkthroughs, there was evidence of the implementation of the professional learning provided through the differentiated instruction with a focus on the new math framework and math tasks. We worked with academic coaches to support the use of "The Thinking Classroom" strategies and the collaborative classroom strategies to integrate English language development. The use of the interactive working surface to work collaboratively could be seen in many of the classrooms as evidence of professional learning.

Action 2.4 Professional Learning for Instructional Classified Staff: We were unable to implement as planned due to staffing challenges. Individual school sites trained as able, but we did not provide systematic training for our classified staff in small group instruction, foundational reading skills, foundational math skills, MTSS Tier 1, nor Google.

Action 2.5 Professional Learning for All Classified Staff: Implemented as planned.

Action 2.6 Professional Development Department: The LEA was successful in implementing 2.6 Professional Development Department with the exception of specific professional development with an emphasis on supporting all protected groups. Through the "Principal Supervisor" system created, each school site is provided additional support needed to implement the goals and priorities outlined in the LCAP and the district strategic plan.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2023-24 LCAP Goal 2 was $3,759,614. The estimated actual expenditures for the 2023-24 LCAP Goal 2 was $4,059,703. The difference between Budgeted and Estimated Actual Expenditures for all projections related to personnel is primarily due to contract negotiations settlements occurring late in the fiscal year, with the majority of staff receiving a 7% on-schedule salary increase and a one-time 5% off-schedule stipend. This 12% increase in personnel costs was not accounted for in the original LCAP budget projections.

The majority of our Professional Development expenditures, as recorded in Goal 2 Actions, are related to paid Extra Duty hours. These wages were also subject to the 7% on-schedule salary increase, which was not accounted for in the original planning projections for our supplemental Professional Development opportunities.

In addition, our Educator Learning Summit, offered in the July and August of 2023, had a higher than budgeted participation rate. The District was able to provide this training opportunity to all interested individuals through our Educator Effectiveness Block Grant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 Professional Learning for Site Administrators, 2.2 Professional Learning for Academic Coaches, and 2.3 Professional Learning for Teachers:
Action has been effective. District-wide professional development has been provided for all site administrators, academic coaches, and teachers. 100% of administrators received 4 days of cognitive coaching training, and 100% of coaches received 8 days of cognitive coaching training. dELD effectiveness and instruction has continued to be refined by EL Program Specialists and EL Coordinators at school sites. The district has continued its Balanced Literacy professional learning with 81% of teachers attending the summer's Educator Learning Summit (ELS). At ELS training sessions, teachers, coaches, and administrators received training in regard to inquiry lesson design, fluency and comprehension through differentiated instructional grouping, and MTSS. 95% Group Tier II curriculum is provided to 100% of school sites. PLC Leadership Structures have been implemented at 100% of school sites, which is evidenced by administrators providing agendas to grade-level teams and academic coaches implementing the district coaching model. The District has provided cross-curricular iELD training

with a focus on CCSS math instructional shifts during the Educator Learning Summit but was not able to provide NGSS lesson design, and Depth and Complexity Icons training.

Action 2.4 Professional Learning for Instructional Classified Staff and 2.5 Professional Learning for All Classified Staff:
Action is ineffective due to not having a systematic way to train all classified staff due to the continual changeover in staffing. There is a high turnover rate amongst classified staff at the site level, without a systematic way to support onboarding of new site and needed training once arriving at the site. 100% of Instructional Intervention Aides (IIAs) assist with small group instruction, including foundational reading skills. The inconsistency of intervention programs across the district does not allow for a systematic way to train at the district level, in addition, the position is ever-changing due to the number of hours and constant promotion. IIAs also provide instructional assistance in math, depending on need. Due to the inability to train all teachers in small group instruction for math, training in math strategies for intervention aides was difficult to provide across the system. 96% of academic coaches provide training for MTSS Tier I for academics and behavior as a means to customize the training to meet the needs of each site's specific plan..
A district-wide, systematic way for building capacity in MTSS district behavioral expectations as well as customer service for creating a welcoming environment has not been established. The district does not provide specific Google Suite training as there is no longer a need for individualized support for this technology.

Action 2.6 Professional Development Department:
Action has been effective. Staff positions have been maintained at the same number for professional development. An emphasis on academic achievement is included within 100% of district professional learning sessions, including ELS and pbvU. There are also EL sessions provided during annual Educator Learning Summit and pbvUniversity, as well as EL Coordinator meetings, Consolidated +1 meetings, and Title I Principal meetings. Administrators were also trained by KCSOS in diversity and inclusion. The Trainer of Trainer model was utilized to school-site staff members on diversity and inclusion.

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

Based on current research and feedback gathered during the staff survey, professional development will no longer be a stand-alone goal. The 2024-2027 LCAP will reflect goals with embedded professional development that is specific to the identified action(s).

Action 2.1, 2.2 and 2.3: Revise actions to state who will provide professional learning in regard to iELD implementation and NGSS lesson design. Depth and Complexity Icon will be removed based upon data stating the icons are not successfully being used to increase student achievement and enrichment.

Action 2.4: Based on monthly survey feedback, 100% of training has been completed at the site level by site administrative staff. The district will continue to support sites when needed, however, the action is no longer needed.

Action 2.5: Based on monthly survey feedback, 100% of training has been completed at the site level by site administrative staff. The district will continue to support sites when needed, however, the action is no longer needed.

Action 2.6: Revise action to include who will provide training on how to support Continuous Improvement efforts within the district.

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

Goals and Actions

Goal

Goal #	Description
3	Provide and maintain a safe, positive school climate that engages all educational partners as measured by our annual survey data from students, parents, and staff supporting school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social-emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1	See Goal One	See Goal One	See Goal One	See Goal One	See Goal One
Priority 3 3a: Increase the percentage of parents who participate in the following opportunities by 2% each year as measured by the amount of parents who complete the survey and attend the listening posts: * Surveys and Listening posts 3b: Increase the percentage of parents who participate in the following site level participation	Priority 3 2020-21 Baseline Data: 3a: Parent Survey Opportunities: On-line , Listening Posts– increase participation rate by 3% 3b: Site Level Parent Participation Opportunities: School Site Council, ELAC, Title 1- maintain 100% access for all families, as applicable 3c: District Level Parent Participation	Priority 3 2021-2022 local Data: 3a: Parent Survey Opportunities: On-line , Listening Posts – increase participation rate by 3% 319 LCAP Responses received by parents/families 3b: Site Level Parent Participation Opportunities: School Site Council, ELAC, Title 1- maintained 100% access for all families, as applicable	Priority 3 2022-2023 local Data: 3a: Parent Survey Opportunities: On-line , Listening Posts – increase participation rate by 3% 573 LCAP survey responses received by parents/families 3b: Site Level Parent Participation Opportunities: School Site Council, ELAC, Title 1- maintained 100% access for all families, as applicable	Priority 3 2023-2024 local Data: 3a: Parent Survey Opportunities: On-line , Listening increase participation rate by 3% 678 LCAP survey responses received by parents/families 3b: Site Level Parent Participation Opportunities: School Site Council, ELAC, Title 1- maintained 100% access for all families, as applicable	Parent Survey Opportunities: On-line , Listening Posts – increase participation rate by 9% Site Level Parent Participation Opportunities: School Site Council, ELAC, Title 1- maintain 100% access for all families, as applicable District Level Parent Participation Opportunities: DAC, DELAC, Community Listening Posts-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
opportunities for parents by 2% each year as measured by sign-in sheets ensuring access for all parents, including parents of unduplicated and special needs pupils * School Site Council, ELAC, Title 1 3c: Increase the percentage of parents who participate in the following District level participation opportunities for parents by 2% each year as measured by sign-in sheets ensuring access for all parents, including parents of unduplicated and special needs pupils *DAC, DELAC	Opportunities: DAC, DELAC, Community Listening Posts - maintain 100% access for all families including parents of unduplicated and special needs pupils	3c: District Level Parent Participation Opportunities: DAC, DELAC, Community Listening Posts - maintained 100% access for all families including parents of unduplicated and special needs pupils	3c: District Level Parent Participation Opportunities: DAC, DELAC, Community Listening Posts - maintained 100% access for all families including parents of unduplicated and special needs pupils	3c: District Level Parent Participation Opportunities: DAC, DELAC, Community Listening Posts- maintained 100% access for all families including parents of unduplicated and special needs pupils	maintain 100% access for all families including parents of unduplicated and special needs pupils
Priority 5 5a: Increase the attendance rate by 1% each year as	Priority 5 2019-20 Baseline Data, as measured by CA Dashboard & local data:	Priority 5 2021-2022, as measured by CA Dashboard & local data:	Priority 5 2022-2023 Data, as measured by local data:	Priority 5 2023-2024 Data, as measured by local data:	Attendance Rate – 96.58% Chronic Absenteeism Rate – 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by student attendance data. 5b: Decrease the chronic absenteeism rate by 1% each year as measured by student attendance data. 5c: Middle School Dropout Rate – N/A 5d: High School Dropout Rate – N/A 5e: High School Graduation Rate – N/A	5a: Attendance Rate – 93.58% 5b: Chronic Absenteeism Rate – 7% 5c: Middle School Dropout Rate – N/A 5d: High School Dropout Rate – N/A 5e: High School Graduation Rate – N/A	5a: Attendance Rate – 90.07% 5b: Chronic Absenteeism Rate – 40.4% 5c: Middle School Dropout Rate – N/A 5d: High School Dropout Rate – N/A 5e: High School Graduation Rate – N/A	5a: As of May 26, 2023 the overall year-to-date attendance rate is 92.3%, indicating an increase of 2.2% compared to the 2021-2022 school year. 5b: As of May 26, 2023 the overall chronic absenteeism rate is 25.63% indicating a decrease of 14.77% compared to the 2021-2022 school year. 5c: Middle School Dropout Rate – N/A 5d: High School Dropout Rate – N/A 5e: High School Graduation Rate – N/A	5a: As of May 2024, the overall year-to-date attendance rate is 93.16%, indicating an increase of 1.03% compared to the 2022-23 school year. 5b: As of May 2023, the overall chronic absenteeism rate is 22.63% indicating a decrease of 3.0% compared to the 2022-2023 school year. 5c: Middle School Dropout Rate – N/A 5d: High School Dropout Rate – N/A 5e: High School Graduation Rate – N/A	Middle School Dropout Rate – N/A High School Dropout Rate – N/A High School Graduation Rate – N/A
Priority 6 6a: Decrease the suspension rate by 0.5% each year as measured by student suspension data. 6b: Maintain expulsion rate of less than 1% each year as	Priority 6 2020-2021 Baseline Data: 6a: Suspension Rate – 0.06% 6b: Expulsion Rate – 0% 6c: Truancy Rate – 14.04%	Priority 6 2021-2022, as measured by CA Dashboard & local data: 6a: Suspension Rate – 2.6% 6b: Expulsion Rate – 0%	Priority 6 2022-2023 Data, as measured by local data: 6a: As of May 26, 2023 the overall suspension rate is 2.73%, comparable to a 2.6% suspension	Priority 6 2023-2024 Data, as measured by local data: 6a: As of May 2024, the overall suspension rate is 1.98%, comparable to a 2.73% suspension	Suspension Rate – 0% Expulsion Rate – 0% Chronic Absenteeism Rate – 8.04% Truancy Rate- Retired Percent of students who feel safe at school – 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by student expulsion data. 6c:Decrease the truancy rate by 1% each year as measured by truancy data. 6d: Increase the percentage of students who feel adults care about them at school by 2% each year and feel a sense of belonging by 2% each year as measured by the Student Connectedness Survey.	6d: Percent of students who feel safe at school – 80%	6c: Truancy Rate – 18.75% 6d: Percent of students who feel safe at school – 84%	rate in the 2021-2022 school year. 6b: As of May 26, 2023 the overall expulsion rate was 0%. 6c: Retired; Local data is now accessed via KiDS within P-BVUSD which measures chronic absenteeism rates in alignment with CA Dashboard, rather than truancy, therefore we are no longer collecting truancy data. 6d: During Spring 2023, 68% of students reported they feel like their teachers and staff care about them and 68% of students Districtwide reported that they feel like they belong when at school according to the Student Connectedness survey administered. We were unable to report data on students feelings around safety, as this item was not part of	rate in the 2022-2023 school year indicating a decrease of 0.75%. 6b: As of, the overall expulsion rate was 0%. 6c: Retired; Local data is now accessed via KiDS within P-BVUSD which measures chronic absenteeism rates in alignment with CA Dashboard, rather than truancy, therefore we are no longer collecting truancy data. 6d: During Fall 2023, 74.83% of students reported they feel like their teachers and staff care about them and 70.49% of students Districtwide reported that they feel like they belong when at school according to the Student Connectedness survey administered. We were unable to report data on students feelings around safety, as this item was not part of	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the Student Connectedness survey which replaced the previous LCAP survey.	the Student Connectedness survey which replaced the previous LCAP survey.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 Safety Programs: Implemented as planned. During the 2023-2024 school year, all junior schools collaboratively developed a comprehensive school safety plan approved by the P-BVUSD of Trustees which included expanded safety efforts outlined within Action 3.1 including, but not limited to programs such as Safe School Ambassadors, Say Something (Sandy Hook) and more to address a wide range of safety needs specific to junior high settings (i.e. anonymous reporting, staff development, social emotional support, safety resources, etc.). 2023-2024 LCAP survey data reflected effective implementation with a majority of families (77.64%) and staff (85%) reporting they feel students feel safe at school.

Action 3.2 Multi-Tiered System of Support - Behavior: Implemented as planned. This bundled action focused on the maintenance of school-based tiered support systems to address the diverse of needs of all students, particularly the most vulnerable including proactive support efforts. Implemented actions include staffing integrated support services personnel (i.e. psychologists, counselors, school social workers, nurses, etc.) to meet the specialized needs of students, maintaining Behavior Intervention Aides and hiring a Teacher on Special Assignment to provide professional learning/training for teachers and staff at all schools in P-BVUSD. Additionally, this action included successfully implemented restorative and instructional responses to behavior such as alternative-to-suspension classrooms in junior high schools, maintaining full day Alternative Education classes, and hiring a Program Specialist to ensure a high quality learning program for all participants. Maintaining a 2.70% suspension rate overall on the CA Dashboard despite increasing needs is a testament to the effectiveness of both proactive and responsive sub-actions bundled in 3.2.

Action 3.3 Equity Task Force: Implemented as planned. An MTSS Advisory Team and Inclusive Practices team served as extensions of the Equity Task Force efforts which originated in 2020 during the 2023-2024 school year and will continue in 2024-2025. Under the direction of the Director of Student Support Services and Director of Innovation and Improvement, both teams have continued efforts to refine District wide tiered systems of support including cultivating learning environments which support all learners through the implementation of inclusive practices and the development of District guidance related to positive behavior intervention and support to ensure consistent implementation

across P-BVUSD. Additionally, a District Attendance Workgroup was developed during the 2023-2024 school year as an additional extension of equity task force efforts to ensure safety for all regardless of physical or social factors. Effectiveness efforts to better engage students and enhance support systems are reflected in engagement data including an attendance rate of 93.0% for all students compared to 92.2% in 2022-2023 and an overall decrease of 13.6% in chronic absenteeism during 2022-2023.

Action 3.4 Assistant Principals: Implemented as planned. Assistant principals served as leaders on their campus in school-based efforts to better engage students and enhance support efforts to meet their diverse needs as intended. Using a trainer of trainers model, assistant principals received ongoing professional development and guidance throughout the 2023-2024 school year related to school engagement via tiered attendance approaches and school climate via PBIS. 100% of schools in P-BVUSD had access to at least one full-time Assistant Principal during the 2023-2024 school year. Although engagement and climate indicators reflect the effectiveness of this action overall, existing disparities in the data indicate the need to continue to maintain APs at all school sites and provide training and guidance through a lens of cultural responsiveness and restorative practices.

Action 3.5 Communication Plan: Implemented as planned. With the hiring of a Director of Communications, both internal communication systems (i.e. between District and School staff) and external communication systems (i.e. Board of Trustees, families, community partners, etc.) have been enhanced in a number of ways resulting in a majority of families (82.95%) and staff (77.8%) reporting that families feel like they belong when they visit school campuses, reflecting the effectiveness of this action. Examples of enhanced school and district communication includes the use of ParentSquare to share regular Superintendent messages, important information, upcoming events, available resources, and more. Additionally, the District website has been updated to enhance accessibility of important information for all educational partners.

Action 3.6 Support for African American Males: This action was not implemented as planned. While junior high schools are engaging in mentorship-based activities through community partnerships (e.g. local high schools, fraternities, etc.), a universal mentorship support program was not developed by the District. Upon deeper analysis of Project Best, the District team learned of its design for an older population which we do not serve. Additionally, a lack of allocated resources limited the ability of the District team to develop a universal mentorship model with components comparable to programs such as Project Best. Furthermore, a decision to shift to site-driven mentorship programs provides autonomy for site administrators to develop programs based on the unique needs of students in their school communities.

Action 3.7 Support for Foster & Homeless Youth: This action was not implemented as planned as a Teacher on Special Assignment was not hired, however, a reallocation of resources was made to address needs without fiscal impact. The Director of Innovation and Improvement was moved into the Educational Services Division in order to increase attention to Foster and McKinney-Vento programs and enhance the coordination of support services for these vulnerable youth.

Action 3.8 Maintain Facilities: Implemented as planned. Effectiveness is reflected by 100% of schools maintaining a rating of Good-Excellent at all school sites as determined by the Facility Inspection Tool (FIT). Additionally, 81% of families reported their child's school as clean, safe, and in good condition on the 2023-2024 LCAP survey. Additionally, 85.6% of staff reported schools are clean, safe, and in good condition on the 2023-2024 LCAP survey.

Action 3.9 School Libraries: Implemented as planned. During the 2023-2024 school year an average of 30.5 books were checked out by each student in the district for a total of 612,371 books circulated, indicating effectiveness of this action to ensure equitable opportunities and access to books at a variety of text complexity levels, including expanded library hours.

Action 3.10 Support Services: This action was not implemented as planned. The initiation of a wellness and family resource center was delayed due to the allocation of funds primarily designated for personnel rather than the lease, purchase, and/or construction of a building. However, the Health, Safety, and Wellness Department provided access to physical health/wellness support such as clinic events for vaccines and kindergarten entry physical examinations through community partnerships.

Action 3.11 Parent and Family Engagement: Implemented as planned. During the 2023-2024 school year, a Director of Community and Family Engagement was hired, positively impacting engagement opportunities for families in a variety of ways. As an example, quarterly engagement opportunities were provided in partnership with community-based partners such as Bakersfield Police Department and Valley Strong. This action was effective as reflected by 82% of families who reported they believe their school values them as important partners in their child's education on the 2023-2024 LCAP Survey.

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.

P-BVUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total amount budgeted for the 2023-24 LCAP Goal 3 was $32,538,386. The estimated actual expenditures for the 2023-24 LCAP Goal 3 was $32,684,921.00. The difference between Budgeted and Estimated Actual Expenditures for all projections related to personnel is primarily due to contract negotiations settlements occurring late in the fiscal year, with the majority of staff receiving a 7% on-schedule salary increase and a one-time 5% off-schedule stipend. This 12% increase in personnel costs was not accounted for in the original LCAP budget projections.

Other Non-Personnel differences were primarily due to:

Action 3:5 Communication Plan: The District did not deploy our new website communication tool until mid-way through the fiscal year, therefore the budgeted annual cost was not fully recognized in this year's budget.

Action 3:7 Support for Foster & Homeless Youth: The District was not able to fill the Teacher on Special Assignment (TOSA) position that was initially budgeted for this action.

Action 3:8 Maintain Facilities: The District successfully multi-funded many Facilities program costs with other funding sources, resulting in a cost savings to the Maintenance Department's original budget.

Action 3.1 Safety Programs: The District effectively maintained safety programs such as Sandy Hook Say Something and Start with Hello over the past three years. This is evidenced by incident report data upon which immediate action was taken to prevent negative outcomes. We will continue to train all junior high administrators, teachers, and students in proactive safety measures and include elementaries in creating more inclusive school environments through these programs.

Action 3.2 Multi-Tiered System of Support - Behavior: This action was effective over the past three years as evidenced by preliminary 2023-2024 data related to required metrics. For example, as of April 2024, there is an overall reduction of almost 1% in suspension as a result of District efforts to promote alternatives to suspension and an emphasis on relational practices. Additionally, there was a significant overall reduction in chronic absenteeism of almost 14% (13.6%) from the 2021-2022 school year to the 2022-2023 school year according to the CDE Dashboard. The District will continue to monitor the effectiveness of this action.

Action 3.3 Equity Task Force: Over the three year LCAP cycle, this action was successfully implemented and effective as evidenced by agendas, sign-in sheets, presentation slides, team composition, etc. The Inclusive Practices team is currently piloting Universal Design for Learning (UDL) at two school sites in multiple grades and will be monitoring the impact on student outcomes, particularly related to student engagement. The MTSS Advisory team is still in progress with enhanced MTSS implementation across the district. Student outcomes such as, but not limited to attendance, chronic absenteeism, and suspension will continue to be monitored.

Action 3.4 Assistant Principals: The District continues to maintain 1.0 FTE Assistant Principals at all school sites with their focus being on absenteeism, behavioral concerns, communication, and staff professional development. The data has shown that overall the hiring of Assistant Principals, absenteeism and suspensions have shown a steady decline among the sites and district as a whole according to local and state reporting systems.

Action 3.5 Communication Plan: This action was effective in maintaining internal and external communication as evidenced by the District's ParentSquare messaging reaching 24,039 families and 2,919 staff members when sending out information regarding student and staff success. Since the start of the 2023 school year in July, we have sent over 20,000 posts notifying parents and staff about events, forms and deadlines/updates. There have been 24 surveys provided for engagement in our district, and teachers at the school site level have sent 779,648 direct messages between their parents, students and administrators. To help ensure the reach of our messages for our specific populations, our two district translators translated flyers, forms, surveys, and posts for engagement in our Non-English speaking families. Additionally, ParentSquare provided translation features and setting preferences for parents and staff to choose their language and method of communication (example: text, call, email, post, digest in their preferred language). This directly impacted the outcomes of student and parent involvement by ensuring that families are effectively notified of opportunities to join events, gain access to beneficial academic/social/emotional success resources and connect with the school or district.

Action 3.6 Support for African American Males: This action was partially effective as an intentional examination of Project Best for our African-American students was conducted over the past three years, revealing that the program is not specifically designed for K-8 students. In response, several school sites have taken the initiative to implement school site-based activities aimed at supporting this effort, ensuring that our African-American students receive tailored support and resources to address their unique needs and promote their academic

success and well-being through community partnerships and mentorship programs. As of April 2024, preliminary data shows a decrease in suspension rates for this population of over 3% from the previous school year. We will continue to monitor the effectiveness of this action.

Action 3.7 Support for Foster & Homeless Youth: With the exception of hiring a Teacher on Special Assignment (TOSA), this action was implemented and effective as evidenced by enrollment data/information, support services provided, and overall Goal 3 metrics (i.e. chronic absenteeism, suspension rate, expulsion rate) disaggregated for these student populations. For example, enhanced identification processes for Foster youth impacted enrollment from 55 identified students during the 2022-2023 school year as compared to 188 identified students during the 2023-2024 school year. Although we did not move forward with hiring a TOSA, the Director of Innovation and Improvement was assigned as the Foster and McKinney-Vento Liaison to enhance the coordination of support services for these vulnerable student populations. The effectiveness of this action will continue to be monitored.

Action 3.8 Maintain Facilities: This action was effective and implemented as intended as evidenced by the Facility Inspection Tool (FIT) completed for each school site and in the Good-Exemplary rating range.

Action 3.9 School Libraries: This action was effective as evidenced by support to improve literacy skills and academic achievement for all students. The total number of books in circulation was 612,371 for an average of 30.5 books per student. We had a total of 436,898 books available to students.

Action 3.10 Support Services: This action was partially effective with the exception of exploring the family resource center and wellness center as intended. As far as increased access to mental and physical health support services, student support services for all students has expanded through increasing support staff in the Health, Safety and Wellness & Student Support Services Department. Overall, support service personnel including school nurses has expanded to 23 credentialed school nurses and 12 school social workers in 2023-2024 as compared to 12 credentialed school nurses and 6 school social workers in 2021-2022 and 18 credentialed school nurses and 6 school social workers in 2022-2023. This effectiveness of this action and positive impact on student outcomes is demonstrated by the decrease in chronic absenteeism in the district overall with a 5% decrease in Chronic Absenteeism from 2022-23 to 2023-24.The District will continue to monitor the effectiveness of this action by monitoring positive student outcomes such as increased attendance.

Action 3.11 Parent and Family Engagement: This action was effective over the past three years, as evidenced by the amount of parents who completed the survey and attended the listening posts. For example, as of March 20, 2024, there is an increase of 79% in the number of parents who completed the LCAP Surveys. Additionally, site level and District level Parent Engagement opportunities were maintained. A Director of Communications and Family Engagement was hired and resulted in the development of the Parent University program which increased enrollment between the 2021-22 and 2022-23 school years by 39%.

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

Action 3.5, 3.8, and 3.9: These action items will remain unchanged.

Action 3.1 Safety Programs: This action will be revised by expanding safety programs such as Sandy Hook Say Something and Start with Hello will continue to be trained and implemented at junior high as well as elementary schools based on effectiveness and feedback from educational partners.

Action 3.2 Multi-Tiered System of Support-Behavior: This action will be revised by expanding and enhancing MTSS support services based on the success of implementation and feedback from educational partners.

Action 3.3 Equity Task Force: This action will be discontinued as the District acknowledges the expansiveness of educational equity. Rather than limiting equity efforts to two District task forces, educational equity will be integrated throughout all LCAP goals and actions.

Action 3.4 Assistant Principals: This action will remain exclusively within Goal 3 moving forward as the focus for APs is related to climate and engagement, which are Goal 3 priorities. The District will continue to maintain and support a 1.0 FTE Assistant Principal at all school sites based on the diverse needs of all students, as indicated by LCAP metrics.

Action 3.6 Support for African American Males: This action item will be discontinued as the intent of Project Best is not intended for elementary and middle schools students. Furthermore, District leadership shifted from developing a universal mentorship program for African American students to permitting junior high schools the autonomy to develop programs based on the unique needs of students in their school communities.

Action 3.7 Support for Foster & Homeless Youth: This action will be revised by expanding and enhancing the coordination of support services for Foster & Homeless youth based on increasing needs identified by disaggregated state and local data.

Action 3:10 Support Services: This action will be revised due to a change in allocated resources designated for wellness centers and/or family resource centers.

Action 3:11 Parent and Family Engagement: This action item will be revised by expanding and enhancing support to families based on the success of implementation and feedback from educational partners.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

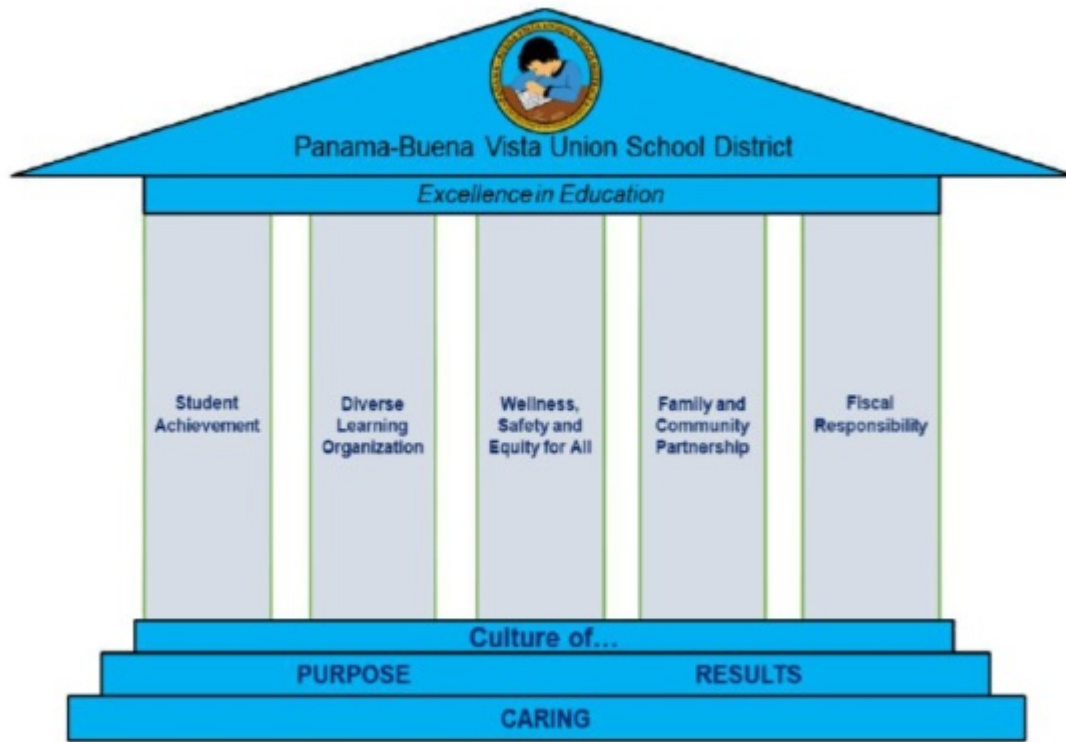| Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Panama-Buena Vista Union School District	Katie Russell Superintendent	krussell@pbvusd.k12.ca.us 661-831-8331

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.

Located in the heart of the San Joaquin Valley, Panama-Buena Vista Union School District (P-BVUSD) serves over 20,000 children each year with an enriched standards based curriculum delivered through quality instruction at each of our 25 schools. Our transitional kindergarten through eighth-grade students reflect the widespread diversity of our region and the programs we provide.

SCHOOLS		20,000 STUDENTS
TK-6 Elementary Schools	19	• African American students -8% (1,549) • Asian students - 10% (1,934) • Hispanic students - 61% (12,000) • White/Caucasian students - 14.7% (2,833) • English Learners - 15% (2,602) • Students with Disabilities (SWD) - 11.7% (2,786) • Foster Youth - .8% (186) • Unhoused students - 1% (216) • Socio-Economically Disadvantaged students (SED) - 75.4% (15,000)
TK-8 Elementary Schools	1	
Junior High Schools	5	
Alternative Education Programs	1	

The community within P-BVUSD boundaries consists of single and multiple family residences representing a diverse student population. The business community surrounding the District encompasses large agricultural and industrial companies, in addition to low to high-end commercial and retail business properties. The Panama-Buena Vista Union School District is proud of its well-defined heritage, which strongly correlates with our dedication to preserving our past. The District is dedicated to creating strong instructional classrooms with a robust emphasis on career and technical education to support the ever-changing economy in the San Joaquin Valley.

It is Panama-Buena Vista Union School District's mission to provide every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world. We pride ourselves on our history of managing and leveraging our resources carefully with strategic community partnerships to ensure that all of our children have the opportunities needed for maximum academic and social-emotional growth. The District has embedded an equity lens into established leadership structures to support our motto of "Excellence in Education."   Through the District's Strategic Pillars, we are committed to a cycle of continuous improvement and reflection to break down barriers to learning and support a culture of PURPOSE, CARING, AND RESULTS.

We believe that working with parents and guardians as invaluable partners is essential to the success of students and their schools. The District is committed to providing a Community & Family Engagement Department to enhance family engagement and provide continual communication and outreach efforts to bridge the gap between home and school. Programs such as these will help parents and guardians to become strong educational partners and remain engaged in the educational opportunities of their students from TK through junior high school.

Keeping with the commitment to the District's Pillars of Excellence, we also believe working with educational partners to build strong community relationships will support each layer of the organization. Our partnerships with local universities to support the hiring of highly qualified teachers has cultivated a robust New Teacher Support Program to ensure all students receive a high quality educational experience. Additionally, professional learning opportunities are provided through our university partners to support the development of a pre-Career Technical Education (pre-CTE) pathway program, which we are developing in all junior high schools. Furthermore, we partner with feeder high schools in the Kern High School District to ensure we are equipping our students with appropriate skills, knowledge, interventions and support to ensure a successful and meaningful high school experience as well.

Reflections: Annual Performance

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

Each year, an annual reflection is conducted to identify areas of growth and need in the district. We utilize multiple measures to ensure we are capturing the needs of the whole child and embracing the priorities of our Strategic Plan around Student Achievement; Diverse Learning Organization; Wellness, Safety and Equity for All; Family and Community Partnerships and Fiscal Responsibility. To do so, we rely heavily on the state priorities to guide our process, along with the following state and local data measures:

	STATE PRIORITY	STATE DATA	LOCAL DATA
1	BASIC SERVICES		• Teacher Mis-assignment Reports • Facilities Incident Reports • Surveys
2	IMPLEMENTATION OF STATE STANDARDS		• STAR ELA • STAR Math • ELA IAB • Math Next Gen Benchmarks • STAR CBM
3	PARENT & FAMILY ENGAGEMENT		• Parent & Family Engagement Nights • LCAP Input Sessions • Advisory Meeting Participation • Surveys
4	STUDENT ACHIEVEMENT	• CAASPP ELA & MATH • CA Science Test • English Learner Proficiency Assessment • Reclassification Rates	
5	STUDENT ENGAGEMENT	• Attendance Rates • Chronic Absenteeism Rates	
6	SCHOOL CLIMATE	• Suspension Rates • Expulsion Rates • School Connectedness Survey	
7	ACCESS TO BROAD COURSE OF STUDY		• AVID Courses • Pre-CTE Courses • Spanish Courses
8	OTHER PUPIL OUTCOMES		• SWIFT FIA

During the 2023-2024 school year, Panama-Buena Vista Union School District experienced success in the academic performance of students, the development of a broader curricular program, and the expanded implementation of social and emotional health initiatives including Positive Behavior Intervention and Supports (PBIS) and the decrease in chronic absenteeism. In each LCAP goal, P-BVUSD has demonstrated progress as measured by both state and local indicators and through feedback received from educational partners.

All P-BVUSD students receive instruction in English Language Arts (ELA), Mathematics, Social Sciences, Science, Visual and Performing Arts, and Physical Education. At all junior high schools, students are additionally enrolled in electives based on student interest aligned to the Common Core State Standards, including Spanish as a second language and the standards for pre-Career Technical Education (CTE).

Based on the state priorities and the continual improvement process, we found the following to be driving data points:

PRIORITY 4- STUDENT ACHIEVEMENT- STATE AND LOCAL DATA

SUCCESSES:

The California School Dashboard's academic indicators in ELA and Math measure specific successes and challenges for each state priority and student group within P-BVUSD:

PRIORITY 4 Student Achievement					
	ELA			MATH		
Student Group	CA Dashboard Change	CA Dashboard Performance Color	% Proficient	CA Dashboard Change	CA Dashboard Performance Color	% Proficient
All	-1.2	Orange Low	44.6%	+2.5	Orange Low	33%
Student Groups with Positive Growth	Asian: 3.5pt., 62.8 % White: 3.9pt, 57.1% Unhoused: 18.3pt			Student Groups with Positive Growth	African American: 2.1pt, 21.3% Asian: 3.8pt, 56.3% Hispanic: 2.9pt, 27.7% White: 2.1pt, 43.6% Two Races: 0.9pt, 41.8% Unhoused: 3pt SED: 3pt	
Student Groups with Negative Growth	English Learner: -9.4pt, -12.7% Foster Youth: -12.4pt African American: -4.6pt, -33.2% Hispanic :-2.1pt, -39.5% Two Races: -3.1pt, -52.9% SED: -1.3pt SWD: -0.7pt			Student Groups with Negative Growth	Foster Youth: -11.3pt English Learner: -1.4pt, -14.6% SWD: -0.5pt	

Based on the results of the California Assessment of Student Performance and Progress (CAASPP) taken in the Spring of 2023, 44.6% of students were proficient in ELA. This was an overall decrease of 1.2%. Midyear STAR ELA data indicated 46.7% of students were scoring at or above the 40th percentile, nearly meeting our 2023-2024 desired outcome. Based on STAR student growth percentile reports, 63% of students were meeting standard. With 100% of our students having access to a broad course of study and access to instructional materials, we expect to see at most minimal growth.

Students in most major subgroups showed significant increases in mathematics performance when compared to the 2021-2022 school year. Unhoused youth made the most progress with a 3 point increase.

Winter 2024 Star Math data indicated that 33.3% of students were meeting or exceeding state standards in mathematics. This was a 1.3% increase from Winter 2023. This progress was due in part to the targeted focus placed on professional learning for administration, academic coaches and certificated staff, ensuring a foundation for number sense was built through rigorous instruction and a hands-on approach to math.

Based on our English Learner Performance Indicator (ELPI), students decreased by .8 on the 5 x 5 grid, placing our English learners in the Orange performance band (low status). However, our local indicators show 16.7% of English learners met or exceeded state standards on Star Reading (Winter 2024) which was a 3% increase from Winter 2023. All English learners receive English Language Development (ELD)

based on their English fluency level. At all middle schools, students are enrolled in English Language Arts (ELA), math, science and physical education/health. Students also enroll in electives based on student interest.

Recent changes in the middle school schedules allow English learner students to enroll in an elective, as well as receive their English Language Development (ELD) time and support. In addition, the rich variety of electives which students can choose from increased to provide access to courses in foreign language, visual or performing arts, applied arts or career technical education. With the adoption of a supplemental ELD program, students receive designated ELD or intervention support through a state-approved supplemental program during their second period of support, leaving time in the day for an elective.

CHALLENGES:

Challenges we continue to face remain in the area of ELA, primarily with our English learners, Foster Youth and Students with Disabilities. Bridging the gap from designated ELD to integrated ELD has also been a challenge for many schools and teachers. In response, additional professional learning opportunities and a deeper dive into the true implementation of such learning will continue to be provided. A foundational baseline for designated ELD has been established and maintained; however, we continue to struggle with the ever-increasing number of newcomers and integrating ELD into all core content areas.

ELA

Conducting an analysis at the district level to identify gaps in instructional alignment identified the following: 1) a need for consistent use of the guaranteed and viable ELA curriculum across all schools, 2) alignment of the standards to ensure equitable access to instruction for all students, and 3) robust Tier I instruction and aligned assessments to help address disparities in learning outcomes. By addressing these challenges, we can ensure that all students have access to high-quality instruction.

The District will provide support for all schools in the area of English Language Arts (ELA) for Foster Youth. The current status of red on the dashboard indicates a need for universal support in ELA for our Foster Youth. Support will involve professional development in how to use literacy diagnostic assessments to meet the literacy needs of all students. Understanding how to utilize assessment data to guide instruction will benefit Foster Youth as they sometimes transition schools more often than their peers. It is important to assess their learning needs and provide instruction targeted to their needs as soon as possible. Coaching support will be provided to support implementation of best practices in the classroom.

The District will provide support for all schools in the area of English Language Arts (ELA) for Students with Disabilities. The current status of red on the dashboard indicates a need for universal support in ELA for our Students with Disabilities. Support will involve professional development in how to use literacy diagnostic assessments to meet the literacy needs of all students. Additional support will be given to Charles H. Castle Elementary, Amy B. Seibert Elementary, Berkshire Elementary, Buena Vista Elementary, Roy W. Loudon Elementary, Panama Elementary, Wayne Van Horn Elementary, Bill L. Williams Elementary, Dolores Whitley Elementary, O.J. Actis Junior High, and Stonecreek Junior High. Through professional learning around literacy we will address the challenges these schools are facing. Each identified school has outlined specific actions in individual School Plans for Student Achievement (SPSA). Coaching support will be provided to support implementation of best practices for Universal Design for Learning in the classrooms.

The District will provide support for schools in the area of English Language Arts (ELA) and language supports aligned with the ELA and ELD framework for effective literacy and language development for our English learners, specifically Castle Elementary, Amy B. Seibert Elementary, and Fred L. Thompson Junior High. Each identified school has outlined specific actions in their individual School Plans for Student Achievement (SPSA) to increase English learner success in ELA. Coaching support will be provided to support implementation of best practices for integrated language supports in the classrooms.

The District will provide support for schools in the area of English Language Arts (ELA) for our African-American students, specifically Charles H. Castle Elementary, Stine Elementary, Fred L. Thompson Junior High, and Wayne Van Horn Elementary. The District will provide professional learning around literacy that will address unique challenges and include culturally-responsive strategies. Each identified school has outlined specific actions in their individual School Plans for Student Achievement (SPSA) to increase African American students' success in ELA. Coaching support will be provided to support implementation of best practices for culturally responsive literacy instruction in the classrooms.

The District will provide support for schools in the area of English Language Arts (ELA) for our Hispanic students, specifically Amy B. Seibert Elementary. The District will provide professional learning around literacy that will address unique challenges and include culturally-responsive strategies. The identified school has outlined specific actions in their individual School Plan for Student Achievement (SPSA) to increase Hispanic students' success in ELA. Coaching support will be provided to support implementation of best practices for culturally responsive literacy instruction in the classrooms.

School site administration will receive tailored professional learning opportunities monthly to support the identified disparities in the following areas:

- Differentiated Instruction Training: Differentiated instructional strategies to meet the diverse needs of students, including English Learners, African-American, Foster Youth, and Students with Disabilities (SWD)
- Literacy Across the Curriculum: Literacy skills across all subject areas, enabling teachers to incorporate reading and writing activities into science, social studies, and math instruction
- Data-Driven Instruction: Analyzing student data to inform instructional decisions to identify areas of growth and tailor instruction to meet individual student needs

MATH

Gaps in the use of curriculum, multiple supplemental materials, and ensuring consistent instruction aligned with assessment and curriculum maps in the area of math was identified across all schools. This inconsistency, partnered with the new California Math Framework, leaves the district and schools with many challenges: 1) a need for consistent use of the guaranteed and viable math curriculum across all schools, 2) alignment of the standards to ensure equitable access to instruction for all students, 3) robust Tier I instruction to include interactive teaching strategies, and 4) inquiry based lesson design to help address disparities in learning outcomes.

The District will provide support for all schools in the area of math for Foster Youth. The current status of red on the dashboard indicates a need for universal support in math for our Foster Youth. Support will involve professional development in how to use evidence-based math instructional practices to address learning needs. Understanding how to utilize assessment data to guide instruction will benefit Foster Youth

as they sometimes transition schools more often than their peers. It is important to assess their learning needs and provide instruction targeted to their needs as soon as possible. Coaching support will be provided to support implementation of best practices in the classroom.

The District will provide support for all schools in the area of math for students with disabilities due to the current status of red for Students with Disabilities in math on the California Dashboard. Support will be given to general education as well as special education in evidence-based instructional practices for math. Additional support will be given to Berkshire Elementary, Charles H. Castle Elementary, Sing Lum Elementary, Douglas Miller Elementary, Panama Elementary, Amy B. Seibert Elementary, Wayne Van Horn Elementary, Bill L. Williams Elementary, Dolores Whitley Elementary, O.J. Actis Junior High, Stonecreek Junior High, Tevis Junior High, Fred L. Thompson Junior High, and Earl Warren Junior High. The District will provide professional learning around math foundational standards and the five practices to build mathematics discussions in the classroom. Each identified school has outlined specific actions in individual School Plans for Student Achievement (SPSA) to address the specific learning needs of students with disabilities in mathematics. Coaching support will be provided to support implementation of best practices in the classroom.

The District will provide support for schools in the area of math and the ELD framework for effective language support development for our English learners, specifically Charles H. Castle Elementary, O.J. Actis Junior High, Tevis Junior High, and Fred L. Thompson Junior High. Each identified school has outlined specific actions in their individual School Plans for Student Achievement (SPSA) to increase English learner success in math. Coaching support will be provided to support implementation of best practices for integrated language supports in mathematics in the classroom.

The District will provide support for Stonecreek and Fred L. Thompson Junior Highs in the area of math and effective strategies for addressing the unique needs of low income students. Stonecreek and Fred L. Thompson Junior Highs have outlined specific actions in their individual School Plan for Student Achievement (SPSA) to increase low income student success in math. Coaching support will be provided to support implementation of best practices for practices for Universal Design for Learning in the classroom.

The District will provide support all schools in the area of math. for our African American students due to the current status of red for African American students in math on the California Dashboard. Support will be given to teachers in evidence-based instructional practices for math. Additional support will be provided to Charles H. Castle Elementary, Stine Elementary, Stonecreek Junior High, Tevis Junior High, and Fred L. Thompson Junior High. The District will provide professional learning around math that will include culturally-responsive strategies and evidence-based strategies for math instruction. Each identified school has outlined specific actions in their individual School Plans for Student Achievement (SPSA) to increase African American students' success in math. Coaching support will be provided to support implementation of best practices for culturally responsive teaching in the classroom.

The District will provide support for schools in the area of math for our Hispanic students, specifically Stonecreek and Fred L. Thompson Junior Highs. The District will provide professional learning around math that will include culturally-responsive and evidence-based strategies for math instruction. The identified schools have outlined specific actions in their individual School Plan for Student Achievement (SPSA) to increase Hispanic students' success in math. Coaching support will be provided to support implementation of best practices for culturally responsive teaching in the classroom.

The District will provide support for Fred L. Thompson Junior High in the area of math for White students. The District will provide professional learning around math that will include evidence-based strategies for math instruction. Fred L. Thompson outlined specific action

in their individual School Plan for Student Achievement (SPSA) to increase White students' success in math. Coaching support will be provided to support implementation of best practices for fteaching in the classroom.

School site administration will receive tailored professional learning opportunities monthly to support the identified disparities in the following areas:

- Consistency in Instruction: Establish clear expectations for consistent math instruction across grade levels and schools through updated curriculum maps, instructional frameworks, and the 5 practices lesson template to ensure all teachers are delivering instruction in a coherent and consistent manner.
- Curriculum Alignment: Provide professional development for administration to deepen their understanding of the District's math curriculum and how it aligns with state standards. This will equip them with the knowledge and resources to effectively implement the curriculum at their sites.
- Supplemental Materials Review: Conduct a thorough review of existing supplemental materials being used in math instruction to identify materials that align with the curriculum and standards, and provide guidance for how to integrate them effectively into instruction. Additionally, consider providing access to high-quality, research-based supplemental resources that address specific areas of need.
- Ongoing Support and Coaching: Provide ongoing support and coaching to administration as they implement the use of curriculum, use supplemental materials, and align instruction with assessments.

ELD

Conducting an analysis at the district level to identify gaps in support for English learners identified the following: 1) some teachers are not familiar with the district-adopted designated ELD curriculum, 2) there are a number of teachers who need support in implementing the district-adopted ELD curriculum and the intentional spiraling construction of the resources, 3) support is needed to strengthen integrated ELD in an intentional manner in which lessons have a language objective in addition to the learning objective for the content area, and 4) an increased number of Newcomers are enrolling in schools and staff requesting assistance in ways to best support Newcomers.

There is a need to support schools in the red on the CA Dashboard for the English Language Proficiency Indicator (ELPI). Professional learning aligned with the ELA and ELD framework for effective literacy and language development for our English learners, specifically for schools that were red for the ELPI including Roy W. Loudon Elementary, Douglas J. Miller Elementary, Ronald Reagan Elementary, Wayne Van Horn Elementary, and Bill L. Williams Elementary. Each identified school has outlined specific actions in their individual School Plans for Student Achievement (SPSA) to increase English learner success.

School site administration will receive tailored professional learning opportunities monthly to support the identified disparities in the following areas:

- Consistency in Instruction: Establish clear expectations for consistent use of the district-adopted curriculum so all English learners receive access to viable content across all grade levels and schools throughout the district.
- Curriculum Alignment: Provide professional development for administration to deepen their understanding of the district's ELD curriculum. This will equip them with the knowledge and resources to effectively implement and support the curriculum at their sites.

Newly developed curriculum maps will help align designated ELD instruction with intentional integrated ELD instruction throughout all content areas.

- Language Support Across the Curriculum: Embed language skills across all subject areas, enabling teachers to incorporate language activities into science, social studies, and math instruction.
- Supplemental Materials Review: Conduct a thorough review of existing supplemental materials being used within designated ELD. Identify resources that align with the curriculum and standards, and provide guidance on how to integrate them effectively into instruction. Additionally, consider providing access to high-quality, research-based supplemental ELD resources that address specific areas of need.
- Ongoing Support and Coaching: Provide ongoing support and coaching to administration as they implement the use of curriculum, use supplemental materials, and align instruction with assessments. Identifying schools with a high number of Newcomers and providing support to those schools to ensure they have the knowledge, skills, and resources to successfully support Newcomers is a specific area of need.

PRIORITY 5- STUDENT ENGAGEMENT- STATE AND LOCAL DATA

PRIORITY 5
Student Engagement

Chronic Absenteeism (CA)

Student Group	CA Dashboard Change	CA Dashboard Performance Color & Level	% CA	% Attendance
All Students	-13.6%	Yellow Medium	26.7%	92.8%
Student Groups with % Decrease	African American: -13%, 32.4% (Yellow-Medium) Asian: -8.5%, 15.2% (Yellow-Medium) Hispanic: -14.5%, 29.2% (Yellow-Medium) White: -14.2%, 21.7% (Yellow-Medium) Two Races: -13.1%, 25.8% (Yellow-Medium) English Learner: -13.7%, 25.7% (Yellow-Medium) Foster Youth: -14.4%, 25.4% (Yellow-Medium) Unhoused : -10.9pt, 71.93% (Yellow-Medium) SED: -14.2%, 29.9% (Yellow-Medium) SWD: -16.5%, 35% (Yellow-Medium)	**ALL** Student Groups made a significant decrease in chronic absenteeism		
Student Groups with % Increase	NONE			

SUCCESSES:

As displayed above, we have experienced a number of successes as reflected in the 2022-2023 CA Dashboard Student Engagement indicator. For instance, there was a 13.6% decrease in Chronic Absenteeism for students overall. Furthermore, there were no student groups which met the criteria for Red (or high chronic absenteeism) during the 2022-2023 school year. Additionally, all significant student groups, including Foster Youth, Low-Income, and English learners exhibited decreases in Chronic Absenteeism. We attribute decreases to the targeted school site efforts to address attendance needs across all tiers within a Multi-Tiered Systems of Support (MTSS) framework. With guidance from district leadership, all schools prioritized attendance efforts including, but not limited to establishing attendance teams, promoting attendance awareness, emphasizing relationship-based interventions, and leveraging case management to reduce barriers to school attendance for students and families. District leadership will continue to provide professional learning and guidance to school teams in order to ensure that attendance remains a priority over the next three years as reflected within LCAP actions.

CHALLENGES:

Although no student groups met the criteria for Red on the 2022-2023 CA Dashboard, District level analysis reveals there is a continued need to further refine District and site-based responses to attendance including 1) attendance awareness communication/ campaigns, 2) clarifying team roles/responsibilities, 3) establishing protocols for assessing attendance across all tiers of support, and 4) ongoing progress monitoring. Additionally, there is a need for ongoing District guidance and professional learning related to evidence-based attendance practices.

District leadership, including Principal Supervisors, will provide support for identified schools (i.e. red indicators in Chronic Absenteeism) in the area of engagement, specifically Old River Elementary, Roy L. Loudon Elementary, Bill L. Williams Elementary, Ronald Reagan Elementary, Tevis Junior High, and Earl Warren Junior High for specific student groups (i.e. EL, Hispanic, African American, Asian) including, but not limited to, guidance and professional learning to:
- Identify the root cause of existing disparities
- Implement evidence-based strategies such as culturally relevant practices and case-management to provide enhanced support to targeted student groups
- Monitor progress of identified student groups

Each identified school has outlined specific actions in individual School Plans for Student Achievement (SPSA).

PRIORITY 6- SCHOOL CLIMATE- STATE AND LOCAL DATA

PRIORITY 6
School Climate

Suspension Rate

Student Group	CA Dashboard Change	CA Dashboard Performance Color	% Suspension
All	+0.1	Yellow Medium	2.7%
Student Groups with % Decrease	White: -0.7%, 2% (Green-Low) English Learners: -0.2p%, 2.5% (Yellow-Medium) Unhoused: -1.9%, 3.1% (Yellow-Medium)		
Student Groups with % Increase	African American: +1.3%, 7.8% (Red-Very High) Asian: +0.2%, 1% (Green-Low) Hispanic: +0.2%, 2.6% (Yellow-Medium) Foster Youth: +3%, 11.9% (Red-Very High) SED: +0.1%, 3.1% (Orange-High) SWD: +0.1%, 4.3% (Orange-High)		
Student Groups with No Change	Two Races: No change, 2.3% (Yellow-Medium)		

SUCCESSES:

As displayed above, we have experienced some successes as reflected in the 2022-2023 CA Dashboard Conditions & Climate indicator. For instance, the suspension rate for all students remained within the criteria for yellow or medium, maintaining a rate of 2.7% as compared to 2021-2022. Additionally, several student groups have suspension rates which continue to meet criteria for medium and below including American Indian, Asian, White, English Learners, Filipino, Hispanic, Unhoused Youth, Two or More Races, and Pacific Islander. Finally, some student subgroups reflected decreases in suspension including Unhoused Youth (declined 1.9%), American Indian (declined 4.3%), and White (declined 0.7%). We attribute successes within the Conditions and Climate indicator to school site efforts to better respond to the expanded diverse needs of students outside of academics (i.e. behavior, social-emotional, mental health, physical health/wellness, etc.) within an MTSS framework. Over the past year, district leadership has emphasized the importance of establishing tiered responses and expanding Tier 1 universal supports for all to include a lens of equity, trauma, cultural relevance, and social-emotional development.

CHALLENGES:

District level analysis reveals there is a need for further refinement of our districtwide MTSS including 1) defining teaming structures, 2) establishing staff roles/responsibilities, 3) establishing protocols for assessing student needs and matching interventions to needs, and 4) ongoing progress monitoring. Additionally, there is a need for enhanced District guidance and professional learning related to restorative practices and alternatives to suspension emphasizing proactive, instructive, culturally responsive, and restorative approaches to student behavior. Finally, there is a need to implement Social Emotional Learning, emphasizing positive relationships between all school community members to support academic achievement.

District leadership, including Principal Supervisors, will provide support for identified schools (i.e. red indicators in Suspension) in the area of school climate, specifically Amy B. Seibert Elementary, Stine Elementary, Leo B. Hart Elementary, Berkshire Elementary, O.J. Actis Junior High, Stonecreek Junior High, and Tevis Junior High, and Thompson Jr. High for specific student groups (i.e. English Learners, Foster youth, Low-Income students, Students with Disabilities, African American students, Hispanic students, White Students) including, but not limited to, guidance and professional learning to:
- Identify the root cause of existing disparities
- Implement evidence-based practices such as culturally responsive practices, restorative practices, trauma-informed practices, etc.
- Monitor progress of identified student groups

Each identified school has outlined specific actions in individual School Plans for Student Achievement (SPSA).

In response to high suspension rates for Foster Youth and African American students districtwide reflected in the 2022-2023 CA Dashboard Conditions & Climate indicator, district leadership will provide guidance and professional learning focused on evidence-based practices to better support the diverse needs of Foster Youth and African American youth by prioritizing proactive relational practices.

Through the above mentioned work, we have identified each school site and area of need, to include the corresponding state priority, goal and action that will support the necessary work needed to mitigate the challenges and create a growth model within our infrastructure:

ELA– RED INDICATORS IMPLEMENTATION

GOAL 1:
Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

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

STATE PRIORITY 4	Supporting Actions: 1.2, 1.4, 1.9	Supporting Actions: 2.1, 2.3, 2.4

STUDENT GROUP	SCHOOLS
Foster	District
English Learner	Charles H. Castle Elem., Amy B. Seibert Elem., Fred L. Thompson Jr. High
African American	Charles H. Castle Elem., Stine Elem., Wayne Van Horn Elem., Fred L. Thompson Jr. High
Hispanic	Amy B. Seibert Elem.
Students with Disabilities	District, O.J. Actis Jr. High, Berkshire Elem., Buena Vista Elem., Charles H. Castle Elem., Loudon Elem., Panama Elem., Amy B. Seibert Elem., Stonecreek Jr. High, Wayne Van Horn Elem., Dolores Whitley Elem., Bill L. Williams Elem.

MATH– RED INDICATORS IMPLEMENTATION

GOAL 1:
Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

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

STATE PRIORITY 2 & 4	Supporting Actions: 1.2, 1.4, 1.5	Supporting Actions: 2.1

STUDENT GROUP	SCHOOLS
Foster	District, Fred L. Thompson Jr. High
English learners	O.J. Actis Jr. High, Charles H. Castle Elem., Tevis Jr. High, Fred L. Thompson Jr. High
Homeless	Fred L. Thompson Jr. High
African American	District, O.J. Actis, Charles H. Castle Elem., Stine Elem., Stonecreek Jr. High, Tevis Jr. High, Fred L. Thompson Jr High
Hispanic	Stonecreek Jr. High, Fred L. Thompson Jr. High
Students with Disabilities	District, O.J. Actis Jr. High, Berkshire Elem., Charles H. Castle Elem., Douglas Miller Elem., Panama Elem., Amy B. Seibert Elem., Sing Lum Elem., Stonecreek Jr. High , Tevis Jr. High, Fred L. Thompson Jr. High, Wayne Van Horn Elem., Warren Jr. High, Dolores Whitley Elem., Bill L. Williams Elem.
Low Income/SED	Stonecreek Jr.High, Fred L. Thompson Jr. High
White	Fred L. Thompson Jr. High
All Students	Fred L. Thompson Jr. High

ELPI– RED INDICATORS IMPLEMENTATION

GOAL 4:
Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

STATE PRIORITY 2 & 4	Supporting Actions: 4.1, 4.2, 4.4, 4.5
STUDENT GROUP	**SCHOOLS**
English Learner	Loudon Elem., Douglas J Miller Elem., Ronald Reagan Elem., Wayne Van Horn Elem., Bill L. Williams Elem.

Reflections: Technical Assistance

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

During the 2022-2023 school year, P-BVUSD became eligible for Differentiated Assistance for three student groups including African American students for Chronic Absenteeism and Suspension; Foster Youth for CAASPP, Chronic Absenteeism, and Suspension; and Students with Disabilities for CAASPP and Chronic Absenteeism. As a result, a team was established including representatives from Instructional, Educational, and Special Services Divisions as well as site administrators to engage in the exploration phase of the Continuous Improvement Processes (CIP) facilitated by Kern County Superintendent of Schools (KCSOS). The identified problem of practice was: "P-BVUSD has not clearly established a comprehensive system of intentional supports to build positive relationships among all educational partners, which negatively impacts student outcomes."

Root causes included:
1) the lack of a common belief within P-BVUSD that meaningful relationships are key to each student's academic achievement and success
2) the lack of meaningful systematic communication among all educational partners that upholds the shared values and beliefs of P-BVUSD encompassing a culture of purpose, caring, and results
3) the lack of a consistent ongoing system for providing relationship-driven professional learning opportunities and coaching. Finally, a theory of action was finalized and focused on: relationship-based practices including guidance and professional learning opportunities, clear and consistent communication reflecting District values and beliefs, and increased knowledge of how relationships impact achievement.

Following completion of the exploration phase of the continuous improvement process, a number of districtwide efforts were implemented including the development of an attendance response plan which prioritized evidence-based relationship-building practices including, Greetings at the Door and the 2 X 10 strategy. Another example was the inclusion of several relationship focused professional learning opportunities offered to classroom teachers during the summer Educator Learning Summit during the summer of 2023. Sessions included The Caring Classroom - a session focused on community building through shared values, emphasizing the role of caring adults, as well as breakout sessions, which included Community Circles and Positive Communication with Families.

During the 2023-2024 school year, P-BVUSD was notified of their exit from Differentiated Assistance for Chronic Absenteeism across all subgroups. We attribute this collective success to targeted school site efforts to address attendance needs across all tiers within a Multi-Tiered Systems of Support (MTSS) framework, with guidance from district leadership. Prioritized attendance efforts included establishing districtwide and school site based attendance teams, promoting attendance awareness, emphasizing relationship-based interventions, and leveraging case management to reduce barriers to school attendance for students and families. District leadership will continue to provide professional learning and guidance to school teams in order to ensure that attendance remains a priority over the next three years as reflected within LCAP actions. Additionally, P-BVUSD was notified of their exit from Differentiated Assistance for Students with Disabilities due to CAASP during the 2023-2024 school year. We attribute this collective success to increased guidance and professional learning focused on Students with Disabilities during professional learning days.

Previously identified eligible student groups including African American and Foster Youth students for Suspension and CAASPP ELA and Math remain eligible for Differentiated Assistance. A District team with representatives from both Instructional and Educational Services divisions assembled to continue the improvement efforts facilitated by KCSOS. Efforts included District Journey Mapping, a data dive, review of strengths and weaknesses, completion of a District needs assessment, and LCAP/SPSA alignment. Specific actions related to the theory of action previously identified will continue to be expanded and enhanced over the next three-year LCAP cycle.

Through our work with KCSOS, the analysis of achievement data, review of educational partner feedback, and review of the needs assessment, actions were created to address the unique learning needs of our African American and Foster Youth students. In the area of ELA It was determined that we need a more targeted universal screener for early literacy skills. This will allow early intervention for students not reading proficiently in grades K-2. We understand the importance of early intervention in literacy to provide for future success. We also are committed to providing systematic literacy intervention at our school sites. We will provide continuous training to our Intervention Teachers and provide access to data systems in order to monitor the progress of students receiving intervention. In the area of mathematics, we recognize a need to further train our teachers in the updated California Math Framework. This training will include equity and culturally-responsive best practices. We are also proposing to pilot and explore a new math curriculum that will better meet the learning needs of our diverse learners. We will continue to support teachers with the use of evidence-based math practices. We will continue the use of the Kern Integrated Data Systems (KiDS) and Next Gen Math to review data regularly to monitor the progress of our students.

Additionally, through analysis of educational partner feedback and review of the needs assessment, LCAP actions were developed to address the specific needs of our African American and Foster Youth. For instance, Tier 1 support will be expanded through a lens of cultural responsiveness, ensuring equitable opportunities for priority student groups. Additionally, a District workgroup focused on restorative disciplinary practices will be established to develop guidance and professional learning emphasizing evidence-based alternatives to suspension.

Through the above mentioned work, we have identified each school site and area of need, to include the corresponding state priority, goal and action that will support the necessary work needed to mitigate the challenges and create a growth model within our infrastructure:

SUSPENSIONS– RED INDICATORS IMPLEMENTATION

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

STATE PRIORITY 6	Supporting Actions: 3.3, 3.4, 3.5, 3.7

STUDENT GROUP	SCHOOLS
Foster	District, Amy B. Seibert Elem., Stonecreek Jr. High
English Learner	Amy B. Seibert Elem., Stonecreek Jr. High
Homeless	Amy B. Seibert Elem., Stonecreek Jr. High
African American	District, O.J. Actis Jr. High, Amy B. Seibert Elem., Leo B. Hart Elem., Stonecreek Jr. High, Tevis Jr. High, Fred L. Thompson Jr High
Hispanic	Amy B. Seibert Elem., Stonecreek Jr. High
Students with Disabilities	Stine Elem., Amy B. Seibert Elem., Stonecreek Jr. High
Low Income/SED	Amy B. Seibert Elem., Stonecreek Jr. High
White	Amy B. Seibert Elem., Berkshire Elem., Stonecreek Jr. High
All Students	Amy B. Seibert Elem., Stonecreek Jr. High

CHRONIC ABSENTEEISM– RED INDICATORS IMPLEMENTATION

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

STATE PRIORITY 5	Supporting Actions: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

STUDENT GROUP	SCHOOLS
English Learner	Old River Elem., Tevis Jr. High, Earl Warren Jr. High
African American	Loudon Elem., Bill L. Williams Elem.
Hispanic	Tevis Jr. High
Asian	Ronald Reagan Elem.
More Than Two Races	Earl Warren Jr. High

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administration, Principals, Teachers	Conducted our annual Educator Learning Summit during the summer of 2023 to promote the District's priorities focused around the goals outlined in the 2023-2024 LCAP. District divisions were present to support the identified goals and provide opportunities to engage in collaborative exchange. [July, August]
LCAP Student Advisory Committee	Met with members of the Student Advisory Board to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. [December, February, May]
Administration, Principals, Teachers, other Personnel, Bargaining Unit(s), Students, Parents and Broader Community Members.	Hosted a series of Educational Partner Input Sessions through Zoom to promote participation and gather feedback regarding the current LCAP goals and actions and to identify the qualitative needs across the district. Once revised, additional sessions with the new goals and actions were provided for updates on the new LCAP. Text alerts and emails were sent through ParentSquare. Additionally, the community was notified through the district's Facebook, Instagram and website page [February - May: 15 meeting opportunities]
All Staff, Families and Students	Surveyed educational partner groups to request input related to student needs, possible actions to address needs, and potential updates to the LCAP through input sessions. The survey was also posted on the district website for access. Additionally, a survey link was provided during the months of February and March through text alert and email. [February-April]
All Staff	All site administrators conducted LCAP review sessions at all sites to review the current LCAP goals and actions and allow all staff an

Educational Partner(s)	Process for Engagement
	opportunity to provide input for the 2024-2025 LCAP and a survey link was provided. [March-April]
Bargaining Units	Met with CSEA, P-BVTA, and Teamsters to request feedback to inform the LCAP development. [February-March, May]
Students and Parents	Hosted a Family Engagement Night at Tevis Junior High to request input related to student needs and potential updates to the LCAP. Technology stations were provided for parents to access the survey link. [March]
Parent Advisory Committee: English Learner Parent Advisory Committee, District Advisory Committee	Presented the 2023-2024 LCAP to the District Advisory Committee [March 2024] and the English Learner Parent Advisory Committee [March 2024]. The survey link was provided for initial feedback to inform the changes to the new 2024-2025 LCAP. Presented the 2024-2025 LCAP to the District Advisory Committee [May 2024] and the English Learner Parent Advisory Committee [May 2024]. No questions were submitted requiring Superintendent response. [May 2024]
SELPA administrator	Met monthly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWD. [Monthly]
CAC Advisory Committee	Presented the 2023-2024 LCAP to the SELPA Community Advisory Committee [March 2024]. The survey link was provided for initial feedback to inform the changes to the new 2024-2025 LCAP.
LCAP Advisory Committee	Met monthly to monitor the goals and actions within the 2023-2024 LCAP using the identified metrics. The team employed the continuous improvement process to develop the new goals and actions for the 2024-2027 LCAP and identify opportunities needed to communicate the plan. [August-June]

Educational Partner(s)	Process for Engagement
All Educational Partners	Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed in the new LCAP [June 2024]
All Educational Partners	Adopted the LCAP, LCAP Federal Addendum and the budget at the board meeting and presented Local Indicator data as a non-consent item [June 2024]
All Educational Partners	Posted the adopted LCAP prominently on our district web page [July 2024]

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

PILLARS OF EXCELLENCE STRATEGIC PLAN PRIORITIES 2021 - 2024

PRIORITY 1 STUDENT ACHIEVEMENT LOCAL CONTROL ACCOUNTABILITY PLAN

LCAP Survey Item	Families	Staff
The school/district's academic program is of high quality.	78.9%	90.8%
The school/district has adequate instructional supplies to support student learning.	84.3%	81.7%
Students have adequate access to academic supports	63.27%	75.9%

PILLARS OF EXCELLENCE STRATEGIC PLAN PRIORITIES 2021 - 2024

PRIORITY 2 DIVERSE LEARNING ORGANIZATION LOCAL CONTROL ACCOUNTABILITY PLAN

LCAP Survey Item	Families	Staff
Feel it is easy for students to talk to teachers/staff at school.	77.4%	93.4%
Feel teachers and staff care about students.	83.9%	98.2%
If a student is absent, an adult at school will notice.	84.9%	96.3%

PRIORITY 3
WELLNESS, SAFETY & EQUITY FOR ALL

PILLARS OF EXCELLENCE
STRATEGIC PLAN PRIORITIES 2021 - 2024

LOCAL CONTROL ACCOUNTABILITY PLAN

LCAP Survey Item	Families	Staff
Report students feel safe at school (physically, emotionally. etc.).	77.6%	86.5%
Feel their school is clean, safe, and in good condition.	83.2%	85.6%
Report students know where to go for help at school when needed.	80.2%	93.7%

PRIORITY 4
FAMILY & COMMUNITY PARTNERSHIPS

PILLARS OF EXCELLENCE
STRATEGIC PLAN PRIORITIES 2021 - 2024

LOCAL CONTROL ACCOUNTABILITY PLAN

LCAP Survey Item	Families	Staff
Feel families feel like they belong when visiting their school/district	82.9%	77.8%
Feel families have opportunities to take part in decisions made at their school	69.9%	77.9%
Feel their school/district provides family participation opportunities	84.0%	89.9%

As a district, we value the voice and feedback our educational partners provide and the role they play in identifying the needs of the students in the district. Our Strategic Plan focuses on creating meaningful partnerships with families, community organizations, higher education institutions and businesses to achieve the District's vision of "Excellence in Education." For this reason, we strive to engage all educational partners in the process of developing and annually updating our LCAP. In addition, we felt it was important to develop a Student Advisory Board to provide student voice in the process of developing a new LCAP and will continue to engage our students in this ongoing improvement cycle and shared decision making.

The mid-year survey was given to Educational Partners during multiple informational forum opportunities that provided the following outcomes to help shape the district's goals and actions.

Educational Partners expressed the need for:

 HOME SURVEY FEEDBACK:

- Inclusivity and Equity: Parents highlight the need for greater inclusivity, including more recognition of cultural heritage months and better support for students with special needs. They also express concerns about disparities in discipline practices and the lack of engagement activities for working families.
- Communication and Support: Parents feel that there is a lack of communication between teachers and parents regarding classroom activities, homework, and upcoming tests. They also mention the need for more support for students, both academically and emotionally through tutoring and additional academic support.
- Parental Involvement: Some parents feel discouraged from being involved in their children's education due to perceived language barriers or lack of responsiveness from teachers and administrators.
- Educational Quality: Some parents feel that the district is behind in terms of educational standards and preparation for higher levels of schooling. They also express the need for hands-on science education and adequate resources for music and sports programs.
- College and Career Preparation: Continued support for college and career readiness programs is appreciated by parents, as it helps students explore various career paths and make informed decisions about their future.
- Diverse Curriculum and Cultural Competency: Parents are requesting a more diverse curriculum that celebrates different cultures and enhances cultural competency among students and staff.
- Mental Health and Wellness Support: Parents emphasize the importance of mental health services and resources for both students and families. This includes access to counselors, social workers, and support for children with special needs.
- Safety Measures: Parents request enhanced safety measures on campus, including surveillance cameras, better playground supervision, and protocols for handling bullying and safety incidents.
- Support for Special Education: There's a need for additional support and resources for students with special needs, including access to inclusive programs, tutoring, and specialized care.
- Bilingual Staff: Hire more bilingual staff members, especially in front office roles, to better serve the needs of the diverse student population and their families.
- Bullying Prevention and Intervention: Parents stress the importance of proactive measures to address bullying, including teacher training, peer support programs, and clear consequences for inappropriate behavior.
- Affirming and Supportive Teachers: Encourage teachers to cultivate a warm and supportive classroom environment where students feel valued and encouraged. Teachers should also emphasize the importance of homework and provide encouragement and assistance to students as needed.

STAFF SURVEY FEEDBACK:

- Specific Professional Development for Differentiated Instruction and Special Populations: Teachers are seeking professional development tailored to specific needs, including differentiated instruction, working with students with special needs, and supporting English language learners (ELs) and newcomers.
- Clear Expectations and Support for New Teachers: New teachers are seeking clear expectations and support, including onboarding training, mentorship, and guidance on curriculum implementation.
- Social-Emotional Learning (SEL) and Behavioral Support: Teachers are advocating for more training in SEL, trauma-informed care, and behavior interventions to support the social and emotional needs of students.
- Science Curriculum: The current science curriculum, such as Amplify, is perceived as inadequate, lacking hands-on activities and alignment with Next Generation Science Standards (NGSS).

- Equity and Access: There's a need for equitable access to resources and materials across schools, as well as support for diverse learners, including newcomers and students with special needs.
- Math Curriculum: There's a need for a new math curriculum that is teacher-led and more engaging for students, with an emphasis on spiral review and independent practice.
- Special Education: There's a need for better curriculum and training for special education classrooms, including resources for intervention and support.
- Language Support: Improved translation services are needed to ensure effective communication with families who speak languages other than English, such as Punjabi and Spanish. Additionally, providing English as a Second Language (ESL) classes and resources specifically tailored to newcomers would be beneficial.
- Parent Resource Centers: Establishing parent centers at each school site could serve as hubs for providing resources, workshops, and community collaboration to support families.
- Academic Support: Tutoring programs, both during and after school, are essential for students who need additional help with their studies. Reading intervention programs like Read 180 and resources for English Language Development (ELD) are also necessary.
- Assessment: Some teachers express concerns about the frequency and impact of district assessments, suggesting a need for alignment with state standards and reduced workload to focus more on instruction.
- Professional Development and Support: Teachers express a need for more training and support, particularly in areas such as technology (Synergy, Google Drive), Smartboard usage, and curriculum implementation.

STUDENT SURVEY FEEDBACK:

SAFETY:
- Define consequences for students not following safety rules.

STUDENT ENGAGEMENT AND ACTIVITIES:
- Encourage student involvement through the Student Council.
- Introduce new extracurricular activities like debate club, theater, robotics, and sports teams (basketball, baseball, softball).
- Organize more events such as rallies, dances, and pep rallies.
- Offer a wider variety of electives and after-school activities to cater to diverse interests.
- Provide opportunities for community service and career fairs.

HEALTH & WELLNESS:
- Improve school lunch options with fresh, nutritious meals and more vegetarian choices.

EDUCATIONAL ENHANCEMENTS:
- Introduce new electives such as computer science, home economics, pottery, and language classes.

Based on this feedback, the following themes emerged:

EQUITY AND ACCESS
- Ensure equitable access to resources and support for diverse learners.
- Providing high-quality educational environments that include equitable access to well- maintained facilities, well-trained teachers and administrators, and standards-aligned curriculum will increase student achievement.
- Providing more diverse learning opportunities for English learners will support the growth and development of language acquisition.
- Address disparities in discipline practices.

ACADEMIC SUPPORTS
- Offer tutoring programs and reading intervention programs to support students' academic needs.
- Providing targeted and engaging professional learning aligned to the needs of the classroom, teacher and student will support academic success.
- Develop a more diverse curriculum to celebrate different cultures and enhance cultural competence among students and staff.

SOCIAL-EMOTIONAL AND BEHAVIORAL SUPPORTS
- Improved communication and engagement between school staff and parents will increase engagement in school and result in the student's academic success.
- Creating enriching and supportive environments where students feel valued, motivated and empowered to succeed will grow students academically and personally.
- Family engagement and resources that are made easily and readily available to educational partners will increase academic success, engagement, and attendance.

STUDENTS WITH SPECIAL NEEDS SUPPORTS
- Provide additional support and resources for students with special needs, including inclusive programs and specialized instruction.

SAFETY MEASURES
- Implement enhanced safety measures on campus, including surveillance cameras and protocols for handling bullying and safety incidents.

In response to the school connectedness and social-emotional learning needs, the district will implement a broad goal for MTSS that includes actions to support:

- Continue to identify a SEL program that best meets the need of the P-BVUSD students and implement a strong professional development plan with ongoing progress monitoring (Action 3.1)
- Explore the addition of Health and Wellness centers (Action 3.2)
- Continue to identify students at risk for chronic absenteeism, focusing on Foster and Unhoused Youth, while increasing services provided to these vulnerable youth to ensure they receive additional supports to keep them engaged in school (Action 3.5)
- Establish Family Resource centers to provide families with access to community-based services that address the needs related to SEL, student engagement, and mental health, as well as additional services for Foster Youth, Low-Income, English learners. (Action 3.6)

- Provide professional development to school staff to support the implementation of SEL strategies that address supporting the diverse needs of the whole child (Action 3.7)

In response to academic achievement, the district will implement a broad goal for equitable conditions that includes actions to support:

- Ensuring professional development that promotes the new common core math framework and the instructional shifts that support the equity-based instructional model promoted in the the new framework (Action 1.5)
- Alignment of Next Generation Science curriculum to current curriculum maps to support the integration of science into core instruction (Action 1.6)

In addition to informing the above goals, feedback from our educational partners has influenced additional aspects of our LCAP through the following:

- Providing equitable access to curricular materials for all students and additional resources to support intervention when needed
- Focusing on new teacher support and resources for longevity within the profession and district
- Training on literacy foundations and alignment of core curriculum to provide teachers with the necessary professional learning and resources
- Developing a more diverse curriculum to celebrate different cultures and enhance cultural humility among students and staff
- Researching opportunities to provide more bilingual staff members to better serve diverse student populations and their families

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1 was developed in alignment with the P-BVUSD Strategic Plan and the five pillars: Student Achievement; Diverse Learning Organization; Wellness, Safety and Equity for All; Family and Community Partnerships; and Fiscal Responsibility as well as in response to the needs identified through data analysis and input from educational partners.

Feedback from our educational partners indicates the need for:

- Well-trained administrators and teachers
- Academic supports for the diverse learning needs of our students
- Access to specialized academic programs
- Job-specific professional development
- Opportunities for professional development regarding district-adopted instructional materials

These needs are echoed in local data. Local data indicates:

- Currently 9% of teachers in P-BVUSD are not fully credentialed. There is a need to plan to recruit and sustain highly-qualified teachers.
- Inconsistent implementation of standards-based curriculum across the district based on observational data
- Inconsistent implementation of designated ELD curriculum across the district based on observational data

The district plans to improve access to equitable conditions of learning through actions that support and improve student learning. By providing equitable conditions, students will have the resources and accommodations needed to reach their full potential, regardless of any unique circumstance- including race, gender, disability, language, income or any other variable that might impair learning outcomes. These actions will support the development of critical skills, achieving academic goals and provide a sense of belonging. Progress toward this goal will be measured using the metrics, actions and positions identified below:

POSITIONS SUPPORTING GOAL

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

ACTION	POSITION	FTE QUANTITY
I.1	Admin. Support Asst. Director, Inst. Services	1 1
I.2	Academic Coaches	34
I.3	• Curr. Lab Clerk • Library Media Clerks • Educational Materials Clerk	1 25 1
I.4	• Instructional Services Clerical • Coordinator, Instructional Services • Director, Professional Development • Director, Instructional Services	2 1 1 1
I.7	Computer Technician IST User Support Technician	12 2
I.11	• Director, Maintenance, Operations, Grounds (MOG) • Acct. Technician- MOG • Admin. Support Assistant- MOG • Groundskeeper • Landscape & Garden Supervisor • Lead Maintenance Technician • Maintenance Supervisor • Maintenance Technicians • MOG Manager	1 1 1 13 1 2 1 25 1
I.12	• Instructional Intervention Teachers (.5 FT) • Instructional Intervention Aides (3 hr) • School Aide • Edible Schoolyard General Assistant	16.3 62.3 82.5 2.6

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of teachers not fully credentialed Source: CALPADS staffing report State Priority: 1A	2023-2024: 9.2%			2026-2027: 3%	
1.2	Rate of teachers considered inexperienced or ineffective in Title I schools Source: CALPADS staffing report State Priority: 1A	2023-2024: 9.5% of Title I teachers are ineffective 22% of Title I teachers are inexperienced			2026-2027: 6% of Title I teachers- ineffective 18% of Title I teachers- inexperienced	
1.3	Implementation of state board adopted academic content and performance standards for all students Source: Ratings for Local Indicator Priority 2 Self-Reflection Tool State Priority: 2A	2023-2024: Ratings of: 5- Full implementation and Sustainability in ELA, ELD, and Mathematics 4- Full Implementation in Next Generation Science Standards and History-Social Science			2026-2027: Ratings of 5- Full implementation and Sustainability in all content areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	EL Access to California Common Core State Standards and California ELD Standards Source: Ratings for Local Indicator Priority 2 Self-Reflection Tool State Priority: 2B	2023-2024: Rating of 5- Full Implementation and Sustainability in English learners having access to instruction in ELD aligned to ELA standards 100% of English learners receive designated and integrated ELD daily instruction.			2026-2027: Maintain: Rating of 5- Full Implementation and Sustainability in English learners having access to instruction in ELD aligned to ELA standards 100% of English learners receive designated and integrated ELD daily instruction.	
1.5	Library circulation Source: Destiny Circulation Report State Priority: 8	2023-2024: Average of 0% books checked out to unduplicated students.			2026-2027: Average of 34 books checked out per student. The total will depend on number of enrolled students.	
1.6	Rate of course offerings for students with exceptional needs Source: CALPADS State Priority: 7C	2023-2024: SWD: Indicator 5a: SWD will participate in general education for at least			2026-2027: Indicator 5a: SWD will participate in general education for at least 80% of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80% of the day and will meet or exceed statewide targets. 22/23 = 62% or more Indicator 5b: SWD inside the regular classroom less than 40% of the day will meet or exceed statewide targets: 23/24 = 31.9% or les			the day and will meet or exceed statewide targets. 73% or more Indicator 5b: SWD inside the regular classroom less than 40% of the day will meet or exceed statewide targets. 10.5% or less	
1.7	Percent of students in grades 1-8 with one-to-one access to Chromebooks. Source: ITS report State Priority: 1B	2023-2024: 100%			2026-2027: 100%	
1.8	Facilities receive "Good Repair" classification Source: Facility Inspection Tool (FIT) State Priority: 1C	2023-2024: All schools score a "Good Repair" classification on the FIT.			2026-2027: All schools maintain a "Good Repair" classification on the FIT.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percentage of students that have access to and enrolled in a broad course Source: SIS State Priority: 7A	2023-2024: 100%			2026-2027: 100%	
1.10	Programs and services developed and provided to Foster Youth, Low-Income, English learners students Source: SIS- Master Schedules & Class Rosters State Priority: 7B	2023-2024: 100% of Foster Youth, Low-Income, and English Learners have access to enroll in programs and services developed and provided to unduplicated pupils.			2026-2027: Maintain: 100% of Foster Youth, Low-Income, and English Learners have access to enroll in programs and services developed and provided to unduplicated pupils.	
1.11						

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	Fully Credentialed Teachers	District staff will ensure students have access to fully credentialed teachers by: a) Providing an induction program for first-year and second-year teachers to help them achieve their professional clear credentials and support them in becoming fully credentialed. b) Ensuring certificated staff members possess the appropriate teaching credentials for the class/section. c) Placing effective and experienced teachers at schools with high percentages of low income and minority students. d) Providing targeted professional development for administrators and academic coaches at schools with low income and minority students to ensure teachers are providing students with instruction in rigorous California aligned state standards.	$1,043,323.41	Yes
1.2	Academic Coaches	Academic Coaches will: a) Provide professional development and support	$5,629,346.81	Yes

Action #	Title	Description	Total Funds	Contributing
		b) Coach and mentor teachers in improving instructional practices to meet the needs of students who are not meeting grade level proficiency c) Assist with support for MTSS Tier 1 and Tier 2, in order to improve academic achievement for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. d) Receive ongoing professional development aligned to identified LCAP and district priorities.		
1.3	Library Media Clerks	District staff will ensure: a) Ongoing library access to diverse reading collections both in print and online to increase the literacy levels for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, unhoused, and students with disabilities and teaching staff. b) Libraries will be accessible before school and during lunch to ensure the District's least resourced students have access to high quality literature.	$2,340,994.70	Yes
1.4	Professional Learning and Instructional Materials	District staff will work to provide professional learning opportunities focused on district adopted curriculum, Professional Learning Communities, and research-based teaching and learning strategies to: a) Strengthen collective efficacy and accountability through the Stages of Implementation, utilizing high leverage instructional strategies based on current data outcomes to ensure an equitable baseline across the district for all learners who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities. b) Align grade level standards and identify key learning progressions ensuring educational equity and strong Tier I instructional practices.	$3,610,346.64	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will provide all staff with materials, textbooks, and all adopted curriculum to provide quality instruction to all students.		
1.5	Math Curriculum and Materials	District staff will support the new Math Framework with a 3 year integration and implementation plan to support administrators and teachers with the implementation of the new framework: a) Year 1: Pre- Implementation (Change in Knowledge)-Provide math tasks aligned to the curriculum maps, providing ongoing professional learning through the Trainer of Trainer model. b) Year 2: Initial Implementation (Change in Practice)-Provide framework to build knowledge, followed by professional learning through various professional learning opportunities, setting the baseline for district priorities. c) Year 3: Full Implementation(Change in Student Outcomes)- Pilot new math curriculum, based on state and county recommendations.	$0.00	No
1.6	Science Curriculum and Materials	District Staff will support a Next Generation Science (NGSS) 3 year integration plan to support teacher understanding and implementation of NGSS science practices in lesson design and utilization of adopted science materials. Year 1: Pre- Implementation (Change in Knowledge)-Integrating Amplify resources on ELA curriculum maps Year 2: Initial Implementation (Change in Practice)-Integrating Phenomena into literacy and the use of the adopted science materials. Year 3: Full Implementation(Change in Student Outcomes)- Respond to newly reported California Dashboard data through the use of the California Science Test (CAST) interims.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Access to Instructional Technology Resources	District staff will provide up-to-date and accessible internet-connected devices to all students, particularly for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities to ensure all students have access to the necessary technology for academic success. In addition, provide teachers with the technological tools to help monitor data, support academic growth and guide instructional effectiveness. Targeting Foster Youth, Low-Income, English learners students provides them with access to technology and resources that may not be otherwise available to them. a) Technology refresh plan as needed b) Go Guardian subscription for all student computers c) Digital subscriptions and data analysis tools (Renaissance, Next Gen Math, Lexia, Learning Genie, DnA Illuminate, KiDS)	$4,456,082.97	Yes
1.8	Technology Use	District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This environment will include content filtering, monitoring software, and appropriate age level permissions. All grades will implement a minimum of two digital citizenship lessons during the school year.	$0.00	No
1.9	ELA and Math Supplemental Materials	Teachers of Students with Disabilities in grades TK-8 will consistently utilize district-adopted intervention materials and supplemental resources for Mathematics and English Language Arts, aligning with Individualized Education Program (IEP) goals directly correlated with Common Core State Standards (CCSS).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Pilot Special Education Teacher Residency	District staff will: a) Year 1 Pre- Implementation (Change in Knowledge): Convene a Task Force to explore partnering with a university to develop a Special Education Teacher Residency program, with a focus on growing internal teacher candidates from the District's classified staff. Develop relationship(s) with partner university(ies). b) Year 2 Initial Implementation(Change in Practice): In the first semester, with university partner(s), recruit internal candidates to join the District's Special Education Teacher Residency program and develop preparation material for residency candidates. In the second semester, provide residency candidates with pre-service training. c) Year 3 Full Implementation(Change in Student Outcomes): Implement a Special Education Teacher Residency program, focusing on growing internal teacher candidates from the District's classified staff, with a partner university to support the growing number of students qualifying for special services. Recruit a second cohort of residency candidates and provide pre-service training.	$0.00	No
1.11	District Facilities	The District will maintain facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and promptly addressing any concerns related to the Williams Act. Additionally, the District will continue to address safety hazards by upgrading facilities (e.g. loading zones).	$10,805,597.02	No
1.12	Intervention Support	The District will maintain certificated and classified staff to support literacy-based intervention and small group instruction, for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities to close	$8,164,307.23	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement gaps in Tier 2, which will allow students to be successful in Tier 1.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed in alignment with the P-BVUSD Strategic Plan and the five pillars: Student Achievement; Diverse Learning Organization; Wellness, Safety and Equity for All; Family and Community Partnerships; and Fiscal Responsibility as well as in response to the needs identified through data analysis and input from educational partners.

The analysis of California School Dashboard data indicates a clear need to continue supporting English Language Arts, Mathematics and English Language Development (ELD).
For ELA:

- 9.6 points below standard for ELA with a dashboard color status of orange
- Foster Youth scored 93.8 points below standard with a dashboard color status of red
- Students with disabilities scored 91.5 points below standard with a dashboard color status of red
- African American students scored 49.3 points below standard with a dashboard color status of orange
- English learners scored 44 points below standard with a dashboard color status of orange
- Socioeconomically disadvantaged students scored 23.2 points below standard with a dashboard color status of orange

For Math:
- 52.7 points below standard for Math with a dashboard color status of orange
- Students with disabilities scored 126 points below standard with a dashboard color status of red
- Foster Youth scored 131.4 points below standard with a dashboard color status of red
- African American students scored 96.9 points below standard with a dashboard color status of red
- English learners scored 79.3 points below standard with a dashboard color status of orange
- Socioeconomically disadvantaged students scored 66.9 points below standard with a dashboard color status of yellow

For English language development (ELD):

- 50.2% of students making progress toward English language proficiency
- English learners scored 44 points below standard in ELA with a dashboard color status of orange
- English learners scored 79.3 points below standard in Math with a dashboard color status of orange

Educational partners identified the need for:
- Ongoing professional development for ELA, ELD, Math, and Science
- Need for diagnostic literacy assessment
- Opportunities for career pathways

The use of standards aligned curriculum to ensures that teaching practices deliberately focus on agreed upon learning targets, paired with expectations for student learning that are mapped out with each prescribed standard and the road map to mastery is clearly defined within the adopted curriculum across the district will allow for equitable access and a rigorous learning experience for each child withing the Panama-Buena Vista Union School District. Each action within the goal will support the road map, creating continuity and providing rigorous, relevant, and responsive learning experiences for all and is supported by the following positions:

POSITIONS SUPPORTING GOAL

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

ACTION	POSITION	FTE QUANTITY
2.5	• VAPA Administrator	1
	• Administrative Secretary II	.10
	• Arts & Crafts Teacher	.50
	• Career Specialist Teacher	17.6
	• Language Arts Teacher	.50
	• Music Teacher	31
	• Theater Teacher	2
2.6	GATE Teachers	3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA Dashboard State Priority: 4A	2023-2024: All students: Orange - 9.6 Foster Youth: Red -93.8 Students with Disabilities: Red -91.5 African American: Orange -49.3 English learners: Orange -44 Socioeconomically Disadvantaged: Orange -23.2			2026-2027: All Students: Green 5.4 Foster Youth: Yellow -58.8 Students with Disabilities: Yellow -56.5 African American: Yellow -21.3 English learners: Yellow -16 Socioeconomically disadvantaged: Green -2.2	
2.2	Average Distance from Standard (DFS) on CAASPP Math Assessment Source: CA Dashboard State Priority: 4A	2023-2024: All students: Orange - 52.7 Foster Youth: Red - 131.4 Students with Disabilities: Red -126			2026-2027: All students: Yellow -37.7 Foster Youth: Yellow -95 Students with Disabilities: Yellow -90	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: Red - 96.9 English learners: Orange -79.3 Socioeconomically Disadvantaged: Yellow -66.9			African American: Yellow -65 English learners: Yellow -45 Socioeconomically Disadvantaged: Yellow -28	
2.3	California Alternate Assessments Source: Smarter Balanced Reporting System State Priority: 4A	2023-2024: ELA: 24.88% Met Level 3 Math: 12.94% Met Level 3			2026-2027: ELA: 35% Met Level 3 Math: 23% Met Level 3	
2.4	Rate of proficiency on universal screeners Source: Star Reading (State Benchmark) State Priority: 8	2023-2024: All students: 42.2% Foster Youth: 28.7% Students with Disabilities: 15.3% African American: 31.6% English learners: 12.6% Socioeconomically Disadvantaged: 36.7%			2026-2027: All students: 50% Foster Youth: 43% Students with Disabilities: 25% African American: 47% English learners: 30% Socioeconomically Disadvantaged: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Rate of proficiency on universal math screeners Source: Star Math (State Benchmark) State Priority: 8	2023-2024: All students: 31.9% Foster Youth: 15.1% Students with Disabilities: 12.2% African American: 19.1% English learners: 14.3% Socioeconomically Disadvantaged: 26.8%			2026-2027: All students: 41% Foster Youth: 30% Students with Disabilities: 28% African American: 36% English learners: 30% Socioeconomically Disadvantaged: 41%	
2.6	Number of students taking Star CBMs Source: Renaissance Analytics State Priority: 8	2023-2024: 341 K-2 Students of 5,743			2026-2027: 100% of K-2 students	
2.7	Percent of unduplicated students participating in GATE Source: KiDS Demographics Report by Custom Student Group State Priority: 7B	2023-2024: Unduplicated: Students participating in program is 30%			2026-2027: Unduplicated: Increase participation of students to 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Student performance on the California Science Test (CAST) Source: Data Quest CAST State Priority: 4A	2023-2024: Grade 5: 28% Grade 8: 27.4%			2026-2027: Grade 5: 45% Grade 8: 45%	
2.9	Rate of students meeting student growth percentile (SGP) in Star Reading Source: Renaissance (SGP) Report State Priority: 8	2023-2024: All: 48.4% Foster Youth: 47% Students with Disabilities:46% African American: 45% English learners: 46% Socio-economically Disadvantaged: 48%			2026-2027: All: 65% Foster Youth: 65% Students with Disabilities: 65% African American: 65% English learners: 65% Socio-economically Disadvantaged: 65%	
2.10	Rate of students meeting student growth percentile (SGP) in Star Math	2023-2024: All: 47% Foster Youth: 48%			2026-2027: All: 65% Foster Youth: 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Renaissance (SGP Report) State Priority: 8	Students with Disabilities:43% African American: 45% English learners:46% Socio-economically Disadvantaged: 46%			Students with Disabilities: 65% African American: 65% English learners: 65% Socio-economically Disadvantaged: 65%	
2.11	Percent of unduplicated students participating in AVID/pre-CTE courses Source: Synergy Custom Report State Priority: 8	2023-2024: All: 926 students participated 20% of entire student junior high population Unduplicated: 749-81% of students who participated			2026-2027: All: 30% of the entire student junior high population Unduplicated: Increase by 10% to 825 students	
2.12	Percent of unduplicated students participating in Camp KEEP Source: Camp Keep Enrollment Annual Rosters State Priority: 8	2023-2024: All:1825 students of 2166 students participated Unduplicated: 46% of participating students			2026-2027: All: 90% of the 6th grade elementary population Unduplicated: Increase to 65% of participating students	

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	Teacher Leadership Teams	Content area and grade level specific teacher leadership teams will meet regularly to deepen their pedagogical understanding and provide support to site teams. The teams will support the alignment of the district-approved curriculum to the assessment calendar to provide equity to all students. The teams will explore and share research-based best practices to meet the needs for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Transitional Kindergarten (TK) Training and Professional Development	TK teachers, para-educators, intervention teachers, and administrators will engage in professional development provided by consultants and district staff that is focused on the unique aspects of a play-based UPK/TK program.	$0.00	No
2.3	Foundational Literacy Training	TK-6th teachers will be trained on foundational literacy skills in order to best meet the needs of Foster Youth, Low Income, and English learners to mitigate the increase in referrals for special services. Teachers will implement best practices in Tier 1 literacy instruction with scaffolding and enrichment to ensure student learning through the following plan:

a) Year 1- Pre-Implementation (Change in Knowledge)-Provide foundational training to Academic Coaches through the Trainer of Trainer model, based on the recommendations outlined in the California Dyslexia guidelines.

b) Year 2- Initial Implementation (Change in Practice)-Provide teacher professional development through various opportunities, focusing on Foundational Literacy skills and the adopted Reading Difficulties Risk Screener.

c) Year 3- Full Implementation(Change in Student Outcomes)-Curriculum maps and diagnostic assessments in grades K-2 will reflect the mastery of foundational literacy skills. | $0.00 | Yes |
| **2.4** | Literacy Diagnostic Screening Tools | The District will provide current screening tools to identify a student's basic knowledge of foundational literacy skills:

a) Year I- Pre-Implementation (Change in Knowledge)- Provide training to Academic Coaches and Intervention Teachers through the Trainer of Trainer model on the use of Star CBMs to universally assess K-2 students in the foundational literacy to support the upcoming 2025 state-approved Reading Difficulties Risk Screener. | $0.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		b) Year 2- Initial Implementation (Change in Practice)- Implement the use of a state-approved Reading Difficulties Risk Screener to universally assess K-2 students in foundational literacy skills. Train administrators and academic coaches on how to interpret the data from the Screeners. c) Year 3- Full Implementation (Change in Student Outcomes)- Use data from the universal screeners as part of the Tier 1 and Tier 2 MTSS process. Reading interventions will be delivered based on identified literacy needs which will result in increased early literacy proficiency.		
2.5	VAPA	The District will maintain a visual and performing arts program at all schools, providing opportunities for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, Unhoused, and Students with Disabilities throughout the school day. Targeting Foster Youth, Low Income, and English learners students provides them with access to visual and performing arts opportunities they may not otherwise receive. Actively recruit Foster Youth, Low-Income, English learners students, African American, and Unhoused students to the VAPA program by hosting parent information nights at all sites. a) Inform parents of the instrument program that allows students to acquire music supplies (instruments, uniforms, sheet music, etc.) at no cost. b) Ensure equitable access of equipment and consistent communication to parents through multiple district resources (ParentSquare, district website, etc.). Staff will provide instruction, coordinate performances, and provide opportunities to learn an instrument, participate in choir, take part in performances, and engage in additional performing arts opportunities.	$6,545,484.47	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	GATE, Professional Learning and Certification	The District's elementary Gifted and Talented Education program (GATE), will provide cognitively demanding experiences and opportunities for qualified students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused. GATE will provide challenging, enriching, and advanced learning to enable these pupils to make accelerated progress in school, utilizing project based learning and inquiry-based lesson design. To provide equitable access to the GATE program, the District will implement the following plan: a) Year 1- Pre- Implementation (Change in Knowledge)-Provide a new assessment for GATE qualification in order to provide more equitable access to the program, and increase District efforts to identify Foster Youth, Low-Income, an English learners pupils performing at high levels on local and state assessments. b) Year 2- Initial Implementation (Change in Practice)-Provide teacher professional development through GATE certification opportunities to increase additional GATE offerings across the district. c) Year 3- Full Implementation(Change in Student Outcomes)- Provide ongoing professional learning opportunities to ensure equitable access to GATE pedagogy, including Low Income, Foster Youth, Unhoused, and English language learners, focusing on the identified behaviors and characteristics of the gifted student.	$524,281.47	Yes
2.7	Extra-curricular Opportunities/ Youth Sports Programs	The District will provide opportunities for access to extracurricular experiences in order to increase engagement and attendance through physical education and sports programs, for students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, Unhoused, and Students with Disabilities.	$13,182.36	No

Action #	Title	Description	Total Funds	Contributing
		These programs will support the acquisition of physical education standards, aligned to the California framework. Each program will allow students to build relationships with coaches and officiants to foster a deeper connection between the student and the school setting.		
2.8	CAMP KEEP	The District will provide equitable access for all 6th grade students to attend Camp KEEP, specifically students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, Unhoused, and Students with Disabilities, who otherwise may not be able to attend. The exposure to hands-on science experiences will increase academic performance on the California Science Test.	$826,501.27	Yes
2.9	AVID/ Pre-CTE	All junior high schools will provide Pre-CTE courses to expose students to industry specific and college and career-ready skills through Career Pathways and AVID offerings.	$250,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 reflects Panama-Buena Vista Union School District's ongoing commitment to a culture of purpose, caring, and results including celebration of our diverse learning organization and community, practices to ensure wellness, safety, and equity for all, and authentic partnerships with family and community as reflected in our District's Pillars of Excellence.

Additionally, an analysis of California School Dashboard and local data indicates a clear need to continue enhancing and expanding support for engagement and school culture/climate to support student achievement.

For Engagement:

- Overall chronic absenteeism rate of 26.70%, defined as medium or yellow on the 2022-2023 CA Dashboard
- Overall attendance rate of 93.6% as recorded in local data as of May 2024

For Culture/Climate:

- Overall suspension rate of 2.70%, defined as medium or yellow on the 2022-2023 CA Dashboard
- Disparities in suspension rates for the following groups
- Suspension rate of 7.8% for African American students, defined as very high or red on the 2022-2023 CA Dashboard
- Suspension rate of 11.9% for Foster Youth, defined as very high or red on the 2022-2023 CA Dashboard
- Suspension rate of 3.10% for Low-Income students, defined as high or orange on the 2022-2023 CA Dashboard
- Suspension rate of 4.30% for Students with Disabilities, defined as high or orange on the 2022-2023 CA Dashboard
- Overall connectedness rate of 70.49% reported by students in grades 3 through 8. Although students who reported a sense of connectedness and belonging increased by 3.21% districtwide during the Fall 2023 administration (70.49%) compared to the Spring 2023 administration (67.28%), this reflects 29.51% of students in grades 3-8 who do not feel a sense of belonging at school.

Specific areas of focus include:

- Educational Equity and Cultural Responsiveness: Goal 3 is anchored in our District's unwavering commitment to ensuring educational equity and cultural responsiveness for all. Acknowledging the diverse backgrounds, experiences, and needs of the P-BVUSD community, Goal 3 emphasizes the cultivation of inclusive learning environments where every individual feels valued, respected, and supported. By prioritizing positive relationships and embracing a Whole Child, Whole Community approach, the District aims to address systemic barriers to learning and ensure that all students have equitable access to high-quality education.

- Meeting the Needs of the Whole Child: Goal 3 also reflects the District's recognition of the multifaceted nature of student well-being and success. Beyond academic achievement, this goal emphasizes the importance of addressing the social, emotional, and physical needs of each child. By fostering a culture of care and support, P-BVUSD aims to promote the holistic development of students, enabling them to thrive academically, socially, and emotionally.

- Shared Responsibility and Authentic Partnerships: Central to Goal 3 is the belief in shared responsibility among all educational partners – including students, staff, families, and the broader community. By cultivating authentic partnerships and engaging partners in decision-making processes, P-BVUSD seeks to leverage collective expertise and resources to maximize academic and social outcomes for each student. This collaborative approach not only strengthens the sense of community within the District but also ensures that the needs and voices of all educational partners are heard and valued.

- Multi-Tiered Systems of Support Framework: Additionally, Goal 3 aligns with the P-BVUSD's commitment to continuous improvement and the implementation of a Multi-Tiered Systems of Support (MTSS) framework. By analyzing state and local data and identifying areas for refinement, the District aims to enhance the effectiveness of tiered support systems, including attendance and behavior protocols, social-emotional learning instruction, and family engagement initiatives. Through evidence-based practices and targeted interventions, P-BVUSD strives to address disparities in student outcomes and promote equity across all levels of the educational system.

Qualitative data from various surveys in the 2023-2024 school year also revealed critical insights that support the LCAP goal of providing healthy, safe, and inclusive learning environments. This goal prioritizes positive relationships, educational equity, and shared responsibility among all educational partners to maximize academic and social outcomes for each student.

Specific areas of focus include:

- Student Connectedness: The Student Connectedness Survey conducted in Spring 2024 highlights a notable disparity in the sense of belonging between elementary and junior high school students. While 71.6% of elementary students report feeling a sense of belonging at school, only 57.6% of junior high students feel the same. This significant drop indicates that junior high students require more targeted interventions to foster an inclusive and engaging environment that supports their emotional and social needs during this critical transitional period.

- Family and Staff Perceptions of Connectedness/Belonging: According to the LCAP Home/Staff Survey, 82.95% of families and 77.8% of staff feel that families belong when visiting the school. These high percentages reflect positive perceptions but also suggest room for improvement, particularly among staff. Ensuring that all families feel welcomed and included is essential for building a supportive school community that actively engages all members.

- Safety Perceptions: The sense of safety at school is another crucial aspect of a healthy learning environment. The survey data shows that 77.64% of families and 85% of staff report that students feel safe at school. However, disaggregated data reveals a stark contrast between elementary and junior high schools. While 77% of elementary families and 89% of elementary staff feel students are safe, only 68% of junior high families and 71% of junior high staff share this sentiment. These findings underscore the need for enhanced safety measures and support systems in junior high schools to create a more secure environment for students.

- Communication with Teachers and Staff: Effective communication between students and staff is vital for fostering a supportive and responsive educational setting. The survey results indicate that 74% of families and 93% of staff across all schools believe it is easy for students to talk to teachers and staff. Disaggregated data, however, shows a disparity: 76% of elementary families and 94% of elementary staff report ease of communication, compared to only 66% of junior high families and 92% of junior high staff. Additionally, the Student Connectedness Survey reveals that 76.1% of elementary students find it easy to talk to teachers and staff, whereas only 59.75% of junior high students feel the same. These figures highlight the need for improved communication channels and relationships, particularly in junior high schools, to ensure that all students feel heard and supported.

Data clearly supports the need for focused efforts to enhance student connectedness, safety, and communication, particularly in junior high schools. By addressing these areas, the district can create a more inclusive, engaging, and supportive learning environment that aligns with the LCAP goal. Prioritizing positive relationships, educational equity, and shared responsibility among students, staff, families, and the community will ultimately lead to better academic and social outcomes for all students.

Progress toward this goal will be measured using the metrics, actions and positions identified below:

POSITIONS SUPPORTING GOAL

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

ACTION	POSITION	FTE QUANTITY
3.1	• 5 Hour Yard Aides • Campus Safety Supervisors • HDW Safety Managers • Noontime Assistants • Transportation Aide	36.3 11 2 5.25 24.5
3.3	• Asst. Director, Health, Safety & Wellness • Director, Health, Safety & Wellness • Director, Student Support Services • Teachers on Special Assignment • School Psychologists • School Psychologist Interns • School Social Workers • School Nurses • Licensed Health Services Technicians • Counselors (Jr. High) • Intervention Counselors (Jr. High) • Behavior Intervention Assistants • MTSS Clerical Staff	1 1 1 1 28 3 12 24 9.4 5 6 44 34
3.4	Assistant Principals	29
3.5	• Director, Innovation & Improvement • Clerical Staff • TOSA- Foster & Homeless	1 1 1
3.6	Director of Community and Family Engagement Administrative Clerk	1 1
3.9	Director of Communication	1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Disaggregated Attendance Rate by student group Source: School Information System State Priority 5a	2023-2024: All: 93.16% EL: 93.6% FY: 93.2% LI: 92.7% SWD: 91.4% Unhoused: 85.8% AA: 92%			2026-2027: All: 96.16% EL: 96.6% FY: 96.2% LI: 95.7% SWD: 93% Unhoused: 91% AA: 96%	
3.2	Disaggregated Chronic Absenteeism Rate by student group Source: CA Dashboard State Priority 5b	2022-2023: All: 27.25% EL: 25.31% FY: 21.57% LI: 30.22% SWD: 33.51% Unhoused: 43.67% AA: 26.87%			2026-2027: All: 24.25% EL: 22.31% FY: 18.57% LI: 25.22% SWD: 28.51% Unhoused: 33.67% AA: 23.87%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Middle School Dropout rate Source: School Information System State Priority 5c	2022-2023: 0%			2026-2027: 0%	
3.4	Disaggregated Suspension rate by student group Source: CA Dashboard State Priority 6a	2022-2023: All: 2.79% ELs: 2.51% FY: 12.07% LI: 3.18% SWD: 4.36% Unhoused: 3.7% AA: 7.68%			2026-2027: All: 1.79% ELs: 1.51% FY: 6.07% LI: 1.68% SWD: 2.86% Unhoused:2.2% AA: 4.68%	
3.5	Expulsion rate Source: School Information System Priority 6b	2022-2023: All: 0%			2026-2027: All: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school Source: Student Connectedness Survey Priority 6c	Spring 2024 All: 67% Elementary: 71.6% Jr. High: 57.6%			Spring 2027: All: 77% Elementary: 80% Jr. High: 70%	
3.7	Percent of parents/families reporting opportunities to take part in decisions made at their school Source: LCAP Home Survey Priority 3a	2023-2024: 69.2%			2026-2027: 75%	
3.8	Percent of parents/families of unduplicated students reporting family participation opportunities at their school and the District Source: LCAP Home Survey Priority 3b	2023-2024: All: 90.3% LI: 95% EL: 78% FY: 100%			2026-2027: at least 80% among all groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Extent of SWD parent/family participation in District advisory groups (i.e. CAC) Source: Self-reported Priority 3c	2023-2024: Average of 13 participants Average of 32 participants registered for parent educational nights hosted by CAC as of April 2024			2026-2027: Average of 17 participants Increase the average number of participants registered for parent educational nights hosted by CAC by at least 9%.	
3.10	Extent of SWD parent/family registration for District Parent Education opportunities Source: Self-reported Priority 3c	2023-2024: Average of 32 participants			2026-2027: Average of 39 participants	
3.11	Percent of parents/staff reporting families feel like they belong when visiting school Source: LCAP Home/Staff Survey Priority 3	2023-2024: All Schools: Families: 82.95% Staff: 77.8%			2026-2027: All Schools: Families: 85% Staff: 80%	
3.12	Disaggregated percent of parents/staff reporting students feel safe at	2023-2024: All Schools: Families: 77.64%			2026-2027: All Schools: Families: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school by elementary vs. junior high school Source: LCAP Home/Staff Survey Priority 6c	Staff: 85% Elementary: Families: 77% Staff: 89% Jr. High: Families: 68% Staff: 71%			Staff: 90% Elementary: Families: 80% Staff: 92% Jr. High: Families: 75% Staff: 80%	
3.13	Disaggregated percent of parents/staff reporting it is easy for students to talk to teachers/staff by elementary vs. junior high school Source: LCAP Home/Staff Survey Priority 6c	2023-2024: All Schools: Families: 74% Staff: 93% Elementary: Families: 76% Staff: 94% Jr. High Families: 66% Staff: 92%			2026-2027: All Schools: Families: Staff: 95% Elementary: Families: Staff: 95% Jr. High Families: 70% Staff: 95%	
3.14	Disaggregated percent of students reporting it is easy to talk to teachers/staff by elementary vs. junior high school Source: Student Connectedness Survey	Spring 2024: All Schools: 70.76% Elementary: 76.1% Junior High: 59.75%			2026-2027: All Schools: 75% Elementary: 80% Junior High: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6c					
3.15	Alternative Education Enrollment Source: Self-reported Priority 6c	2023-2024: 40 students			2026-2027: maintain less than 50 students	

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	Safety	With guidance from District leadership, all schools will implement effective safety protocols, including comprehensive emergency response and	$6,581,176.10	Yes

Action #	Title	Description	Total Funds	Contributing
		preparedness measures (i.e. CSSP), along with clearly communicated safety protocols and required training to promote a safe environment where students, staff, and families feel secure and supported. Safety efforts will include: a) Crisis Response: The District will ensure information is clearly communicated regarding protocols and mandatory training related to crisis response, suicide assessments, bullying policy, child abuse reporting, etc. b) Preparedness Measures: All schools will implement evidence-based practices related to psychological, emotional, and physical safety to prevent any potentially harmful factors to students, staff, and/or families. c) Personnel to Support Safety Efforts: The District will maintain safety-related school staff to support school safety efforts as follows: • 5 Hour Yard Aides: $1,692,556.96 • Campus Safety Supervisors: $1,151,110.90 • HSW Safety Managers: $313,690.58 • Noontime Assistants: $181,335.78 District leadership will continue to evaluate safety needs at least annually to inform decisions made, such as hiring additional staff to increase safety, as appropriate.		
3.2	Attendance	With guidance from District leadership, all schools will implement evidence-based practices to improve attendance and reduce chronic absenteeism in coordination with MTSS actions to better engage students at school. As funds become available, the District will distribute them among schools to support site-based efforts and incentives.	$99,258.01	No
3.3	MTSS	The District will prioritize the implementation of multi-tiered systems of support (MTSS) to tailor interventions and resources to meet the unique needs of every student, particularly Foster Youth, Low-Income, and English learners students addressing existing disparities identified among other vulnerable groups (e.g . Unhoused, African American, Students with	$21,573,932.50	Yes

Action #	Title	Description	Total Funds	Contributing
		Disabilities) through enhanced MTSS systems and protocols, ensuring equitable opportunities for all. Expanded MTSS support will include (but are not limited to) attendance, mental health and trauma, cultural responsiveness, physical health/wellness, etc. by the following personnel: • Assistant Director, Health, Safety & Wellness: $203,243,60.00 • Director, Health, Safety & Wellness: $231,913.60 • Director, Student Support Services: $228,745.77 • Teachers on Special Assignment: $155,164.16 • School Psychologists: $1,056,009.36 • School Psychologist Interns: $66,914.90 • School Social Workers: $955,016.51 • School Nurses: $3,616,507.19 • Licensed Health Services Technicians: $$432,530.81 • Counselors (Jr. High): $909,406.79 • Intervention Counselors (Jr. High): $997,818.36 • Behavior Intervention Assistants: $2,844,322.69 • MTSS Clerical Staff: $569,563.39 District leadership will continue to evaluate MTSS needs at least annually to inform decisions made, such as hiring additional staff to increase access to intervention services, as appropriate. a) MTSS Teams: Over the three year LCAP cycle, with guidance from District Leadership, all schools will establish multi-disciplinary teams that meet at least monthly in order to make informed decisions regarding tiered systems of support. Multi-disciplinary teams will include health/wellness personnel such as nurses and health aides, school social workers, intervention counselors, behavior intervention aides, and school psychologists. There will be a focus to expand Tier 1 guidance and support to include cultural responsive and trauma-informed practices ensuring equitable learning opportunities for identified student groups of Foster, Unhoused, Students with Disabilities, and African American students. Additionally, specialized staff such as school social workers and school nurses will prioritize Foster and Unhoused youth to coordinate support and resources to reduce barriers to engagement at school (i.e. screening, direct services, referrals, etc.). 1. Year 1: Pre-Implementation: (Change in Knowledge)- All schools will		

Action #	Title	Description	Total Funds	Contributing
		establish and maintain a Tier 1 team in order to cultivate a positive climate by effectively implementing expanded Positive Behavior Intervention and Support (PBIS) systems with an emphasis on prevention, instruction, and relationship building to promote student engagement. Additionally, Teachers(s) on Special Assignment (TOSAs) will provide differentiated support for Tier 1 based on site-needs. 2. Year 2: Initial Implementation: (Change in Practice)- All schools will establish and maintain a Tier 2/3 team to make informed decisions using multiple sources of data to address the specific internalizing and/or externalizing needs of struggling students in addition to Tier 1 universal support. 3. Year 3: Full Implementation: (Change in Student Outcomes)- District leadership will evaluate MTSS needs by reviewing student and implementation data at least annually to make adjustments to professional learning and guidance offered by the District to ensure high quality MTSS implementation. b) Social Emotional Learning (SEL): 1. Year 1: Pre-Implementation (Change in Knowledge)- Teachers will begin to implement Social-Emotional Learning (SEL) curriculum and integrate SEL practices throughout the school day to cultivate social-emotional competencies. The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge on SEL implementation. Input from teachers and administration will be considered prior to selection of a District-adopted curriculum to launch District-wide beginning Fall 2025. 2. Year 2: Initial Implementation (Change in Practice)- Teachers will implement District-adopted Social-Emotional Learning (SEL) curriculum on a daily basis during a designated time of day and integrate SEL practices throughout the school day to cultivate social-emotional competencies. The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge of District-adopted SEL curriculum. 3. Year 3: Full Implementation(Change in Student Outcomes)- Teachers		

Action #	Title	Description	Total Funds	Contributing
		will continue to implement SEL curriculum and practices. District leadership will evaluate SEL needs by reviewing student and implementation data at least annually to make adjustments to professional learning and guidance offered by the District to ensure high quality SEL implementation Districtwide. c) Restorative Disciplinary Practices: 1. Year 1: Pre-Implementation (Change in Knowledge)- The District will establish a team to develop District guidance for addressing behavioral issues with a focus on reducing disproportionality including review of law and/or policy and evidence-based alternatives to suspension. 2. Year 2: Initial Implementation (Change in Practice)- The District will provide guidance (e.g. handbooks, professional learning, etc.) to build knowledge for addressing behavioral issues with a focus on reducing disproportionality including review of law and/or policy and evidence-based alternatives to suspension. 3. Year 3: Full Implementation (Change in Student Outcomes)- With District guidance including professional learning, all schools will implement evidence-based restorative discipline practices when responding to behavior. In partnership with District Leadership, we will assess the impact on student outcomes identifying trends and changes in disproportionality and establish an ongoing review and continuous improvement process. d) Health & Wellness Center: 1. Year 1: Pre-Implementation (Change in Knowledge)- The District will continue to explore community partnerships to enhance health and wellness services through mobile or stationary centers, reducing health related barriers by increasing access to clinical health care services provided by qualified health professionals. 2. Year 2: Initial Implementation (Change in Practice)- Establish partnerships with local health organizations and qualified health professionals to implement health and wellness programs and services. This may include, but is not limited to on-site primary medical health care		

Action #	Title	Description	Total Funds	Contributing
		services, dental care services, mental health care services, nutrition education, etc.

3. Year 3: Full Implementation (Change in Student Outcomes)- Pilot health & wellness center(s) in selected schools. Measure and evaluate the impact of health & wellness centers on student health and educational outcomes and adjust as needed. | | |
| **3.4** | Assistant Principals | The District will maintain a 1.0 FTE Assistant Principal at all school sites to support all students, but principally for students who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused students. District leadership will provide ongoing guidance to Assistant Principals equipping them to address the unique needs of Foster youth and Low Income students with their school teams. As a result, APs will Increase support services to students struggling with chronic absenteeism and behavioral issues:

a) Increase support services to students struggling with chronic absenteeism and behavioral issues
b) Increase communication with families and enhance coordination of support services
c) Build capacity of teachers and staff on best practices related to MTSS to support students based on site needs through guidance and professional development | $5,111,578.54 | Yes |
| **3.5** | Support for Foster & Unhoused Youth | With guidance from the District Foster and McKinney-Vento Liaison, relevant staff will partner with school staff to enhance support provided to Foster and McKinney-Vento eligible (Unhoused) youth to increase school engagement and improve educational outcomes (i.e. attendance, chronic absenteeism, suspension, CAASPP data, etc.) such as: | $435,532.93 | Yes |

Action #	Title	Description	Total Funds	Contributing
		a) Ensuring proper identification of students and families experiencing homelessness as well as Foster Youth including training and access to Foster Focus b) Engaging in relationship building and case management to identify barriers and coordinate resources and support (e.g. clothing and food assistance, hygiene kits, extracurricular and extended learning programs, tutoring, school supplies, physical and mental health support, referrals to community resources, etc.) c) Coordinating transportation to the school of origin to ensure educational stability (supplemental to regular bussing including associated costs) d) Providing professional learning (i.e. training) opportunities and guidance for administrators, teachers, and other staff related to supporting Foster and McKinney-Vento identified youth e) Regularly monitor the educational progress of Foster and McKinney-Vento eligible youth through relevant data indicators (i.e. attendance, chronic absenteeism, suspension, CAASPP data, etc.) The Student Support Services Department will ensure that all School Social Workers prioritize support to Foster and Unhoused Youth focused on reducing and/or eliminating barriers to school success. District leadership will evaluate McKinney-Vento and Foster Youth program needs annually to inform decisions made at least annually, such as hiring additional support staff to enhance the quality of support services for these vulnerable student populations.		
3.6	Parent & Family Engagement	Under the direction of the Director of Community and Family Engagement and in collaboration with the Consolidated Programs Department, efforts to foster meaningful engagement and collaboration between the district and families will be prioritized. District leadership will evaluate needs at least annually to inform decisions made, such as hiring support staff to enhance the quality of support services for families of students, including vulnerable	$711,097.27	Yes

Action #	Title	Description	Total Funds	Contributing
		student populations. By implementing the following actions, the District aims to empower families to actively participate in their student's education and create a supportive environment conducive to student success: a) Input and Decision-Making: Increase family involvement in decision-making through partnerships (e.g. ELAC, DELAC, SSC, etc.) and surveys to support student success and improve school climate. b) Parent Education: Collaborate with community organizations and District departments to provide a variety of educational opportunities such as Parent University to empower families enhancing academic success. c) Family Engagement Opportunities: Collaborate with community organizations and District departments to host family engagement opportunities fostering meaningful interactions between parents and children to promote student success. d) Community Partnerships: Form strategic partnerships with community partners to enhance student support and achievement and explore the California Community Schools Partnership Program (CCSSP) school integration, based on need. e) Parent Resource Centers: 1. Year 1: Pre- Implementation (Change in Knowledge)- Explore parent resource centers to provide tailored support for families, fostering active engagement in student's education and promoting academic success. 2. Year 2: Initial Implementation (Change in Practice)- Establish partnerships and implement programs and services within schools (i.e. education programs, informational workshops, support services, etc.). Develop a comprehensive menu of services to be offered at future parent resource center(s). 3. Year 3: Full Implementation (Change in Student Outcomes)- Pilot parent resource center(s) at selected schools. Measure and evaluate the impact of Parent Resource Center(s) on student outcomes. Use data to		

Action #	Title	Description	Total Funds	Contributing
		continuously improve and expand services to meet the diverse needs of all students.		
3.7	Professional Learning	District staff and/or consultants will provide evidence-based professional learning opportunities and guidance for administrators, teachers, and/or staff focused on topics supporting the whole child such as, but not limited to: a) Relationship building practices b) Engagement/attendance c) Social-emotional learning (SEL) d) Positive behavior intervention and supports (PBIS) e) Multi-tiered systems of support (MTSS) f) Restorative disciplinary practices g) Health/Wellness h) Safety practices in order to enhance school-based support for all students, but particularly the most vulnerable student populations who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities.	$0.00	No
3.8	Class-Size Reduction	The District will implement class-size reduction averages across grades K-6 to enhance individualized support for academic and social-emotional development within classrooms, fostering deeper connections and ensuring improved academic and social outcomes for all students, but particularly the most vulnerable student populations who fall into the following subgroups: Foster Youth, Low Income, English learners, African American, and Unhoused students. This action will support the funding of 65 teachers with LCFF funds and reduce class size averages as follows: • 26 students to 1 teacher in grades K-1 • 28 students to 1 teacher in grade 2	$8,992,533.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 29 students to 1 teacher in grade 3 • 30 students to 1 teacher in grades 4-6		
3.9	Communications	Under the direction of the Director of Communications, the District will develop and maintain a communication plan that: a) Improves communication and strengthens relationships with educational partners (i.e. Board of Education, administration, staff, community partners, etc.) b) Increases engagement with families of students who fall into the following subgroups: Foster Youth, Low-Income, English learners, African American, unhoused, and students with disabilities. c) Explore resources to support non-English speaking parents/guardians. As funds allow, the District will purchase equipment and/or tools (i.e. audio-visual equipment, recording devices, etc.) to support high quality digital communication with the goal of connecting with students and families to encourage participation in District engagement opportunities.	$428,134.56	Yes
3.10	Alternative Education	The District will allocate funding to maintain classes for District and Jr. High alternative education programs and maintain a dedicated program specialist to provide comprehensive support to participating students. Additionally, under the direction of the Administrator of Alternative programs, provide guidance and professional learning opportunities to Impact teachers to ensure the implementation of evidence-based interventions, including instructional and restorative practices, in site-based alternative education programs (i.e. Impact classrooms).	$1,761,398.03	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate by 2026.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Development (ELD), newcomers and the reclassification of our existing English learners.

For example:

- English learner progress in 3rd - 8th grade students declined 8%.
- 48.2% of English learner students progressed at least one English Learner Progress Indicator (ELPI) level, leaving 16.7% decreasing a level.

When looking at local indicators, the same need is evidenced through Star Reading and Math scores:
- 12.5% of English learner students met or exceeded state benchmark levels in Star Reading (Winter 2024)
- 14.55 of English learner students met or exceeded state benchmark levels in Star Math (Winter 2024)

During LCAP Educational Partner input sessions, survey and feedback data revealed the need for:
- A more diverse curriculum to support language acquisition
- Professional development tailored to specific needs, including differentiated instruction supporting English language learners (ELLs) and newcomers
- More effective language arts program, particularly for English Language Development (ELD) students, with consistent ELD components that meet student's needs
- Equity and access to resources and materials across schools, as well as support for diverse learners, including newcomers.

The District plans to improve English learner proficiency, ELPI, and state assessment outcomes through actions that support and improve student learning and will measure progress towards this goal using the metrics, to include the positions, identified below:

POSITIONS SUPPORTING GOAL

GOAL 4:
Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate

ACTION	POSITION	FTE QUANTITY
4.1	• EL Program Specialists • Instructional SPecialists • Title I Program Specialists	2 4 I
4.3	TK-8 Principal	I
4.5	• Director, Assessment, Curriculum and Assessment • Director, Instructional Services • Coordinator, Instructional Services • Instructional Services Clerical	I I I 2

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of English learner students who make progress toward English proficiency	2023-2024: 50.2%			2026-2027: 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard ELPI State Priority: 4E					
4.2	Annual reclassification rate Source: Data Quest State Priority: 4F	2023-2024: 13%			2026-2027: 22%	
4.3	Percent of English learners completing ELPAC interim assessments to measure progress toward mastering ELD standards Source: CERS/ELPAC Interims State Priority: 8	2023-2024: 21%			2026-2027: 75%	
4.4	Number of students enrolled in Dual Language Program Source: SIS School Enrollment and Class Rosters	2023-2024: TK: planning for 12 students to be pre-enrolled Kindergarten: planning for 12 students to be pre-enrolled			2026-2027: TK: 12 students Kindergarten: 12 students First Grade: 12 Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 7B				Second Grade: 12 students pre-enrolled	

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	Newcomer Supports	District staff will ensure support for newcomer students across the district by: a) Creating and sharing a Newcomer's Guide to support connection to school.	$1,319,527.29	Yes

Action #	Title	Description	Total Funds	Contributing
		b) Instructional Specialists will support sites with best practices for multilingual learners. c) Researching and adopting culturally and linguistically sustainable instructional materials and progress monitoring tools.		
4.2	Professional Learning/ Administrators and Certificated Staff	The District will enhance language acquisition and proficiency of English learners by offering professional development on research-based instructional strategies for teachers and administrators. This includes understanding student proficiency levels, individual needs, and language development across all content areas.	$0.00	Yes
4.3	Dual Immersion/ Multilingual Program	The District will develop a multi-year plan to implement a Dual Immersion/ Multilingual program by: a) Year 1- Pre-Implementation (Change in Knowledge)-Provide foundational training to Administrator, TK and Kindergarten teacher. Develop the program vision and mission, board policy and systems to recruit families upon the opening of the new school during the 2025-2026 school year. b) Year 2- Initial Implementation (Change in Practice)-Provide teacher professional development and support for all staff during the opening of the new dual language program to ensure a foundational understanding of the unique needs of the program. Begin to develop the next cohort of teachers for the next grade level span opening in the 2026-2027 school year. Explore the KERN Multilingual Teacher Residency program at CSUB to grow internal multilingual teacher candidates. c) Year 3- Full Implementation(Change in Student Outcomes)- Research demonstrates the improved student learning outcomes of dual-language immersion programs. The District will monitor data and expand opportunities for more multilingual learners. Systemize the professional	$182,122.30	Yes

Action #	Title	Description	Total Funds	Contributing
		development to ensure the addition of a new dual language grade level, to include all general education programs and educational partners.		
4.4	Increased Supports for Long Term English Learners	Junior High School teachers will provide additional opportunities to engage students in language acquisition by providing instruction to increase listening, speaking, reading and writing skills through meaningful and standards aligned lessons designed to meet the individual needs of LTELs and At-Risk of becoming LTEL students. In order to support explicit language development instruction in the junior high setting, we will provide a rigorous, research-based supplemental program to support English language acquisition before entering high school. The implementation of E3D curriculum for identified English learners in the junior high setting will support students in making the necessary progress towards language acquisition and reclassification, with an emphasis on Long Term English learners. Professional development will be provided to ELD teachers to support the implementation of the curriculum, along with highly effective designated ELD strategies and progress monitoring skills. Quarterly data will be shared from instructional services specialists to show the progress of LTELs.	$0.00	Yes
4.5	EL/RFEP Data Monitoring System	The District will use the Ellevation data management platform to track the progress and proficiency of English learners. Ellevation will help share data, such as reclassification rates, with educational partners to support informed decision-making while also providing targeted professional development at the school level.	$1,024,168.47	Yes

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
$$58,955,314	$6,632,619

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
29.909%	0.000%	$0.00	29.909%

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:** Fully Credentialed Teachers **Need:** 9.5 percent of teachers in schools with the highest percentage of Low Income students are misassigned or teaching without credentials, while 4 percent of teachers in	Our district will continue to monitor the placement of new teachers to ensure the schools with the greatest need are equipped with fully trained and credentialed teachers when possible. To do so, priority will be given during the interview and placement process. Our Induction Program will continue to focus on recruiting fully qualified mentors to meet program requirements. Highly qualified mentors will provide induction candidates the necessary role	We will monitor the number of qualified teachers serving our Foster Youth, English learners and Low Income students with the following data: Rate of teachers not fully credentialed (measured by Goal 1 Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	schools with the lowest percentage of Low Income students are misassigned or teaching without credentials. This represents an equity gap of 5.5 percent. 22 percent of teachers in schools with the highest percentage of Low Income students have two or fewer years of teaching experience, while 7.5 percent of teachers in schools with the lowest percentage of Low Income students have two or fewer years of teaching experience. This represents an equity gap of 14.5 percent. 96% of participants of the LCAP Home Survey shared that having well-trained teachers in the classroom should be of high importance. **Scope:** LEA-wide	models needed to successfully complete the program and provide high quality teaching to all students. In addition, through our SEL professional learning, we will focus on providing strategies to support students from foster homes and Low Income areas, as well as Unhoused Youth. We will continue to highlight EL strategies to equip our teachers with strategies to support language development. This action is provided on an LEA-wide basis because all students will benefit from having fully certified teachers in the classroom, primarily schools with high numbers of unduplicated students, including African American students and Unhoused Youth.	Rate of teachers considered inexperienced or ineffective in Title I schools (Measured by Goal 1 Metric 2) We will monitor impact of effective teachers with academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement and access data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2)
1.2	**Action:** Academic Coaches	Our district will continue to provide monthly professional learning opportunities to support Academic Coaches with needed strategies to support the acquisition of the new math framework standards, to support teachers in the classroom. Currently Foster Youth, English learners and Low	We will monitor academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement data:

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: Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for PBVUSD. There is a gap in achievement in reading for our unduplicated students. Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in math for our unduplicated students. 23-24 staff survey data showed 57.3% of staff members feel they receive job-specific professional development. There is a need to increase the job-specific support for teachers at sites. 22 percent of teachers in schools with the highest percentage of Low Income students have two or fewer years of teaching and need the support of onsite coaching/mentoring. **Scope:** LEA-wide	Income students score below their grade level peers in mathematics. Student achievement is expected to increase with quality teaching of mathematics. The professional learning will focus on support teachers with differentiation strategies to support intervention of foundational math, ELA and English language development. Training of this nature will support students performing below grade level, providing additional resources and a supportive learning environment for our Foster Youth, English learners and Low Income students. This action is provided on an LEA-wide basis because all students will benefit from highly trained teachers in strategies that support new common core framework and best practice, as well as strategies to engage the most disengaged students in learning.	Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2) Rate of unduplicated students meeting student growth percentile (SGP) in Star Reading (measured by Goal 2 Metric 9) Rate of unduplicated students meeting student growth percentile (SGP) in Star Math (measured by Goal 2 Metric 10)
1.3	**Action:** Library Media Clerks	By increasing access to diverse reading collections both in print and online, Foster youth, English learners, and low-income students will	We will monitor the progress of increased access to diverse libraries

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: During the 2023-2024 school year an average of 30.5 books were checked out by each student in the district for a total of 612,371 books circulated. Currently we have 436,898 books in our school libraries which is fewer than our circulation numbers. Our circulation is lowest in our junior high schools. myON, the digital platform for books was utilized by 5576 students. 805 English learners accessed books via myON. Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement in reading for P-BVUSD. There is a gap in achievement in reading for our unduplicated students. Informal feedback from our English learner families indicates the need for more hours of library accessibility at school sites. They would also like accessibility to more books in native languages as well as books representing diverse cultures. Informal feedback from Foster youth indicates a need for books in the home. Accessibility to library books is important for this group to allow for adequate independent reading materials.	have increased opportunities to read relevant and interesting literature. Increased independent reading will foster opportunities for increased academic achievement in ELA. By ensuring additional opportunities to visit the library, families of Foster youth, English learners, and low-income students may visit before school. This benefits families by fostering reading enjoyment which may benefit student achievement in reading. This also allows our Foster youth, English learners, and low-income students weekly access to books.	for Foster youth, English learners, and low-income students as well as all students with: library circulation data (measured by Goal 1 metric 5) We will monitor reading achievement data for our Foster Youth, English learners and Low Income students with the following achievement and access data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Professional Learning and Instructional Materials **Need:** Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in reading for our unduplicated students. Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in math for our unduplicated students. 94% of respondents on the 23-24 LCAP staff survey indicated they feel having well-trained teachers is of high importance. That includes	The district will provide teachers with professional development opportunities to support collaborative small group instruction to close literacy gaps, building fluency and comprehension to increase reading levels by one year. In addition, professional learning opportunities will be provided to enhance learning around the new math framework and provide effective strategies to support the mathematical practices through "The Thinking Classroom." Foster youth, English learners, and Low Income students currently score below their grade-level peers and will have increased learning opportunities through high quality, evidence-based instruction. These actions are provided on an LEA-Wide basis to increase foundational math and ELA Tier 1 instructional practices to provide equitable access to well-trained teachers.	We will monitor academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement and access data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2)

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
	parents/guardians of Foster Youth, English learners and Low Income students. **Scope:** LEA-wide		
1.7	**Action:** Access to Instructional Technology Resources **Need:** 92% of respondents to the Home LCAP survey indicated that having access to Chromebooks is very important or important. 96% of staff also responded that having student Chromebooks is very important or important. 23-24 KiDS data showed 43% of unduplicated students were high risk according to Star Reading benchmark data. 97% of staff also responded that having student access to online tools to support learning is very important or important. This allows them to offer differentiated support to unduplicated students. **Scope:**	The district will continue to support an educational technology classroom setting that allows students alternatives to learning. Students from Low Income, foster and Unhoused homes tend to not have access to technology. Our commitment to Go Guardian and additional platforms will educate students against cyber bullying and create a risk free and equitable environment that allows students to create in a safe environment. These actions are being provided on an LEA-wide basis because all our students can benefit from the use of technology and ability to utilize technology as an additional learning tool.	We will monitor online accessibility for our Foster Youth, English learners and Low Income students with the following data: Rate of 1st-8th grade students with one-to-one access to Chromebooks (measured by Goal 1 Metric 7) Rate of proficiency on Universal Screeners delivered via the online platform Renaissance (measured by Goal 2 Metrics 4 and 5)

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		
1.12	**Action:** Intervention Support **Need:** Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in reading for our unduplicated students. 23-24 KiDS data showed 43% of unduplicated students were high risk according to Star Reading benchmark data. Feedback on the 23-24 Home LCAP survey indicated that families of English learners and Low Income students would like more tutoring or additional support given to children with learning needs. **Scope:** LEA-wide	Intervention teachers will develop lesson plans that focus on the identified needs indicated through district Tier II assessments. Lessons will be provided through differentiated instructional grouping focusing on the literacy foundational skills: concepts of print, phonemic awareness, phonics, fluency, vocabulary and comprehension in grades K-6. Foster youth, English learners and Low Income students will have more access to learning opportunities from qualified adults to increase reading achievement. Intervention teachers will progress monitor on a regular basis providing the homeroom teacher with monthly reports to guide Tier I instruction and information to support at home learning. These actions will address literacy gaps for Low Income, foster, and English learner students. They are provided on an LEA-wide basis to integrate and increase foundational reading skills and literacy across all content areas for all students and provide support for all families to increase literacy outcomes for all students.	We will monitor academic achievement for our Foster Youth, English learners and Low Income students with the following student achievement data: Rate of proficiency on Universal Screeners delivered via the online platform Renaissance (measured by Goal 2 Metrics 4 and 5) Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Rate of students meeting student growth percentile (SGP) in Star Reading (measured by Goal 2 Metric 9)
2.1	**Action:** Teacher Leadership Teams **Need:**	The district will continue to support content area and grade level curriculum teams to deepen pedagogical understanding to meet the diverse learning needs of our students, especially our unduplicated students. The development of	We will monitor academic achievement data for our Foster Youth, English learners and Low Income

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
	Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in reading for our unduplicated students.

Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in math for our unduplicated students.

94% of respondents on the 23-24 LCAP staff and 96% of the respondents on the 23-24 LCAP Home survey indicated they feel having well-trained teachers is of high importance.

Scope:
  LEA-wide | standards-aligned curriculum, resources and assessments will ensure equitable access to grade-level curriculum for students that includes scaffolds and supports for our students with learning gaps. Our unduplicated students often perform lower on standards-aligned assessments and will benefit from well-designed curriculum, assessments and evidence-based instructional practices.

This action is being provided on an LEA-wide basis because all our students can benefit from standards-aligned curriculum, assessments and evidence-based practices for instruction. | students with the following achievement data::
Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1)

Average Distance from Standard (DFS) on CAASPP Math Assessment (measured by Goal 2 Metric 2)

Student performance on the California Science Test (CAST) (measured by Goal 2 Metric 8)

Rate of proficiency on Universal Reading Screeners (measured by Goal 2 Metric 4) |
| 2.3 | **Action:**
Foundational Literacy Training

Need: | The district will provide training to instructional staff in foundational literacy skills to ensure Tier 1 instruction includes evidence-based foundational literacy strategies. Evidence-based literacy instruction will support increased academic achievement for our English learners, Foster | We will monitor academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement data:: |

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
	Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. There is a gap in achievement in reading for our unduplicated students. Universal screening data shows only 41% of Low-Income students are at or above benchmark. Feedback on the 23-24 Home LCAP survey indicated that families of English learners and Low Income students would like more tutoring or additional support given to children with learning needs. **Scope:** LEA-wide	Youth and Low Income students who currently perform below their grade-level peers in literacy. These actions are being provided on an LEA-wide basis because all our students can benefit from evidence-based foundational literacy instruction.	Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1) Rate of proficiency on Universal Reading Screeners (measured by Goal 2 Metric 4)
2.4	**Action:** Literacy Diagnostic Screening Tools **Need:** Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-	The district will provide reading screeners and train instructional staff in how to use literacy assessments to identify foundational literacy skills needs. Training will also include how to interpret the data and use the data for targeted literacy instruction. The use of disaggregated data and targeted skills instruction will increase reading achievement of English learners, Foster Youth and Low Income students who currently perform below their grade-level peers in reading achievement.	We will monitor academic achievement data for our Foster Youth, English learners and Low Income students with the following achievement data: Average Distance from Standard (DFS) on CAASPP ELA Assessment (measured by Goal 2 Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BVUSD. There is a gap in achievement in reading for our unduplicated students. Universal screening data shows only 41% of Low Income students are at or above benchmark. Through collaboration with various teacher groups, the need for an early literacy screener was identified to address literacy needs of English learners, Foster Youth, and Low Income students. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because all our students can benefit from literacy instruction that targets instructional needs based on literacy screeners.	Rate of proficiency on Universal Reading Screeners (measured by Goal 2 Metric 4)
2.5	**Action:** VAPA **Need:** Feedback on the 23-24 Home LCAP survey indicated that 70.8% of English respondents felt their children have access to extracurricular programs including band and chorus. Only 60.6% of Spanish-speaking respondents felt their children have that same access. Feedback on the 23-24 Staff LCAP survey indicated a need for more access to music education to meet California Arts Education Framework standards. Teachers would like all students to have consistent access to music as a way to engage students in school to improve attendance, especially for our	The district will maintain a visual and performing arts program at all schools to provide opportunities for all students, including Foster Youth, Low-Income and English Learners. Extra effort will be put into recruiting students from underrepresented groups into the program to ensure equitable access to students who may not otherwise have the opportunity to participate in visual and performing arts. Equipment will be provided to eliminate the cost barriers of instruments and other materials. This action is being provided on an LEA-wide basis because all our students can benefit from a VAPA program that provides access to the California Arts Education Framework standards.	We will monitor access to VAPA for our Foster Youth, English learners and Low Income students with the following data: Disaggregated attendance data (measured by Goal 3, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated student groups. The Low income student group has an attendance rate below the all student group. **Scope:** LEA-wide		
2.6	**Action:** GATE, Professional Learning and Certification **Need:** Feedback on the 23-24 Home LCAP survey indicated that only 54.5% English respondents felt their children have access to specialized academic programs including GATE. Only 41% of Spanish speaking respondents felt their children have that same access. Parents expressed the need for additional programs and opportunities for students to increase their academic proficiency levels. There is a gap in achievement in reading for our unduplicated students. Current data shows 40% of the students in GATE are unduplicated students. This is far below our district average of unduplicated students. **Scope:**	The district will continue to make efforts to increase the participation of English learners, Foster Youth and Low Income students in the GATE program. This will allow more access to opportunities for accelerated and project-based learning to increase CAASPP ELA and Math outcomes. We anticipate this action will target the discrepancy in CAASPP scores between the all student group and our unduplicated students. The district will also continue to provide training to instructional staff on evidence-based gifted and talented instructional strategies. This will increase the number of English learners, Foster Youth and Low Income students receiving instruction from teachers trained in GATE teaching strategies. This action is being provided on an LEA-wide basis because all our students can benefit from challenging and enriching learning opportunities.	We will monitor access to GATE for our Foster Youth, English learners and Low Income students with the following data: Percent of unduplicated students participating in GATE (measured by Goal 2 Metric 7) Average Distance from Standard in ELA Decrease (Goal 2, Metric 1) Average Distance from Standard in Math Decrease (Goal 2, Metric 2)

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		
2.8	**Action:** CAMP KEEP **Need:** 76% of Panama-Buena Vista Union School District students are considered Low-Income. This provides a challenge in equitably providing opportunities for the costly Camp KEEP field trip. Site principals reported many families were requesting scholarships or not choosing to have their children participate in the trip due to a lack of personal funds. Currently, we are scoring below the state average on the California Science Test and access to hands on science for all students, especially our unduplicated students, will give students valuable experiences. Feedback on the 23-24 LCAP Home survey as well as informal feedback in conversations with families indicated a need for more field trip experiences for students. **Scope:** LEA-wide	The district will continue to provide equitable access for all 6th-grade students to attend Camp KEEP, specifically students who fall into the following subgroups: English learners, Foster Youth and Low Income students. These students may not otherwise be able to attend the camp. This hands-on experience will increase the educational experience for students who may not have previous experiences in outdoor educational settings. This action is being provided on an LEA-wide basis because all our students can benefit from the hands-on science experience.	We will monitor access to Camp KEEP by reviewing rosters of students attending Camp KEEP (measured by site rosters for Camp KEEP, Goal 2, Metric 12) We will monitor the progress of student academic growth on the California Science Test (Goal 2, Metric 8)
2.9	**Action:** AVID/ Pre-CTE **Need:** Feedback on the 23-24 Home LCAP survey indicated that both parents and/or guardians	The district will continue to make efforts to increase the participation of English learners, Foster Youth and Low Income students in the AVID/pre-CTE program. This will allow more access to opportunities for career pathways and opportunities other than college. The district will	We will monitor access to pre-CTE courses for our Foster Youth, English learners and Low Income students with the following data:

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
	and staff request additional opportunities for students to receive access to career technical opportunities, especially students from low income, foster and unhoused, to provide exposure to careers rather than just college. Staff responses included students needed the opportunity to choose career pathways based on traumatic childhood events. Reading achievement data shows Foster Youth are scoring 93.8 points below standard, English learners 44 points below standard and Low Income students 23.2 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. Math achievement data shows Foster Youth are scoring 131.4 points below standard, English learners 79.3 points below standard and Low Income students 66.9 points below standard. These subgroups are performing lower than the overall achievement for P-BVUSD. Increasing student interest in creating more access to opportunities for college/career pathways should impact student achievement. Current data shows that 77% of PBVUSD students are unduplicated with 132 being Foster and 108 unhoused. This allows additional opportunities for students with unstable home lives. **Scope:**	also continue to provide training to instructional staff on providing training on pre-CTE pathway instructional design and possible CTE certification. This will increase the number of English learners, Foster Youth and Low Income students receiving instruction from teachers trained in pre-CTE certified courses. This action is being provided on an school-wide basis to support our junior high school students before entering high school by providing additional support and opportunities to connect with a career or possible skill to maximize the high school experience, regardless of zip code or placement.	Percent of unduplicated students participating in pre-CTE elective courses (measured by Goal 2, Metric 11)

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		
3.1	**Action:** Safety **Need:** Recent survey data from the 2024 Local Control and Accountability Plan (LCAP) provides crucial insights into the perceived safety and specific needs of students within our school community, with a particular focus on unduplicated students—those from Low Income backgrounds, English learners, and Foster Youth. According to the 2024 Staff LCAP Survey, 86.5% of staff members believe that students feel safe in various aspects, including physically and emotionally, while at school. This high level of confidence among staff contrasts with the 77.6% of parents and families who reported a similar belief on the 2021 Home LCAP Survey. This discrepancy indicates a gap between staff and family perceptions of student safety, suggesting a need for better communication and alignment on safety issues. When examining the data disaggregated by school level, additional gaps become evident. Among staff, 89% of those assigned to elementary schools reported that they believe their students feel safe, compared to only 71% of staff at junior high schools. This trend is mirrored in the responses from families: 77.6% of parents with elementary school students felt	To address these needs, it is essential to focus on improving the safety and support structures, particularly in junior high schools as reflected in targeted strategies throughout all actions within Goal 3 of the LCAP, but particularly in Action 3.1. In addition to several actions which address psychological and emotional safety such as social-emotional learning, tiered support systems, and guidance addressing restorative disciplinary practices, there are specific actions related to safety to meet the identified needs. These safety actions include enhanced crisis response communication, evidence-based preparedness measures, and adequate personnel including campus supervisors at all junior high schools to support safety efforts. By addressing these needs, all schools will cultivate school environments where all students, particularly unduplicated students, feel equally safe and supported, thereby promoting their overall academic and social-emotional development.	We will monitor safety data for our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated Attendance Rate by student group (measured by Goal 3, Metric 1) Disaggregated percent of all parents/staff reporting students feel safe at school (elementary vs. junior high) (measured by Goal 3, Metric 12) Disaggregated percent of parents/staff reporting students reporting it is easy to talk to teachers/staff (elementary vs. junior high) (measured by Goal 3, Metric 13) Disaggregated percent of students reporting it is easy to talk to teachers/staff by elementary vs. junior high

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
	their children were safe at school, compared to just 68% of junior high parents. These differences highlight a particular concern for the safety perceptions at the junior high level. Moreover, the 2024 Home LCAP Survey revealed that 33.7% of participating families identified themselves as parents of unduplicated students. Given that these students are already facing additional challenges, the lower safety perceptions at the junior high level are particularly concerning. Additionally, the connection between school connectedness and attendance is crucial in understanding how students' feelings of safety and belonging impact their presence at school. Disaggregated attendance data provides further insight including lower attendance rates among unduplicated students and those with challenges, suggesting that feelings of safety and connectedness directly influence their ability to attend school regularly. For instance, in 2023 overall attendance was 93.16%, but it varies among different student groups. English learners (EL) have a slightly higher attendance rate at 93.6%, while Foster Youth (FY) and Low Income (LI) students attend at 93.2% and 92.7%, respectively. **Scope:** Schoolwide		school (measured by Goal 3, Metric 14)
3.3	**Action:** MTSS	The district will implement and expand MTSS to tailor interventions and resources to meet the	We will monitor engagement data for our

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: Recent data from the California Department of Education (CDE) Dashboard and local sources highlight critical areas where unduplicated students, specifically Unhoused Youth and Students with Disabilities, require additional support to successfully engage in school. Unhoused Youth face significant challenges in maintaining regular attendance and engagement. As of May 2024, Unhoused Youth have an attendance rate of 85.8%, which is over 7% lower than the overall student population. Furthermore, their chronic absenteeism rate stands at 43.67%, more than 16% higher than that of all students, according to the 2022-2023 CA Dashboard. These figures underscore the urgent need for targeted interventions to help Unhoused Youth overcome barriers to consistent school attendance and participation. Schools with high percentages of unduplicated students—those who are Low Income, English learners, and Foster Youth—also demonstrate a pressing need for supplemental support. These students often encounter compounded challenges that can hinder their academic success and overall well-being. **Scope:** LEA-wide	unique needs of every student, focusing on Foster Youth, Low Income students, and English learners. Additionally, implementing SEL will be essential to building social-emotional competencies, which can significantly improve attendance and engagement among unduplicated students. Restorative practices aim to reduce disproportionality in discipline and foster a supportive school environment. Addressing health-related barriers is crucial for the overall well-being and academic success of vulnerable youth. By implementing these targeted actions districtwide, the district aims to improve attendance, reduce chronic absenteeism, and enhance overall engagement and success for Unhoused Youth and other unduplicated students, ensuring equitable opportunities for all.	Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated attendance data (measured by Goal 3, Metric 1) Disaggregated chronic absenteeism data (measured by Goal 3, Metric 2)

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
3.4	**Action:** Assistant Principals **Need:** Recent data from the California Department of Education (CDE) Dashboard and local sources indicate that suspension rates for Foster Youth, Low Income (LI) students, Unhoused Youth, Students with Disabilities (SWD), and African American (AA) students remain high compared to all students. This demonstrates a need to maintain a 1.0 Full-Time Equivalent (FTE) Assistant Principal at all school sites is designed to meet these identified needs by providing differentiated support in response to behavioral issues and promoting equitable disciplinary practices. Data Highlights: Foster Youth: With a suspension rate of 12.07%, Foster Youth are over four times more likely to be suspended than the general student population. Unhoused Youth: The suspension rate for Unhoused Youth stands at 3.7%, almost 1% higher than all students. Students with Disabilities (SWD): SWD have a suspension rate of 4.36%, which is over 1.5% higher than the overall student suspension rate.	Maintaining a 1.0 Full-Time Equivalent (FTE) Assistant Principal (AP) at all school sites is crucial to addressing these disparities. Full-time APs are essential for implementing differentiated support strategies tailored to each student group's unique challenges. Their presence ensures that there is a dedicated leader focusing on improving student behavior and fostering a positive school climate. Moreover, full-time APs play a pivotal role in developing and promoting equitable disciplinary practices, which are vital for reducing suspension rates and addressing the root causes of behavioral issues. This strategy not only supports students who are at higher risk of disciplinary actions but also fosters a more equitable and supportive educational environment for all students. Foster Youth: Full-time APs will provide the necessary leadership and support to implement targeted interventions, monitor progress, and collaborate with school teams including multidisciplinary team members (i.e. school social workers, psychologists, nurses) to support these students effectively. Unhoused Youth: Full-time APs will work closely with these students to understand their unique challenges and develop supportive, inclusive strategies that mitigate disciplinary issues while addressing their broader needs. African American Students: Full-time APs will be crucial in addressing the identified disparity by promoting culturally responsive practices, providing bias training for staff, and creating a more inclusive and supportive school environment.	We will monitor climate data for our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated Suspension data by student group (measured by Goal 3, Metric 4) Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6)

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
	African American Students: African American students face a suspension rate of 7.38%, over 4% higher than the average. Additionally, feedback from educational partners via the LCAP and Connectedness survey emphasize a need for maintaining at least 1 full-time Assistant Principal at all school sites to continue and further enhance a focus on student engagement, particularly for the most vulnerable student populations noted above. For instance: Care/Belonging: 74% of families report that they believe it is easy for their child to talk with teachers/staff at their school and 82% reported they believe teachers and staff care about their child; 93.4% of staff report they believe it is easy for their students to talk with teachers/staff at their school and 98.2% reported a belief that teachers and staff care about students; 67.95% of students report it is easy to talk with teachers/staff at their school and 70.76% report teachers/staff care about them. Safety/Help: 86.5% of staff members believe that students feel safe in various aspects, including physically and emotionally, while at school with 77.6% of parents and families who reported a similar belief. Additionally 77% of families reported that their child knows were to go for help at school when needed while 93.7% of staff reported a similar belief about their students.		

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 qualitative LCAP feedback from educational partners also reflected a need for maintaining Assistant Principals at all schools. For instance: Families: Families emphasized the need for enhanced communication and guidance with school administrators regarding available support services such as proactive bullying prevention and mental health support and how to become a partner in school programs. Families also indicated a need for greater inclusivity and engagement by promoting positive and inclusive learning environments through social-emotional learning, celebrating diversity, and respect for all. Staff: Staff emphasized the need for professional learning to better support the increasing needs of students noting subjects such as SEL, trauma-informed care, and behavior interventions as well as protocols to address chronic absenteeism through any differentiated assistance needed to ensure all students have equal access to education. **Scope:** LEA-wide		
3.6	**Action:** Parent & Family Engagement **Need:**	To address these needs, the District, under the direction of the Director of Community and Family Engagement and in collaboration with the Consolidated Programs Department, will prioritize	We will monitor engagement data for all P-BVUSD families, including our Foster Youth, English

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
	The 2023-2024 LCAP Home Survey data reveals a need for enhanced opportunities and support for family participation and belonging in school decision-making processes, particularly for families of unduplicated students, which include Low Income students, English learners, and Foster Youth. Family Participation in Decision-Making: Overall, 69.2% of all parents/families reported having opportunities to take part in decisions made at their school. However, when looking at specific subgroups of unduplicated students, the data shows varied levels of perceived opportunities: Families of Low Income students: 95% Families of English learners: 78% Families of Foster Youth: 100% This data indicates that while families of Low Income students and Foster Youth report high levels of participation opportunities, there is a notable gap for families of English learners, with only 78% feeling they have such opportunities. As noted previously, the 2024 Home LCAP Survey revealed that 33.7% of participating families identified themselves as parents of unduplicated students. Sense of Belonging: 82.95% of families across all schools reported feeling like they belong when visiting the school. From the staff perspective, 77.8% believe families feel like they belong.	fostering meaningful engagement and collaboration between the district and families. Actions within 3.6 are designed to empower families to actively participate in their child's education and create a supportive environment conducive to student success including: 1. Closing the gap for families of ELs by ensuring their voices are heard and valued in school and District decisions 2. Providing targeted education programs will help families of English learners and other unduplicated students to better support their children's education at home and in school 3. Ensuring all family engagement opportunities will help build a sense of belonging and community among all families, enhancing their involvement and connection with the school. 4. Enhancing community partnerships to provide additional resources and support tailored to the needs of unduplicated students, addressing barriers to their engagement and success.	learners and Low Income students as well as other student groups with identified disparities with the following data: Percent of parents/families reporting opportunities to take part in decisions made at their school (measured by Goal 3, Metric 7) Percent of parents/families of unduplicated students reporting family participation opportunities at their school and the District (measured by Goal 3, Metric 8) Percent of parents/staff reporting families feel like they belong when visiting school (measured by Goal 3, Metric 11)

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
	The sense of belonging is crucial for family engagement, and while the majority of families and staff feel positive, there is room for improvement to ensure all families feel welcome and included. **Scope:** LEA-wide		
3.8	**Action:** Class-Size Reduction **Need:** The analysis of recent data reveals significant needs among unduplicated pupils related to attendance, connectedness, and perceptions of safety at school. These needs are particularly pronounced in specific subgroups and at different school levels, indicating the benefits of class-size reduction to provide more personalized support and improve overall student outcomes. Data Highlights: Attendance Rates: The attendance rates for Low Income (92.7%) and Unhoused students (85.8%) are notably lower than the overall student population (93.16%). While the attendance rates for Foster Youth (93.2%) and EL (93.6%) are close to the overall student population, they are not where we would like it to be. This indicates a need for targeted interventions to improve attendance among these vulnerable groups.	Given the above data insights, class-size reduction emerges as a strategic response to address the identified needs of unduplicated pupils. Smaller class sizes can provide several benefits: Personalized Attention: Reducing class sizes allows teachers to provide more individualized attention to students, particularly those with lower attendance rates, such as Unhoused Youth. Personalized support can help address barriers to attendance and engagement. Enhanced Connectedness: Smaller class sizes can foster stronger relationships between students and teachers, which is crucial for improving student connectedness, especially in junior high schools where connectedness is notably lower. Improved Perception of Safety: Teachers in smaller classes can more effectively manage classroom dynamics, creating a safer and more inclusive environment. This is particularly important in junior high schools where perceptions of safety are currently lower.	We will monitor engagement and climate data for all students, including our Foster Youth, English learners and Low Income students as well as other student groups with identified disparities with the following data: Disaggregated Attendance Rate by student group (measured by Goal 3, Metric 1) Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6) Disaggregated percent of students reporting it is easy to talk to

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
	Feedback from educational partners also reflects a need for reduced class sizes. For instance: Only 37.7% of staff reported class sizes are appropriate at their school and 59% of families reported the same. Additionally, staff reported the need for enhanced classroom supports to meet the increasing and diverse learning needs including a reduction in class sizes in order to ensure equitable access to learning for all in the qualitative LCAP responses. Families also indicated the need for smaller class sizes in qualitative LCAP responses. Student Connectedness: Connectedness is significantly lower in junior high schools (57.6%) compared to elementary schools (71.6%). Enhancing student connectedness, particularly in junior high, is crucial for fostering a supportive and engaging learning environment. Safety: Families and staff at junior high schools report lower perceptions of safety (68% and 71%, respectively) compared to elementary schools (77% and 89%, respectively). Addressing these safety concerns is essential to creating a secure and conducive learning atmosphere. Communication: The ease with which students feel they can talk to teachers and staff is higher in elementary schools (76.1%) than in junior high schools (59.75%). Improving	Better Communication: Smaller class sizes facilitate more meaningful interactions between students and teachers, helping to improve communication and support. This is essential for junior high students who currently report lower levels of ease in talking to teachers and staff. By prioritizing class-size reduction, the district aims to create a more supportive, engaging, and safe learning environment for unduplicated pupils, thereby addressing the specific needs identified in the data. This approach will help to ensure that all students, especially those from vulnerable populations, have the opportunity to succeed academically and socially.	teachers/staff by elementary vs. junior high school (measured by Goal 3, Metric 14)

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
	student-teacher communication in junior high is vital for supporting students' academic and emotional needs. **Scope:** LEA-wide		
3.9	**Action:** Communications **Need:** The analysis of recent survey data reveals specific needs among unduplicated pupils, particularly in the areas of family engagement in school decision-making and fostering a sense of belonging. These needs highlight the importance of effective communication strategies to enhance family participation and connection within the school community. Feedback from educational partners via LCAP survey reflected a need for enhanced communication. For instance: Communication for Families: Qualitative responses from families indicated a need for enhanced regular communication between teachers and parents regarding classroom activities and important information. Examples provided were class and school activities, homework, areas of support needed, and ideas for how to better support their students at home. Families also indicated a desire for increased responsiveness from teachers and administrators regarding their children's	By implementing the actions in 3.9, the District aims to achieve the following outcomes: Increased Family Participation: More families, particularly those of unduplicated students, will have opportunities to participate in school decision-making processes, leading to more inclusive and representative decisions. Enhanced Sense of Belonging: Families will feel more welcomed and included when visiting schools, fostering a supportive environment that promotes student success. Improved Communication: Strengthened relationships and better communication with educational partners and families will lead to a more cohesive and collaborative school community. In summary, these actions are designed to address the identified needs of unduplicated students by enhancing communication strategies, increasing family participation in decision-making, and fostering a sense of belonging within the school community. By doing so, students will be more engaged in school, increasing attendance annually.	We will monitor engagement data for all P-BVUSD families, including our Foster Youth, English learners and Low Income students with the following data: Percent of parents/families reporting opportunities to take part in decisions made at their school (measured by Goal 3, Metric 7) Percent of parents/staff reporting families feel like they belong when visiting school (measured by Goal 3, metric 11) Disaggregated Attendance Rate by student group (measured by Goal 3, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic progress. Staff also noted in qualitative LCAP responses improved translation services as a need to ensure effective communication with families who speak languages other than English. Communication for Staff: Qualitative responses from staff indicated a need for clear communication around expectations and support, training opportunities, and guidance for various topics (e.g. implementing curriculum, managing behavior, etc.). Family Participation in Decision-Making: Only 69.2% of parents/families report having opportunities to take part in decisions made at their school. This indicates a need to increase and improve opportunities for family involvement in the decision-making process to ensure that all voices, particularly those of unduplicated students' families, are heard and valued. Sense of Belonging: While 82.95% of families and 77.8% of staff report that families feel like they belong when visiting school, there is still room for improvement. Ensuring that families feel welcomed and included is crucial for fostering a supportive school community. The attendance rate of our Low Income student group is below the all student group and increasing communication and a sense of belonging should increase attendance. **Scope:**		

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		
3.10	**Action:** Alternative Education **Need:** The data from the 2022-2023 school year and recent surveys highlight specific areas of concern for unduplicated pupils that the Local Control and Accountability Plan (LCAP) must address, particularly within the alternative education program. Suspension Rates: The suspension rates reveal significant disparities among different student groups. Foster Youth have an alarmingly high suspension rate of 12.07%, indicating that they are at a higher risk of disciplinary actions compared to their peers. Low Income students are suspended at a rate of 3.18%, while English Learners, with a rate of 2.51%, although below the overall rate, still require attention. These figures suggest that targeted support and intervention strategies are crucial to address the underlying issues leading to higher suspension rates in these groups. Student Connectedness: The Spring 2024 Student Connectedness Survey indicates that the overall sense of belonging among students is 67%. However, there is a marked difference between elementary and junior high school students, with 71.6% of elementary students reporting a sense of belonging compared to only 57.6% of junior high students. This drop	To address these identified needs, Action 3.10 will focus on the following strategies within the alternative education program: Enhanced Support Services: Increase access to counseling, mentorship, and social-emotional learning programs, particularly for Foster Youth, African American students, Students With Disabilities, and Unhoused students. Restorative Practices: Implement restorative justice practices to address behavioral issues and reduce suspension rates, ensuring that all students have the opportunity to learn from their mistakes and remain engaged in their education. Community Building: Foster a strong sense of belonging through community-building activities, peer support groups, and inclusive school culture initiatives, with particular emphasis on junior high students. Tailored Instruction: Develop personalized learning plans that address the unique needs and strengths of each student, especially those in alternative education settings, to keep them engaged and motivated. By focusing on these areas, the alternative education program can better support unduplicated pupils, reduce suspension rates, and enhance student connectedness, ultimately leading to improved educational outcomes.	We will monitor data for measuring the effectiveness of the alternative education program, including our Foster Youth, English learners and Low Income students with the following data: Disaggregated Suspension rate by student group (measured by Goal 3, Metric 4) Disaggregated percent of students reporting they belong at school (connectedness) by elementary vs. junior high school (measured by Goal 3, Metric 6) Alternative Education Enrollment (measured by Goal 3, Metric 15)

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
	in connectedness as students transition to higher grades is concerning and points to the need for initiatives that foster a supportive and inclusive environment, especially in junior high schools. Alternative Education Enrollment: The alternative education program, with an enrollment of 40 students for the 2023-2024 school year, provides an essential pathway for students who may not thrive in traditional school settings. Given the high suspension rates among certain groups and the lower sense of belonging in junior high, the alternative education program must be designed to offer a supportive and engaging learning environment tailored to the needs of these students. This includes providing additional social-emotional support, creating a strong sense of community, and implementing restorative practices to reduce suspensions and improve overall student well-being. **Scope:** LEA-wide		

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
3.5	**Action:** Support for Foster & Unhoused Youth **Need:** As indicated in CDE Dashboard and local data, Foster and Unhoused youth remain in need of additional support to engage successfully at school. • FY: Suspension rates for Foster Youth were 12.07%, over four times as much as all students according to the 2022-2023 CA Dashboard. • UY: As of May 2024, unhoused youth have an attendance rate of 85.8% according to local data, over 7% less than all students; have a chronic absenteeism rate of 43.67%, over 16% higher than all students according to the 2022-2023 CA Dashboard; 3.7% suspension rate, almost 1% higher than all students according to the 2022-2023 CA Dashboard. Additionally, there is a need to enhance identification processes for unhoused youth to receive McKinney-Vento support services as indicated by the low enrollment of 121 students (0%) districtwide.	By implementing the targeted actions above, the District aims to reduce suspension rates, improve attendance, and decrease chronic absenteeism among Foster and unhoused youth. These efforts will help create a more supportive and stable educational environment, enabling these students to engage successfully and achieve better educational outcomes.	We will monitor engagement and climate data for our foster and unhoused youth with the following data: Disaggregated attendance data by student group (measured by Goal 3, Metric 1) Disaggregated chronic absenteeism data by student group (measured Goal 3, Metric 2) Disaggregated suspension data by student group (measured by Goal 3, Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Feedback from educational partners also reflects a need for continued enhanced support services for foster and unhoused youth. For instance, although unduplicated students were not specifically mentioned, families indicated the need for increased access to appropriate resources, accommodations, and support services needed for each student to thrive academically and socially. Additionally, it should be noted that only 76% families reported agreement that their children feel physically and emotionally safe at school, reinforcing the need for consistent attention to engagement and climate efforts, particularly for students with diverse backgrounds and/or experiences. **Scope:** Limited to Unduplicated Student Group(s)		
4.1	**Action:** Newcomer Supports **Need:** We currently serve 91 newcomer students. Newcomers bring unique assets, but have challenges and needs as they join school in a new environment. Newcomers need academic supports and also social-emotional supports to help in connecting to their new environment. Based on feedback from staff through formal surveys as well as formal and informal input, there is an increased need for language	By providing district-level support for newcomers, we will ensure that teachers feel equipped to meet the diverse needs of newcomer English learners. The Newcomer's Guide will offer equitable access to immediate resources that may assist in supporting a newcomer as the child enters a new school. Instructional specialists are available to visit sites to support instructional staff with evidence-based strategies for instructing newcomers. By adopting culturally and linguistically sustainable instructional materials, we will best support the academic	We will monitor the effectiveness of strategies to support newcomers by: Monitoring the percentage of English learner students who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supports for newcomer students. Based upon 2023 Dashboard, 50.2% of our English learners are making progress towards English proficiency. Some teachers feel ill-equipped to instruct students with limited English skills. They would like resources and training to improve the quality of instruction targeted toward our newcomers. **Scope:** Limited to Unduplicated Student Group(s)	needs of our newcomer students to increase their success in school.	
4.2	**Action:** Professional Learning/ Administrators and Certificated Staff **Need:** We currently serve 2641 English learner students. That is 13% of our student population. English learners currently score below their grade level peers. English learners scored 44 points below standard in ELA and 79.3 points from standard in math according to the California Dashboard. 50.2% of English learners showed progress toward language development according to the English Learner Progress Indicator. Based on feedback from staff through formal surveys as well as formal and informal input, there is a need for professional development in the areas of designated as well as integrated English language development.	By providing professional development that includes research-based English language development instructional strategies for teachers and administrators, educators will better be able to meet the diverse language needs during designated and integrated English language development. This will increase the academic success of English learners. Educators will also better understand the skills needed to be proficient in English. This will assist in targeting instruction to support listening, speaking, reading, and writing. This should lead to higher success in language development of our English learners.	We will monitor the effectiveness of instructional strategies to support English learners by: Monitoring the percentage of English learner students who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1). Monitoring the achievement of English learners in ELA and mathematics on the California Dashboard (measured by Goal 2 Metrics 1 & 2) Monitoring the reclassification rate of

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)		English learners (measured by Goal 4 Metric 2)
4.3	**Action:** Dual Immersion/ Multilingual Program **Need:** We currently serve 2641 English learner students. That is 13% of our student population. English learners currently score below their grade level peers. English learners scored 44 points below standard in ELA and 79.3 points from standard in math according to the California Dashboard. 50.2% of English learners showed progress toward language development according to the English Learner Progress Indicator. Based on educator partner feedback, there is a need for a multi-lingual program in the district. Educational partners would like a dual-immersion program. **Scope:** Limited to Unduplicated Student Group(s)	By offering a dual-language program, English learners will have the opportunities to expand on their assets of being native speakers of a language other than English. The assets of their language along with multi-lingual learning opportunities will enable them to not only be bilingual, but be biliterate. This will increase English learner academic achievement in both Spanish and English.	We will monitor the effectiveness of the multi-lingual program by: Monitoring the percentage of English learner students participating in the program who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1). Monitoring local benchmarks (Star Reading and Star Math) of students in the program to monitor academic achievement in ELA and mathematics (measured by Goal 2 Metrics 4 & 5)
4.4	**Action:** Increased Supports for Long Term English Learners	In order to best support our LTEL students, we will provide explicit designated English language supplemental curriculum that will allow English language development teachers to target listening, reading, writing, and speaking consistently	We will monitor the effectiveness of the supplemental English language program by:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: We currently serve 439 English learners in our junior highs. Most of those students are considered long-term English learners. 49% of the English learners in 7th and 8th grades showed progress according to the English Language Progress Indicator on the California Dashboard. Based on educator feedback there was a need to ensure explicit English language development instruction while also allowing English learners access to elective. **Scope:** Limited to Unduplicated Student Group(s)	throughout all lessons. Progress monitoring will be completed regularly. By meeting quarterly, junior high ELD teachers will be given professional development time to review data, introduce evidence-based strategies, and collaborate in order to best meet the needs of our Long-Term English Learners (LTELs). This will lead to more students showing progress in language development.	Monitoring the percentage of English learner students participating in the junior high program who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1). Monitoring completion of ELPAC interims by junior high English learners (measured by Goal 4 Metric 3). A meeting will be held quarterly with junior high counselors, junior high ELD teachers and an instructional services specialist to monitor student progress and achievement on the ELPAC interims.
4.5	**Action:** EL/RFEP Data Monitoring System **Need:** We currently serve 2641 English learner students. That is 13% of our student population. English learners currently score below their grade level peers. English learners scored 44 points below standard in ELA and 79.3 points from standard in math according to	The use of the Ellevation data management platform to track the progress and proficiency of English learners will allow classroom-level educators as well as district-level educators to monitor English proficiency levels. By better identifying the specific areas of need in listening, speaking, reading, and/or writing domains, instruction may be targeted to better support individual students in their language development. This data may also be used to create targeted professional development based on data. By using data to guide instruction, it is expected that English	We will monitor the effectiveness of Ellevation by: Monitoring the percentage of English learner students participating in the who make progress toward English proficiency including newcomers (measured by Goal 4 Metric 1).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the California Dashboard. 50.2% of English learners showed progress toward language development according to the English Learner Progress Indicator. Based on educator feedback, there is a need to have a district-wide tool to monitor English learners' reclassification status as well as progress in language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	learners' language proficiency achievement will increase.	

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

N/A

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 District intends to effectively utilize the Supplemental and Concentration Grant funds to support the needs of Foster Youth, Low Income, English learners students. To increase the number of staff providing services the district intends to implement the following:
Action 3.3a: MTSS Teams: During the 2024-2025 school year, the District will maintain the one MTSS Teacher On Special Assignment (TOSA) that supports the effective implementation of the expanded Positive Behavior Interventions and Support systems with an emphasis on prevention and relationship building to promote engagement for our most vulnerable youth. In addition, we will hire the additional Teacher on Special Assignment (TOSA) to support the construction of the Tier 2 and Tier 3 supports for all students, with a strong emphasis on our Foster Youth, Low Income, English learners students, as well as our Unhoused, African American, and Students with Disabilities.

Action 3.6: Parent & Family Engagement: During the 2024-2025 school year, the District plans to continue to enhance opportunities for parent and family engagement through the Director of Community and Family Engagement who will focus exclusively on fostering meaningful

engagement and collaboration between the district and the families of our students, focusing on our Foster Youth, Low Income, English learners students, as well as our Unhoused, African American, and Students with Disabilities. The actions outlined will support building engagement opportunities at the district and site level, based on educational partner feedback, as well as expanding community partnerships to provide additional opportunities for students at the school sites through enhanced support and achievement measures.

Action 4.3: Dual Immersion/Multilingual Program: Beginning in the 2024-2025 school year, the three year implementation plan will expand the development of the dual language school program by hiring and training new school personnel for the 2025-2026 program opening. By providing a dual language program, students will have the ability to retain their native language and honor their culture, while learning a new language that will provide new opportunities and the ability to develop biliteracy skills.

By implementing these actions, the District will prioritize the academic and social-emotional needs of Low Income, English learners and Foster Youth students.

The LCAP includes district-wide actions which are principally directed toward unduplicated students and provide enhanced instructional programs that focus on improving outcomes for unduplicated student groups. 23 of the District's school sites have a student concentration of unduplicated students of at least 55%. The two remaining schools are recognizing a steady increase in the percentage of unduplicated students, with one of the sites anticipated to be at or above 55% in the 2024-25 school year. The majority of positions at school sites within the District are allocated on a specific student to staff ratio. As the majority of the sites are at or above the 55% threshold for additional funding, the ratios between all sites are very close. As additional concentration grant funding is provided, the District is continuing to review the staffing allocation formulas with a focus on reducing the proportionate staffing ratios at those sites that have a higher concentration of unduplicated students.

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	1:33	1:20
Staff-to-student ratio of certificated staff providing direct services to students	1:23	1:17

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	$197,114,288	$58,955,314	29.909%	0.000%	29.909%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$80,984,939.23	$6,427,725.90	$0.00	$5,017,242.22	$92,429,907.35	$78,868,137.94	$13,561,769.41

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
1	1.1	Fully Credentialed Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$973,593.21	$69,730.20	$1,043,323.41	$0.00	$0.00	$0.00	$1,043,323.41
1	1.2	Academic Coaches	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$5,629,346.81	$0.00	$4,483,809.33	$0.00	$0.00	$1,145,537.48	$5,629,346.81
1	1.3	Library Media Clerks	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$2,194,219.60	$146,775.10	$2,331,941.20	$0.00	$0.00	$9,053.50	$2,340,994.70
1	1.4	Professional Learning and Instructional Materials	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$3,106,962.54	$503,384.10	$1,693,418.82	$1,226,654.82	$0.00	$690,273.00	$3,610,346.64
1	1.5	Math Curriculum and Materials	All		No				3 years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.6	Science Curriculum and Materials	All Students Disabilities	with	No				3 year plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.7	Access to Instructional Technology Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$1,521,318.12	$2,934,764.85	$1,521,318.12	$2,934,764.85	$0.00	$0.00	$4,456,082.97
1	1.8	Technology Use	All		No				Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	ELA and Math Supplemental Materials	Students with Disabilities	No				Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.10	Pilot Special Education Teacher Residency	Students with Disabilities	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.11	District Facilities	All	No				Annual	$5,135,678.13	$5,669,918.89	$10,805,597.02	$0.00	$0.00	$0.00	$10,805,597.02
1	1.12	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools K-6	Annual	$8,164,307.23	$0.00	$6,994,903.80	$0.00	$0.00	$1,169,403.43	$8,164,307.23
2	2.1	Teacher Leadership Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.2	Transitional Kindergarten (TK) Training and Professional Development	TK Students Students with Disabilities	No				Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.3	Foundational Literacy Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 6th grade	3 year plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.4	Literacy Diagnostic Screening Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten - 2nd grade	3 year plan	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.5	VAPA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 8th grade students	Annual	$6,226,326.37	$319,158.10	$4,995,933.50	$1,549,550.97	$0.00	$0.00	$6,545,484.47
2	2.6	GATE, Professional Learning and Certification	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools 3rd - 6th	Annual	$516,515.67	$7,765.80	$524,281.47	$0.00	$0.00	$0.00	$524,281.47

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
							Low Income	Grade								
2	2.7	Extra-curricular Opportunities/ Youth Sports Programs	All		No				Annual	$13,182.36	$0.00	$13,182.36	$0.00	$0.00	$0.00	$13,182.36
2	2.8	CAMP KEEP	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools All 6th Grade Students	Annual	$767,321.01	$59,180.26	$826,501.27	$0.00	$0.00	$0.00	$826,501.27
2	2.9	AVID/ Pre-CTE	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Junior High Schools All 7th and 8th grade students	Annual	$10,000.00	$240,000.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00
3	3.1	Safety	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Annual	$4,826,533.10	$1,754,643.00	$6,581,176.10	$0.00	$0.00	$0.00	$6,581,176.10
3	3.2	Attendance	All		No				Annual	$99,258.01	$0.00	$0.00	$0.00	$0.00	$99,258.01	$99,258.01
3	3.3	MTSS	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$20,203,611.28	$1,370,321.22	$19,707,035.72	$592,378.18	$0.00	$1,274,518.60	$21,573,932.50
3	3.4	Assistant Principals	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$5,111,578.54	$0.00	$5,111,578.54	$0.00	$0.00	$0.00	$5,111,578.54
3	3.5	Support for Foster & Unhoused Youth	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Annual	$420,532.93	$15,000.00	$344,001.43	$0.00	$0.00	$91,531.50	$435,532.93
3	3.6	Parent & Family Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Annual/3 Year Plan	$475,781.95	$235,315.32	$585,072.19	$124,377.08	$0.00	$1,648.00	$711,097.27

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
						Low Income									
3	3.7	Professional Learning	All	No				Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	3.8	Class-Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools Kindergarten - 6th Grade	Annual	$8,992,533.00	$0.00	$8,992,533.00	$0.00	$0.00	$0.00	$8,992,533.00
3	3.9	Communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$428,134.56	$0.00	$428,134.56	$0.00	$0.00	$0.00	$428,134.56
3	3.10	Alternative Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual	$1,718,952.63	$42,445.40	$1,761,398.03	$0.00	$0.00	$0.00	$1,761,398.03
4	4.1	Newcomer Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$1,311,890.22	$7,637.07	$783,508.59	$0.00	$0.00	$536,018.70	$1,319,527.29
4	4.2	Professional Learning/ Administrators and Certificated Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	4.3	Dual Immersion/ Multilingual Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mountain View Elementary School TK- 6	3 Year Plan	$182,122.30	$0.00	$182,122.30	$0.00	$0.00	$0.00	$182,122.30
4	4.4	Increased Supports for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: All Junior High Schools 7th - 8th	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					s)		Grade								
4	4.5	EL/RFEP Data Monitoring System	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$838,438.37	$185,730.10	$1,024,168.47	$0.00	$0.00	$0.00	$1,024,168.47

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
$197,114,288	$58,955,314	29.909%	0.000%	29.909%	$70,166,159.85	0.000%	35.597 %	**Total:**	$70,166,159.85
								LEA-wide Total:	$61,001,182.96
								Limited Total:	$2,333,800.79
								Schoolwide Total:	$6,831,176.10

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	Fully Credentialed Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,043,323.41	
1	1.2	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,483,809.33	
1	1.3	Library Media Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,331,941.20	
1	1.4	Professional Learning and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,693,418.82	
1	1.7	Access to Instructional Technology Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,521,318.12	

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	1.12	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools K-6	$6,994,903.80	
2	2.1	Teacher Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.3	Foundational Literacy Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 6th grade	$0.00	
2	2.4	Literacy Diagnostic Screening Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten - 2nd grade	$0.00	
2	2.5	VAPA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 8th grade students	$4,995,933.50	
2	2.6	GATE, Professional Learning and Certification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 6th Grade	$524,281.47	
2	2.8	CAMP KEEP	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools All 6th Grade Students	$826,501.27	
2	2.9	AVID/ Pre-CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Junior High Schools All 7th and 8th grade students	$250,000.00	
3	3.1	Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,581,176.10	
3	3.3	MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,707,035.72	
3	3.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,111,578.54	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Support for Foster & Unhoused Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$344,001.43	
3	3.6	Parent & Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$585,072.19	
3	3.8	Class-Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary and TK-8 Schools Kindergarten - 6th Grade	$8,992,533.00	
3	3.9	Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$428,134.56	
3	3.10	Alternative Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,761,398.03	
4	4.1	Newcomer Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$783,508.59	
4	4.2	Professional Learning/ Administrators and Certificated Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
4	4.3	Dual Immersion/ Multilingual Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mountain View Elementary School TK- 6	$182,122.30	
4	4.4	Increased Supports for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: All Junior High Schools 7th - 8th Grade	$0.00	
4	4.5	EL/RFEP Data Monitoring System	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,024,168.47	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$103,473,630.00	$93,925,876.00

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)
startcollapse					
1	1.1	Class Size	Yes	$8,592,566.00	$9,449,939.00
1	1.2	Multi-Tiered System of Support	Yes	$14,397,431.00	$14,494,860.00
1	1.3	Reading Diagnostic Tool	Yes	$420,000.00	$0.00
1	1.4	Instructional Materials	No	$2,000,000.00	$1,286,053.00
1	1.5	Rigorous English Language Development (ELD) Instruction	Yes	$2,011,589.00	$2,497,693.00
1	1.6	Designated ELD	No	$0.00	$0.00
1	1.7	ELD Instructional Materials	No	$170,000.00	$122,259
1	1.8	Systems to Measure Student Progress	Yes	$1,885,973.00	$1,885,973.00
1	1.9	Fully Credentialed Teachers	No	$0.00	$0.00
1	1.10	Expanded Learning Opportunities	No	$20,343,546.00	$10,938,820.00

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	1.11	Continuous Improvement Cycle	Yes	$196,005.00	$360,375.00
1	1.12	Truancy Mitigation	Yes	$1,204,260.00	$1,219,935.00
1	1.13	Online Academy/Virtual Learning Option	No	$796,251.00	$489,772.00
1	1.14	Assistant Principals	Yes	$5,280,602.00	$5,063,850.00
1	1.15	AVID/CTE	Yes	$250,000.00	$140,447.00
1	1.16	Music	Yes	$5,629,550.00	$6,270,409.00
1	1.17	Technology Devices	Yes	$2,436,075.00	$1,373,155.00
1	1.18	GATE	Yes	$561,782.00	$555,490.00
1	1.19	After School Sports	Yes	$225,000.00	$216,283.00
1	1.20	Camp KEEP	Yes	$775,000.00	$815,940.00
1	1.21	Dual Immersion	No	$0.00	$0.00
2	2.1	Professional Learning for Site Administrators	No	$79,650.00	$28,573.00
2	2.2	Professional Learning for Academic Coaches	No	$167,350.00	$131,933.00

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)
2	2.3	Professional Learning for Teachers	No	$1,874,900.00	$2,071,893.00
2	2.4	Professional Learning for Instructional Classified Staff	No	$36,550.00	$6,250.00
2	2.5	Professional Learning for All Classified Staff	No	$15,750.00	$6,250.00
2	2.6	Professional Development Department	Yes	$1,585,414.00	$1,814,803.00
3	3.1	Safety Programs	No	$0.00	$0.00
3	3.2	Multi-Tiered System of Support - Behavior	Yes	$14,074,936.00	$14,306,865.00
3	3.3	Equity Task Force	No	$0.00	$0.00
3	3.4	Assistant Principals	No	$0.00	$0.00
3	3.5	Communication Plan	Yes	$763,057.00	$780,405.00
3	3.6	Support for African American Males	No	$0.00	$0.00
3	3.7	Support for Foster & Homeless Youth	Yes	$189,377.00	$3,959.00
3	3.8	Maintain Facilities	No	$9,793,741.00	$9,293,775.00
3	3.9	School Libraries	Yes	$2,313,543.00	$2,371,658.00
3	3.10	Support Services	Yes	$5,208,323.00	$5,768,319.00

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)
3	3.11	Parent and Family Engagement	No	$195,409.00	$159,940.00

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)
$57,199,065	$58,309,581.00	$57,669,321.00	$640,260.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.1	Class Size	Yes	$8,592,566.00	$9,449,938.00		
1	1.2	Multi-Tiered System of Support	Yes	$11,803,968.00	$11,526,379.00		
1	1.3	Reading Diagnostic Tool	Yes	$0.00	$0.00		
1	1.5	Rigorous English Language Development (ELD) Instruction	Yes	$1,468,746.00	$1,880,455.00		
1	1.8	Systems to Measure Student Progress	Yes	$1,885,973.00	$1,885,973.00		
1	1.11	Continuous Improvement Cycle	Yes	$196,005.00	$360,375.00		
1	1.12	Truancy Mitigation	Yes	$1,204,260.00	$1,167,783.00		
1	1.14	Assistant Principals	Yes	$5,280,602.00	$5,063,850.00		
1	1.15	AVID/CTE	Yes	$250,000.00	$140,447.00		
1	1.16	Music	Yes	$4,932,636.00	$5,146,981.00		
1	1.17	Technology Devices	Yes	$2,436,075.00	$1,373,155.00		
1	1.18	GATE	Yes	$561,782.00	$55,490.00		

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	1.19	After School Sports	Yes	$225,000.00	$216,283.00		
1	1.20	Camp KEEP	Yes	$775,000.00	$815,940.00		
2	2.6	Professional Development Department	Yes	$1,505,744.00	$1,792,912.00		
3	3.2	Multi-Tiered System of Support - Behavior	Yes	$9,299,061.00	$9,192,535.00		
3	3.5	Communication Plan	Yes	$591,018.00	$509,877.00		
3	3.7	Support for Foster & Homeless Youth	Yes	$189,377.00	$0.00		
3	3.9	School Libraries	Yes	$2,286,543.00	$2,297,541.00		
3	3.10	Support Services	Yes	$4,825,225.00	$4,793,407.00		

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)
$192,826,236	$57,199,065	0.05	29.714%	$57,669,321.00	0.000%	29.907%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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)](#);

  - **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.

  - 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.

  o 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,

  o 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:

    o   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:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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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