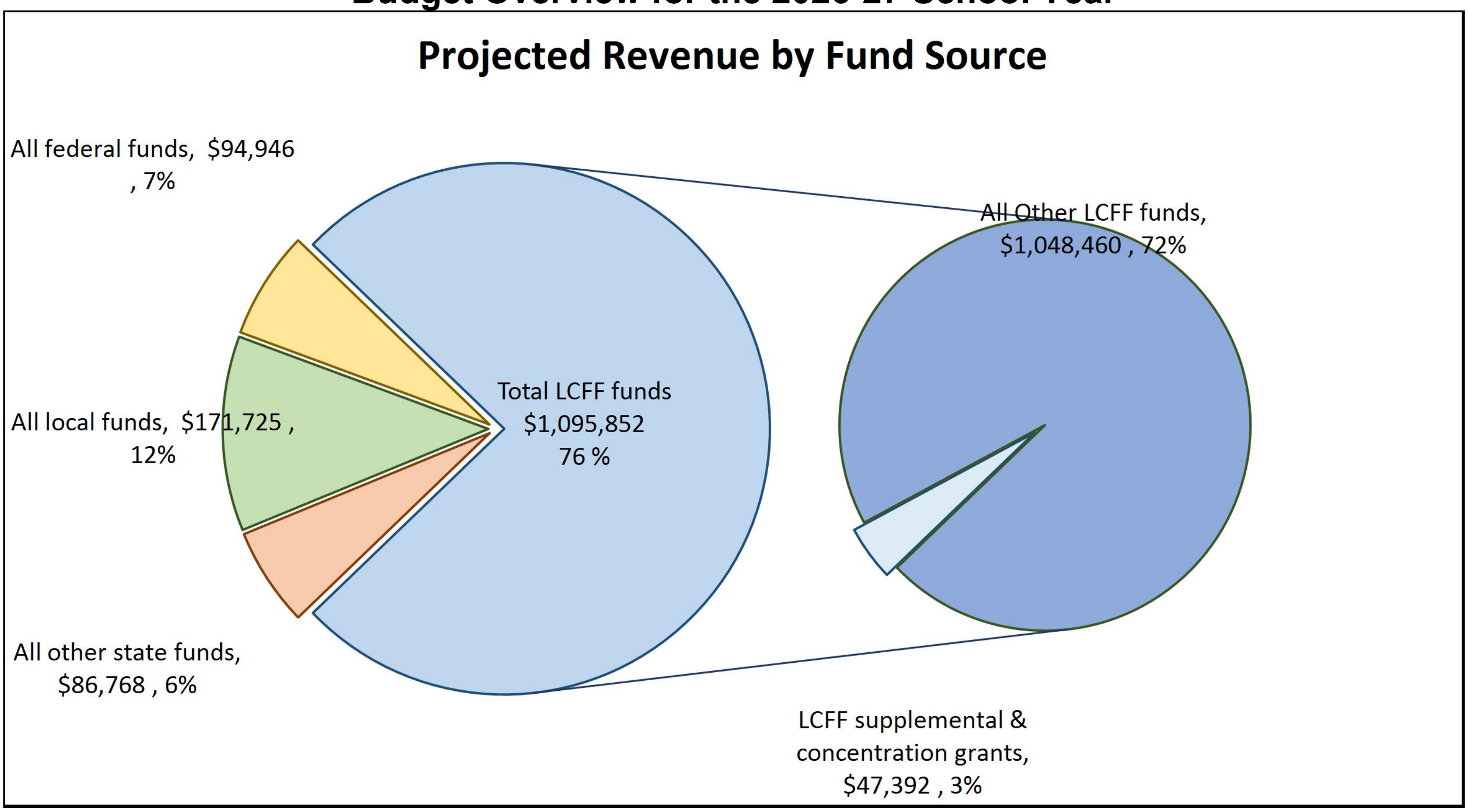
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley Joint Union Elementary District
CDS Code: 40687916043186
School Year: 2026-27
LEA contact information:
Wendy Nielsen
Superintendent/Principal
wnielsen@pleasant-valley-school.org
805-467-3453

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

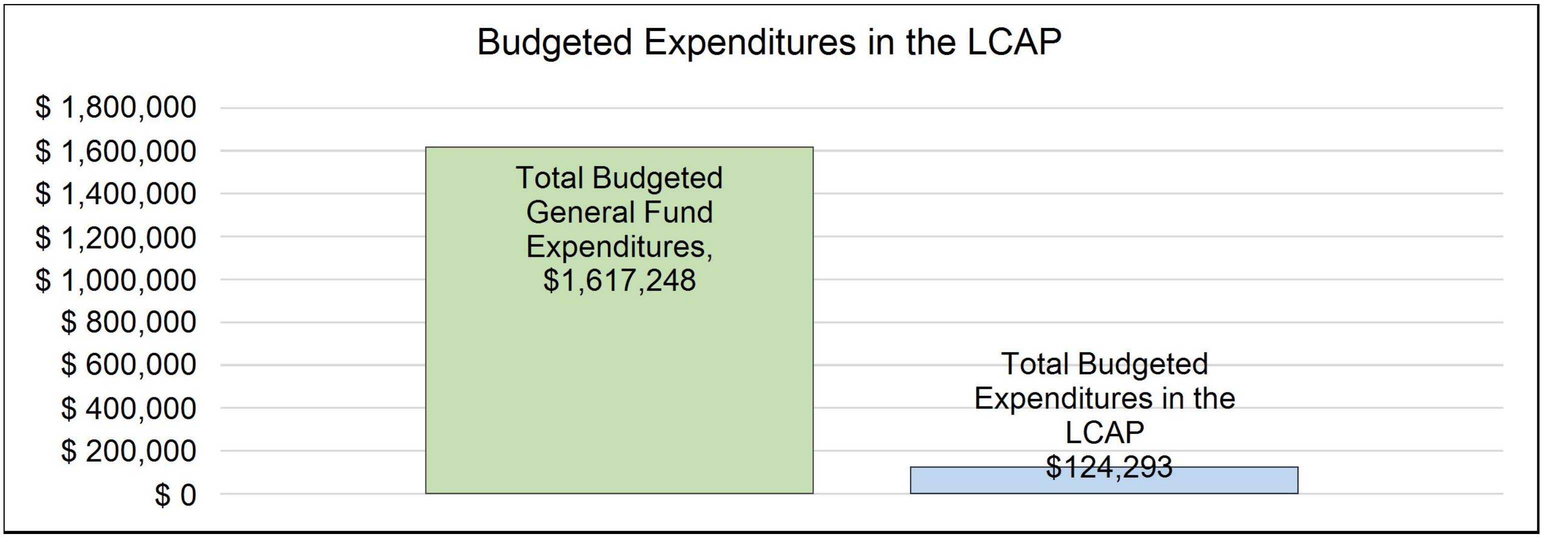


This chart shows the total general purpose revenue Pleasant Valley Joint Union Elementary District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant Valley Joint Union Elementary District is $1,449,291, of which $1,095,852 is Local Control Funding Formula (LCFF), $86,768 is other state funds, $171,725 is local funds, and $94,946 is federal funds. Of the $1,095,852 in LCFF Funds, $47,392 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pleasant Valley Joint Union Elementary District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

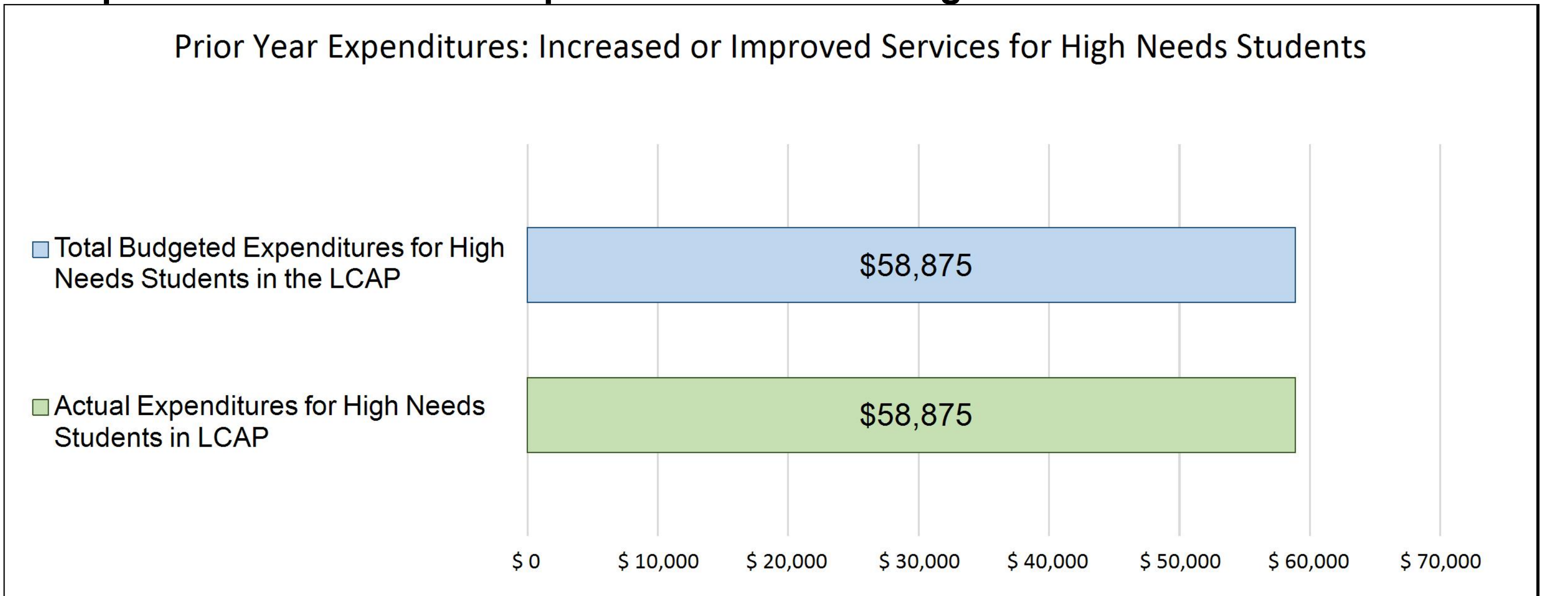
The text description of the above chart is as follows: Pleasant Valley Joint Union Elementary District plans to spend $1,617,248 for the 2026-27 school year. Of that amount, $124,293 is tied to actions/services in the LCAP and $1,492,955 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Pleasant Valley Joint Union Elementary District is projecting it will receive $47,392 based on the enrollment of Foster Youth, English learner, and low-income students. Pleasant Valley Joint Union Elementary District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley Joint Union Elementary District plans to spend $66,057 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Pleasant Valley Joint Union Elementary District's LCAP budgeted $58,875 for planned actions to increase or improve services for high needs students. Pleasant Valley Joint Union Elementary District actually spent $58,875 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Valley Joint Union Elementary District	Wendy Nielsen Superintendent/Principal	wnielsen@pleasant--valley--school.org 805-467-3453

Plan Summary [2026-27]

General Information

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

Pleasant Valley School (P.V.S.), the sole school within the Pleasant Valley Joint Union Elementary School District, serves kindergarten through sixth-grade students in a rural community northeast of Paso Robles. The district includes parts of northern San Luis Obispo County and southern Monterey County. The school is surrounded by vineyards, wineries, and single-dwelling homes on acreage.

Currently, 61 students attend PVS. With a student-to-teacher ratio of 11:1, the instructional team includes four full-time general education teachers, one part-time special education teacher, one part-time speech therapist, five instructional aides, and a library technician. P.V.S. is known for its warm, family-oriented environment, rigorous academic expectations, and commitment to lifelong learning. A hallmark of its program is individualized instruction, often delivered through combination/multi-grade classrooms that require teachers to differentiate lessons for all learners.
Located on a ten-acre property surrounded by vineyards, the campus incorporates agricultural learning through a school garden and offers rich after-school enrichment options in the arts and sciences. Each student receives a personal Chromebook, and a safe after-school program is available on-site.

The district is not a school that receives Equity Multiplier funding, as determined on June 10, 2026. While not receiving Equity Multiplier funds, the district addresses the needs of unduplicated students (English Learners, low-income, and foster youth) through a combination of LCFF supplemental and concentration grants, as detailed in the Increased or Improved Services section and within goals 1-3.'

Plan Summary – Student Demographics and Needs
The diverse needs of the student population are served through an inclusive, flexible academic program:

- English Learners: 6 students (10%)
- Economically Disadvantaged: 16 students (26%)
- Students with IEPs: 17 students (28%), including two preschool and one home hospital student

The district supports students with disabilities through RSP, inclusive models, and close collaboration between aides and teachers. English Learners benefit from a designated EL instructional aide and differentiated instruction strategies.
The Student Study Team (SST) model provides layered interventions and proactively addresses each student's academic and socio-emotional needs.

Community Engagement & Educational Partner Involvement

Pleasant Valley values family and community engagement highly. Parents regularly volunteer and participate in events such as the Fall Harvest Festival, Family Fun Run, Thanksgiving Feast, and Science Night, which are often organized by P.A.S.E., the school's parent organization.

Annual surveys and open meetings actively seek input from families. Stakeholder feedback shapes goal development and action planning. Educational partners also contribute to student study teams and participate in local decision-making processes.
The district values Professional Learning Communities (PLCs) and allocates weekly time for teachers to meet, analyze data, and plan instruction. Teachers also engage in four annual professional development workdays, attend outside workshops, and collaborate to improve student outcomes.

Reflections: Annual Performance

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

Key Findings from CAASPP and Local Metrics

ELA & Math Performance (CAASPP 2025):

- ELA Proficiency: Dropped from 64.51% (2024) to 54.54% (2025)

Pleasant Valley Elementary shows the largest drop in ELA proficiency among multilingual learners, with a 33.4% decline. This can be attributed to the increase in the percentage of newcomers to the district.
--Students w/ Disabilities: 50.0% proficient
--Low-SES Students: 42.86% proficient
-- English Language Learners: 33.3%

- Math Proficiency: Dropped from 41.94% to 36.36%

Pleasant Valley Elementary shows the largest drop in mathematics proficiency among students with disabilities, with a 8.6% decline. This can be attributed to the fact that a greater percentage of students who qualify for special education services qualify solely because of their ability to master mathematics.
--Students w/ Disabilities: 20.0% proficient
--Low-SES Students: 42.86%
--English Language Learners: 33.3%

Science (CAST):

- Only 3 of 11 fifth graders (27.27%) scored proficient/advanced in 2025 (25.0% in 2024)

Dashboard Indicators:

- Chronic Absenteeism:6.8% (2025); Green Performance Band; White subgroup = 5.9% (Blue level)
- Suspensions: Zero; Blue Performance Band
- Academic Indicator (ELA): Decline of 2.9 points, but still 8.2 points above standard
- Academic Indicator (Math): 21.8 points below standard, but the white subgroup decreased by 3.6 points

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Identified Needs

1. Targeted Academic Support: Especially in math and ELA for:
--Students with disabilities
--Low socioeconomic students
--English Language Learners
2. Science Proficiency: CAST performance still needs improvement.
3. Parent Engagement: Strong event participation, but low input in decision-making and surveys.
4. Sustaining Attendance Gains: Exit from Comprehensive School Improvement (CSI) and 10.3% chronic absenteeism rate—still a concern for equity groups.

- Pleasant Valley JUESD will carry over unexpended Learning Recovery Emergency Block Grant (LREBG) funds into the 2026–2027 school year. The LEA anticipates receiving Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 school year; however, final funding amounts will not be determined until the Governor's budget is adopted. As a result, the district has included an estimated allocation within relevant LCAP actions. The district will adjust expenditures and action funding as needed once final allocations are confirmed. LREBG-funded Action: Refer to Goal 1, Action 1.9 for a detailed description of the action funded by LREBG. This action was selected based on stakeholder input and persistent student needs related to learning recovery. Associated Metrics: Progress and effectiveness of the LREBG-funded action will be monitored through the following metrics: Metric 1.6: CAASPP (ELA and Math) Metric 1.7: English Language Learner Reclassification Metric 1.11: STAR Reading Assessment

Reflections: Technical Assistance

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

Not applicable-LEA is not eligible for or has not requested technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Certificated Teachers	Pleasant Valley Joint Union Elementary School District (PVJUESD) engaged a broad range of educational partners through structured and inclusive opportunities to review, reflect on, and provide input into developing the 2026–27 Local Control and Accountability Plan (LCAP). Engagement efforts were designed to be ongoing, accessible, and responsive to stakeholder needs, especially in our small rural school district. Engagement began on the second day of the school year with a comprehensive review of the 2025–26 LCAP during regularly scheduled teacher-staff meetings. Feedback was solicited again in October, and monthly meetings held on the first Wednesday of each month provided consistent opportunities for continued discussion and reflection. All five certificated teachers participated in these sessions, with absences only due to illness or other excused obligations. Although PVJUESD does not have a certificated staff bargaining unit, staff engagement remains robust. Teachers expressed continued support for the existing LCAP framework and prioritized implementing flipped math lessons, an ongoing goal posted on classroom websites.
Administration	As the sole administrator, the superintendent played a central role in the LCAP evaluation and development process. She actively facilitated all engagement meetings to ensure inclusive, productive discussions and foster a comprehensive understanding of the plan among participants. In addition to coordinating stakeholder input, the

Educational Partner(s)	Process for Engagement
	superintendent was responsible for drafting and finalizing the LCAP, underscoring her commitment to its successful implementation and alignment with community needs.
Classified Staff	Classified staff, while also not union-represented, were engaged through monthly staff meetings and individualized discussions. For part-time staff with limited hours, the superintendent met one-on-one to ensure their voices were included in the development process. Regular professional development with classified instructional staff helped inform the LCAP process. It's worth noting that the district has never had a classified staff bargaining unit, a fact that has shaped the dynamics of staff engagement.
Students	In grades two through six, students were engaged through an online survey administered in January. The survey, updated to meet recently adopted state requirements, included expanded questions on social-emotional learning and overall well-being. Due to the students' elementary age, no formal meetings were held; instead, students completed the survey during class time under teacher guidance.
School Site Council and Parents	In January, a bilingual (English and Spanish) parent survey was distributed to all families. The first survey covered topics such as student achievement, differentiated learning opportunities, curriculum and instruction, the needs of unduplicated and special-needs students, students' social/emotional needs, and parent/teacher/school communication. A second, more detailed school climate and culture survey was administered in February. This survey covered topics such as the school environment, safety, rules, and student behavioral expectations, communication, bullying, teacher expectations, social-emotional needs, and parent-to-school relations. Recognizing the importance of in-person dialogue, the district held an LCAP parent meeting in mid-April to further explore survey feedback and gather additional input. Meetings were made accessible to English learner families, with Spanish interpretation provided by the superintendent as needed.

Educational Partner(s)	Process for Engagement
	While the district currently serves a small number of English learners (six in total), efforts have been made to ensure that all families can participate meaningfully in the process. The School Site Council (SSC) held three meetings during the school year, during which they, among other items, focused on the LCAP. In the fall, the council reviewed performance data and prior-year actions. During the March meeting, the council discussed proposed goals and priorities for the 2026–27 plan. In May, the superintendent presented the draft LCAP for review and feedback, ensuring the council's input was directly incorporated into the final version. In two additional parent meetings, the administrator discussed and gathered feedback from parents. The first was at one of the school's PTO meetings. In April, parents attending the Parents Actively Supporting Education (PASE) meeting reviewed, discussed, and provided feedback on the draft plan. Another LCAP parent meeting was held via Zoom in April, during which the plan was shared again with parents to gather feedback to inform its writing.
SELPA	In May, the superintendent met with a representative from the local Special Education Local Plan Area (SELPA) to review the draft plan and confirm alignment with the needs of students receiving special education services. The district proactively included targeted actions in the LCAP to support homeless students, consistent with its commitment to serving all learners. PVJUESD currently does not serve any foster youth but remains prepared to support this population if enrolled in the future.

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

Pleasant Valley Joint Union Elementary School District (PVJUESD) remains committed to meaningfully engaging stakeholders in the development and refinement of the LCAP. This year, input was collected through a combination of surveys, site council and parent meetings, and student feedback opportunities. Despite low participation in the parent survey, the district gained valuable insights that helped affirm priorities and identify areas for improvement.

Parent and Community Engagement:
Five parents and community members completed the LCAP survey, with a majority rating the school as good or excellent across key areas, including academic instruction, student support services, school climate, and college readiness. Three key suggestions emerged: provide more programs for gifted and talented students, provide more one-on-one help/tutoring for struggling students, and provide more after-school activities. These ideas informed our renewed emphasis on strengthening home-school communication systems and schoolwide expectations.

Three parents also completed a separate school climate and culture survey. All responses were positive, highlighting the school's welcoming environment, effective communication, and strong behavioral expectations. No areas of concern were raised.

Eleven parents attended at least one of the district's educational partner meetings (PTO, School Site Council, or LCAP meeting). All expressed strong support for the progress made over the past three years and advocated for maintaining the current LCAP goals and actions. When prompted for additional suggestions, no new recommendations were offered. They were, however, pleased with the additional measures the district implemented during the 2025–26 school year and the plans for the upcoming year. Members of the School Site Council commented that they liked that the plan mostly uses the funds to hire staff to work with students, rather than on things.

Student Voice:
Thirty-nine students in grades 2–6 participated in a schoolwide survey. 97% of students reported feeling safe, happy, and connected to school, with every student stating they had an adult to turn to when needed. They also all reported that if someone tells a teacher or another school adult about an allegation of bullying, action will be taken. The number of students who reported looking forward to coming to school remained roughly the same as last year. However, the number of students who reported feeling unfairly treated when disciplined dropped from 14 in 2024 to 6 in 2025. This was an area of concern last year.
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Students also contributed actionable ideas: increasing the number of books at each reading level, adding more hands-on projects in class, decreasing the amount of schoolwork/reading, and increasing the amount of time at PE. These suggestions directly shaped actions in the LCAP, including continued funding for enrichment opportunities and enhanced social-emotional supports.

Staff Feedback:
Teachers and classified staff supported the continuation of the strategies outlined in previous LCAPs. They reaffirmed the value of flipped lessons housed on the district website and expressed interest in implementing them more fully in the upcoming year.

Influence on the LCAP:

Stakeholder input affirmed the effectiveness of current LCAP goals and guided refinements in specific actions. Based on feedback from educational partners, the district will continue to expand hands-on instructional strategies and targeted interventions, as reflected in Goal 1, Actions 1.3, 1.4, 1.7, and 1.9. We will also look for additional ways to expand individually leveled interventions/lessons, as reflected in Goal 1, Actions 1.3, 1.4, 1.7, and 1.9. The school will also seek funding to increase the number of leveled reading books in the library, as reflected in Goal 1, Action 1.7. Unfortunately, there is an ongoing staffing shortage in after-school programs, and daycare remains a significant operational challenge. Feedback underscored the need to continue addressing these gaps. The loss of the Expanded Learning Opportunity Program reduced funding for many of the after-school activities we used to offer. The district was unable to meet the program's requirements due to a lack of staffing, so the fund had to be rejected, effective starting the 2025-2026 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, including English learners, low-income students, and students with disabilities, will demonstrate increased academic proficiency in English Language Arts (ELA) and mathematics as measured by state and local assessments. This will occur through the implementation of standards-aligned instruction, targeted interventions, and expanded academic supports because students who are not currently meeting grade-level standards require additional instructional time, scaffolding, and differentiated supports to access core content, which will result in improved achievement outcomes as measured by CAASPP, local assessments, and English learner progress indicators.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Pleasant Valley Joint Union Elementary School District developed this goal based on a comprehensive analysis of multiple data sources, including CAASPP results, local assessments (i-Ready, DIBELS, STAR), ELPAC data, and input from educational partners. This analysis identified a significant decline in academic performance across multiple indicators, particularly in ELA and mathematics.

Specifically, CAASPP results show that overall ELA proficiency declined from 74.19% in 2023 to 43.5% in 2025, and mathematics proficiency declined from 54.84% to 20.2% during the same period. English learners, low-income students, and students with disabilities demonstrate lower or inconsistent performance compared to overall student outcomes, indicating persistent barriers to accessing grade-level content.

Educational partner feedback—including input from parents, staff, and School Site Council members—identified key barriers such as:

--Limited ability of families to support academic work at home (especially for English learners and low-income students)
--Need for increased individualized and small-group instruction
--Ongoing learning recovery needs following declines in assessment performance

This goal addresses State Priorities 1, 2, 4, 7, and 8 by ensuring that:

--Students have access to standards-aligned materials and instruction
--Instruction is effectively implemented
--Students demonstrate improved academic outcomes

Cause-and-Effect Logic
Need: Declining CAASPP performance and subgroup disparities in ELA and mathematics

Barrier: Students—especially English learners and low-income students—lack sufficient access to differentiated instruction, language supports, and extended learning opportunities

Action: Provide instructional aides, targeted small-group intervention (RTI), after-school tutoring, and access to reading and technology supports

Mechanism: These services increase instructional time, provide scaffolding, and allow for individualized support during and beyond the school day

Why this works: Because increased targeted instructional time and scaffolded support enable students to better access grade-level standards and practice skills at their level

Outcome: Increased proficiency on CAASPP, improved reading growth, and increased English learner progress

Metrics: CAASPP ELA/Math proficiency (1.6, 1.7), STAR reading growth (1.11), ELPAC progress and reclassification (1.9, 1.10)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	William's Uniform Complaints	Data Year: 2024 Data Source: District Records No William's Uniform Complaint Reports	Data Year: 2024-2025 Data Source: District Records No William's Uniform Complaint Reports	Data Year: 2025-2026 Data Source: District Records No William's Uniform Complaint Reports	Data Year: 2027 Data Source: District Records No William's Uniform Complaint Reports	Maintained, zero complaints
1.2	Highly Qualified Teachers	Data Year: 2024 Data Source: District Records 100% of the teachers are appropriately	Data Year: 2024-2025 Data Source: District Records	Data Year: 2025-2026 Data Source: District Records	Data Year: 2027 Data Source: District Records 100% of the teachers are	Maintained, 100% appropriately assigned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assigned and fully credentialed.	100% of the teachers are appropriately assigned and fully credentialed.	100% of the teachers are appropriately assigned and fully credentialed.	appropriately assigned and fully credentialed.	
1.3	Access to Standards Materials	Data Year: 2024 Data Source: District Records All students have access to all standards-based materials.	Data Year: 2024-2025 Data Source: District Records All students have access to all standards-based materials.	Data Year: 2025-2026 Data Source: District Records All students have access to all standards-based materials.	Data Year: 2027 Data Source: District Records All students have access to all standards-based materials.	Maintained, all students continue to have access to all standards-based materials
1.4	Implementation of State Standards	Data Year: 2024 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are at the implementation stage for the social studies	Data Year: 2024-2025 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are at the implementation stage for the social studies	Data Year: 2025-2026 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are at the implementation stage for the social studies	Data Year: 2027 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are at the implementation stage for the social studies	Maintained, implementation levels remain the same
1.5	Broad Course of Study	Data Year: 2024 Data Source: District Records 100% of the students have access to enrichment programs, including music, art, drama, and many CTE strands.	Data Year: 2024-2025 Data Source: District Records 100% of the students have access to enrichment programs,	Data Year: 2025-2026 Data Source: District Records 100% of the students have access to enrichment programs,	Data Year: 2027 Data Source: District Records 100% of the students have access to enrichment programs, including music,	Maintained, all students have access to a broad course of study

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			including music, art, drama, and many CTE strands	including music, art, drama, and many CTE strands	art, drama, and many CTE strands.	
1.6	CAASPP English Language Arts Result Met or Exceeded Standard Proficiency will increase because targeted interventions and instructional supports provide additional practice and scaffolding aligned to grade-level standards.	Data Year: 2023 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 74.19 % EL: 60.0% SWD: 57.1% LI: 52.9%	Data Year: 2024 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 64.15 % EL: 66.7% SWD: 44.4% LI: 66.7%	Data Year: 2025 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 43.5 % EL: 33.3% SWD: 50.0% LI: 42.86%	Data Year: 2026 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 75.0 % EL: 70.0% SWD: 63.0% LI: 70.0 %	Data Source: DataQuest Proficient/Advanced CAASPP Level All: decreased by 30.69 % EL: decrease by 26.7% SWD: decreased by 7.1% LI: decrease by 10.04 %
1.7	CAASPP Mathematics Results Met or Exceeded Standard Proficiency will increase because small-group instruction and tutoring address foundational skill gaps that prevent students from accessing grade-level math content.	Data Year: 2023 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 54.84 % EL: 0% SWD: 28.6% LI: 29.4%	Data Year: 2024 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 41.94 % EL: 0% SWD: 28.6% LI: 33.3%	Data Year: 2025 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 20.2 % EL: 0% SWD: 20.0% LI: 42.86%	Data Year: 2026 Data Source: DataQuest Proficient/Advanced CAASPP Level All: 60.0 % EL: 33.3 % SWD: 35.0 % LI: 50.0 %	Data Source: DataQuest Proficient/Advanced CAASPP Level All: decreased by 34.64 % EL: stay the same SWD: decreased by 8.6% LI: increased by 13.46%
1.8	CAST Science Results Met or Exceeded Standard Proficiency will increase because small-group instruction and tutoring address foundational	Data Year: 2023 Data Source: DataQuest Proficient/Advanced CAST Level All: 62.5% EL: 100% SWD: 0 %	Data Year: 2024 Data Source: DataQuest Proficient/Advanced CAST Level All: 25.0% EL: 0.0% SWD: 0.0 %	Data Year: 2025 Data Source: DataQuest Proficient/Advanced CAST Level All: 20.0% EL: 0.0% SWD: 0.0 %	Data Year: 2026 Data Source: DataQuest Proficient/Advanced CAST Level All: 70.0% EL: NA SWD: 50.0 %	Data Source: DataQuest Proficient/Advanced CAST Level All: -decreased by 42.5% EL: decreased by 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	skill gaps that prevent students from accessing grade-level science, reading, and math content.	LI: 80 %	LI: 0.0 %	LI: 33.3 %	LI: 80 %	SWD: stay the same: LI: decreased by 46.7 %
1.9	English Language Learner Reclassification Moved up on band on the ELPAC and percentage reclassified Progress will increase because English learners receive additional language support through instructional aides and targeted instruction.	Data Year: 2023 Data Source: ELPAC and district records 5% of the students move up at least one band on the ELPAC assessment. 7% of the students reclassified	Data Year: 2024 Data Source: ELPAC and district records 40% of the students move up at least one band on the ELPAC assessment. 20% of the students reclassified	Data Year: 2025 Data Source: ELPAC and district records 40% of the students move up at least one band on the ELPAC assessment. 20% of the students reclassified	Data Year: 2026 Data Source: ELPAC and district records 5% of the students move up at least one band on the ELPAC assessment. 20% of the students reclassified	Data Source: ELPAC Improvement increased by 35.0% Reclassification Improvement increased by 13.0%
1.10	Long Term English Language Learner Percentage	Date Year: 2023 Data Source: ELPAC 45.8% of the students who were in the 5-year or more cohort were assessed to be proficient	Date Year: 2024 Data Source: ELPAC 100% of the students who were in the 5-year or more cohort were assessed to be proficient	Date Year: 2025 Data Source: ELPAC 50% of the students who were in the 5-year or more cohort were assessed to be proficient	Date Year: 2026 Data Source: ELPAC 75.0 % of the students who were in the 5-year or more cohort were assessed to be proficient	Data Source: ELPAC % of students who were in the 5-year or more cohort were assessed to be proficient, increasing by 4.2%
1.11	STAR Reading Assessment Growth will increase because frequent progress monitoring and small-group reading instruction allow teachers to adjust	Data Year: May 2023 Data Source: Renaissance Learning Overall growth in STAR reading assessment is nine months of growth	Data Year: December 2024 Data Source: Renaissance Learning Overall growth in STAR reading assessment 1.07 year's growth.	Data Year: December 2025 Data Source: Renaissance Learning Overall growth in STAR reading assessment .58% growth.	Data Year: May 2026 Data Source: Renaissance Learning Overall growth in STAR reading 5% growth	Data Source: Renaissance Learning Overall growth decreased by 0.32 % growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instruction based on student needs.					

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Summary of Actions and Implementation Ratings:

Pleasant Valley Joint Union Elementary School District used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings are based on analyzing both input from education partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation and Sustainability

The actions outlined in Goal One supported progress toward the following goal: All students will demonstrate improved academic proficiency in English Language Arts and mathematics, as measured by state and local assessments, through targeted, standards-aligned instruction and interventions.

Action 1.1: The district will continue to ensure that all school facilities are maintained in good repair, clean, and safe, in alignment with Williams Act requirements.

Implementation Status: Full Implementation and Sustainability

The district maintained its facilities in good repair, clean, and safe. No Williams Act issues were reported

Action 1.2: The administration will purchase additional English language arts, mathematics, science, and social studies textbooks and consumables aligned with the California Common Core State Standards and other applicable state-adopted frameworks.

Implementation Status: Full Implementation and Sustainability

The district maintained and fulfilled the intent of this action item. While it did not use all the funds set aside for the action, 100% of the students had access to the full curriculum.

Action 1.3: The administration and staff will ensure that all educators receive targeted professional development aligned with California Common Core Standards, English Language Development (ELD), Next Generation Science Standards, and state-adopted social studies standards.

Implementation Status: Initial Implementation

The district instructional staff participated in professional development for reading instruction. There is still a need for additional professional development. However, plans are in place to access this training in August 2026.

Action 1.4: The district will hire substitute teacher who will be brought in for one day a week for thirty weeks, allowing the regular teacher to assess students' reading mastery one-on-one at least once every four to five weeks.

Implementation Status: Initial Implementation

An instructional aide was placed in the first- or second-grade class. She provided support for classroom instruction, students' social-emotional challenges, and one-on-one or small-group differentiation.

Action 1.5: The district will provide one or more trained instructional aides during the school day, as determined by class size.

Implementation Status: Initial Implementation

The district was able to provide a substitute teacher, which allowed the core teachers to evaluate their students' reading more frequently and in greater depth than is possible in the regular classroom setting. Due to some staffing availability issues, not all of the funds set aside for this action item were used.

Action 1.6: The district is committed to providing after-school homework and tutoring help by a certificated teacher for all students in grades two through six, three afternoons a week.

Implementation Status: Initial Implementation

The district was able to provide an after-school homework club where students received help with their classwork or were provided a structured place to complete their individual reading. Due to some staffing availability issues, not all of the funds set aside for this action item were used.

Action 1.7: The district will utilize a Library Technician to ensure steady, consistent access to electronic resources for low-income English learners, students with disabilities, and others facing similar challenges. She will also provide Tier II interventions in academics and social-emotional areas as issues arise during the school day.

Implementation Status: Full Implementation and Sustainability

The Library Technician provided a safe, structured environment where teachers could send their struggling students for short periods of time to receive one-on-one Tier II interventions, whether that be as a pull-out for students needing a separate setting for an assessment, a quiet place for a struggling student to regroup before returning to class, or help with using technology for classwork. She also monitors and regularly reports on students' reading levels and performances, which are shared with the administrator, teachers, students, and parents.

Action 1.8: The administration will update and replace classroom projectors, document cameras, library equipment, server equipment, office technology, and Chromebooks as needed..

Implementation Status: Full Implementation and Sustainability

The district was able to update all instructional technology as needed during the school year, which helped to maintain seamless access to both online learning and visual enhancements in the classrooms.

Action 1.9: The district will provide a part-time, certificated teacher to deliver targeted instruction to third and fourth-grade students,

Implementation Status: Initial Implementation

The district was able to hire a part-time intervention teacher to work with students in the third and fourth grades. While the CAASPP scores for third-grade students dropped from the previous year, these students did demonstrate growth from their second-grade school year.

Outcomes:

- The district maintained academic performance above state and county averages in language arts.
- 40% of multilingual students improved one band on the ELPAC.
- 20% of multilingual students were reclassified as proficient.

Successes:

- Continued access to clean, safe facilities and updated technology infrastructure.
- Effective small group and individualized support (via certificated staff and library technician).
- Reclassification and progress of multilingual learners highlight targeted success in ELD efforts.

Challenges:

- Failed to maintain high performance levels in many areas.
- Unspent funds in tutoring and training limited full potential implementation in certain areas.

Recommendations for 2026–27:

- Invest in recruitment and retention strategies for certificated and classified staff.
- Build contingency plans for professional development (e.g., virtual options if in-person events are canceled)

- Create further and tailored Tier 2 interventions for special education, multilingual learners, and low-income students

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

There was a material difference between the planned and estimated actual expenditures for professional development (Action 1.3) because all professional development received during the 2025-2026 school year was provided at no cost. In addition, teacher-training conferences that were booked were paid for by the Educator Effectiveness Block Grant. Housing, mileage, and per diem costs will be charged to the 2026-2027 LCAP because the MTSS conference is being held in July this year. There was also a material difference between the planned and estimated actual expenditures for the small-group response-to-intervention reading (Action 1.5). This was because the cycles of assessment and reassessment occurred less frequently than originally planned due to the long-term illness of the substitute who covers these days. As noted above, there was a material difference between planned and estimated actual expenditures for afterschool tutoring and homework club because the lack of certificated teachers forced us to use classified employees. The cost for classified employees is significantly less than that for certificated teachers. The district also has not spent the funds set aside to update technology (Action 1.8). The district will reassess at the end of the 2025-2026 school year to ensure all technology is in good working order to start the 2026-2027 school year, so future expenses for this action item are expected.

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

Partially Effective. While actions related to facilities, materials, and technology (1.1, 1.2, 1.8) were implemented effectively, actions directly tied to academic outcomes and support (1.4-1.7) were less effective in achieving desired results, as evidenced by the decline in CAASPP scores.

Action 1.1: The administration and staff will maintain safe and clean school facilities in accordance with Williams Requirements. Effectiveness of Action: Effective

Metric: No Williams Uniform Complaint Reports

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement. There were no Williams Uniform Complaint Reports during the 2024-2025 school year.

Action 1.2 -- The administration will purchase supplemental English language arts, mathematics, science, and social studies texts and consumables aligned with the California Common Core Standards.

Effectiveness of Action: Effective

Metric: Access to Standards Materials

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement. Every student had access to the entire school curriculum throughout the 2024-2025 school year.

Action 1.3 -- The administration and staff will continue to train all staff members, provide materials, and implement California Common Core Standards, ELD standards, Next Generation Science Standards, and social studies standards.

Effectiveness of Action: Effective

Metric: Highly Qualified Teachers

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement. Teachers and the administrator continued to train, receive materials and implement the California Common Core Standards, ELD standards, Next Generation Science Standards, and social studies standards.

Action 1.4 -- Provide instructional aides to push into the classroom during the school day.

Effectiveness of Action: Partially Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District only partially met this requirement. This action item has been very effective in the past. Further use of instructional aides to create more Tier 2 opportunities for students who are struggling, particularly special education, multilingual learners, and low-income learners, needs to be expanded and more targeted.

Action 1.5 -- Provide certificated staff to free teachers up to be able to do individual assessments of their students every six weeks to ensure that small group instruction and individual instruction meet the needs of the students

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District only partially met this requirement. This action item has been very effective in the past in providing data for teachers and the administrator to use. Additional data-collection assessments were implemented during the 2025-2026 school year, and we anticipate improved results as a result.

Action 1.6 -- Provide an after-school homework club and tutoring. We also did not spend all that we had planned for after-school tutoring.

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District only partially met this requirement. This action item has been very effective in the past. Not all of the students who would benefit from this help are taking advantage of the opportunity. Unfortunately, many of the most needy students -- special education, multilingual learners, and low-income learners-- do not choose to stay for the after-school homework club and tutoring.

Action 1.7 -- Provide a library technician to provide individual and small group tutoring for reading support.

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District only partially met this requirement. This action item has been very effective in the past. Despite the drop in assessment scores, the library technician is increasingly being used to provide Tier II intervention, particularly for special education, multilingual learners, and low-income learners.

Action 1.8 -- Update school technology.

Effectiveness of Action: Effective

Metric: Access to Standards Materials

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement. The funds are used as needed to ensure technology is used effectively in classrooms.

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.

Reflection and Continuity of Actions 1.4 – 1.7:
Although Actions 1.4 through 1.7 did not fully meet their intended outcomes as measured by CAASPP scores and English Language Learner reclassification rates, Pleasant Valley JUESD plans to adapt these actions based on the following insights from our analysis: more frequent benchmark assessments will be given three times a year prior to the CAASPP testing period. The data gathered from these more frequent

assessments will directly change the intensity and targeting of the Tier II intervention conducted by the instructional aide and the library technician. More specific, parent-friendly data will be shared with parents to support their efforts at home, particularly in reading and homework, for any student who is unable to attend the homework club three times a week.

We will monitor these changes using iReady assessments in English language arts and mathematics, as well as the mCLASS DIBELS for the younger students who do not take the CAASPP, to ensure improved effectiveness in the coming year. If the goal remains unclear and results still do not improve, the LEA will revise the goal.

Forward Planning:
If staff to support additional Tier II interventions can be found, we need to continue the interventions as planned in Goal One and its corresponding actions, just more intensively. However, the district intends to reinstate a second instructional aide if enrollment numbers and class sizes allow. This decision will be made collaboratively by the site administrator and school board during the summer of 2026. No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs. No changes were made to the actions, other than implementing additional, more frequent benchmark assessments and data analysis cycles, as the current set of actions remains aligned with the goals and target outcomes.

Learning Recovery Emergency Block Grant (LREBG) Narrative

LREBG-funded Action:
Refer to Goal 1, Action 1.9 for a detailed description of the action funded by LREBG. This action was selected based on stakeholder input and persistent student needs related to learning recovery.

Associated Metrics:
Progress and effectiveness of the LREBG-funded action will be monitored through the following metrics:

- Metric 1.6: CAASPP (ELA and Math)
- Metric 1.7: English Language Learner Reclassification
- Metric 1.11: STAR Reading Assessment

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	William's Requirements	The district will continue to ensure that all school facilities are maintained in good repair, clean, and safe, in alignment with Williams Act requirements. The Superintendent/Principal will conduct regular facility inspections throughout the year, including completing at least one annual Facility	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Inspection Tool (FIT) report. Identified issues will be addressed promptly to support a safe and conducive learning environment for all students and staff. This process ensures ongoing compliance with Priority 1 and upholds the district’s commitment to providing high-quality learning conditions. The regular compliance check will be completed four times per school year.		
1.2	Curriculum	The administration will purchase additional English language arts, mathematics, science, and social studies textbooks and consumables that are aligned with the California Common Core State Standards and other applicable state-adopted frameworks. These instructional materials will enhance students' access to rigorous, standards-aligned content and provide teachers with high-quality resources to support effective instruction. This investment ensures compliance with Priority 1 and advances the district’s commitment to fully implementing state academic standards under Priority 2. The administrator will regularly monitor the need and use of these standards-based materials throughout the school year.	$3,000.00	No
1.3	Professional Development	The administration and staff will ensure that all educators receive targeted professional development aligned with California Common Core Standards, English Language Development (ELD), Next Generation Science Standards, and state-adopted social studies standards. Staff will be trained in evidence-based instructional strategies, with additional emphasis on supporting students’ social-emotional development and technology integration. These efforts will be supported through collaborations with the County Office of Education and other partners. Teachers will also receive curriculum-rate time for collaborative planning to create interdisciplinary units, thereby strengthening instructional coherence across grade levels. This comprehensive approach to professional learning will promote consistent, high-quality instruction and improved student outcomes. The administrator will regularly assess and plan for appropriate professional development for all staff throughout the school year.	$2,000.00	No
1.4	Instructional Aides	Based on educational partner feedback and analysis of CAASPP and local assessment data, Pleasant Valley JUESD identified a need to increase	$35,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic support for English learners, low-income students, and students with disabilities. Pleasant Valley JUESD will provide one or more trained instructional aides during the school day, as determined by class size. These aides will support classroom instruction and address academic, behavioral, and social-emotional challenges primarily for low-socioeconomic students and English learners, with additional support for other groups, and will receive clear data about their targets. Administration and staff will ensure unduplicated status through regular checks. As a result, the district will assign one or more trained instructional aides to provide integrated, in-class support during the school day. These aides will be guided by teachers and administrators and equipped to deliver scaffolding, language support, behavior intervention, and small-group academic assistance. This strategy prioritizes access to core instruction while addressing the unique needs of unduplicated pupils. Given the disproportionate need for academic and socio-emotional support among unduplicated pupils, as evidenced by the 2025 CAASPP data, which shows that all students in English language arts scored at a 43.5% proficiency level. However, Multilingual Learners scored only 33.3%, and low-income learners scored 42.86%. In mathematics, all learners scored 20.0%. All other unduplicated student learners either scored the same or significantly better, as was the case for students with disabilities, who scored 42.86 proficient or advanced. This LEA-wide action ensures equitable access to core instruction by providing in-class support to those who need it most. While all students benefit from additional classroom support, instructional aides will receive targeted professional development to implement evidence-based strategies specifically designed for unduplicated pupils, including one-on-one tutoring, small-group reteaching, and small-group frontloading of vocabulary and concepts. This targeted professional development, combined with the data-driven placement of aides, ensures that the LEA-wide action is principally directed towards addressing the unique needs of unduplicated pupils.		
1.5	Small Group Response to	Based on input and local data, the following actions and services are designed to address the unique challenges faced by English learners and low-income students. Results from educational partner surveys and	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Intervention (RTI) Reading	conversations with these students' families indicate numerous obstacles hindering their learning progress. These challenges, whether academic or behavioral, are preventing students from accessing their learning. In addition, results from surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and the administration and staff acknowledged specific challenges and considerations when making decisions about the best actions. As noted in the metric section, English learners, low-income students, and students with disabilities need more academic support than all students. Our collective efforts, including those of the administration and staff, have led us to consider hiring an additional part-time reading specialist teacher to address this need. However, we also recognize that the individual classroom teacher has the most comprehensive understanding of the student's day-to-day skill levels. By documenting these understandings in a usable format, we have created a robust RTI system. The data gathered by the teachers also informs their instruction. As a team, we have decided to utilize substitute teachers to free up the regular classroom teachers and maintain this RTI success. This action will help to eliminate the learning loss that low-income English learners and students with disabilities would experience if pulled away from grade-level instruction with their peers. Our teachers are committed to the continuous improvement of our students' learning. They will continue small-group reading instruction to differentiate student learning. They will also continue to evaluate and revise the current Response to Intervention (RTI) model and intervention program during professional learning time (PLC), as needed. This ongoing evaluation and revision ensure that our system remains adaptable and responsive to the changing needs of our students. In addition, the administration will provide substitute teachers to cover days when teachers attend professional development training. A substitute teacher will be brought in for one day a week for thirty weeks, allowing the regular teacher to assess students' reading mastery one-on-one at least once every four to five weeks. Using a substitute teacher to enable teachers to regularly check each student's reading level will improve our tiers of intervention and provide vital information for small-group instruction in classrooms.		

Action #	Title	Description	Total Funds	Contributing
		We are optimistic about the impact of our program on the STAR reading assessment (Metric 1.11) for low-income students, English learners, and students with disabilities, and anticipate positive effects on CAASPP ELA scores (Metric 1.6) and English Learner reclassification rates (Metric 1.9). Assessments using both the iReady and mCLASS DIBELS, each administered 3 times per school year, will inform educational partners about students' progress toward proficiency.		
1.6	After-School Tutoring and Homework Help	Based on input and local data, we have developed the following actions and services to address the unique challenges faced by English learners, low-income students, and students with disabilities. Feedback from educational partner surveys and discussions with these students' families has highlighted numerous obstacles that impede their access to learning, particularly in academic and behavioral areas. Although these challenges are not traditionally classified as part of the unduplicated group in the Local Control and Accountability Plan (LCAP), they were considered. The administration and staff acknowledged these specific issues when selecting the best actions to take. As noted in the metrics section, English learners, low-income students, and students with disabilities require additional academic support compared to their peers. To help students with their homework and learning difficulties, we devised a strategy that focuses on after-school scheduling. We wanted to avoid taking valuable time from the regular school day. Research and instructional best practices indicate that helping students with the "I do" portion of their assignments right away enhances their understanding and retention of the material, enabling them to apply their new knowledge in the future. Providing this additional support for students who struggle to access grade-level materials will help prevent the learning loss that low-income, English learners, and students with disabilities might face if they attempt to complete their homework without assistance. Parents of English learners, low-income students, and students with disabilities have indicated—both in surveys and discussions—that they	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		often struggle to help their children with homework. Many lack the necessary language skills or content knowledge. Additionally, many of these parents work long hours and cannot be as available as they would like to be in supporting their children's learning. The district is committed to providing after-school homework and tutoring help by a certificated teacher for all students in grades two through six, three afternoons a week. Assessments using both the iReady and mCLASS DIBELS, each administered 3 times per school year, will inform educational partners about students' progress toward proficiency. We expect that the CAASPP ELA and Math scores for low-income students, English learners, and students with disabilities will increase significantly, as the program is designed to address the needs most closely associated with these groups' needs and experiences. However, this action is provided LEA-wide because we are committed to ensuring that all students below proficiency benefit from our program.		
1.7	Library Technician	Based on input and local STAR data, the following actions and services are designed to support the needs of English learners, low-income students, and students with disabilities. Our educational partner surveys and conversations with the families of English Learners, low socioeconomic, and students with disabilities have revealed a multitude of unique challenges that hinder these students from fully engaging in independent study learning opportunities and/or in-class assignments. As highlighted in the metric section, English learners, students with low socioeconomic status, and students with disabilities require a higher level of academic support than all students on the STAR reading assessment. We considered additional after-school offerings and extending the school year to address this need. Ultimately, the decision was made to utilize the Library Technician to ensure steady, consistent access to electronic resources for low-income English learners, students with disabilities, and others facing similar challenges.	$31,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Library Technician provides individual and small-group tutoring and reading support. The Library Technician also offers ongoing support to allow access to the supplemental curriculum and online reading materials. The supports are designed to provide additional scaffolding to increase access to and success in reading, particularly in reading comprehension and general literacy skills. The Library Technician has expertise in working with and correcting fixable issues with the students' technology. She has also been trained to run small reading groups. She had completed some training in Digital Citizenship and used it to train students at all grade levels. She interacts with every student in the school, making her a logical person to reach out to families with whom she has existing relationships. The Library Technician will prioritize small group reading tutoring and access to electronic resources for English Learners, low-income students, and students with disabilities. This focus is justified because our educational partner surveys and conversations with the families of Multilingual Learners, low-socioeconomic-status students, and students with disabilities have revealed a multitude of unique challenges that hinder these students from fully engaging in independent study and/or in-class assignments. We anticipate a significant increase in STAR reading scores for low-socioeconomic-status students, English learners, and students with disabilities, as the program is tailored to address the needs most commonly associated with these groups. However, as we expect all students below proficiency to benefit, this action is provided LEA-wide. This action is justified as an LEA-wide service because its design is specifically enhanced to meet the unique needs of unduplicated students. The Library Technician (1.7) will prioritize support for EL, LI, and SWD students in accessing resources and small group reading support, directly addressing identified needs related to language barriers and limited parental support.		
1.8	Update Technology	The administration will update and replace classroom projectors, document cameras, library equipment, server equipment, office technology, and Chromebooks as needed. This updated equipment will provide the	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
		essential infrastructure for teachers to effectively reach all students during in-person instruction and, when necessary, distance learning. Additionally, this purchase will ensure that if the school must temporarily close for safety reasons due to an emergency, students will still have access to learning from home. The administrator will monitor technology needs throughout the school year and make purchases as needed.		
1.9	Intervention Teacher	Learning Recovery and Emergency Block Grant Action Based on comprehensive stakeholder input and analysis of local data, we have developed the following action plan to address the specific challenges faced by our most vulnerable students. Feedback from educational partner surveys and family discussions has been instrumental in identifying barriers to learning, especially in reading, writing, and mathematics. A thorough needs assessment using CAASPP results, local benchmarks, and MTSS data indicates that students in third and fourth grades require targeted support, particularly in reading comprehension, writing, and foundational math skills. The 2025 CAASPP results reaffirm that these areas remain the most critical for improvement among third- and fourth-grade students. Students most in need of support include English learners, low-income students, students with disabilities, and others who scored in the "Standard Not Met" category on the ELA and mathematics sections of the CAASPP. These subgroups are specifically prioritized in alignment with LCAP requirements for unduplicated pupils. To accelerate learning and close achievement gaps, we are implementing in-school tutoring and small-group learning supports. These strategies are designed to ensure equitable access to grade-level content and mitigate learning loss for English learners, low-income students, students with disabilities, and other students who are not meeting standards in ELA and mathematics. This approach reflects LCAP priorities for differentiated instruction and targeted intervention. The district will provide a part-time, certificated teacher to deliver targeted instruction to third and fourth-grade students, as data indicate these grades	$12,140.00	No

Action #	Title	Description	Total Funds	Contributing
		have the highest need. Research demonstrates that reading and math proficiency by third grade is critical for future academic success. While Title I funds support first and second-grade tutoring, this action specifically addresses persistent gaps in later grades, aiming to intervene before learning deficits deepen. This strategy is evidence-based and supports LCAP goals for early intervention and academic achievement. We expect these actions to result in measurable growth on CAASPP ELA and mathematics assessments for English learners, low-income students, students with disabilities, and students not meeting standards. The tutoring and small-group supports are directly aligned with LCAP metrics and are intended to produce significant improvements in academic outcomes for these student groups. The district is strategically allocating the remaining Learning Recovery and Emergency Block Grant (LREBG) funds to this action, ensuring resources are fully leveraged to maximize impact on students most in need. We plan to invest at least $12,000 in LREBG funds annually through 2027–28, consistent with LCAP fiscal planning and compliance requirements. Our assessment included a review of CAASPP results, local assessment data, and teacher input to pinpoint specific learning gaps and areas where students require additional support. These data sources indicated that reading comprehension and mathematics skills are particularly critical areas for focus for the majority of our students in grades 3-4 This action is principally directed to unduplicated pupils, as identified by CAASPP and local assessment data. The design of small-group and in-school supports is to accelerate progress specifically for English learners, low-income students, and students with disabilities in grades 3–4, consistent with LCAP requirements to target students furthest from proficiency. While other students may benefit, the primary focus remains on these priority groups. The goal of these targeted funds is to increase students' overall English language arts proficiency to proficient or advanced levels, as referenced in the metric section above. All: 75.0 % English Learners: 70.0%		

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities: 63.0% Low-income learners: 70.0 % The goal of these targeted funds is to increase students' overall mathematics proficiency to proficient or advanced levels, as referenced in the metric section above. All: 60.0 % English Learners: 33.3 % Students with Disabilities: 35.0 % Low-income learners: 50.0 % This item is connected to Goal 1, Metric 1.6, 1.7, and 1.11.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families, promoting increased academic excellence and daily attendance.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district developed this goal based on local data and educational partner input, indicating declining student attendance and the need to strengthen school climate and engagement. District attendance data shows a decrease from 96.2% in 2024 to 95.87% in 2026, indicating a growing number of students missing instructional time.

Educational partner feedback identified that some students experience barriers to consistent attendance, including limited access to engaging enrichment opportunities, a lack of connection to school, and limited opportunities for physical activity and extracurricular participation.

This goal prioritizes improving school climate, engagement, and access to enrichment opportunities because students are more likely to attend regularly when they feel connected, supported, and engaged in meaningful school experiences. By expanding access to sports, enrichment, and inclusive school climate practices, the district is increasing the availability of services that promote student connectedness and engagement.

These increased and improved services are expected to improve attendance rates because students who feel a sense of belonging and have access to engaging activities are more likely to attend school consistently. Progress will be measured by attendance rates, chronic absenteeism, and other school climate indicators to determine whether these strategies are improving student engagement and academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Attendance	Data Year: As of March 2024 Data Source: District Records 96.2% attendance	Data Year: As of March 1, 2025 Data Source: District Records 96.53% attendance	Data Year: As of March 10, 2026 Data Source: District Records 95.87% attendance	97.0 % attendance	Data Source: District Records Overall attendance decrease by 0.33%.
2.2	Chronic Absenteeism	Data Year: As of March 2024 Data Source: District Records All: 3.7% EL: 0.0% SWD: 8.3% LI: 0.0%	Data Year: As of March 1, 2025 Data Source: District Records All: 5.01 % EL: 1.7% SWD: 1.7% LI: 0.0%	Data Year: As of March 10, 2026 Data Source: District Records All: 16.4 % EL: 0% SWD: 29.41% LI: 6.25%	Data Year: As of March 1, 2025 Data Source: District Records All: 3.0 % EL: 0.0% SWD: 1.0% LI: 1.0%	Data Source: District Records - percent of students deemed chronically absent All: increased by 13.4 % EL: remains the same SWD: increased by 21.38% LI: increase by 1%
2.3	Pupil Suspension Rates	Data Year: As of March 2024 Data Source: District Records 0%	Data Year: As of March 2025 Data Source: District Records 0%	Data Year: As of March 2025 Data Source: District Records 0%	Maintain 1% or better	Zero students suspended
2.4	Pupil Expulsion Rate	Data Year: As of March 2024 Data Source: District Records 0%	Data Year: As of March 2025 Data Source: District Records 0%	Data Year: As of March 2025 Data Source: District Records 0%	Maintain 0%	Zero student expelled
2.5	School Safety and Connectiveness	Data Year: As of March 2024 Data Source: District Records Eight students have had their social/emotional needs addressed by staff as referenced in	Data Year: As of March 1, 2025 Data Source: District Records All: 5.01 % EL: 1.7% SWD: 1.7% LI: 0.0%	Data Year: As of March 1, 2025 Data Source: District Records All: 6.5 % EL: 0% SWD: 11.7% LI: 6.25%	Five students whose social/emotional needs will have been addressed by staff during the school year, as referenced in the	Data Source: District Records A decrease of three students have had their social/emotional needs addressed by staff, as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the student LCAP survey			student LCAP survey	referenced in the student LCAP survey
2.6	Bullying	Data Year: As of March 2024 Data Source: District Records Two students reported being bullied by a fellow student during the 2023-2024 school year.	Data Year: As of March 1, 2025 Data Source: District Records Three students reported being bullied by a fellow student during the 2024-2025 school year.	Data Year: As of March 11, 2026 Data Source: District Records One students reported being bullied by a fellow student during the 2025-2026 school year.	Zero students report being bullied by a fellow student	Data Source: District Records An increase of one student reported being bullied by a fellow student during the 2024-2025 school year.
2.7	William's Complaints - Facilities	Data Year: 2024 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2025 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2026 Data Source: No Williams Complaints Facilities in good repair.	No Williams Complaints. Facilities in good repair.	Zero Williams Complaint on Facilities

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Pleasant Valley Joint Union Elementary School District used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings are based on analyzing both input from education partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation and Sustainability

The actions outlined in Goal Two supported progress toward the following goal: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes academic excellence and daily attendance.

Action 2.1 -- The administration and staff will enhance the implementation of our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies.

Implementation Status: Full Implementation and Sustainability.

The district used the funds set aside for this action item to make all required purchases. Additional funds were also used for this action item.

Action 2.2 -- The administration will continue to provide students with a range of educational opportunities, including assemblies, programs, and field trips, throughout each school year, allowing them to experience events they may not otherwise have.

Implementation Status: Full Implementation and Sustainability.

While the district did not use all the funds set aside for this action item, all required and necessary purchases were made, and the district benefited from free assemblies, donated free transportation, and other enrichment opportunities, so not all the funds were needed.

Action 2.3 - The administration will update outdated physical education equipment and curriculum materials. Implementation Status: Full Implementation and Sustainability.

The district did not spend all the funds for this action item, but it made all the needed purchases.

Action 2.4 The staff will continue using the Second Step social/emotional and bullying materials to instruct students on improving their social/emotional health.

Implementation Status: Full Implementation.

The funds set aside for this action item were added to the funds used to pay for counseling for our tier II students who needed it.

Overall Successes: The district continues to maintain a high level of student attendance. The district continues to maintain a safe environment for student learning and growth. Our suspension rate has remained at 0% for years.

Overall Challenges: At the time of writing the LCAP, the chronic absentee rate for the 2025-2026 school year is much higher than it was this time during the 2024-2025 school year. It is estimated that this percentage will improve by the end of the school year because five students have an 89% attendance rate. Despite implementing all action items, this success was not reflected in academic growth. As mentioned in goal one, the academic growth took a small step back for the 2024-2025 school year.

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

There was a material difference between planned and estimated actual expenditures for school attendance (Action 2.1). The planned purchases were less expensive than they had been because the district chose to spend additional funds for this action item. There was also a material difference between planned and estimated expenditures for enrichment opportunities (Action 2.2)—the district overspent on this action item due to some opportunities that presented themselves to the district. We also did not spend all of the funds set aside for physical fitness opportunities because, at the end of the year, staff determined that we had all of the needed equipment that could be stored, given our limited storage space.

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

The LEA used the following rating scale to determine the effectiveness of the actions taken to achieve the articulated goal. Ratings are based on an analysis of inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1—Not Effective; 2—Somewhat Effective; 3—Effective.

The actions outlined in Goal One helped make progress towards the LEA goal: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

Action 2.1: The administration and staff will enhance the implementation of our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies.

Effectiveness of Action: Somewhat Effective

Metric: Attendance rate and chronic absenteeism rate

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met part of this requirement.

Action 2.2: The administration will continue to provide students with many educational opportunities, including assemblies, programs, and field trips, throughout each school year, allowing them to experience events they may not have otherwise.

Effectiveness of Action: Effective

Metric: Access to enrichment opportunities

Analysis Statement: As noted in the previous section, Pleasant Valley Joint Union Elementary School District offered its students a wide range of enrichment opportunities.

Action 2.3 -- The administration will update outdated physical education equipment and curriculum materials.

Effectiveness of Action: Effective

Metric: Access to equipment and curriculum

Analysis Statement: As noted in the previous section above, Pleasant Valley Joint Union Elementary School District met this requirement.

Action 2.4: The staff will continue using the Second Step social/emotional and bullying materials to teach students how to improve their social/emotional health.

Effectiveness of Action: Effective Metric: Social-emotional MTSS referrals

Analysis Statement: Pleasant Valley Joint Union Elementary School District continues to treat each student as if they are on an individual education plan. This individualized support is partly possible because of the extremely small student enrollment. All referrals are addressed, and staff are assigned tier-two or tier-three interventions.

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.

There were no substantive changes made to this goal, metrics, target outcomes, or actions for the coming year. However, increase scrutiny of students in danger of chronic absenteeism will be put in place.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Attendance	Pleasant Valley School District's administration and staff will enhance the implementation of its attendance improvement program to encourage students to attend school more regularly and reduce unexcused tardies. Key components of the program include: • Establishing attendance goals using multiple measures, including: --Improvement in Average Daily Attendance (ADA) --Reduction in the percentage of students chronically absent --Increased number of students with satisfactory attendance --Fewer excused and unexcused tardies --Increased number of full-day attendances without early pull-outs • Recognizing students with exemplary attendance and punctuality by trimester • Ongoing communication with families about attendance expectations and progress toward goals • Improved independent study procedures, including:	$1,250.00	No

Action #	Title	Description	Total Funds	Contributing
		--Ensuring accurate coding in AERIES --Updating and simplifying short-term independent study contracts and expectations • Launching a targeted campaign to educate students and families about attendance requirements • Expanding use of AERIES and ParentSquare features to send timely attendance notifications Intended Impact: These strategies aim to create a culture prioritizing consistent, on-time attendance, contributing to stronger academic performance and more equitable access to instruction for all students. The administrator will track current attendance and truancy rates weekly.		
2.2	Enrichment Opportunities	The district will continue to provide students with enriching educational opportunities beyond the core curriculum, including field trips, assemblies, and after-school programs. These opportunities expose students to experiences they may not otherwise have, promoting a well-rounded education and positive school climate. Key components include: • Field trips and assemblies focused on: --Character development --Art, music, and dance --Local and global history --Agriculture and environmental education --College and career readiness • Free after-school enrichment classes are offered to all students, ensuring equitable access • Emphasis on ensuring that unduplicated students benefit from additional supports and opportunities, including targeted staffing and program availability Intended Impact: These experiences are designed to enrich the educational environment for	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		all students and support positive identity development, creativity, and long-term engagement with school, particularly for unduplicated pupils. Throughout the school year, the administrator will look for opportunities to provide enrichment experiences for all students.		
2.3	Physical Fitness Opportunities	The administration will update outdated physical education equipment and curriculum materials. These purchases will help to provide a more rounded and enriching school environment for all students. Throughout the school year, the administrator will monitor current levels of PE equipment that remains in good shape. New purchases, as needed, will be made.	$2,000.00	No
2.4	Social/Emotional Health and Student Bullying	The staff will continue to use the Second Step social-emotional and bullying materials to teach students how to improve their social-emotional health. The administration and staff will also continue to implement an embedded social/emotional and anti-bullying curriculum in their regular lesson plans on a weekly basis.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pleasant Valley School will cultivate parent and community engagement to support student success and enhance school culture and climate	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal based on educational partner input and survey data indicating that while parent participation in school events is strong, participation in decision-making processes, academic support, and program planning remains limited.

Survey results and direct feedback from parents—particularly families of English learners, low-income students, and students with disabilities—indicate that many parents face barriers to supporting their children academically, including limited understanding of Common Core standards, challenges navigating technology platforms, and lack of access to instructional resources.

This goal prioritizes expanding meaningful parent engagement and capacity-building because parents who understand academic expectations and have access to tools and strategies are better able to support their children's learning at home. The district will increase services by providing bilingual communication, targeted workshops, and accessible online instructional resources designed to build parent knowledge and skills.

These increased and improved services are expected to improve student outcomes because when parents are equipped to reinforce learning at home and engage in school decision-making, students receive more consistent academic support and experience stronger school-home connections. Progress will be measured through parent participation rates, survey data on parent confidence and engagement, and student academic and engagement outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts to Seek Parent Input and promote	Data Year: 2023	Data Year: 2024	Data Year: 2025	Three to six parents attend	Data Source: District Records

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parental participation in programs for unduplicated students and students with exceptional needs.	Data Source: District Records Two to four parents attend meetings such as workshops, LCAP planning, Title I, or other budgetary or curricular gatherings.	Data Source: District Records Two to four parents attend meetings such as workshops, LCAP planning, Title I, or other budgetary or curricular gatherings.	Data Source: District Records Two to four parents attend meetings such as workshops, LCAP planning, Title I, or other budgetary or curricular gatherings.	meetings such as workshops, LCAP planning, Title I, or other budgetary or curricular gatherings.	No change in parent attendance of meetings

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Pleasant Valley Joint Union Elementary School District used the rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings are based on analyzing both input from education partners and metrics.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation and Sustainability

The actions outlined in Goal Three supported progress toward the following goal: Pleasant Valley School will cultivate parent and community engagement to support student success and enhance school culture and climate.

Action 3.1: The school's administration and staff will continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events and meetings

Implementation Status: Initial Implementation.

The district continues to need help encouraging parents to attend meetings that are not for planning fun events for their students but for focusing on district programs and expenses.

Action 3.2: The PVS administration will send parents a monthly copy of the Parent Institute newsletters in English and Spanish. This newsletter provides information to help parents better support their children's academic and social/emotional success.

Implementation Status: Full Implementation and Sustainability.

Newsletters from the Parents Institute and other agencies are regularly sent home to parents each month.

Action 3.3: The district will establish parent/student web series flipped lessons to better support struggling students at home with Common Core math, reading, technology, and homework.

Implementation Status: Initial Implementation.

Overall successes toward this goal include parents' apparent satisfaction with the district's efforts for their children. Their comments on the two district surveys were almost all very positive.

The staff continues to struggle to implement the goal of posting a series of flipped lessons on teachers' websites. Some lessons have been created by two of the teachers, but work still needs to be done to expand them and include all regular classroom teachers in the project.

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

Action Items One, Two, and Three: We were able to use many of the funds set aside for these three action items as intended. However, as stated above, we have not fully implemented the parent/student web series with flipped lesson. This project needs to be expanded and include all of the regular education teachers.

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

The LEA used the following rating scale to determine the effectiveness of the actions taken to achieve the articulated goal. Ratings are based on an analysis of inputs from educational partners and metrics. Rating Scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective.

The actions outlined in Goal One helped make progress towards the LEA goal: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

Action 3.1: The school's administration and staff will continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events and meetings

Effectiveness of Action: Somewhat Effective

Metric: Parents' attendance rate at programmatic or school funding meetings.

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District did not quite meet this requirement.

Action 3.2: The PVS administration will send parents a monthly copy of the Parent Institute newsletters in English and Spanish. This newsletter provides information to help parents better support their children's academic and social/emotional success.

Effectiveness of Action: Effective

Metric: Monthly newsletters have been sent home for parents.

Analysis Statement: As noted in the previous section above, Pleasant Valley Joint Union Elementary School District has met this requirement.

Action 3.3: The district will create flipped lessons on its website for parents and students to use to support student learning.

Effectiveness of Action: Somewhat Effective

Metric: Number of online flipped lessons on the district website.

Analysis Statement: As noted in the previous section, Pleasant Valley Joint Union Elementary School District has 18 flipped math lessons posted on the district website.

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.

No changes are planned. However, increased efforts to involve parents in decision making planning will be implemented.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Communication	The school's administration and staff are unwavering in their commitment to increasing communication opportunities with parents and fostering parental involvement in school events and meetings. We will continue to communicate with parents in both English and Spanish, using newsletters, web pages, Aeries Parent Portal, email, ParentSquare, and individual calls. We will continue to use our unique advantages as a very small school to engage in much of this communication in person before and after the school day during student drop-off/pick-up times. We will also provide a stipend for bilingual help with communication. These actions are aimed at	$4,300.00	No

Action #	Title	Description	Total Funds	Contributing
		facilitating the sharing of information between school and home, providing parents with an easy way to access information and seek help from the school. To further this goal, we will increase the use of paper flyers alongside ParentSquare posts.		
3.2	Parent Newsletters	The PVS administration will send parents a copy of the Parent Institute newsletters in English and Spanish each month. This monthly newsletter provides information that helps parents better help their children be more successful academically and socially/emotionally.	$686.00	No
3.3	Parent/Student Web Series	Drawing on parent survey data, our goal is to implement targeted actions and services that foster meaningful partnerships between parents and the school. These initiatives are essential to supporting student success. Many parents have shared that they face challenges assisting their children with Common Core math, reading, technology, and homework. As indicated in the metric section, parents have historically participated in school events primarily when they involve celebrations or fun activities. The district recognizes the need to help parents better understand their child's academic instruction. To bridge this gap, we proactively explored multiple solutions, such as expanding the distribution of informational flyers and offering individualized support. Additionally, we organized parent workshops designed to equip families with the skills needed to assist their children in math, technology, and English language arts. Despite these efforts, attendance at the workshops remained lower than anticipated. In response, we adapted our communication strategies and leveraged the district website to reach a broader audience. To achieve this, school administration and staff have begun offering online tutorials to help parents understand grade-level mathematics. Teachers curate or create step-by-step video lessons and post them on the district website. After addressing mathematics, future tutorials will cover topics such as supporting reading instruction, using technology to track student	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		progress, and providing homework assistance. Empowering parents as partners in academic instruction will strengthen communication and contribute to greater student success. Furthermore, increased parent involvement may lead to more participation in school planning, budgeting, and program development. The district prioritized the needs of unduplicated students when deciding to provide additional staffing and services. Feedback from parent, staff, and student surveys—as well as conversations with families of English Learners, low-income students, and students with disabilities—highlighted a range of challenges that hinder parents from supporting their children with homework, reading, and technology. Many parents also expressed frustration with understanding modern Common Core mathematics. Although teachers have previously tried to work individually with parents, the scale of the need exceeds what they can provide. As a result, we developed a parent/student web series to address these challenges. The parent/student web series is intended for all families and students, not just a select group. It is especially designed to support parents of English language learners and low-income families, who often lack access to resources. We believe every student and parent, regardless of background, will benefit from this initiative, which is why it will be offered LEA-wide. The web series will improve parents' ability to support instruction by providing step-by-step modeling of grade-level content and strategies, enabling them to reinforce learning at home.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$47,392	$0

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
5.997%	0.000%	$0.00	5.997%

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
1.4	**Action:** Instructional Aides **Need:** Pleasant Valley JUESD designed targeted actions based on local data and feedback from educational partners. Stakeholders—including families of English learners and low-income students—identified academic and behavioral barriers to learning. Although students with disabilities are not classified as unduplicated	Pleasant Valley will provide one or more trained instructional aides during the school day, as determined by class size. These aides will support classroom instruction and address academic, behavioral, and social-emotional challenges for low-socioeconomic students, English learners, students with disabilities, and other small groups. Administration and staff will tailor support for each student group, including additional scaffolding,	CAASPP ELA and Mathematics assessments in grades 3-5 will measure students' performance against grade-level standards. The District is anticipating a 5.785% increase in English language arts and mathematics scores for all unduplicated 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
	pupils under LCFF, their needs were also considered when designing supports. Identified Need: Analysis of 2025 CAASPP data indicates that English Learners (33.3% proficiency in ELA) and low-income students (42.86%) are performing below the all-student average (43.5%), with significantly lower performance in mathematics across all groups (20%). Among subgroups, low-income students had the lowest ELA proficiency (42.86%), and students with disabilities had the lowest math proficiency (20.0%). Only 3 of 11 fifth-graders achieved CAST proficiency. These results are below state and county averages. Only 20% of English learners were reclassified at the start of the year, highlighting a need for stronger support. Educational partners attributed the decline partly to a sharp rise in the number of special education students. This feedback, combined with assessment trends, led the district to reconsider the 'pull-out' model. Research and instructional best practices show that removing students from core instruction can worsen academic gaps, especially for English learners, low-income students, and students with disabilities. Barrier: English Learners experience limited access to grade-level content due to developing academic language, while low-income students may have limited access to academic	language support, behavioral interventions, and various strategies to meet student needs. With this comprehensive support, we are confident that CAASPP ELA and math scores for low-socioeconomic-status students, English learners, and students with disabilities will increase by at least 5 percentage points in the next assessment cycle. This initiative is implemented LEA-wide because all students below proficiency are expected to benefit, reinforcing our commitment to measurable progress for every student.	(Multilingual learners, special education learners, and low-income learners) (Goal 1, Metric numbers 1.6, 1.7, 1.8, 1.9, 1.10, and 1.11) The district has purchased the iReady program for the upcoming school year. This program promises to improve data collection for English language arts and math performance in the coming years. Benchmark assessment data will be collected for both English language arts and mathematics at least three times per school year using the iReady assessments. The District anticipates that this regular and rigorous review of student academic performance will enhance instruction and ensure it meets its academic goals. These assessments will help the District and teachers monitor students' progress toward proficiency and determine

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
	support outside of school, resulting in gaps in foundational skills and reduced ability to engage in independent work in a multi-grade classroom setting. Action: The district will provide trained instructional aides to deliver in-class small-group instruction, scaffolding, language support, and behavior intervention aligned to teacher-directed instruction. This inclusive model improves access to grade-level instruction and limits learning loss. Aides will be trained in small-group work and in supporting diverse learners, including those who need language, behavioral, or emotional interventions. How Services Are Increased or Improved: Services are increased because English Learners and low-income students receive more frequent, targeted small-group and individualized support during core instruction than would be provided in a base program without additional staffing. Why This Leads to Improved Outcomes (Mechanism) This will improve academic outcomes because instructional aides provide immediate feedback, targeted reteaching, and structured language scaffolds that increase students' ability to access grade-level content, thereby accelerating skill development and improving performance on academic tasks. Why LEA-wide		how best to utilize instructional aides in the classroom. Priority number(s): Priority 4, Priority 7, Priority 8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all classrooms, and delivering support within the core instructional setting ensures consistent access to grade-level instruction without removing students from instruction. Metrics: • CAASPP ELA and Math (Metric 1.6, 1.7) • Local assessments (iReady, DIBELS) • English Learner Progress Indicator (ELPI) **Scope:** LEA-wide		
1.7	**Action:** Library Technician **Need:** Based on input from educational partners and local STAR data, we have developed actions and services to support English learners, low-income students, and students with disabilities. Surveys and conversations with families of these student groups have revealed several challenges, including a lack of resources, language barriers, and limited parental support. These challenges hinder students' participation in independent study opportunities and in-class assignments. Identified Need:	The Library Technician is skilled in addressing and resolving technological issues that students may encounter. Moreover, she has received training to lead small reading groups and has completed Digital Citizenship training, which she applies by educating students across all grade levels. Her interaction with every student in the school positions her as an ideal individual to reach out to families with whom she has established relationships. We anticipate significant improvement in STAR reading scores for low-socioeconomic-status students, English learners, and students with disabilities. The program is tailored to address the specific needs arising from the challenges these groups face. Nevertheless, this initiative is implemented district-wide, as we expect all students below proficiency will benefit, ensuring a	STAR reading scores will be assessed throughout the school year to ensure that students achieve at least one full school-year of reading growth. CAASPP ELA and Mathematics assessments in grades 3-5 will measure students' performance against grade-level standards. The District is anticipating a 5.785% increase in English language arts and mathematics scores for all unduplicated students. (Multilingual learners,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	As highlighted in the metrics section, English learners, low-income students, and students with disabilities require additional academic support compared to their peers. Local STAR reading data and educational partner feedback indicate that English Learners and low-income students require additional support with reading comprehension and access to instructional materials beyond teacher-led instruction. Data from the 2025 CAASPP and CAST assessments highlight these concerns. ELA proficiency stood at 43.5%, while math proficiency was even lower at 20.2%. Among subgroups, low-income students had the lowest ELA proficiency (42.86%), and students with disabilities had the lowest math proficiency (20.0%). CAST results were also troubling, with only 3 out of 11 fifth-grade students achieving proficiency. These outcomes are below both state and county averages. Furthermore, only 20% of English learners were reclassified at the start of the school year, underscoring the ongoing need for robust support. Barrier: English Learners face language-related barriers to independent reading, while low-income students may lack access to books, technology support, and structured academic assistance outside of school, limiting opportunities to practice literacy skills. Action:	comprehensive approach to literacy and support services.	special education learners, and low-income learners) (Goal 1, Metric numbers 1.6, 1.7, 1.8, 1.9, 1.10, and 1.11) The district has purchased the iReady program for the upcoming school year. This program promises to improve data collection for English language arts and math performance in the coming years. Benchmark assessment data will be collected for both English language arts and mathematics at least three times per school year using the iReady assessments. The District anticipates that this regular and rigorous review of student academic performance will enhance instruction and ensure it meets its academic goals. The District has also purchased the Amplify mCLASS DIBELS assessment program. This assessment gives the District proficiency levels

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
	We explored options for additional after-school programs and an extended school year to address these needs. The district will provide a Library Technician to deliver small-group reading support, assist with access to digital and print resources, and provide individualized academic support during the school day. Educational partners also attributed the decline in scores, in part, to a significant increase in the number of special education students compared to previous years. This feedback, along with assessment trends, prompted the district to reevaluate the 'pull-out' support model. Research and instructional best practices indicate that removing students from core instruction can exacerbate academic gaps, particularly for English learners, low-income students, and students with disabilities. How Services Are Increased or Improved: Services are increased because English Learners and low-income students receive additional structured opportunities for guided reading, access to instructional materials, and individualized assistance beyond core classroom instruction. Why This Leads to Improved Outcomes (Mechanism): This will improve literacy outcomes because increased access to texts, guided reading practice, and technology-supported learning builds reading fluency, comprehension, and vocabulary, which are foundational skills		in several areas of early literacy for students in kindergarten through third grade. This assessment will be given three times per school year. The data gathered from this assessment will be used to inform instruction by the teacher and the parents. This increase in usable performance information is anticipated to help the District reach its growth goal. These assessments will help the District and teachers monitor students' progress toward proficiency and determine how best to utilize the library technician. Priority number(s): Priority 4, Priority 7, Priority 8

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
	required for success across all academic content areas. Why LEA-wide: This action is provided LEA-wide because unduplicated pupils are distributed across grade levels, and providing centralized access to resources ensures consistent support without restricting services to a single classroom or grade. Metrics: • STAR Reading (Metric 1.11) • CAASPP ELA (Metric 1.6) • Local reading assessments (iReady, DIBELS) **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

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

Not Applicable

Additional Concentration Grant Funding

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

Not applicable

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	Not applicable	
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$790,243	47,392	5.997%	0.000%	5.997%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$105,793.00	$12,140.00	$0.00	$0.00	$117,933.00	$96,197.00	$21,736.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	William's Requirements	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Curriculum	All	No			All Schools	2026-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.3	Professional Development	All	No			All Schools	2026-2027	$500.00	$1,500.00	$2,000.00				$2,000.00	
1	1.4	Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-2027	$35,026.00	$0.00	$35,026.00				$35,026.00	
1	1.5	Small Group Response to Intervention (RTI) Reading	All	No			All Schools	2026-2027	$3,000.00	$0.00	$3,000.00				$3,000.00	
1	1.6	After-School Tutoring and Homework Help	All	No			All Schools	2026-2027	$12,000.00	$0.00	$12,000.00				$12,000.00	
1	1.7	Library Technician	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-2027	$31,031.00	$0.00	$31,031.00				$31,031.00	
1	1.8	Update Technology	All	No			All Schools	2026-2027	$0.00	$4,500.00	$4,500.00				$4,500.00	
1	1.9	Intervention Teacher	All	No			All Schools	2026-2027	$12,140.00	$0.00		$12,140.00			$12,140.00	
2	2.1	School Attendance	All	No			All Schools	2026-2027	$0.00	$1,250.00	$1,250.00				$1,250.00	
2	2.2	Enrichment Opportunities	All	No			All Schools	2026-2027	$0.00	$4,000.00	$4,000.00				$4,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.3**	Physical Fitness Opportunities	All	No			All Schools	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	**2.4**	Social/Emotional Health and Student Bullying	All	No			All Schools	2026-2027	$0.00	$500.00	$500.00				$500.00	
3	**3.1**	Increase Communication	All	No			All Schools	2026-2027	$500.00	$3,800.00	$4,300.00				$4,300.00	
3	**3.2**	Parent Newsletters	All	No			All Schools	2026-2027	$0.00	$686.00	$686.00				$686.00	
3	**3.3**	Parent/Student Web Series	All	No			All Schools	2026-2027	$2,000.00	$500.00	$2,500.00				$2,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$790,243	47,392	5.997%	0.000%	5.997%	$66,057.00	0.000%	8.359 %	**Total:**	$66,057.00
								LEA-wide Total:	$66,057.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	William's Requirements				All Schools	$0.00	
1	**1.2**	Curriculum				All Schools	$3,000.00	
1	**1.3**	Professional Development				All Schools	$2,000.00	
1	**1.4**	Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	$35,026.00	
1	**1.5**	Small Group Response to Intervention (RTI) Reading				All Schools	$3,000.00	
1	**1.6**	After-School Tutoring and Homework Help				All Schools	$12,000.00	
1	**1.7**	Library Technician	Yes	LEA-wide	English Learners Low Income	All Schools	$31,031.00	
1	**1.8**	Update Technology				All Schools	$4,500.00	
2	**2.1**	School Attendance				All Schools	$1,250.00	
2	**2.2**	Enrichment Opportunities				All Schools	$4,000.00	
2	**2.3**	Physical Fitness Opportunities				All Schools	$2,000.00	
2	**2.4**	Social/Emotional Health and Student Bullying				All Schools	$500.00	
3	**3.1**	Increase Communication				All Schools	$4,300.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.2**	Parent Newsletters				All Schools	$686.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$110,611.00	$106,836.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	William's Requirements	No	$0.00	$0.00
1	**1.2**	Curriculum	No	$3,000.00	$2,758.05
1	**1.3**	Professional Development	No	$2,000.00	$3,225.00
1	**1.4**	Instructional Aides	Yes	$33,310.00	$33,310.00
1	**1.5**	Small Group Response to Intervention (RTI) Reading	No	$3,000.00	$2,700.00
1	**1.6**	After-School Tutoring and Homework Help	No	$12,000.00	$11,000.00
1	**1.7**	Library Technician	Yes	$25,565.00	$25,565.00
1	**1.8**	Update Technology	No	$4,500.00	$1,000.00
1	**1.9**	Intervention Teacher	No	$12,000.00	$14,411.60
2	**2.1**	School Attendance	No	$1,250.00	$1,250.00
2	**2.2**	Enrichment Opportunities	No	$4,000.00	$3,225.00

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**	Physical Fitness Opportunities	No	$2,000.00	$1,400.00
2	**2.4**	Social/Emotional Health and Student Bullying	No	$500.00	$500.00
3	**3.1**	Increase Communication	No	$4,300.00	$5,125.13
3	**3.2**	Parent Newsletters	No	$686.00	$367.20
3	**3.3**	Parent/Student Web Series	No	$2,500.00	$1,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$44,795	$58,875.00	$58,875.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.4**	Instructional Aides	Yes	$33,310.00	$33,310		
1	**1.7**	Library Technician	Yes	$25,565.00	$25,565		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$609,099	$44,795	0.0%	7.354%	$58,875.00	0.000%	9.666%	$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.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [*EC* Section 32526(d)](). For information related to the required needs assessment please see the Program Information tab on the [LREBG]()

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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