LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy

CDS Code: 49402460000000

School Year: 2025-26
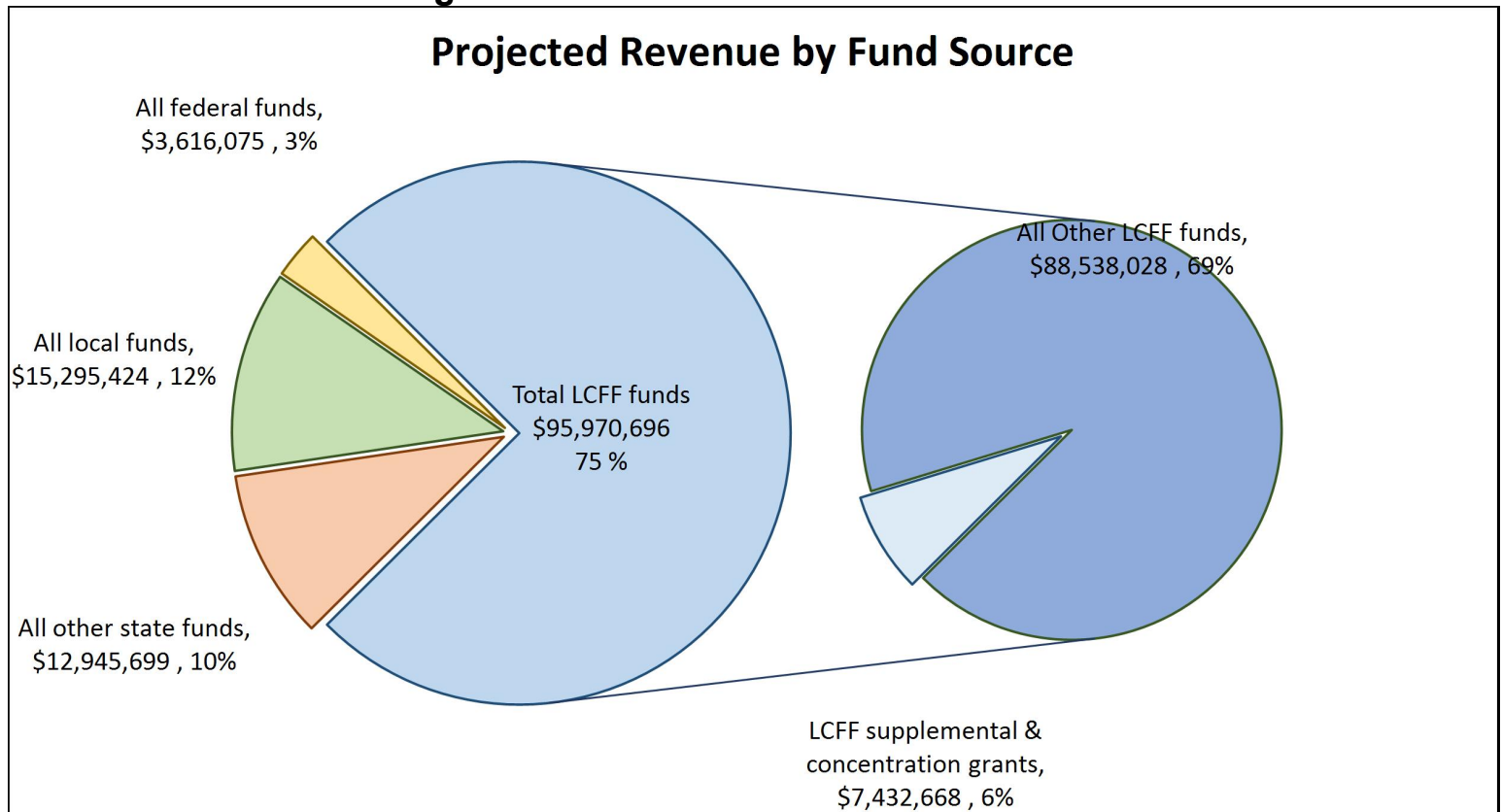
LEA contact information:

Matthew Harris

Superintendent

mharris@petk12.org

(707) 778-4619

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 2025-26 School Year

Projected Revenue by Fund Source

- All federal funds, $3,616,075 , 3%
- All local funds, $15,295,424 , 12%
- All other state funds, $12,945,699 , 10%
- Total LCFF funds $95,970,696 75 %
- All Other LCFF funds, $88,538,028 , 69%
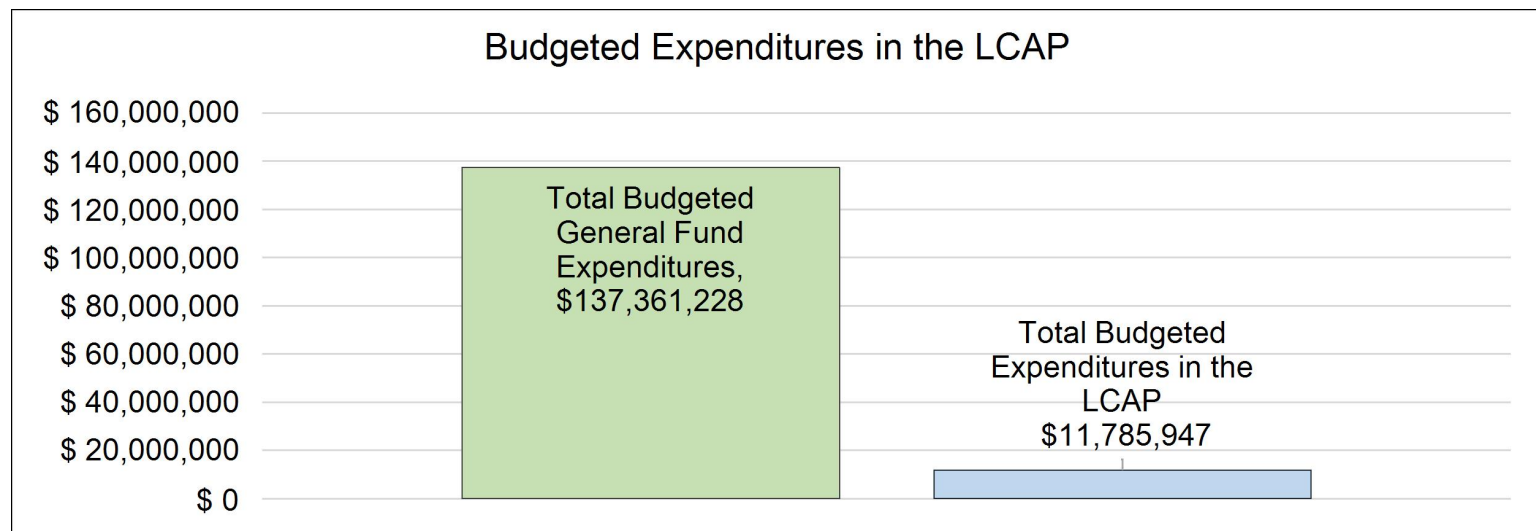- LCFF supplemental & concentration grants, $7,432,668 , 6%

This chart shows the total general purpose revenue Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy 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 Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy is $127,827,894, of which $95,970,696 is Local Control Funding Formula (LCFF), $12,945,699 is

other state funds, $15,295,424 is local funds, and $3,616,075 is federal funds. Of the $95,970,696 in LCFF Funds, $7,432,668 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $137,361,228

Total Budgeted Expenditures in the LCAP $11,785,947

This chart provides a quick summary of how much Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy plans to spend for 2025-26. 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: Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy plans to spend $137,361,228 for the 2025-26 school year. Of that amount, $11,785,947 is tied to actions/services in the LCAP and $125,575,281 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services, i.e., core curriculum, textbook adoptions, and classroom teachers. Restricted categorical programs and services, i.e., Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Assistant Principals, Directors, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.
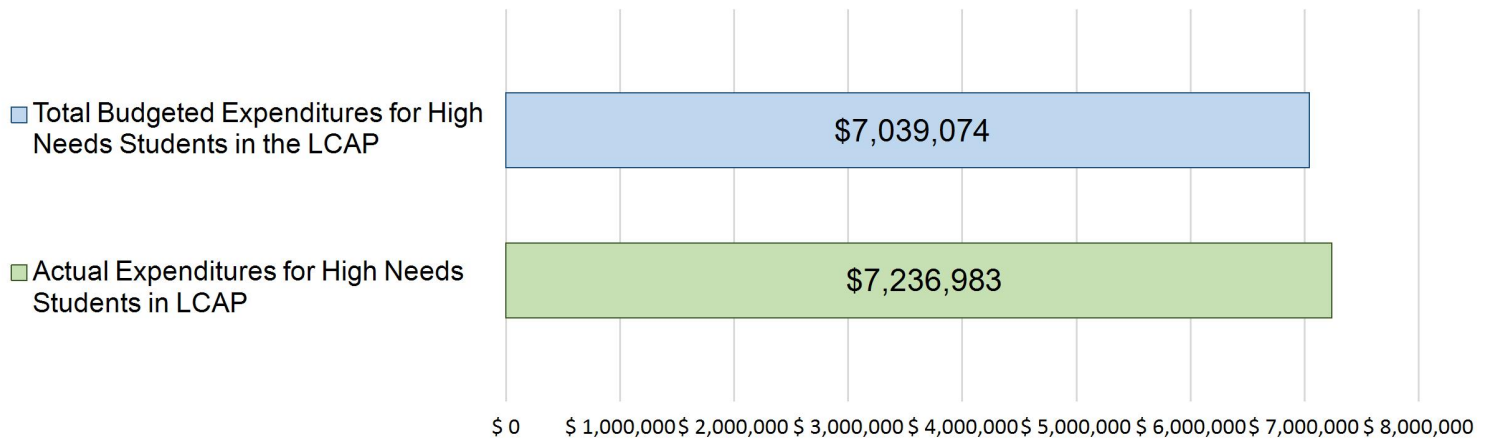
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy is projecting it will receive $7,432,668 based on the enrollment of foster youth, English learner, and low-income students. Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy plans to spend $7,914,148 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 2024-25

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$7,039,074
☐ Actual Expenditures for High Needs Students in LCAP	$7,236,983

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000 $ 7,000,000 $ 8,000,000

This chart compares what Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy 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 2024-25, Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy's LCAP budgeted $7,039,074 for planned actions to increase or improve services for high needs students. Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy actually spent $7,236,983 for actions to increase or improve services for high needs students in 2024-25.

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
Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy	Matthew Harris Superintendent	mharris@petk12.org (707) 778-4619

Plan Summary [2025-26]

General Information

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

The City of Petaluma, founded in 1858, with a current population of nearly 60,000, is in Sonoma County, just 32 miles north of the Golden Gate Bridge. Petaluma City Schools (PCS) is composed of two districts (Petaluma City Elementary and Petaluma Joint Union High) with one District Office and one School Board. Petaluma City Schools has a staff of about 900 that are responsible for the education of 7,140 students grades TK through 12th grade at eighteen school sites, including five dependent charters listed below.

Valley Vista Public Waldorf (VVPW)
Petaluma Accelerated Charter (PAC)
Mary Collins at Cherry Valley (MCCV)
Penngrove Elementary Charter(PENN)
Dual Language Immersion Academy (DLIA)

PCS also offers a South County Consortium (SoCC). SoCC is a special education school offering various programs that serve elementary and secondary students. SoCC provides services to students from Petaluma City Schools, Waugh school district, Wilmar School District, Dunham School District, Old Adobe Schools, Two Rock Schools and Liberty Schools. Petaluma City Schools serves a diverse population of students where 44.94% of the students we serve are socioeconomically disadvantaged and 10% of our students are multilingual learners.

The Dual Language Immersion Academy charter (DLIA) began operations in the 2024-2025 school year. DLIA, located at the McDowell Elementary is a Spanish dual language immersion middle school (grades 7-8) providing a continued pathway for students in elementary grade levels who desire to continue a dual language immersion education. At full implementation, DLI Academy will occupy four full-sized classrooms on the McDowell campus. DLI Academy will benefit from the shared opportunities for assemblies, cross-age tutoring, community service opportunities, an extensive after-school program, and the use of the full campus.

For the start of the 2025-2026 school year PCS will operate the Valley Vista Public Waldorf Charter school. In 2024-2025 school year Valley Vista Elementary went through a re-structuring to merge with Live Oak Independent Charter School and operate as a dependent charter offering a Waldorf school program. Valley Vista Public Waldorf offers a TK-8 program based on the principles of the Alliance for Public Waldorf Education, focusing on a developmental approach that nurtures the whole child—intellectually, emotionally, and physically. The curriculum integrates arts with academics, fostering curiosity and critical thinking while addressing diverse human experiences, cultural literacy, and civic responsibility. The Charter School aims to develop students into creative, thoughtful individuals prepared for high school and future challenges. The pedagogical framework combines progressive education with best Waldorf practices, and is aligned with state standards.

San Antonio High School continues to be eligible for the Equity Multiplier. As an Equity Multiplier school, Goal 5 of the LCAP, will focus on actions to improve graduation rate (red, suspension rate (orange), and college/career readiness (very low) for San Antonio.

Reflections: Annual Performance

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

Petaluma City Schools continues its commitment to building relationships with students throughout the 2024-2025 school year. Educators, community members, and Board Members know the value of having a "Trusted Adult" on campus. Students need to feel safe at school in order to learn. in 2023-2024 school year Students in Petaluma City Schools reported an increase in this area by 4% from the previous year (January of 2023 PCS 38% students reported having a trusted adult and in Jan. 2024 students reported 42% having a trusted adult). For the 2024-2025 school year, PCS has maintained a 42% of students reporting they have a trusted adult.

When comparing Petaluma City Schools to Sonoma County Schools, PCS is generally on par with the county when students responded to, "When I'm feeling stressed or upset, there is an adult on campus I can talk to." From January 2024 to January 2025, Elementary schools moved from the 34th percentile to the 38th percentile, Middle Schools moved from the 48th percentile to the 52nd percentile, and High Schools maintained a 34th percentile on the Youth Truth Survey in 2025. Our district has also continued to focus on providing meaningful professional development that is directly tied to our students' needs - especially those of our multilingual learners and students with disabilities. Professional development will continue to target strategies to support multilingual learners and students with disabilities. Ongoing follow up on professional development will be embedded into our systems. Common Math Assessments have been implemented in grades 3-6 throughout the district and has expanded to TK-2 this school year. Students with disabilities and multilingual learners have made improvements at various schools but as a whole greater supports is needed to close the achievement gaps.

San Antonio High School, a continuation high school remains eligible for CSI and for the Equity Multiplier. San Antonio has made great progress this year supporting students' graduation goals. CSI funds continue to support academic counseling, interventions and social-emotional support systems to help students accelerate through their needed courses and graduate on time. Root cause analysis has also helped San Antonio make structural shifts with how they award credits and course offerings that has allowed students greater access to meaningful courses and credits. With Equity Multiplier, San Antonio increased supports for academic counseling and suspension diversion programs to support attendance, suspensions and create a culture and learning environment conducive for engagement and learning. South County Consortium was previously eligible for CSI for academic performance, chronic absenteeism and suspension rates but has since exited out of eligibility.

PCS remains in Differentiated Assistance for Students with Disabilities in the areas of Pupil Achievement and Chronic Absenteeism. Our LCAP goal three addresses this need specifically and will continue to monitor the outcomes and the effectiveness of the actions.

Petaluma City Schools, like many other California districts received Learning Recovery Emergency Block Grant--one time funds for learning recovery initiatives supporting academic learning recovery and social/emotional well-being for students and staff. These funds have all been expended and any future funds will be reflected in the 2026-2027 LCAP

CALIFORNIA SCHOOL DASHBOARD 2024 - DISTRICT

The following student groups had the lowest performance level in the areas indicated below
Students with Disabilities: English Language Arts (red), Math (orange), graduation rates (red) and College/Career Indicator (red). Previous Dashboard data SWD were also highest in Chronic Absenteeism and Suspension rates but the 2024 dashboard does not reflect that status any longer.
Multilingual Learners: English Language Arts and Math (red), Graduation rate and College & Career Indicator (Orange)
Long-term English Learners (LTELS) ELA , Math, Graduation Rate, CCI (orange)
Foster Youth: Suspension Rate (orange)
Homeless Youth: Chronic Absenteeism (red), English Language Arts (orange), and Math (red)
Socioeconomically Disadvantaged Students: Math (orange) and Graduation rate (orange)

The following schools had the lowest performance level in the areas indicated below
Casa Grande High School: English Learner Progress Indicator
San Antonio High School: Suspension Rates
South County Consortium: English Language Arts, Math

PCS SUCCESSES BASED ON 2024 DASHBAORD DATA
Based on the 2024 California Dashboard PCS recognizes successes by the increase in the overall College/Career Indicators by 4%. Chronic Absenteeism declined 5.1% resulting in fewer students identified as chronically absent.

PCS CHALLENGES BASED ON 2024 DASHBAORD DATA

Based on the 2024 California Dashboard PCS faces challenges with overall ELA and Math declining 7.1 and 3.3 respectively. Chronic Absenteeism for unhoused youths, Suspension rates for African American, Foster Youth and Students with Disabilities, Math and English achievement for English/Multilingual Learners. Graduation rates overall dropped 2.1%

ACTIONS ADDRESSING LOWEST PERFORMANCE (RED) ON THE 2024 CALIFORNIA SCHOOL DASHBOARD

Below is a list of student groups who have red performance level on the dashboard and the list of actions to meant to address them.
Chronic Absenteeism (Homeless)
Actions: 1.7 2.1, 2.2, 2.3, 2.4

Suspension (African American, Foster Youth, Students with Disabilities)
Actions: 1.7 2.1, 2.3, 2. 4

ELA and Math (Multilingual Learners)
1.1-1.5, 1.7,1.8, 4.1-4.5, 4.7

REQUIRED ACTIONS FOR 2025-2026 (REDS from 2023 Dashboard)
South County Consortium - ELA, Math, Suspension
Casa Grande High - English Language Progress Indicator (ELPI)
San Antonio High (Continuation school) - College/Career Indicator (CCI), Graduation Rate
McDowell Elem - ELA, suspension
Valley Vista Elem - Chronic Absenteeism, ELPI (Valley Vista has changed to a new dependent charter school beginning 2025-2026)
Kenilworth Jr High - ELPI
Live Oak Charter - Chronic Absenteeism (Live Oak Charter has closed at the conclusion of the 2024-2025 school year)

Student group with the lowest performance level on one or more indicator on the 2023 Dashboard are:
All Students - Chronic Absenteeism
AA - Suspension rate
EL - ELA, Math, Chronic Absenteeism
FY - Suspension rate
Homeless Youth - ELA, math, Chronic Abs
SED - Chronic Absenteeism
SWD - ELA, math, chronic absenteeism, CCI, suspension rate

Student groups within a school with the lowest performance level on one or more indicators on the 2023 Dashboard are:
South County - HI and SED (Suspension rate), SWD (ela, math, susp rate), WH (Susp rate)
CGHS - EL (ela, math), SWD (math, cci)
PHS - EL, HI, SED (Suspension rate), SWD (ela, susp rate)
SAHS - SWD, HI (Susp rate), SED (cci, grad rate)

McDowell - EL and HI (ela, math), SED and swd (ela, math, susp rate)
McKinley - EL (ela), SWD (ela, chronic abs), WH (chronic abs)
McNear - EL and SED (chronic abs)
PJHS - El and SWD (ela, math, susp rate), HI and SED (chronic abs)
KJHS - EL and SWD (ela, math, chronic abs), HI and SED (chronic abs)

REQUIRED ACTIONS FOR 2024-2025
Differentiated Assistance: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
English Learners: 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.2, 2.3, 4.1-7
Long-Term English Learners: 1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.2, 2.3, 4.1-7
Equity Multiplier: 5.1-3

Reflections: Technical Assistance

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

Petaluma City Schools (PCS) has been identified for Differentiated Assistance based on the outcomes of students with disabilities and homeless youth on the California School Dashboard. Students with disabilities received the lowest performance level on Chronic Absenteeism, Suspension Rate, English Language Arts, Math, and the College/Career Indicator. Homeless Youth received the lowest performance level on Chronic Absenteeism, English Language Arts, and Math. PCS continues to actively examining outcomes for student groups through the Continuous Improvement Committee. This committee is made up of teachers, Petaluma Federation of Teachers leadership (PFT), site administrators, and district administrators. The group has reviewed data and determined actions with a large focus on professional development to support our students with disabilities and address root causes identified by the committee. Additional professional development will continue to take place during the 25-26 school year targeting the needs of students with disabilities and ensuring general education teachers have a clear understanding of their role in supporting students with disabilities. The CIC committee and LCAP Committee monitored satisfaction with professional development closely with the belief that meaningful professional development will impact outcomes for students. During the 2025-2026 school year, the committee will continue to monitor the impact of professional development on student outcomes. The Sonoma County Office of Education supported PCS by providing support around Urgent Articulated Problem, Universal Design for Learning along with other technical and professional development supports.

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.

San Antonio High School
South County Consortium (For 2025-2026 South County is no longer eligible for Comprehensive Support and Improvement)

Support for Identified Schools

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

San Antonio High School has been identified as eligible for Comprehensive Support and Improvement (CSI) in the areas of low graduation and low performing. San Antonio High School has been eligible for CSI due to low graduation rates for the past four years. South County Consortium is no longer eligible for the 2025-2026 school year. San Antonio High School for the first two years has utilized a CSI coordinator to lead the school in the Improvement Science model facilitating the root cause analysis process to ultimately identify interventions/strategies/activities that effectively address the reasons for which the school was identified. Through the root cause analysis, students did not have access to support systems to help them navigate the educational system and/or meet their academic and social-emotional needs. The CSI Coordinator was used to work with the site to continuously reflect on the root cause and provide evidence based strategies. In the third year, the CSI Coordinator transitioned to a new role and the educational service department continued the work providing personnel support (i.e. additional counseling support and TOSA for intervention support) and activities to engage and encourage students to remain in school. The 2023-2024 school year San Antonio High obtained a new principal and through his work with the School Site Council and other community partners, they have continued the root cause analysis and identified other causes for low graduation rate. San Antonio plans to address their needs through a change in educational practices that have placed barriers on students obtaining credits for graduation, improve credit recovery programs, as well as address systemic issues that have not historically supported students graduation eligibility.

San Antonio continues to have the support of the district office personnel with additional resources, professional developments, data, and a thought partner throughout the year. Continued visitations to model continuation schools will take place and best practices from those systems will be applied to PCS.

Monitoring and Evaluating Effectiveness

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

Educational Services will continue to support San Antonio with monitoring effectiveness of the improvement plan through the following steps:

1. The process for monitoring and evaluating the implementation of the CSI plan will include using evidence-based screeners and progress monitoring every 6-8 weeks as indicated in the Site Plan. When student outcomes are improving, the same will continue for another 6-8 weeks. When student outcomes are not showing progress, stakeholders (SSC) will be involved in altering the delivery of the action.
2. Root cause data and information will be collected and analyzed to inform on-going decision-making. Youth Truth Survey and Local Pulse Survey will be used 3x year to provide feedback. Data will be collected routinely regarding participation in Credit Recovery programs.
3. School Site Council, teachers and Ed Services will collaborate once a month at meetings to evaluate the effectiveness of on-going implementation.
4. Resource services will include continued professional development in Improvement Science model. The additional counselor will monitor activities and student feedback to engage and encourage students to remain in school. The district will also support an alternative educational task force to explore other evidence based activities and best practices that would directly or indirectly support CSI eligible schools. Grades, referral processes ,demographics will be used to analyze program implementation.

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
LCAP Committee	The District LCAP Committee is made up of site and district representatives, parents, students, teachers, and community members. Parents of multilingual learners, low income students, and students with disabilities were represented. Childcare, interpretation and dinner were provided. Student outcome data drove the process.

During the November, February and March meetings the committee reviewed goals, actions and available data (dashboard, youth truth, and ELPAC) on all student groups. The committee prioritized actions they wanted more discussion and information on. Presentations from various departments provided evidence that actions were being implemented.

In April the committee reviewed all the LCAP goals and actions and discussed if Goal three should be re-written. No action was taken on the revision to goal three.

During May meetings the committee reviewed and provided input on the actions and metrics associated with the LCAP. |
| Continuous Improvement Committee | The Continuous Improvement Committee (CIC) is made up of district and site administrators, Petaluma Federation of Teachers (PFT) leadership, and PFT members. |

Educational Partner(s)	Process for Engagement
	The CIC reviewed professional development and student outcome data on all student groups in September and determined priorities: support for students with disabilities and multilingual learners, campus culture (i.e. having a "trusted adult" on campus for every student). The committee investigated root causes for each priority area.

During October, CIC members developed and planned around PCS Urgent Articulated Problem and focused on root cause analysis

December meeting the CIC went through training on Empathy Interviews to be conducted in the Spring.

February and March CIC conducted empathy interviews with students to better understand and get student input on what makes an adult on campus a "trusted adult". This was effective at engaging our younger learners. In addition, the CIC reviewed the California School Dashboard and reviewed and provided feedback on goals drafted from identified priorities.

In April CIC reflected on the empathy interviews and discussed what was learned as well as discussed UDL--process, barriers, etc. |
| ELD Committee | The ELD Committee is made up of English Learner Resource Teachers (ELRTs), Bilingual Resource Teachers (BRTs), other site representatives (administrators and classroom teachers), and district office administration.

On October 24th 2024, the ELD Committee reviewed proposed actions and metrics for Goal 4 which focuses on multilingual learners and reviewed actions/metrics with feedback and takeaways. |
| District English Learner Advisory Committee | In May, DELAC reviewed goals and actions as well as reviewed dashboard data. DELAC discussed and asked questions around the |

Educational Partner(s)	Process for Engagement
	goals and actions and discussed any recommendations for the LCAP Committee.
Principals and Administrators	TK-12 Principal meetings occur twice a month. All site principals, cabinet members, and other district office administrators are present at these meetings. Data review of the dashboard and youth truth and LCAP updates occurred throughout the year.
Students	Members of the Continuous Improvement Committee conducted Empathy Interviews in February and March of 2025. April, CIC presented to the board empathy interview process, outcomes and what was learned from the students.
SELPA	Sonoma County SELPA reviewed the LCAP in June of 2024 and provided feedback. Since this is our first year of implementation, no feedback was solicited.
California School Employees Association (CSEA) Members/Other School Personnel	The California School Employees Association (CSEA) actively participated in the Budget Advisory Committee meetings throughout the year where the Local Control and Accountability Plan (LCAP) were on the discussion for several meetings. During the meetings, CSEA representatives provided valuable insights and feedback on budget allocations and where we could best be fiscally responsible and maintain educational services.
San Antonio High School (Equity Multiplier School) - parents, students, and staff	During March of last school year, district staff and San Antonio High School administration met with SAHS parents, students, and staff to review student outcome data and discuss the criteria that qualified the school as an Equity Multiplier school. Graduation Rate, Suspension Rate, and College/Career Readiness were identified as priorities. Goals and actions were approved then and this year is the first year of implementation. SAHS Admin have worked to keep the community updated on the progress they are making on their goals.

Educational Partner(s)	Process for Engagement
Teachers	Throughout the year teachers engaged with the LCAP process through various committees such as the LCAP committee, Continuous Improvement Committee, and the English Learner/ELD Committee.
Parents	Throughout the year parents engaged with the LCAP Process through various opportunities with the LCAP committee, DELAC committee, as well as through School Site Council and ELAC.

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

2024-2025 school year is the first year of the new LCAP cycle. The LCAP committee focus has been reviewing data and metrics aligned to the goals and action to determine if there is any necessary changes. Understanding that this is the first year of our three year LCAP cycle, no notable changes were implemented. A deeper dive into the effectiveness of the goals and actions will be a focus for the LCAP committee and community partners for the 2025-2026 school year. Below is a summary of last years development of the 2024-2027 LCAP Cycle.

Feedback over the 2024-2025 school year influenced the plan in maintaining the current goals and actions. It was understood that the LCAP just finished its first year of implementation and the sentiment that we maintain the course until further data justifies different adjustments.

PCS Local Control and Accountability Plan (LCAP) Summary
The LCAP was developed collaboratively with educational partners, including administrators, teachers, committees, and students.

Broad Vision:
Goal 1: All students will graduate from PCS college and career ready.

Focused Goals:
Goal 2: By Jan 2027, increase by 12% the number of students who report having a trusted adult at school when feeling upset or stressed.
Goal 3: By June 2027, students with disabilities will improve in ELA by 30 points (from -90 to -60) and in math (from -124 to -94).
Goal 4: By June 2027, 90% of English Learners enrolled for at least 4 years will be reclassified as Fluent English Proficient within 7 years of entering the U.S. school system.

Key Modifications Based on Feedback:
Goal 2: Adjusted to measure percent of positive responses instead of percentile rank.
Goal 4: Shifted to focus on reclassification rates instead of the English Learner Progress Indicator (ELPI).

Notable Actions Informed by Feedback:
Early literacy training, targeted reading interventions, college/career pathway development, and academic counseling were enhanced.
Mental health support and school safety training were preserved due to community input.

School climate committees and translation services were added.
ELD practices were updated based on ELD Committee input (e.g., newcomer support, designated/integrated ELD placement).
Staff development now includes training informed by student experiences and interviews.

PCS acknowledges and values the input from all stakeholders in shaping a strategic plan that aims to improve student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will graduate PCS college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of the California School Dashboard (Dashboard) data indicated a clear need to continue supporting all students so that they have all options available upon graduation from Petaluma City Schools.

- 44.6% of students met the criteria of Prepared on the College/Career Indicator on the 2023 Dashboard.
- 55% of all students in grades 3–8 and 11 met or exceeded standard in English language arts on the Smarter Balanced assessments.
- 41% of all students in grades 3–8 and 11 met or exceeded standard in mathematics on the Smarter Balanced assessments.

This need is echoed in local assessments as described in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for:
- Ongoing instructional support for educators
- Increased training on early literacy and reading instruction
- Availability of early intervention for reading
- Assistance to all families in understanding the importance of a-g completion before high school with a targeted focus on low-income and multilingual learner families
- Creating high expectations for all student groups

Board Resolution 2324-31 outlines that all students will be on an a-g track starting with the freshman class of 2024-2025. This will ensure students can succeed and meet the a-g requirements, the district will work with school sites to ensure systems and appropriate supports are in place so every student has the best chance to succeed. PCS will also put a 7 period schedule in place for the 2025-2026 school year that will allow more equitable access to courses in grades 9-12. We expect to see impacts from these actions with the graduating class of 2028.

The district plans to improve performance and opportunities for all students through actions that support and improve student learning and access. The district will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	College/Career Indicator (CA School Dashboard)	2023 • All: 44.6% • Multilingual Learners (MLL): 12.4% • Long-Term English Learners (LTELs) - baseline will be added on the 2024 Dashboard • Socioeconomically Disadvantaged (SED): 35.8% • Students with Disabilities (SWD): 9.9% • Latinx: 33.8% • White: 50.5%	2024 • All: 48.6% a 4% increase • MLL: 13% - maintained • LTELs: 15.7% • SED: 38.6% maintained • SWD: 9.1% maintained • Latinx: 34.4% maintained • White: 58.1%		2026 • All: 50.6% • MLL: 17% • LTEL: TBD • SED: 41% • SWD: 15% • Latinx: 39% • White: 53%	• All: +4% • MLL: no change • LTELs: +3.3 • SED: • SWD: • Latinx: • White:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7.4% increase			
1.2	Graduation Rate (CA School Dashboard)	2023 • All: 89.1% • MLL: 72.6% • Long-Term English Learners (LTELs) - baseline will be added on the 2024 Dashboard • SED: 85.1% • SWD: 73.9% • Latinx: 83.6% • White: 91.9%	2024 • All: 87% • MLL: 69.3% • LTELs: 73.7% • SED: 82.4% • SWD: 68.2% • Latinx: 78.9% • White: 92.8%		2026 • All: 90.5% • MLL: 80% • LTEL: TBD • SED: 88.1% • SWD: 80% • Latinx: 86.6% • White: 91.9%	• All: -2.1% • MLL: -3.3% • LTELs: -5.5% • SED: -2.7% • SWD: -5.7% • Latinx: -4.7% • White: no change
1.3	a-g Rate (DataQuest)	2023 • All: 47.9% • MLL: 15.1% • SED: 34.8% • SWD: 10.5% • Latinx: 32.8% • White: 57.0% • Asian: 54.3%	2024 - • All: 44% • MLL: 14% • SED: 33% • SWD: 5% • Latinx: 27.9% • White: 54% • Asian: 70%		2026 • All: 52% • MLL: 21% • SED: 41% • SWD: 16% • Latinx: 39% • White: 61% • Asian: 58%	• All: -3.9% • MLL: -1% • SED: -1% • SWD: -5% • Latinx: -5% • White: -3% • Asian: +16%
1.4	Career Technical Education (CTE)	2023 • All: 9.4% • MLL: 1.9%	2024 • All: 15% • MLL: 4%		2026 • All: 15% • MLL: 8%	2024 • All: +5.6% • MLL: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Completion Rates for Graduating Cohort (CALPADS)	• SED: 8.7% • SWD: 6.3% • Asian: 13.2% • Latinx: 5.1% • Multiple Races: 9.5% • White: 11.7%	• SED: 13.13% • SWD: 12.62% • Asian: 14% • Latinx: 12.24% • Multiple Races: 24% • White: 17.84%		• SED: 15% • SWD: 12% • Asian: 18% • Latinx: 11% • Multiple Races: 15% • White: 17%	• SED: +4% • SWD: +6% • Asian: +14% • Latinx: +7.14% • Multiple Races: +13.5% • White: +6%
1.5	Graduates meeting CTE and a-g requirements (SOARS)	2023 • All: 2.7%	2024 • All: 2.9%		2026 • All: 6%	2024 • All: +0.2%
1.6	Work Based Learning Participation (CALPADS)	2023 • Total: 27.5% • Internships: 3.0% • Student-Led Enterprise: 13.4% • Simulated: 17.8% • Registered Pre-Apprenticeships: 0% • Non-Registered Pre-Apprenticeships: 4.7%	2024 • Total: 34.12%		2027 • Total: 40% • Internships: 6% • Student-Led Enterprise: 15% • Simulated: 20% • Registered Pre-Apprenticeships: 5% • Non-Registered Pre-	All: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Apprentic eships: 9%	
1.7	AP Exam Results (% w/ a score of 3 or higher) (College Board)	2023-2024 • All Students: 66% • Asian: 72% • Hispanic/Latino : 63% • White: 67% • SED: 67%	2024-2025 • All Students: 71% • Asian: 74% • Hispanic/L atino: 62% • White: 73% • SED: 64%		2026 Maintain pass rates for all student groups within 10% of each other	• All Students: +5% • Asian: +2% • Hispanic/L atino: -1% • White: +6% • SED: -3%
1.8	Percent of AP/Advanced Course Enrollment (CALPADS)	2023-2024 • MLL: 1% • SED: 30% • SWD: 1.4% • Asian: 5.9% • Black or African American: 1% • Latinx: 24% • Multiple Races: 6.6% • White: 60%	2024-2025 • MLL: 5.75% • SED: 28.48% • SWD: 5.11% • Asian: 78.69% • Black or African American: 3% • Latinx: 30.77% • Multiple Races: 58.77%		2026-2027 Enrollment in AP/Advanced courses will be within 5% of 7-12 enrollment: • MLL: 7.8% • SED: 48.3 • SWD: 16.6% • Asian: 2.4% • Black of African American: 1.2%	2024-2025 • MLL: +4.75% • SED: - 1.5% • SWD: +4% • Asian: +72% • Black or African American: +2% • Latinx: +6.7% • Multiple Races: +52.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• White: 53.86%		• Latinx: 36.6% • Multiple Races: • White: 52.3%	• White: -5.2%
1.9	Percent of 9-12 Grade Students Receiving Early College Credit: Dual Enrollment or Credit by Exam (CALPADS)	2024 • All: 12.5% • MLL: 2.6% • SED: 8.2% • SWD: 4.7% • Asian: 28.9% • Black or African American: 5.4% • Latinx: 4.7% • Multiple Races: 8.8% • White: 17.0%	2025 • All: 12.52% • MLL: 2.56% • SED: 9.23% • SWD: 4.23% • Asian: 19.35% • Black or African American: 5% • Latinx: 9.66% • Multiple Races: 11% • White: 14.7%		2027 • All: 15% • MLL: 7% • SED: 15% • SWD: 9% • Asian: 30% • Black or African American: 10% • Latinx: 9% • Multiple Races: 13% • White: 19%	• All: no change • MLL: no change • SED: +1% • SWD: no change • Asian: -9% • Black or African American: no change • Latinx: +5% • Multiple Races: +2.2% • White: -2.3%
1.10	State Seal of Biliteracy Rate (DataQuest)	2023 • All: 18.2% • MLL: 5.0% • SED: 30.0% • SWD: 8.0% • Asian: 5.7%	2024 • All: 19.2% • MLL: 7.4% • SED: 18.3%		2026 • All: 21% • MLL: 10% • SED: 33% • SWD: 13%	2024 • All: +1% • MLL: +2.4% • SED: -11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Latinx: 26.2% • Multiple Races: 11.8% • White: 14.7%	• SWD: 0% • Asian: 34.6% • Latinx: 21.6% • Multiple Races: 28.9% • White: 16.5%		• Asian: 11% • Latinx: 29% • Multiple Races: 17% • White: 20%	• SWD: -8% • Asian: +28.9% • Latinx: -4.6% • Multiple Races: +17.1% • White: +1.8%
1.11	Early Assessment Program (EAP) - Percent of Students Ready and Conditionally Ready for CSU English | Math (Illuminate)	2023 • All 61%(E) 33% (M) • MLL 4%(E) 0% (M) • SED 50%(E) 21% (M) • SWD 23%(E) 6% (M) • Asian 88%(E) 63% (M) • Latinx 45%(E) 21% (M) • Multiple Races 72%(E) 43% (M) • White 70%(E) 39% (M)	2024 All 57%(E) 25% (M) • MLL 0%(E) 2% (M) • SED 49%(E) 14% (M) • SWD 12%(E) 3% (M) • Asian 70%(E) 55% (M) • Latinx 42%(E) 13% (M) • Multiple Races 72%(E) 34% (M) • White 68%(E) 32% (M)		2026 • All 65%(E) 40% (M) • MLL 10%(E) 10% (M) • SED 56%(E) 31% (M) • SWD 29%(E) 16% (M) • Asian 88%(E) 63% (M) • Latinx 51%(E) 31% (M) • Multiple Races 72%(E) 43% (M) • White 70%(E) 40% (M)	All -4%(E) -8% (M) • MLL -4%(E) +2% (M) • SED -1%(E)-7% (M) • SWD -11%(E) -3% (M) • Asian -18%(E) -8% (M) • Latinx -3%(E) -8% (M) • Multiple Races no change(E) -9% (M) • White -2%(E) -7% (M)
1.12	CAASPP English Language Arts Distance from Standard (Illuminate)	2023 • All: +3 • MLL: -92 • SED: -40.4 • SWD: -100.4	2024 • All: +3 • MLL: -96.2		2026 • All: +18 • MLL: -119 • SED: -7 • SWD: -60	• All: +3 • MLL: -4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• American Indian or Alaska Native: -27.3 • Asian: +60.6 • Black or African American: -59.1 • Latinx: -43 • Multiple Races: +33.8 • White: +25.3	• SED: -45.6 • SWD: -97.6 • American Indian or Alaska Native: -72.5 • Asian: +20.2 • Black or African American: 7.7 • Latinx: -47.1 • Multiple Races: +32.2 • White: +20.3		• American Indian or Alaska Native: +22 • Asian: +87 • Black or African American: 0 • Latinx: -13 • Multiple Races: +51 • White: +41	• SED: -5.23.2%% • SWD: - • American Indian or Alaska Native:-45.2% • Asian: -40.5% • Black or African American: +7.7% • Latinx: -4.3% • Multiple Race: no change • White: -5%
1.13	CAASPP Math Distance from Standard (Illuminate)	2023 • All: -39.8 • MLL: -117.2 • SED: -78 • SWD: -139.8 • American Indian or Alaska Native: -64 • Asian: +14.7 • Black or African American: -111.9	2024 • All: -43.1 • MLL: -118.9 • SED: -82.5 • SWD: -132.9 • American Indian or Alaska Native: -109.8		2026 • All: -18 • MLL: -122 • SED: -43 • SWD: -94 • American Indian or Alaska Native: -40 • Asian: +49 • Black or African	• All: -3.3% • MLL: no change • SED: -4.5% • SWD: +6.9 • American Indian or Alaska Native: -45.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Latinx: -79 .4 • Multiple Races: -4.5 • White: -16.3	• Asian: +12.5 • Black or African American: -88.4 • Latinx: -83.1 • Multiple Races: -15.6 • White: -15.4		American: -50 • Latinx: -49 • Multiple Races: +16 • White: +4	• Asian: +12.5 • Black or African American: +23.5 • Latinx: -3.7 • Multiple Races: -11.1 • White: no change
1.14	CAST Science % Meeting or Exceeding Standard (Illuminate)	2023 • All: 30.8% • MLL: 2.32% • SED: 19.32% • SWD: 8.7% • Asian: 60.59% • Black or African American: 33% • Latinx: 18.88% • Multiple Races: 45.54% • White: 45.31%	2024 • All: 30.7% • MLL: 2.36% • SED: 20.73% • SWD: 9% • Asian: 60.62% • Black or African American: 14.97% • Latinx: 19.58% • Multiple Races:45.09% • White: 44.89%		2026 • All: 40% • MLL: 5% • SED: 28% • SWD: 16% • Asian: 69% • Black or African American: 38% • Latinx: 24% • Multiple Races: 54% • White: 67%	2024 • All: no change • MLL: no change • SED: no change • SWD: no change • Asian: no change • Black or African American: -18.03% • Latinx: no change • Multiple Races: no change • White: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	STAR EARLY LITERACY Percent of Students Meeting Grade Level Standards (40th Percentile) (Illuminate)	Spring 2024 • All: 49% • MLL: 22% • SED: 41% • SWD: 32% • Asian: 52% • Latinx: 34% • Multiple Races: 61% • White: 56%	Spring 2025 All: 46.2% • MLL: 11.2% • SED: 27.1% • SWD: 29.2% • Asian: 42.9% • Latinx: 23.9% • Multiple Races: 60.6% • White: 62.2%		Spring 2027 • All: 52% • MLL: 27% • SED: 46% • SWD: 37% • Asian: 55% • Latinx: 34% • Multiple Races: 64% • White: 59%	Spring 2025 All: -2.8% • MLL: -10.8% • SED: -13.9% • SWD: -2.8% • Asian: -9.1% • Latinx: -10.1% • Multiple Races: -0.4% • White: +6.2%
1.16	STAR READING Percent of Students Meeting Grade Level Standards (40th Percentile) (Illuminate)	Spring 2024 • All: 54% • MLL: 18% • SED: 43% • SWD: 36% • Asian: 67% • Latinx: 39% • Multiple Races: 57% • White: 60%	Spring 2025 All: 67.8% • MLL: 12.2% • SED: 52.5% • SWD: 36.6% • Asian: 80% • Latinx: 47.1% • Multiple Races: 84.3% • White: 77.8%		Spring 2027 • All: 57% • MLL: 23% • SED: 48% • SWD: 41% • Asian: 70% • Latinx: 44% • Multiple Races: 60% • White: 63%	Spring 2025 All: +13.8% • MLL: -5.8% • SED: +9.5% • SWD: +0.6% • Asian: +13% • Latinx: +8.1% • Multiple Races: +27.3% • White: +17.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Appropriately Credentialed Teachers (CalSAAS)	2022-2023 1.3% of teachers are mis-assigned	2023-2024 1.78% of teachers are mis-assigned		2027 0 misassignments	no change
1.18	Access to Standards Aligned Materials (Local Indicator Rubric) https://drive.google.com/file/d/1oxE5xIF9Z-rdSqjX1V2Tyg9gmn_MzKMK/view	2024 100% of students have access to standards-aligned materials	2025 100% of students have access to standards-aligned materials		2027 100% of students have access to standards-aligned materials	no change
1.19	Implementation of Academic Content Standards (Local Indicator Rubric) https://drive.google.com/file/d/1oxE5xIF9Z-rdSqjX1V2Tyg9gmn_MzKMK/view	2024 Met	2025 met		2027 Met	no change
1.20	Access to and Enrollment in a Broad Course of Study Including Programs for Unduplicated Pupils and SWD (Local Indicator Rubric) https://drive.google.com/file/d/1oxE5xIF9Z-rdSqjX1V2Tyg9gmn_MzKMK/view	2024 Met (As measured by the local indicator rubric)	2025 Met (As measured by the local indicator rubric)		2027 Met	no change
1.21	Parent input in making decisions (Local Indicator Rubric) https://drive.google.com/	2024 Met (As measured by the local indicator rubric)	2025 Met (As measured by the local indicator		2027 Met	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	file/d/1oxE5xIF9Z-rdSqjX1V2Tyg9gmn_MzKMK/view		rubric)			
1.22	Facilities in Good Repair (Facility Inspection Tool (FIT) Report)	2024 100% of facilities are in good repair (exemplary)	2025 100% of facilities are in good repair (exemplary)		2027 100% of facilities are in good repair (exemplary)	no change

Goal Analysis [2024-25]

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.

Overall, this goal was carried out as described and PCS experienced successful implementation of Goal 1. No substantive differences with the planned action and actual implementation. There were some challenges with some of the actions due to changes and shifts in site and district leadership. Further description of the implementation can be found further below.

1.1 Professional Development Days (partially implemented) -PCS supported certificated and classified staff through a range of professional development opportunities focused on equity, access, and inclusive instructional practices. Trainings emphasized English Language Development (ELD), language acquisition, structured oral language routines, culturally responsive pedagogy, school culture and climate, Universal Design for Learning (UDL), and special education practices aligned with the district's Compliance Improvement Monitoring (CIM) plan for students with disabilities. Professional development was delivered through dedicated PD days, external conferences, in-district workshops, and contracted consultants. Substitute coverage was provided to ensure broad participation without disrupting student learning. Sessions were differentiated by role and need, with targeted training provided to classroom teachers, paraeducators, counselors, and administrators.

1.2 - Monitoring Student Achievement (partially implemented) - PCS initiated partial implementation of Star Assessments (Star Early Literacy, Star Reading, and Star CBM) and launched the Illuminate Data and Assessment System at various sites. While Star Assessments were administered at scheduled intervals, some grade-level teams reported inconsistent usage of Star CBM due to staffing shortages and varying levels of training. School sites provided targeted support to improve fidelity of implementation, particularly for early literacy monitoring. The Illuminate platform was introduced as the central data system to house and analyze all assessment data, including results from Star assessments. Technical issues during rollout and varying levels of user readiness limited full adoption at some school sites. Common Assessments for Math were developed and implemented in mathematics grades 3-6 with attention to monitoring the progress of multilingual learners, students with disabilities, and socioeconomically disadvantaged students. However, grades 7-12 math common assessments had only developed a plan and timeline for full implementation. ELA common assessments K-12 has not yet started. To support the assessment

initiative, PCS planned to add staff support positions, including instructional leads, to assist with data analysis and instructional planning. However agreements with labor partners have been ongoing with little agreement on the instructional leads roles and responsibilities.

1.3 -Early Literacy Training - (full implementation) PCS successfully implemented three additional days of professional development for K–3 teachers through the California Reading and Literature Project (CRLP), focusing on the Science of Reading. This training built upon the initial modules delivered during the 2023–24 school year and completed the full CRLP training sequence. Participation was high across all elementary sites, with the majority of general education K–3 teachers and special education teachers attending all three training days. Site administrators reported strong engagement and noted increased use of evidence-based literacy practices in classroom instruction following the training. The sessions emphasized phonological awareness, decoding, language comprehension, and structured literacy routines. Teachers reported that the training deepened their understanding of reading development and provided practical strategies that were immediately applicable in the classroom. Special education staff were intentionally included in all training sessions to ensure alignment of literacy instruction across general and special education settings. Collaborative planning time was built into the sessions, allowing teachers to begin applying strategies to lesson planning and intervention work.

While implementation is ongoing, the training marked a significant step toward aligning early literacy instruction districtwide with current research and state guidance on foundational skills. Additional coaching and follow-up support are planned to reinforce practices throughout the year.

1.4 - Targeted TK-6 Reading Intervention (fully implemented) - PCS funded targeted reading intervention support, which included the addition of six reading specialists and the continued implementation of Lexia Reading Intervention software. This effort aimed to provide more structured, data-driven support for students performing below grade level in reading, with a particular focus on early intervention. All six reading specialists were successfully assigned to school sites based on student need and existing support structures. Specialists began delivering small-group interventions aligned with Science of Reading practices and using diagnostic data from Star Assessments and Lexia to guide instruction. Initial feedback from site administrators and instructional staff indicates the specialists are making a positive impact, particularly in grades K–3. Data from mid-year reviews revealed that students with consistent Lexia usage demonstrated notable gains in foundational literacy skills, particularly in phonics and word recognition. However, challenges with device access, scheduling, and teacher familiarity with the platform contributed to inconsistent outcomes in some classrooms. Overall, the initiative demonstrated early promise in closing foundational reading gaps, particularly when Lexia was used alongside targeted instruction from reading specialists. Additional training and support for site-level implementation are planned to ensure broader fidelity and impact in the coming year.

1.5 - Continuous Improvement Committee (fully implemented) - PCS district administration convened a cross-departmental committee focused on data analysis, student outcomes, equity, and access. This committee was formed in response to the district's identification for Differentiated Assistance (DA) and the need for community input for our LCAP process, specifically tied to the performance of students with disabilities and homeless youth. The work of the committee also directly supported the district's Compliance Improvement Monitoring (CIM) plan for students with disabilities. The committee, which included site administrators, special education staff, multilingual learner coordinators, and representatives from student services, met regularly throughout the year. The team analyzed data related to academic achievement, attendance, discipline, and access to core instruction for focal student groups including students with disabilities, multilingual learners, and homeless youth. Using data findings, the committee developed a set of targeted actions intended to address systemic barriers and resource gaps. This included recommendations for increasing inclusion practices, improving access to grade-level curriculum, and strengthening progress monitoring for Individualized Education Plan (IEP) goals. Several of these actions were aligned with the DA improvement efforts and were formally documented within the district's CIM plan. While committee meetings were held consistently and initial analyses were completed, implementation of certain recommended actions (such as new professional development modules or data dashboards) was delayed due to limited capacity and competing priorities. However, the committee successfully established structures for

ongoing progress monitoring and accountability. Committee members reported a shared understanding of the urgency around improving outcomes for students with disabilities and homeless youth. Next steps include expanding committee membership to include family and student voice, finalizing key metrics for monitoring, and increasing communication of findings and actions to site-level staff.

1.6 - College and Career Pathway Development (fully implemented) - PCS began implementing a districtwide strategy to strengthen college and career readiness systems by hiring certificated staff to manage college/career grants and coordinate efforts across a-g requirements, Career Technical Education (CTE), work-based learning (WBL), and early college credit opportunities. A College and Career Coordinator and a Work-Based Learning Coordinator were hired mid-year, resulting in a staggered rollout of several initiatives.

The College and Career Coordinator began work on establishing a district CTE Advisory Committee. Early efforts focused on aligning all district CTE courses to the California CTE Model Curriculum Standards and identifying areas for expansion of pathway-specific early college credit options. The coordinator also supported CTE and pathway teachers in reviewing and revising course sequences, aligning them with industry expectations and postsecondary entry points. Strategic planning sessions were held with site leadership teams to begin developing TK–12 articulation plans for career-connected learning. The district also made early steps in integrating Environmental Literacy and the Climate Action Pathways for Schools (CAPS) framework into CTE and science programs. The Work-Based Learning (WBL) Coordinator began coordinating career exploration events, guest speakers, and internship opportunities with local business partners. Though still in the foundational phase, high schools piloted job shadow days and career panels in key industry sectors. Communication efforts around a-g requirements and the Sonoma State Promise were expanded, particularly for Jr. high school students and families. Materials were updated, and several outreach events were held in partnership with school counselors and college advisors. However, broader outreach across elementary grades is still under development. While strong progress was made in building infrastructure and staffing key roles, full implementation is expected to continue into the 2025–26 school year, particularly in scaling WBL placements, finalizing early college credit pathways, and formalizing long-term TK–12 articulation plans.

1.7 - Academic Counseling Calibration (limited implementation) - PCS Educational Services and Student Services departments collaborated with academic counselors across all 4 comprehensive secondary schools to improve counseling calibration and strengthen systems that support student access, success, and postsecondary readiness. Focus areas included master scheduling, early warning indicators, FAFSA completion, equitable a–g placement, and expanded use of CaliforniaColleges.edu. Regular districtwide counselor meetings were facilitated to build shared understanding around equitable course access, consistent placement practices, and the removal of structural barriers— particularly for multilingual learners, students with disabilities, and socioeconomically disadvantaged students. Initial progress was made in aligning scheduling practices across sites, with support from an external consultant focused on Equitable Master Scheduling. Trainings were held throughout the year to help counseling teams identify and disrupt inequitable patterns in course enrollment and access. PCS maintained its partnership with 10,000 Degrees, which continued to provide dedicated support to low-income students at all high schools. 10,000 Degrees staff worked closely with students and families to support college applications, scholarships, and financial aid completion, including targeted outreach during FAFSA and CADAA filing periods. Counselors reported that the partnership helped increase student engagement with postsecondary planning, particularly among first-generation college-goers. CaliforniaColleges.edu was promoted as a key resource for college and career planning. Counselors integrated the platform into student advising and began tracking student usage data. While adoption increased, full integration into course planning processes is still underway. While meaningful progress was made in cross-site collaboration and counselor alignment, several areas, however universal use of early warning systems and full integration of equitable placement practices were not started with fidelity and will continue to be prioritized in 2025–26 to ensure sustainable and systemic impact.

1.8 - Secondary Intervention (fully implemented) - sections for secondary schools have been allocated and sites have utilized the sections to identify students needing intervention support during the day.

1.9 - Summer School (fully implemented) - PCS offers summer school for credit deficit students and have successfully supported students with core courses needed to ensure they meet the graduation requirements.

1.10 - Open access to AP/honors/Adv course and gate programs (partially implemented) - PCS advanced efforts to increase equitable access to rigorous coursework through the implementation of Board Resolution 2324-31, which mandates open enrollment in Accelerated, Honors, and Advanced Placement (AP) courses for all students. This work also supported the district's Compliance Improvement Monitoring (CIM) plan for students with disabilities by promoting inclusive access and academic challenge. All AP, SAT, and ACT exam fees for low-income students were covered by district funds, removing financial barriers and encouraging broader participation in college entrance and advanced coursework exams. Site counselors and administrators reported increased enrollment in AP and Honors courses across high schools, particularly among students from historically underrepresented groups. However, academic support structures for students enrolled in these rigorous courses varied by site and continued to develop throughout the year. Professional development was provided to teachers of rigorous courses to support differentiated instruction and scaffolded academic supports. Some secondary sites implemented peer tutoring and after-school support programs for students in AP and Honors courses, but districtwide consistency in academic interventions remains an area for continued focus. While the policy of open access has been implemented across sites, full alignment of support systems and progress monitoring for student success in rigorous coursework is ongoing. Further collaboration between Educational Services, site leadership, and special education teams is planned to ensure all students, including students with disabilities, can thrive in advanced learning environments.

1.11 - Ethnic Studies (fully implemented) PCS initiated the development of a high school Ethnic Studies course aligned with the California State Board of Education's approved Ethnic Studies Model Curriculum. This effort reflects the district's commitment to culturally responsive teaching and equity in curriculum access. A committee of secondary teachers, site administrators, and district staff was formed to lead the development of the course. Substitutes were funded to provide release time for committee members to engage in collaborative planning, curriculum review, and training on the state framework. The committee reviewed existing Ethnic Studies course models and resources from other districts, ensuring alignment with both state guidelines and local context. Further training for staff is needed with clear expectations for delivery and purpose.

1.12 - PIQE (fully implemented) - PCS partnered with the Parent Institute for Quality Education (PIQE) to offer a series of nine parent engagement workshops focused on increasing awareness of college pathways, admission requirements, and financial aid opportunities. This action aimed to strengthen family-school partnerships and ensure that parents, particularly those from historically underserved communities, are equipped to support their children's college and career planning. Workshops were implemented at three school sites, following the district's plan to rotate funding across sites annually. The selected schools served a diverse population, including high percentages of multilingual learners and socioeconomically disadvantaged students. PIQE facilitators led sessions in both English and Spanish, with strong attendance reported at the participating schools.

1.13 - Expanded Learning (fully implemented) - PCS fully implemented the Expanded Learning Opportunities Program (ELO-P) to provide after-school and summer enrichment programs for students in transitional kindergarten through 6th grade. The program run either by the Boys and Girls Club or Champions, focused on addressing students' academic, social, emotional, and physical development through engaging, hands-on learning experiences in alignment with the state's expanded learning definition. ELO-P operated at multiple elementary sites and included a variety of enrichment offerings such as academic tutoring, STEM activities, visual and performing arts, physical fitness, and social-emotional learning sessions. Programs were scheduled during after-school hours and intersession periods, including a robust summer session designed to reinforce key skills and support learning recovery. Staffing was consistent across sites, with paraeducators, teachers, and enrichment partners facilitating small-group activities in supportive, relationship-driven environments. Attendance remained

strong throughout the year, particularly among students identified as English learners, socioeconomically disadvantaged, or in need of additional academic support.

1.14 New Teacher/Admin (fully implemented) - PCS provides new teacher/admin orientation and onboarding activities to help our new staff opportunities to ask questions related to their role as well as provide new staff important information and resources.

1.15 - Additional Library Services (fully implemented) - PCS provides Librarian support staff for our four comprehensive secondary schools.

1.16 - Diversify our Narrative - (fully implemented) - PCS believes that students should be seen in their learning materials. School sites actively review and purchase supplemental materials to reflect the student population PCS serves.

1.17 - Formalize SST (limited) - The goal was to provide schools with a standardize process for Student Success Team process. However, due to staff capacity this was not fully implemented.

1.18 - Document existing MTSS (limited) - PCS provided guidelines for secondary sites in regards to the parameters and best practices for MTSS. However due to staff capacity, no input was gathered from school sites.

1.19 - Bell Schedule Implementation (partially implemented) - PCS secondary high schools have been working to develop a 7 period bell schedule to address the inequitable opportunities for many students who have historically did not have access to all the courses other students had access to. The new schedule will address this issue but we anticipate challenges on the first year of implementation.

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.

Actual expenditures for goals and actions are below:

1.1 - Due to salary increases for staff increased the actual expenditures for this action

1.2 - Support staff to support development, implementation and monitoring of Assessments were unable to be hired.

1.3 - Due to salary increases for staff increased the actual expenditures for this action

1.5 - Support staff increased the anticipated budget

1.7 - Unable to secure consultant support to drive this work.

1.11- Was moved to an out year

1.16 - Over the previous years sites have increased diverse materials and the 2024-2025 school year, sites have not needed to replenish previously expected.

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

1.1 Professional Development Days – Effective
The action was effective in providing a comprehensive range of equity-focused training to staff, with differentiated delivery and broad participation that aligned with district compliance goals.

1.2 Monitoring Student Achievement – Partially Effective
While foundational systems (Star Assessments and Illuminate) were introduced, inconsistent implementation, technical issues, and staffing limitations reduced the impact and slowed progress on districtwide assessment alignment.

1.3 Early Literacy Training – Effective

This action was fully implemented, widely attended, and showed strong alignment with best practices in early literacy, resulting in immediate changes to instruction and increased teacher confidence.

1.4 Targeted TK–6 Reading Intervention – Effective

The addition of reading specialists and Lexia software led to early positive outcomes, especially in K–3, though some variability in usage fidelity points to areas for future strengthening.

1.5 Continuous Improvement Committee – Effective

The committee effectively established systems for analyzing data and developing targeted actions to address student needs, though delays in implementing some recommendations suggest room for improved capacity.

1.6 College and Career Pathway Development – Effective

Key roles were staffed and systems initiated for college and career readiness, with substantial progress in foundational structures and early outreach, despite the mid-year start and ongoing development needs.

1.7 Academic Counseling Calibration – Partially Effective

Although collaboration and initial steps were taken, core systems such as early warning indicators and equitable placement were not fully implemented, limiting overall impact.

1.8 Secondary Intervention – Effective

Sections were allocated and utilized effectively at sites to support student interventions during the school day, meeting the action's objective.

1.9 Summer School – Effective

PCS successfully supported credit-deficient students through summer programming, directly addressing graduation requirements.

1.10 Open Access to AP/Honors/Advanced Courses – Partially Effective

Open access was achieved, and financial barriers removed, but uneven academic support across sites limits the full effectiveness of this effort.

1.11 Ethnic Studies – Effective

The course development was completed with broad stakeholder input and alignment to state standards, though further staff training is still needed for consistent implementation.

1.12 PIQE – Highly Effective

Workshops were well-attended and successfully increased college and financial aid awareness among historically underserved families, meeting the intended goals.

1.13 Expanded Learning – Effective

Fully implemented with consistent attendance, enrichment variety, and alignment to state goals, the program demonstrated strong effectiveness in supporting TK–6 students.

1.14 New Teacher/Admin Orientation – Effective

PCS provided critical onboarding support and resources for new staff, promoting successful transitions into roles.

1.15 Library Services – Effective

PCS sustained librarian staffing at secondary schools, supporting access to research tools, literature, and student learning.

1.16 Diversify Our Narrative – Effective

Materials were reviewed and selected to reflect student diversity, supporting inclusive representation in curriculum.

1.17 Formalize SST – Not Effective

Limited implementation due to capacity constraints meant the goal of standardizing SST processes across schools was not achieved.

1.18 Document Existing MTSS – Not Effective

Without input from school sites, this action did not meet its goal of mapping existing MTSS structures and was not effectively implemented.
1.19 Bell Schedule Implementation – Partially Effective
Planning for the new schedule took place and will address long-standing inequities, but actual implementation is still pending and challenges are anticipated.

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.

Currently no planned changes

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	Staff Development Days	Support certificated and classified professional development with an emphasis on equity and access including training on: ELD, language acquisition, structured oral language routines, school culture/climate, culturally responsive pedagogy, and Universal Design for Learning (UDL). This support will occur through professional development days, conferences, workshops, contracting consultants and cover substitutes as needed. Community of practice meetings will be held throughout the year to support implementation of and reflection on best practices learned.	$1,309,742.00	Yes
1.2	Monitoring Student Achievement	Star Assessments (Star Early Literacy, Star Reading, and Star CBM) and Illuminate Data and Assessment System and development and implementation of Common Assessments. Common assessments will be implemented in ELA and math. They will be used as critical component for monitoring and determining what instructional shifts appropriately address the needs for multilingual learners and socioeconomically disadvantaged students. Staff support will be added in order to develop, implement, and impact instruction based on	$704,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
		common assessment outcomes. After each cycle of common assessments teachers and school leaders facilitate an action a plan based on common assessment data to determine common agreements with instruction for students identified as English Learners, Homeless, Foster Youth and Socioeconomically disadvantaged. Common assessments become a critical component that helps drive decision making and anchor the conversation around our unduplicated students and what specific actions sites and classroom teachers will take to address the disparities. K-2 Math: Common math assessments will be implemented in grades K-2. Data reflection processes will be developed and implemented. 3-6 ELA: Common ELA assessments will be developed in grades 3-6. 3-6 Math: Common math assessments will be maintained districtwide in grades 3-6. 7-11 ELA: Common ELA assessments will be developed in grades 7-11. 7-11 Math: Common Math assessments will be developed in grades 7-11.		
1.3	Early Literacy Training	K-3 teachers will have 3 days of training from the California Reading and Literature Project (CRLP) on the Science of Reading. This training builds on the training from the 23-24 and 2024-2025 school years and completes the remaining training modules.	$65,000.00	Yes
1.4	Targeted TK-6 Reading Intervention	Targeted intervention support will be funded to include 6 reading specialists and programs such as Lexia Reading Intervention software. Teachers using Lexia will be expected to implement the program with fidelity.	$945,054.00	Yes
1.5	Continuous Improvement Committee	District administration will contract to focus on data, student outcomes, equity, and access.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The committee will examine the data and needs of student groups to determine actions. The committee will monitor actions put in place to meet the needs of our homeless/foster youths, and multilingual learners.		
1.6	College and Career Pathways Development	Certificated staff will be hired to manage college/career grants and coordinate all systems around a-g, course of study, Career Technical Education (CTE), work-based learning (WBL), and early college credit. The Coordinator will establish a district CTE Advisory Committee, directly support CTE and other pathways, and provide strategic planning and leadership for TK-12 articulation. In addition, the coordinator will align all CTE courses to CTE Model Curriculum Standards and expand early college credit options for pathway specific and career-connected post-secondary programs and pathways. A Work-Based Learning Coordinator will also be funded. Climate Action Pathways for Schools (CAPS) and Environmental Literacy are incorporated into this work. Communication about the Sonoma State promise and a-g requirements will be increased.	$326,362.00	No
1.7	Academic Counseling Calibration	Educational Services, in conjunction with Student Services, will collaborate with academic counselors at all five high schools to strengthen counseling calibration including scheduling processes, removal of barriers to course access, early warning systems for student support, FAFSA completion, a-g access and placement, CaliforniaColleges.edu, and CTE pathways. A contract with 10,000 Degrees will be maintained to support low income students with college applications, scholarships, and financial aid. Equitable Master Schedule training and development will be supported by an outside consultant.	$10,000.00	Yes
1.8	Secondary Intervention	Additional intervention support for students in grades 7- 12 will be funded, including additional sections (2 sections at KJHS, 2 sections at PJHS, 2 sections at CGHS, and 2 sections at PHS). Credit recovery software will be provided at the high schools.	$299,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Summer School	Credit Recovery opportunities will be available during the summer for students in grades 9-12.	$50,000.00	Yes
1.10	Open Access to AP/Honors/Adv Courses & GATE Identification	Accelerated/Honors/Advanced Placement (AP) courses will be open to all students. All 3rd grade students, and 4th-6th grade students upon request, will be assessed for Gifted and Talented Education (GATE) identification. The cost of AP, SAT, ACT exams for low income students will be incurred by district funds. Implementation of the Board Resolution 2324-31 which dictates open access to all rigorous courses. Academic support for students struggling in rigorous courses. This action supports the Compliance Improvement Monitoring (CIM) plan for students with disabilities.	$50,300.00	No
1.11	Development of Ethnic Studies Course	Staff will develop an Ethnic Studies course offering for high school students, using the approved state Ethnic Studies course framework. Substitutes will be funded, and consultants may be hired to support the committee.	$84,000.00	No
1.12	Preparing for College Parent Education Classes (PIQE)	College and career parent education workshops will be funded through a partnership with Parent Institute for Quality Education (PIQE) to provide a series of nine education/engagement workshops to increase parent and student awareness of college opportunities, admission requirements, and financial aid programs. Three sites to be funded each year on a rotating basis.	$40,000.00	Yes
1.13	Expanded Learning Opportunities	The Expanded Learning Opportunities Program (ELO-P) provides after school and summer school enrichment programs for TK-6. "Expanded learning" means before school, after school, and intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.	$1,700,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	New Teacher/Admin Support (Induction Fees)	13 first year and 11 second year teachers participated in an induction program funded by LEA. Administrator induction will be partially funded ($1,000 each year for first and second year participants; $4,000 for those who remain with the district for the fourth year). Admin Induction Breakdown (3 employees).	$114,624.00	No
1.15	Additional Library Services	Three additional Library Services for secondary schools will be funded above the base.	$381,000.00	No
1.16	Diversify Curriculum & Classroom Libraries	Additional texts will be purchased in order to diversify English Language Arts and Social Studies curriculum with an emphasis on elementary. Students will be surveyed to measure effectiveness.	$60,000.00	No
1.17	Formalize the SST Process	Districtwide Student Study Team processes will be developed, standardized, and implemented in a consistent manner.	$0.00	No
1.18	Document Existing MTSS Components	Each school site will record and report their existing structures and procedures for their Multi Tiered Systems of Support. Districtwide calibration on processes will occur.	$0.00	No
1.19	Bell Schedule Committee	The Bell Schedule Committee is developing a schedule to ensure all students have equitable access to courses including electives, Career Technical Education (CTE) classes, and early college credit.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By January of 2027, the percent of students who respond positively to the following YouthTruth question will increase by 12%: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

Analysis of Youth Truth survey results show that fewer than half of PCS students respond positively to the question, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."
- Elementary: 51%
- Middle school: 46%
- High School: 42%

Youth who feel connected to school are more likely to want to come to school each morning and do well. School connectedness also has been shown to mitigate or protect against emotional distress, including symptoms of depression and anxiety, and to be associated with less disruptive behavior and involvement in violence, substance abuse, and delinquency.

During the LCAP development process, educational partners recognized that there is a greater need for social emotional and mental health supports post-pandemic and identified the need for:
- Social emotional and mental health support
- School safety training
- Stronger connection to adults on campus

The district plans to improve campus culture and connectedness of students through the actions below. The district will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent Positives on Youth Truth Student Survey Question: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."	January 2024 • Elementary: 51% • Middle school: 46% • High School: 42%	January 2025 • Elementary: 51% • Middle school: 46% • High School: 42%		January 2027 • Elementary: 63% • Middle school: 58% • High School: 54%	No change
2.2	Percent Positives on Youth Truth Staff Survey Question: "Staff and students care about each other."	January 2024 Staff: 91%	January 2025 Staff: 89%		Maintain	- 2%
2.3	Suspension Rates Dashboard Aggregated with Charter Schools	2023 Dashboard • All Students: 4% • Multilingual Learners (MLL): 5.6% • Socioeconomically Disadvantaged (SED): 5.9% • Students with Disabilities (SWD): 8.5%	2024 Dashboard • All Students: 3.1% • Multilingual Learners (MLL): 4.7% • Socioeconomically Disadvantaged		2026 Dashboard All Student Groups will have a Suspension Rate of less than 2.5% with a Green performance level	• All Students: no change • Multilingual Learners (MLL): -1.1% • SED: -1.2% • SWD: -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Foster Youth: 37.5% - Homeless Youth: 8% - African American: 8.6% - American Indian: 4.8% - Asian: 1.2% - Filipino: 2.6% - Latinx: 5.2% - Multiple Races: 3.4% - White: 3.2%	(SED): 4.7% - Students with Disabilities (SWD): 7.4% - Foster Youth: 18.8% - Homeless Youth: 8% - African American: 3.8% - American Indian: 4.8% - Asian: 0.7% - Filipino: 0% - Latinx: 4.7% - Multiple Races: 2% - White: 2.1%			- Foster Youth: -18.7% - Homeless Youth: no change - African American: -4.8% - American Indian: no change - Asian: -.5% - Filipino: -2.6% - Latinx: -.5% - Multiple Races: no change - White: -1%
2.4	Chronic Absenteeism Dashboard Aggregated with Charter Schools	2023 Dashboard - All Students: 21.3% - MLL: 28.3%. - SED: 28.7%	2024 Dashboard - All Students: 16.4%		2026 Dashboard - All Students: 12.5%	- All Students: -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SWD: 31.1% • Homeless Youth: 32% • Asian: 14.1% • Latinx: 25.4% • Multiple Races: 20.7% • White: 18.6%	• MLL: 23%. • SED: 24.2% • SWD: 22.7% • Homeless Youth: 46.2% • Asian: 11.3% • Latinx: 21.2% • Multiple Races: 14.5% • White: 12.8%		• MLL: 19.5% • SED: 20.4% • SWD: 22% • Homeless Youth: 33.1% • Asian: 9.8% • Latinx: 17.1% • Multiple Races: 15% • White: 8.1%	• MLL: -5.3% • SED: -4% • SWD: -8.4% • Homeless Youth: +14.2% • Asian: -3% • Latinx: -3.2% • Multiple Races: -6.2% • White: -5.8%
2.5	Attendance Rates	2024 P2: 93.2%	2025 P2:94%		2027 95%	<1% increase
2.6	Dropout Rates (DataQuest)	2023 Middle School: 0% High School: 8.23%	2024 Middle School: 0% High Schools: 1%		2026 Middle School: 0% High School: less than State average of 6.5%	no change for middle school High School improvement in dropout rate a change of -7.23%
2.7	Expulsion Rates (DataQuest)	2023 Elementary School District: 0% High School District: 0.2%	2024 Elementary School District: 0% High School District: 0.18%		2026 Elementary School District: 0% High School District: 0.1%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Safety Survey Youth Truth	2024 Students: 58% Families: 64% Staff: 78%	2024 Students: 57% Families: 68% Staff: 88%		2027 65% of 3-12 students	no change for students and family however a 10% change positive for staff
2.9	Youth Truth Student Survey Question: "When I'm feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it."	2024 43% of 7-12 students	2025 47% of 7-12 students		2027 49% of 7-12 students	+4%

Goal Analysis [2024-25]

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.

2.1 Culture and Climate (Partial Implementation)
PCS worked to strengthen campus culture and climate through professional development in Positive Behavioral Interventions and Supports (PBIS) and culturally responsive pedagogy. This action focused on training new administrators, campus supervisors, and teachers to build inclusive, supportive learning environments. This action is categorized as partial implementation. New administrators and campus supervisors received introductory PBIS training aimed at developing a common understanding of proactive behavior supports. However, the depth of implementation and opportunities for follow-up coaching varied, with some staff reporting limited time to practice and apply the strategies on campus. The Humboldt County Office of Education provided PBIS-focused training for teachers during district professional development days. Attendance and engagement were strong at some sites, but inconsistent across the district. Additionally, culturally responsive pedagogy training was provided by First Water Consultants during professional development days. Teachers who participated reported the sessions were engaging and relevant, but the implementation of practices from the training into daily instruction is still in the early stages.
2.2 Chronic Absenteeism (Ongoing Implementation)
PCS made significant progress in establishing site-level processes to monitor and intervene with chronically absent students, with a particular focus on supporting unhoused youth. The district implemented standardized attendance procedures to improve data accuracy and consistency in reporting across all schools. A full-time case manager was funded through the Keeping Kids in Schools (KKIS) program, providing dedicated support to students and families experiencing attendance challenges. This role has been instrumental in building

relationships with students and facilitating timely interventions. Capacity-building efforts included collaboration with the San Diego County Office of Education to develop protocols for attendance data review and targeted interventions. These efforts are ongoing and intended to enhance district-wide responsiveness to chronic absenteeism.
2.3-4 Social-emotional Support (full implementation)
PCS funded LMFT to provide targeted interventions for students showing deficits in attendance. In addition, PCS partnered with Mentor Me to provide mentoring support for at-risk students. Data gathered from the Youth Truth is used to monitor engagement, culture and climate and allows for PCS to respond with more intentionality.the Safety and Climate Committee meets to review data to support the work around social emotional supports and is composed of LMFTs, school leaders and led by student services.
2.5 School Safety Training (full implementation)
PCS Contracted with North Bay Security where they provided trainings in emergency preparedness and response to school safety. Trainings were successful and site leaders report effective implementation of safety protocols and a much more informed Safety Plan.

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

No material difference for this particular goal

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

2.1 Culture and Climate (Partially Effective)
While training in PBIS and culturally responsive pedagogy was delivered and well-received by some staff, inconsistent participation and limited follow-through at some sites reduced the overall impact. The implementation is underway but not yet yielding consistently observable outcomes.
2.2 Chronic Absenteeism (Partially Effective)
PCS established essential structures and hired a full-time case manager, showing strong commitment and progress. However, because these efforts are still in development and data on long-term attendance improvement is not yet available, the impact is promising but not yet fully realized.
2.3–2.4 Social-Emotional Support (Effective)
The district has fully implemented layered supports including LMFT services, mentorship programs, and consistent data review processes to monitor and address student engagement and emotional well-being. These supports are integrated and show a strong alignment between services and needs.
2.5 School Safety Training (Effective)
School safety training was fully implemented across the district, with positive feedback from site leaders and clear improvements in emergency preparedness and safety plan awareness. This action has demonstrated a measurable and system-wide impact.

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 current changes to the plan and goals for the upcoming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Culture and Climate	Campus supervisors and new administrators will be trained in Positive Behavioral Interventions and Supports (PBIS). Humboldt County Office of Education will also provide training to teachers during the professional development days. Additionally, teachers will receive training on culturally responsive pedagogy during the professional development days from First Water Consultants.	$120,000.00	No
2.2	Chronic Absenteeism	Petaluma City Schools (PCS) will establish site level processes to review and intervene when students are chronically absent with a focus on unhoused youth. District level support will be put in place to standardize attendance procedures to ensure accuracy in reporting. In addition, PCS will fund a full time case manager with Keeping Kids in Schools (KKIS) for 25-26 and build capacity to work with San Diego County Office of Education on attendance data review protocols and interventions. Homeless Liaison will engage in conversations with families about the importance of attendance.	$723,461.00	Yes
2.3	Social-Emotional Support	Licensed Marriage and Family Therapists will be funded to provide targeted intervention for students showing deficits in attendance, academics, or behavior, despite universal support already in place. Mentoring support will be funded in partnership with Mentor Me. Social Emotional supports will be funded through a partnership with Side by Side for secondary students. Petaluma City Schools will continue to administer the Youth Truth to monitor engagement, culture, and climate.	$1,970,914.00	Yes

2025-26 Local Control and Accountability Plan for Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy

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Action #	Title	Description	Total Funds	Contributing
2.4	School Climate Committees	The Safety and School Climate Committee meets over the course of the school year to support physical and emotional safety and a sense of belonging.	$0.00	No
2.5	School Safety Training	North Bay Security will provide training and support in the area of emergency preparedness and response to school safety incidents. Community engagement will also take place to inform parents of the protocols and practices throughout PCS.	$18,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, students with disabilities will improve in English language arts (ELA) and mathematics by at least 30 points, moving from -90 to -60 in ELA and -124 to -94 in mathematics.	Focus Goal

State Priorities addressed by this goal.

> Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of the California School Dashboard (Dashboard) data indicated a clear need to focus efforts to support students with disabilities so they have all options available upon graduation from Petaluma City Schools.

Outcomes for students with disabilities on the California School Dashboard for English language arts (ELA) and mathematics have been in the lowest performance level since 2017. Petaluma City Schools has been identified for Differentiated Assistance since 2018 based on these outcomes.

During the LCAP development process, educational partners identified the need for:
- Research based reading training
- Training for all staff on supporting students with disabilities

The LCAP actions below were also influenced by recommendations form the special education study conducted by School Services of California.

The district plans to improve performance and opportunities for students with disabilities through the actions below that support learning and access for students with disabilities. the district will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA	2023	2024		2027	+3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -100.4	SWD: -97.6		SWD: -60	
3.2	CAASPP Math	2023 SWD: -139.8	2024 SWD: -132.9		2027 SWD: -94	+7%
3.3	College/Career Indicator for Students with Disabilities	2023 Dashboard SWD: 9.9%	2024 Dashboard SWD: 9.1%		2026 Dashboard SWD: 15%	no change
3.4	Graduation Rate for Students with Disabilities	2023 Dashboard SWD: 73.9%	2024 Dashboard SWD: 68.2%		2026 Dashboard 8SWD: 0%	-5.7%
3.5	a-g Completion Rate for Students with Disabilities	2023 SWD: 10.5%	2024 SWD: 5%		2026 Dashboard SWD: 14%	-5.5%
3.6	Star Early Literacy Assessment Percent of Students with Disabilities Meeting Grade Level Standards (40th Percentile)	Spring 2024 SWD: 31.5%	Spring 2025 SWD: 28.2%		Spring 2027 SWD: at least 36%	-3.3%
3.7	Star Reading Assessment Percent of Students with Disabilities Meeting Grade Level Standards (40th Percentile)	Spring 2024 SWD: 36.2%	Spring 2025 SWD: 36.4		Spring 2027 SWD: at least 41%	+0.2%
3.8	Access to and Enrollment in a Broad Course of Study - Local Indicator Rubric https://drive.google.com/file/d/1oxE5xIF9Z-	Met	Met		Met	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	rdSqjX1V2Tyg9gmn_MzKMK/view					
3.9	Parent Participation in Programs Percent Positives on Youth Truth Family Survey Question: "I feel engaged with my school."	2024 All families: 60% Families of students with disabilities: 61%	2025 All families: 60% Families of students with disabilities: 65%		Maintain <5% difference between all families and families of students with disabilities	no change

Goal Analysis [2024-25]

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.

3.1 Petaluma City Schools initiated Orton-Gillingham training for special education staff serving grades TK–8 and high school Special Day Class (SDC) teachers. (full implementation)
The training aimed to deepen educators' understanding of reading challenges such as dyslexia, support effective instruction for multilingual learners, and build capacity to administer assessments and deliver structured literacy lessons.
3.2-3.3, 3.6 Training for Sped and General Ed teachers (full implementation)
PCS Special Services Dept. provided targeted training for general and special education teachers focused on legal aspects of special education, accommodations, and designated supports—particularly in relation to statewide assessments. This training was designed to strengthen educator understanding and implementation of required supports for students with disabilities. While training on legal responsibilities and accommodations was included in districtwide professional development days (as described in Action 1.1), not all general education teachers were able to attend due to scheduling conflicts or absences. Feedback from participants indicated the content was valuable, but some requested more time for discussion and practical examples. PCS will continue the training in these areas for the following year.
3.4 Supplemental Curriculum (partially implemented)
Petaluma City Schools Elementary created an inventory of supplemental ELA curriculum used throughout TK-6 district students with disabilities. PCS will continue to create an inventory for ELA 7-12 students as well as Math TK-12.
3.5, 3.7 Curriculum and Goal Book implementation (partially implemented)
PCS implemented the Goal Book platform across special education programs to support the development of individualized, standards-aligned goals and provide teachers with research-based instructional strategies. The platform also offers integrated progress monitoring and

data tracking features to streamline IEP documentation and student progress reporting. While some staff have fully integrated Goal book into their instructional planning and IEP development, others are still developing proficiency with the platform or rely on it only partially.
3.8 Common Assessments (partially implemented)
Collaborative classes have been previously implemented at the secondary sites. In the past, Common Assessments have not been used consistently across sites for students with disabilities. We will increase this number to give access to a broad course of study for students with disabilities. Additional RSP ELA and Math classes will be moving toward Collab/co-taught classes. Professional development for both special ed and general ed teachers will be provided during the 25-26 school year. Common assessments will be used for all students with disabilities in the coming year to increase their access to a broad course of study.

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.

No material difference for this particular goal

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

3.1 Orton-Gillingham Training (Effective)
Initial training for special education staff was provided, and participating educators reported increased knowledge; however, implementation varied across sites, and not all targeted staff participated. Continued coaching and expanded access are needed for full impact.

3.2–3.3, 3.6 Training for Special and General Education Teachers (Effective)
Targeted training on legal aspects of special education and statewide accommodations was delivered through multiple sessions. Although some general education staff were unable to attend, the majority of special education staff participated, and feedback indicated the training was valuable and relevant, meeting the goals of the action.
3.4 Supplemental Curriculum Implementation (Partially Effective) A list of the supplemental materials in TK-6 for ELA has proven effective as additional resources for teachers.
3.5, 3.7 Curriculum and Goalbook Implementation (Effective)
The Goalbook platform has been introduced and is actively used by some staff for standards-aligned goal setting and progress monitoring. However, varied levels of proficiency and inconsistent implementation across sites indicate that the tool's full potential has not yet been realized.
3.8 Common Assessments (partially effective)
Common Assessments were proven to be an an effective additional piece of data when assessing student with disabilities' needs. Common Assessments will be used more uniformly in the coming year to increase access to a broad course of study for students with disabilities.

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 significant changes for this particular goal, metrics, and actions. Action 3.8 title was changed to provide clarity between Action 1.2 and 3.8.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Orton Gillingham Reading Instruction Training	Orton Gillingham reading instruction training will be offered to special education staff in grades TK-8 and high school special day class (SDC) teachers. Through this training they will gain knowledge about students with reading difficulties such as dyslexia, understand how multilingual learners can best learn English, identify and administer various types of assessments, implement and create structured literacy lessons. Coaching support will be provided by SCOE.	$70,000.00	No
3.2	Special Education Training for General Education Teachers	Training will be provided for general education teachers on legal aspects of special education and accommodations from district staff.	$0.00	No
3.3	Training for Special Education Teachers on Statewide Accommodations & Supports	Training on the designated supports and accommodations available on statewide assessments will be provided to special education staff. Training will utilize PCS staff and will take place during special education department meetings. No additional cost.	$0.00	No
3.4	Supplemental Curriculum	Petaluma City Schools Staff will create an inventory of supplemental curriculum used throughout the district with students with disabilities to determine what is being utilized and if additional curriculum is needed.	$0.00	No
3.5	Goal Book Platform	This tool helps create developmentally appropriate goals that are tied to Common Core State Standards, and gives teachers resources and	$42,500.00	No

Action #	Title	Description	Total Funds	Contributing
		strategies to help students meet their goals. Progress monitoring and data reporting are easily done within the program.		
3.6	Training for Classified Staff	Provide relevant and appropriate onboarding, training, and capacity-building to classified staff at all levels.	$0.00	No
3.7	Curriculum Implementation	All teachers will implement research-based, adopted curriculum with fidelity in all special education programs/classes.	$0.00	No
3.8	Common Assessments Specifically for SWD	Common assessments will be implemented in ELA and math. They will be used as critical component for monitoring and determining what instructional shifts appropriately address the needs for multilingual learners, students with disabilities, and socioeconomically disadvantaged students. Staff support will be added in order to develop, implement, and impact instruction based on common assessment outcomes. K-2 Math: Common math assessments will be implemented in grades K-2. Data reflection processes will be developed and implemented. 3-6 ELA: Common ELA assessments will be developed in grades 3-6. 3-6 Math: Common math assessments will be maintained districtwide in grades 3-6. 7-11 ELA: Common ELA assessments will be developed in grades 7-11. 7-11 Math: Common Math assessments will be developed in grades 7-11.	$144,386.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, 95% of multilingual learners, enrolled in Petaluma City Schools for at least 4 years, will reclassify as fluent English proficient (RFEP) within 7 years of entering a US school.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.

The analysis of the California School Dashboard (Dashboard) indicated a clear need to focus support for multilingual learners so they have all options available to them upon graduation from Petaluma City Schools.

- 47.6% of multilingual learners are making progress towards English proficiency as measured by the English Learner Progress Indicator (ELPI)
- The graduation rate for multilingual learners is 72.6% as compared to 89.1% for all students
- The a-g completion rate for multilingual learners is 15.1% as compared to 47.9% for all students
- 12.4% of multilingual learners demonstrate college/career readiness on the College/Career Indicator as compared to 44.6% for all students

This need is echoed in the local assessments as described in the Measuring and Reporting Results section below.

During the LCAP development process, educational partners identified the need for:
- Additional training and support for English Language Development (ELD)
- Aligned Designated ELD curriculum in grades 7-12
- Inclusion of students and families in progress monitoring towards reclassification
- Bilingual support

The district plans to improve performance and opportunities for multilingual learners through the actions listed below. The district will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of MLLs Reclassified within 7 years with at least 4 years of enrollment in PCS (Illuminate)	2023 87%	2024 88%		2027 95%	no change
4.2	Reclassification Rate (CALPADS)	2023 15.6%	2024 15.7		2027 20%	no change
4.3	English Learner Progress Indicator (ELPI) (Dashboard)	2023 Dashboard 47.6%	2024 46.1		2026 Dashboard 53.6%	no change
4.4	College/Career Readiness for MLL (Dashboard)	2023 Dashboard MLL: 12.4%	2024 13%		2026 Dashboard MLL: 17%	no change
4.5	Graduation Rate for MLL (Dashboard)	2023 Dashboard MLL: 72.6%	2024 69.3%		2026 Dashboard MLL: 80%	-3.3%
4.6	a-g Completion Rate for MLL (DataQuest)	2023 MLL: 15.1%	2024 14%		2026 MLL: 20%	-1.1%
4.7	CAASPP English Language Arts Distance from Standard for MLL (Illuminate)	2023 MLL: -92	2024 MLL: -96.2		2026 MLL: -119	-4.2%
4.8	Star Early Literacy	Spring 2024 MLL: 22.0%	Spring 2025 MLL: 9.5%		Spring 2027 MLL: 27%	-12.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of MLL Meeting Grade Level Standards (40th Percentile)					
4.9	Star Reading Percent of MLL Meeting Grade Level Standards (40th Percentile)	Spring 2024 MLL: 18.4%	Spring 2025 MLL: 10.5%		Spring 2027 MLL: 23%	-7.9
4.10	EL ACCESS to CA Standards Including ELD Standards (Local Indicator Rubric) https://drive.google.com/file/d/1oxE5xlF9Z-rdSqjX1V2Tyg9gmn_MzKMK/view	Met 2024	Met 2025		Met	no change
4.11	Implementation of the ELD Standards (Local Indicator Rubric) https://drive.google.com/file/d/1oxE5xlF9Z-rdSqjX1V2Tyg9gmn_MzKMK/view	Met 2024	Met 2025		Met	no change
4.12	Parent Participation in Programs Percent Positives on Youth Truth Family Survey Question: "I feel engaged with my school."	2024 All families: 60% Primary language spoken at home is not English: 61%	2025 All families: 56% Primary language spoken at home is not English: 67%		Maintain <5% difference between all and households where the primary language is not English	all families - 4% Language not English +6

Goal Analysis [2024-25]

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.

4.1 ELD Training and Support (Partial Implementation)
During the 2024–25 school year, Petaluma City Schools made progress in implementing integrated and designated ELD instruction and supports for multilingual learners. The district maintained staffing for Bilingual Resource Teachers, English Learner Resource Teachers, Bilingual Instructional Aides, Clerks, and a Bilingual Coordinator to address academic and engagement needs of multilingual learners. Additionally, instructional materials and ELD course sections were made available at the secondary level. While some sites reported success in delivering professional development focused on ELD strategies, training across all sites was inconsistent due to scheduling conflicts and staff turnover. Similarly, progress monitoring for Reclassified Fluent English Proficient (RFEP) students occurred, but the process varied from site to site, with some campuses lacking a clearly defined system for tracking academic outcomes of RFEPs over time. Efforts to engage multilingual families improved through outreach by bilingual staff and translated communications, but attendance at some parent engagement events remained low.

4.2-4.3 English Learner Master Plan (Full Implementation)
The ELD Committee has made measurable progress toward implementing and updating the English Learner Master Plan during the 2024–25 school year. This work is aligned with the California English Learner Roadmap and reflects current updates to the Education Code. The implementation is categorized as ongoing as multiple components of the plan have been initiated, though several are still in development or early stages of rollout. Key milestones achieved include the development of updated protocols and procedures to support newcomer students, which were piloted at selected sites. Additionally, the committee drafted guidance for best practices in placing 7–12 grade long-term English learners (LTELs) in appropriate designated ELD classes, with a phased rollout planned for fall 2025. Initial frameworks were also developed for site teams to reflect on student progress toward reclassification, especially for LTELs. Discussions during TK–6 parent conferences began to include student reclassification progress; however, this varied by teacher and site and has not yet been universally implemented.

4.4 Translation Service (Full Implementation)
PCS contracted with Language Link to provide sites with translation services in multiple languages. Sites used the service to provide interpretation and translation services during IEPs, parent conferences, SSC, ELAC and LCAP meetings.

4.5 Ellevation (Full implementation)
PCS implemented Ellevation platform to meet the legal requirement to monitor students who have been RFEP. In addition Ellevation helps streamline the monitoring and reclassification process for current EL students.

4.6 World Language (Partially implemented)
PCS initiated work to align Spanish course placement for grades 7–12 and began exploring broader access to Languages Other Than English (LOTE) and criteria for the State Seal of Biliteracy. Spanish placement assessments were reviewed and revised at some middle and high school sites to reduce inconsistencies in course placement, especially for heritage speakers. However, not all sites adopted the updated placement protocols, and some staff reported limited time or training to implement changes effectively. Opportunities for LOTE expansion were discussed, particularly in the context of student interest and staffing capacity. Progress was made in developing clearer, more consistent criteria for awarding the State Seal of Biliteracy.

4.7 SPSA Support for Multilingual Learners (Partial Implemented)

2025-26 Local Control and Accountability Plan for Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy

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During the 2024-25 school year the Ed Services department worked with principals to incorporate goals supporting MLL into the SPSA's at each respective site. Training was provided during the TK-12 Principals' Meetings and support was provided in small breakout groups. 1:1 follow was provided during Principal check-in meetings.

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.

4.1 - salary increase created a cost higher than budgeted
4.3 - PD and cost of trainers were less than anticipated.
4.7 - Trainings were unavailable/unable to secure for greater support with this action.

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

4.1 ELD Training and Support (Partially Effective)
While staffing and materials were in place and some training occurred, inconsistent professional development and uneven RFEP progress monitoring across sites limited the overall impact of this action.

4.2–4.3 English Learner Master Plan (Partially Effective)
Although key components were initiated and planning was aligned with state guidance, full implementation across all sites had not yet occurred. Practices such as reclassification reflection and newcomer support were still being phased in as well as access to ELD.

4.4 Translation Service (Effective)
Translation and interpretation services were fully implemented across the district through a centralized provider (Language Link), ensuring multilingual families had access to critical school and district meetings and communications.

4.5 Ellevation Platform (Effective)
The Ellevation platform was successfully implemented districtwide, improving RFEP monitoring and reclassification processes, and meeting compliance requirements effectively.

4.6 World Language (Partially Effective)
Initial work to align Spanish placement and develop Seal of Biliteracy criteria began, but inconsistent adoption across sites and limited movement on expanding LOTE offerings indicate the work is still in early stages and not yet fully effective.

4.7 SPSA Support for Multilingual Learners (Partially Effective)
Initial support was provided for principals from the LEA, however, inclusion of a MLL goal in all SPSA's, indicate the need for additional support.

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 to this goal and actions

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELD Training/Support/ Implementation (BRT/ELRT)	In addition to integrated and designated ELD support, multilingual learner support will include progress monitoring of reclassified fluent English proficient (RFEP) students, instructional and pupil personnel (Bilingual Resource Teachers, English Learner Resource Teachers, Bilingual Instructional Aides, Bilingual Clerks, and a Bilingual Coordinator) to support student learning, engagement, and parent involvement and instructional materials, and English language development (ELD) sections for secondary schools are also included in this action.	$1,988,330.87	Yes
4.2	Implement the English Learner Master Plan	The ELD Committee will implement and update the English Learner Master Plan to better support multilingual learner students in the district in alignment with the California English Learner Roadmap, and in compliance with updated Education Code. New processes will improve the instructional program for all multilingual learners, including newcomer students and long-term English learners (LTELs). • Protocols and procedures to support newcomer students will be developed (Newcomers) • Best Practices for 7-12 Designated ELD Class Placements will be developed (LTELs) • Collaboration on consistent ELAC meeting structures will occur (All MLLs) • Reflection processes on progress towards reclassification will be developed (All MLLs, especially LTELs) • Discussion of student progress towards reclassification during TK-6 Conferences will occur (All MLLs, especially LTELs)	$17,055.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Designated and Integrated ELD	Align Designated ELD Curriculum in 7-12 classrooms. Clear expectations will be given for Integrated and Designated ELD at all school sites. At least 30 minutes a day of Designated ELD at all elementary sites will take place.	$19,491.00	Yes
4.4	Translation Services	Petaluma City Schools will obtain a contract with outside translation services to support families during various formal and informal meetings for our unduplicated students, parent teacher conferences, board, and LCAP meetings. The district will also examine existing bilingual support to align with current needs and develop staffing ratios.	$150,000.00	Yes
4.5	Ellevation	The district will implement on online platform (Ellevation) in order to meet legal requirements to monitor students who have been Reclassified Fluent English Proficient (RFEP) for four years after reclassification. This system will also streamline the monitoring and reclassification process for current English learner students.	$11,000.00	Yes
4.6	World Language Instruction	Align 7-12 Spanish Course Placement, examine opportunities for Language Other Than English (LOTE), and develop clear, consistent criteria for the State Seal of Biliteracy.	$0.00	No
4.7	School Plan for Student Achievement (SPSA) Goals	The Educational Services Department will support school sites on developing goals for multilingual learners in their School Plan for Student Achievements (SPSAs) in support of the district LCAP goal.	$119,491.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	PCS will institute a system of support that ensures outcomes for San Antonio High School on the California School Dashboard will improve for outcomes on the College/Career, Graduation Rate, and Suspension Rate indicators. By June of 2027, the percent of students showing that they are prepared for College and Career as measured on the College/Career Indicator on the California School Dashboard will increase from 0% to 10%. Graduation Rates: By June 2027, the Graduation Rate for San Antonio High School will increase at least 17% from 51.1% to at least 68.0% (2023- 51.1% on dashboard) School Climate: By June of 2025 the suspension rate for all students will decrease from 9.6% to less than 6%. While suspension rates for all students is 9.6%, students with disabilities have a rate at 11.4%. By the end of 2025, the suspension rate for students with disabilities will decrease to less than 6%, matching the expectation for all students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to meet the requirements Senate Bill 114 which provides additional funding to LEAs for school sites meeting stability and socioeconomically disadvantaged pupil thresholds in the prior year. This funding must be used to provide evidence-based services and support for students at these school sites.

The School Site Council at San Antonio reviewed data with the support of the District Office and determined priorities were based on outcomes reported on the 2023 California School Dashboard. College/Career Readiness, Graduation Rate, and Suspension Rates, were determined for targeted improvement. The percent of students showing that they are prepared for College and Career as measured on the College/Career Indicator was 0%, the Graduation Rate was 51.1%, and the Suspension Rate was 9.6%.

The district plans to improve performance for students at San Antonio through actions that support student learning and access. The district will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College Career Indicator	0% 2023	0% maintained 2024		At least 10%	no change
5.2	Graduation Rate Indicator	51.1% 2023	43.3 decline 7.8% 2024		At least 68%	-7.8%
5.3	Suspension Rate Indicator	9.6% 2023	0.9% decline of 8.7% 2024		Less than 6%	-8.7 %

Goal Analysis [2024-25]

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.

This goal and actions were successfully implemented with little to no challenges.

5.1 Coordinator of Alternative Schools (Full Implementation)

During the 2024–25 school year, Petaluma City Schools initiated the hiring process for a Coordinator of Alternative Schools with the intent to evaluate and improve district-level processes related to enrollment and intake between comprehensive and alternative high schools. While the position was posted and interviews were conducted, the role was only partially filled on an interim basis due to delays in candidate availability and contract finalization. Steps toward root cause analysis of student outcomes began through collaborative meetings with site administrators and data teams.full implementation of findings and action plans are ongoing. Visits to model continuation high schools were initiated, with San Antonio and Educational Services staff attending two site visits in spring 2025. Key takeaways from these visits were documented, but implementation of best practices based on those learnings is scheduled for early in the 2025–26 school year.

5.2 Suspension Diversion – Circles of Success (Full Implementation)

Petaluma City Schools continued its partnership with Petaluma People Services to implement the Circles of Success suspension diversion program during the 2024–25 school year. The program was actively used at both the comprehensive and alternative high school sites as a restorative alternative to traditional suspension practices. The goal was to support students in staying engaged with their academic progress while addressing behavioral concerns through structured restorative circles. Implementation is ongoing. Feedback from site administrator has been generally positive, noting improved student reflection, a decrease in repeat behavioral incidents for participating students, and a stronger sense of accountability.

5.3 Academic Coordinator (Full Implementation) - .5 academic guidance support was added to ensure each student is provided with the immediate and frequent attention and monitoring of their academic progress. The guidance support provided counseling, support with college apps and financial aid as well as meet with students 1 on 1 to address school and life challenges.

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.

No material differences

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

5.1 Coordinator of Alternative Schools (Partially Effective)
Rationale: While the position was filled on an interim basis and some progress was made (e.g., site visits, early root cause analysis), delays in hiring and incomplete implementation of action steps limit the overall effectiveness at this stage.
5.2 Suspension Diversion – Circles of Success (Effective)
The program was actively implemented across both alternative and comprehensive sites, with positive feedback on its impact. Improved student reflection and reduced repeat incidents demonstrate that the action met its restorative and behavioral goals.
5.3 Academic Coordinator (Effective)
The addition of a 0.5 FTE academic guidance support role directly addressed student needs for academic monitoring, college application support, and individualized attention. No challenges were reported, and the support was successfully delivered.

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 for this goal and actions

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Coordinator of Alternative Schools	Petaluma City Schools will hire a Coordinator of Alternative Schools to examine district level processes and procedures on enrollment and intake between the comprehensive high school schools and the alternative education high schools. Root cause analysis on student outcomes will be conducted and actions will be put in place to address the root causes. Educators from San Antonio and Educational Services will visit model	$127,814.00	No

Action #	Title	Description	Total Funds	Contributing
		continuation sites in order to learn and implement best practices for student success.		
5.2	Suspension Diversion	Employ the services of Petaluma People Services "Circles of Success" suspension diversion program to keep students in school and earning credits towards graduation using a restorative process in lieu of suspension.	$37,000.00	No
5.3	Academic Counselor	Add 0.5 FTE counselor to create a full time position in order to guide students and keep them on track for a timely graduation.	$60,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,432,668	$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
8.681%	0.000%	$0.00	8.681%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staff Development Days **Need:** There is a gap in outcomes on the CAASPP assessments between al students, multilingual learners (MLL), and socioeconomically disadvantaged (SED) students who meet or exceed standards.	These actions will address the gaps in outcomes in ELA and math for low income students and multilingual learners, by training educators on new strategies. Structures for reflection, application, and instructional shifts will support educators as they implement new practices. They are provided on an LEA-wide basis to integrate best first instruction throughout the system.	We will monitor the effectiveness of the professional development for the implementation of instructional strategies by using the following metrics:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: 55% (ELA) and 41% (math) MLL: 3% (ELA) and 2% (math) SED: 39% (ELA) and 26% (math) Information gathered through student shadowing and engagement with our Continuous Improvement Committee demonstrated a need to increase culturally responsive pedagogy and structured oral language practices. Teachers need to be supported to shift practice and implement new learning to support these student groups. **Scope:** LEA-wide		1. Feedback from educators on the PD survey 2. Outcomes on CAASPP related to Chronic Absenteeism, ELA and Math 3. Local Benchmark Assessments
1.2	**Action:** Monitoring Student Achievement **Need:** There is a gap in outcomes on the CAASPP assessments between all students, multilingual Learners (MLL), and socioeconomically disadvantaged (SED) students who meet or exceed standards. All: 55% (ELA) and 41% (math) MLL: 3% (ELA) and 2% (math) SED: 39% (ELA) and 26% (math) Monitoring outcomes for student groups throughout the year is a research based practice which has not yet been fully implemented in Petaluma City Schools.	These actions will provide checkpoints throughout the year to monitor the impact of training on instructional shifts needed to support our multilingual learners and low income students. They are provided on an LEA-wide basis to integrate best first instruction throughout the system. Reflection processes will be embedded after each assessment administration to support educators with instructional shifts to better meet the needs of MLLs and students identified as SED.	Effectiveness will be monitored by growth on the following metrics: 1. Common Local Assessments 2. CAASPP ELA / Math and Chronic Absenteesim 3. Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Early Literacy Training **Need:** There is a gap in outcomes on the Star Early Literacy (SEL) and Star Reading (SR) assessments between all students, multilingual learners (MLL), and socioeconomically disadvantaged (SED) students who meet grade level expectations. All: 49% (SEL) and 54% (SR) MLL: 22% (ELA) and 18% (SR) SED: 41% (SEL) and 43% (SR) Educational partner feedback emphasized the importance of early literacy training for teachers. **Scope:** Schoolwide	Research based reading instruction is necessary for all students and is vital for classroom instruction in order to close the gaps in outcomes of our unduplicated students. This action is provided on an LEA-wide basis to integrate best first instruction throughout the system.	Effectiveness will be monitored by growth on the following metrics: 1. Star Early Literacy (SEL) 2. Star Reading (SR) 3. Local Reading Difficulty Screener
1.4	**Action:** Targeted TK-6 Reading Intervention **Need:** There is a gap in outcomes on the Star Early Literacy (SEL) and Star Reading (SR)	Research based reading intervention is a vital component of Multi-Tiered Systems of Support (MTSS) to address the gaps in reading outcomes. A robust MTSS system takes into account the needs of all students so this action is provided on an LEA-wide basis. Schools with a higher number	Effectiveness will be monitored by growth using the following metrics: 1. Star Early Literacy (SEL)

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
	assessments between all students, multilingual learners (MLL), and socioeconomically disadvantaged (SED) students who meet grade level expectations. All: 49% (SEL) and 54% (SR) MLL: 22% (ELA) and 18% (SR) SED: 41% (SEL) and 43% (SR) Educational partner feedback emphasized the importance of early literacy intervention for our students. **Scope:** LEA-wide	of students reading below grade level receive a full time, rather than a 0.5 Reading Specialist. Reading intervention meets the needs of unduplicated students—such as English learners, low-income students, and foster youth—by providing targeted support to address specific literacy challenges these students may face. These interventions are designed to close achievement gaps by offering personalized instruction, additional practice, and strategies to improve reading skills.	2. Star Reading (SR) assessments 3. Reading Difficulty Screeners 3. Local Progress Monitoring Benchmarks
1.5	**Action:** Continuous Improvement Committee **Need:** There is a gap in outcomes on the CAASPP assessments between all students, multilingual learners (MLL), and socioeconomically disadvantaged (SED) students who meet or exceed standards. All: 55% (ELA) and 41% (math) MLL: 3% (ELA) and 2% (math) SED: 39% (ELA) and 26% (math) Information gathered through student shadowing and engagement with our Continuous Improvement Committee demonstrated a need to increase culturally	This action will monitor the implementation of professional development throughout our system. Professional development is intended to address the gaps in outcomes in ELA and math for low income students and Multilingual learners. Structures for reflection, application, and instructional shifts will support educators as they implement new practices. They are provided on an LEA-wide basis to integrate best first instruction throughout the system.	The Continuous Improvement Committee will monitor the effectiveness of Professional Development by using the following metrics: 1. Feedback from educators on the PD survey. 2. Outcomes on local common assessments 3. CAASPP ELA/Math and Chronic Absenteeism 4. Dashboard demographic groups in red

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
	responsive pedagogy and structured oral language practices. Teachers need to be supported to shift practice and implement new learning to support these student groups. **Scope:** LEA-wide		
1.7	**Action:** Academic Counseling Calibration **Need:** There is a gap in completion rates and college and career readiness as measured by the College/Career Indicator on the Dashboard between all students, multilingual learners (MLL) , and socioeconomically disadvantaged (SED) students. All: 48% (a-g) and 45% (CCI) MLL: 15% (a-g) and 12% (CCI) SED: 35% (a-g) and 36% (CCI) Information gathered through engagement with our educational partners demonstrated a need to • Increase information for students and families on the importance of a-g completion • Increase support to students and families when navigating post-secondary options	This action addresses the needs of unduplicated students by implementing the CaliforniaColleges.edu platform. This system allows students and families to track progress towards a-g completion. While this action is being implemented on the basis of the gaps in outcomes between MLLs, SED students, and all students, it is being provided on an LEA wide basis to support implementation. There will also be training provided on developing a master schedule to ensure that junior high and high school schedules are created around the needs of unduplicated students. Low income students, specifically, will be provided counseling support on FAFSA and a-g completion, college applications, financial aid, and scholarships through a contract with 10,000 Degrees.	These actions will be monitored for effectiveness by reviewing the following metrics: • Student group access to advanced courses • The number of first generation seniors supported by 10,000 Degrees • a-g completion rates • College/Career Indicator (CCI) outcomes for MLLs and SED 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
	• Ensure structures and schedules don't create barriers for students' access to course options **Scope:** LEA-wide		
1.8	**Action:** Secondary Intervention **Need:** There is a gap in outcomes on the CAASPP assessments between all students and socioeconomically disadvantaged (SED) students who meet or exceed standards. SED students also have a lower a-g rate than all students. All: 41% (math) 48% (a-g) SED: 26% (math) 35% (a-g) Passing Math I is a barrier for many students. Research indicates that failing Math I the first time will likely result in difficulty recovering this credit and continuing on the a-g pathway. **Scope:** LEA-wide	These actions will address the gaps in outcomes in math for low income students, by offering extra support for the core math courses and credit recovery for any failed courses. They are offered on an LEA-wide basis to avoid segregation in support classes.	We will monitor the effectiveness of this action by reviewing the following metrics: 1. Grades in core math classes for students enrolled in support classes. 2. Reclassification Rates 3. CAASPP Math and Chronic Absenteeism 4. Local Benchmark Assessments
1.9	**Action:** Summer School	The summer school credit recovery program provides timely and direct education services for our unduplicated students. With the offering taking	Graduation rate Attendance rate YouthTruth connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our unduplicated students are at a higher rate compared to their peers of needing credit recovery opportunities in order for them to be on the pathway to graduation and college career. **Scope:** Schoolwide	place during the summer, the students are able to recover missing credits and then be on a trajectory for continuing classes in the next school year. This action is offered on a schoolwide basis because the summer credit recovery program only focuses on students in grades 9-12.	
1.12	**Action:** Preparing for College Parent Education Classes (PIQE) **Need:** There is a gap in completion rates and college and career readiness as measured by the College/Career Indicator on the Dashboard between all students, multilingual learners (MLL) , and socioeconomically disadvantaged (SED) students. All: 48% (a-g) and 45% (CCI) MLL: 15% (a-g) and 12% (CCI) SED: 35% (a-g) and 36% (CCI) Information gathered through engagement with our educational partners demonstrated a need to • increase information for students and families on the importance of a-g completion • increase support to students and families when navigating post-secondary options	PIQE helps families navigate the educational system so that they can gain resources to access college. Educational partners identified families of multilingual learners as needing additional support in this area. Families play an important role in helping students navigate educational and career decisions, and they are influential in shaping students' perceptions about what is possible for their futures. This action is provided on an LEA-Wide basis in order to avoid segregating families.	We will monitor the effectiveness of this action by reviewing the following metrics: 1. Families participating and completing the program 2. CAASPP a-g rates 3. Student appointments with the College and Career Counselor 4. FAFSA applications

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for families of unduplicated students. **Scope:** LEA-wide		
2.2	**Action:** Chronic Absenteeism **Need:** The chronic absenteeism rate for our socioeconomically disadvantaged (SED) students and our unhoused youth far exceeds the chronic absenteeism rate for all students. All: 21.3% SED: 28.7% Unhoused Youth: 32% Educational partner feedback highlighted the need to determine root causes of chronic absenteeism for students. **Scope:** LEA-wide	This action will ensure processes and protocols are in place for sites to intervene early before chronic absenteeism has a detrimental impact on student learning. Specific interventions will be put in place to meet the needs of each unique student. According to AttendanceWorks "while chronic absence presents academic challenges for students not in class, when it reaches high levels in a classroom or school, all students may suffer because the resulting classroom churn hampers teachers' ability to engage all students and meet their learning needs," therefore, this action is provided on an LEA-wide basis.	We will monitor the effectiveness of these actions using the following metrics: 1. Chronic Absenteeism rate 2. Referrals to Keeping Kids in School (KKIS) 3. Local data regarding SART and SARB meetings
2.3	**Action:** Social-Emotional Support **Need:** When asked on the Youth Truth Survey, "When I'm feeling upset, stressed, or having problems, I know some ways to make myself	These actions will give unduplicated students the social emotional tools to be able to cope when they are in a stressful situation and help close the gaps in outcomes. These actions are provided on an LEA-wide basis because the social emotional well being of all students impacts the culture and safety on campus for unduplicated students.	We will monitor the effectiveness of this action by reviewing the following metrics: 1.Youth Truth Survey 1x yr. Question: "When I'm feeling upset, stressed, or

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
	feel better or cope with it," socioeconomically disadvantaged students and multilingual learners (MLL) respond positively at a lower rate than all students. High School Non-MLL: 71% MLL: 58% Caregivers have a high school degree or above: 68% or more Caregivers have not graduated high school: 51% or less Middle School Non-MLL: 69% MLL: 58% Caregivers have a high school degree or above: 68% or more Caregivers have not graduated high school: 66% or less Educational Partner feedback emphasized the need to support our students and staff with mental and social emotional health. **Scope:** 　LEA-wide		having problems, I know some ways to make myself feel better or cope with it." 2. Local Pulse Student Surveys 2x year 3. Suspension/Expulsion Rates 4. Referrals to Therapeutic Counseling services, both individual and group

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
4.1	**Action:** ELD Training/Support/ Implementation (BRT/ELRT) **Need:** Gaps between MLLs and all students persist on multiple measures: Graduation Rates All: 89.1% MLL: 72.6% a-g Completion Rates All: 47.9% MLL: 15.1% College Career Indicator All: 44.6% MLL: 12.4% **Scope:** Limited to Unduplicated Student Group(s)	The positions included in this action are designed to: • Provide direct instruction on language acquisition • Provide bilingual support in the classroom and engaging with families • Monitor progress of MLL's towards reclassification • Monitor progress of reclassified students	We will monitor progress on this action with reclassification rates and the English Learner Progress Indicator (ELPI) on the California School Dashboard.
4.2	**Action:** Implement the English Learner Master Plan **Need:** Gaps between MLLs and all students persist on multiple measures: Graduation Rates All: 89.1%	The items included in this action are designed to improve processes and procedures throughout the district to better meet the needs of all multilingual learners including newcomer students and long-term English learners (LTELs)	We will monitor progress on this action with reclassification rates and the English Learner Progress Indicator (ELPI) on the California School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	MLL: 72.6% a-g Completion Rates All: 47.9% MLL: 15.1% College Career Indicator All: 44.6% MLL: 12.4% **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Designated and Integrated ELD **Need:** Fewer than half (47.6%) of the multilingual learners in Petaluma City Schools are making progress on the English Learner Progress Indicator (ELPI) on the California School Dashboard. Feedback from Educational Partners indicated that designated English language development (D-ELD) curriculum in 7-12 classrooms is outdated and inconsistent. Expectations for D-ELD at the elementary school sites was also unclear. **Scope:** Limited to Unduplicated Student Group(s)	Designated ELD Curriculum needs to be updated in the 7-12 classrooms. Providing a consistent curriculum and program throughout our secondary schools will allow the district to support schools and teachers on a consistent basis. All MLLs at elementary sites will receive at least 30 minutes a day of Designated ELD.	We will monitor progress on this action with reclassification rates and the English Learner Progress Indicator (ELPI) on the California School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Translation Services **Need:** Feedback from Educational Partners indicated a need for additional bilingual support in classrooms, at family events, conferences and other formal or informal meetings. Currently, there is no standard ratio for bilingual support which made it difficult to determine how to equitably meet this need. **Scope:** Limited to Unduplicated Student Group(s)	Bilingual support will be provided on an equitable basis throughout Petaluma City Schools. While PCS staffing is examined the district will obtain a contract with outside translation services to support bilingual needs.	We will use the Engagement Summary Measure for Spanish speaking families on the Youth Truth survey to monitor effectiveness.
4.5	**Action:** Ellevation **Need:** State and federal law require districts to monitor progress of multilingual learners and students who are reclassified as fluent English proficient (RFEP). **Scope:** Limited to Unduplicated Student Group(s)	Petaluma City Schools will utilize the online platform Ellevation to monitor and receive feedback from educators on students' progress.	We will monitor progress on this action with reclassification rates and the English Learner Progress Indicator (ELPI) on the California School Dashboard.
4.7	**Action:** School Plan for Student Achievement (SPSA) Goals **Need:** Fewer than half (47.6%) of the multilingual learners in Petaluma City Schools are making progress on the English Learner Progress	Aligning school site plans to support multilingual learners to district level efforts will strengthen and reinforce actions.	We will monitor progress on this action with reclassification rates and the English Learner Progress Indicator (ELPI) on the California School Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Indicator (ELPI) on the California School Dashboard. Feedback from Educational Partners highlighted the importance of aligning school site efforts with districtwide efforts to support students. **Scope:** Limited to Unduplicated Student Group(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.

2024-2025 LEA-Wide
The Projected Percentage to Increase or Improve Services for charter schools is listed below:
Petaluma Elementary: 9.51% ($1,610,417)
Petaluma Joint HS: 9.27% ($4,742,330)
Penngrove Elementary: 7.28% ($373,588)
Marry Collins at Cherry Valley: 5.20% ($287,285)
Petaluma Accelerated Charter School: 5.29% ($62,220)
Dual Language Immersion Charter: 12.79% ($69,179)
Valley Vista Public Waldorf Charter School: 5.57% ($287,649)

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.

n/a

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

2025-26 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	$85,617,102	$7,432,668	8.681%	0.000%	8.681%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,362,458.00	$2,330,862.00	$599,500.00	$493,126.87	$11,785,946.87	$9,392,216.87	$2,393,730.00

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	Staff Development Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,129,742.00	$180,000.00	$1,129,742.00	$60,000.00		$120,000.00	$1,309,742.00	
1	1.2	Monitoring Student Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$697,359.00	$7,589.00	$704,948.00				$704,948.00	
1	1.3	Early Literacy Training	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Grant, Mary Collins School at Cherry Valley, McDowell, McKinley, McNear, Penngrove, Valley Vista. TK-3	2024-2026	$0.00	$65,000.00	$0.00	$65,000.00			$65,000.00	
1	1.4	Targeted TK-6 Reading Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Grant, Mary Collins School at Cherry Valley, McDowell, McKinley, McNear, Penngrove, Valley Vista.	2024-2027	$945,054.00	$0.00	$945,054.00				$945,054.00	

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	1.5	Continuous Improvement Committee	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$0.00	$25,000.00	$0.00	$25,000.00			$25,000.00	
1	1.6	College and Career Pathways Development	All	No			All Schools	2024-2027	$266,362.00	$60,000.00		$226,362.00	$100,000.00		$326,362.00	
1	1.7	Academic Counseling Calibration	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Casa Grande High School and Petaluma High School	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.8	Secondary Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Casa Grande High and Petaluma High	2024-2025	$299,974.00	$0.00	$299,974.00				$299,974.00	
1	1.9	Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS 9-12	2024-2027	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.10	Open Access to AP/Honors/Adv Courses & GATE Identification	All	No			All Schools	2024-2027	$0.00	$50,300.00	$45,300.00	$5,000.00			$50,300.00	
1	1.11	Development of Ethnic Studies Course	All	No			Specific Schools: High schools	2024-2025	$14,000.00	$70,000.00	$14,000.00	$70,000.00			$84,000.00	
1	1.12	Preparing for College Parent Education Classes (PIQE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$40,000.00	$0.00	$40,000.00			$40,000.00	
1	1.13	Expanded Learning Opportunities	All	No			Specific Schools: TK-6 schools	2024-2027	$300,000.00	$1,400,000.00		$1,700,000.00			$1,700,000.00	
1	1.14	New Teacher/Admin Support (Induction Fees)	All	No			All Schools	2024-2027	$114,624.00	$0.00	$114,624.00				$114,624.00	

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	1.15	Additional Library Services	All	No			Specific Schools: Kenilworth Junior High School, Petaluma Junior High School, Casa Grande High School, and Petaluma High School	2024-2027	$381,000.00	$0.00			$381,000.00		$381,000.00	
1	1.16	Diversify Curriculum & Classroom Libraries	All	No			All Schools	2024-2027	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.17	Formalize the SST Process	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.18	Document Existing MTSS Components	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.19	Bell Schedule Committee	All	No			Specific Schools: Casa Grande High School and Petaluma High School	2024-2025	$0.00	$0.00	$0.00				$0.00	
2	2.1	Culture and Climate	All	No			All Schools	2024-2025	$0.00	$120,000.00			$100,000.00	$20,000.00	$120,000.00	
2	2.2	Chronic Absenteeism	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$708,461.00	$15,000.00	$723,461.00				$723,461.00	
2	2.3	Social-Emotional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,963,627.00	$7,287.00	$1,970,914.00	$0.00			$1,970,914.00	
2	2.4	School Climate Committees	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.5	School Safety Training	All	No			All Schools	2024-2027	$0.00	$18,500.00			$18,500.00		$18,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Orton Gillingham Reading Instruction Training	Students with Disabilities	No			All Schools	2024-2025	$10,000.00	$60,000.00	$70,000.00				$70,000.00	
3	3.2	Special Education Training for General Education Teachers	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.3	Training for Special Education Teachers on Statewide Accommodations & Supports	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.4	Supplemental Curriculum	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.5	Goal Book Platform	Students with Disabilities	No			All Schools	2024-2027	$0.00	$42,500.00		$42,500.00			$42,500.00	
3	3.6	Training for Classified Staff	Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.7	Curriculum Implementation	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	3.8	Common Assessments Specifically for SWD	Students with Disabilities	No			All Schools	2024-2027	$142,832.00	$1,554.00	$144,386.00				$144,386.00	
4	4.1	ELD Training/Support/ Implementation (BRT/ELRT)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$1,988,330.87	$0.00	$1,863,018.00			$125,312.87	$1,988,330.87	
4	4.2	Implement the English Learner Master Plan	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$17,055.00	$0.00	$17,055.00				$17,055.00	
4	4.3	Designated and Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$19,491.00	$0.00	$19,491.00				$19,491.00	
4	4.4	Translation Services	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2024-2027	$0.00	$150,000.00	$150,000.00				$150,000.00	

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
					Student Group(s)											
4	4.5	Ellevation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$11,000.00	$11,000.00				$11,000.00	
4	4.6	World Language Instruction	All	No			All Schools Specific Schools: San Antonio, Casa Grande, Petaluma High, Carpe Diem, Sonomona Mt.	2024-2025	$0.00	$0.00	$0.00				$0.00	
4	4.7	School Plan for Student Achievement (SPSA) Goals	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$119,491.00	$0.00	$19,491.00			$100,000.00	$119,491.00	
5	5.1	Coordinator of Alternative Schools	All	No			Specific Schools: San Antonio High School	2024-2027	$127,814.00	$0.00				$127,814.00	$127,814.00	
5	5.2	Suspension Diversion	All	No			Specific Schools: San Antonio High School	2024-2025	$37,000.00	$0.00		$37,000.00			$37,000.00	
5	5.3	Academic Counselor	All	No			Specific Schools: San Antonio High School	2024-2027	$60,000.00	$0.00		$60,000.00			$60,000.00	

2025-26 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
$85,617,102	$7,432,668	8.681%	0.000%	8.681%	$7,914,148.00	0.000%	9.244 %	**Total:**	$7,914,148.00
								LEA-wide Total:	$5,784,093.00
								Limited Total:	$2,080,055.00
								Schoolwide Total:	$50,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Development Days	Yes	LEA-wide	English Learners Low Income	All Schools	$1,129,742.00	
1	1.2	Monitoring Student Achievement	Yes	LEA-wide	English Learners Low Income	All Schools	$704,948.00	
1	1.3	Early Literacy Training	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grant, Mary Collins School at Cherry Valley, McDowell, McKinley, McNear, Penngrove, Valley Vista. TK-3	$0.00	
1	1.4	Targeted TK-6 Reading Intervention	Yes	LEA-wide	English Learners Low Income	Specific Schools: Grant, Mary Collins School at Cherry Valley, McDowell, McKinley, McNear, Penngrove, Valley	$945,054.00	

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 (%)
						Vista.		
1	1.5	Continuous Improvement Committee	Yes	LEA-wide	English Learners	All Schools	$0.00	
1	1.7	Academic Counseling Calibration	Yes	LEA-wide	Low Income	Specific Schools: Casa Grande High School and Petaluma High School	$10,000.00	
1	1.8	Secondary Intervention	Yes	LEA-wide	English Learners Low Income	Specific Schools: Casa Grande High and Petaluma High	$299,974.00	
1	1.9	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS 9-12	$50,000.00	
1	1.12	Preparing for College Parent Education Classes (PIQE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.2	Chronic Absenteeism	Yes	LEA-wide	Low Income	All Schools	$723,461.00	
2	2.3	Social-Emotional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,970,914.00	
4	4.1	ELD Training/Support/ Implementation (BRT/ELRT)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,863,018.00	
4	4.2	Implement the English Learner Master Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,055.00	
4	4.3	Designated and Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,491.00	
4	4.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$150,000.00	
4	4.5	Ellevation	Yes	Limited to Unduplicated	English Learners	All Schools	$11,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
4	4.7	School Plan for Student Achievement (SPSA) Goals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,491.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,748,673.73	$10,682,518.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staff Development Days	Yes	$1,030,000.00	$1,623,958
1	1.2	Monitoring Student Achievement	Yes	$1,117,500.00	$451,370
1	1.3	Early Literacy Training	Yes	$123,000.00	$279,000
1	1.4	Targeted TK-6 Reading Intervention	Yes	$923,887.00	$892,678
1	1.5	Continuous Improvement Committee	Yes	$25,000.00	$40,000
1	1.6	College and Career Pathways Development	No	$326,362.00	$330,000
1	1.7	Academic Counseling Calibration	Yes	$275,000.00	$35,000.00
1	1.8	Secondary Intervention	Yes	$221,240.00	$248,496.00
1	1.9	Summer School	No	$50,000.00	$50,000
1	1.10	Open Access to AP/Honors/Adv Courses & GATE Identification	No	$50,300.00	$37,000

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Development of Ethnic Studies Course	No	$84,000.00	0
1	1.12	Preparing for College Parent Education Classes (PIQE)	Yes	$40,000.00	$40,000.00
1	1.13	Expanded Learning Opportunities	No	$1,700,000.00	$1,700,000.00
1	1.14	New Teacher/Admin Support (Induction Fees)	No	$114,624.00	$100,500
1	1.15	Additional Library Services	No	$381,000.00	$400,000
1	1.16	Diversify Curriculum & Classroom Libraries	No	$60,000.00	$30,000
1	1.17	Formalize the SST Process	No	$0.00	0
1	1.18	Document Existing MTSS Components	No	$0.00	0
1	1.19	Bell Schedule Committee	No	$0.00	0
2	2.1	Culture and Climate	No	$120,000.00	$120,000.00
2	2.2	Chronic Absenteeism	Yes	$148,000.00	$150,116.00
2	2.3	Social-Emotional Support	Yes	$1,770,887.00	$1,901,746.00
2	2.4	School Climate Committees	No	$0.00	0
2	2.5	School Safety Training	No	$18,500.00	$18,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Orton Gillingham Reading Instruction Training	No	$70,000.00	$70,000.00
3	3.2	Special Education Training for General Education Teachers	No	$0.00	0
3	3.3	Training for Special Education Teachers on Statewide Accommodations & Supports	No	$0.00	0
3	3.4	Supplemental Curriculum	No	$0.00	0
3	3.5	Goal Book Platform	No	$42,500.00	$42,500.00
3	3.6	Training for Classified Staff	No	$0.00	0
3	3.7	Curriculum Implementation	No	$0.00	0
3	3.8	Common Assessments	No	$0.00	0
4	4.1	ELD Training/Support/ Implementation (BRT/ELRT)	Yes	$1,348,073.73	$1,583,491.00
4	4.2	Implement the English Learner Master Plan	Yes	$26,300.00	$19,104.00
4	4.3	Designated and Integrated ELD	Yes	$70,000.00	$21,791.00
4	4.4	Translation Services	Yes	$150,000.00	$149,079.00
4	4.5	Ellevation	Yes	$10,500.00	$10,644.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	World Language Instruction	No	$0.00	0
4	4.7	School Plan for Student Achievement (SPSA) Goals	Yes	$200,000.00	$67,545.00
5	5.1	Coordinator of Alternative Schools	No	$155,000.00	$155,000.00
5	5.2	Suspension Diversion	No	$37,000.00	$40,000
5	5.3	Academic Counselor	No	$60,000.00	$75,000.00

2024-25 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)
7,074,469	$7,039,074.86	$7,236,983.00	($197,908.14)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Development Days	Yes	$850,000.00	$1,623,958		
1	1.2	Monitoring Student Achievement	Yes	$1,117,500.00	$451,370		
1	1.3	Early Literacy Training	Yes	$123,000.00	$4,120.00		
1	1.4	Targeted TK-6 Reading Intervention	Yes	$923,887.00	$905,523.00		
1	1.5	Continuous Improvement Committee	Yes	$25,000.00	$25,000		
1	1.7	Academic Counseling Calibration	Yes	$275,000.00	$35,000.00		
1	1.8	Secondary Intervention	Yes	$186,240.00	$248,496.00		
1	1.12	Preparing for College Parent Education Classes (PIQE)	Yes	$40,000.00	$40,000.00		
2	2.2	Chronic Absenteeism	Yes	$148,000.00	$150,116.00		
2	2.3	Social-Emotional Support	Yes	$1,770,887.00	$1,901,746.00		
4	4.1	ELD Training/Support/Implementation (BRT/ELRT)	Yes	$1,222,760.86	$1,583,491.00		
4	4.2	Implement the English Learner Master Plan	Yes	$26,300.00	$19,104.00		
4	4.3	Designated and Integrated ELD	Yes	$70,000.00	$21,791.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Translation Services	Yes	$150,000.00	$149,079.00		
4	4.5	Ellevation	Yes	$10,500.00	$10,644.00		
4	4.7	School Plan for Student Achievement (SPSA) Goals	Yes	$100,000.00	$67,545.00		

2024-25 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)
79,655,371	7,074,469	0	8.881%	$7,236,983.00	0.000%	9.085%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o 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]).

    o 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

2025-26 Local Control and Accountability Plan for Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy

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Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **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.

  o 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 #

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- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

  - ▪ The reasons for the ineffectiveness, and

  - ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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:

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

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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.

<u>Limited Actions</u>

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.

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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.

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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- **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- 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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