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: 2026-27

LEA contact information:

Davina Goldwasser

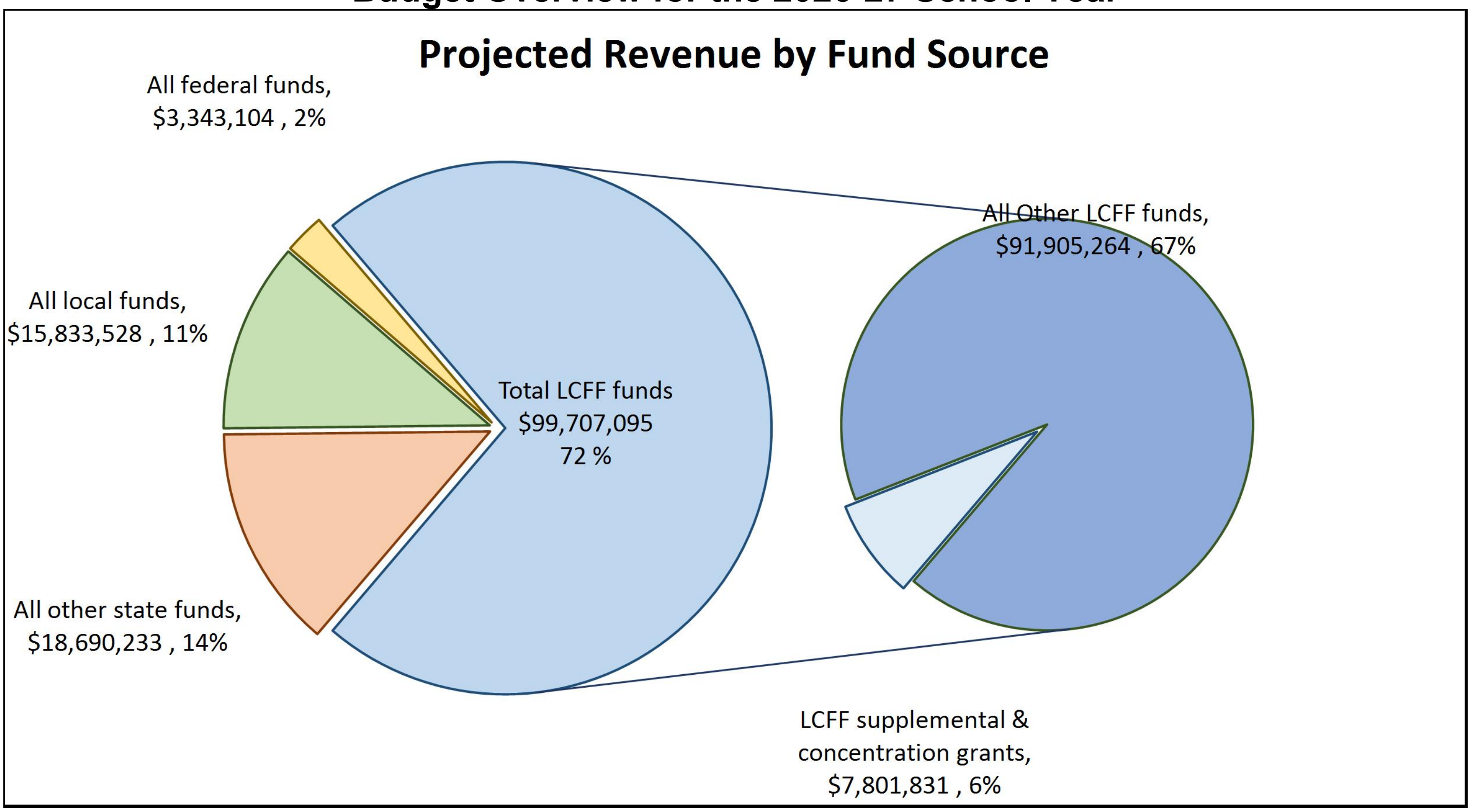
Superintendent

dgoldwasser@petk12.org

(707) 778-4814

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

Budget Overview for the 2026-27 School Year

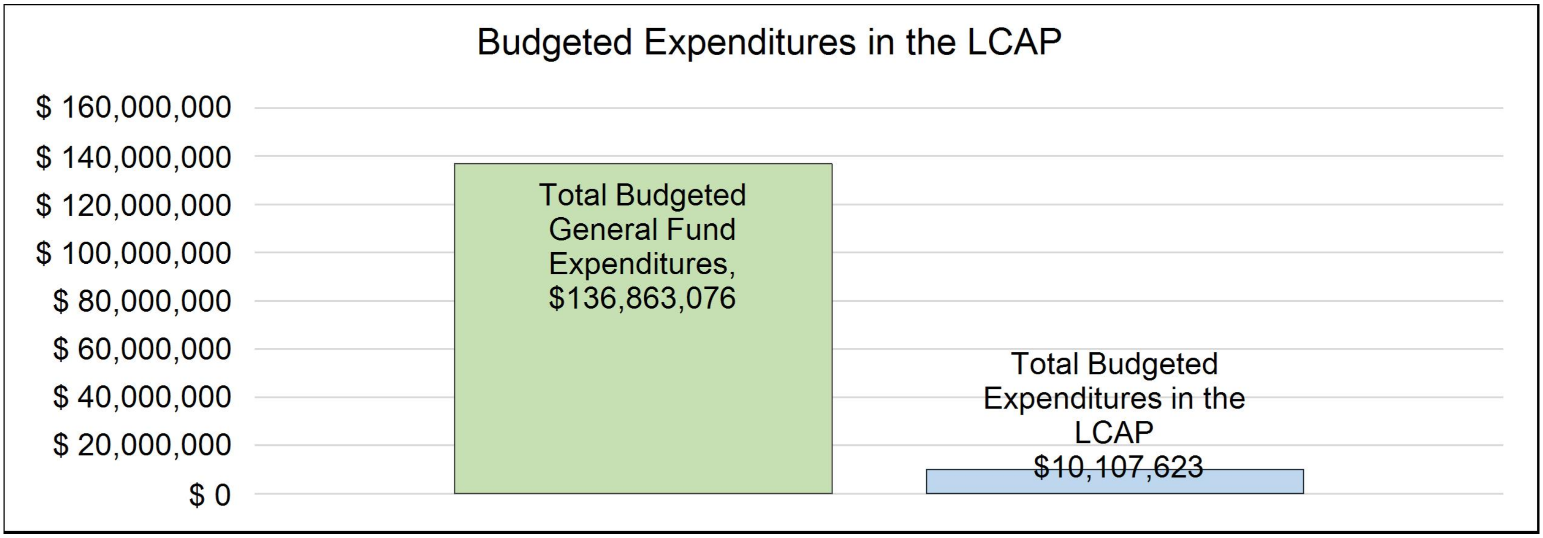


This chart shows the total general purpose revenue Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy expects to receive in the coming year from all sources.

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 $137,573,960, of which $99,707,095 is Local Control Funding Formula (LCFF), $18,690,233 is other state funds, $15,833,528 is local funds, and $3,343,104 is federal funds. Of the $99,707,095 in LCFF Funds, $7,801,831 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy plans to spend $136,863,076 for the 2026-27 school year. Of that amount, $10,107,623 is tied to actions/services in the LCAP and $126,755,453 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

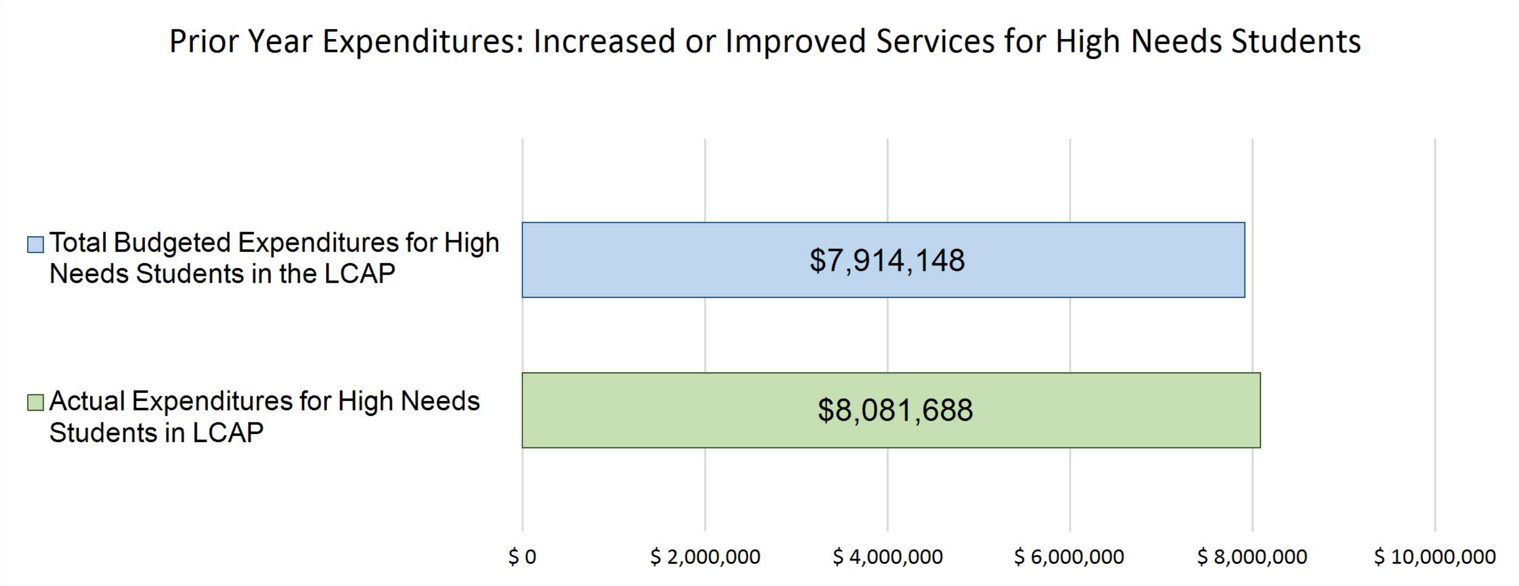
Base instructional services, i.e., core curriculum, textbook adoptions, and classroom teachers. Restricted categorical programs and services, i.e., Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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 2026-27 School Year

In 2026-27, 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 $7,801,831 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 $7,868,691 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy's LCAP budgeted $7,914,148 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 $8,081,688 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Petaluma City Schools, Valley Vista Public Waldorf, Penngrove, Mary Collins at Cherry Valley, Petaluma Accelerated Charter, Dual Language Immersion Academy	Davina Goldwasser Superintendent	dgoldwasser@petk12.org (707) 778-4814

Plan Summary [2026-27]

General Information

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

Founded in 1858, the City of Petaluma is located in Sonoma County, approximately 32 miles north of the Golden Gate Bridge. Petaluma City Schools (PCS) serves approximately 7,400 students in grades Transitional Kindergarten through Grade 12 across eighteen schools and programs. Governed by a single Board of Trustees and supported by one district office, PCS employs approximately 900 dedicated staff members committed to ensuring all students have access to a high-quality education and the support they need to thrive.

PCS includes five district-affiliated charter schools, each offering a unique educational approach that expands opportunities for students and families:

Valley Vista Public Waldorf (VVPW): A Waldorf-inspired program emphasizing experiential, kinesthetic, and project-based learning while fostering creativity, imagination, and whole-child development. (25-26 was the first year of this new charter school, which previously had been two schools: Valley Vista Elementary School and Live Oak Charter school)
Petaluma Accelerated Charter School (PACS): A rigorous STEAM-focused program designed to challenge students through inquiry, innovation, and academic excellence.
Mary Collins at Cherry Valley (MCCV): A year-round school that emphasizes project-based learning, environmental education, and the visual and performing arts to cultivate creativity and critical thinking.

Penngrove Elementary Charter School (PENN): A year-round program focused on developing strong communicators, creators, critical thinkers, and collaborators.
Dual Language Immersion Academy (DLIA): A Spanish dual-language immersion middle school that provides a continuation pathway for students seeking bilingualism, biliteracy, and multicultural competency.

PCS also operates the South County Consortium (SoCC), a regional special education program serving students from Petaluma City Schools and neighboring districts, including Waugh, Wilmar, Dunham, Old Adobe, Two Rock, and Liberty. Through specialized programs and services, SoCC provides critical support to students with disabilities throughout the region.

For the 2026–2027 school year, both San Antonio High School and Sonoma Mountain High School are eligible for Equity Multiplier funding, providing additional resources to address the needs of students facing the greatest barriers to success.

The 2026–2027 LCAP reflects both the opportunities and challenges facing the district. During the past year, PCS implemented budget reductions exceeding $6 million to maintain long-term fiscal stability while also navigating significant transition in district leadership. These realities required the district to carefully examine how to maximize the impact of limited resources while continuing to meet the needs of all students.

Driven by our mission to provide a high-quality, equitable, and inclusive education for all students, PCS has sharpened its focus on the student groups whose outcomes indicate the greatest need for increased access and opportunity. Our North Star is to improve outcomes for multilingual learners (10%) and students with disabilities (18%). These student groups consistently experience some of the largest access, opportunity, and outcome gaps in the district.

Analysis of state and local data, including the California School Dashboard, Continuous Improvement Monitoring (CIM), and Differentiated Assistance (DA) processes, identified persistent opportunity and outcome gaps for multilingual learners, long-term English learners, students with disabilities, and students experiencing homelessness. Through cross-departmental data analysis and engagement with educational partners, PCS identified inconsistent implementation of standards-based, scaffolded Tier 1 instruction and Multi-Tiered Systems of Support (MTSS) as key systemic barriers impacting student success. As a result, the 2026–2027 LCAP prioritizes strengthening Tier 1 instruction, increasing access to grade-level coursework, improving academic discourse opportunities, and ensuring timely intervention and support for students before they experience significant academic distress. These priorities serve as the foundation for the district's improvement efforts and are reflected throughout Goals 1–5 of this plan.

Additionally, a significant proportion of students attending our Equity Multiplier schools, students experiencing homelessness, and socioeconomically disadvantaged students are also disproportionately identified as multilingual learners and other students in academic distress. By strategically focusing resources, professional learning, strong Tier 1 instruction, and Multi-Tiered Systems of Support (MTSS) on these student groups, PCS seeks to accelerate progress for the students with the greatest needs while improving outcomes across multiple student groups.

The 2026–2027 LCAP serves as the district's strategic plan for achieving this vision and is closely aligned with each school's Single Plan for Student Achievement (SPSA). Through the implementation and monitoring of strong Tier 1 instruction, targeted interventions, and strategic resource alignment, PCS is committed to accelerating progress and achieving more equitable outcomes for all students.

Reflections: Annual Performance

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

REFLECTION ON SUCCESSES
Petaluma City Schools (PCS) continued its commitment to fostering strong relationships and supportive learning environments. Actions associated with LCAP Goal 2 contributed to meaningful improvements in student belonging, with 50% of high school students reporting they have a trusted adult on campus—an increase of 8 percentage points from 2024–2025. Middle school students also demonstrated growth, with 48% reporting a trusted adult on campus, a 2 percentage point increase from the prior year. Continued implementation of Positive Behavioral Interventions and Supports (PBIS) contributed to declining suspension rates across student groups. Notably, San Antonio High School achieved a 0% suspension rate, supported by expanded academic counseling services and implementation of a suspension diversion program.
PCS also experienced significant gains in student achievement and postsecondary readiness. The district's graduation rate increased by 4.1 percentage points, with improvements across all student groups. San Antonio High School demonstrated particularly strong growth, increasing its graduation rate from 43% to 82%—a 39 percentage point increase in a single year. The College and Career Indicator improved by 2.9 percentage points, including substantial gains among Hispanic and White students, who comprise approximately 90% of the district's enrollment. These improvements were supported by increased calibration among academic counselors and a continued focus on ensuring all students have access to A–G coursework, accelerated learning opportunities, and college and career pathways. In recognition of several student groups improving and closing equity gaps in graduation and college and career readiness, Casa Grande High School was named a 2026 California Distinguished School.
The district also saw encouraging progress for multilingual learners, particularly Long-Term English Learners (LTELs). Reclassification rates increased, and the percentage of LTELs making progress toward English proficiency rose from 44% to 58%, a 14 percentage point increase. Targeted support from bilingual staff, ongoing data monitoring through Ellevation, and strengthened family partnerships contributed to these gains.

SUCCESSES: 2025 CALIFORNIA SCHOOL DASHBOARD & LOCAL DATA

State indicators where PCS and PCS Schools received GREEN or BLUE performance levels:
District-wide: Graduation Rate (GR), College and Career Indicator (CCI), ELA, Suspension (Susp)
San Antonio Continuation School: GR, Susp (blue)
Sonoma Mountain High: Susp
CGHS: Math, GR, CCI, Susp, ELA (blue)
PHS: GR, CCI, Susp, English Learner Progress Indicator (ELPI) (blue)
PJH: ELA, Susp
KJHS: ELA, ELPI (blue)
PACS: ELA, Math, Susp (blue)

MCCV: ELA
PENN: Math, Susp
McNear: ELA, Susp (blue)

The following local indicators were at the "standard met" level.
Basic Services
Parent and Family Engagement
Local Climate Survey

REFLECTION ON CHALLENGES
While PCS experienced several areas of improvement, significant opportunity and outcome gaps persist for multilingual learners (MLs), including Long-Term English Learners (LTELs), and students with disabilities (SWDs). District data continues to show substantial disparities between these student groups and their peers across nearly every state indicator.
Students with disabilities maintained low performance levels across most state indicators and showed limited evidence of accelerated growth. Similarly, multilingual learners and Long-Term English Learners experienced declines in the College and Career Indicator (CCI), with performance decreasing by more than 6 percentage points. These results mirror ongoing challenges in English Language Arts and Mathematics achievement for these student groups. Additionally, while San Antonio High School demonstrated significant gains in graduation rates, 0% of students met College and Career Indicator criteria, highlighting the need to better prepare students for postsecondary success.
These outcomes reinforce the district's decision to focus its 2026–2027 LCAP on improving access, opportunity, and outcomes for multilingual learners and other students experiencing academic distress. To accelerate growth, PCS will implement Actions 1.1 and 1.18, as well as the actions outlined in Goals 3 and 4, with greater fidelity and consistency across schools. As part of this work, PCS will strengthen Tier 1 instruction by increasing standards-based, structured, and scaffolded opportunities for students to engage in academic discourse with their peers—an instructional practice shown to particularly benefit multilingual learners. In addition, the district will strengthen its Multi-Tiered System of Supports (MTSS) by ensuring all certificated staff actively monitor student performance data, provide timely interventions, and share responsibility for improving outcomes for the multilingual learners and other students in academic distress they serve. Through this focused and systemic approach, PCS aims to significantly reduce opportunity gaps and improve outcomes for its North Star student groups.

CHALLENGES: 2025 CALIFORNIA SCHOOL DASHBOARD & LOCAL DATA

State indicators where PCS and PCS schools received RED performance levels:
District-wide: There were no indicators where the district received red for all students
SoCC: Math, Chronic Absenteeism (CA)
San Antonio CCI
McDowell: ELA, ELPI
McKinley: ELPI

Students groups who received RED performance levels district-wide:
(Differentiated Assistance 2025 denoted by *)
SWD*: Math, CA

EL*: Math, CCI
LTELs*: ELA, Math, CCI, CA
Homeless Youth*: ELA, CCI
Hisp: CA
HI or Pac Is: Susp

Students groups who received RED performance levels at their respective schools:
San Antonio Continuation School: SED (CCI)
SoCC: SWD (Math & CA)
CGHS: ELs (CCI), SWD (Susp)
PHS: SED (ELA)
PJH: EL (math), SWD (CA, Math, Sci), SED (CA), Hisp (CA, Math)
KJHS: EL (CA), LTEL (CA, Math), SWD (CA, ELA, Math)
PENN: SED (CA)
Grant: Hisp (CA)
McDowell: EL (ELPI, Susp, ELA, Math), SED (ELA, Math), Hisp (ELA)
McKinley: EL (ELPI, ELA, Math), SWD (Math), SED (ELA, Math), Hisp (ELA, Math, CA)
McNear: EL (CA), Hisp (CA)

DISTRICT-WIDE AND SPECIFIC SCHOOL ACTIONS ADDRESSING LOWEST PERFORMANCE (RED) ON THE 2025 CALIFORNIA SCHOOL DASHBOARD

Chronic Absenteeism (SWD, LTELs, Hisp) Actions: Goal 2: All actions
Suspension (HI or PI) Actions: 2.1, 2.3, 2.4
ELA and Math (SWD, EL, LTEL, Homeless Youth) Goal 1: All Actions, Goal 3: All Actions, Goal 4: All Actions
College and Career (EL, LTLELs, Homeless Youth): Goal 1: All Actions, 5.1

2023 REQUIRED ACTIONS (REDS from 2023 Dashboard)

Schools with the lowest performance level on one or more indicator on the 2023 Dashboard are:
San Antonio HS: CCI, GR
SoCC: ELA, Math, Susp
CGHS: ELPI
McDowell: ELA, susp
KJHS Jr High: ELPI
Valley Vista Elem: CA, ELPI (Valley Vista merged with Live Oak Charter to become new dependent charter school beginning 2025-2026)
Live Oak Charter: CA (Live Oak Charter 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: CA
AA: Susp
EL: ELA, Math, CA
FY: Susp
Homeless Youth: ELA, math, CA
SED: CA
SWD: ELA, math, CA, CCI, Susp

Student groups within a school with the lowest performance level on one or more indicators on the 2023 Dashboard are:
San Antonio HS: SWD, HI (Susp), SED (CCI, GR)
SoCC - 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)
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)

Our district and schools are addressing the identified needs of student groups within our district and within specific schools, based on this data in the following LCAP Goals and actions:
All Students:
SED: Goal 1: 2.1-2.3, Goal 5: 5.1-5.2
SWD: 1.1-1.5, 1.7,1.8, 2.1, 2.2, Goal 3: 3.1-3.8, Goal 5: 5.1-5.2
AA: 2.1, 2.3, 5.2
Foster and Homeless Youth: Goal 1: All Actions Goal 4: All Actions (many of our homeless youth are dually identified as EL/LTEL)
EL/LTEL: Goal 1: All Actions, 2.1-2.3, Goal 4: 4.1-4.6, 5.1

(+ REQUIRED ACTIONS 2026-2027)
LTELs: Goal 1: All Actions, 2.1, 2.2, Goal 4: All Actions, 5.1
ELs: Goal 1: All Actions, Goal 4: All Actions, 5.1
Equity Multiplier (San Antonio High School and Sonoma Mountain High School): Goal 5: All Actions
Differentiated Assistance: Goal 1: All Actions, 2.2, Goal 3: All Actions, Goal 4: All Actions, 5.1

Learning Recovery Emergency Block Grant (LRBEG)

During the 2025–2026 $5M budget reduction process to maintain the district's required reserve, the Budget Advisory Committee and LCAP Advisory Committee conducted a needs assessment to identify positions that should be prioritized for restoration if additional funding became available. Through data analysis stakeholder feedback data, Student Advisors emerged as a high-leverage intervention, particularly at the

elementary level. Data indicated that Student Advisors contributed to stronger implementation of PBIS, increased student belonging and access to trusted adults, reduced suspensions across all students groups, and improved attendance outcomes.
Based upon the district's needs assessment and aligned with the California Department of Education's allowable use of Learning Recovery Emergency Block Grant funds for Pupil Well-Being, LRBEG funds will be used to restore Student Advisor positions at elementary schools during the 2026–2027 school year. These expenditures are represented in Action 2.1 (Culture and Climate) and Action 2.2 (Chronic Absenteeism).
These actions are expected to increase students' sense of belonging and access to trusted adults, strengthen PBIS implementation, maintain a reduced suspension rate, and improve attendance outcomes, including reducing chronic absenteeism at 4/7 TK-8 and specifically for our Hispanic, LTEL, and SWD student groups.

Reflections: Technical Assistance

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

Petaluma City Schools (PCS) is eligible for differentiated assistance based on the 2025 CA Dashboard. PCS is eligible based upon specific student groups in the red performance level in two or more state indicators:
SWD: Math, CA
Homeless Youth: ELA, CCI
EL: Math, CCI
LTELs: ELA, Math, CCI, CA

As a means to address the above, PCS is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will analyzed public data as well as local data. Data analysis indicated several patterns:
1) Our homeless youth who are struggling in ELA and are not prepared for college and career, are often dually identified as an ML and/or SWD
2) SWD are disproportionately represented in our secondary students experiencing academic distress
3) Our secondary students experiencing academic distress begin failing in the 7th-9th grades and do not recover. Yet, our intervention of alternative education begins in the 10th grade.
4) MLs are not given many opportunities to engage in speaking, reading, and/or writing during their class periods
5) MLs and SWD are missing grade-level instructional minutes throughout the day, due to attendance issues, leaving class, being pulled out of class, and being placed in courses beneath grade level

We have identified two Urgent Articulated Problems: Consistent systems are not in place to ensure that Multilingual Learners and Students with Disabilities receive inclusive instruction that are:
(1) appropriately scaffolded,
(2) standards-based, and
(3) necessary for them to engage meaningfully and demonstrate grade-level learning.

Students groups who received RED performance levels district-wide:

(Differentiated Assistance 2025 denoted by *)
SWD*: Math, CA
EL*: Math, CCI
LTELs*: ELA, Math, CCI, CA
Homeless Youth*: ELA, CCI
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ELA and Math (SWD, EL, LTEL, Homeless Youth) Goal 1: All Actions, Goal 3: All Actions, Goal 4: All Actions
College and Career (EL, LTLELs, Homeless Youth): Goal 1: All Actions, 5.1

As we plan for the 2026- 2027 school year we will be focusing on the following LCAP Actions to meet the needs of our student groups in need of technical assistance (ML, LTEL, SWD, Homeless, HISP, HI/PacIs):

- Goal 1: All Actions
- 2.2
- Goal 3: All Actions
- Goal 4: All Actions

-5.1

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

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

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 remains eligible for Comprehensive Support and Improvement (CSI) based on the performance of the All Students group. During the 2025–2026 school year, Petaluma City Schools engaged in a comprehensive review of quantitative and qualitative data to better understand the factors contributing to student outcomes at San Antonio High School and across the broader educational system.

Through participation in the CSI process and the work of the district's Alternative Education Task Force, PCS analyzed student achievement, attendance, graduation, course completion, and engagement data, as well as educational partner feedback. The district's analysis found that many students referred to alternative education programs experienced years of academic and engagement challenges prior to referral, often beginning in grades 7–9. By the time many students reached alternative education settings, significant intervention was required to address long-standing barriers to success.

As a result, the district identified the need to shift from a primarily remediation-focused model to a prevention-focused model that emphasizes earlier identification, intervention, and support for students experiencing academic or engagement challenges. This shift is reflected throughout the 2026–2027 LCAP, particularly through expanded Multi-Tiered Systems of Support (MTSS), strengthened academic progress monitoring, increased access to grade-level coursework, targeted support for multilingual learners and students experiencing academic distress, and expanded work-based learning opportunities.

In addition, PCS convened a representative Alternative Education Task Force to review alternative education services, referral practices, graduation pathways, access to A–G coursework, and college and career readiness opportunities. The task force developed recommendations designed to strengthen student outcomes while strategically reallocating resources toward earlier intervention efforts. As part of this work, the district will cap enrollment at San Antonio High School and redirect resources toward preventative supports designed to reduce the need for alternative education placement.

PCS will continue to monitor student outcomes, evaluate the effectiveness of these strategies, and engage educational partners in ongoing continuous improvement efforts. Through this work, the district aims to increase student engagement, improve graduation outcomes, strengthen college and career readiness, and ensure that students receive the support they need before experiencing significant academic distress.

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 at bi-monthly MTSS meetings to evaluate the effectiveness of on-going implementation. Grades, referral processes ,demographics will be used to analyze program implementation.

4. Resource services will include professional development in providing students standards-based, structured, and scaffolded opportunities to engage in academic discourse and MTSS implementation. The additional counselor will monitor activities and student feedback to engage and encourage students to remain in school.

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 / Budget Committee/ Students	The LCAP Advisory Committee consists of educational partners from the parent/family communities from each school site council, ELAC and/or PTA, high school students, School Board Members, District and Site Administration and Staff. Format: All meetings are in person. Simultaneous Spanish interpretation is available. Agendas, in English and Spanish, were posted the week prior to each meeting. Meetings were held at Petaluma City Schools District Office. Joint LCAP/Budget Advisory Committee meetings were held Oct 9, 2025, Oct 23, 2025, Nov. 6, 2025, Dec. 3, 2025. A Board Study Session was held to review the Mid-Year LCAP on Dec. 9, 2025. LCAP Engagement and Feedback Meetings regarding the actions in the LCAP were held March 23, 2026 for Elementary and March 24, 2026 for Secondary. The LCAP Recommendations meeting was held April 27, 2026. PCS LCAP Public Hearing - June 23, 2026 PCS LCAP Review and Adoption - June 30, 2026
ELD Committee	The Multilingual Learner Committee is made up of English Learner Resource Teachers (ELRTs), Bilingual Resource Teachers (BRTs), classroom teachers, and site and district office administration.

Educational Partner(s)	Process for Engagement
	On September 18, 2025, the Multilingual Learner 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 (DELAC)	In March, DELAC reviewed LCAP goals and actions. DELAC discussed and asked questions around the 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. Overwhelmingly, principals gave feedback prioritizing MTSS, Tier 1 best instruction, Tier 1 and 2 supports in PBIS/SEL, which are reflected in 1.2, 1.1, and 2.1, respectively.
Petaluma Federation of Teachers (PFT) &California School Employees Association (CSEA) Members	The California School Employees Association (CSEA) and the Petaluma Federation of Teachers (PFT) actively participated in the Budget Advisory Committee, and attended the Joint LCAP/Budget Advisory Committee meetings to give input and recommendations for the LCAP. During the meetings, PFT and CSEA representatives provided valuable insights and feedback on budget allocations and where we could best be fiscally responsible and maintain educational services. Additionally, PFT and CSEA members attended the LCAP community meetings to provide input into LCAP revisions.
San Antonio High School and Sonoma Mountain High School (Equity Multiplier Schools)	In March of 2026, district staff and Alternative Education administration met with SAHS and SMHS 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 second year of implementation. SAHS and SMHS 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, Budget Advisory Committee, and the Multilingual Learner 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.
SELPA	Sonoma County SELPA reviewed the LCAP in June of 2026 and provided feedback, which is incorporated into the LCAP in Goal 3, specifically on how to get buy-in for 3.1. The SELPA also gave good advice on incentivizing co-lab teaching and professional learning by both teachers.

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

Educational partner feedback during the 2025–2026 school year informed refinements to actions and implementation strategies while maintaining the district's existing goals and target outcomes. Stakeholders generally supported the district's continued focus on multilingual learners and other student groups experiencing academic distress, student belonging, and college and career readiness. Feedback reinforced the need for stronger implementation of MTSS, earlier and expanded academic interventions, increased access to grade-level coursework, and improved communication with families.

Below is specifically how the adopted LCAP was influenced by the feedback from educational partners:

ELD Committee/Parents: Many parents of MLs wanted a more equitable distribution of resources, for sites that have the most need. This is incorporated into the LCAP in both 1.4 and 4.1, with McDowell, McKinley, and Valley Vista Public Waldorf School, our three schools serving the highest percentage of ML students, being allocated reading specialists and bilingual resource teacher support based on ML need at each site.

DELAC: The DELAC specifically gave feedback that ML plans be coherent, supported, and implemented, which is reflected in the entirety of revisions to the actions in Goal 4.

Principals/Administrators: Overwhelmingly, principals gave feedback prioritizing MTSS, Tier 1 best instruction, Tier 1 and 2 supports in PBIS/SEL, which are reflected in 1.2, 1.1, and 2.1, respectively.

Teachers: Teachers wanted universal screeners for all grade levels in both ELA and Math, which has been added to 1.2. In addition, teachers wanted to keep teaching positions serving MLs, and in fact, no bilingual resource teacher positions were eliminated in the past year, as seen in 4.1.

PFT & CSEA: During the meetings, PFT and CSEA representatives provided valuable insights and feedback on budget allocations and where we could best be fiscally responsible and maintain educational services. This directly influences how LRBEG funding would be spent, by brining back the position of student advisors at the elementary schools, which is reflected in 2.1 and 2.2.

SELPA: SELPA gave feedback that is going to help us better implement 3.1 and 3.8, in support of co-lab teaching and stronger literacy instruction for our SWD.

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% • MLL: 13% • LTELs: 15.7% • SED: 38.6% • SWD: 9.1% • Latinx: 34.4% • White: 58.1% 7.4%	2025 • All: 54.5% • MLL: 6.8% • LTELs: 8.6% • SED: 41.2% • SWD: 10.7% • Latinx: 39.2% • White: 66.8%	2026 • All: 50.6% • MLL: 17% • LTEL: TBD • SED: 41% • SWD: 15% • Latinx: 39% • White: 53%	All: +9.9% Increase • MLL: -5.6% Decrease • LTELs: -7.1% Decrease • SED: +5.4% Increase • SWD:+ 0.8% Increase • Latinx: +5.4% Increase • White: +16.3% Increase
1.2	Graduation Rate (CA School Dashboard)	2023 • All: 89.1% • MLL: 72.6% • Long-Term English	2024 • All: 87% • MLL: 69.3%	2025 • All: 91.1% • MLL: 73.3%	2026 • All: 90.5% • MLL: 80% • LTEL: 80%	All: +2% Increase • MLL: +0.7% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners (LTELs) - baseline will be added on the 2024 Dashboard • SED: 85.1% • SWD: 73.9% • Latinx: 83.6% • White: 91.9%	• LTELs: 73.7% • SED: 82.4% • SWD: 68.2% • Latinx: 78.9% • White: 92.8%	• LTELs: 75.4% • SED: 88.3% • SWD: 73.6% • Latinx: 88.2% • White: 94%	• SED: 88.1% • SWD: 80% • Latinx: 86.6% • White: 91.9%	• LTELs: +1.7% Increase • SED: +3.2% Increase • SWD: -0.3% Decrease • Latinx: +4.6% Increase • White: +2.1% Increase
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%	2025 • All: 48.7% • MLL: 6.1% • SED: 34.3% • SWD: 8.7% • Latinx: 36.1% • White: 58.5% • Asian: 83.3%	2026 • All: 52% • MLL: 21% • SED: 41% • SWD: 16% • Latinx: 39% • White: 61% • Asian: 58%	All: +0.8% Increase • MLL: -9% Decrease • SED: -0.5% Decrease • SWD: -1.8% Decrease • Latinx: +3.3% Increase • White: +1.5% Increase • Asian: +29% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Career Technical Education (CTE) Completion Rates for Graduating Cohort (CALPADS)	2023 • All: 9.4% • MLL: 1.9% • SED: 8.7% • SWD: 6.3% • Asian: 13.2% • Latinx: 5.1% • Multiple Races: 9.5% • White: 11.7%	2024 • All: 15% • MLL: 4% • SED: 13.13% • SWD: 12.62% • Asian: 14% • Latinx: 12.24% • Multiple Races: 24% • White: 17.84%	2025 • All: 15.7% • MLL: 5.2% • SED: 14.3% • SWD: 11.7% • Asian: 7.1% • Latinx: 13.3% • Multiple Races: 21.2% • White: 18.2%	2026 • All: 15% • MLL: 8% • SED: 15% • SWD: 12% • Asian: 18% • Latinx: 11% • Multiple Races: 15% • White: 17%	• All: +6.3% Increase • MLL: +3.3% Increase • SED: +5.6% Increase • SWD: +5.4% Increase • Asian: -6.1% Decrease • Latinx: +8.2% Increase • MultipleRaces: +11.7%Increase • White: +6.5% Increase
1.5	Graduates meeting CTE and a-g requirements (SOARS)	2023 • All: 2.7%	2024 • All: 2.9%	2025 • All: 5.8%	2026 • All: 6%	• All: +3.1% Increase
1.6	Work Based Learning Participation (CALPADS)	2023 • Total: 27.5% • Internships: 3.0% • Student-Led Enterprise: 13.4%	2024 • Total: 30.79%	2025 • Total: 34.12%	2026 • Total: 40% • Internships: 6% • Student-Led	All: +6.6% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Simulated: 17.8% • Registered Pre-Apprenticeships: 0% • Non-Registered Pre-Apprenticeships: 4.7%			Enterprise: 15% • Simulated: 20% • Registered Pre-Apprenticeships: 5% • Non-Registered Pre-Apprenticeships: 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/Latino: 62% • White: 73% • SED: 64%	2025 • All Students: 71.01% • Asian: 71.76% • Hispanic/Latino: 63.27% • White: 74.48% • SED: 63.87%	2026 Maintain pass rates for all student groups within 10% of each other	• All Students: +5.01% Increase • Asian: -0.24% Decrease • Hispanic/Latino: +0.27% Increase • White: +7.48% Increase • SED: -3.13% Decrease
1.8	Percent of AP/Advanced Course Enrollment (CALPADS)	2023-2024 • MLL: 1% • SED: 30% • SWD: 1.4%	2024-2025 • MLL: 5.75%	2025-2026 • MLL: 7.09%	2026-2027 Enrollment in AP/Advanced courses will be	• MLL: +6.09% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Asian: 5.9% • Black or African American: 1% • Latinx: 24% • Multiple Races: 6.6% • White: 60%	• SED: 28.48% • SWD: 5.11% • Asian: 78.69% • Black or African American: 3% • Latinx: 30.77% • Multiple Races: 58.77% • White: 53.86%	• SED: 27.06% • SWD: 10.20% • Asian: 46.97% • Black or African American: 16% • Latinx: 25.76% • Multiple Races: 42.59% • White: 37.35%	within 5% of 7-12 enrollment: • MLL: 7.8% • SED: 48.3 • SWD: 16.6% • Asian: 2.4% • Black of African American: 1.2% • Latinx: 36.6% • Multiple Races: • White: 52.3%	• SED: -2.94% Decrease • SWD: +8.8% Increase • Asian: +41.07 Increase • Black or African American: +15% Increase • Latinx: +1.76% Increase • Multiple Races: +35.99% Increase • White: -22.65% Decrease
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%	2025 • All: 12.52% • MLL: 2.56% • SED: 9.23% • SWD: 4.23% • Asian: 19.35%	2026 • All: 11.6% • MLL: 9.1% • SED: 8.4% • SWD: 4.5% • Asian: 28.2% • Black or African	2027 • All: 15% • MLL: 7% • SED: 15% • SWD: 9% • Asian: 30% • Black or African American: 10% • Latinx: 9%	• All: -.9% decrease • MLL: +6.5% increase • SED: +0.2% Increase • SWD: -0.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• White: 17.0%	• Black or African American: 5% • Latinx: 9.66% • Multiple Races: 11% • White: 14.7%	American: 8.3% • Latinx: 8.2% • Multiple Races: 24.6% • White: 12.7%	• Multiple Races: 13% • White: 19%	• Asian: -0.7% decrease • Black or African American: +2.9% increase • Latinx: +3.5% Increase • Multiple Races: +15.8% Increase • White: -4.3% Decrease
1.10	State Seal of Biliteracy Rate (DataQuest)	2023 • All: 18.2% • MLL: 5.0% • SED: 30.0% • SWD: 8.0% • Asian: 5.7% • Latinx: 26.2% • Multiple Races: 11.8% • White: 14.7%	2024 • All: 19.2% • MLL: 7.4% • SED: 18.3% • SWD: 0% • Asian: 34.6% • Latinx: 21.6% • Multiple Races: 28.9% • White: 16.5%	2025 • All: 21.4% • MLL: 15.3% • SED: 20% • SWD: 4.8% • Asian: 33.3% • Latinx: 26% • Multiple Races: 6.7% • White: 19.7%	2026 • All: 21% • MLL: 10% • SED: 33% • SWD: 13% • Asian: 11% • Latinx: 29% • Multiple Races: 17% • White: 20%	2024 • All: +3.2% Increase • MLL: +10.3% Increase • SED: -10% Decrease • SWD: -3.2% Decrease • Asian: +27.6% Increase • Latinx: -0.2% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• Multiple Races: -5.1% Decrease • White: +5% Increase
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)	2025 • 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% Decrease(E) -8% Decrease (M) • MLL -4% Decrease (E) -2% Increase(M) • SED -1% Decrease (E) -7% Decrease (M) • SWD -11% Decrease (E) -3% Decrease (M) • Asian -18% Decrease (E) -8% Decrease (M) • Latinx -3% Decrease (E) -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decrease (M) • Multiple Races no change(E) -9% Decrease (M) • White -2% Decrease (E) -7% Decrease (M)
1.12	CAASPP English Language Arts Distance from Standard (Illuminate)	2023 • All: 0 • MLL: -92 • SED: -40.4 • SWD: -100.4 • 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	2024 • All: +3 • MLL: -96.2 • 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	2025 • All: -1.6 Points Below • MLL: -87 • SED: -44.2 • SWD: -91.7 • American Indian or Alaska Native: -42.4 • Asian: +53.6 • Black or African American: -36 • Latinx: -43.7	2026 • All: +18 • MLL: -119 • SED: -7 • SWD: -60 • American Indian or Alaska Native: +22 • Asian: +87 • Black or African American: 0 • Latinx: -13 • Multiple Races: +51 • White: +41	• All: -1.6 decrease • MLL: +5 increase • SED: -3.8 decrease • SWD: +8.7 increase • American Indian or Alaska Native: -15.1 decrease • Asian: -7 decrease • Black or African American: +23.1 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Multiple Races: +32.2 • White: +20.3	• Multiple Races: +28.8 • White: +26.4		• Latinx: -.7 decrease • Multiple Race: -5 decrease • White: +1.1 increase
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 • Latinx: -79 .4 • Multiple Races: -4.5 • White: -16.3	2024 • All: -43.1 • MLL: -118.9 • SED: -82.5 • SWD: -132.9 • American Indian or Alaska Native: -109.8 • Asian: +12.5 • Black or African American: -88.4 • Latinx: -83.1 • Multiple Races: -15.6 • White: -15.4	2025 • All: 40.7 Below • MLL: 119.4 Below • SED: 83.7 Below • SWD: 131.3 Below • American Indian or Alaska Native: 92.7 Below • Asian: 20.2 Above • Black or African American: 92.8 Below • Latinx: 83.7 Below	2026 • All: -18 • MLL: -122 • SED: -43 • SWD: -94 • American Indian or Alaska Native: -40 • Asian: +49 • Black or African American: -50 • Latinx: -49 • Multiple Races: +16 • White: +4	• All: -.9 decrease • MLL: -2.2 decrease • SED: -5.7 decrease • SWD: +8.5 increase • American Indian or Alaska Native: -28.7 decrease • Asian: +5.5 increase • Black or African American: +19.1 increase • Latinx: -4.4 decrease • Multiple Races: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Multiple Races: 8.8 Below • White: 11.1 Below		4.3 increase • White: +5.2 increase
1.14	CAST Science % Meeting or Exceeding Standard (Illuminate)	2023 • All: 30.8% • MLL: 2.3% • 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%	2025 • All: 32.6% • MLL: 2.8% • SED: 22.3% • SWD: 9.9% • Asian: 60.9% • Black or African American: 17.0% • Latinx: 21.8% • Multiple Races: 46.6% • White: 47.2%	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: +2.6% Increase • MLL: +0.5% Increase • SED: +2.98% Increase • SWD: +2.2% increase • Asian: +0.31% Increase • Black or African American: -16% Decrease • Latinx: +2.92% Increase • Multiple Races: +1.06% Increase • White: +1.89% Increase

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 (K-2) • All: 49% • MLL: 22% • SED: 41% • SWD: 32% • Asian: 52% • Latinx: 34% • Multiple Races: 61% • White: 56%	Spring 2025 (K-2) 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 2026 (mCLASS Dibels Kinder Only) All: 56.3% • MLL: 34.5% • SED: 45.2% • SWD: 33.3% • Asian: 68.4% • Latinx: 42.6% • Multiple Races: 67.1% • White: 52.6%	Spring 2027 • All: 52% • MLL: 27% • SED: 46% • SWD: 37% • Asian: 55% • Latinx: 34% • Multiple Races: 64% • White: 59%	All: +7.3% increase • MLL: +12.5% increase • SED: +4.2% increase • SWD: +1.3% increase • Asian: +16.4% increase • Latinx: +8.6% increase • Multiple Races: +6.1% increase • White: -3.4% decrease
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%	Spring 2026 All: 73.3% • MLL: 33.3% • SED: 52% • SWD: 45.5% • Asian: 83.3% • Latinx: 49.2%	Spring 2027 • All: 57% • MLL: 23% • SED: 48% • SWD: 41% • Asian: 70% • Latinx: 44%	All: +19.3% increase • MLL: +15.3% increase • SED: +9% increase • SWD: +9.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Latinx: 47.1% • Multiple Races: 84.3% • White: 77.8%	• Multiple Races: 86.2% • White: 82.5%	• Multiple Races: 60% • White: 63%	• Asian: +15.3% increase • Latinx: +10.2% increase • Multiple Races: +29.2% increase • White: +22.5% increase
1.17	Appropriately Credentialed Teachers (CalSAAS) https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	2023-2024 1.3% of teachers are mis-assigned	2024-2025 1.78% of teachers are mis-assigned	2025-26 2.78% of teachers are mis-assigned	2027 0 misassignments	+1.48% more of teachers are mis-assigned
1.18	Access to Standards Aligned Materials https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	2024 100% of students have access to standards-aligned materials	2025 100% of students have access to standards-aligned materials	2026 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 https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	2024 Met	2025 Met	2026 Met	2027 Met	no change
1.20	Access to and Enrollment in a Broad Course of Study	2024 Met (As measured by the local indicator	2025 Met (As measured	2026	2027 Met	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Including Programs for Unduplicated Pupils and SWD https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	rubric)	by the local indicator rubric)	Met (As measured by the local indicator rubric)		
1.21	Parent input in making decisions https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	2024 Met (As measured by the local indicator rubric)	2025 Met (As measured by the local indicator rubric)	2026 Met (As measured by the local indicator rubric)	2027 Met	no change
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)	2026 100% of facilities are in good repair (exemplary)	2027 100% of facilities are in good repair (exemplary)	no change

Goal Analysis [2025-26]

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

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

Petaluma City Schools made meaningful progress toward increasing college and career readiness through investments in literacy, college and career pathways, summer school, and access to rigorous coursework. Key accomplishments included Science of Reading professional learning, expansion of Career Technical Education (CTE) and work-based learning opportunities, increased access to Advanced Placement and Honors courses, and targeted summer school supports.

Several actions were fully implemented, including literacy training, summer school, expanded learning, new teacher support, and library services. However, implementation varied across districtwide initiatives such as MTSS, common assessments, counseling calibration, secondary intervention supports, and equitable access to A–G coursework. Leadership transitions, competing priorities, and budget reductions also impacted implementation.

Lessons learned during 2025–2026 reinforced the need for stronger alignment, consistency, and accountability across instructional and intervention systems and informed the district's decision to focus the 2026–2027 LCAP on strengthening Tier 1 instruction, MTSS implementation and equitable access to college and career readiness opportunities for multilingual learners and other students experiencing the greatest opportunity and outcome gaps.

1.1 Professional Development Days (Partially Implemented) – PCS provided certificated and classified staff with professional learning through five districtwide professional development days, conferences, workshops, and contracted consultants. Training focused on elementary literacy instruction and assessment, bullying prevention, and inclusive school practices. Professional learning was differentiated by role and included targeted support for teachers, counselors, and administrators. While significant professional learning opportunities were provided, implementation of districtwide instructional priorities varied across schools.
1.2 Monitoring Student Achievement (Partially Implemented) – PCS continued implementation of STAR Assessments and launched mCLASS DIBELS as a universal reading screener in grades K–2, with benchmark assessments administered three times annually. Grade-level teams engaged in training and data analysis to support instructional decision-making. Illuminate (DNA) was used inconsistently across sites due to varying levels of training and unclear expectations. Following the discontinuation of Math Annex, PCS adopted mCLASS Math for grades 3–6 and selected it for implementation in grades K–2. Common mathematics assessments were developed for grades 7–9; however, development of secondary ELA common assessments had not yet begun.
1.3 Early Literacy Training (Fully Implemented) – PCS fully implemented four days of California Reading and Literature Project (CRLP) professional learning for grades 3–6 teachers focused on reading comprehension and the Science of Reading. The training built upon prior coursework and strengthened educator capacity to provide evidence-based literacy instruction aligned with current research and state guidance. Teacher feedback was highly positive, and collaborative planning time supported classroom application of instructional strategies.
1.4 Targeted TK–6 Reading Intervention (Partially Implemented) – PCS funded targeted reading intervention services, including 3.5 reading specialists and continued implementation of Lexia. Due to budget reductions, the number of reading specialists was reduced from prior years. Specialists were assigned based on student need and provided small-group interventions informed by STAR and mCLASS DIBELS data. Site feedback and student achievement data indicate positive impacts, particularly in grades K–3.
1.5 Continuous Improvement (North Star) Committee (Limited Implementation) – PCS established a cross-departmental Continuous Improvement (North Star) Committee in response to eligibility for Continuous Improvement Monitoring (CIM) and Differentiated Assistance (DA). Through analysis of achievement, attendance, discipline, and access-to-instruction data, the committee helped identify the district’s Urgent Articulated Problem and informed the alignment of district actions to address systemic barriers for focal student groups. Key recommendations included strengthening Tier 1 instruction through structured academic discourse and improving districtwide implementation of MTSS. Leadership transitions and competing priorities limited implementation during much of the year; however, the committee reconvened in spring 2026 and established a foundation for ongoing continuous improvement efforts.
1.6 College and Career Pathway Development (Partially Implemented) – PCS continued strengthening college and career readiness systems through Career Technical Education (CTE), work-based learning, early college opportunities, and college and career planning resources. Key accomplishments included maintaining 100% A–G approval of CTE courses, strengthening the district CTE Advisory Committee, piloting California College Guidance Initiative (CCGI) resources, expanding work-based learning opportunities, and increasing communication regarding A–G requirements and postsecondary options. Significant infrastructure was established; however, implementation of several initiatives remains in development.
1.7 Academic Counseling Calibration (Limited Implementation) – PCS Educational Services and Student Services collaborated with secondary counselors to strengthen systems supporting 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. Districtwide meetings and professional learning supported more consistent counseling practices and increased awareness of inequities in course access. PCS also maintained its partnership with 10,000 Degrees to support college and financial aid planning. While progress was made in collaboration and counselor alignment, implementation of universal early warning systems and equitable placement practices remained inconsistent across sites.

1.8 Secondary Intervention (Partially Implemented) – Additional sections were allocated to secondary schools to provide academic intervention during the instructional day. While schools received the allocated sections, implementation varied across sites and intervention supports were not consistently targeted toward students with the greatest academic need. As a result, the intended impact of this action was not fully realized.
1.9 Summer School (Fully Implemented) – PCS continued to offer summer school to support credit recovery and graduation completion. Reflecting upon implementation, this summer, recruitment efforts will prioritize multilingual learners and other students experiencing academic distress. Additional bilingual staff and instructional aides will support student success and increase access for focal student groups.
1.10 Open Access to Advanced Coursework (Partially Implemented) – PCS continued implementation of Board Resolution 2324-31, providing open access to Accelerated, Honors, and Advanced Placement courses. District funds covered AP, SAT, and ACT exam fees for low-income students, reducing financial barriers to participation. Enrollment in advanced coursework increased, particularly among historically underrepresented student groups. However, academic support systems varied across sites, and districtwide consistency in intervention, monitoring, and student support remains an area for continued improvement.
1.11 Ethnic Studies (Partially Implemented) – PCS developed and piloted Ethnic Studies course options aligned with the California State Board of Education's Ethnic Studies Model Curriculum. The pilot expanded access to culturally responsive curriculum and supported the district's commitment to equity and inclusion. Additional curriculum development, professional learning, and implementation planning are needed prior to full implementation.
1.12 Parent Institute for Quality Education (PIQE) (Limited Implementation) – PCS previously partnered with PIQE to provide family workshops focused on college readiness, admissions requirements, and financial aid awareness. The quality of the program helped build internal capacity for family engagement, and district staff have since assumed responsibility for facilitating similar workshops and outreach efforts.
1.13 Expanded Learning (Fully Implemented) – PCS fully implemented the Expanded Learning Opportunities Program (ELO-P) at all elementary schools, providing after-school, intersession, and summer enrichment opportunities focused on students' academic, social-emotional, and physical development. Participation remained strong, particularly among English learners, socioeconomically disadvantaged students, and students requiring additional academic support.
1.14 New Teacher and Administrator Support (Fully Implemented) – PCS provided orientation, onboarding, and induction support for new teachers and administrators. These efforts strengthened staff capacity and supported effective instructional practices that prepare students for college and career success.
1.15 Additional Library Services (Fully Implemented) – PCS continued to provide certificated teacher librarians at its four comprehensive secondary schools, ensuring students had access to library services, literacy resources, research support, and instructional collaboration.
1.16 Diversify Our Narrative (Fully Implemented) – PCS continued to review, select, and purchase supplemental instructional materials that reflect the diverse backgrounds, identities, and experiences of the students and communities it serves.
1.17 Formalize Student Success Team (SST) Processes (Limited Implementation) – The district's goal was to develop and implement a standardized Student Success Team process across schools. Due to limited staff capacity and competing priorities, this action was not implemented during the 2025–2026 school year.
1.18 Document Existing Multi-Tiered Systems of Support (MTSS) (Partially Implemented) – PCS developed and shared guidance regarding MTSS expectations, parameters, and best practices. Secondary schools documented many of the intervention and support structures currently in place. However, implementation varied significantly across sites, and many MTSS components were not consistently implemented or monitored for effectiveness.

1.19 Bell Schedule Implementation (Partially Implemented) – PCS secondary schools implemented a seven-period schedule to increase student access to coursework and provide opportunities for academic support during the school day. While implementation expanded access for many students, advisory was not consistently utilized for targeted academic intervention. Analysis of course enrollment also revealed inequities in access to A–G coursework, including disproportionate enrollment of multilingual learners and students with disabilities in non-A–G English and mathematics courses.

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.

1.2 – Monitoring Student Achievement
Actual expenditures exceeded budgeted due to needing additional sub coverage for grade level teams who were trained in mCLASS Dibels and Math Assessments and for our 7th-9th grade math teachers to develop their common math assessments.
1.4 – Targeted TK–6 Reading Intervention
Actual expenditures were lower than budgeted due to budget reductions that resulted in the elimination of 3 Reading Specialist positions during the 2025–2026 school year.
1.5 – Continuous Improvement Committee
Actual expenditures were lower than budgeted because the Continuous Improvement Committee was not implemented as originally planned and did not begin meeting until spring 2026. As a result, anticipated costs for contracted support and substitute coverage were not incurred.
1.7 – Academic Calibration
Actual expenditures exceeded budgeted expenditures because the cost of the district's partnership with 10,000 Degrees was not fully included in the original budget. Through this partnership, SED students received targeted support with college exploration, financial aid applications, scholarship opportunities, and postsecondary planning, advancing the district's college and career readiness goals.
1.8 – Secondary Intervention
Actual expenditures exceeded budgeted expenditures due to the implementation of a seven-period schedule at the secondary level. Additional staffing was required to preserve student access to elective courses while expanding opportunities for intervention, academic support, and access to a broad course of study during the school day.
1.9 – Summer School
Actual expenditures exceeded budgeted expenditures due to increased summer school enrollment and the addition of staffing and support personnel to expand services for multilingual learners and other students experiencing academic distress.
1.10 – Open Access to AP/Honors/Advanced Courses
Actual expenditures were lower than budgeted because fewer requests for fee assistance were received than anticipated.
1.11 – Ethnic Studies
Actual expenditures were lower than budgeted because curriculum development work was completed during the prior year reduced the need for additional expenditures during the 2025–2026 school year.)
1.12 – PIQE
Actual expenditures were lower than budgeted because previous participation in PIQE successfully built internal capacity to provide college readiness and financial aid workshops. As a result, the district was able to provide these services without contracting for additional PIQE support.
1.16 – Diversify Our Narrative

Actual expenditures were lower than budgeted because schools had already acquired many of the planned supplemental instructional materials in prior years and required fewer purchases than anticipated during the 2025–2026 school year.

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

1.1 Professional Development Days – Partially Effective
PCS successfully provided comprehensive professional learning focused on literacy, bullying prevention, and inclusive school practices. Reflection on implementation indicates a need for greater consistency in translating districtwide professional learning into classroom practice across schools. As a result, the 2026–2027 LCAP places increased emphasis on implementation monitoring, collaborative learning cycles, and accountability through Teacher Learning Communities (TLCs).
1.2 Monitoring Student Achievement – Partially Effective
PCS established foundational assessment and progress monitoring systems in reading and mathematics. Reflection on implementation identified the need to strengthen common assessment development and data use practices, particularly in secondary English Language Arts. As a result, the district has prioritized development of common secondary assessments and more consistent data monitoring processes.
1.3 Early Literacy Training – Effective
This action was fully implemented and resulted in increased educator knowledge and confidence in evidence-based literacy instruction. Reflection on implementation reinforced the importance of continued investment in literacy professional learning aligned to the Science of Reading.
1.4 Targeted TK–6 Reading Intervention – Effective
Targeted reading intervention services positively impacted student literacy outcomes, particularly in grades K–3. Reflection on implementation confirmed the value of strategically allocating intervention resources based on student need despite fiscal constraints.
1.5 Continuous Improvement (North Star) Committee – Limited Effectiveness
Leadership transitions and competing priorities significantly limited implementation. Reflection on this experience reinforced the importance of a consistent cross-functional improvement structure. As a result, the North Star Committee has been reestablished and will serve as the district's primary advisory body for Continuous Improvement Monitoring, Differentiated Assistance, and LCAP implementation in 2026–2027.
1.6 College and Career Pathway Development – Partially Effective
Significant progress was made in expanding college and career readiness opportunities and strengthening pathway infrastructure. CTE Pathway completion improved over 6% overall from the baseline, and more than 3% for all student groups except for Asian Students. Similarly, 6.6% more students engaged in Work Based Learning Experiences than in 2024. We also saw increases in both AP enrollment and students passing AP exams with a 3 or higher in most students groups. For all these reasons, our CCI has significantly increased ~ 10% for all since the baseline, with both Hispanic and SED improving more than 5%. The disparities between our white students improving by 16% compared to both our MLs and LTELs decreasing in the CCI highlighted the need to more intentionally monitor access, participation, and outcomes for MLs. As a result, future efforts will focus on ensuring these student groups are equitably represented in college and career readiness opportunities.
1.7 Academic Counseling Calibration – Limited Effectiveness
While collaboration among counselors increased, key systems related to equitable placement and early identification of student need were not implemented consistently, which is reflected in our SWD, SED, and ML have all experiencing declines in A-G completion rates - with ML declining by 9%. Reflection confirmed the need for stronger districtwide systems and expectations to ensure equitable access and outcomes across schools.

1.8 Secondary Intervention – Partially Effective
Although intervention sections were allocated, which resulted in modest improvement in A-G completion rates for most student gorups, implementation varied across sites and supports were not consistently targeted toward ML students, which is reflected in our ML having experienced a decline of 9% in A-G completion rates compared to the previous year. As a result, the district is refining expectations for intervention periods and strengthening MTSS structures to improve effectiveness.
1.9 Summer School – Effective
Summer school successfully supported credit recovery and contributed to improved graduation outcomes. Graduation rates have improved 2% overall, and both SED and Hispanic students have made over 3% gains since our baseline.
1.10 Open Access to AP, Honors, and Advanced Courses – Partially Effective
Open access and fee reduction efforts increased opportunities for students to enroll in rigorous coursework, however this seemed to mainly benefit our Asian students, whose A-G completion rates has increased by an astounding 29%. Whereas, our SWD, SED, and ML have all experienced declines - with ML declining by 9%. Reflection revealed ongoing inequities in access to A–G coursework and variability in academic support systems, resulting in a continued focus on equitable access and student success in advanced courses.
1.11 Ethnic Studies – Partially Effective
Course development and pilot implementation were successfully completed and provided a strong foundation for future implementation of Ethnic Studies. Initial feedback indicated a need for additional professional learning and support to ensure consistent, high-quality implementation across schools.
However, the district was unable to demonstrate a direct connection between this action and the specific metrics associated with Goal 1. As a result, while Ethnic Studies remains an important component of the district's educational program, this action will be removed from Goal 1 in future LCAPs to better align the goal's actions with its intended outcomes and measures of success.
1.12 Parent Institute for Quality Education (PIQE) – Action Not Implemented
PCS did not partner with PIQE during the 2025–2026 school year. However, previous participation successfully built internal capacity to provide college readiness and financial aid workshops. As a result, the district continued to provide these opportunities using internal staff and resources.
1.13 Expanded Learning – Effective
Expanded Learning Opportunities Program (ELO-P) services were effective in providing consistent enrichment, academic support, and engagement opportunities for elementary students. However, the district was unable to demonstrate a direct connection between this action and the specific metrics associated with Goal 1. As a result, while the program remains an important support for students, this action will be removed from Goal 1 in future LCAPs to better align the goal's actions with its intended outcomes and measures of success.
1.14 New Teacher and Administrator Support – Effective
Orientation, onboarding, and induction supports were successfully implemented and helped build staff capacity. Reflection on implementation reinforced the importance of continued investment in new employee support and retention. However, the district was unable to demonstrate a direct connection between this action and the specific metrics associated with Goal 1. As a result, while we will continue to support our new teachers an administrators with induction, this action will be removed from Goal 1 in future LCAPs to better align the goal's actions with its intended outcomes and measures of success.
1.15 Library Services – Effective
Certificated teacher librarians continued to provide valuable literacy, research, and instructional support, with targeted support for our MLs in two of our schools. This support was reflected in ML CAASPP ELA jumps of 10 points and STAR reading increases of 20%. Reflection supported us scaling librarians systemic support of our MLs across school sites.

1.16 Diversify Our Narrative – Effective
Schools have significantly diversified instructional materials to reflect the diversity of our students and communities they serve. Our district will continue to reinforced the importance of maintaining inclusive and representative learning environments, however, this action will be removed from Goal 1 in future LCAPs to better align the goal's actions with its intended outcomes and measures of success.
1.17 Formalize Student Success Team (SST) Processes – Limited Effectiveness
Implementation of a standardized Student Success Team process was delayed due to competing priorities and leadership transitions. Existing SST processes continued at school sites; however, districtwide alignment and standardization did not occur as planned, which is reflected in our nearly 1% increase in SWD in the past two years of 19.2%, despite already having a relatively high percentage of SWD. Development of a consistent SST framework and MTSS remains a priority for 2026–2027.
1.18 Document Existing Multi-Tiered Systems of Support (MTSS) – Partially Effective
Schools documented existing MTSS structures; however, implementation and monitoring varied significantly across sites. Reflection highlighted the need to move beyond documentation toward consistent implementation, progress monitoring, and accountability.
1.19 Bell Schedule Implementation – Partially Effective
Analysis of the new and expensive seven-period bell schedule revealed disproportionate enrollment of multilingual learners and students with disabilities in non-A-G English and mathematics pathways, limiting access to college and career readiness opportunities. For example, even though we have had nearly a 1% increase in A-G completion overall, SWD, SED, and ML have all experienced declines - with ML declining by 9%. While at the same time, our Asian student have improved their A-G completion rates by 29%. Reflection highlighted the need to better utilize advisory for targeted intervention and continue addressing barriers to equitable access to A–G coursework.

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 have been made to the goal, metrics, or target outcomes. Most action descriptions have been revised to more accurately reflect planned implementation for the 2026–2027 school year.
In addition, the following actions have been removed because they were successfully completed in prior years, incorporated into other actions, or determined through data analysis to no longer be the highest-leverage strategies for achieving this goal given the district's limited resources:
1.11 – Discontinued because action is complete.
1.12 – Discontinued because the work was successfully completed and sufficient internal capacity has been developed to sustain the work.
1.13 – Removed from this portion of LCAP, because ELOP is not a high-leverage action to achieving Goal #1, however our district is still providing ELOP with funds outside of LCFF, because it is a high leverage support for students, families, and our community.
1.14 - Removed from this portion of LCAP, because Teacher/Admin induction is not a high-leverage action to achieving Goal #1, however our district is still providing Induction with funds outside of LCFF, because it is a high leverage support for new staff and serves as a good retention strategy.
1.15 – Combined with Action 1.2 to streamline assessment and progress-monitoring efforts.
1.16 – Discontinued because action is complete
1.17 – Combined with Action 1.2 to strengthen and align districtwide student monitoring systems.
1.18 – Combined with Action 1.2 to support a more cohesive approach to assessment, intervention, and progress monitoring.

NEW 1.20, Equitable Grading and Assessment Practices, was added in response to district analysis of student outcome data and educational partner feedback. The district identified a need to better understand the relationship between grading practices, course completion, attendance, A–G eligibility, graduation outcomes, and college and career readiness. Through the work of an Equitable Grading Committee, PCS will examine current grading practices and develop recommendations designed to increase consistency, transparency, and alignment to academic standards while ensuring all students have equitable opportunities to demonstrate mastery of grade-level content. This action supports the district's broader efforts to improve academic achievement, access to rigorous coursework, and postsecondary readiness for all students.

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	2024-2027 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. 2026-2027 Refined and Focused: PCS will provide all certificated and classified staff with professional learning focused on improving outcomes for multilingual learners (MLs). Professional learning will build educator capacity to implement standards-based, structured, and scaffolded opportunities for students to engage in academic discourse, reading, and writing, while strengthening staff ability to use student data to identify needs and provide timely Tier 2 interventions within a highly functioning Multi-Tiered System of Supports (MTSS). Additional PD will be differentiated based on staff need: TK-6 teachers will received mCLASS PD, secondary math teachers will receive Illuminate PD, and spanish teachers will receive Vista Senderos and Galerias PD, and principals and their administrative assistants will engage in Breakthrough Coaching.	$2,311,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional learning will occur through districtwide professional development days, weekly Teacher Learning Community (TLC) collaboration time, TLC Walks to observe each others' classrooms across schools, ML shadowing, and pull-out PD/planning days. Substitutes will be needed for much of this professional development. TLCs will engage in continuous improvement cycles that include professional learning, collaborative planning, implementation, peer observation, data analysis, reflection, and scaling effective practices.		
1.2	MTSS Implementation and Monitoring Student Achievement	2024-2027 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 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.	$1,207,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2026-2027: Combine Action 1.2, 1.15, 1.17, 1.18 to establish a streamlined MTSS foundation School principals, assistant principals, and librarians will receive professional learning to strengthen site implementation of Multi-Tiered Systems of Support (MTSS). Secondary assistant principals and librarians will participate in bi-monthly professional learning to build their capacity as site MTSS facilitators. This work will focus on improving access to student data, supporting teachers in implementing Tier 1 and Tier 2 interventions, and coordinating intervention systems and supports for multilingual learners (MLs) and students with disabilities (SWDs). They will also be trained to implement a standardized process for SSTs and 504s across the district. Data being collected at 3 regular intervals: Star Assessments (Star Reading 3-12, Star CBM), mCLASS Dibels (K-2), mCLASS Math K-8, DNA (Illuminate) Data and Assessment System (secondary), and development and implementation of Common Interim Assessments. Data reflection and interventions processes will be developed and implemented. Common assessments will be used as critical component for monitoring and determining what instructional interventions in the classroom will address the needs of multilingual learners. Staff capacity will be built to develop, implement, and impact instruction based on common assessment outcomes. Common assessments become a critical component that helps drive decision making and anchor the conversation around our unduplicated students and students, and what specific actions sites and classroom teachers will take to address the disparities. PCS will develop, standardize, and implement a districtwide Student Success Team (SST) process to ensure students experiencing academic, behavioral, attendance, or social-emotional challenges are identified and supported in a timely and consistent manner. The district will establish common SST procedures, documentation, progress-monitoring protocols, and staff training to strengthen implementation across all schools. This action is intended to improve early intervention, increase coordination of supports, and ensure students receive appropriate assistance before		

Action #	Title	Description	Total Funds	Contributing
		experiencing significant academic distress or referral to more intensive interventions.		
1.3	Early Literacy Training	2024-2026 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 2026-2027 Adjustment for New K-3 teachers who have not received training New K-3 teachers will receive training from the California Reading and Literature Project (CRLP) on the Science of Reading.	$5,000.00	Yes
1.4	Targeted TK-6 Reading Intervention	2024-2027 Targeted intervention support will be funded to include reading specialists and programs such as Lexia Reading Intervention software. Teachers using Lexia will be expected to implement the program with fidelity and usage will be monitored. 2026-2027 Addition Reading specialists will be allocated to schools showing the most need, based on data. Reading specialist are also expected to scale best practices through modeling, teacher coaching, and TLC PD for teachers to be able to implement as part of tier 2 interventions within the classroom.`	$651,281.00	Yes
1.5	Continuous Improvement Committee (North Star Committee)	2024-2027 District administration will contract to focus on data, student outcomes, equity, and access. 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. 2026-2027 Refined and Focused:	$4,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The North Star Committee will drive implementation and monitoring of the 2026-2027 LCAP, by communicating our North Star, co-facilitating professional development and bi-monthly data analysis, and determining next steps. This committee will be instrumental in determining the goals and actions of our next three-year LCAP cycle. Substitutes will be needed to provide coverage on 5 planning days throughout the year.		
1.6	College and Career Pathways Development	2024-2027: 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. 2026-2027 Addition A primary focus of the coordinators' roles will be expanding access and opportunities for multilingual learners (MLs) and students experiencing academic distress. Key strategies include increasing attainment of the State Seal of Biliteracy, expanding ML and SWD participation in CTE and WBL programs, increasing awareness of A–G requirements and the Sonoma State Promise, and launching dual enrollment American Sign Language (ASL) courses at both comprehensive high schools beginning in Spring 2027.	$326,362.00	No
1.7	Academic Counseling Calibration	All school counselors will engage in the Hatchings Results PD in August, hosted by SCOE. This will support our school counselors in strengthening counseling calibration including scheduling processes, removal of barriers to course access, early warning systems for student support, FAFSA	$752,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		completion, a-g access and placement, CaliforniaColleges.edu, and CTE pathways. Educational Services and Support Services will provide follow-up collaboration time and support to ensure consistent implementation across sites. A contract with 10,000 Degrees will be maintained to support unduplicated students with college applications, scholarships, and financial aid.		
1.8	Secondary Intervention	Additional intervention support for students in grades 7- 12 will be funded, including additional sections (1 section at KJHS, 1 sections at PJHS, 3 sections at CGHS, and 2 section at PHS). Credit recovery software will be provided at the high schools.	$313,905.00	Yes
1.9	Summer School	Credit Recovery opportunities will be available during the summer for students in grades 9-12.	$146,504.00	Yes
1.10	Open Access to AP/Honors/Adv Courses	Accelerated/Honors/Advanced Placement (AP) courses will be open to all students. 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.	$50,000.00	Yes
1.11	Development of Ethnic Studies Course	2024-2026 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. 2026-2027 Discontinued Action completed, therefore action discontinued.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Preparing for College Parent Education Classes (PIQE)	2024-2026 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. 2026-2027 Discontinued Discontinued because the work was successfully completed and sufficient internal capacity has been developed to sustain the work.	$0.00	No
1.13	Expanded Learning Opportunities	2024-2026 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. 2026-2027 Removed Though our district is still providing ELOP with funds outside of LCFF, we are removing this action from the LCAP as we do not think it is high-leverage to achieving Goal #1	$0.00	No
1.14	New Teacher/Admin Support (Induction Fees)	2024-2026 25 1st and 2nd year teachers participated in Teacher 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). 2026-2027 Removed Removed from this portion of LCAP, because Teacher/Admin induction is not a high-leverage action to achieving Goal #1, however our district is still	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		providing Induction with funds outside of LCFF, because it is a high leverage support for new staff and serves as a good retention strategy.		
1.15	Additional Library Services	2024-2027 Three additional Library Services for secondary schools will be funded above the base. 2026-2027: Combined with Action 1.2 to support a more cohesive approach to MTSS: streamlining assessment, targeted interventions, and progress monitoring. Cost included in action 1.2.	$0.00	No
1.16	Diversify Curriculum & Classroom Libraries	2024-2026 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. 2026-2027 Discontinued Action completed, and therefore discontinued.	$0.00	No
1.17	Districtwide Student Success Team (SST) Implementation	2024-2026 Districtwide Student Study Team processes will be developed, standardized, and implemented in a consistent manner. 2026-2027: Combined with Action 1.2 to support a more cohesive approach to MTSS: streamlining assessment, targeted interventions, and progress monitoring. PCS will develop, standardize, and implement a districtwide Student Success Team (SST) process to ensure students experiencing academic, behavioral, attendance, or social-emotional challenges are identified and supported in a timely and consistent manner. The district will establish common SST procedures, documentation, progress-monitoring protocols, and staff training to strengthen implementation across all schools. This action is intended to improve early intervention, increase coordination of supports, and ensure students receive appropriate assistance before	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		experiencing significant academic distress or referral to more intensive interventions.		
1.18	Document Existing MTSS Components	2024-2027 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. 2026-2027: Combined with Action 1.2 to support a more cohesive approach to MTSS: streamlining assessment, targeted interventions, and progress monitoring. School principals, assistant principals, and librarians will receive professional learning to strengthen site implementation of Multi-Tiered Systems of Support (MTSS). Secondary assistant principals, librarians, and library technicians will participate in bi-monthly professional learning to build their capacity as site MTSS facilitators. This work will focus on improving access to student data, supporting teachers in implementing Tier 1 and Tier 2 interventions, and coordinating intervention systems and supports for multilingual learners (MLs) and other students in academic distress.	$0.00	No
1.19	Bell Schedule Committee	2024-2026 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. 2026-2027 Refined and Focused: The Bell Schedule Committee will monitor implementation and student outcome data and make recommendations for incorporating targeted academic support, Tier 2 interventions, and credit recovery into the school day with a bell schedule that is the most cost-effective as possible. The committee's work will focus on ensuring equitable access to supports and opportunities regardless of which secondary school a student attends. To inform its recommendations, the committee will visit and observe model comprehensive high schools with bell schedules and systems that have	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		demonstrated success in improving access, opportunities, and outcomes for multilingual learners (MLs) and other students in academic distress.		
1.20	Equitable Grading and Assessment Practices (NEW)	2026-2027 (NEW) PCS will strengthen the implementation of equitable, standards-based grading and assessment practices across secondary schools to ensure grades accurately reflect student learning and mastery of academic standards. The district will establish an Equitable Grading Committee composed of teachers, administrators, counselors, students, and other educational partners. The committee will engage in professional learning, examine current research and local data, and review district grading policies and practices. The Equitable Grading Committee will develop recommendations designed to promote academic success, increase transparency and consistency, and reduce barriers that may disproportionately impact multilingual learners, students with disabilities, and other student groups experiencing opportunity gaps. This work will include developing a shared understanding of equitable grading principles, examining grading practices across schools and departments, identifying opportunities for greater alignment and consistency, and exploring approaches that provide students multiple opportunities to demonstrate learning and mastery of standards. The committee will also examine the relationship between grading practices, course completion, attendance, graduation requirements, A–G eligibility, and college and career readiness outcomes. Through this work, PCS seeks to improve the accuracy, consistency, and fairness of grading practices; increase student engagement and motivation; strengthen communication with families; and ensure all students have equitable opportunities to demonstrate mastery of grade-level standards.	$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: 55% • Middle school: 46% • High School: 42%	January 2026 • Elementary: 51% • Middle school: 48% • High School: 50%	January 2027 • Elementary: 63% • Middle school: 58% • High School: 54%	• Elementary: 0% no change • Middle school: +2% increase • High School: + 8 increase
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%	January 2026 Staff: 86% Elementary: 93% Middle: 81% High: 82%	Maintain	- 5% decrease
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% • Foster Youth: 37.5%	2024 Dashboard • All Students: 3.1% • Multilingual Learners (MLL): 4.7% • Socioeconomically Disadvantaged (SED): 4.7%	2025 • All Students: 2.7% • Multilingual Learners (MLL): 0.6% • Socioeconomically Disadvantaged (SED): 2.7%	2026 Dashboard All Student Groups will have a Suspension Rate of less than 2.5% with a Green performance level	• All Students: -1.3% Decrease • Multilingual Learners (MLL): -5% Decrease • SED: -3.2% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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%	• 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%	• Students with Disabilities (SWD): 1.1% • Foster Youth: 18.7% • Homeless Youth: 0.1% • African American: 5.1% • American Indian: 0% • Asian: 1.4% • Filipino: 0% • Latinx: 3.6% • Multiple Races: 0.3% • White: 2.1%		• SWD: -7.4% Decrease • Foster Youth: -18.8% Increase • Homeless Youth: -7.9% Decrease • African American: -3.5% Decrease • American Indian: -4.8% Decrease • Asian: +0.2% Increase • Filipino: -2.6% Decrease • Latinx: -1.6 Decrease • Multiple Races: -3.1% Decrease • White: -1.1% Decrease
2.4	Chronic Absenteeism	2023 Dashboard	2024 Dashboard	2025	2026 Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Aggregated with Charter Schools	• All Students: 21.3% • MLL: 28.3%. • SED: 28.7% • SWD: 31.1% • Homeless Youth: 32% • Asian: 14.1% • Latinx: 25.4% • Multiple Races: 20.7% • White: 18.6%	• All Students: 16.4% • 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%	• All Students: 16.5% • MLL: 20.5% • SED: 23.1% • SWD: 24.8% • Homeless Youth: 25.6% • Asian: 11.4% • Latinx: 21.8% • Multiple Races: 14.4% • White: 13%	• All Students: 12.5% • MLL: 19.5% • SED: 20.4% • SWD: 22% • Homeless Youth: 33.1% • Asian: 9.8% • Latinx: 17.1% • Multiple Races: 15% • White: 8.1%	• All Students: -4.8% Decrease • MLL: -7.8% Decrease • SED: -5.6% Decrease • SWD: -6.3% Decrease • Homeless Youth: -6.4% Decrease • Asian: -2.7% Decrease • Latinx: -3.6% Decrease • Multiple Races: -6.3% Decrease • White: -5.6% Decrease
2.5	Attendance Rates	2024 P2: 93.2%	2025 P2:94%	2026 P2: 94.88% Elementary P2: 95.31%	2027 95%	+1.68% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Secondary P2: 94.91% (Elem+Sec P2: 95.02%) Charter P2: 94.37%		
2.6	Dropout Rates (DataQuest)	2023 Middle School: 0% High School: 8.23%	2024 Middle School: 0% High Schools: 1%	2025 Middle School:0% High School: 4.9%	2026 Middle School: 0% High School: less than State average of 6.5%	Middle School: no change High School: 3.33 Decrease
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%	2025 Elementary School District: 0% High School District: 0%	2026 Elementary School District: 0% High School District: 0.1%	Elementary School District: no change High School District: -.2% Decrease
2.8	School Safety Survey Youth Truth	2024 Students: 58% Families: 64% Staff: 78%	2024 Students: 57% Families: 68% Staff: 88%	Students: 65% Elementary: 71% Middle: 65% High: 61% Families: 83% Elementary: 88% Middle: 86% High: 72% Staff: 79% Elementary: 80% Middle: 86% High: 75%	2027 65% of 3-12 students	Students: +7% increase Families: +19% increase Staff: +1% increase
2.9	Youth Truth Student Survey Question: "When I'm feeling upset, stressed, or having problems, I know some ways to	2024 43% of 7-12 students	2025 47% of 7-12 students	2026 49% of 7-12 students	2027 49% of 7-12 students	+6% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	make myself feel better or cope with it."					

Goal Analysis [2025-26]

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

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

Petaluma City Schools continued efforts to create safe, supportive, and inclusive learning environments through investments in school climate, social-emotional supports, attendance improvement, and school safety. Key accomplishments included implementation of Positive Behavioral Interventions and Supports (PBIS), expansion of school-based mental health services through District Guidance Coordinators, strengthened attendance monitoring systems, and comprehensive school safety training for site leaders.

The district fully implemented actions related to social-emotional supports and school safety. District Guidance Coordinators expanded student access to mental health and behavioral supports, while school safety training strengthened site leaders' capacity to implement emergency procedures and maintain comprehensive School Safety Plans.

Progress was also made in strengthening school culture and climate and addressing chronic absenteeism. Schools continued implementation of PBIS, bullying prevention training, Welcoming Schools practices, and attendance interventions designed to increase students' connection to school and ensure every student develops meaningful relationships with caring adults. However, implementation of these efforts varied across sites, limiting their overall impact and highlighting the need for stronger districtwide systems and monitoring processes.

2.1 Culture and Climate (Partially Implemented) – PCS continued to strengthen school culture and climate through implementation of Positive Behavioral Interventions and Supports (PBIS), school climate committees, bullying prevention training, and Welcoming Schools professional learning. Schools engaged in ongoing efforts to establish common expectations and respond to students’ behavioral and social-emotional needs. While progress was made in creating more inclusive learning environments, implementation varied across sites.

2.2 Chronic Absenteeism (Partially Implemented) – PCS strengthened systems for monitoring and responding to chronic absenteeism through standardized attendance procedures and improved data practices. The district funded a full-time Keeping Kids in Schools (KKIS) case manager who provided direct support to students and families experiencing attendance challenges. While site-level attendance systems improved, implementation and outcomes varied across schools.

2.3–2.4 Social-Emotional Support (Fully Implemented) – PCS funded District Guidance Coordinators (LMFTs) to provide targeted mental health and social-emotional supports for students. These services supported student attendance, engagement, and well-being. YouthTruth data continued to be used to monitor student perceptions of school culture, climate, and belonging and to inform district responses.

2.5 School Safety Training (Fully Implemented) – PCS contracted with North Bay Security to provide professional learning in emergency preparedness, crisis response, and school safety. Trainings were successfully completed, and site leaders reported increased confidence in implementing safety procedures and improvements to School Safety Plans.

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.

2.1 – Culture and Climate
(Actual expenditures were lower than budgeted because professional learning and support services originally planned through Humboldt County Office of Education and First Water Consultants were not implemented during the 2025–2026 school year.)

2.2 – Chronic Absenteeism
(Actual expenditures were lower than budgeted because professional learning and support services originally planned through the San Diego County Office of Education (SDCOE) were not implemented during the 2025–2026 school year.)

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
PCS continued to strengthen school culture and climate through implementation of Positive Behavioral Interventions and Supports (PBIS), school climate committees, bullying prevention training, and Welcoming Schools professional learning. These efforts were designed to increase students' sense of belonging, strengthen their connection to school, and ensure every student develops meaningful relationships with caring adults. While progress was made in creating more inclusive learning environments, which is reflected in our decrease in suspension rates for every students group and an 8% increase in high school students having a trusting result on campus, it is clear that schools still need to engage in ongoing efforts to establish common expectations and respond to students' behavioral and social-emotional needs in a systemic way, as implementation varied across sites.
2.2 Chronic Absenteeism – Partially Effective
Attendance systems and intervention supports were strengthened across the district, and we expect to see a modest decrease in our chronic absenteeism rates for the 2025-2026 year, as our ADA has increased .68% from last year. Reflection confirmed the need for a more systematic and proactive approach to reducing chronic absenteeism, resulting in the expansion of districtwide attendance improvement efforts in 2026–2027 with a focus on our SWD, LTELs, and Hispanic students as all of these student groups has increases in their chronic absenteeism rates in 2025-2026.
2.3–2.4 Social-Emotional Support – Effective
District Guidance Coordinators provided valuable mental health and social-emotional supports that increased student access to services and strengthened school-based interventions, which is reflected in our decrease in suspension rates for every students group. Reflection reinforced the importance of maintaining these supports.
2.5 School Safety Training – Effective
School safety training strengthened site leaders' capacity to implement emergency procedures and improve school safety planning. Reflection confirmed that internal capacity has been built and we will not need to continue this partnership in 2026-2027.

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 have been made to the goal, metrics, or target outcomes. Most action descriptions have been revised to more accurately reflect planned implementation for the 2026–2027 school year. In addition, Action 2.5 has been discontinued because it was successfully

implemented in prior years, principals' capacity has been built to continue leading emergency drills without support, and therefore, it is no longer considered a high-leverage strategy for achieving this goal given the district's limited resources.

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 & Climate	2024-2026 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. 2026-2027 Adjustment for New PCS staff who have not received training New teachers, staff, and administrators will be trained in Positive Behavioral Interventions and Supports (PBIS). This is training that all current teachers, staff, and administrators had from 2024-2026. TK-8 student advisors have already been trained in PBIS, will support the implementation of PBIS and act as a trusted adult on campus. This action is partially funded out of LREBG Funds	$383,774.00	Yes
2.2	Chronic Absenteeism	2024-2026 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. 2026-2027 Refined and Focused	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		All Petaluma City Schools will establish site attendance teams, which include campus supervisors. Site attendance teams will use Improvement Science principles within a Multi-Tiered System of Supports (MTSS) framework to increase attendance and reduce chronic absenteeism across all student groups, and specifically focused on our MLs and LTELs. By strengthening attendance systems and interventions, PCS aims to eliminate eligibility for Differentiated Assistance due to chronic absenteeism, increase instructional time and student outcomes, strengthen school connectedness, and generate additional Average Daily Attendance (ADA) revenue to sustain student supports and services. Costs associated with campus supervisors are included in action 2.1, which is partially funded out of LREBG Funds.		
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 Survey to monitor engagement, culture, and climate.	$1,864,386.00	Yes
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	2024-2026 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. 2026-2027 Discontinued	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Discontinued because it was successfully implemented in prior years, and principals' capacity has been built to continue leading emergency drills without support.		

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 SWD: -100.4	2024 SWD: -97.6	2025 SWD: -44.2	2027 SWD: -60	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: +56.2 points Increase
3.2	CAASPP Math	2023 SWD: -139.8	2024 SWD: -132.9	2025 SWD: -131.3	2027 SWD: -94	SWD: +8.5 points Increase
3.3	College/Career Indicator for Students with Disabilities	2023 Dashboard SWD: 9.9%	2024 Dashboard SWD: 9.1%	2025 Dashboard SWD: 10.7%	2026 Dashboard SWD: 15%	SWD: +0.8% Increase
3.4	Graduation Rate for Students with Disabilities	2023 Dashboard SWD: 73.9%	2024 Dashboard SWD: 68.2%	2025 Dashboard SWD: 73.6%	2026 Dashboard SWD: 0%	SWD: -0.3% Decrease
3.5	a-g Completion Rate for Students with Disabilities	2023 SWD: 10.5%	2024 SWD: 5%	2025 Dashboard SWD: 8.7%	2026 Dashboard SWD: 14%	SWD: -1.8% Decrease
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 2026 SWD: 15.8%	Spring 2027 SWD: at least 36%	SWD: -15.7% Decrease
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 2026 SWD: 45.5%	Spring 2027 SWD: at least 41%	SWD: +9.3% Increase
3.8	Access to and Enrollment in a Broad Course of Study - Local Indicator Rubric https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	Met	Met	Met	Met	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2026 All families: 63% Families of students with disabilities: 69%	Maintain <5% difference between all families and families of students with disabilities	All families: +3% Increase Families of students with disabilities: +8% Increase

Goal Analysis [2025-26]

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

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

Petaluma City Schools continued efforts to improve outcomes for students with disabilities through professional learning, instructional support, curriculum development, and inclusive educational practices. A primary focus during the 2025–2026 school year was increasing access to grade-level core instruction and a broad course of study while strengthening the capacity of both general and special education staff to meet the diverse needs of learners.

Key accomplishments included training for general and special education staff on accommodations, designated supports, statewide assessments, behavior supports, and legal requirements; implementation of the Goalbook platform; expansion of co-teaching practices; and increased use of common assessments to support instructional decision-making. The district also continued efforts to strengthen access to grade-level curriculum and inclusive learning environments through collaboration between general and special education staff.

Progress was made in building staff capacity and strengthening instructional systems that support students with disabilities. However, implementation varied across sites, and several actions remain in the early stages of development, including expansion of Orton-Gillingham training, curriculum alignment, and consistent implementation of inclusive instructional practices across schools.

Overall, implementation of Goal 3 reinforced the importance of providing students with disabilities access to rigorous grade-level instruction, inclusive educational opportunities, and appropriate supports within the least restrictive environment. Lessons learned during 2025–2026 will inform continued efforts to strengthen inclusive practices, improve access to a broad course of study, and increase academic outcomes for students with disabilities.

3.1 Orton-Gillingham Training for Special Education Staff (Limited Implementation) – PCS provided Orton-Gillingham training for TK–8 Resource Specialist Program (RSP) and Special Day Class (SDC) teachers. Due to budget constraints, planned training for high school RSP and SDC teachers was not provided during the 2025–2026 school year.

3.2 Training for Special Education and General Education Teachers (Fully Implemented) – PCS provided professional learning for general and special education staff focused on special education law, accommodations, designated supports, and inclusive instructional practices. Special education staff received additional training, and general education staff were provided opportunities to participate in professional learning related to trauma-informed practices and supporting students with disabilities.

3.3 State Assessment Accommodations and Designated Supports Training (Fully Implemented) – PCS provided training for special education staff on the implementation of accommodations and designated supports for statewide assessments. Training increased staff understanding of assessment accessibility requirements and supported more consistent implementation across schools.
3.4 Supplemental Curriculum Inventory (Partially Implemented) – PCS developed an inventory of supplemental English Language Arts curriculum resources used to support TK–6 students with disabilities. Initial progress was made toward identifying instructional resources across schools; however, inventories for secondary ELA and TK–12 mathematics were not completed.
3.5 and 3.7 Curriculum and Goalbook Implementation (Partially Implemented) – PCS continued implementation of the Goalbook platform, which helps create developmentally appropriate goals which are tied to the Common Core State Standards and PCS' adopted curriculum. Ongoing professional learning was provided to staff with strategies and resources to help students meet their goals. While some educators fully integrated Goalbook into instructional planning and IEP development, implementation of Goal Book and the adopted curriculum varied across sites and staff.
3.6 Classified Staff Training and Support (Partially Implemented) – PCS provided behavior support training and capacity-building opportunities for classified staff. While professional learning was delivered, implementation of a comprehensive and consistent onboarding system for classified staff remained incomplete.
3.8 Common Assessments and Access to a Broad Course of Study (Partially Implemented) – PCS continued efforts to increase access to grade-level curriculum and a broad course of study for students with disabilities through the use of common assessments, expansion of co-teaching models, and increased collaboration between general and special education staff. Professional learning on co-teaching was provided at secondary schools. While progress was made, implementation varied across sites due to a position reduction. Additional work is needed to ensure consistent access to inclusive instructional practices.

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.

3.1 – Orton-Gillingham Training
Actual expenditures were lower than budgeted because Orton-Gillingham training was provided to a subset of the originally intended staff. Due to budget constraints, training was limited to TK–8 special education staff and was not expanded to all planned staff groups during the 2025–2026 school year.
3.8 – Common Assessments & Access to a Broad Course of Study
Actual expenditures were lower than budgeted due to budget reductions in which a program manager of Special Services was eliminated, who was overseeing the implementation of this action.

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

3.1 Orton-Gillingham Training (Partially Effective)
Initial Orton-Gillingham training was provided to special education staff, and participating educators reported increased knowledge and confidence in delivering structured literacy instruction, which was then reflected in improved CAASPP ELA (+53.4 points) and STAR Reading scores (+9.1%) for our SWD when compared to the previous year. However, due to budget constraints, not all intended staff groups received training, limiting the overall impact of the action across the district
3.2–3.3 Professional Learning on Special Education Requirements, Accommodations, and Assessments (Effective)

PCS provided targeted professional learning focused on special education law, accommodations, designated supports, and statewide assessment requirements. The majority of special education staff participated, and feedback indicated that the training was relevant, practical, and increased staff confidence in implementing supports and services for students with disabilities. The action successfully strengthened staff capacity to meet both instructional and compliance requirements, as reflected in improved CAASPP ELA (+56.2 points) and Math scores (+8.5 points) for our SWD since 2023.
3.4 Curriculum Implementation, (Partially Effective)
PCS expanded access to instructional resources designed to support students with disabilities, including development of an inventory of supplemental English Language Arts materials and additional tools to support instruction and intervention. These resources increased awareness of available supports and provided teachers with additional options to address student needs. However, implementation and utilization varied across sites and staff groups, limiting overall effectiveness, which was demonstrated in the relatively stable secondary data in A-G completion, Graduation Rates, and CCI indicator.
3.5 and 3.7 Goalbook Implementation (Partially Effective)
Goalbook provided educators with a valuable resource for standards-aligned goal development, instructional planning, and progress monitoring. Staff who regularly utilized the platform reported positive benefits; however, varying levels of proficiency with Goalbook and inconsistent implementation of PCS adopted curriculum across sites limited the overall effectiveness of the action, which was demonstrated in the relatively stable secondary data in A-G completion, Graduation Rates, and CCI indicator.
3.6 Training and Support for Classified Staff (Partially Effective)
PCS provided training related to behavior support and capacity building for classified staff. The training increased staff knowledge and skills for supporting students with disabilities, which has resulted in a 10.8% decrease in suspensions for our SWD; however, the lack of a comprehensive and consistent onboarding system limited the overall effectiveness of the action.
3.8 Common Assessments and Access to a Broad Course of Study (Partially Effective)
Common assessments provided valuable information to support instructional decision-making and monitor student progress toward grade-level standards. In addition, expanded co-teaching practices and professional learning for both general and special education staff increased opportunities for students with disabilities to access grade-level core instruction within inclusive learning environments. While progress was made, implementation varied across sites implementation varied across sites due to a position reduction. Further work is needed to ensure consistent access to rigorous coursework and inclusive instructional practices across the district, which is why we still are seeing stagnate A-G completion rates, Grad Rates, and CCI rates. It is also contributes to why our equity gaps are so large with our SWD and their non-disabled peers, across all metrics.

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 to the goal, metrics, and target outcomes. Most action descriptions have been revised to align with what the implementation of the action will look like in 2026-2027. In addition, the following actions have been removed or combined because they have been successfully completed in prior years or it has been determined based on data analysis that this is no longer a high-leverage action to focus on in order to meet our goal, given our limited resources:
3.4 - combined with 3.7

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 new staff in grades TK-8 and all 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	2024-2027 Training will be provided for general education teachers on legal aspects of special education and accommodations from district staff. 2026-2027 Refined and Focused Many general education and special education teachers will engage in professional development around effective co-teaching models and cycles of inquiry that support implementation and monitoring. Additionally, professional development put on by district staff will be provided for new general education teachers on legal aspects of special education and accommodations, including designated supports and accommodations available on statewide assessments. Current staff have had this professional development.	$40,000.00	No
3.3	Training for Special Education Teachers on Statewide Accommodations & Supports	2024-2026 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. 2026-2027 Adjustment for special education teachers new to PCS	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The action was complete, therefore, only special education teachers new to PCS will be trained this year, which will still take place during special services department meetings. No additional cost.		
3.4	Curriculum Implementation (Supplemental Curriculum)	2024-2026 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. 2026-2027 Refined and Focused - 3.4 and 3.7 were combined as both pertain to providing consistent, research-based curriculum for students with disabilities. All teachers will implement research-based, adopted curriculum, which the district already has, with fidelity in all special education programs/classes. 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. Therefore, no additional cost at this time.	$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 strategies to help students meet their goals. Progress monitoring and data reporting are easily done within the program.	$42,500.00	No
3.6	Training for Classified Staff	Provide relevant and appropriate onboarding, training, and capacity-building to classified staff at all levels. Much of this training will be provided during special services department meetings. Additional training costs for classified staff are included in 1.1.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Curriculum Implementation	2024-2027 All teachers will implement research-based, adopted curriculum with fidelity in all special education programs/classes. 2026-2027 Combined with 3.4	$0.00	No
3.8	Common Assessments	2024-2027 Common assessments will be implemented in ELA and math. They will be used as critical components for monitoring and determining what instructional shifts appropriately address the needs of students with disabilities. 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. 2026-2027 Refined and Focused: Common assessments will be used as critical component for monitoring and determining what instructional interventions in the classroom will address the needs of students with disabilities. Staff capacity will be built to develop, implement, and impact instruction based on common assessment outcomes. Common assessments become a critical component that helps drive decision making and anchor the conversation around what specific actions sites and classroom teachers will take to address the disparities we see between SWD and their non-disabled peers. SWD will take part in universal screener and CIAs at 3 regular intervals: Star Assessments (Star Reading 3-12, Star CBM), mCLASS Dibels (K-2),	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		mCLASS Math K-8, DNA (Illuminate) Data and Assessment System (secondary), and development and implementation of Common Interim Assessments. Data collection, reflection and interventions processes will be developed and implemented. Costs are included in 1.2.		

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%	2025 91%	2027 95%	+1%
4.2	Reclassification Rate (CALPADS)	2023 15.6%	2024 15.7%	2025 20.38%	2027 20%	+4.78% Increase
4.3	English Learner Progress Indicator (ELPI) (Dashboard)	2023 Dashboard 47.6%	2024 46.1	2025 44.3%	2026 Dashboard 53.6%	-3.3% Decrease
4.4	College/Career Readiness for MLL (Dashboard)	2023 Dashboard MLL: 12.4%	2024 13%	2025 6.8%	2026 Dashboard MLL: 17%	MLL: -5.6% Decrease
4.5	Graduation Rate for MLL (Dashboard)	2023 Dashboard MLL: 72.6%	2024 69.3%	2025 73.3%	2026 Dashboard MLL: 80%	MLL: +0.7% Increase
4.6	a-g Completion Rate for MLL (DataQuest)	2023 MLL: 15.1%	2024 14%	2025 6.1%	2026 MLL: 20%	MLL: -9% Decrease
4.7	CAASPP English Language Arts Distance from Standard for MLL (Illuminate)	2023 MLL: -92	2024 MLL: -96.2	2025 MLL: -87	2026 MLL: -119	MLL: +5 point Increase
4.8	Star Early Literacy Percent of MLL Meeting Grade Level Standards (40th Percentile)	Spring 2024 MLL: 22.0%	Spring 2025 MLL: 9.5%	Spring 2026 MLL: 5.9%	Spring 2027 MLL: 27%	MLL: -16.1% decrease
4.9	Star Reading Percent of MLL Meeting Grade Level Standards (40th Percentile)	Spring 2024 MLL: 18.4%	Spring 2025 MLL: 10.5%	Spring 2026 MLL: 33.3%	Spring 2027 MLL: 23%	MLL: +14.9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	EL ACCESS to CA Standards Including ELD Standards https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	Met 2024	Met 2025	Met 2026	Met	no change
4.11	Implementation of the ELD Standards https://drive.google.com/file/d/1JlYoMgMbdTH3w4Gi6RiWIjZFOj7JnsXf/view?usp=sharing	Met 2024	Met 2025	Met 2026	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%	2026 All families: 63% Primary language spoken at home is not English: 74%	Maintain <5% difference between all and households where the primary language is not English	All families: 3% Increase Primary language spoken at home is not English: 13% Increase

Goal Analysis [2025-26]

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

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

Petaluma City Schools continued to strengthen supports for multilingual learners through investments in English Language Development (ELD), staffing, family engagement, translation services, reclassification monitoring, and systems improvement. Key accomplishments included maintaining multilingual learner support personnel, implementing the Ellevation platform, expanding translation and interpretation services, strengthening RFEP monitoring processes, and providing support to site leaders to align School Plans for Student Achievement (SPSAs) with district goals for multilingual learners.

Several actions were fully implemented during the 2025–2026 school year, including multilingual learner staffing, translation services, Ellevation implementation, and SPSA support for principals. Progress was also made in implementing the English Learner Master Plan, strengthening designated and integrated ELD practices, and aligning world language pathways and placement practices. However, implementation varied across schools, and some initiatives remain in the early stages of development. Key challenges included ensuring consistent implementation of designated and integrated ELD, adopting aligned secondary ELD curriculum, and continuing to refine systems and practices that support multilingual learner achievement and reclassification.

Overall, implementation of Goal 4 reinforced the importance of strong instructional systems, consistent ELD practices, meaningful family engagement, and ongoing monitoring of multilingual learner outcomes. Lessons learned during 2025–2026 will guide continued efforts to improve English learner achievement, increase reclassification rates, and expand equitable access to rigorous learning opportunities and college and career readiness pathways.

4.1 ELD Training and Support (Fully Implemented)

During the 2025–2026 school year, PCS maintained staffing to support multilingual learners, including Bilingual Resource Teachers, English Learner Resource Teachers, Bilingual Instructional Aides, clerical support, and a Bilingual Coordinator. Additional ELD course sections were provided at the secondary level to support English learner needs. RFEP monitoring processes became more consistent, with English Learner Resource Teachers supporting teachers in completing regular progress monitoring. Family engagement efforts were strengthened through bilingual outreach and translated communications, although participation in some engagement opportunities remained limited.

4.2 English Learner Master Plan (Partially Implemented)

Implementation of the updated English Learner Master Plan continued during 2025–2026, with several components launched while others remained in development. TK–6 parent conferences included discussions of student progress toward reclassification, and ELPAC test chats were conducted in some secondary classes to help students understand the purpose and importance of the Summative ELPAC. Continued work is needed to fully implement all components of the plan across the district.

4.3 Designated and Integrated ELD (Partially Implemented)

The district established clear expectations for designated and integrated ELD across all school sites. Elementary schools implemented a minimum of 30 minutes of designated ELD daily, while integrated ELD was expected throughout the instructional day. Bilingual Resource Teachers provided professional learning and support to classroom teachers to strengthen implementation. While progress was made, adoption of an updated and aligned designated ELD curriculum for grades 7–12 remains an area of ongoing work.

4.4 Translation Services (Fully Implemented)

PCS contracted with Language Link to provide translation and interpretation services in multiple languages. Schools utilized these services to support communication with families during IEP meetings, parent conferences, School Site Council meetings, ELAC meetings, and LCAP engagement activities, increasing access and participation for multilingual families.

4.5 Ellevation (Fully Implemented)

PCS fully implemented the Ellevation platform to support compliance with state and federal requirements related to English learner and RFEP monitoring. The platform improved the district's ability to monitor student progress, analyze data, manage reclassification processes, and provide more timely and targeted support for multilingual learners.

4.6 World Language (Partially Implemented)

PCS adopted new curriculum for Spanish for Spanish Speakers and Spanish for Non-Native Speakers. The curriculum adoption supported greater alignment of instructional programs and placement practices across the district. The district also began work to align Spanish course placement practices in grades 7–12 and explored opportunities to expand access to Languages Other Than English (LOTE) courses and increase awareness of State Seal of Biliteracy requirements.

4.7 SPSA Support for Multilingual Learners (Fully Implemented)

During the 2025–2026 school year, principals received professional learning, coaching, and ongoing support to strengthen alignment between site SPSAs, LCAP Goal 4, and the needs of multilingual learners. Support was provided through TK–12 principal meetings, small-group collaboration, individualized coaching, and regular check-ins to strengthen planning, implementation, and accountability for multilingual learner outcomes.

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.

4.2 - English Learner Master Plan
Actual expenditures were less than expected because actions were completed by Bilingual Resource Teachers and English Language Resource Teachers, whose costs were included in 4.1. Meetings were held after school, so no sub release days were needed. Additionally, work on protocols and curriculum to support newcomer students was not completed this year due to time and staffing constraints.

4.3 - Designated and Integrated ELD
Actual expenditures were less than expected because updated secondary ELD curriculum was not purchased due to budget constraints.

4.4 - Translation Services
Actual expenditures were less than expected because contract interpretation and translation services were not needed as much as expected, due to greater efforts made to use internal staff for interpretation.

4.7 - SPSA Support for ML
Actual expenditures were less than expected because a retired administrator supported principals with writing of SPSA goals. This cost less than anticipated.

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 (Effective)
Maintaining multilingual learner support staff, including Bilingual Resource Teachers, English Learner Resource Teachers, Bilingual Instructional Aides, and a Bilingual Coordinator, strengthened the district's capacity to support multilingual learners through more consistent monitoring, intervention, and instructional support. More consistent RFEP monitoring and additional secondary ELD course sections improved systems designed to support student success. While participation in some family engagement events remained limited, the action was effective in strengthening services and supports for multilingual learners in TK-6, as reflected in a nearly 5% growth in our Reclassification rates and 15 point gain in STAR Reading.
4.2–4.3 English Learner Master Plan and Designated/Integrated ELD Implementation (Partially Effective)
Implementation of the English Learner Master Plan, combined with districtwide expectations for designated and integrated ELD, increased attention to multilingual learner achievement, language development, and reclassification outcomes. Discussions during parent conferences and ELPAC test chats helped build student and family understanding of language development goals, while professional learning provided by Bilingual Resource Teachers strengthened classroom implementation of ELD practices. However, several components of the Master Plan remain in the early stages of implementation, and the absence of an updated and aligned designated ELD curriculum for grades 7–12 limited the overall effectiveness of these actions, especially for our secondary MLs, as reflected by their significant decrease in A-G Completion Rates (-9%) and CCI rates (-5.3%)
4.4 Translation Services (Effective)

Translation and interpretation services increased access to information and strengthened communication between schools and multilingual families. The availability of services across IEP meetings, parent conferences, SSC, ELAC, and LCAP meetings supported more meaningful family engagement and participation in educational decision-making.
4.5 Ellevation (Effective)
Implementation of the Ellevation platform improved the district's ability to monitor English Learner and RFEP student progress, support reclassification efforts, and ensure compliance with state and federal requirements. The platform streamlined data analysis and monitoring processes, allowing staff to provide more timely and targeted support to students, which is reflected in our reclassification rate increase of nearly 5%.
4.6 World Language (Partially Effective)
The adoption of new Spanish curriculum and initial efforts to align course placement practices strengthened the district's world language program and support for biliteracy pathways. Progress was made toward improving course alignment and expanding biliteracy pathways as reflected in a 10.3% increase or our MLs receiving the Seal of Biliteracy; however, implementation remains in the early stages.
4.7 SPSA Support for Multilingual Learners (Effective)
Professional learning and coaching for principals increased alignment between site SPSAs, LCAP Goal 4, and the needs of multilingual learners. Through principal meetings, collaborative planning, and individualized coaching, school leaders strengthened their capacity to use data and planning processes to identify multilingual learner needs and align site actions to improve outcomes for multilingual learners.

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 have been made to the goal, metrics, or target outcomes. Most action descriptions have been revised to more accurately reflect planned implementation for the 2026–2027 school year.
In addition, Actions 4.2 and 4.3 were combined into a single action to better reflect the integrated nature of the work. Implementation of the English Learner Master Plan and the delivery of designated and integrated English Language Development (ELD) are closely connected and represent a unified strategy for improving outcomes for multilingual learners. Combining these actions increases clarity, reduces redundancy, and more accurately reflects how the district will implement, monitor, and support multilingual learner programs and services.
Action 4.7 was discontinued because it was fully implemented in prior years and principal capacity has been established to continue aligning School Plans for Student Achievement (SPSAs) with LCAP goals. As a result, resources have been re-prioritized toward direct instructional supports and services for multilingual learners.

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	Multilingual Learner Instructional Support	2024-2026 In addition to integrated and designated ELD support, multilingual learner support will include progress monitoring of reclassified fluent English	$1,669,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Reclassification Monitoring	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. 2026-2027 Refined and Focused: PCS provides instructional and pupil support personnel, including Bilingual Resource Teachers (BRTs), English Learner Resource Teachers (ELRTs), Bilingual Instructional Aides, Bilingual Clerks, and Bilingual Substitutes to support multilingual learners' academic achievement, language development, engagement, and family partnerships. The district also funds designated English Language Development (ELD) course sections at the secondary level. BRTs and ELRTs support implementation of both designated and integrated ELD, provide coaching and professional learning to classroom teachers, monitor the progress of English Learner (EL) and Reclassified Fluent English Proficient (RFEP) students, and support reclassification efforts. Bilingual staff also assist with family communication, translation, interpretation, and connecting families to school programs and services to strengthen engagement and access.		
4.2	English Learner Master Plan and ELD Implementation	2024-2026 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)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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) 2026-2027 Refined and Focused, and combined with 4.3 PCS will implement the updated English Learner Master Plan, aligned to the California English Learner Roadmap, to strengthen instructional programs, family engagement, and systems of support for multilingual learners, including newcomer students and Long-Term English Learners (LTELs). The district will establish and monitor clear expectations for both Designated and Integrated English Language Development (ELD) at all school sites. Elementary schools will provide a minimum of 30 minutes of Designated ELD daily, while Integrated ELD will be embedded throughout the instructional day. At the secondary level, PCS will align and strengthen Designated ELD curriculum and placement practices to better meet the needs of multilingual learners, particularly LTELs. Staff will need professional learning and substitutes for this implementation. To improve student outcomes and increase reclassification rates, PCS will develop and implement protocols and curriculum to support newcomer students, establish best practices for secondary ELD course placement, and create reflection and monitoring processes that help students, families, and staff understand progress toward reclassification. Staff will need professional learning and substitutes for this implementation. Discussions regarding English Learner progress and reclassification will continue during TK–6 parent conferences, and ELPAC awareness activities will support students in understanding the importance of demonstrating English language proficiency. PCS will also strengthen family engagement by supporting consistent ELAC structures across schools, hosting an annual multilingual learner family kickoff event and an annual reclassification/Seal of Biliteracy celebration, and expanding outreach designed to increase family partnership and engagement in student success. Implementation of this action will be regularly monitored through our MTSS site teams to ensure consistency, accountability, and improved outcomes for multilingual learners.		

Action #	Title	Description	Total Funds	Contributing
4.3	Designated and Integrated ELD	2024-2026 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. This action will be closely monitored for accountability. 2026-2027 Combined with 4.2	$0.00	No
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.	$50,000.00	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.	$12,000.00	Yes
4.6	World Language Instruction	2024-2027 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. 2026-2027 Addition Teachers will be given strategies to heavily recruit and market the advantages of obtaining the Seal of Biliteracy to our MLs	$0.00	No
4.7	School Plan for Student Achievement (SPSA) Goals	2024-2026	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Principals received support school sites on developing goals for multilingual learners in their School Plan for Student Achievements (SPSAs) in support of the district LCAP goal. 2026-2027 Discontinued Discontinued because the action was fully implemented in the prior year and principal capacity has been established to continue aligning School Plans for Student Achievement (SPSAs) with LCAP goals. As a result, resources have been re-prioritized toward direct instructional supports and services for MLs.		

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 (SAHS) and Sonoma Mountain High School (SMHS) on the California School Dashboard will improve for outcomes on the College/Career, Graduation Rate, and Suspension Rate indicators. College and Career Indicator By June of 2027, the percent of SAHS & SMHS 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). By June 2027, the Graduation Rate for Sonoma Mountain High School will increase at least 10% from 81.8% to 92%. School Climate: By June of 2025, the suspension rate for all SAHS and SMHS students will decrease from above 6% to less than 2%. While suspension rates for all students is above 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 2%, 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%. This year, Sonoma Mountain High School was newly identified as an Equity Multiplier school. The School Cite Council at SMHS found the CCI, GR, and Suspension rates to be very similar to San Antonio's current data, and therefore SMHS was incorporated into this goal.

The district plans to improve performance for students at San Antonio and Sonoma Mountain High School 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	2023 SAHS 0%	2024 SAHS 0%	2025 SAHS 0% SMHS 0 %	10% +	no change
5.2	Graduation Rate Indicator	2023 SAHS 51.1%	2024 SAHS 43.3%	2025 SAHS 82.1% SMHS 81.8%	SAHS 68% + SMHS 92% +	SAHS +31% increase
5.3	Suspension Rate Indicator	2023 SAHS 9.6%	2024 SAHS 0.9%	2025 SAHS 0% SMHS 5.3%	Less than 2%	SAHS -9.6% decrease

Goal Analysis [2025-26]

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

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

Petaluma City Schools continued efforts to support students enrolled in alternative education programs through restorative practices, academic support systems, and continuous improvement efforts focused on alternative education services. Key accomplishments included implementation of the Circles of Success suspension diversion program, convening an Alternative Education Task Force to evaluate and strengthen alternative education services, and building site capacity to provide intensive academic, college, and career readiness supports for students attending alternative school programs.

A substantive difference between planned and actual implementation occurred with the Coordinator of Alternative Schools position. Due to challenges recruiting and retaining a qualified permanent employee, the district was unable to fully implement the position as originally designed. In response, PCS convened an Alternative Education Task Force to analyze student outcomes, review referral and placement

practices, examine access to rigorous coursework, and develop recommendations to strengthen alternative education services. The task force ultimately recommended discontinuing the coordinator position and pursuing alternative approaches to supporting students and staff.
Overall, implementation of Goal 5 reinforced the importance of restorative practices, early intervention, and coordinated systems of support for students at risk of disengagement or academic failure. Lessons learned during 2025–2026 highlighted the need to strengthen intervention systems earlier in students' educational experiences and continue expanding access to rigorous coursework, college and career pathways, and individualized supports for students served in alternative education settings.
5.1 - Coordinator of Alternative Schools (Limited Implementation): The Coordinator of Alternative Schools position was not fully implemented during the 2025–2026 school year due to ongoing challenges recruiting and retaining a qualified permanent employee. To address this gap, Petaluma City Schools convened an Alternative Education Task Force composed of educational partners from across the system. The task force reviewed referral and placement processes, collaborated with counselors and Special Services staff, examined access to A–G coursework and graduation requirements, analyzed student outcome data, and explored strategies for providing earlier intervention to students at risk of academic failure or disengagement. Based on its findings, the task force recommended eliminating the Coordinator of Alternative Schools position and pursuing alternative structures to support students and strengthen alternative education services.
5.2 - Suspension Diversion – Circles of Success (Fully Implemented): Petaluma City Schools continued its partnership with Petaluma People Services to implement the Circles of Success suspension diversion program during the 2025–2026 school year. The program was fully implemented at San Antonio High School as a restorative alternative to exclusionary discipline practices. Students participated in structured restorative circles designed to address behavioral concerns while maintaining engagement in their academic program. Site feedback indicated positive outcomes, including increased student reflection, improved accountability, and a reduction in repeat behavioral incidents among participating students.
5.3 - Academic Coordinator (Limited Implementation): The Academic Coordinator position was partially implemented during the 2025–2026 school year. The coordinator provided direct support to San Antonio High School staff by modeling systems for monitoring student academic progress, supporting college and financial aid application processes, and coordinating individualized student interventions. Through this work, site staff developed the capacity to sustain these practices independently. As a result, the district determined that a dedicated Academic Coordinator position was no longer necessary, and the action was not implemented for the full year as originally planned.

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.

5.1 - Actual planned expenditures were the same as actual expenditures, despite the challenges of recruiting and retaining a qualified Coordinator of Alternative Schools position. The funds were spent on contracting with Equity and Continuous Improvement Consultant, who provided leadership coaching to all of our secondary leaders and the Board, and provided a deep dive data analysis to determine the point of failure for our students entering alternative education.

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

5.1 Alternative Education Coordination and Systems Improvement (Partially Effective)
The Alternative Education Task Force was effective in identifying opportunities to strengthen alternative education services, including improvements to referral processes, access to A–G coursework, graduation requirements, and early identification of students at risk of academic failure. The task force also provided valuable recommendations regarding budget priorities and intervention systems. However, challenges in recruiting and retaining a qualified permanent Coordinator of Alternative Schools limited the overall effectiveness of the action

as reflected by their continuing to be 0% of students being prepared for college and career, and resulted in the district pursuing alternative approaches to supporting alternative education programs.
5.2 Suspension Diversion – Circles of Success (Effective)
The Circles of Success suspension diversion program provided an effective restorative alternative to traditional suspension practices. Feedback from site administrators indicated that participating students demonstrated increased reflection, accountability, and engagement, while reducing repeat behavioral incidents as reflected by the suspension rate decreasing from 9.6% since 2023 to 0% in 2025. The program supported students in remaining connected to school and progressing toward their academic goals.
5.3 Academic Coordination and Student Support (Partially Effective)
The Academic Coordinator successfully modeled systems and practices designed to provide students with frequent monitoring and individualized support related to academic progress, college applications, and financial aid. These efforts helped build internal staff capacity to support students to graduate, as reflected in the significant increase in graduation rates by 31% from the baseline. While the action was effective in developing site capacity in improving graduation rates, it did nothing to further supports students being college and career prepared (0% since baseline), limiting the long-term impact of the action as originally designed.

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

The goal, metrics, and target outcomes were adjusted to include Sonoma Mountain High School as a newly eligible Equity Multiplier School. Because Sonoma Mountain High School qualified in the same indicators: CCI, Grad Rate, and Suspension rate, we are able to incorporate Sonoma Mountain High School into the same goals, metrics, target outcomes. Most action descriptions have been revised to more accurately reflect planned implementation for the 2026–2027 school year.
In addition, Action 5.3 was discontinued because it was successfully implemented in prior years and sufficient internal capacity has been developed to sustain the work without a dedicated position. Reflection on implementation and analysis of student outcome data indicated that continuing to fund this action is no longer the highest-leverage strategy for achieving the goal given the district's limited resources. Resources have been redirected toward actions focused on earlier intervention, student engagement, and prevention efforts designed to reduce the need for alternative education placement.

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	Early Intervention and Alternative Education Systems Improvement	2024-2026 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	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		conducted and actions will be put in place to address the root causes. Educators from San Antonio and Educational Services will visit model continuation sites in order to learn and implement best practices for student success. Discontinued: Coordinator of Alternative Schools was discontinued because internal capacity had been built, and therefore Student Services developed an Alternative Education Task Force to do this work. 2026-2027 Refined and Focused: A representative Alternative Education Task Force will continue to analyze quantitative and qualitative student data, conduct root cause analyses, and develop recommendations to improve outcomes for students at risk of academic failure, disengagement, or referral to alternative education programs. Through its analysis, the task force identified that academic distress begins in grades 7–9th grades and therefore the need for earlier and more proactive intervention within the educational system. Findings indicated that many students referred to alternative education programs have experienced years of academic and engagement challenges prior to referral, highlighting the importance of strengthening prevention and intervention efforts before students reach high school. As a result, the task force is developing and implementing a phased plan to strategically reallocate resources toward earlier intervention and support systems. During the 2026–2027 school year, enrollment at San Antonio High School will be capped, and one FTE will be reallocated to provide earlier academic, behavioral, and engagement interventions designed to improve student outcomes and reduce the need for alternative education placement. In addition, students at SAHS and SMHS will have access to meaningful work-based learning experiences, including internships aligned with College and Career Indicator outcomes. Work-based learning is an evidence-based strategy that increases student engagement, strengthens connections between school and future career opportunities, and improves college and career readiness outcomes. Through this effort, PCS aims to increase student engagement, persistence, graduation rates, and		

Action #	Title	Description	Total Funds	Contributing
		postsecondary success for students enrolled in alternative education programs.		
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	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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,801,831	$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
8.758%	0.000%	$0.00	8.758%

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 **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.	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. Bi-monthly MTSS data monitoring 3. TLC Walks (learning walks/instructional rounds) 4. CAASPP outcomes and CA Dashboard Indicators related to ELA and Math 5. Local Benchmark Assessments/CIAs
1.2	**Action:** MTSS Implementation and 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 Interim Assessments 2. CAASPP ELA / Math 3. Reclassification Rates 4. ELPI 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 mCLASS Dibels and Star Reading (SR) assessments between all students, multilingual learners (MLL), and socioeconomically disadvantaged (SED) students who meet grade level expectations. All:56.3% (mCLASS Dibels) and 54% (SR) MLL: 34.5% (mCLASS Dibels) and 18% (SR) SED: 45.2% (mCLASS Dibels) 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. mCLASS Dibels 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 mCLASS Dibels and Star Reading (SR) assessments between all students, multilingual learners (MLL), and socioeconomically disadvantaged	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. We allocate resources equitably, and therefore, schools with a higher number of students reading below grade level will	Effectiveness will be monitored by growth using the following metrics: 1. mCLASS Dibels 2. Star Reading (SR) assessments 3. Reading Difficulty Screeners

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
	(SED) students who meet grade level expectations. All:56.3% (mCLASS Dibels) and 54% (SR) MLL: 34.5% (mCLASS Dibels) and 18% (SR) SED: 45.2% (mCLASS Dibels) and 43% (SR) Educational partner feedback emphasized the importance of early literacy intervention for our students. **Scope:** Schoolwide	receive higer Reading Specialist FTE. 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.	3. Local Progress Monitoring Benchmarks
1.5	**Action:** Continuous Improvement Committee (North Star 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 North Star Committee demonstrated a need to improve Tier 1 instruction and both Tier 1 and Tier 2 interventions within the classrooms, as part of a high functioning MTSS. Teachers	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 North Star 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
	need to be supported to shift practice and implement new learning to support our focal 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 • Ensure structures and schedules don't create barriers for students' access to course 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
	Scope: Schoolwide		
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:** Schoolwide	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 **Need:** Our unduplicated students are at a higher rate compared to their peers of needing credit recovery opportunities in order for them to be	The summer school credit recovery program provides timely and direct education services for our unduplicated students. With the offering taking 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.	Graduation rate CCI Rat 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
	on the pathway to graduation and college career. **Scope:** Schoolwide	This action is offered on a schoolwide basis because the summer credit recovery program only focuses on students in grades 9-12.	
1.19	**Action:** Bell Schedule Committee **Need:** Graduation Rate 2025 • All: 91.1% • MLL: 73.3% • LTELs: 75.4% • SED: 88.3% A-G Rates 2023 • All: 47.9% • MLL: 15.1% • SED: 34.8% **Scope:** Schoolwide	By making recommendations regarding implementation of targeted Tier 2 intervention within the school day for our unduplicated student populations in our Secondary Schools (KJHS, PJHS, CGHS, PHS), our students will be able to pass more of their A-G classes with a C- or better, increasing A-G rates and graduation rates.	1.2 and 1.3
2.1	**Action:** Culture & Climate **Need:** 2025 • All Students: 2.7% • Foster Youth: 18.7% **Scope:**	We have focused on PBIS for several years, this year we will ensure that new staff in Elementary, TK-8, and Junior High Schools are trained and that we monitor data of student groups consistently, especially our foster youth. Our student supervisors in Elementary, TK-8, and Junior High Schools will provide specific interventions for our unduplicated students, with special attention on our foster youth and homeless students.	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
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 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	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 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 5. Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partner feedback emphasized the need to support our students and staff with mental and social emotional health. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** Open Access to AP/Honors/Adv Courses **Need:** 47% of our high school students are socioeconomically disadvantaged, and paying for ACT, SAT, and AP create a barrier to access. **Scope:** Limited to Unduplicated Student Group(s)	The district covers the cost of the ACT, SAT, and AP tests for socioeconomically disadvantaged students we eliminate a barrier to being college and career ready and access to advanced classes.	1.1, 1.3, 1.7 and 1.8
4.1	**Action:** Multilingual Learner Instructional Support and Reclassification Monitoring **Need:**	The positions included in this action are designed to: • Provide direct instruction on language acquisition	We will monitor progress on this action with reclassification rates and the English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	• Provide bilingual support in the classroom and engaging with families • Monitor progress of MLL's towards reclassification • Monitor progress of reclassified students	on the California School Dashboard.
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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)		the English Learner Progress Indicator (ELPI) on the California School Dashboard.

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.

2026-2027 LEA-Wide
The Projected Percentage to Increase or Improve Services for charter schools is listed below:
Petaluma Elementary: 9.81% ($1,724,756)
Petaluma Joint HS: 9.1% ($4,775,906)
Penngrove Elementary: 6.84% ($402,991)
Marry Collins at Cherry Valley: 5.18% ($301,417)
Petaluma Accelerated Charter School: 5.89% ($73,673)
Dual Language Immersion Charter: 16.15% ($89,081)
Valley Vista Public Waldorf Charter School: 7.83% ($434,007)

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$89,085,632	7,801,831	8.758%	0.000%	8.758%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,978,691.00	$1,924,932.00	$104,000.00	$100,000.00	$10,107,623.00	$7,374,136.00	$2,733,487.00

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$249,470.00	$2,061,555.00	$2,311,025.00				$2,311,025.00	
1	1.2	MTSS Implementation and Monitoring Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,207,731.00	$0.00	$579,266.00	$628,465.00			$1,207,731.00	
1	1.3	Early Literacy Training	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grant, Mary Collins School at Cherry Valley, McDowell, McKinley, McNear, Penngrove, Valley Vista Public Waldorf. K-3	2024-2027	$0.00	$5,000.00	$0.00	$5,000.00			$5,000.00	
1	1.4	Targeted TK-6 Reading Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McDowell, McKinley, Penngrove, Valley Vista	2024-2027	$551,281.00	$100,000.00	$100,000.00	$551,281.00			$651,281.00	
1	1.5	Continuous Improvement Committee (North Star Committee)	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2026	$0.00	$4,982.00	$4,982.00				$4,982.00	
1	1.6	College and Career Pathways Development	Students with Disabilities Multilingual Learners	No			Specific Schools: PHS, CGHS, SAHS, SMHS	2024-2027	$266,362.00	$60,000.00		$226,362.00	$100,000.00		$326,362.00	

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	1.7	Academic Counseling Calibration	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Casa Grande High School and Petaluma High School	2024-2027	$652,083.00	$100,000.00	$752,083.00				$752,083.00	
1	1.8	Secondary Intervention	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Casa Grande High and Petaluma High	2024-2027	$238,905.00	$75,000.00	$313,905.00				$313,905.00	
1	1.9	Summer School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS 9-12	2024-2027	$126,504.00	$20,000.00	$146,504.00				$146,504.00	
1	1.10	Open Access to AP/Honors/Adv Courses	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.11	Development of Ethnic Studies Course	All	No			Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS	2024-2026	$0.00	$0.00	$0.00				$0.00	
1	1.12	Preparing for College Parent Education Classes (PIQE)	All	No			Specific Schools: PHS, CGHS	2024-2026	$0.00	$0.00	$0.00				$0.00	
1	1.13	Expanded Learning Opportunities	All	No			Specific Schools: Elementary Schools	2024-2026	$0.00	$0.00	$0.00				$0.00	
1	1.14	New Teacher/Admin Support (Induction Fees)	All	No			All Schools	2024-2026	$0.00	$0.00	$0.00				$0.00	
1	1.15	Additional Library Services	All	No			Specific Schools: Kenilworth Junior High School,	2024-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Petaluma Junior High School, Casa Grande High School, and Petaluma High School									
1	1.16	Diversify Curriculum & Classroom Libraries	All	No			All Schools	2024-2026	$0.00	$0.00	$0.00				$0.00	
1	1.17	Districtwide Student Success Team (SST) Implementation	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.18	Document Existing MTSS Components	All	No			Specific Schools: Secondary Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.19	Bell Schedule Committee	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.20	Equitable Grading and Assessment Practices (NEW)	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
2	2.1	Culture & Climate	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, TK-8, and Junior High Schools	2024-2027	$378,324.00	$5,450.00	$5,450.00	$374,324.00	$4,000.00		$383,774.00	
2	2.2	Chronic Absenteeism	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.3	Social-Emotional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$1,864,386.00	$0.00	$1,864,386.00				$1,864,386.00	
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	2024-2026	$0.00	$0.00	$0.00				$0.00	
3	3.1	Orton Gillingham Reading Instruction Training	Students with Disabilities	No			All Schools	2024-2027	$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	$40,000.00	$40,000.00				$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.3**	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**	Curriculum Implementation (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	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	**4.1**	Multilingual Learner Instructional Support and Reclassification Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$1,669,090.00	$0.00	$1,669,090.00				$1,669,090.00	
4	**4.2**	English Learner Master Plan and ELD Implementation	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	**4.3**	Designated and Integrated ELD	All	No			Specific Schools: Secondary Sites	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	**4.4**	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	**4.5**	Ellevation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$12,000.00	$12,000.00				$12,000.00	
4	**4.6**	World Language Instruction	All	No			Specific Schools: San Antonio, Casa Grande, Petaluma High, Carpe	2024-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Diem, Sonomona Mt.									
4	**4.7**	School Plan for Student Achievement (SPSA) Goals	All	No			All Schools	2024-2026	$0.00	$0.00	$0.00				$0.00	
5	**5.1**	Early Intervention and Alternative Education Systems Improvement	All	No			Specific Schools: San Antonio High School, SMHS	2024-2027	$100,000.00	$0.00				$100,000.00	$100,000.00	
5	**5.2**	Suspension Diversion	All	No			Specific Schools: San Antonio High School, SMHS	2024-2027	$0.00	$37,000.00		$37,000.00			$37,000.00	
5	**5.3**	Academic Counselor	All	No			Specific Schools: San Antonio High School, SMHS	2024-2027	$60,000.00	$0.00		$60,000.00			$60,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$89,085,632	7,801,831	8.758%	0.000%	8.758%	$7,868,691.00	0.000%	8.833 %	**Total:**	$7,868,691.00
								LEA-wide Total:	$4,759,659.00
								Limited Total:	$1,781,090.00
								Schoolwide Total:	$1,327,942.00

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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,311,025.00	
1	**1.2**	MTSS Implementation and Monitoring Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,266.00	
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 Public Waldorf. K-3	$0.00	
1	**1.4**	Targeted TK-6 Reading Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McDowell, McKinley, Penngrove, Valley	$100,000.00	

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 (%)
						Vista		
1	**1.5**	Continuous Improvement Committee (North Star Committee)	Yes	LEA-wide	English Learners	All Schools	$4,982.00	
1	**1.7**	Academic Counseling Calibration	Yes	Schoolwide	Low Income	Specific Schools: Casa Grande High School and Petaluma High School	$752,083.00	
1	**1.8**	Secondary Intervention	Yes	Schoolwide	English Learners Low Income	Specific Schools: Casa Grande High and Petaluma High	$313,905.00	
1	**1.9**	Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS 9-12	$146,504.00	
1	**1.10**	Open Access to AP/Honors/Adv Courses	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: PHS, CGHS, SAHS, CDHS, SMHS	$50,000.00	
1	**1.19**	Bell Schedule Committee	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$10,000.00	
2	**2.1**	Culture & Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, TK-8, and Junior High Schools	$5,450.00	
2	**2.3**	Social-Emotional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$1,864,386.00	
4	**4.1**	Multilingual Learner Instructional Support and Reclassification Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,669,090.00	
4	**4.4**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
4	**4.5**	Ellevation	Yes	Limited to Unduplicated	English Learners	All Schools	$12,000.00	

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)				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,785,946.87	$11,577,690.00

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	$1,309,742.00	$1,309,742.00
1	**1.2**	Monitoring Student Achievement	Yes	$704,948.00	$799,582.00
1	**1.3**	Early Literacy Training	Yes	$65,000.00	$65,000.00
1	**1.4**	Targeted TK-6 Reading Intervention	Yes	$945,054.00	$574,408.00
1	**1.5**	Continuous Improvement Committee	Yes	$25,000.00	$0.00
1	**1.6**	College and Career Pathways Development	No	$326,362.00	$326,362.00
1	**1.7**	Academic Counseling Calibration	Yes	$10,000.00	$100,000.00
1	**1.8**	Secondary Intervention	Yes	$299,974.00	$1,360,851.00
1	**1.9**	Summer School	Yes	$50,000.00	$109,000.00
1	**1.10**	Open Access to AP/Honors/Adv Courses & GATE Identification	No	$50,300.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Development of Ethnic Studies Course	No	$84,000.00	$0.00
1	1.12	Preparing for College Parent Education Classes (PIQE)	Yes	$40,000.00	$0.00
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	$120,000.00
1	1.15	Additional Library Services	No	$381,000.00	$381,000.00
1	1.16	Diversify Curriculum & Classroom Libraries	No	$60,000.00	$50,000.00
1	1.17	Formalize the SST Process	No	$0.00	$0.00
1	1.18	Document Existing MTSS Components	No	$0.00	$0.00
1	1.19	Bell Schedule Committee	No	$0.00	$0.00
2	2.1	Culture and Climate	No	$120,000.00	$13,000.00
2	2.2	Chronic Absenteeism	Yes	$723,461.00	$520,000.00
2	2.3	Social-Emotional Support	Yes	$1,970,914.00	$1,767,732.00
2	2.4	School Climate Committees	No	$0.00	$0.00
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	$0.00
3	3.2	Special Education Training for General Education Teachers	No	$0.00	$0.00
3	3.3	Training for Special Education Teachers on Statewide Accommodations & Supports	No	$0.00	$0.00
3	3.4	Supplemental Curriculum	No	$0.00	$0.00
3	3.5	Goal Book Platform	No	$42,500.00	$42,500.00
3	3.6	Training for Classified Staff	No	$0.00	$0.00
3	3.7	Curriculum Implementation	No	$0.00	$0.00
3	3.8	Common Assessments Specifically for SWD	No	$144,386.00	$0.00
4	4.1	ELD Training/Support/ Implementation (BRT/ELRT)	Yes	$1,988,330.87	$1,982,750.00
4	4.2	Implement the English Learner Master Plan	Yes	$17,055.00	$0.00
4	4.3	Designated and Integrated ELD	Yes	$19,491.00	$0.00
4	4.4	Translation Services	Yes	$150,000.00	$22,000.00
4	4.5	Ellevation	Yes	$11,000.00	$11,500.00

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)
4	**4.6**	World Language Instruction	No	$0.00	$0.00
4	**4.7**	School Plan for Student Achievement (SPSA) Goals	Yes	$119,491.00	$75,000.00
5	**5.1**	Coordinator of Alternative Schools	No	$127,814.00	$127,814.00
5	**5.2**	Suspension Diversion	No	$37,000.00	$37,000.00
5	**5.3**	Academic Counselor	No	$60,000.00	$63,949.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,545,982	$7,914,148.00	$8,081,688.00	($167,540.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Staff Development Days	Yes	$1,129,742.00	1,309,742		
1	**1.2**	Monitoring Student Achievement	Yes	$704,948.00	$799,582		
1	**1.3**	Early Literacy Training	Yes	$0.00	$0		
1	**1.4**	Targeted TK-6 Reading Intervention	Yes	$945,054.00	$574,408		
1	**1.5**	Continuous Improvement Committee	Yes	$0.00	$0		
1	**1.7**	Academic Counseling Calibration	Yes	$10,000.00	$10,000		
1	**1.8**	Secondary Intervention	Yes	$299,974.00	$899,974		
1	**1.9**	Summer School	Yes	$50,000.00	$109,000		
1	**1.12**	Preparing for College Parent Education Classes (PIQE)	Yes	$0.00	$0		
2	**2.2**	Chronic Absenteeism	Yes	$723,461.00	$520,000		
2	**2.3**	Social-Emotional Support	Yes	$1,970,914.00	$1,767,732		
4	**4.1**	ELD Training/Support/ Implementation (BRT/ELRT)	Yes	$1,863,018.00	$1,982,750		
4	**4.2**	Implement the English Learner Master Plan	Yes	$17,055.00	$0		

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	**4.3**	Designated and Integrated ELD	Yes	$19,491.00	$0		
4	**4.4**	Translation Services	Yes	$150,000.00	$22,000		
4	**4.5**	Ellevation	Yes	$11,000.00	$11,500		
4	**4.7**	School Plan for Student Achievement (SPSA) Goals	Yes	$19,491.00	$75,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$85,616,749	$7,545,982	0	8.814%	$8,081,688.00	0.000%	9.439%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

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

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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