

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Elementary School District

CDS Code: 33 67199 0000000

School Year: 2024-25

LEA contact information:

Dr. Claudia L. Velez

Assistant Superintendent Educational Services

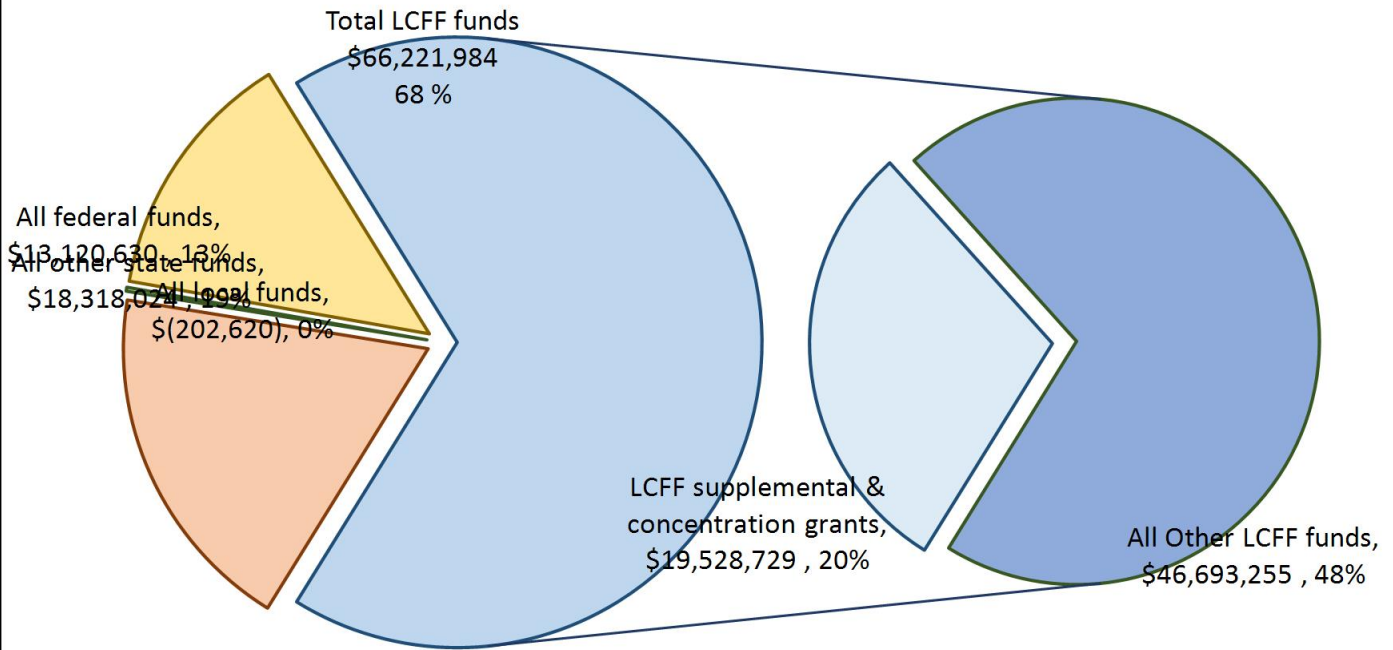
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

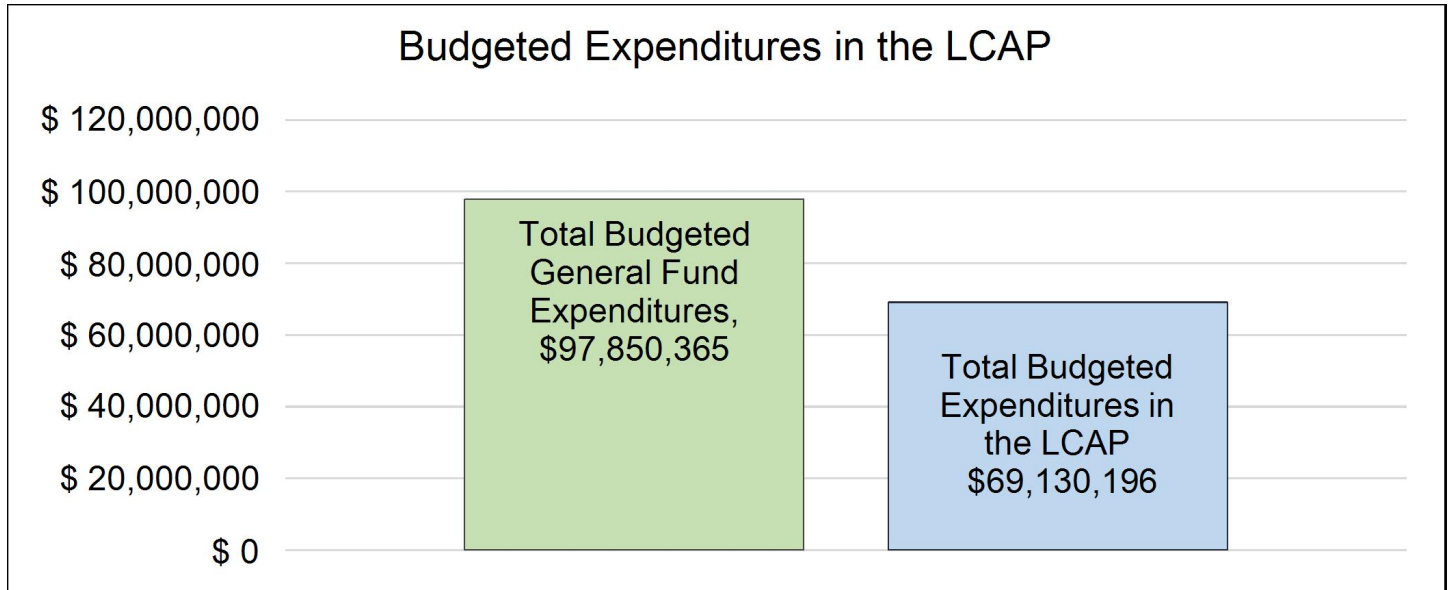


This chart shows the total general purpose revenue Perris Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Elementary School District is \$97,458,018, of which \$66,221,984 is Local Control Funding Formula (LCFF), \$18,318,024 is other state funds, \$-202,620 is local funds, and \$13,120,630 is federal funds. Of the \$66,221,984 in LCFF Funds, \$19,528,729 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 Perris Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Perris Elementary School District plans to spend \$97,850,365 for the 2024-25 school year. Of that amount, \$69,130,196 is tied to actions/services in the LCAP and \$28,720,169 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

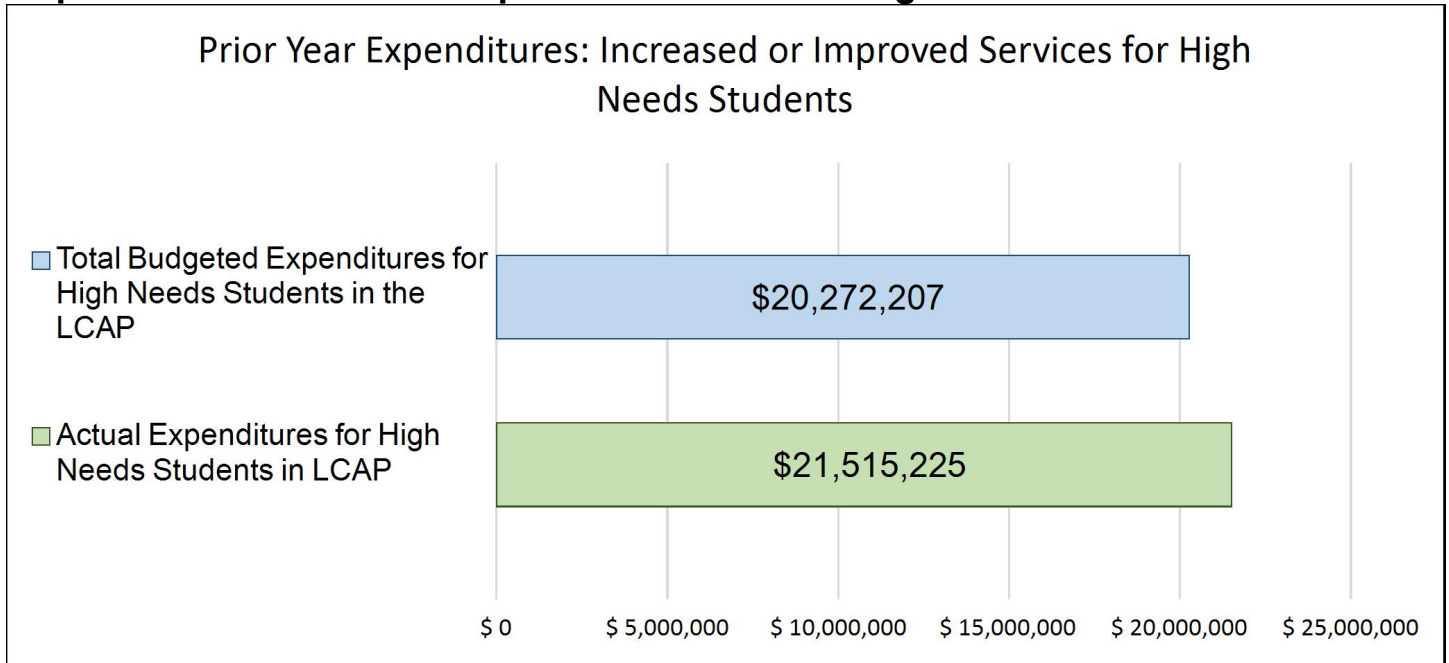
The General Fund Budgeted expenditures not included in the LCAP include, but not limited to standard district operational costs. This includes phones, leases, insurance, department allocations, site donation budgets, MAA, indirect cost reimbursement and county tuition. Also not included in the LCAP are various categoricals including but not limited to ELO-P, EEBG, Redevelopment, STRS on-behalf, Special Education allocations and Title programs.

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

In 2024-25, Perris Elementary School District is projecting it will receive \$19,528,729 based on the enrollment of foster youth, English learner, and low-income students. Perris Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Perris Elementary School District plans to spend \$22,935,963 towards meeting this requirement, as described in the LCAP.

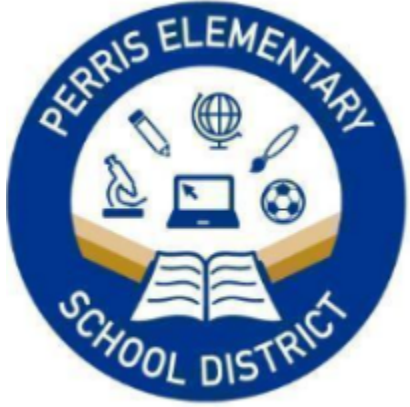
LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Perris Elementary School District's LCAP budgeted \$20,272,207 for planned actions to increase or improve services for high needs students. Perris Elementary School District actually spent \$21,515,225 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Perris Elementary School District	Dr. Claudia L. Velez Assistant Superintendent Educational Services	claudia.velez@perrisesd.org (951) 657-3118

Goals and Actions

Goal

Goal #	Description
1	PESD is committed to hiring and retaining high quality and effective staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC report on teacher credentials	2018-2019 100% of teachers are appropriately credentialed and correctly assigned.	2020-2021 100% of teachers are appropriately credentialed and correctly assigned.	2022-2023 100% of teachers are appropriately credentialed and correctly assigned.	2023-2024 100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.
Employee retention rates tracked by Human Resources	The percentage of employees retained remain at 99%	The percentage of employees retained decreased from 99% to 97% 5 employees left for COVID-related reasons between 9/30/21 - 12/16/21	The percentage of employees retained increased from 97 to 99%	99% of employees will be retained in the 23-24 school year.	99% of employees will be retained in 23-24 school year.

Goal Analysis

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

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

The district successfully implemented actions 1.1, 1.2, 1.3, 1.4, and 1.5, providing qualified certificated staff, hiring and retaining classified staff, reducing combination classes, and recruiting and retaining staff members.

Metric data for Goal 1 demonstrates that the district maintains positive employee retention rates. Employee retention rates have maintained at 99%. 100% of the teachers are appropriately credentialed and correctly assigned. The positive results reflect efforts to create a positive working environment in which staff is valued, respected and provided with on going opportunities for professional growth. Additionally, the district experienced success in retaining teachers through negotiated increase in salary, as reflected in action 1.5. The district has also utilized the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms in order to minimize impact on class size and allow for more target support for students as reflected in action 1.4.

Action 1.4 Minimize Combination Classrooms: Planned expenditures were \$739,252. Estimated actual expenditures, were \$1,480,152.00. Student enrollment increased, resulting in an increase in fully enrolled classes and the subsequent need for additional staff to avoid combination classes. Despite exceeding our Full-Time Equivalent (FTE) capacity, the district opted to maintain separate classes to minimize the impact on students and maximize support in the classroom. Some classes remained at low enrollment levels throughout the academic school year.

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

The district defined a material difference as a 10% or more difference between planned expenditures and estimated actual expenditures.

Action 1.1 Appropriately Credentialed and Assigned Certificated Staff: Planned expenditures were \$26,677,649. Estimated actual expenditures, were \$27,416,863 Estimated actual expenditure for certificated staff exceeded budget due to a significant increase in salaries and benefits.

Action 1.2: Hire and Retain Classified and Management Staff: Planned expenditures were \$10,849,058.00. Estimated actual expenditures were \$11,895,170. Estimated actual expenditures for hiring and retaining classified and management staff exceeded budgeted expenditures due to a significant increase in salaries and benefits.

Action 1.3 Non-Categorically Funded Professional Development: Planned expenditures were \$ 98,714.00. Estimated actual expenditures, were \$104,279. Estimated actual expenditures for non-categorically funded professional development exceeded budgeted expenditures due to increase of professional development participation and opportunities for professional growth through workshops focusing on whole child wellness, supporting at promise students, social emotional learning and small group instruction in support of classified staff to address the

district goals of building capacity with staff and increased professional growth offerings. Overall, the district experienced success in providing increased opportunities for professional growth.

Action 1.4 Minimize Combination Classrooms: Planned expenditures were \$739,252. Estimated actual expenditures were \$1,480,152. Student enrollment increased, resulting in an increase in fully enrolled classes and the subsequent need for additional staff to avoid combination classes. Despite exceeding our Full-Time Equivalent (FTE) capacity, we opted to maintain separate classes to minimize the impact on students. Some classes remained at low enrollment levels.

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

Successes:

Action 1.1: 100% of teachers continue to be appropriately credentialed and correctly assigned, and the district maintains positive employee retention rates. Employee retention rates have maintained at 99% this year. During the three-year LCAP cycle, Action 1.1 has been highly effective in making progress toward our goal of ensuring that 100% of teachers are appropriately credentialed and correctly assigned. This year, we maintained an impressive employee retention rate of 99%. The successful implementation of this action has ensured that all classrooms are staffed with properly credentialed and assigned teachers, contributing to a stable and effective educational environment. This high retention rate is a strong indicator of our success in fostering a supportive and satisfying work environment for our educators, which in turn, positively impacts student learning and achievement.

Action 1.2: Hire and Retain Classified and Management Staff. Planned expenditures were \$10,849,058, estimated actual expenditures were \$11,895,170. Planned classified and management positions were filled. During the three-year LCAP cycle, Action 1.2, which focused on hiring and retaining classified and management staff, proved to be effective in making progress toward our goal. With planned expenditures of \$10,849,058 and actual expenditures of \$11,701,161.00 we successfully filled the planned classified and management positions. This action ensured that all classrooms were equipped with the necessary support staff and management personnel, thereby enhancing the operational efficiency and overall functionality of our schools. The slight increase in actual expenditures compared to the planned budget underscores our commitment to securing and retaining high-quality staff, which has been critical in maintaining a stable and effective educational environment.

Action 1.3 Non-Categorically Funded Professional Development: Planned expenditures were \$98,714. Estimated actual expenditures, were \$104,279. During the three-year LCAP cycle, Action 1.3, which focused on non-categorically funded professional development, was effectively implemented. Although the planned expenditures were \$98,714, the estimated actual expenditures were \$104,279. This increase in spending allowed for the planned professional development sessions to be successfully carried out and attended by both certificated and classified staff. The higher actual expenditures indicate that additional resources were allocated to ensure comprehensive professional development opportunities. As a result, the professional development was conducted, and it proved to be effective in enhancing the skills and knowledge of our staff, thereby contributing positively to their professional growth and the overall quality of education provided.

Action 1.4: The district continued to utilize the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms. This year there were no regular education combination classrooms in the district. During the three-year LCAP cycle, Action 1.4 was highly effective in achieving its goal. The district utilized the additional 15% LCFF concentration funds to provide additional staff aimed at minimizing the number of combination classrooms. As a result of these efforts, there were no regular education combination classrooms in the district this year. This outcome demonstrates the effectiveness of the action in ensuring that each classroom could be dedicated to a single grade level, thereby improving the focus and quality of instruction for our students.

Action 1.5: The district experienced success in recruiting and retaining teachers and classified staff through regularly negotiated increases in salary and benefits. During the three-year LCAP cycle, Action 1.5 proved to be effective in recruiting and retaining teachers and classified staff. The district's strategy of regularly negotiating increases in salary and benefits resulted in successful recruitment and high retention rates of both teachers and classified staff. Employees remained in their roles, thereby contributing to the overall stability and quality of the district's educational environment.

Over the three-year LCAP cycle, our district effectively utilized targeted actions and funding to hire and retain qualified staff, ensure professional development, eliminate combination classrooms, and improve recruitment and retention through competitive salary and benefits, all contributing to a stable and high-quality educational environment.

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

Action 1.1 Appropriately Credentialed and Assigned Certificated Staff: The district is increasing planned expenditures for certificated staff to reflect the increased salaries and benefits costs. The district is increasing planned expenditures for certificated staff to accommodate the rise in salaries and benefits costs. This adjustment combines Action 1.5 with this allocation to ensure comprehensive coverage of increased staffing expenses.

Action 1.3 Non-Categorically Funded Professional Development: The district is reducing planned expenditures as other resources are available for these types of professional development.

Action 1.4 The district will continue to utilize a portion of the additional 15% LCFF concentration funds to continue to employ teachers to minimize combination classes so that teachers can focus on teaching standards for one grade level and better target the instructional needs of students. The district had no general education combination class in the 2023-2024 school year. The district is reducing planned expenditures to reflect the increased student enrollment while maintaining no combination classes.

Action 1.5. and Action 1.1 combine to one action, which focuses on ensuring appropriately credentialed and assigned certificated staff, with Action 1.5 serves to streamline the process of addressing staffing needs comprehensively. By consolidating these actions, the district can

more effectively allocate resources to meet the increased demand for certificated staff while ensuring that all educators are properly credentialed and assigned to their respective roles. This integration allows for a more cohesive approach to staffing management, enhancing efficiency and effectiveness in achieving staffing goals across the district.

Based on reflections on prior practices, several changes have been made to the planned goals, metrics, desired outcomes, and actions for the coming year:

Action 1.1 - Appropriately Credentialed and Assigned Certificated Staff: Planned expenditures for certificated staff are being increased to account for the rise in salaries and benefits costs. This adjustment also consolidates Action 1.5 into Action 1.1 to ensure comprehensive coverage of staffing expenses. By merging these actions, the district aims to streamline resource allocation, addressing staffing needs more effectively and ensuring that all educators are properly credentialed and assigned.

Action 1.3 - Non-Categorically Funded Professional Development: Planned expenditures for this action are being reduced as other resources have become available to support professional development. This allows the district to optimize the use of available funds while still providing necessary professional growth opportunities for staff.

Action 1.4 - Minimizing Combination Classrooms: The district will continue to use a portion of the additional 15% LCFF concentration funds to employ more teachers, thus minimizing combination classes. Despite an increase in student enrollment, the district is reducing planned expenditures while maintaining the elimination of general education combination classrooms for the 2023-2024 school year. This ensures teachers can focus on a single grade level and better meet students' instructional needs.

In summary, the district is increasing expenditures for certificated staff due to higher salary and benefit costs for a more efficient staffing approach. Expenditures for professional development are being reduced as alternative resources are identified, and funds for minimizing combination classes are adjusted to reflect increased enrollment while maintaining the success of eliminating core classes. These adjustments are aimed at optimizing resource allocation, improving staff management, and ensuring high-quality education for unduplicated 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.

Goals and Actions

Goal

Goal #	Description
2	PESD will continue to offer safe, clean and well-maintained schools to foster school connectedness, which in turn boosts students and staff health as well as students' educational achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool Ratings (FIT)	2018-2019 Maintained a "Good" on all site FIT Reports	2020-2021 Maintained a "Good" on 6 of the 8 site FIT Reports. 2 of the school sites received an Exemplary on the FIT Reports.	2022-2023 Maintained a "Good" on 7 of the 8 the site FIT Reports. 1 of the school sites recieved an Exemmplary on the Fit Reports.	2023-2024 Schools visited maintain an overall rating of "Good" or "Exemplary" rating.	School visited maintain an overall rating of "Good" or "Exemplary" rating.

Goal Analysis

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

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

The district successfully implemented action 2.1 by providing safe, clean, and well-maintained schools for our students to learn. The district also successfully implemented action 2.3 by providing technology infrastructure to support student learning. Some of the services in this action were funded out of different resources.

The overall implementation of the actions to achieve our articulated goal of enhancing the learning environment was marked by both significant successes and some challenges.

Action 2.1 - Safe, Clean, and Well-Maintained Schools:

The district successfully implemented this action by ensuring that all school facilities were safe, clean, and well-maintained. This created an optimal learning environment where students could focus on their studies without distractions or safety concerns. The major success here

was the visible improvement in the condition of school buildings and grounds, which was well-received by students, parents, and staff alike. However, maintaining these standards required continuous effort and coordination, and the challenge was to keep up with the maintenance needs and respond promptly to any arising issues.

Action 2.3 - Technology Infrastructure:

The implementation of action 2.3 was also successful, as the district effectively provided the necessary technology infrastructure to support student learning. This included upgrading hardware, improving network capabilities, and ensuring that all students had access to the digital tools needed for their education. Some of the services and resources for this action were funded from different sources, demonstrating effective resource management and financial planning. The success of this action was evident in the increased integration of technology in the classroom and the enhanced digital literacy among students. The main challenge faced during this implementation was ensuring equitable access to technology for all students, particularly those from unduplicated students. Additionally, ongoing technical support and training for both students and teachers were crucial to maximize the benefits of the infrastructure.

In summary, the district made significant strides in providing safe, clean, and well-maintained schools, as well as robust technology infrastructure to support student learning. The successes in these areas were marked by improved school environments and enhanced technological capabilities. Challenges included maintaining high standards of facility upkeep and ensuring equitable access to technology, which were addressed through diligent planning and resource management.

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.

The district defined a material difference as a 10% or more difference between planned expenditures and estimated actual expenditures.

2.1 School Maintenance, Repair, and Landscaping: Last year's planned expenditures were \$3,817,524. Estimated actual expenditures are \$4,687,796. Estimated actual expenditures are more than the estimated due to an increase in utilities, cost of maintenance supplies, and increase with facilities repairs and on going routine maintenance districtwide.

The material differences between the budgeted expenditures and the estimated actual expenditures for Action 2.1 - School Maintenance, Repair, and Landscaping, reflect significant increases due to various factors. This increase is primarily attributed to the following reasons:

Increased Utilities Costs: There was a notable rise in utility expenses, which exceeded initial budget estimates. This could be due to higher rates or increased usage across the district.

Cost of Maintenance Supplies: The cost of maintenance supplies went up, impacting the overall expenditure. This includes materials needed for repairs and upkeep of school facilities.

Facilities Repairs and Routine Maintenance: There was an increase in both the scope and cost of facilities repairs and ongoing routine maintenance. This was necessary to address unexpected issues and ensure that all schools remained safe, clean, and well-maintained.

These factors collectively resulted in the actual expenditures exceeding the planned budget by a significant margin. This adjustment was crucial to maintaining the high standards of school environments for optimal student learning conditions.

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

Metric data for action 2.1 demonstrates that the district continues demonstrating safe, clean, and well-maintained schools. In the 2023-2024 school year, all schools received a minimum of a "good" rating on the site FIT reports.

Action 2.2 was implemented and successful for the parents who requested transportation.

Action 2.3 was implemented effectively, and low-income and foster youth students could access necessary technology.

During the three-year LCAP cycle, the district effectively implemented specific actions that made significant progress toward our goal of enhancing the learning environment.

Action 2.1 - School Maintenance, Repair, and Landscaping:

This action has been highly effective. Metric data indicates that the district consistently maintained safe, clean, and well-maintained schools. In the 2023-2024 school year, all schools achieved a minimum of a "good" rating on the Facility Inspection Tool (FIT) reports, reflecting the district's commitment to providing a quality learning environment. Schools visited maintain an overall rating of "Good" or "Exemplary" rating.

Action 2.2 - Transportation for Parents:

Action 2.2 was successfully implemented, meeting the needs of parents who requested transportation. The district currently provides transportation for 230 students. This success demonstrates the district's responsiveness to parental needs and its commitment to ensuring that all students have reliable access to education.

Action 2.3 - Technology Access for Low-Income and Foster Youth Students:

Action 2.3 was also effectively implemented. It ensured that low-income and foster youth students had access to the necessary technology, thereby supporting their educational needs. This action helped bridge a digital divide and provided these students with the tools required for academic success.

Overall, the specific actions taken during the LCAP cycle were effective in making substantial progress toward the goal. The district's schools are well-maintained, parents' transportation needs were met, and unduplicated student populations had access to essential technology for increased support and services, all contributing to a supportive and conducive educational environment.

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

Based on reflections on prior practices and the outcomes of the specific actions, we will continue with these goals and actions as designed. Changes have been made to the planned goals, metrics, desired outcomes, or actions for the coming year:

Action 2.1 - School Maintenance, Repair, and Landscaping: Given the success in maintaining safe, clean, and well-maintained schools, there may be a focus on sustaining these efforts and potentially setting higher standards for facility maintenance. Metrics related to facility inspections will be refined to provide more detailed insights into specific areas for improvement, allowing for targeted interventions where needed.

Action 2.2 - Transportation for Parents: As this action was successfully implemented, there will be a continuation of transportation services for parents who request them. However, a review of the effectiveness of the transportation program to ensure that it meets the evolving needs of families and remains cost-effective.

Action 2.3 - Technology Access for Low-Income and Foster Youth Students: Since this action effectively provided technology access to Low-Income and Foster Youth student populations, there are efforts to expand and enhance these initiatives by providing technology access to students upon enrollment. Metrics related to technology access and usage among low-income and foster youth students will be refined to better track progress and ensure equitable access to educational resources.

In summary, reflections on prior practices have led to adjustments in the planned goals, metrics, desired outcomes, or actions for the coming year. These changes aim to build upon the successes of previous actions and address any areas for improvement to further enhance the learning environment and support student success.

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

Goals and Actions

Goal

Goal #	Description
3	PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in all core content areas as well as in English Language Development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Annual Williams School Inspection; Accountability Report Card	A. A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A. A stock of standards-aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A. A stock of standards-aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A. A stock of standards-aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A. A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.
B. Smarter Balanced Assessments (SBAC) ELA and Math: Scale score points distance from standard.	<p>B. 2018-19 SBAC ELA</p> <p>All Students: 44.4 points below standard (Orange)</p> <p>H: 43.6 points below standard (Orange)</p> <p>AA: 65.8 points below standard (Orange)</p> <p>EL: 46.7 points below standard (Orange)</p>	<p>B. 2020-21 ICA ELA: DUE to COVID the SBAC Assessments were not administered last year. District Interim Comprehensive Assessment (ICA) data was use to monitor progress this year.</p> <p>All Students: 57 points below standard</p>	<p>B. 2021-22 SBAC ELA:</p> <p>All Students: -54.2 points below standard (Low)</p> <p>H: 54.6 points below standard (Low)</p> <p>AA: 66.7 points below standard (Low)</p> <p>EL: -61.4 points below standard (Low)</p>	<p>2022-23 SBAC ELA</p> <p>All Students: 53.8 points below standard (Orange)</p> <p>H: 55 points below standard (Orange)</p> <p>AA: 75.7 points below standard (Red)</p> <p>EL: 60.4 points below standard (Orange)</p>	<p>B. SBAC ELA</p> <p>All Students: 35.4 points below standard (Increased - Yellow)</p> <p>H: 34.6 points below standard (Increased - Yellow)</p> <p>AA: 56.8 points below standard (Increased - Yellow)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: 46.6 points below standard (Orange) SWD: 122.8 points below standard (Red) FY: 22.1 points below standard (Yellow) 2018-19 SBAC Math All Students: 63.0 points below standard (Yellow) H: 62.0 points below standard (Orange) AA: 87.5 points below standard (Yellow) EL: 63.8 points below standard (Orange) SED: 64.9 points below standard (Yellow) SWD: 138.7 points below standard (Red) FY: 57.0 points below standard (Orange)	H: 58 points below standard AA: 68 points below standard EL: 88 points below standard SED: 60 points below standard SWD: 121 points below standard FY: 21 points below standard 2020-21 ICA Math: All Students: 84 points below standard H: 84 points below standard AA: 97 points below standard EL: 105 points below standard	SED: 55.6 points below standard (Low) SWD: 128.7 points below standard (Very Low) FY: 71.4 points below standard (Very Low) 2021-22 SBAC Math All Students: -85.6 points below standard (Low) H: 85.2 points below standard (Low) AA: 106.6 points below standard (Very Low) EL: 88.4 points below standard (Low) SED: 87.1 points below standard (Low) SWD: 158.9 points below standard (Very Low)	SED: 55.7 points below standard (Orange) SWD: 123.8 points below standard (Orange) FY: 83.7 points below standard (Red) 2022-23 SBAC Math All Students: 76.8 points below standard (Yellow) H: 77.3 points below standard (Yellow) AA: 104.6 points below standard (Red) EL: 79.3 points below standard (Yellow) SED: 78.6 points below standard (Yellow) SWD: 136.8 points below standard (Orange)	EL: 37.7 points below standard (Increased - Yellow) SED: 37.6 points below standard (Increased - Yellow) SWD: 113.8 points below standard (Increased - Orange) FY: 13.1 points below standard (Increased - Yellow) SBAC Math All Students: 54.0 points below standard (Increased - Yellow) H: 53.0 points below standard (Increased - Yellow) AA: 78.5 points below standard (Increased - Yellow) EL: 54.8 points below standard (Increased - Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>SED: 88 points below standard</p> <p>SWD: 145 points below standard</p> <p>FY: 30 points below standard</p>	<p>FY: 102.1 points below standard (Very Low)</p>	<p>FY: 110.2 points below standard (Red)</p>	<p>SED: 55.9 points below standard (Increased - yellow)</p> <p>SWD: 129.7 points below standard (Increased - Orange)</p> <p>FY: 48.0 points below standard (Increased - Yellow)</p>
C. English Learner Progress	C. 2018-19 English Learner Progress 43.6% making progress towards English language proficiency	<p>C. 2020-21 English Learner Progress Reports - Summative ELPAC Results at a Glance ELPAC Reporting - California Department of Education</p> <p>Report demonstrated the percent of students within each performance band:</p> <p>ELPAC Percent of students within each performance level:</p> <p>Level 1 (Minimally Developed) - 28.14%</p>	<p>C. English Learner Progress</p> <p>2021-22 making progress towards English language proficiency 54.0%</p>	<p>English Learner Progress</p> <p>2022-23 46.6% making progress towards English Language Proficiency</p>	<p>C. English Learner Progress 49.6% making progress towards English language proficiency</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 2 (Somewhat Developed) - 39.52% Level 3 (Moderately Developed) - 25.15% Level 4 (Well Developed) - 7.19% 7.19% are proficient			
D. Reclassification Results - Percent of ELs reclassified each year	D. 2018-19 Reclassification Rate 6.3%	D. 2020-21 Reclassification Rate 5.5%	D. Reclassification Results - Percent of ELs reclassified each year 2021-22 Reclassification Rate 3.7%	Reclassification Results-Percent of ELs reclassified each year 2022-23 Reclassification Rate 6.3%	D. Reclassification Rate 10.3%
E. The State's Priority 3 Reflection Tool	E. The overall average rating for all areas in 2018-19 was 3.3	E. The overall average rating for all areas in 2021-22 was 3.8	E. The overall average rating for all areas in 2022-23 was 4	E. The overall average rating for all areas in 2023-24 was 4	E. The overall average rating for all areas in the the State's Priority 3 Reflection Tool will reflect a 4.
F. The State's Priority 2 Reflection Tool; ELD Questions	F. The average rating for ELD questions 18-19 was 4 on the State's Priority 2 Reflection Tool; ELD Questions	F. The average rating for ELD questions in 21-22 was 4.6 on the State's priority Reflection tool: ELD Questions	F. The average rating for ELD questions in 2022-23 was 6 on the State's Priority 2 Reflection tool: ELD Questions	F. The average rating for ELD questions in 2023-24 was 3 on local indicators on the State's Priority 2	F. The average rating for ELD questions on the State's Priority 2 Reflection Tool will reflects a 5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Reflection tool: ELD Questions	
G. LCAP survey of parents including parents of unduplicated and exceptional needs students	<p>G.LCAP survey of parents including parents of unduplicated and exceptional needs students</p> <p>(1.) In 2018-19, 85% of parents felt their school used standards aligned materials and that they are informed about California Standards</p> <p>(2.) In 2018-19, 84% of parents felt their school offers an effective and engaging art and PE program</p> <p>(1a) 88.9% of parents felt their school offers an effective and engaging Art program.</p> <p>(1b) 91.2% of parents felt their school offers an effective and engaging PE program.</p>	<p>G. LCAP survey of parents, including parents of unduplicated and exceptional needs students</p> <p>Question G1 has been removed.</p> <p>(2) Question two has been adjusted and will become the new question 1a & 1b</p>	<p>G. LCAP survey of parents, including parents of unduplicated and exceptional needs students</p> <p>Question G1 has been removed.</p> <p>Question G2 was adjusted to become new questions 1a & 1b</p> <p>1a. 97.4% of parents felt that it is important for schools to offer an effective and engaging Art Program.</p> <p>1b.97.9% of parents felt it is important for their school to offer an effective and engaging PE program.</p>	<p>G. LCAP survey of parents, including parents of unduplicated and exceptional needs students</p> <p>Question G1 has been removed.</p> <p>Question G2 was adjusted to become new questions 1a & 1b</p> <p>1a. 95.8 % of parents felt that it is important for schools to offer an effective and engaging Art Program.</p> <p>1b. 96.8 % of parents felt that it is important for their school to offer an effective and engaging PE program.</p>	<p>G. LCAP survey of parents including parents of unduplicated and exceptional needs students reflects: Question G1 was removed</p> <p>Question G2 was adjusted to become new questions 1a & 1b</p> <p>(1a). 90% of parents feel their school offers an effective and engaging Art program</p> <p>(1a). 92% of parents feel their school offers an effective and engaging PE program</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
H. District Math Summative Assessment	<p>H. 2018-19 Math Interim Comprehensive Assessments (ICA)</p> <p>Math 2018-19 (DFS)</p> <p>All Students: 50.4</p> <p>H: 49.2</p> <p>AA: 74.0</p> <p>EL: 75.5</p> <p>SED: 53.4</p> <p>SWD: 121.4</p> <p>FY: 48.6</p>	<p>H. District Math Summative Assessments</p> <p>2021-22 Interim Comprehensive Assessment (ICA)</p> <p>Distance from Standard/Level 3</p> <p>All Students: 81 points below standard</p> <p>H: 81 points below standard</p> <p>AA: 94 points below standard</p> <p>EL: 105 points below standard</p> <p>SED: 80 points below standard</p> <p>SWD: 154 points below standard</p> <p>FY: 63 points below standard</p>	<p>H. District Math Summative Assessments</p> <p>2022-23 Interim Comprehensive Assessment (ICA)</p> <p>Distance from Standard/Level 3</p> <p>All Students: 78 points below standard</p> <p>H: 77 points below standard</p> <p>AA: 106 points below standard</p> <p>EL: 98 points below standard</p> <p>SED: 77 points below standard</p> <p>SWD: 142 points below standard</p> <p>FY: 56 points below standard</p>	<p>H. District Math Assessments</p> <p>2022-23 SBAC Math</p> <p>All Students: 76.8 points below standard (Yellow)</p> <p>H: 77.3 points below standard (Yellow)</p> <p>AA: 104.6 points below standard (Red)</p> <p>EL: 79.3 points below standard (Yellow)</p> <p>SED: 78.6 points below standard (Yellow)</p> <p>SWD: 136.8 points below standard (Orange)</p> <p>FY: 110.2 points below standard (Red)</p> <p>2023-2024 FIAB % Near or Above Standard</p>	<p>H. District Math Summative Assessment</p> <p>Math 2023-24 (DFS)</p> <p>All Students: 41.4</p> <p>H: 40.2</p> <p>AA: 65.0</p> <p>EL: 66.5</p> <p>SED: 42.4</p> <p>SWD: 112.4</p> <p>FY: 39.6</p> <p>New PESD L-2 Universal Math Screeners</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math (Fastbridge) Kinder: 73% 1st grade: 66% 2nd grade: 74%</p> <p>PESD Math Screeners will be administered in the 22-23 school year</p>	<p>New PESD K-2nd Universal Math Screeners</p>	<p>PESD K-2nd Universal Math Screeners</p> <p>TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 84% Mastery TK: Count to 10 - 95% Mastery TK: Subitizing - 95% Mastery TK: Part 1- Count Objects - 96% Mastery TK: Part 2- Count to Answer “How many?” - 92% Mastery</p> <p>Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20 - 77% Mastery K: Comparing - 92% Mastery K: Count to 30 - 84% Mastery K: Part 1 - Count Objects - 93% Mastery</p>	<p>Third Grade: All Students: 45% H: 45% AA: 37% EL: 38%</p> <p>Fourth Grade: All Students 43% H: 43% AA: 32% EL: 40%</p> <p>Fifth Grade: All Students 52% H: 43% AA: 25% EL: 42%</p> <p>Sixth Grade: All Students 35% H: 35% AA: 28% EL 19%</p> <p>All Students: All Grades: 44% H: 41% AA: 31% EL: 35%</p> <p>PESD K-2 Universal Math Screeners</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>K: Part 2 - Count to Answer “How many?” - 90% Mastery</p> <p>First Grade Trimester 3 Math Screeners 1st: Identify Numerals 0-20 - 92% Mastery 1st: Count to 30 - 94% Mastery 1st: Count to 100 by Tens - 88% Mastery 1st: Addition and Subtraction - 87% Mastery</p> <p>Second Grade Trimester 3 Math Screeners 2nd: Write to 120 - 80% Mastery 2nd: Place Value - 92% Mastery 2nd: Comparing - 87% Mastery 2nd: Addition and Subtraction Strategies within 20 - 87% Mastery 2nd: Word Problems within 20 - 76% Mastery 2nd: Addition and Subtraction within 100 - 67% Mastery</p>	<p>TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 85% Mastery TK: Count to 10 - 95% Mastery TK: Subitizing - 92% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer “How many?” - 92% Mastery</p> <p>Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 79% Mastery K: Comparing: 96% Mastery K: Count to 30: 84% Mastery K: Part 1 - Count Objects: 96% Mastery K: Part 2 - Count to Answer “How many?”: 95% Mastery</p> <p>First Grade Trimester 3 Math Screeners 1st: Identify Numerals 0-20: 90% Mastery</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>1st: Count to 30: 95% Mastery 1st: Count to 100 by Tens: 89% Mastery 1st: Addition and Subtraction: 87% Mastery</p> <p>Second Grade Trimester 3 Math Screeners 2nd: Write to 120: 87% Mastery 2nd: Place Value: 93% Mastery 2nd: Comparing: 91% Mastery 2nd: Addition and Subtraction Strategies within 20: 90% Mastery 2nd: Word Problems within 20: 82% Mastery 2nd: Addition and Subtraction within 100: 76% Mastery</p>	
I. District ELA Assessment	I. Distance from Standard on ICAs ELA 2018-19 (DFS)	I. District ELA Summative Assessments 2021-22 Interim Comprehensive	I. District ELA Summative Assessments	I. District ELA Assessments 2023 Dashboard	I. Distance from Standard on ICAs ELA 2023-24 (DFS) All Students: 2.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students: 11.6</p> <p>H: 10.8</p> <p>AA: 38.9</p> <p>EL: 52.3</p> <p>SED: 15.3</p> <p>SWD: 93.8</p> <p>FY: +0.1</p> <p>2018-19 the percent of primary students meeting/exceeding standard on District Assessments</p> <p>ELA (Fastbridge)</p> <p>Kinder: 74%</p> <p>1st grade: 39%</p> <p>2nd grade: 27%</p>	<p>Assessment (ICA) Distance from Standard/Level 3</p> <p>All Students: 48 points below standard</p> <p>H: 48 points below standard</p> <p>AA: 63 points below standard</p> <p>EL: 83 points below standard</p> <p>SED: 48 points below standard</p> <p>SWD: 117 points below standard</p> <p>FY: 9 points below standard</p>	<p>2022-23 Interim Comprehensive Assessment (ICA) Distance from Standard/Level 3</p> <p>All Students: 46 points below standard</p> <p>H: 46 points below standard</p> <p>AA: 72 points below standard</p> <p>EL: 77 points below standard</p> <p>SED: 46 points below standard</p> <p>SWD: 110 points below standard</p> <p>FY: 20 points below standard</p> <p>\</p> <p>PESD K-2nd Universal ELA Screeners</p>	<p>All Students: 53.8 points below standard (Orange)</p> <p>H: 55 points below standard (Orange)</p> <p>AA: 75.7 points below standard (Red)</p> <p>EL: 60.4 points below standard (Orange)</p> <p>SED: 55.7 points below standard (Orange)</p> <p>SWD: 123.8 points below standard (Orange)</p> <p>FY: 83.7 points below standard (Red)</p> <p>District ELA Assessments 2023-2024 IAB % Near or Above Standard</p> <p>Third Grade: All Students: 56%</p> <p>H: 55%</p> <p>AA: 51%</p>	<p>H: 1.8</p> <p>AA: 29.9</p> <p>EL: 43.3</p> <p>SED: 6.3</p> <p>SWD: 84.8</p> <p>FY: +8.9</p> <p>2023-24 the percent of primary students meeting/exceeding standard on District ELA Assessments</p> <p>ELA</p> <p>Kinder: 77%</p> <p>1st grade: 42%</p> <p>2nd grade: 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>PESD Universal ELA Screeners (Winter):</p> <p>K: Uppercase Letter Names 84% Mastery K: Lowercase Letter Names 82% Mastery K: Letter Sounds 76% Mastery K: Blend Words with 3 Phonemes 76% Mastery</p> <p>1: Consonant Digraphs in Text 49% Mastery 1: CVC and CCVC in Text 56% Mastery 1: Fluency 64% Mastery 2: Fluency 44% Mastery</p>		<p>TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 47% Mastery TK: Lowercase Letter Names - 32% Mastery TK: Letter Sounds - 24% Mastery</p> <p>K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 82% Mastery K: Lowercase Letter Names - 80% Mastery K: Letter Sounds - 77% Mastery K: Blend Words with 3 Phonemes - 68% Mastery K: Site Words Fluency - 64% Mastery K: CVC in Text - 55% Mastery</p> <p>First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 87% Mastery 1st: Letter Sounds - 84% Mastery 1st: CVC in Text - 83% Mastery</p>	<p>EL: 49%</p> <p>Fourth Grade: All Students 57% H: 57% AA: 50% EL: 48%</p> <p>Fifth Grade: All Students 55% H: 56% AA: 33% EL: 41%</p> <p>Sixth Grade: All Students 60% H: 60% AA: 100% EL 42%</p> <p>All Students: All Grades: 57% H: 57% AA: 59% EL: 45%</p> <p>PESD K-2 Universal Screeners</p> <p>TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 59% Mastery</p>	<p>PESD Universal ELA Screeners (Winter)</p> <p>K: Uppercase Letter Names 90% Mastery K: Lowercase Letter Names 85% Mastery K: Letter Sounds 80% Mastery K: Blend Words with 3 Phonemes 76% Mastery</p> <p>1: Consonant Digraphs in Text 52% Mastery 1: CVCC and CCVC in Text 59% Mastery 1: Fluency 67% Mastery 2: Fluency 47% Mastery</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>1st: Consonant Digraphs In Text - 72% Mastery</p> <p>1st: CVCC and CCVC In Text - 76% Mastery</p> <p>1st: Fluency - 46% Mastery</p> <p>Second Grade Trimester 3 Literacy Screeners</p> <p>2nd: Silent e in Text - 72% Mastery</p> <p>2nd: r-controlled Vowels in Text - 72% Mastery</p> <p>2nd: Fluency - 31% Mastery</p>	<p>TK: Lowercase Letter Names - 46% Mastery</p> <p>TK: Letter Sounds - 37% Mastery</p> <p>K Trimester 3 Literacy Screeners</p> <p>K: Uppercase Letter Names - 85% Mastery</p> <p>K: Lowercase Letter Names - 83% Mastery</p> <p>K: Letter Sounds - 78% Mastery</p> <p>K: Blend Words with 3 Phonemes - 69% Mastery</p> <p>K: Site Words Fluency - 71% Mastery</p> <p>K: CVC in Text - 59% Mastery</p> <p>First Grade Trimester 3 Literacy Screeners</p> <p>1st: Letter Names - 89% Mastery</p> <p>1st: Letter Sounds - 86% Mastery</p> <p>1st: CVC in Text - 84% Mastery</p> <p>1st: Consonant Digraphs In Text - 72% Mastery</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				1st: CVCC and CCVC In Text - 76% Mastery 1st: Fluency - 40% Mastery Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 80% Mastery 2nd: r-controlled Vowels in Text - 79% Mastery 2nd: Fluency - 39% Mastery	

Goal Analysis

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

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

The district successfully implemented the following actions:

The district successfully implemented action 3.1 by purchasing replacement texts and materials. A stock of standards-aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.

The district successfully implemented action 3.2 by providing discretionary funds to school sites to meet the base instructional needs of students. The overall implementation of Action 3.2 was successful in providing discretionary funds to school sites to meet the base instructional needs of students. Goals allowed for tailored support, and improved student outcomes were notable successes in implementation of evidence based strategies and professional development opportunities to address diverse instructional needs across the district.

The district successfully implemented action 3.3 by allocating funds to school sites to increase and improve services to foster youth and low-income students. In the previous year, the district successfully implemented Action 3.3 by allocating funds to school sites to increase and improve services for foster youth and low-income students. The planned action involved allocating funds to school sites to enhance services for foster youth and low-income students. The actual implementation aligned with this plan, as funds were allocated to schools for this purpose.

The district successfully implemented action 3.4 by maintaining staff to increase and improve services to unduplicated students. In comparing outcomes with baseline data and desired targets, the district determined the impact of maintaining staff on the educational experiences and outcomes of students. Additionally, gathering feedback from staff, students, and families provided valuable insights into the effectiveness of the services provided ultimately supporting their academic success.

The district successfully implemented action 3.5 by providing bilingual paraprofessionals to support the instructional needs of English learner students at all sites. The planned action involved bilingual paraprofessionals to support English learner students' instructional needs across all sites. The actual implementation aligned with this plan, as bilingual paraprofessionals were indeed provided to support English learner students at all sites. Currently each school site is staffed with a minimum of 2 bilingual paraprofessionals per site allowing for increased targeted support and small group instruction.

The district successfully implemented action 3.6 by allocating funds to school sites to increase and improve services to English learners. Overall, the effectiveness of the planned actions contributed to improving outcomes and experiences for English learner students, ultimately supporting their language development and academic success. Currently the district demonstrated an increase of reclassified students of 6.9% from 6.3%.

The district successfully implemented action 3.7 in that the Dual Language Immersion program was expanded as planned to the fifth grade. Academic Performance: Indicative data shows that DLI students scored higher than their peers, indicating the effectiveness of the program in fostering academic achievement. An increase in attendance among DLI students compared to previous years suggests that the program may have positively impacted student motivation and engagement. Increased participation from families in the DLI program activities indicates strong support and engagement with their child's education, which is essential for student success. Overall, the expansion of the DLI program to the fifth grade has been effective in achieving its intended goals, as evidenced by improved academic performance, increased attendance rates, and enhanced family engagement. These outcomes highlight the positive impact of the DLI program on student learning and overall educational experiences.

The district successfully implemented action 3.8 by having site teachers attend the AVID Summer Institute with a decrease in attendance. While there was a decrease in attendance at the AVID Summer Institute, the successful implementation of AVID strategies throughout the year, the planned actions were effective in achieving the goal of incorporating AVID principles into classroom instruction across all contents. Continued support and professional development opportunities are needed to sustain and further enhance the use of AVID strategies across the district.

The district successfully implemented action 3.9 in that second-grade students were screened as planned. The screening process allowed for enrichment opportunities for students who demonstrate advanced skills or abilities. By recognizing and nurturing their strengths, the district can ensure that all students receive appropriate educational experiences tailored to their individual needs, whether they require extra support or opportunities for enrichment. The district will offer a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills.

The district successfully implemented action 3.10. Expenditures were less due to decrease in enrollment and decreased in materials, resources, and equipment. Despite the decrease in expenditures, the district successfully provided families with rigorous educational options, including virtual and hybrid academy programs.

The district successfully implemented action 3.11 and provided academically related support to students as identified in the MTSS. The successful implementation of Action 3.11 reflects the district's responsiveness to student data and its ability to allocate resources effectively to support student learning. By providing academically related support as identified in the MTSS, the district ensures that all students have equitable access to the resources and interventions needed to succeed academically.

The district successfully implemented action 3.12 by providing supplemental science kits for the newly adopted science curriculum. The district successfully implemented Action 3.12 by procuring and distributing supplemental science kits tailored to the newly adopted science curriculum. This initiative ensured that the necessary resources to effectively implement the curriculum, fostering hands-on learning experiences and enhancing student engagement in science education.

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.

The district defined a material difference as a 10% or more difference between planned expenditures and estimated actual expenditures.

Action 3.1 Replacement Texts and Consumables: Estimated planned expenditures were \$228,000.00. Estimated actual expenditures were \$372,067. Estimated actuals exceeded budgeted expenditures due to increase in purchase of supplemental replacement texts and consumables purchased.

Action 3.4 Specialized Support Staff: Estimated planned expenditures were \$912,225.00. Estimated actual expenditures were \$1,201,054. Estimated actuals exceeded budgeted expenditures due to increase in need of additional support staff to met the unique needs of students.

Action 3.6 English Learner Site Allocation: Estimated planned expenditures were \$150,000.00 . Estimated actual expenditures were \$172,290. Estimated actuals exceeded budgeted expenditures due to an increased need of English learner services.

Action: 3.7 Dual Language Immersion Program: Estimated planned expenditures were \$1,718,695.00. Estimated actual expenditures were \$2,065,564. Estimated actuals exceeded budgeted expenditures due to salary and benefit increases and an increase in teacher participation through expansion of the DLI program.

Action 3.8 AVID Elementary Program: Estimated planned expenditures were \$89,784.00. Estimated actual expenditures were \$64,994.00. Estimated actuals were less than planned expenditures due to decrease in attendance to AVID professional development. Planned actions were effective in achieving the goal of incorporating AVID principles into classroom instruction across all contents. Increased opportunities throughout the school year and continued support and professional development opportunities are needed to sustain and further enhance the use of AVID strategies across the district.

Action: 3.10 Virtual Academy: Estimated planned expenditures were \$553,763.00. Estimated actual expenditures were \$411,774. Estimated actual expenditures were less than planned expenditures due to decrease in enrollment and material needs in Virtual Academy.

Action 3.12 Supplemental Curriculum: Last year's planned expenditures were \$250,000.00. Estimated actual expenditures were \$0. Estimated actuals were less than planned expenditures due to supplemental material covered through curriculum which sufficed the need of replenishing items for supplemental kits.

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

This data reflects increased academic achievement in ELA and Math for the Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups.

Action 3.1: Science Adoption, Replacement Texts, and Consumables. The district purchased and implemented the new TWIG Science Curriculum aligned to NGSS. This action supported the district to achieve its goal of providing a rigorous instructional program in all core content areas.

Action 3.3: Foster Youth low-income school site allocation. 2022-23 Fall Dashboard indicated Foster Youth student group decreased in ELA and Math -8.2 dfs points in Math and -12.3 dfs points in ELA. Data related to Goal 3 indicates ongoing efforts are necessary to improve ELA student achievement, although there has been growth among student groups. Enhanced monitoring of these groups, and providing target MTSS is imperative to ensure overall academic achievement and socio-emotional development.

Action 3.4: Special Education staffing. 2023-24 Fall Dashboard results indicate that Students with Disabilities' achievement increased ELA and Math per Fall 2023 California Dashboard. Action 3.4, which focused on Special Education staffing, proved to be effective, as evidenced by the 2023-24 Fall Dashboard results indicating an increase in achievement in both ELA and Math for Students with Disabilities. This outcome underscores the positive impact of adequate staffing levels in Special Education on student academic performance and highlights the importance of targeted support for this student population with Student Support providers.

Actions 3.5 & 3.6: English Learner site support (Bilingual Paraprofessionals & Allocations): Reclassification preliminary rates at 6.3% 22-23 appear to be exceeding the reclassification rates from 2020-21 with 150 student reclassified by end of year. Actions 3.5 & 3.6, involving English Learner site support through Bilingual Paraprofessionals and allocations, have yielded promising results, with reclassification preliminary rates at 6.3% for the 2022-23 academic year surpassing rates from 2020-21. By the end of the year, 150 students were reclassified, reflecting the efficacy of the focused approach on integrated and designated English Language Development (ELD) instruction with content standard alignment.

Action 3.7: Dual Language Immersion Program. The LCAP does not reflect DLI Program-specific metrics. Still, site-based data indicates that DLI students have mastered Essential Standards in ELA and Math at higher rates than grade-level peers in general at Sky View Elementary School. This success underscores the effectiveness of the DLI approach in promoting academic proficiency and bilingualism among students, validating the program's positive impact on student learning outcomes.

Action 3.11: Multi-Tiered Systems of Support Framework. 2023-2024 results indicate student achievement maintained overall in Math and ELA based on Fall 2023 Dashboard. The effectiveness of Action 3.11 in maintaining student achievement levels in Math and ELA underscores the importance of implementing evidence-based frameworks like MTSS to support student success. By providing targeted support, utilizing data-driven decision-making processes, and fostering collaboration and continuous improvement, MTSS has proven to be a valuable tool in promoting student achievement and well-being.

The CAASPP results from Fall 2023 reveal the pressing need for improvement in student achievement across all student groups in both English Language Arts (ELA) and Math. Despite maintaining or slightly increasing achievement levels in some areas, significant achievement gaps persist, particularly for unduplicated student groups. Notably, the Math achievement gaps for all students and various student groups, including Hispanic, African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, remain concerning. While the ELA achievement gaps are slightly less pronounced, they still demand attention, especially for student groups such as English Learners and Students with Disabilities.

However, there are positive signs of growth and improvement. Metrics for Goal 3 indicate increased Math achievement for several student groups, including All Students, Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. In ELA, despite some groups maintaining their achievement levels, there is evidence of growth for English Learners and Students with Disabilities. These improvements demonstrate the effectiveness of targeted interventions and support strategies implemented by the district.

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

All actions on Goal 3 indicate effectiveness in making progress based on academic achievement data per 2023 Fall CAASPP Dashboard indicates overall maintaining in ELA and Math. Actions will be modified to better meet our academic goals.

3.3 Foster Youth and Low-Income School Site Support Allocation: Duties for Academic Coaches and Intervention teachers have been adjusted to provide direct services to foster youth and low-income students. Additional support for Foster Youth will include personalized learning plans, foster parent workshops and counselor sessions for social emotional check-ins to improve effectiveness of this action.

3.4 Specialized Support Staff: Specialized support staff will be increased further to provide increased and improved services to our unduplicated pupils who are also low-income students.

3.5 English Learner Site Support: Bilingual Paraprofessional: One additional Bilingual Paraprofessional was hired for the 2023-24 school and will continue for the 2024-2025 school year.

3.7 Dual Language Immersion Program: Planned expenditures have been increased to reflect the additional DLI teachers at SkyView and Good Hope Elementary,

3.9 GATE Program: Planned expenditures have been decreased to reflect the district has returned to its standard practice of only testing second graders to provide 21st Century Learning and reach more unduplicated pupils. The district will offer a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills. In order to make it more accessible the title was changed to indicated program for all students.

3.10 Virtual Academy: Planned expenditures have been decreased to reflect decreased enrollment and fewer teachers and support staff. The program has experienced additional cost savings by moving to Perris Elementary rather than on its own campus.

3.12 Has been removed since supplemental materials will be purchased through other actions and funding.

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

Goals and Actions

Goal

Goal #	Description
4	PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where they feel safe and are motivated to come to school; and parents feel welcome and are encourage to actively participate in their child’s education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Attendance Rate - End of Year (EOY) CALPADS	2018-2019 A. 94.9% Attendance Rate	2021-2022 A. 86.7% Attendance Rate	2022-2023 A. 90.11% Attendance Rate	23-24 A. 92.4% Attendance Rate	2023-2024 A. 96.2% Attendance Rate
B. Chronic Absenteeism Rate - Dashboard	B. Chronic Absenteeism Rate (per 18-19 Dashboard) 14. 3% - Districtwide 21.7% - African American 13.5% - Hispanic 16.4% - White 14.1% - Foster Youth 23.6% - Students with disabilities	B. Chronic Absenteeism Rate (per 21-22 Cal pads P-2) 51.21% - Districtwide 53.6% - African American 50.5% - Hispanic 59.3% - White 19.35 - Foster Youth 57.73% - Students with disabilities	B. Chronic Absenteeism Rate (per 22-23 Cal Pads P-2) 40.98% Districtwide 42.05 % African American 40.86 % Hispanic 44.53 % White 24.66 % Foster Youth 45.38 % Students with disabilities	Chronic Absenteeism Rate (per 22-23 Cal Pads P-2) 24.73% Districtwide 32.4 % African American 24.3% Hispanic 16.9 % White 25.0% Foster Youth 28.1% Students with disabilities 25.5% English Learner	B. Chronic Absenteeism Rate (per the most recent dashboard) 12.8% - Districtwide 20.2% - African American 12% - Hispanic 14.9 - White 12.6% Foster Youth 22.1% Students with disabilities
C. Suspension Rate - Dashboard	C. Suspension (per 18/19 Dashboard)	C Suspension (Cal pads P-2)	Suspension (Cal Pads P-2)	Suspension (Cal Pads P-2)	C. Suspension Rate (Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.0% - Districtwide 6.3% - African American 1.6% - Hispanic 3.9% - White 6.4% - Foster Youth 4.5% - Students with disabilities	1.8% - Districtwide 2.5% - African American 1.6% - Hispanic 2.7% - White 8.06% - Foster Youth 7.29% - Students with disabilities	1.85% - Districtwide 9.16% - African American 1.15 % - Hispanic 3.13 % - White 5.48 % - Foster Youth 3.77 % - Students with disabilities	2.0% Districtwide 5.3% African American 2.1% Hispanic 5.6% White 5.3% Foster Youth 1.3% Students with disabilities	1.4% - Districtwide 5.7% - African American 1.0% - Hispanic 3.3% - White 5.8% - Foster Youth 3.9% - Students with disabilities
D. Expulsion Rate - End of Year (EOY) CALPADS	D. Expulsion rate remained at 0	D. Expulsion rate remained at 0	D. Expulsion rate: 0	D. Expulsion rate: 0	D. Expulsion Rate to remain at 0
E. Course Access: Art and PE Staffing data for unduplicated and exceptional needs students.	E. Unduplicated and exceptional needs students have had Art and PE teachers.	E. Unduplicated and exceptional needs students have had Art and PE teachers.	E. Unduplicated and exceptional needs students have had Art and PE teachers.	E. Unduplicated and exceptional needs students have had Art and PE teachers.	E. Unduplicated and exceptional needs students have had Art and PE teachers.
F. Parent (including parents of unduplicated and exceptional needs students) Surveys	F. LCAP survey shows that 79.7% of parents feel they are treated with respect and are encouraged to participate in their child's education.	F. LCAP survey shows that 82.7% of parents feel they are treated with respect and encouraged to participate in their child's education.	F. LCAP survey shows that 89.6 % of parents feel respected and encouraged to participate in their child's education.	F. LCAP survey shows that 89.3% of parents feel respected and encouraged to participate in their child's education.	F. LCAP survey shows that 82.7% of parents feel that they are treated with respect and are encouraged to participate in their child's education.
G. Sense of Safety and School Connectedness- Student LCAP Climate Survey	G. Sense of Safety and School Connectedness- Student LCAP Climate Survey.	G The use of the CHKS survey was discontinued in the 21-22 school year.	G Sense of Safety and School Connectedness Panorama Survey.	G. Sense of Safety and School Connectedness Panorama Survey.	G. Sense of Safety and School Connectedness- Panorama Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
G. Panorama Survey	<p>Student survey shows that 62.8% of students surveyed felt safe at school and 69.2% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p> <p>Students survey show that 90% of students surveyed felt safe at school</p> <p>94% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p>	G. Panorama survey implemented in the 21-22 school year.	<p>Students survey shows that 89.5 % of students surveyed felt safe at school.</p> <p>95% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p>	<p>Students survey shows that 91% of students surveyed felt safe at school.</p> <p>96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p>	<p>Student survey shows that 71.8% of students surveyed felt safe at school</p> <p>78.2% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p>
H. LCAP survey of parents including parents of unduplicated and exceptional needs students	<p>H.2018-19 LCAP survey of parents, including parents of unduplicated and exceptional needs students</p> <p>1. 78.9% of parents felt their school offers programs and services for English learners</p>	<p>H. LCAP survey of parents, including parents of unduplicated and exceptional needs students</p> <p>1. 90.4% of parents felt their school offers programs and services for English learners</p>	<p>H. LCAP survey of parents, including parents of unduplicated and exceptional needs students</p> <p>1. 96.8% of parents felt it is important for schools to offer programs and</p>	<p>H. LCAP survey of parents, including parents of unduplicated and exceptional needs students.</p> <p>1. 94.4% of parents felt it is important for schools to offer programs and</p>	<p>H. 2023-24 LCAP survey of parents including parents of unduplicated and exceptional needs students</p> <p>1. 81.9% of parents felt their school offers programs and services for English learners</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2. 80% of parents felt their school prepares their student for career and college via AVID</p> <p>3. 58.8% of parents felt their child had access to a school counselor</p> <p>3. 91.9% of parents felt it is important for schools to offer counseling services.</p> <p>4a. 84% of parents felt their school offers an effective and engaging Art program.</p> <p>4b. 84% of parents felt their school offers an effective and engaging PE program.</p>	<p>2.83.1% of parents felt their school prepares their student for career and college via AVID</p> <p>3. Survey questions changed in the 2021-22 school year</p> <p>4a. 88.9% of parents felt their school offers an effective and engaging Art program.</p> <p>4b. 91.2%% of parents felt their school offers an effective and engaging PE program.</p>	<p>services for English learners</p> <p>2. 76.1% of parents felt their school prepares their student for career and college via AVID</p> <p>a. 95.7% of parents felt that it is important for schools to offer school counseling services.</p> <p>4a. 97.4 % of parents felt it was important that their school offer an Art program.</p> <p>4b. 97.9 % of parents felt it was important that their school offers a PE program.</p>	<p>services for English learners.</p> <p>2. 79.5 % of parents felt their school prepares their student for career and college via AVID.</p> <p>a. 96.1% of parents felt that it is important for schools to offer school counseling services.</p> <p>4a. 97.6% of parents felt it was important that their school offer an Art program.</p> <p>4b. 97.0% of parents felt it is important that their school offer a PE program.</p>	<p>2. 83% of parents felt their school prepares their student for career and college via AVID</p> <p>3. 88.8% It is important for schools to offer counseling services</p> <p>4a. 87% of parents felt their school offers an effective and engaging Art program.</p> <p>4b. 87% of parents felt their school offers an effective and engaging PE program.</p>

Goal Analysis

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

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

The district successfully implemented the following actions:

The district successfully implemented action 4.1 by providing Community Outreach Workers and family engagement workshops. The district successfully provided weekly parent workshops in which a total of 20 parents per session participated.

The district successfully implemented action 4.2 by providing the Community-Based Tutoring Program though one English class and the Spanish classes were canceled due to low enrollment. The district successfully provided 4 sessions weekly of parent workshops in which a total of 12 parents per session participated.

The district successfully implemented action 4.3 by supporting the behavioral and social-emotional needs of students. However, the Coordinator of Student Services position was not filled during a trimester in the school year.

The district successfully implemented action 4.4 by providing Counselors to students at all of our schools, plus two additional Student Support Providers. All unduplicated pupils received access to support from counselors and student support providers as indicated by personal plans.

The district successfully implemented action 4.5 by providing Art and PE Programs and teachers at all schools. All unduplicated pupils attended Art and PE sessions provided by Art and PE staff.

The district successfully implemented action 4.6 by providing 21st Century Multimedia Learning Centers at all schools. All unduplicated pupils attended multimedia labs to access learning resources and tools.

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.

The district defined a material difference as a 10% or more difference between planned and estimated actual expenditures.

Action 4.1 Family Engagement: Planned expenditures were \$188,026.00. Estimated actual expenditures were \$168,915. The difference in expenditures was lower due to decrease in participation.

Action 4.2 Community-Based Tutoring Program: Planned expenditures were \$87,000.00. Estimated actual expenditures were \$58,044. One English class and the Spanish class were canceled due to low enrollment.

Action 4.4 Counselor Program: Planned expenditures were \$1,211,028.00. Estimated expenditures were \$1,280,502. The increase is due to increase in support for the Counselor program due to two additional Student Support providers. School counselors and student support providers serve for the purposes of helping students develop social skills and succeed in school. They will provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. Increase is due to salary adjustment due to increase.

Action 4.6 21st Century Multi-Media Learning Centers: Planned expenditures were \$85,000.00. Estimated expenditures were \$120,449. The increase is due to a full-time librarian contract.

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

Metric data for Goal 4 indicated favorable results as an effective action.

91% of students surveyed showed that they felt safe at school; This is an increase from previous year 89%. The desired outcome for 2023-24 is 71.8%. This year the survey results exceeded this goal by 19.2%.

96% of students surveyed indicated they felt like teachers and other adults at school cared about them; increase from previous year 95%. The desired outcome for 2023-24 was 78.2%. This year the survey results exceeded this goal by 17.8%.

We believe that the district's commitment to PBIS, the implementation of a school counseling program, and the Playworks program in tandem with social work interns at all the school sites and the Student Support Providers positively impacted suspension rates in the district. We will continue to deepen the implementation of PBIS through Restorative Practices and continue to build on this success by continuing the work on the development of our MTSS framework. Student suspension rates for all students and most student groups remained relatively low, though the suspension rate for African American and Foster Youth are highest at 5.3%.

Structured recess trainers continue to provide site-based coaching at each school once per month to help site teams learn play-based strategies for recess supervision, group management, and conflict resolution and provide the games with opportunities for group reflection and action planning. Supervision aides and site administrators have continued with implementation of improved practices and increased services in their schools.

In reflecting upon student and parent engagement, LCAP survey results of parents, including parents of unduplicated and exceptional need students, indicate that:

- 95.1% of parents felt their school offers programs and services for English learners. The desired outcome for 2023-24 was 81.9%. This year the survey results exceeded this goal by 14%. The positive outcome of 95.1% of parents expressing satisfaction with the programs and services offered for English learners surpasses the desired outcome for 2023-24, which was set at 81.9%. This achievement, exceeding the goal by 14%, can be attributed to the effective implementation of goals 4.1 and 4.2.

- 95.8% of parents felt it important for the school to offer an engaging and effective Art program. The desired outcome for the 23-24 school year is 87.%. This year's survey results exceeded this by 8%. In addition, the survey results indicating that 95.8% of parents view an engaging and effective Art program as important surpassed the desired outcome for the 2023-24 school year by 8%. This achievement is attributed to ensuring access to art and physical education for all unduplicated pupils, aligning with the effective implementation of district goals as indicated in Goal 4 Action 5.
- Action 4.5 - 96.8% of parents felt their school offers an effective and engaging PE program. The desired outcome for the 23-24 school year is 87%. This year's survey results exceeded this by 9%. The survey findings indicating that 96.8% of parents perceive the school's Physical Education (PE) program as effective and engaging surpassed the desired outcome for the 2023-24 academic year by 9%. This achievement can be attributed to the successful implementation of goals and actions aimed at enhancing the quality and accessibility of physical education programs within the district as indicated on Goal 4 Action 5.
- 78% of parents felt treated with respect and encouraged to participate in their child's education. The desired outcome for the 23-24 school year is 82.7%. This year's survey results in a decline of 4% This finding emphasized the goal fo family engagement for the district's commitment to fostering positive relationships between parents and schools as indicated on Goal 4 Action 1.

Metric data for Goal 4 demonstrates effective actions, with favorable outcomes seen in various areas. Specifically, significant improvements were observed in student safety and feelings of care from adults at school, while parent engagement continues to be an opportunity for growth, highlighting the district's commitment to whole child wellness and collaborative relationships between parents and schools. We believe these results reflect the increased quantity and quality of communication with families. We believe this also reflects the benefits of providing training to parents to be better equipped in partnering to support students.

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

4.1 In response to reflections on prior practices, changes have been made to the planned goal, metrics, desired outcomes, and actions for the upcoming year. Specifically, there has been a shift towards in-house professional development (PD) rather than relying on external consultants. This adjustment aims to optimize resources and ensure that PD aligns more closely with the unique needs and context of the district, fostering greater sustainability and effectiveness in professional learning initiatives.

4.2 Community-Based Tutoring Program: Last year's planned expenditures were \$87,000. Estimated actual expenditures were \$58,044. One English class and the Spanish class were canceled due to reduced participation in CBET class and increase in other parent engagement opportunities. The program has been scaled back from four days per week to two days per week, reflecting higher interest from parents in

alternative parenting classes offered by the district. As a result, planned expenditures for 2024-2025 have been reduced to \$28,000 due to low enrollment.

Action 4.4 Counselor Program: The decrease in funding for the Counselor Program is a result of counselors extending their support through alternative funded programs. As counselors expand their services to cover various initiatives and interventions supported by different funding sources, such as grants or specialized programs

4.5 Art and PE Program: Last year's planned expenditures were \$1,918,706.00. Estimated expenditures were \$2,048,604. 2024-2025 planned expenditures reflect \$2,083,591.00 to realign Arts through STEAM and plan for curricular alignment across content at each school. By integrating arts education into STEM subjects, students are provided with a more holistic and interdisciplinary learning experience, fostering creativity, critical thinking, and problem-solving skills. This approach not only enhances academic achievement but also promotes inclusivity by catering to diverse learning styles and interests, thereby ensuring equitable access to high-quality education for all students. Additionally, the planned curricular alignment across content areas at each school ensures that unduplicated students receive comprehensive and cohesive instruction across various subjects, facilitating their overall academic and personal growth. Overall, these initiatives aim to narrow achievement gaps and empower unduplicated students to thrive academically and beyond. Increasing STEAM instruction and providing professional development and purchasing resources and materials.

4.6 Multi Media Centers: The planned goal, metrics, desired outcomes, and actions for the coming year have been reevaluated based on reflections on prior practice. This includes ensuring that sufficient staffing levels are maintained for media clerks and a full-time librarian position.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Perris Elementary School District	Dr. Claudia L. Velez Assistant Superintendent Educational Services	claudia.velez@perrisesd.org (951) 657-3118

Plan Summary [2024-25]

General Information

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

Perris Elementary School District is located in the western part of Riverside County, serving approximately 5,560 students, of which 4,948 (89%) are Hispanic. The district operates nine schools, 8 of which serve students in grades Kindergarten through grade six, 1 of which serves students in Transitional Kindergarten, and a district-sponsored charter school that serves students in grades Kindergarten through eighth grade. In addition, the district also has a State preschool program which serves approximately 300 children ages 3-4. The student demographics are as follows: 5% African American, 1% Asian, 2% Filipino, 72% Hispanic, 17% White, 3% Two or More Races, 15% English Learners, 70% Socioeconomically Disadvantaged, 13% students with disabilities, 2% Homeless, and 1% Foster Youth. Approximately 76.45% of students receive free and reduced lunch, and 46.1% of district students are English Learners. The district's mission statement is to empower and inspire our students to contribute to society. We will do this by:

- Inspiring them to see a future without limits
- Engaging them with relevant learning experiences that build confidence
- Developing their ability to communicate beliefs, ideas, and a passion for learning

The California Standards serve as fundamental pillars of our educational program, shaping the framework and delivery of curriculum across all subject areas, assessments, and instructional methodologies within our classrooms. Our instructional approach for all core content areas is meticulously crafted around evidence-based practices, which include:

- Systematic, explicit, and direct instruction.
- Cultivation of academic language and literacy skills.
- Continuous utilization of assessments to track student progress.
- Implementation of differentiated instruction to accommodate diverse learning needs.
- Integration of Specially Designed Academic Instruction in English (SDAIE) strategies to support English language learners.

We prioritize the social and emotional development of our students through a commitment to whole child wellness. By fostering their physical, social, emotional, and academic well-being, we ensure that our students receive comprehensive support that nurtures their growth and success.

We uphold the belief that the most effective instructional approach involves proactively addressing academic challenges before they arise. Central to ensuring academic success is prioritizing the quality of initial instruction students receive. While all students strive towards mastering the content standards, our curriculum and teaching methods are tailored to accommodate individual needs. Universal access, integrated into core instructional periods, serves various purposes: preparing students with key skills prior to lessons, reinforcing essential concepts, and providing additional learning opportunities for advanced learners.

To address the language requirements of English language learners, a dedicated daily block of at least 30 minutes for English Language Development (ELD) instruction has been established across all grade levels and schools. During this time, teachers consistently deliver instruction aligned with ELD standards. Identification of key learning is developed through collaboration at grade level teams and Instructional leaders community of practice through the model of Professional Learning Communities (PLC).

In its sixth year, our Dual Language Immersion Program is designed to significantly enhance the literacy proficiencies of English learners in both English Language Arts and Spanish. Due to favorable student outcomes, DLI Program is being expanded to a second site and adding 4 classrooms of DLI Transitional Kindergarten.

We continue the development of a Multi-tiered System of Support (MTSS) framework to more effectively coordinate, plan and monitor student supports to ensure equity and access for all students. The system focuses on core instruction; differentiation; individual student needs; and alignment of systems to ensure all students' academic, behavioral, and social success. Additional support is given to students during the school day through targeted intervention outside of core instructional time. With targeted intervention, teachers review assessment data to identify essential standards students had the most difficulty mastering. Students are then assigned to flexible groups according to need. Additional direct instruction, targeted at re-teaching missing skills on those identified standards, is then provided to students. Intervention teachers support students identified by defined entry/exit criteria.

The Perris Elementary School Counseling program encompasses three tiers of support. Tier 1 comprises developmental, preventative, restorative and proactive classroom lessons that are comprehensive in nature. Tier 2 involves short-term progress monitoring and

collaborative efforts among teachers, parents/guardians, and administrators to identify and implement necessary interventions until improvements are observed or appropriate services are recommended. Tier 3 focuses on individualized student interventions tailored to address emergency and crisis response situations, as well as the provision of individual counseling services. In addition to these tiers, school counselors play a vital role in supporting parent education initiatives such as parenting classes and attendance presentations, as well as promoting digital citizenship. They assist students in transitioning to middle and high school, ensuring alignment with the school counseling curriculum.

Students at every school in the PESD participate in Art and PE instruction. Adding PE and art teachers provides a broader, more engaging, rigorous, and comprehensive curricular program for students. Teachers provide additional instruction in art and PE above what the regular classroom teacher provides. The art curriculum aligns with California's Visual Arts standards, STEAM integration across content and provides sequential instruction in art techniques and history. The Physical Education program includes structured instruction following California Physical Education standards. Students receive sequential and formal instruction in the type of skills that most students would acquire through organized sports.

The After School Education and Safety Program (ASES) is provided at all of the school sites within our district. Students participating in this program receive academic support and enrichment opportunities focused on music, dance, robotics, mulit media and intramural sports. In addition to the ASES program, our students also have access to several other programs and services such as tutoring support, student study trips, educational presentations, and onsite assemblies through our Expanded Learning Program during our Saturday Academies, STEAM Enrichment Camps, Winter Intersession and Spring Camps. Priority enrollment in our programs is offered to foster youth and low-income students who would likely not have access to additional academic and enrichment opportunities outside the school setting.

Our ASES and Expanded Learning Program aims to surround our students with a community of caring adults during nonschool hours to nurture social skills, promote a healthy lifestyle through physical activity, and increase academic achievement. Saturday Academies and STEAM Enrichment Camps promote academic success through hands-on learning experiences with engaging learning environments. Certificated teachers in our programs create project-based learning activities around topics of interest such as coding, robotics, 3D printing, PBL, SEL, STEAM and CAD design. In addition, students also have access to pre-designed learning programs such as LEGO Engineering, KiwiCo, and various other services offered by community partners and outside organizations.

Parents have the opportunity to attend a variety of parent involvement activities, workshops, and informational presentations. School sites continue to provide parents a variety of opportunities to participate in activities and events such as committees (SSC, ELAC, DPAC, AAPAC); Family Involvement Action Teams (FIAT), AVID Parent Workshops, Coffee with the Principal, Carnivals; Family Dances; Astronomy Nights; Liteacy Nights; Math Nights; Read with Me Days; PE night, Art Night, etc.

At the district level, parent workshops are planned and tailored to specific student groups. Topics are planned based on parent survey data. English Learner workshops are planned with DELAC and are provided throughout the year. District-wide parent involvement workshops are also planned and offered throughout the year topics based on survey data and needs. District-wide parent workshops are offered throughout the year and will continue to be planned with input from all parent committees.

Reflections: Annual Performance

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

REFLECTIONS: SUCCESS:

GOAL #1:
Metric data for Goal 1 demonstrates that the district maintains positive employee retention rates. Employee retention rates have increased to 99%. 100% of the teachers are appropriately credentialed and correctly assigned. We believe these results reflect efforts to create a positive working environment in which staff is valued and respected and provided regular opportunities for professional growth. The district has also utilized the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms, as reflected in action 1.4.

GOAL #2:
Metric data for Goal 2 reflects that the district continues demonstrating safe, clean, and well-maintained schools. For the 2023-2024 school year, all schools received a minimum of "good" on the site FIT report rating.

GOAL #3:
Metric data for Goal 3 reflects that although there remains room for improvement in enhancing student achievement in Math and ELA, several student groups have demonstrated positive growth in their academic performance.

Academic Performance:

- **ELA:** Per the Fall 2023 California School Dashboard English Language Arts (ELA) indicator of Distance from Standard (DFS), our color rating was orange, and we maintained with .4 dfs at -53.8 dfs scale score points. We attribute this success to the implementation of an Academic multi-tiered system of support (MTSS), consistent and ongoing PLCs, AVID Strategies embedded throughout instruction, quality first best instruction, explicit intervention, enrichment, and technology.
- **Math:** Per the Fall 2023 California School Dashboard Mathematics indicator of Distance from Standard (DFS), our color rating was yellow, and we increased by 8.8 scale score points. We attribute this success to the implementation of an Academic MTSS, consistent and ongoing PLCs to identify essential learning and best evidence based practices, AVID, quality first best instruction, standard aligned intervention, enrichment, and technology.
- **EL Progress:** Per the Fall 2023 California School Dashboard English Learn Progress indicator, 46.6% of English Learners (ELs) made progress toward English language proficiency. We attribute this success to the implementation of an Academic MTSS, consistent and ongoing PLCs, AVID, quality first best instruction, standard aligned intervention, enrichment, and designated and integrated ELD standard aligned best first instruction. Perris Elementary School District has 150 students reclassified during the 2024 school year.

- The Hispanic student group maintained with -.4 dfs in the California dashboard from last year to this year. Hispanic student group score maintained at low -55 dfs in ELA and demonstrated an increase of 7.9 dfs increasing to -77.3 dfs in Math. We attribute this success to the implementation of an Academic MTSS, consistent and ongoing PLCs, AVID, quality first best instruction, standard aligned intervention, enrichment, and designated and integrated ELD standard aligned best first instruction.
- The English Learner student group maintained by 1 dfs at -60.4 dfs in English Language Arts and increased 9.1 dfs at -79.3 dfs in mathematics. We attribute this success to the implementation of an Academic MTSS, consistent and ongoing PLCs to identify essential learning and targets in response to data analysis, AVID, quality first best instruction, standard aligned intervention, enrichment, and designated and integrated ELD standard aligned best first instruction
- The socioeconomically disadvantaged student group: Per the Fall 2023 California Dashboard the socioeconomically disadvantaged student group maintained in ELA by -0.1 dfs at -55.7 dfs and increased 8.5 dfs at -78.6 dfs in Math. We attribute this success to the implementation of an Academic MTSS, consistent and ongoing PLCs to identify essential learning and targets in response to data analysis, AVID, quality first best instruction, standard aligned intervention, enrichment, and designated and integrated ELD standard aligned best first instruction
- The students with Disabilities student group increased by 4.9 dfs at -123.8 dfs in English Language Arts and significantly increased 12 points dfs at -136.8. Last year the score decreased to -142 points dfs, demonstrating a 12-point growth.
- The Foster Youth student group: Per the Fall 2023 Dashboard the Foster Youth student group decreased by 12.3 dfs to -83.7 dfs ? -12.3 dfs in ELA and in math -8.2 at -110.2 dfs. Last year the Foster Youth student group scored -63 dfs; this year, the Foster Youth student group score decreased to -56 points below standard, demonstrating a seven-point growth.

GOAL #4:

Metric data for Goal 4 indicates Students in Grades 3rd through 5th resulted in 91% of students surveyed showed that they felt safe at school which is an increase from previous years 89%. The desired outcome for 2023-24 was 71.8%. This year the survey results exceeded this goal by 17.7%. 96% of students surveyed indicated they felt like teachers and other adults at school cared about them. This favorable outcome is an increase from 89%. The desired outcome for 2023-24 was 78.2%. This year the survey results exceeded this goal by 17.3 ,Students surveyed indicated 91% felt there were supportive relationships at school. This is an increase of 2% from previous school year 89%. Students surveyed indicated 89% they have a teacher or other adult from school who you can count on to help them. This is year the survey increased from 88%.

Students in grades 6-8 indicated they had supportive relationships at schools at 85% favorable. This is a decrease from 90%. Students surveyed they had a teacher or other adult from school who they can count on to help 77% favorable indicating a decrease 81%. Students surveyed indicated they feel safe at school at 89% Favorable resulting in increase from 88%. Surceyed students indicated the teachers and other grown ups at school care about them at 95% favorable indicating no change maintaining at 95%

We believe that the district's commitment to PBIS, restorative practices, the implementation of a school counseling program, and the robust outdoor program in tandem with social work interns at all the school sites and the Student Support Providers will positively impact suspension rates in the district. We will continue to deepen the implementation of these initiatives and continue to build on this success by continuing the

work on the development of our MTSS framework. Structured recess trainers continue to provide site-based coaching at each school once per month to help site teams learn play-based strategies for recess supervision, group management, and conflict resolution and provide the games with opportunities for group reflection and action planning. Supervision aides and site administrators were also given multiple opportunities to visit a robust recess program in a neighboring district that combines elements of playworks and PBIS and adds additional structured options for students. Many sites took what they observed and began implementing these improved and increased services in their schools.

In reflecting upon student and parent engagement, LCAP survey results of parents, including parents of unduplicated and exceptions need students, indicate that:

- 95.1% of parents felt their school offers programs and services for English learners. The desired outcome for 2023-24 was 81.9%. This year the survey results exceeded this goal by 13%.
- 95.8 % of parents felt it important for the school to offer an engaging and effective Art program. The desired outcome for the 23-24 school year is 87.%. This year's survey results exceeded this by 8%
- 96.8% of parents felt their school offers an effective and engaging PE program. The desired outcome for the 23-24 school year is 82%. This year's survey results exceeded this by 14%
- 88.5% of parents felt treated with respect and encouraged to participate in their child's education. The desired outcome for the 23-24 schoolyear is 82.7%. This year's survey results exceeded this by 5%

* 94.5% of parents felt it is important for their school to provide a strong positive behavior intervention support (PBIS). The desired outcome for the 23-24 schoolyear is 82.7%.

We believe these results reflect the increased partnership through quantity and quality of communication between parents and teachers is. We believe this also reflects the benefits of providing training to families to be better equip in partnering to support students.

REFLECTIONS: CHALLENGES:

Based on a review of the available performance on both the state indicators and local performance indicators that are included in the LCFF evaluation rubrics, progress toward LCAP goals, local self-assessment tools, input from our Educational Partners, and other information, the Perris Elementary School District has identified the following areas of need and focus:

The 2022-23 CA Dashboard results indicated that multiple subgroups across the district and school sites are performing at a Performance Level Red. To address these significant areas of need, specific goals and actions are implemented in the Local Control and Accountability Plan (LCAP) for the 2024-25 academic year. These actions are designed to target and improve the performance of the identified subgroups.

DISTRICT LEVEL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

- ELA:

Foter Youth: (-83.7) (Action 3.11, 3.3)

African American (-75.7) (Action 3.11, 3.3)

* MATH:

Foster Youth:(-110.2) (Action 3.11, 3.3)

African American (-104.6) (Action 3.11, 3.3)

*ELPI: 46.6%

Student Group Current Status

ALL -53.8 (Action 3.5,3.6)

EL -60.4 (Action 3.5,3.6)

LTEL6 -81.6 (Action 3.5,3.6)

LTEL7 -63.5 (Action 3.5,3.6)

*SUSPENSIONS

AA (VH) 6.5% (Action 3.18, 4.3,4.4)

- Chronic Absenteeism:

Foster Youth: 36.5% indicating an increase (Acton 4.3,4.4)

SCHOOL SITES:

CLEARWATER ELEMENTARY SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

* EL Red Low DS AT 42.7 / -21.7 (Action 3.5,3.6)

SKY VIEW ELEMENTARY SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

* All Students: ELPI (L) 42.4% Decreased Significantly (Action 3.6)

Chronic Absenteeism:

* SWD (53.6%) (Action 4.2)

- Suspension Rate: 14.9 (VH) (Action 4.7,3.11)

SWD: 7% suspended at least one day (Action 4.7,3.11)

PERRIS ELEMENTARY SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

* All Students: ELPI (L) 44.3% (Action 3.6.3.5)

* All Students: ELA (VL) -80.2 dfs (Action 3.11)

* English Learners: ELA (VL) -83.3 dfs (Action 3.5,3.6)

* SED/LI: ELA (VL) -81 dfs (Action 3.11)

* SWD: ELA (VL) -159.3 dfs (Action 3.11)

* SWD: MATH (VL)-179.6 dfs (ActioN 3.11)

* HOMELESS: Chronic Absenteeism (VH) 60% (Action 4.3,4.4)

* HISPANIC: ELA (VL) -79.4 dfs (Action 3.5,3.6)

GOOD HOPE ELEMENTARY SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

* SED: ELA (VL) -70.4 dfs (Action 3.11)

* EL: ELA (VL) -78.5 dfs (Action 3.11)

*SWD: ELA 9VL) -128. dfs (Action 3.11)

RAILWAY ELEMENTARY SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

* SWD: ELA (VL) -133.6 dfs (Action 3.11)

* SWD MATH (VL) -137.8 dfs (Action 3.11)

PALMS ELEMENTARY SCHOOL:

The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

Chronic Absenteeism:

* HL (52.5%) (Action 3.11,4.3,4.4)

- Suspension Rate:

AA: 7.4% suspended at least one day (Action 3.18, 4.3,4.4)

REFLECTIONS: CHALLENGES

GOAL #1 as measured by CA Dashboard and local indicators:

- Teacher vacancies required to be fulfilled throughout the year.

GOAL #2 as measured by CA Dashboard and local indicators:

* Ongoing maintenance repairs and facility upgrades were required throughout the school year

GOAL #3 as measured by CA Dashboard and local indicators:

* Lack of common assessments to facilitate data driven instruction.

- Lack of consistency in practices in sites across the district.

* Lack of alignment with essential standards, learning targets, and assessments

- There has been a restructuring of these instructional supports for the 2024/2025 school year.
- There was a focus on positive students outcomes There was not a concentrated focus on the various student groups, consequently we did see a decrease in chronic absenteeism.
- Need to focus on the other domains all academic domains and SEL to give our students their tiered academic support.
- There were inconsistencies in the tracking of students through the various tiers of attendance intervention due to attendance platform not utilized as designed.
- Provide a unified response to our sites for listening to their safety concerns and what assistance they need.

GOAL #4 as measured by CA Dashboard and local indicators:

* SEL Curriculum was not fully implemented and utilized as designed throughout instructional day

- Despite the availability of resources and communication efforts, some families struggle to physically did not access resources on campus.
- Access to new parent communication platform was not accessed by several families

PESD On the Horizon 2024-25

LCAP Goal #1:

* Continue on going hiring process to fullfill certificated and classified vacancies

* Onboarding modules for certificated and classified staff will be offered by administration, district personnel and academic coaches

- Continued professional development to support Integrated ELD and Literacy across all content areas.
- Academic coaches to support thorough coaching cycles for ELA, math and ELD. These coaches will provide a continuum of professional development on essential standards, literacy, Integrated ELD, and identification of essential learning outcomes

LCAP Goal #2:

* Professional Development for classified staff will be provided for grounds and maintenance

LCAP Goal #3:

- Implementation of Focused and Interim Assessment Blocks (IABs)in alignment with current best practices in instruction and assessment to meet the depth of knowledge and rigor of the CAASPP.
- Instructional Leaders Community of Practice will meet every six to 8 weeks to reclaribrated Essential learning and assessment alignment

* Staff collabroation will focus on PLC teams monitoring student progress with data informed measures throughout the school year.

* This diagnostic assessment will be given three times a year to establish baseline, mid year, and end year growth. The standards based data will be analyzed by teachers as part of the Professional Learning Community (PLC) process.

* Use FIABs and IABs to assess student progress, identify areas for improvement, and inform instructional decision-making to better support student learning outcomes

- Monitor progress on all student groups/subgroups to provide appropriate interventions and support.
- Focus on Science of Reading literacy across the curriculum using AVID strategies integration. These strategies are surrounded by the rigorous methodologies of writing, inquiry, collaboration, organization, and reading. These strategies have extensively prepared students to be competitive in a 21st century world and to meet the demands of college-readiness. Common Core Literacy Standards raise the expectations of students' academic performance in the domains of reading, writing, listening and speaking, and language.

*The Director of Special Education and district special education staff will meet with special education certificated staff and paraeducators in the district and conduct trainings related to IEP goals development, Restorative Practices, Behavior and responsive intervetion supports

- Assign academic coaches to support teachers in ELA, math, and ELD instruction, providing guidance on essential standards, literacy strategies, Integrated ELD, and identifying essential learning outcomes.

* Offer ongoing professional development opportunities for teachers to enhance their knowledge and skills in Integrated English Language Development (ELD) and literacy across all content areas

- Align Science of Reading instruction with Common Core Literacy Standards to raise expectations for students' academic performance in reading, writing, listening, speaking, and language skills.
- * Align Building Thinking Classrooms in Math with Essential Learning and Big Idea in mathematical concepts and essential learning
- * Academic Support and Enrichment Programs through 21st Century Learning and STEAM through PBL

LCAP Goal #4:

- Counselor training for restorative practices, AVID, social emotional learning and engaging with families
- Continue with RCOE comprehensive counseling program training for next year.
- New counselor training and one on one support with Coordinator of Student Success
- * Monthly collaborations with Counselors to plan supports
 - AVID Summer Institute and AVID training for new and returning coordinators.
- * PESDF will host an in-person event Bilingual Brilliance recognizing reclassified students and their families
 - Collaborate with the City of Perris to host engaging community workshops and events.
 - Host an Orientation for EL Newcomers families.
- * English Learner Impact team to develop EL 1:1 goal setting, personalized plans and ELPAC Academies
 - Professional development training and workshops for staff and families.
 - Provide additional support to increase student attendance; ie: resources, personal phone calls, host parent meetings, SART and attendance support plans
 - Conduct outreach programs and workshops specifically tailored to the needs and concerns of English Learner, students with disabilities, low-income, African American, and Hispanic families to raise awareness about the impact of chronic absenteeism on academic success.
 - * Foster strong partnerships with families and communities to emphasize the importance of regular school attendance.

Differentiated Assistance Support for 2024-25:

Perris Elementary continues partnership with RCOE to identify root causes, inequities, and areas of practice that require improvement. Through this partnership, comprehensive initiative mapping is being conducted to pinpoint specific needs and provide tailored assistance in areas requiring differentiated support. This collaborative effort aims to address challenges effectively and ensure equitable access to resources and opportunities for all students including Foster Youth and African American students. By implementing these strategies, PESD can effectively support English Learners, Students with Disabilities, low-income, and Hispanic students in achieving academic success and fostering positive student outcomes.

Reflections: Technical Assistance

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

Perris Elementary School District receives differentiated assistance support through Riverside County Office of Education in the identified areas as per results Fall 2023 California Dashboard. PESD identified for Differentiated Assistance support for the following:

Foster Youth ELA, Math and Chronic Absenteeism and African American in ELA, Math and Suspensions.

District overall qualification for the following as indicated in California Dashboard Fall 2023:

Foster Youth at Red in ELA -83.7 dfs with decrease of -12.3 dfs

Foster Youth at Red in Math -110.2 dfs with decrease of -8.2 dfs

Foster Youth at Red in Chronic Absenteeism at 36.5% with increase of 5.4%

Schools Identified for Additional Targeted Support & Improvement (ATSI):

Perris Elementary School for Homeless Youth in Chronic Absenteeism at Red 60% with increase of 3.3%

Palms Elementary for Homeless Youth in Chronic Absenteeism at Red 52.5% with increase of 1.1%

SkyView Elementary for African American in Suspensions due to increase of 11%.

The Perris Elementary School District reviewed CA School Dashboard data and recognized several access and opportunity gaps for various student groups in Academics, Suspension and Chronic Absenteeism. They were also identified for Differentiated Assistance based on outcomes for Foster Youth and African American Students.

Perris Elementary School District partnered with the RCOE team based on eligibility for Differentiated Assistance for support with analyzing strengths and weaknesses, identifying effective programs and practices to address identified needs, planning opportunities for capacity-building, and monitoring implementation. Perris Elementary has supported through proactive measures through support for the identified schools in developing School Plans for Student Achievement that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed.

Perris Elementary continues partnership with RCOE to identify root causes, inequities, and areas of practice that require improvement. Through this partnership, comprehensive initiative mapping is being conducted to pinpoint specific needs and provide tailored assistance in areas requiring differentiated support. This collaborative effort aims to address challenges effectively and ensure equitable access to resources and opportunities for all students including Foster Youth and African American students.

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.

No schools in the district were eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Families	In planning for the new three-year LCAP we engaged our education partners in various ways. We had 30 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP engagement presentations were provided at all school sites to provide opportunity for all school families to share input. LCAP engagement presentations were presented to DPAC and DELAC families.
Principals and Administration	In planning for the new three-year LCAP we engaged our education partners in various ways. We had 30 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP session was provided during Principal Insitutes to gather input and feedback from principals and administration.
Local Bargaining Units	In planning for the new three-year LCAP we engaged our education partners in various ways. We had 30 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP presentation session presented during chapter meetings to gather input and feedback on actions and goals from bargaining unit members. In addition, representatives from

Educational Partner(s)	Process for Engagement
	local bargaining units attended LCAP engagement sessions for opportunity to provide feedback and input on LCAP goals and actions from educational partners.
Teachers	In planning for the new three-year LCAP we engaged our education partners in various ways. We had 30 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. The LCAP Survey window was open for extended time from January through April in order to provide ample opportunity to receive input from educational partners.
Other School Personnel	In planning for the new three-year LCAP we engaged our education partners in various ways. We had 30 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP Survey window was open for extended time from January through April in order to provide ample opportunity to receive input from educational partners.
SELPA	In planning for the new three-year LCAP we engaged our education partners in various ways. We had 30 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP Survey window was open for extended time from January through April in order to provide ample opportunity to receive input from educational partners. SELPA representatives have indicated interest in continuing with Goal 3 Action 4, which encompasses various components such as the Teacher on Special Assignment, the Behavior Specialist, the specialized education teaching staff, related service staff, MTSS development, and supporting an inclusive culture. Their support indicates a commitment to ensuring the whole child wellness development and inclusivity of educational practices within the district, aligning with the overarching goal of fostering a supportive and inclusive environment for all students

Educational Partner(s)	Process for Engagement
Students	In planning for the new three-year LCAP we engaged our PESD students in various ways. Empathy Interviews were conducted with PESD students by certificated and classified staff at school sites to gain insight, street data and feedback on how to best support students with learning and social emotional well being. Empathy interviews at elementary schools benefit by providing deep insights into students' experiences and needs, fostering a more supportive and effective educational environment. In addition, students participated SEL Panorma surveys twice per school year in 1:1 settings, weekly check ins and independent whole class settings.

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

In planning for the new three-year LCAP we engaged our education partners in various ways. We had 20 education partner sessions between December 2023 and May 2024. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. Parent Committees expressed interest in the following:

- Summer school intervention in academics, instruction in art, music, robotics, performing arts, dance, and acting
- A winter program as compared to the Spring
- Continued PE teacher
- Saturday intervention
- After-school intervention
- Continued accessibility to technology
- Parent training, ie. CAFE, Project Inspire, Social Emotional Wellness, etc.
- Site parent English classes
- District Payment of parent volunteer TB tests and fingerprint costs
- CBET classes
- Dual Language Immersion Program
- TK Supplemental materials and supplies
- Dance and music during the school day

CSEA representatives expressed an interest in the following:

- Hiring additional paraprofessionals
- Increased involvement in MTSS/PBIS
- Increasing training for supervision aides in building relationships and supporting students
- Increasing participation in educational partner engagement
- Professional development for classified staff focused on MTSS, PBIS and English Learners

- Clarity and overcommunication on MTSS social-emotional and behavioral tiered intervention expectations

PETA representatives expressed an interest in the following:

- Hiring additional paraprofessionals, specifically bilingual instructional aides for the classroom
- Continued support to mitigate not having combinatio classes.
- Closing gaps in attendance rates
- Support with social emotional learning and positive behavior supports
- Additional staff to serve students with disabilities

SELPA representatives expressed an interest in the following:

- Continuing with goal 3 action 4, which includes:
- the Teacher on Special Assignment;
- the Behavior Specialist;
- the special education teaching staff;
- related service staff;
- MTSS development;
- supporting an inclusive culture

Management Staff (principals, directors, and other administrators):

- Enrichment opportunities
- Professional Development
- Robust recess
- Student access to technology/internet
- Reducing chronic absenteeism
- Increase in enrichment opportunities

During the review and annual update educational partner meetings (principals, directors, teachers, classified staff, other school personnel, community members, and parents), the following actions and services were discussed:

- Differentiated Assistance
- Transitional Kindergarten Program
- Bussing
- Training for classified staff
- Expanded Learning Opportunities Program
- Parent training, ie. CABE, Project Inspire, etc.
- Chronic Absenteeism
- Information on partner organizations that support the dental and vision health of students was presented by the district nurse
- Clarityand overcommunication on MTSS social-emotional and behavioral tiered intervention expectations
- reducing suspension rates for African American students

Based on the 2023-2024 Panoram Survey, 89.5% of students surveyed felt safe at school, and 95.5% felt that teachers and other adults

cared about them.

2023-2024 Educational partner survey results reflect that 52% of parents are interested in a Virtual Academy in the Perris Elementary School District. 75% interested in increasing the number of Dual Language Immersion programs in the Perris Elementary School District. 95% It is important for schools to offer counseling services. 93.4 % indicated it is important for the district to offer an engaging and effective Expanded Learning Opportunities Program (After School Program/tutoring, Summer School,Saturday Academies).

In response to the input gathered from our education partners, including parent committees, CSEA representatives, PETA representatives, SELPA representatives, and management staff, several key areas of interest and concern have been identified. These include a wide range of initiatives such as summer school interventions, winter programs, continued support for PE teachers, accessibility to technology, parent training programs, CBET classes, and increased enrichment opportunities. Additionally, there is a shared emphasis on hiring additional paraprofessionals, increasing involvement in MTSS/PBIS, providing professional development opportunities, and fostering an inclusive culture. The feedback provided during these sessions underscores the importance of addressing various needs and priorities within our educational community, guiding our efforts in planning for the new three-year LCAP.

The district will continue with Goal 4.3 by continuing to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. MTSS structure and practices will focus on core instruction, differentiation through evidence-based practices to address individual student needs, and align systems to ensure the behavioral, and social success of all students. Provide professional development days targeting the needs of low-income, foster youth, and ELL students. Goal 3.9 Offering a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills for additional enrichment opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PESD is committed to hiring and retaining high quality and effective staff.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA is committed to maintaining its goal of recruiting and retaining highly qualified and well-trained staff to effectively serve and support students. This entails several actions:

- Ensuring the hiring of appropriately credentialed and assigned certificated staff to address students' diverse needs, with a focus on achieving 100% compliance with annual county reviews stipulated in the Williams Settlement.
- Hiring appropriately assigned classified, confidential, and classified management staff to provide essential support to certificated staff in meeting student needs.
- Providing professional development opportunities to enhance staff training, equipping them with the necessary skills to address both academic and social-emotional needs effectively.
- Allocating 15% LCFF concentration funds to sustain teacher employment, thereby minimizing combination classes. This approach allows teachers to focus on delivering curriculum standards for specific grade levels, improving their ability to address students' instructional needs more effectively.
- These coordinated efforts ensure that the needs of more students are met, ultimately fostering equitable achievement outcomes for unduplicated students compared to their peers. Enhance achievement in core subjects such as math and ELA, ensure comprehensive whole-child wellness, promote 21st-century learning skills, and implement Multi-Tiered Systems of Support (MTSS). This goal allows for UPP achieve at the same level of their peers

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC report on teacher credentials	100% of teachers are appropriately credentialed and correctly assigned.			100% of teachers are appropriately credentialed and correctly assigned.	
1.2	Employee retention rates tracked by Human Resources.	99% of employees retained in 23-24 school year.			99% of employees will be retained in 26-27 school year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Credentialed and	Certificated staff, including certificated management, will be appropriately credentialed and correctly assigned in the subject areas and for the pupils,	\$28,954,529.00	No

Action #	Title	Description	Total Funds	Contributing
	Assigned Certificated Staff	they teach; maintain competitive salaries to retain certificated staff and certificated management.		
1.2	Hire and Retain Classified and Management Staff	Hire and correctly assign classified, confidential and classified management staff; maintain competitive salaries to retain classified, confidential and classified management staff.	\$11,701,161.00	No
1.3	Non Categorically Funded Professional Development	Provide non categorically funded professional growth opportunities for classified, certificated, management, and governing board members. Expenses would include all conferences, speaker fees and training expenses including all travel expenses as appropriate.	\$127,250.00	No
1.4	Minimize Combination Classrooms	Ensure the continued employment of teachers to mitigate the need for combination classes in grades TK-6, supporting students' learning needs effectively.	\$1,480,152.00	Yes
1.5	Increase Staff Retention Rates	Increase staff to support unduplicated pupils, low income, foster youth and English learner students in all academic areas and social emotional supports.	\$7,369,611.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>PESD will provide safe, clean, and well-maintained school environments, fostering a sense of belonging and connection among students. This supportive atmosphere not only enhances the health and well-being of both students and staff but also contributes to improved educational outcomes for students.</p>	<p>Maintenance of Progress Goal</p>

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The district will maintain this goal because providing well-maintained facilities and technology is vital to properly serving and supporting students.

1. School maintenance, repair, and landscaping budgets are using LCFF base funds and do not contribute to increased or improved services to unduplicated low income, foster your and English Learner student groups.
2. The district will continue to provide transportation to low-income students which educational partners including parents, site administrators, and teachers have indicated is necessary to support attendance, learning opportunities, and student achievement for low-income students. Educational partners have indicated that if the district did not provide transportation to identified low-income students these students would not have the same access to educational services as non-low-income students.
3. The district will improve equitable access and continue to increase and improve access to technology resources for low-income and foster youth students. The district continues to provide devices, supporting infrastructure, and support staff to students that would not have access to such resources if they were not provided by the district.

The combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Inspection Tool Ratings (FIT)	All sites maintained at minimum a “good” overall rating.			2026-27 Schools visited maintain a "Good" or "Exemplary" on all site FIT Reports	
2.2	Attendance Indicators per Dashboard and local metrics	Bussing: Transportation for low income students and foster youth per district guidelines.			2026-27 Bussing: Transportation for low income students and foster youth per district guidelines.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Schools Maintenance, Repair and Landscaping	Maintenance, repair and landscaping of schools; Expenditures to include: utilities, maintenance, supplies, contracts and other operating costs included in facilities master plan.	\$4,497,229.00	No
2.2	Transportation	Bussing: Transportation for low income students and foster youth per district guidelines.	\$288,858.00	Yes
2.3	Increased and Improved Access to Technology	Continue to provide increased and improved access to technology resources for low-income and foster youth students. District-wide technology support, including website, device management, and firewall software; financial, personnel, and attendance applications through RCOE; maintenance and upgrade of servers, current technology infrastructure, other supplemental materials, and supplies.	\$919,422.00	Yes
2.4	Data Management	Implementing Abre for Enhanced Data Management and Visualization to better monitor student outcomes and provide evidence based support of foster youth, low income and english learners.	\$64,550.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in all core content areas as well as in English Language Development.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district will maintain this goal in order to support students in mastering California Standards in all core content areas as well as in English Language Development.

1. There is evidence of need to close achievement gaps for all students, including unduplicated students, in English Language Arts. Gaps in achievement still remain between unduplicated students' achievement and their peers. Gaps in the latest ELA Dashboard indicate a distance from standard (DFS) scores (English Learners -60.4 dfs and Low income -55 dfs) show a need to continue the MTSS framework, low-income foster youth site allocations, Special Education Staffing, increase 21st Century Learnign thorough STEM PBL Integration, and AVID Elementary Programs.
2. There is evidence to address the achievement disparities for all students, including unduplicated students, in Math and Language Arts. Gaps in achievement still remain between unduplicated students' performance and their peers. Gaps in the latest Math Dashboard indicates a distance from standard (DFS) scores (English Learners -79.3), highlighting the need to continue ensuring sites have bilingual aide support, the DLI program, and EL site allocations.
3. The implementation of the Virtual Learning Academy is in direct response to Educational Partners' input. LCAP surveys reflect that 52.8% of parents were interested in a Virtual/Hybrid Online program. The district will continue to provide English learners, foster youth, and low-income families with rigorous educational options, including the virtual and hybrid academy, with increased efforts to expand the program to 7th grade.
4. Discretionary budgets are using LCFF base funds and do not contribute to increased or improved services to unduplicated low-income, foster youth, and English Learner student groups.
5. The math adoption and replacement texts are funded by lottery funds and do not contribute to increased or improved services for unduplicated low-income, foster youth, and English Learner student groups.

However, the combined efforts and focus on these actions and metrics are designed to better meet the needs of more students, ensuring that unduplicated students can achieve at the same level as their peers

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Williams School Inspection; Accountability Report Card	A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.			A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	
3.2	Smarter Balanced Assessments (SBAC) ELA and Math: Scale score points distance from standard.	<p>2022-23 SBAC ELA</p> <p>All Students: 53.8 points below standard (Orange)</p> <p>H: 55 points below standard (Orange)</p> <p>AA: 75.7 points below standard (Red)</p> <p>EL: 60.4 points below standard (Orange)</p> <p>SED: 55.7 points below standard (Orange)</p>			<p>2026-2027 SBAC ELA</p> <p>All Students: 43.8 points below standard (Increase-Yellow)</p> <p>H: 45 points below standard (Increase-Yellow)</p> <p>AA: 65.7 points below standard (Increase-Yellow)</p> <p>EL: 50.4 points below standard (Increase-Yellow)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SWD: 123.8 points below standard (Orange)</p> <p>FY: 83.7 points below standard (Red)</p> <p>2022-23 SBAC Math</p> <p>All Students: 76.8 points below standard (Yellow)</p> <p>H: 77.3 points below standard (Yellow)</p> <p>AA: 104.6 points below standard (Red)</p> <p>EL: 79.3 points below standard (Yellow)</p> <p>SED: 78.6 points below standard (Yellow)</p> <p>SWD: 136.8 points below standard (Orange)</p> <p>FY: 110.2 points below standard (Red)</p>			<p>SED: 45.7 points below standard (Increase-Yellow)</p> <p>SWD: 113.8 points below standard (Increase-Orange)</p> <p>FY: 73.7 points below standard (Increase-Orange)</p> <p>2022-23 SBAC Math</p> <p>All Students: 66.8 points below standard (Increase-Yellow)</p> <p>H: 67.3 points below standard (Increase-Yellow)</p> <p>AA: 94.6 points below standard (Increase-Yellow)</p> <p>EL: 69.3 points below standard (Increase-Yellow)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>SED: 68.6 points below standard (Increase-Yellow)</p> <p>SWD: 126.8 points below standard (Increase-Orange)</p> <p>FY: 100.2 points below standard (Increase-Orange)</p>	
3.3	English Learner Progress	<p>English Learner Progress</p> <p>2022-23 46.6% making progress towards English Language Proficiency</p>			English Learner Progress 56% making progress towards English language proficiency	
3.4	Reclassification Results - Percent of ELs reclassified each year	<p>Reclassification Results-Percent of ELs reclassified each year</p> <p>2022-23 Reclassification Rate 6%</p>			<p>Reclassification Results-Percent of ELs reclassified each year</p> <p>Reclassification Rate 10%</p>	
3.5	The State's Priority 3 Reflection Tool	The overall average rating for all areas in 2018-19 was 3.3			The overall average rating for all areas in the the State's Priority 3 Reflection Tool will reflect a 4.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	The State's Priority 2 Reflection Tool; ELD Questions	The average rating for ELD questions 18-19 was 4 on the State's Priority 2 Reflection Tool; ELD Questions			The average rating for ELD questions on the State's Priority 2 Reflection Tool will reflect a 5.	
3.7	LCAP survey of parents including parents of unduplicated and exceptional needs students	<p>LCAP survey of parents including parents of unduplicated and exceptional needs students</p> <p>(1.) In 2018-19, 85% of parents felt their school used standards aligned materials and that they are informed about California Standards</p> <p>(2.) In 2018-19, 84% of parents felt their school offers an effective and engaging art and PE program</p> <p>(1a) 88.9% of parents felt their school offers an effective and engaging Art program.</p> <p>(1b) 91.2% of parents felt their school offers an effective and engaging PE program.</p>			<p>LCAP survey of parents including parents of unduplicated and exceptional needs students reflects:</p> <p>Question G1 was removed Question G2 was adjusted to become new questions 1a & 1b</p> <p>(1a). 90% of parents feel their school offers an effective and engaging Art program</p> <p>(1a). 95% of parents feel their school offers an effective and engaging PE program</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	District Math Summative Assessment	<p>H. District Math Assessments</p> <p>2023-2024 FIAB % Near or Above Standard</p> <p>Third Grade: All Students: 45% H: 45% AA: 37% EL: 38%</p> <p>Fourth Grade: All Students 43% H: 43% AA: 32% EL: 40%</p> <p>Fifth Grade: All Students 52% H: 43% AA: 25% EL: 42%</p> <p>Sixth Grade: All Students 35% H: 35% AA: 28% EL 19%</p> <p>All Students: All Grades: 44% H: 41% AA: 31% EL: 35%</p>			<p>H. District Math Assessments</p> <p>FIAB % Near or Above Standard</p> <p>Third Grade: All Students: 55% H: 55% AA:47% EL: 48%</p> <p>Fourth Grade: All Students 53% H: 53% AA: 42% EL: 50%</p> <p>Fifth Grade: All Students 62% H: 53% AA: 35% EL: 52%</p> <p>Sixth Grade: All Students 45% H: 45% AA: 38% EL 29%</p> <p>All Students: All Grades: 54% H: 51% AA: 41% EL: 45%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>PESD K-2 Universal Math Screeners</p> <p>TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 85% Mastery TK: Count to 10 - 95% Mastery TK: Subitizing - 92% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer "How many?" - 92% Mastery</p> <p>Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 79% Mastery K: Comparing: 96% Mastery K: Count to 30: 84% Mastery K: Part 1 - Count Objects: 96% Mastery K: Part 2 - Count to Answer "How many?": 95% Mastery</p> <p>First Grade Trimester 3 Math Screeners 1st: Identify Numerals 0-20: 90% Mastery</p>			<p>PESD K-2 Universal Math Screeners</p> <p>TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 95% Mastery TK: Count to 10 - 98% Mastery TK: Subitizing - 95% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer "How many?" - 95% Mastery</p> <p>Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 89% Mastery K: Comparing: 98% Mastery K: Count to 30: 94% Mastery K: Part 1 - Count Objects: 98% Mastery K: Part 2 - Count to Answer "How</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>1st: Count to 30: 95% Mastery</p> <p>1st: Count to 100 by Tens: 89% Mastery</p> <p>1st: Addition and Subtraction: 87% Mastery</p> <p>Second Grade Trimester 3 Math Screeners</p> <p>2nd: Write to 120: 87% Mastery</p> <p>2nd: Place Value: 93% Mastery</p> <p>2nd: Comparing: 91% Mastery</p> <p>2nd: Addition and Subtraction Strategies within 20: 90% Mastery</p> <p>2nd: Word Problems within 20: 82% Mastery</p> <p>2nd: Addition and Subtraction within 100: 76% Mastery</p>			<p>many?": 98% Mastery</p> <p>First Grade Trimester 3 Math Screeners</p> <p>1st: Identify Numerals 0-20: 95% Mastery</p> <p>1st: Count to 30: 98% Mastery</p> <p>1st: Count to 100 by Tens: 95% Mastery</p> <p>1st: Addition and Subtraction: 97% Mastery</p> <p>Second Grade Trimester 3 Math Screeners</p> <p>2nd: Write to 120: 97% Mastery</p> <p>2nd: Place Value: 97% Mastery</p> <p>2nd: Comparing: 97% Mastery</p> <p>2nd: Addition and Subtraction Strategies within 20: 97% Mastery</p> <p>2nd: Word Problems within 20: 92% Mastery</p> <p>2nd: Addition and Subtraction within 100: 86% Mastery</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	District ELA Assessment	<p>District ELA Assessments</p> <p>2023-2024 IAB % Near or Above Standard</p> <p>Third Grade: All Students: 56% H: 55% AA: 51% EL: 49%</p> <p>Fourth Grade: All Students 57% H: 57% AA: 50% EL: 48%</p> <p>Fifth Grade: All Students 55% H: 56% AA: 33% EL: 41%</p> <p>Sixth Grade: All Students 60% H: 60% AA: 100% EL 42%</p> <p>All Students: All Grades: 57% H: 57% AA: 59%</p>			<p>District ELA Assessments</p> <p>IAB % Near or Above Standard</p> <p>Third Grade: All Students: 66% H: 65% AA: 61% EL: 59%</p> <p>Fourth Grade: All Students 67% H: 67% AA: 50% EL: 58%</p> <p>Fifth Grade: All Students 65% H: 66% AA: 43% EL: 4\51%</p> <p>Sixth Grade: All Students 70% H: 70% AA: 100% EL 52%</p> <p>All Students: All Grades: 67% H: 67% AA: 69%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>EL: 45%</p> <p>PESD K-2 Universal Screeners</p> <p>TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 59% Mastery TK: Lowercase Letter Names - 46% Mastery TK: Letter Sounds - 37% Mastery</p> <p>K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 85% Mastery K: Lowercase Letter Names - 83% Mastery K: Letter Sounds - 78% Mastery K: Blend Words with 3 Phonemes - 69% Mastery K: Site Words Fluency - 71% Mastery K: CVC in Text - 59% Mastery</p> <p>First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 89% Mastery</p>			<p>EL: 55%</p> <p>PESD K-2 Universal Screeners</p> <p>TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 69% Mastery TK: Lowercase Letter Names - 56% Mastery TK: Letter Sounds - 47% Mastery</p> <p>K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 95% Mastery K: Lowercase Letter Names - 93% Mastery K: Letter Sounds - 88% Mastery K: Blend Words with 3 Phonemes - 79% Mastery K: Site Words Fluency - 81% Mastery K: CVC in Text - 69% Mastery</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>1st: Letter Sounds - 86% Mastery 1st: CVC in Text - 84% Mastery 1st: Consonant Digraphs In Text - 72% Mastery 1st: CVCC and CCVC In Text - 76% Mastery 1st: Fluency - 40% Mastery</p> <p>Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 80% Mastery 2nd: r-controlled Vowels in Text - 79% Mastery 2nd: Fluency - 39% Mastery</p>			<p>First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 99% Mastery 1st: Letter Sounds - 96% Mastery 1st: CVC in Text - 94% Mastery 1st: Consonant Digraphs In Text - 82% Mastery 1st: CVCC and CCVC In Text - 86% Mastery 1st: Fluency - 50% Mastery</p> <p>Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 90% Mastery 2nd: r-controlled Vowels in Text - 89% Mastery 2nd: Fluency - 49% Mastery</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Replacement Texts and Consumables	Adopt textbook and instructional materials for Math and purchase replacement text and consumable materials for adopted curriculum.	\$300,000.00	No
3.2	Site Based Discretionary Budgets	Allocate site based discretionary budgets to provide adequate office supplies, books and materials including library books; teacher classroom supply orders; playground equipment and other site operational needs.	\$440,400.00	No
3.3	Foster Youth and Low Income School Site Support Allocation	School site allocations to be used to provide additional services to low income and foster youth. Services will be aligned to goals in the LCAP as well as goals and actions outlined in school site Single Plans for Student Achievement. Actions may include site AVID materials and AVID professional development, educational study trips to local colleges for AVID students, after-school tutoring, improved core instructional practices,	\$1,109,408.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology purchases, additional collaboration time for teachers as well as site-based family involvement targeting foster youth and low-income needs. This action is intended to address needs of support for Foster Youth, SED students and English Learner groups.		
3.4	Specialized Support Staff	Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. The district has hired and maintains additional special education staff to increase and improve services to these students. This action is intended to address needs by providing support for Foster Youth, SWD, SED students and English Learner groups.	\$1,557,497.00	Yes
3.5	English Learner Site Support: Bilingual Paraprofessional	Equitably allot bilingual aide support for English learners. Language acquisition support will be for students needing primary language support and students who are in need of support to advance their level of proficiency, including LTELS. Bilingual aides support staff work with individuals and small groups of English learners utilizing evidence based strategies, leveled readers, and language development resources from the district-adopted ELA/EL curriculum. The bilingual aide language acquisition support is differentiated based on the English Learner's language level. Structured English Language acquisition programs are offered at all sites. This action is intended to address needs of support for English Learner and ELPI student groups.	\$694,653.00	Yes
3.6	English Learner Site Allocation	Prioritizing culturally relevant English Learner and Foster Youth Parent engagement activities aimed at enhancing parental understanding of college requirements and resources specifically designed for English learners and Foster Youth. Examples of these enhanced services include after-school tutoring specifically tailored for English learners and LTELS, intensive academic support through EL Summer and/or Spring break Academies, intervention for foster youth, professional development opportunities for educators focusing on English learner and LTEL instruction and evidence based practices, dedicated collaboration time for data analysis to refine EL instructional techniques, and family engagement initiatives such as Project Inspire from CAFE and Social Emotional Whole	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Child Wellness. This action is intended to address needs by providing support for English Learner groups, ELPI and HIS student groups.		
3.7	Dual Language Immersion Program	The DLI program is offered in English and Spanish beginning with transitional kindergarten through sixth grade and adding one-grade level each subsequent school year. DLI teachers participate in ongoing English Learner professional development and collaboration time to review EL instructional lessons and assessment data throughout the school year to develop instructional plans tailored in response to students specific needs.	\$3,124,635.00	Yes
3.8	AVID Elementary Program	Continue to implement the AVID Elementary program at all school sites to help close the achievement gap by preparing all students for college and readiness in a global society. This action is intended to address needs by providing support for Foster Youth, SED students, and English Learner student groups.	\$89,784.00	Yes
3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Offer a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension learning opportunities for foster youth, english learners and low income students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills. Including teacher meetings for program planning training and collaboration. Strength based inventories and learning style inventories. This action is intended to address needs by providing support for unduplicated pupils.	\$40,000.00	Yes
3.10	Virtual Academy	Provide families with rigorous educational options including virtual and hybrid academy	\$575,621.00	Yes
3.11	Academic Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure the academic success and social emotional well being	\$528,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of all students. Provide professional development days targeting the needs of low-income, foster youth, and ELL students. This action is intended to address needs by providing support for Foster Youth, SED students, LTELS and English Learners.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where they feel safe and are motivated to come to school; and parents feel welcome and are encourage to actively participate in their child’s education.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (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.

The district will maintain this goal to provide a comprehensive, engaging, and relevant instructional program for students through creating an educational environment and culture where they feel safe and are motivated to come to school, and parents feel welcome and are encouraged to actively participate in their child’s education. We strive to continue to provide systems of support for students to be successful academically and social emotionally.

1. English Learners and Socioeconomically Disadvantaged student groups saw a decline in suspension rates, which demonstrates an increase in positive behavior. The district will continue to implement the Multi-tier System of Support (MTSS) framework, which focuses on behavior, restorative practices, sense of belonging, whole child wellness and social-emotional support. There will be an increased focus on MTSS structures and whole child wellness to further enhance these positive outcomes.
2. LCAP surveys reflect that 95.7% of parents felt that it is important for schools to offer school counseling services, and efforts to improve students feeling safe at school have resulted in a 91% rate. The district will utilize a portion of the additional 15% LCFF concentration funds to continue to provide school counselors at all school sites as well as two student support providers to help English learners, foster youth, and low-income students develop social skills, succeed academically, and feel safe in school.
3. Parents are the primary factor in student achievement and the overall well-being of their children. During various LCAP Partner Engagement meetings parents requested family engagement workshops, and Community Based English and Spanish classes (CBET) to continue. LCAP parent survey responses show that 67.5% of parents felt that schools provided workshops to help parents understand and practice internet safety including social media; 93.7% of parents felt schools provided workshops to parents that support the social-emotional

needs of students; 76.8% of parents felt that schools provided parent workshops focused on student educational priorities and 19 parents attended Community Based English classes. The district will continue to provide family engagement workshops and the CBET program specifically targeting the parents of 1) foster youth; 2) English learners, and 3) low-income and African American students.

The combined effort and focus of these actions and metrics will continue to result in creating an inclusive educational environment and culture where students feel safe with a sense of belonging and are motivated to come to school, and parents feel welcome and supported with tools and resources to actively participate in their child’s education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate - 92.41% End of Year (EOY) CALPADS	2023-2024 Attendance Rate - 92.4% End of Year (EOY) CALPADS			2026-2027 Attendance Rate - 96% End of Year (EOY) CALPADS	
4.2	Chronic Absenteeism Rate - Local Measure	Chronic Absenteeism Rate 2023-2024 Local Measure 24.73% - District-wide 32.40% - African American 24.3% - Hispanic 16.9% - White 25.0% - Foster Youth 28.1% - Student with Disabilities 25.5% - EL 32.1% - Homeless			2026-2027 Chronic Absenteeism Rate Local Measure 15% - District-wide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension Rate - Local Measure	<p>Suspension Rate - 2023-2024</p> <p>Local Measure District-wide- 2.0%</p> <p>African American - 5.3%</p> <p>Hispanic - 2.1%</p> <p>White - 5.6%</p> <p>Foster Youth - 5.3%</p> <p>Student with Disabilities - 1.3%</p>			<p>Suspension Rate - 2026-2027</p> <p>Local Measure Districtwide- 1.0%</p>	
4.4	Expulsion Rate - End of Year (EOY) CALPADS	<p>Expulsion Rate 2023-2024</p> <p>End of Year (EOY) at 0%</p> <p>CALPADS</p>			<p>Expulsion Rate 2026-2027</p> <p>End of Year (EOY) at 0%</p> <p>CALPADS</p>	
4.5	Course Access: Art and PE Staffing data for unduplicated and exceptional needs students.	<p>Unduplicated and exceptional needs students have access to Art and PE teachers.</p>			<p>Unduplicated and exceptional needs students have access to Art and PE teachers.</p>	
4.6	Parent (including parents of unduplicated and exceptional needs students) Surveys	<p>LCAP survey shows that 78% of parents feel they are treated with respect and are encouraged to participate in their child's education.</p>			<p>LCAP survey shows that 100% of parents feel that they are treated with respect and are encouraged to participate in their child's education.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Sense of Safety and School Connectedness-Student LCAP Climate Survey	Sense of Safety and School Connectedness-Student LCAP Climate Survey. Student survey shows that 91% of students surveyed felt safe at school and 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.			Sense of Safety and School Connectedness-Panorama Survey Student survey shows that 100 % of students surveyed felt safe at school	
4.8	Panorama Survey	96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.			100% of students surveyed indicated that they felt like teachers and other adults care about them.	
4.9	LCAP survey of parents including parents of unduplicated and exceptional needs students	2023-24 LCAP survey of parents, including parents of unduplicated and exceptional needs students 1. 95.1% of parents felt their school offers programs and services for English learners			2026-27 LCAP survey of parents including parents of unduplicated and exceptional needs students 1. 99% of parents felt their school offers programs and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2. 76.8% of parents felt their school prepares their student for career and college via AVID</p> <p>3. 58.8% of parents felt their child had access to a school counselor</p> <p>3. 95.7% of parents felt it is important for schools to offer counseling services.</p> <p>4a. 95.8% of parents felt their school offers an effective and engaging Art program.</p> <p>4b. 96.8% of parents felt their school offers an effective and engaging PE program.</p>			<p>services for English learners</p> <p>2. 90% of parents felt their school prepares their student for career and college via AVID</p> <p>3. 90% It is important for schools to offer counseling services</p> <p>4a. 90% of parents felt their school offers an effective and engaging Art program.</p> <p>4b. 90% of parents felt their school offers an effective and engaging PE program.</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement	Promote family involvement for foster youth, EL, and African American through activities such as workshops, Enrichment, Social Emotional Learning, Fostering Empowered Students, Academic Evidence based support informational meetings, and home visits.	\$84,705.00	Yes
4.2	Community Based Tutoring Program	Differentiate the targeted needs of students by offering Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students. This program aims not only to teach parents English but also to provide training on how they can actively support their children's education. Parents will receive instruction on key concepts and programs utilized within our schools, empowering them to play an active role in their children's academic journey.	\$31,415.00	Yes
4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, enhanced literacy practices, essential learning in math, individual student needs, and alignment of systems to ensure the behavioral, and social success of all students. This action is intended to address needs by providing support for Foster Youth, SED students and English Learner groups by providing professional development days	\$1,404,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeting the needs of low-income, foster youth, African American and EL students		
4.4	Counselor Program	Continue to provide school counselors for the purposes of supporting students develop social skills, work habit, study skills, growth mindset to succeed in school. They will provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. This action is intended to support all students.	\$921,723.00	Yes
4.5	Art and PE Program	Retain full-time Arts through STEAM and PE teachers to provide instruction in curricular areas above what the regular classroom teachers provide to provide relevant learning connection across content. Allowing time for classroom teachers to collaborate and plan/deliver interventions to students to push in services to students.	\$2,083,586.00	Yes
4.6	21st Century Multi-Media Learning Centers	Provide support to sites in revitalizing library/media center services to expand into 21st-century Multi-Media Learning Centers.	\$616,107.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$19,528,729	\$2,554,655

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
42.051%	0.000%	\$0.00	42.051%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Minimize Combination Classrooms</p> <p>Need: On the Fall 2023 Dashboard, the "All Students" group reported at --76.8 dfs in mathematics, placing the district in the Yellow performance level, EL students also reported in the Yellow performance level (-79.3 dfs) and FY (-110.2 dfs) reported in the Red</p>	<p>Employing teachers to minimize combination classes directly addresses the need for equitable access to quality education and to provide targeted instruction in math, eg. small group setting and strategic intervention for Foster Youth, English learners, and low-income students.</p> <p>This action provides opportunities for more individualized instruction and targeted support through math evidence based strategies that address the diverse needs of student populations.</p>	<ul style="list-style-type: none"> * Attendance Dashboard rates and local metrics * FIAB/IAB Academic Progress Metrics * ELA, Math and Science results on the CAASPP assessments * EL Growth Performance on ELPAC

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
	<p>performance level, SED reported at -78.6 dfs in Yellow in mathematics.</p> <p>Data indicates continued need to support students in mathematics performance across all grade levels in the district and the need to refine evidence base instructional practices in alignment with essential learning in order to meet standards.</p> <p>Scope: LEA-wide</p>	<p>Although this action supports unduplicated pupils, implementing this action on a districtwide basis ensures that all students have access to the resources and support needed to succeed academically, emotionally and socially.</p>	<p>* Local progress monitoring assessments in ELA and Math</p>
<p>1.5</p>	<p>Action: Increase Staff Retention Rates</p> <p>Need: The district has an identified need to sustain staffing and support for unduplicated students in order to ensure consistent instruction, support and build relationships with their educators, which is crucial for students' academic and emotional development.</p> <p>The Fall 2023 Dashboard reported the "All Students" group at -53.8 dfs in ELA, reporting in the Orange performance level, while EL reported at -60.4 dfs and FY at -83.7 dfs reported in the Red performance level. ELPI and EL students reported in the Orange performance level at 46.6% with -60.4 dfs, This indicates a continued need to support students</p>	<p>This action is provided at a districtwide level in order to ensure appropriately assigning supports across the district in providing academic support, SEL instruction, positive behavior intervention supports, best first quality instruction in small group settings with a focus on implementation of evidenced based strategies and addressing the needs of English Learners, Low Income and Foster Youth students. Staff is assigned to adequately to serve the needs of unduplicated students represented in state and local assessment performance data.</p>	<p>* ELA, Math and Science results on the CAASPP assessments * FIAB/IAB Progress * Early Literacy Screener * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math</p>

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
	<p>in ELA performance across all grade levels in the district and improve best first instruction with implementation of evidence base instructional practices.</p> <p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Increased and Improved Access to Technology</p> <p>Need: Based on a review of the available performance on both the state indicators and local performance indicators that are included in the LCFF evaluation rubrics, progress toward LCAP goals, and input from our Educational Partners. PESD has identified the following areas of need and focus.</p> <p>*Data indicates continued need to support students in ELA and Mathematics performance across all grade levels in the district with unduplicated pupils.</p> <p>ELA All Students: -53.8 dfs Math All Students: -76.8 dfs</p> <p>On the Fall 2023 ELA Dashboard EL students reported in the Orange performance level (-60.4 points dfs) and FY (-83.7 points dfs) reported in the Red performance level.</p>	<p>Increased and Improved Access to Technology allows technology resources to enhance instruction and provide additional learning tools at LEA-wide basis to address the needs of unduplicated students. To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <p>* Technology integration of digital learning platforms and tools, devices, and resources into teaching and learning practices to enhance educational experiences and outcomes. Technology integration aims to provide students with instant access to differentiated and learner adaptive information and resources, fostering personalized learning experiences that meets individualized needs, preferences, and learning styles.</p> <p>* Language Support through Technology: Utilize digital tools and software applications to offer language support for English learners supporting with reading comprehension of instructional materials. This is especially beneficial for foster youth who may have experienced disruptions in their education.</p>	<p>* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * SEL Surveys * Local progress monitoring assessments in ELA and math</p>

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
	<p>Foster Youth student groups declined on the California Dashboard for Fall 2023 in academic achievement and increased in chronic absenteeism. District is in Differentiated Assistance for FY chronic absenteeims, This action supports the need of unduplicated students for improving student academic performance in ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>* Access to Digital Resources: Provide lowincome students, foster youth, and English learners with equitable access to digital textbooks, online libraries, and educational websites, supplementing traditional resources. This addresses the lack of access to educational materials.</p> <p>* Increase access and learning of Common Core 21st-Century Skills: Integrated technology-enhanced learning experiences to foster the development of essential skills such as communication, critical thinking, collaboration, and creativity across all content.</p> <p>This action is aimed at unduplicated pupil groups such as English learners, low-income, and foster youth, the rationale for extending these services to all students district-wide is based on the principles of supporting equity and inclusion.</p>	
2.4	<p>Action: Data Management</p> <p>Need: The district Data indicates continued need to supprt students in ELA and mathematics performance across alll grade levels in the district and the need to implement evidence base instructional practices for FY, EL and SED students at a district level.</p> <p>On the Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs in ELA, reporting in the Orange performance level. FY (-83.7 points dfs) reported in the</p>	<p>Implementing Abre for enhanced data management and visualization enables districtwide to more effectively monitor student outcomes, analyze data, and provide evidence-based support for unduplicated students such as Foster Youth, low-income students, and English Learners.</p> <p>Abre will be used during PLC, parent conferences and collaborations as a comprehensive data tools to track the academic progress and needs of students in real-time, allowing the district to identify areas for intervention and support more efficiently in order to provide on time responsive intervention.</p>	<p>* ELA, Math and Science results on the CAASPP assessments</p> <p>* EL Performance on ELPAC</p> <p>* Social Emotional Surveys</p> <p>* Local progress moniotring assessments in ELA and Math</p> <p>* Attendance Dashboard and local Indicators</p>

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
	<p>Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district implementing evidence base instructional practices, improve core instruction and provide strategic intervention.</p> <p>FY academic data led to differentiated assistance eligibility. Using this data system platform will allow for access and collection of all student data (academic, attendance, social emotional, health and other local indicators) in order to respond with informed data driven actions and analyze student progress providing ongoing responsive interventions based on individual student needs.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the specific needs of unduplicated pupils by ensuring that the district accurately and timely data to inform decision-making and provide targeted assistance where it is most needed. Providing this support on an LEA-wide basis ensures equitable access to resources and opportunities for all promoting a more inclusive and supportive learning environment.</p>	
<p>3.4</p>	<p>Action: Specialized Support Staff</p> <p>Need: The identified need is to address the increasing need for support services of unduplicated pupils particularly for low-income and foster youth students, many of whom require special education assistance. To meet this need, the district has hired and retained additional staff to enhance and expand services for these students.</p> <p>On the Fall 2023 Dashboard the Socio Economically Disadvantage group reported</p>	<p>The action of hiring and maintaining additional specialized education staff addresses the identified need for increased support services for unduplicated students, many of whom require specialized assistance, including special education.</p> <p>Providing the support additional specialized staff to respond to academic, social emotional, mental health, provide parent workshops, 1:1 and small group student sessions, and whole child wellness at an LEA-wide basis ensures equitable access to services for all eligible students across the district, fostering inclusivity and meeting the diverse needs of the district's student population.</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP Dashboard * EL Performance on ELPAC * Social Emotional Survey Results * Local progress monitoring assessments in ELA and math * IEP Goals * Attendance indicators

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
	<p>and average score of -55.7 dfs point below standard in ELA, reporting in the Orange performance level. EL students reported (-60.4 points dfs) and FY (83.7 points dfs) reported in the Red performance level. This indicates a the need for increased specialized support for students.</p> <p>The "All Student" group reported at Yellow Very High in Chronic Absenteeism. Indicating barriers exists affecting student attendance and access to specialized supports at school.</p> <p>FY performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support ELA, Math and reducing Chronic Absenteeism for Foster Youth. The student group reported one or more academic indicators in the red performamnce level on the Fall 2023 Dashboard.</p> <p>Scope: LEA-wide</p>	<p>By allocating resources for additional services aligned with the goals of the LCAP and the Single Plan for Student Achievement, the action directly addresses the unique needs and challenges of all unduplicated students on the basis of equity and access.</p>	
3.7	<p>Action: Dual Language Immersion Program</p> <p>Need: On the Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level.</p>	<p>Dual Language Immersion (DLI) program addresses the identified need by providing targeted language acquisition support for English learners in both English and Spanish, starting from transitional kindergarten and expanding each subsequent year.</p> <p>DLI ensures that English learners receive comprehensive language development</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress moniotring assessments in ELA and math

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
	<p>ELPI and EL students reported in the Orange performance level at 46.6% with EL -60.4 dfs points below standard. This indicates the need to provide enhanced instructional opportunities to support students academically across all grade levels in the district through enhance instructional programs with evidence base instructional practices.</p> <p>EL student groups declined on California Dashboard Fall 2023-2024, indicating a need for increase of student academic performance, and improving attendance .</p> <p>The identified need in this action is to support unduplicated students by sustaining the implementation of a language acquisition program through the district's Dual Language Immersion (DLI) program. DLI teachers engage in ongoing professional development, PLC collaboration and instructional planning to enhance instructional lessons through analysis of assessment data throughout the school year, ensuring comprehensive support for English learners' language development, academic success and social emotional well being.</p> <p>Scope: Schoolwide</p>	<p>opportunities that align with district goals and instructional standards.</p> <p>By offering the DLI program on a schoolwide basis at two distric sites, unduplicated pupils have equitable access to high-quality language acquisition instruction, fostering a supportive and inclusive learning environment for all conducive to their academic success.</p>	<p>* Attendance rates</p>
<p>3.8</p>	<p>Action: AVID Elementary Program</p> <p>Need:</p>	<p>The action of implementing the AVID Elementary program addresses the identified need by providing systematic and targeted support to unduplicated students, regardless of background,</p>	<p>* ELA, Math and Science results on the CAASPP assessments</p>

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
	<p>The Fall 2023 Dashboard, the "All Students" group reported an average score of -76.8 dfs points below standard in Mathematics, placing the district in the Orange performance level, Low Income students also reported in the Orange performance level at -78.6 dfs. EL students reported at -79.3 dfs Yellow performance level and FY -110.2 dfs reported in the Red performance level.</p> <p>Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level.</p> <p>Data indicates continued need to support students in Mathematics performance across all grade levels in the district and implement as designed evidence base high leverage instructional practices.</p> <p>FY performance data on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in ELA, Math and reducing Chronic Absenteeism for Foster Youth. The student group reported one or more academic indicators in the red performance level on the Fall 2023 Dashboard.</p> <p>Scope: LEA-wide</p>	<p>to close the achievement gap and prepare them for college and career readiness and social emotional well being.</p> <p>To address our unduplicated pupils performing below standards would include the following interventions and supports:</p> <ul style="list-style-type: none"> * Supplemental Monitoring and Interventions with AVID study skills, WICOR and systems of support <ul style="list-style-type: none"> • Provide professional development for staff * Provide tools, materials, resources that support AVID Elementary practices <ul style="list-style-type: none"> • PLC collaboration and planning to analyze student achievement data to identify learning gaps and essential standards, implementing strategies from to enhance student performance <p>By offering the AVID program on an districtwide basis, all students have equitable access to the resources, tools and strategies needed to develop critical thinking skills, academic behaviors, and college and career readiness aptitudes essential for future success. This comprehensive approach ensures that all unduplicated students receive the support necessary to excel academically and thrive across content and social emotionally.</p>	<ul style="list-style-type: none"> * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Attendance 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
<p>3.9</p>	<p>Action: 21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.</p> <p>Need: The Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district and refine through cohesive implementation evidence base instructional practices.</p> <p>On the Fall 2023 Dashboard, the "All Students" group reported an average score of -76.8 dfs points below standard in Mathematics, placing the district in the Orange performance level. Math data indicates continued need to support students in mathematics performance across all grade levels in the district and refine evidence base instructional practices.</p> <p>On the Fall 2023 Dashboard the Socio Economically Disadvantage group reported and average score of -55.7 dfs point below standard in ELA, reporting in the Orange performance level. EL students reported (-60.4 points dfs) and FY (83.7 points dfs) reported in the Red performance level. This indicates a the need for increased specialized support for students.</p>	<p>A comprehensive instructional program enriched with STEAM and STEM Project Based Learning directly addresses the needs of unduplicated pupils, including foster youth, English learners, and low-income students by providing enhanced learning opportunities with integration through inquiry-based learning methods, this initiative engages learners in 21st Century learning, critical thinking, collaboration, communication, creativity and fosters higher-order thinking skills, which are essential for academic success and future readiness.</p> <p>The following fulfill the implementation of 21st Century Learning: STEAM PBL for relevant, culturally responsive, multitiered system of support through inquiry based learning.</p> <ul style="list-style-type: none"> * Conducting teacher collaboration for program planning, training, and collaboration to ensure educators are equipped with the necessary resources and support to effectively implement this instructional approach. * Providing a comprehensive instructional program reflective of 4Cs of Common Core, Higher Order Thinking Skills, 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate, PBL, STEAM * Strength-based inventories and learning style inventories further personalize learning experiences, catering to the diverse needs and strengths of each student. <p>Providing PBL and STEAM education on a schoolwide or LEA-wide basis addresses the unique needs of unduplicated pupils by making</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance 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
	<p>Low Income students also reported in the Orange performance level at -78.6 dfs. EL students reported at -79.3 dfs Yellow performance level and FY -110.2 dfs reported in the Red performance level.</p> <p>Scope: LEA-wide</p>	<p>learning more engaging, relevant, and accessible while developing essential 21st-century skills. This approach promotes equity, comprehensive support, and enriched educational practices, ultimately contributing to closing the achievement gap and preparing all students for future success.</p> <p>Implementing PBL and Arts Through STEAM on an LEA-wide basis ensures that all students, regardless of their background, have equal access to these innovative and effective educational approaches. This is particularly important for unduplicated pupils who may not have equal opportunities outside of school.</p>	
<p>3.10</p>	<p>Action: Virtual Academy</p> <p>Need: The identified need or unduplicated pupils was based on state and local metrics.</p> <p>* Chronic Absenteeism for "All Student" group reported at 39% Yellow Very High.</p> <p>However our English Learners scored at 25.5% and Foster Youth at 25.0% chronically absent.</p> <p>* 59% of families believe it is important to provide families with rigorous educational options including virtual and hybrid academy.</p> <p>* Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the</p>	<p>The action of providing families with rigorous educational options, including virtual and hybrid academies, addresses the need for flexibility and inclusivity in education by accommodating diverse learning preferences and circumstances such as health concerns or scheduling constraints.</p> <p>Offering these options on a districtwide basis ensures equitable access to high-quality education for all unduplicated pupils, regardless of their individual needs or learning styles, while maintaining academic rigor and standards across. While the identified need for this action is on unduplicated pupil groups, the rationale for providing this support to all students is based on educational equity and inclusive practices that benefit all students.</p> <p>Providing virtual academy instruction platform options addresses the need for flexibility and</p>	<p>* ELA, Math and Science results on the CAASPP assessments</p> <p>* EL Performance on ELPAC</p> <p>* Social Emotional Surveys</p> <p>* Local progress monitoring assessments in ELA and math</p> <p>* Attendance rates</p>

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
	<p>Orange performance level and reported an average score of -76.8 dfs points below standard in Mathematics, placing the district in the Orange performance level.</p> <p>The data indicates continued need to support students in ELA and Mathematics performance across all grade levels in the district and refine evidence based instructional practices. In addition, increased efforts are needed to engage students in school to reduce chronic absenteeism.</p> <p>Offering families rigorous educational options, including virtual and hybrid academies, to cater to diverse learning preferences and accommodate situations such as health concerns or scheduling constraints, ensuring all students have access to high-quality education regardless of their circumstances or learning styles.</p> <p>Scope: LEA-wide</p>	<p>inclusivity, empowering families to make educational choices that best suit their individual needs and circumstances while maintaining academic rigor and standards.</p>	
<p>3.11</p>	<p>Action: Academic Multi-Tiered System of Supports Framework</p> <p>Need: Based on a review of the available performance on both the state indicators and local performance indicators that are included</p>	<p>The action of implementing a Multi-tier System of Support (MTSS) framework addresses the identified need by providing a comprehensive approach to promoting equity and access for all students. By focusing on core instruction, differentiation, and addressing individual student needs, the MTSS framework ensures that every</p>	<p>* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys</p>

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
	<p>in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners PUSD has identified the following areas of need and focus:</p> <p>The CA Dashboard indicated the following student groups at a Performance Level: Red and DFS for:</p> <p>Chronic Absenteeism: All Students: 39% Foster Youth reported at Red Very High at 36.5% SED Yellow Very High at 39.9% EL Yellow Very High at 33.8%</p> <p>ELA: SED Orange Low -55.7 dfs EL Orange Low -60.4 dfs Foster Youth reported Red Very Low at -83.7 dfs African American reported at Red Very Low -75.7 dfs</p> <p>Math Foster Youth reported at Red Very Low -110.2 dfs African American reported at Red Very -104.6 dfs EL Yellow Low at -79.3 dfs SED Yellow Low at -78.6 dfs</p> <p>The data indicates the need to increase academic outcomes for students in ELA and</p>	<p>student receives the support they need to succeed academically and social emotionally.</p> <p>The following include the systems, structures and practices for successful implementation of Academic Multi-Tiered System of Supports Framework:</p> <p>* Providing professional development days tailored to the identifying needs and best response strategies through MTSS of unduplicated pupils will enhance educators' capacity to effectively support the diverse needs of these student populations within the MTSS framework. *Provided consistent and comprehensively MTSS across the district targeting instructional practices in best first instruction, literacy, math, language acquisition, study skills and evidence based strategies</p> <p>This approach is provided on a districtwide basis to ensure that all students have equitable and inclusive access to high-quality support services and opportunities for academic success.</p>	<p>* Local progress monitoring assessments in ELA and math * Attendance Rate</p>

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
	<p>Math as well as improving attendance so that students benefit from instructional programs and resources. The identified need is to continue implementing a Multi-tier System of Support (MTSS) framework to promote equity and access for all students. This framework will prioritize core instruction, differentiation through evidenced based strategies, addressing individual student needs, and aligning systems to ensure the academic success of every student through multi tiered academic systems of support.</p> <p>Scope: LEA-wide</p>		
4.1	<p>Action: Family Engagement</p> <p>Need: Offering family engagement opportunities for our English learners, foster youth, and low income students, supports in addressing challenges that may impact academic success and whole child wellness. Need for this action is based on the following local and state metrics gathered:</p> <p>2023-24 LCAP Survey of Families, including parents of unduplicated and exceptional needs students:</p> <p>* 92.9% of parents felt it is important for schools to provide</p>	<p>Workshops, enrichment programs, social-emotional learning activities, informational meetings, parenting workshops, community partnerships and learning regarding tools and strategies for academic success, directly address the needs of unduplicated pupils in this action such as foster youth, English learners, and low income students by fostering greater family involvement and support.</p> <p>To address our unduplicated pupils performing below standards the following supports will be in place for this action:</p> <p>* Parenting Skills Workshop: Families from all backgrounds may benefit from information sessions, trainings, and workshops on effective parenting strategies, communication techniques, and tools to supporting academic success</p>	<p>* Educational Partner Engagement metrics * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional data results * Local progress monitoring assessments in ELA and math * Attendance rates per Dashboard and local measures</p>

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
	<p>parent workshops on student educational priorities (FIAT, Family Reading Night, Science Night, Coffee with the Principal, Parent Trainings, other).</p> <ul style="list-style-type: none"> * 78% of parents feel they are treated with respect and are encouraged to participate in their child's education. * 95.1% of parents felt their school offers programs and services for English learners * 76.8% of parents felt their school prepares their student for career and college via AVID * 58.8% of parents felt their child had access to a school counselor <p>* 2023 Dashboard the "All Students" group reported an average score of -53.8 dfs in ELA, reporting in the Orange performance level.</p> <ul style="list-style-type: none"> * EL students reported in the Orange performance level at -60.4 * FY - 83.7 points dfs reported in the Red performance level. <p>Tailored family engagement opportunities through trainings, workshops, community engagement and support, such as language assistance, access to resources, foster youth guidance, cultural sensitivity training, parenting workshops, community partnerships and learning regarding tools and strategies for academic success addresses challenges and ensures equitable and inclusive opportunities for all students and their families.</p>	<ul style="list-style-type: none"> * Foster Youth Support: Foster youth families may benefit from specialized training on navigating educational systems, SEL and advocating for their children's needs. * Cultural Celebration and Awareness: Recognizing and respecting diverse cultural backgrounds is crucial to ensure that all parents feel welcome and included. * Learning on Instructional Practices: Providing parents with information about educational strategies, update on instructional frameworks and practices, systems of support, SEL, Community, educational policies, and providing resources empowers families within the school system. * Community Partnerships: Building connections with community organizations and resources provide additional support and opportunities for families. <p>The family engagement activities aim to bridge the communication gap between families and schools, provide resources, and offer strategies to enhance academic success and socio-emotional well-being. By providing these services on a districtwide basis, we ensure equitable access and inclusivity to support all students, regardless of their background or circumstances, fostering a more inclusive and supportive educational environment districtwide.</p>	

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
	<p>Scope: LEA-wide</p>		
<p>4.3</p>	<p>Action: Behavioral and Social Emotional Multi-Tiered System of Supports Framework</p> <p>Need: The identified need is to continue implementing a Behavioral and Social Emotional Multi-Tier System of Support (MTSS) framework to promote equity and access for all students.</p> <p>Based on a review of performance metrics on both the state indicators and local performance indicators that are included in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners; PESD has identified the following areas of need and focus:</p> <p>Student survey shows that 91% of students surveyed felt safe at school and 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p> <p>The CA Dashboard indicated the following student groups at a Performance Level: Red and DFS for:</p> <p>Chronic Absenteeism: All Students: 39%</p>	<p>Implementation of a Multi-tier System of Support (MTSS) framework directly addresses the needs of unduplicated pupils within our district by ensuring equity and access for all students.</p> <p>The following are specific actions to support successful implementation of Behavior and Social Emotional Multi-tiered Systems of Support:</p> <p>Professional development for teachers will focus on effective implementation of restorative practices, positive behavior intervention support systems, social emotional learning, evidence based strategies through MTSS focused on improving student outcomes responding to the diverse learning needs of students, including foster youth, low-income, and English learner (EL) students. By aligning systems and providing targeted support, MTSS promotes the behavioral, emotional, social and whole child wellness success of all students.</p> <p>MTSS provided on a districtwide basis ensures every unduplicated student across our district receives the support and resources necessary to succeed academically and social emotionally through whole child wellness lens. By implementing MTSS district-wide, we address systemic inequities and provide equitable and inclusive support for all students. The district is committed to ensuring that educators are</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance 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
	<p>Foster Youth reported at Red Very High at 36.5% SED Yellow Very High at 39.9% EL Yellow Very High at 33.8%</p> <p>ELA: SED Orange Low -55.7 dfs EL Orange Low -60.4 dfs Foster Youth reported Red Very Low at -83.7 dfs African American reported at Red Very Low -75.7 dfs</p> <p>Math Foster Youth reported at Red Very Low -110.2 dfs African American reported at Red Very -104.6 dfs EL Yellow Low at -79.3 dfs SED Yellow Low at -78.6 dfs</p> <p>The data indicates the need to improve and support Behavioral and Social Emotional outcomes as well as improving attendance so that unduplicated students benefit from instructional programs and resources provided by the district. The identified need is to continue implementing a Behavioral and Social Emotional Multi-Tier System of Support (MTSS) framework to promote equity and access for all students.</p> <p>The MTSS framework will prioritize whole child wellness, restorative practices, inclusivity, equity and access through evidenced based</p>	<p>equipped with the knowledge and skills to effectively meet the diverse needs of PESD student populations, further promoting equity and access across the district.</p>	

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
	<p>strategies, addressing individual student needs, and aligning systems to ensure the behavioral, social emotional and whole child wellness success of every student through multi tiered systems of support.</p> <p>Scope: LEA-wide</p>		
<p>4.4</p>	<p>Action: Counselor Program</p> <p>Need: The Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level. ELPI and EL students reported in the Orange performance level at 46.6%, while EL -60.4 dfs points below standard and FY -83.7dfs points below standards reported in the Red performance level.</p> <p>The "All Students" group reported an average score of -76.8 dfs points below standard in mathematics, placing the district in the Orange performance level. EL students reported -79.3 points dfs below standad and FY reported -110.2 dfs points below standard reported in the Red performance level.</p> <p>Data indicates continued need to supprt students in ELA amd Mathematics performance across all grade levels in the district to improve student outcomes</p>	<p>To address our unduplicated pupils performing below standards would include the following interventions and supports though our Counseling program at school sites:</p> <p>Providing school counselors directly addresses the needs of unduplicated pupils within our district by offering essential support in developing social skills, work habits, study skills, and a growth mindset necessary for academic success.</p> <p>By offering education, prevention, and intervention services, counselors assist in meeting the academic and personal/social needs of students, including foster youth, English learners, and socioeconomically disadvantaged students. These services aim to remove barriers to learning and promote academic achievement for all students.</p> <p>Counselors on a schoolwide basis allows for early identification and intervention for students who may be struggling academically or socially, helping to foster a positive school climate and promote the well-being of all students.</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress moniotring assessments in ELA and math * Attendance 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
	<p>The PESD Suspension data indicates Foster Youth at Orange performance level High at 4.8 % and overall 2%.</p> <p>Parent LCAP Survey results indicated 95.7% felt it is important for schools to offer counseling services.</p> <p>Attendance metrics indicated chronic absenteeism at overall 39% Very High. This data gathered indicates a need to provide academic, social emotional support and improved whole child wellness with intentional efforts to improve student attendance and social emotional wellness support.</p> <p>Scope: LEA-wide</p>	<p>Counselors are available at every school to address the diverse needs of students and provide consistent support regardless of their background or circumstances.</p> <p>Providing school counselors at a districtwide basis ensures equitable and inclusive access to counseling services for all students across our district.</p>	
4.5	<p>Action: Art and PE Program</p> <p>Need: Based on a review of the available performance on both the state indicators and local performance indicators that are included in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners PESD has identified the following areas of need and focus:</p>	<p>Arts through STEAM (Science, Technology, Engineering, Arts, Mathematics) and Physical Education (PE) teachers directly addresses the needs of unduplicated pupils within our district by providing them with access to enriched curriculum and diverse learning experiences.</p> <p>By having PE and Art teachers in these areas, PESD offers instruction that goes beyond what regular classroom teachers provide, ensuring that all students, including foster youth, English learners, and socioeconomically disadvantaged students, have equitable access and inclusive to a well-rounded education.</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The CA Dashboard indicated the following student groups at a Performance Level: Red and DFS for:</p> <p>100% Unduplicated and exceptional needs students have access to Art and PE teachers.</p> <p>Overall Attendance metrics report at 92% Attendance rate</p> <p>Chronic Absenteeism: All Students: 39% Foster Youth reported at Red Very High at 36.5% SED Yellow Very High at 39.9% EL Yellow Very High at 33.8%</p> <p>ELA: SED Orange Low -55.7 dfs EL Orange Low -60.4 dfs Foster Youth reported Red Very Low at -83.7 dfs African American reported at Red Very Low - 75.7 dfs</p> <p>Math Foster Youth reported at Red Very Low -110.2 dfs African American reported at Red Very -104.6 dfs EL Yellow Low at -79.3 dfs SED Yellow Low at -78.6 dfs</p> <p>Student survey shows that 91% of students surveyed felt safe at</p>	<p>Providing these services to 100% of unduplicated pupils on a districtwide basis ensures students across our district benefit from consistent and comprehensive instruction in the Arts through STEAM, and Physical Education. By retaining full-time teachers in these areas at every school, we can promote equity, access broad curriculum and provide relevant learning connections across content areas.</p> <p>This action allows classroom teachers to collaborate and plan interventions effectively, ensuring that students receive the support they need to succeed academically and socio-emotionally. In addition, providing push in supports to students and fostering collaboration among teachers, we create a cohesive and supportive learning environment that meets the diverse needs of all unduplicated students.</p>	

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
	<p>school and 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.</p> <p>Data indicates continued need to engage and support students with a comprehensive instructional program that allows students enhanced opportunities to engage in PE activities AND Arts through STEAM programs that foster collaboration, communication, team building, problem solving and health and wellness.</p> <p>Scope: LEA-wide</p>		
<p>4.6</p>	<p>Action: 21st Century Multi-Media Learning Centers</p> <p>Need: Based on state and local measures the identified need is to increase literacy opportunities, read aloud, thinking alouds of literature and access to enhance reading opportunities through 21st Century spaces.</p> <p>The Fall 2023 Dashboard the "All Students" group reported an average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level. EL students reported in the Orange performance level at 46.6%. EL students at -60.4 dfs points below standard and FY -83.7 dfs points below</p>	<p>Library/media center services into 21st-century Multi-Media Learning Centers directly addresses the needs of unduplicated pupils within our district.</p> <p>These spaces aim to provide enhanced resources and learning opportunities that cater to the diverse needs of students, including foster youth, English learners, and socioeconomically disadvantaged students.</p> <p>21st Century Multi-Media Learning Centers offer access to a wide range of literature, multimedia resources, technology tools, and interactive learning materials, fostering a more inclusive and equitable learning environment.</p> <p>Providing 21st Century Media Centers ensures that all unduplicated students across our district</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Dashboard Attendance Metrics and Local Indicators

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
	<p>standards reported in the Red performance level.</p> <p>Early Literacy local metrics indicate the following:</p> <p>PESD K-2 Universal Screeners</p> <p>TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 59% Mastery TK: Lowercase Letter Names - 46% Mastery TK: Letter Sounds - 37% Mastery</p> <p>K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 85% Mastery K: Lowercase Letter Names - 83% Mastery K: Letter Sounds - 78% Mastery K: Blend Words with 3 Phonemes - 69% Mastery K: Site Words Fluency - 71% Mastery K: CVC in Text - 59% Mastery</p> <p>First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 89% Mastery 1st: Letter Sounds - 86% Mastery 1st: CVC in Text - 84% Mastery 1st: Consonant Digraphs In Text - 72% Mastery 1st: CVCC and CCVC In Text - 76% Mastery 1st: Fluency - 40% Mastery</p> <p>Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 80% Mastery 2nd: r-controlled Vowels in Text - 79% Mastery</p>	<p>have access to high-quality learning resources and opportunities, regardless of their background or school site.</p> <p>Districtwide implementation addresses systemic inequities in access to educational resources and support the academic success and achievement of all students.</p> <p>Providing support at the district level allows for consistent implementation and coordination of resources, maximizing the impact of this initiative and ensuring that all students benefit from revitalized library/media center services. Providing these spaces for students and families to attend supports all students in promoting equity and inclusivity within the school community.</p>	

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
	<p>2nd: Fluency - 39% Mastery</p> <p>The data indicates a continuing need to support students in ELA and literacy across all grade levels in the district and implement evidence base instructional practices with opportunities to increase literacy experiences.</p> <p>Scope: LEA-wide</p>		

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
<p>2.2</p>	<p>Action: Transportation</p> <p>Need: The identified need of unduplicated pupils is based on transportation need for low-income students and foster youth per district guidelines addressing a critical need to improve attendance and access to school.</p> <p>By providing consistent transportation, the district ensures reliable and accessible transportation available for low income and</p>	<p>By offering transportation services to unduplicated students whom majority have specialized needs, the action ensures that all eligible low income and Foster youth students have equitable access to educational opportunities, including school, extracurricular activities, and academic support services.</p>	<ul style="list-style-type: none"> * Attendance Indicators per Dashboard and local metrics * Academic Performance Dashboard Indicators * Social Emotional Surveys * Parent and Student Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>foster youth students to attend school regularly, participate fully in educational opportunities, and benefit from support services.</p> <p>The Fall 2023 Dashboard resulted in district identification for Differentiated Assistance for Foster Youth indicating a need for support in ELA, Math and Chronic Absenteeism for Foster Youth students groups. The FY student groups reported one or more academic indicators in the red performance level on the Fall 2023 Dashboard. All other students groups reported at Yellow- Very High in Chronic Absenteeism.</p> <p>District Chronic Absenteeism indicates at 39%</p> <p>This indicates the ongoing need to improve student access and attendance across all grade levels in the district and with Foster Youth. Transportation will be available for all students including LI and FY as LEA wide action.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Foster Youth and Low Income School Site Support Allocation</p> <p>Need: On the Fall 2023 Dashboard the "All Students" group reported and average score of -53.8 dfs</p>	<p>To address our unduplicated pupils performing below standards would include the following programs, interventions and supports:</p> <p>*AVID WICOR materials *AVID WICOR professional development</p>	<p>* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>in ELA, reporting in the Orange performance level. ELPI students reported in the Orange performance level at 46.6%, EL students reported -60.4 dfs points below standard and FY -83.7 dfs points below standards reporting in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district by implementing evidence base instructional practices and enhancing core instruction in ELA.</p> <p>The Fall 2023 Dashboard indicators resulted in district identification for Differentiated Assistance, indicating a need for support in ELA, Math and Chronic Absenteeism for Foster Youth. The student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard.</p> <p>School site allocations are utilized to offer enhanced supplementary services tailored to the needs of EL, low-income and foster youth students, aligning with goals in the LCAP and the Single Plans for Student Achievement supporting evidence base instructional practices and enhancing core instruction.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<ul style="list-style-type: none"> *Educational study trips to local colleges for AVID students *After-school tutoring *Improved core instructional practices in ELA, Math and Whole Child Wellness *Technology integration *PLC collaboration on best practices to support and respond to student needs *Site-based family involvement targeting foster youth, EL and low-income needs <p>Providing these services on a schoolwide basis ensures equitable access to support for all EL, low-income and foster youth students within the district, regardless of their individual circumstances or the specific school they attend.</p> <p>While the identified action is focused on unduplicated pupil student groups, specifically English Learners, low income and Foster Youth, the rationale for providing these programs, interventions and supports to all students is based on providing educational equity and inclusive practices.</p> <p>By allocating resources for additional services aligned with the goals of the LCAP and the Single Plan for Student Achievement, the action directly addresses the unique needs and challenges of EL, low-income and foster youth students, such as academic support, college readiness, and family involvement.</p>	<ul style="list-style-type: none"> * Local progress monitoring assessments in ELA and math * Attendance Indicators

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>3.5</p>	<p>Action: English Learner Site Support: Bilingual Paraprofessional</p> <p>Need: EL student groups declined on California Dashboard Fall 2023 indicating a need for responding to academically close the achievement gap in student academic performance, attendance and reducing suspensions.</p> <p>Based on the CA Dashboard and local performance indicators included in the LCFF evaluation rubric input from Educational Partners, the following are the areas of need of support and focus:</p> <p>On the Fall 2023 Dashboard the ELPI and EL students reported in the Orange performance level at 46.6%, EL (-60.4 dfs) reported in the Orange performance level. "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level. This indicates a continued need to support EL students in ELA performance across all grade levels in the district by enhancing and improving core EL instruction by implementing evidence base high leverage instructional practices.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The action of ensuring equitable allocation of bilingual aide support for English learners addresses the identified need by providing targeted assistance to students requiring language support.</p> <p>Bilingual aides will work with individuals in small group settings, and one to one support of English learners, utilizing high leverage evidence based practices, leveled readers and language development resources from the district-adopted ELA/EL curriculum, literacy support with differentiated practices based on each English learner's proficiency level.</p> <p>By working with individuals and small groups, utilizing district-adopted resources, and differentiating support based on proficiency levels, this action promotes language acquisition and development for English learners.</p> <p>Providing structured English language acquisition programs at all school sites on an LEA-wide basis ensures that all English learners have access to consistent and comprehensive language support, fostering equitable opportunities for academic success across the district.</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * ELPI * Local progress monitoring assessments in ELA and math * Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>3.6</p>	<p>Action: English Learner Site Allocation</p> <p>Need: On the Fall 2023 Dashboard the ELPI and EL students reported in the Orange performance level at 46.6%, while EL at -60.4 dfs reported in the Orange performance level ELA. This indicates a continued need to provide strategic support at the site level to EL students in ELA performance across all grade levels in the district.</p> <ul style="list-style-type: none"> * ELPI: 46.6% * EL -60.4 dfs ELA * EL -79.3 dfs Math <ul style="list-style-type: none"> • Reclassification Rate: 6.9% <p>Data indicates continued need to support EL students in ELA and Mathematics performance across all grade levels in the district in improving application of evidence based instructional practices and language acquisition high leverage strategies.</p> <p>EL student groups declined on California Dashboard Fall 2023-2024, indicating a need to close achievement gap and increase reclassification rate.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The English Learner site services, aligned with goals in the LCAP and the Single Plan for Student Achievement, encompass the following supports, services and resources:</p> <p>EL after-school tutoring, EL Summer and/or Spring Recess Academies, EL professional development, increased collaboration time for EL instructional evidence based practices, EL personalized goal setting action plans and culturally/linguistically relevant family engagement activities .</p> <p>Language acquisition activities address the identified need by offering targeted support aligned with district goals and the Single Plan for Student Achievement.</p> <p>By implementing this action, PESD ensures that English Learners receive comprehensive support to enhance their language acquisition, academic success and social emotional well being.</p>	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Reclassification Rate
<p>4.2</p>	<p>Action: Community Based Tutoring Program</p>	<p>Community-Based Tutoring to parents of English learners and redesignated fluent English proficient</p>	<ul style="list-style-type: none"> * Parent Engagement Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Offering Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students with positive family engagement, increasing knowledge of curriculum, addresses potential language barriers, and addresses educational equity.</p> <p>The identified need for this action of unduplicated pupils is based on 2023-24 LCAP survey of parents, including parents of unduplicated and exceptional needs students:</p> <ul style="list-style-type: none"> * 78% of parents feel they are treated with respect and are encouraged to participate in their child's education. * 76.8% of parents felt their school prepares their student for career and college via AVID * 58.8% of parents felt their child had access to a school counselor * 95.1% of parents felt their school offers programs and services for English learners <p>Academic Metrics:</p> <ul style="list-style-type: none"> * Reclassification rate reported at 6.3% * 2023 Dashboard the "All Students" group reported an average score of -53.8 dfs in ELA, reporting in the Orange performance level. * EL students reported in the Orange performance level at -60.4 * FY - 83.7 points dfs reported in the Red performance level. 	<p>students. This program aims to provide training on families can actively support their children's education. Parents will receive instruction on key concepts and programs utilized within our schools, empowering them to play an active role in their children's academic journey.</p> <p>The following are specific actions to be included to support successful implementation of CBET program sessions from families:</p> <ul style="list-style-type: none"> * Parental Involvement Workshops: Research consistently shows that parental involvement is vital to student academic and overall wellness and success. Community-based tutoring for parents can equip parents with the necessary skills and knowledge to support their children's education effectively. * Enhancing English Language Proficiency to eliminate language barriers: parents of ELs may face language barriers that impede their means to communicate with teachers and staff, understand school communications, and engage fully in their child's education. * Modeling Language Use: Families who improve their English skills can model language use at home, providing an enhanced linguistic environment for their children and reinforcing what is learned in school. * Empowering Parents and Building Confidence through Self-Efficacy: Tutoring sessions can empower parents by building their confidence in navigating the educational system, advocating for their children, and participating in school activities and decision-making processes. 	<ul style="list-style-type: none"> * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>* Community Engagement through Community-based programs create a supportive environment where parents can share experiences, build networks, and be connected to the school community.</p> <p>* Fostering a Home-School Partnership/Collaboration: Effective education requires a partnership between the home and school.</p> <p>Community-Based Tutoring for parents of English learners and RFEP students is essential to bridge language barriers, enhance parental involvement, and support student academic success. By empowering parents with the skills and confidence needed to engage fully in their children's education, these programs promote educational equity and foster stronger home-school partnerships, ultimately benefiting the students and the broader district community.</p>	

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

NOT APPLICABLE

Additional Concentration Grant Funding

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

- Action 1.4 The district will utilize a portion of the additional 15% LCFF concentration funds to continue to employ additional teachers above minimum teacher staffing ratios to minimize combination classes so that teachers can focus on teaching standards for one

grade level and better target the instructional needs of students. The district had no general education combination class in the 2023-24 school year.

- Action 4.4 The district will continue to utilize a portion of the additional 15% LCFF concentration funds to keep school counselor positions filled and continue providing school counselors at all school sites as well as to continue offering two student support provider positions to help English learners, foster youth, and low-income students develop social skills and succeed and feel safe in school.

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	PESD Classified ratios 1:29.2
Staff-to-student ratio of certificated staff providing direct services to students	N/A	PESD Certificated ratios 1:18.1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	46,440,386	19,528,729	42.051%	0.000%	42.051%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$54,921,765.00	\$10,426,827.00	\$2,722,627.00	\$1,058,977.00	\$69,130,196.00	\$62,196,162.00	\$6,934,034.00

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	Appropriately Credentialed and Assigned Certificated Staff	All	No			All Schools	on going	\$28,954,529.00	\$0.00	\$21,744,308.00	\$7,210,221.00			\$28,954,529.00	
1	1.2	Hire and Retain Classified and Management Staff	All	No			All Schools	on going	\$11,701,161.00	\$0.00	\$7,878,225.00	\$2,089,626.00	\$847,997.00	\$885,313.00	\$11,701,161.00	
1	1.3	Non Categorically Funded Professional Development	All	No			All Schools	on going	\$0.00	\$127,250.00	\$126,050.00	\$1,200.00			\$127,250.00	
1	1.4	Minimize Combination Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$1,480,152.00	\$0.00	\$1,480,152.00				\$1,480,152.00	
1	1.5	Increase Staff Retention Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$7,369,611.00	\$0.00	\$7,369,611.00				\$7,369,611.00	
2	2.1	Schools Maintenance, Repair and Landscaping	All	No			All Schools	on going	\$0.00	\$4,497,229.00	\$2,237,219.00	\$385,380.00	\$1,874,630.00		\$4,497,229.00	
2	2.2	Transportation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on going	\$0.00	\$288,858.00	\$288,858.00				\$288,858.00	
2	2.3	Increased and Improved Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK -6	on going	\$653,422.00	\$266,000.00	\$919,422.00				\$919,422.00	
2	2.4	Data Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	on going	\$0.00	\$64,550.00	\$64,550.00				\$64,550.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Replacement Texts and Consumables	All	No				on going	\$0.00	\$300,000.00		\$300,000.00			\$300,000.00	
3	3.2	Site Based Discretionary Budgets	All	No				on going	\$0.00	\$440,400.00		\$440,400.00			\$440,400.00	
3	3.3	Foster Youth and Low Income School Site Support Allocation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on going	\$609,408.00	\$500,000.00	\$1,109,408.00				\$1,109,408.00	
3	3.4	Specialized Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$1,557,497.00	\$0.00	\$1,557,497.00				\$1,557,497.00	
3	3.5	English Learner Site Support: Bilingual Paraprofessional	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	\$694,653.00	\$0.00	\$520,989.00			\$173,664.00	\$694,653.00	
3	3.6	English Learner Site Allocation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
3	3.7	Dual Language Immersion Program	English Learners	Yes	School wide	English Learners	Specific Schools: Sky View Elementary and Good Hope Elementary TK-6	on going	\$3,103,835.00	\$20,800.00	\$3,124,635.00				\$3,124,635.00	
3	3.8	AVID Elementary Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$0.00	\$89,784.00	\$89,784.00				\$89,784.00	
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	on going	\$20,000.00	\$20,000.00	\$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
		responsive, multitiered system of support through inquiry based learning.	Low Income			Low Income										
3	3.10	Virtual Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$522,626.00	\$52,995.00	\$575,621.00				\$575,621.00	
3	3.11	Academic Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$528,620.00	\$0.00	\$528,620.00				\$528,620.00	
4	4.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$84,705.00	\$0.00	\$84,705.00				\$84,705.00	
4	4.2	Community Based Tutoring Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	\$5,915.00	\$25,500.00	\$31,415.00				\$31,415.00	
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$1,358,740.00	\$45,540.00	\$1,404,280.00				\$1,404,280.00	
4	4.4	Counselor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$909,895.00	\$11,828.00	\$921,723.00				\$921,723.00	
4	4.5	Art and PE Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$2,070,286.00	\$13,300.00	\$2,083,586.00				\$2,083,586.00	
4	4.6	21st Century Multi-Media Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	\$571,107.00	\$45,000.00	\$616,107.00				\$616,107.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
46,440,386	19,528,729	42.051%	0.000%	42.051%	\$22,935,963.00	0.000%	49.388 %	Total:	\$22,935,963.00
								LEA-wide Total:	\$17,735,658.00
								Limited Total:	\$2,075,670.00
								Schoolwide Total:	\$3,124,635.00

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	1.4	Minimize Combination Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,480,152.00	
1	1.5	Increase Staff Retention Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,369,611.00	
2	2.2	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$288,858.00	
2	2.3	Increased and Improved Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK -6	\$919,422.00	
2	2.4	Data Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,550.00	
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,109,408.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Specialized Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,557,497.00	
3	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$520,989.00	
3	3.6	English Learner Site Allocation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$125,000.00	
3	3.7	Dual Language Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Sky View Elementary and Good Hope Elementary TK-6	\$3,124,635.00	
3	3.8	AVID Elementary Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,784.00	
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.10	Virtual Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$575,621.00	
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$528,620.00	
4	4.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,705.00	
4	4.2	Community Based Tutoring Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$31,415.00	
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,404,280.00	

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 (%)
4	4.4	Counselor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$921,723.00	
4	4.5	Art and PE Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,083,586.00	
4	4.6	21st Century Multi-Media Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$616,107.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,604,905.00	\$66,672,402.00

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	Appropriately Credentialed and Assigned Certificated Staff	No	\$26,677,649.00	27,416,863
1	1.2	Hire and Retain Classified and Management Staff	No	\$10,849,058.00	11,895,170
1	1.3	Non Categorically Funded Professional Development	No	\$98,714.00	104,279
1	1.4	Minimize Combination Classrooms	Yes	\$739,252.00	1,480,152
1	1.5	Increase Staff Retention Rates	Yes	\$7,369,611.00	7,369,611
2	2.1	Schools Maintenance, Repair and Landscaping	No	\$3,817,524.00	4,687,796
2	2.2	Transportation	Yes	\$253,384.00	280,445
2	2.3	Increased and Improved Access to Technology	Yes	\$854,069.00	788,740
3	3.1	Replacement Texts and Consumables	No	\$228,000.00	372,067
3	3.2	Site Based Discretionary Budgets	No	\$489,852.00	517,624
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	\$1,232,787.00	1,289,197

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	3.4	Specialized Support Staff	Yes	\$912,225.00	1,201,054
3	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	\$647,604.00	612,859
3	3.6	English Learner Site Allocation	Yes	\$150,000.00	172,290
3	3.7	Dual Language Immersion Program	Yes	\$1,718,695.00	2,065,564
3	3.8	AVID Elementary Program	Yes	\$89,784.00	64,994
3	3.9	GATE Program	No	\$10,000.00	9,375
3	3.10	Virtual Academy	Yes	\$553,763.00	411,774
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	\$530,632.00	561,745
3	3.12	Supplemental Curriculum	Yes	\$250,000.00	0
4	4.1	Family Engagement	Yes	\$188,026.00	168,915
4	4.2	Community Based Tutoring Program	Yes	\$87,000.00	58,044
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	\$1,642,542.00	1,694,289
4	4.4	Counselor Program	Yes	\$1,211,028.00	1,280,502

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	4.5	Art and PE Program	Yes	\$1,918,706.00	2,048,604
4	4.6	21st Century Multi-Media Learning Centers	Yes	\$85,000.00	120,449

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,787,540	\$20,272,207.00	\$21,515,225.00	(\$1,243,018.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Minimize Combination Classrooms	Yes	\$739,252.00	1,480,152		
1	1.5	Increase Staff Retention Rates	Yes	\$7,369,611.00	7,369,611		
2	2.2	Transportation	Yes	\$253,384.00	280,445		
2	2.3	Increased and Improved Access to Technology	Yes	\$854,069.00	788,740		
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	\$1,232,787.00	1,289,197		
3	3.4	Specialized Support Staff	Yes	\$912,225.00	1,201,054		
3	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	\$485,703.00	458,856		
3	3.6	English Learner Site Allocation	Yes	\$150,000.00	172,290		
3	3.7	Dual Language Immersion Program	Yes	\$1,718,695.00	2,065,564		
3	3.8	AVID Elementary Program	Yes	\$89,784.00	64,994		
3	3.10	Virtual Academy	Yes	\$553,763.00	411,774		
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	\$530,632.00	561,745		
3	3.12	Supplemental Curriculum	Yes	\$250,000.00	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	4.1	Family Engagement	Yes	\$188,026.00	168,915		
4	4.2	Community Based Tutoring Program	Yes	\$87,000.00	58,044		
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	\$1,642,542.00	1,694,289		
4	4.4	Counselor Program	Yes	\$1,211,028.00	1,280,502		
4	4.5	Art and PE Program	Yes	\$1,918,706.00	2,048,604		
4	4.6	21st Century Multi-Media Learning Centers	Yes	\$85,000.00	120,449		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
46,628,684	19,787,540	0.00%	42.436%	\$21,515,225.00	0.000%	46.142%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - 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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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