LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Porterville Unified School District

CDS Code: 54755230000000

School Year: 2024-25
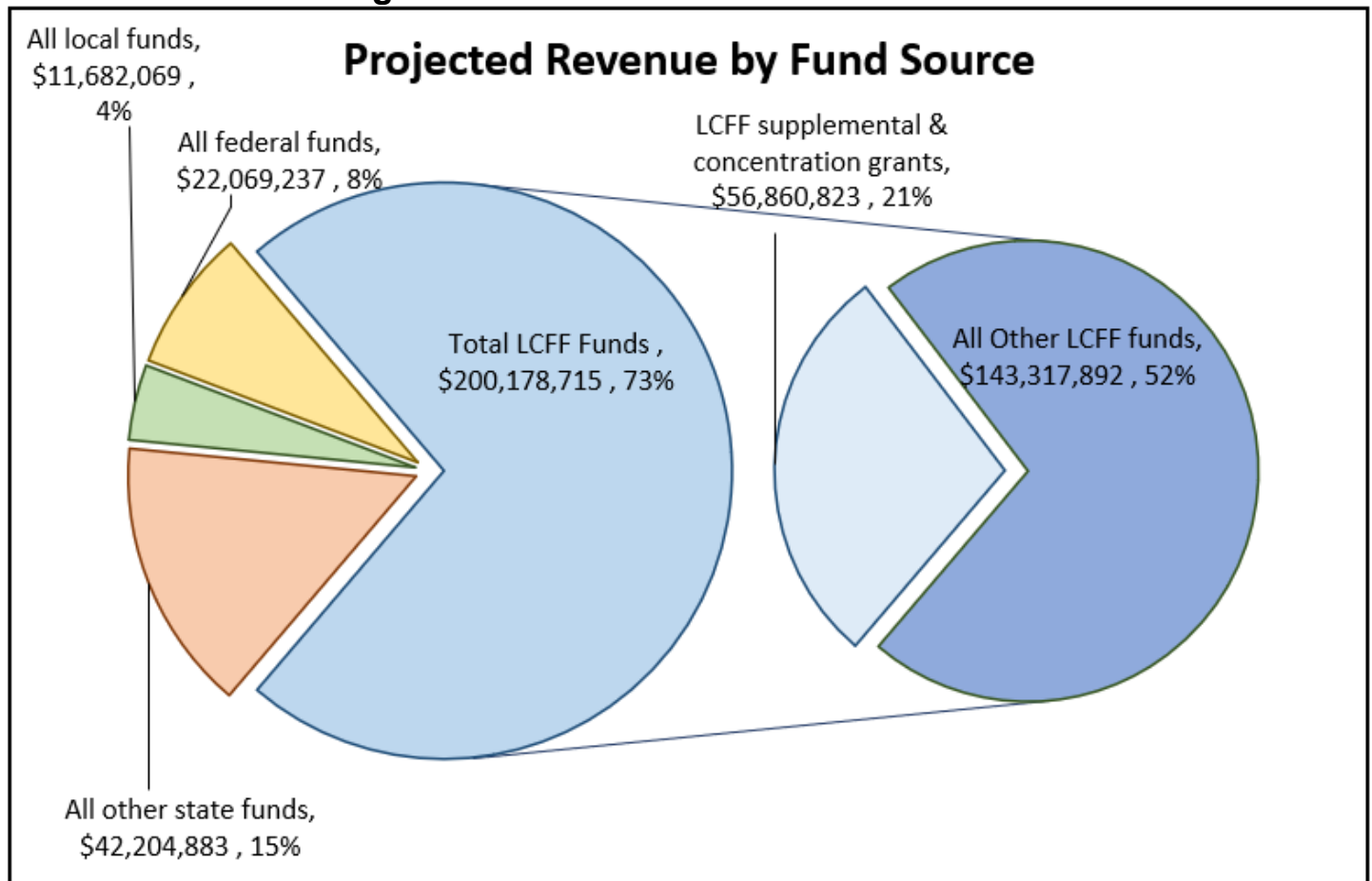
LEA contact information:

Dr. Nate Nelson

Superintendent

nlnelson@portervilleschools.org

559-793-2455

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

All local funds, $11,682,069 , 4%

All federal funds, $22,069,237 , 8%

LCFF supplemental & concentration grants, $56,860,823 , 21%

Total LCFF Funds , $200,178,715 , 73%

All Other LCFF funds, $143,317,892 , 52%
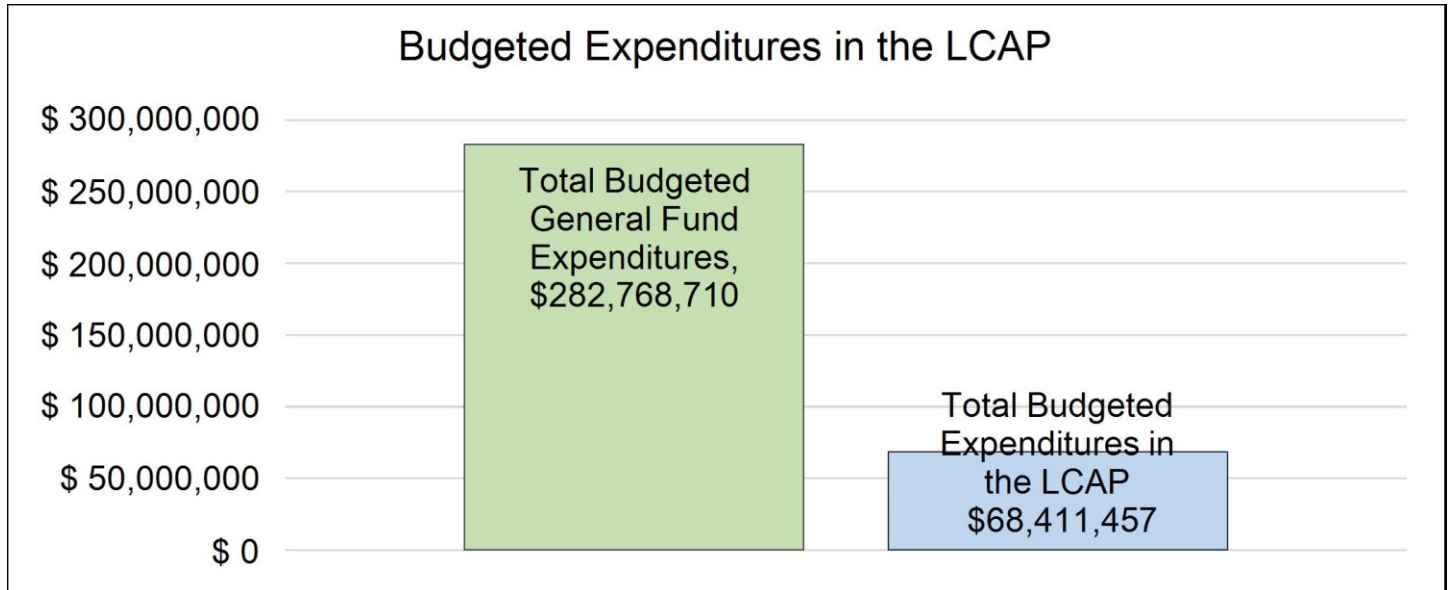
All other state funds, $42,204,883 , 15%

This chart shows the total general purpose revenue Porterville Unified 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 Porterville Unified School District is $276,134,904, of which $200,178,715 is Local Control Funding Formula (LCFF), $42,204,883 is other state funds, $11,682,069 is local funds, and $22,069,237 is federal funds. Of the $200,178,715 in LCFF Funds, $56,860,823 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $282,768,710

Total Budgeted Expenditures in the LCAP $68,411,457

This chart provides a quick summary of how much Porterville Unified 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: Porterville Unified School District plans to spend $282,768,710 for the 2024-25 school year. Of that amount, $68,411,457 is tied to actions/services in the LCAP and $214,357,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
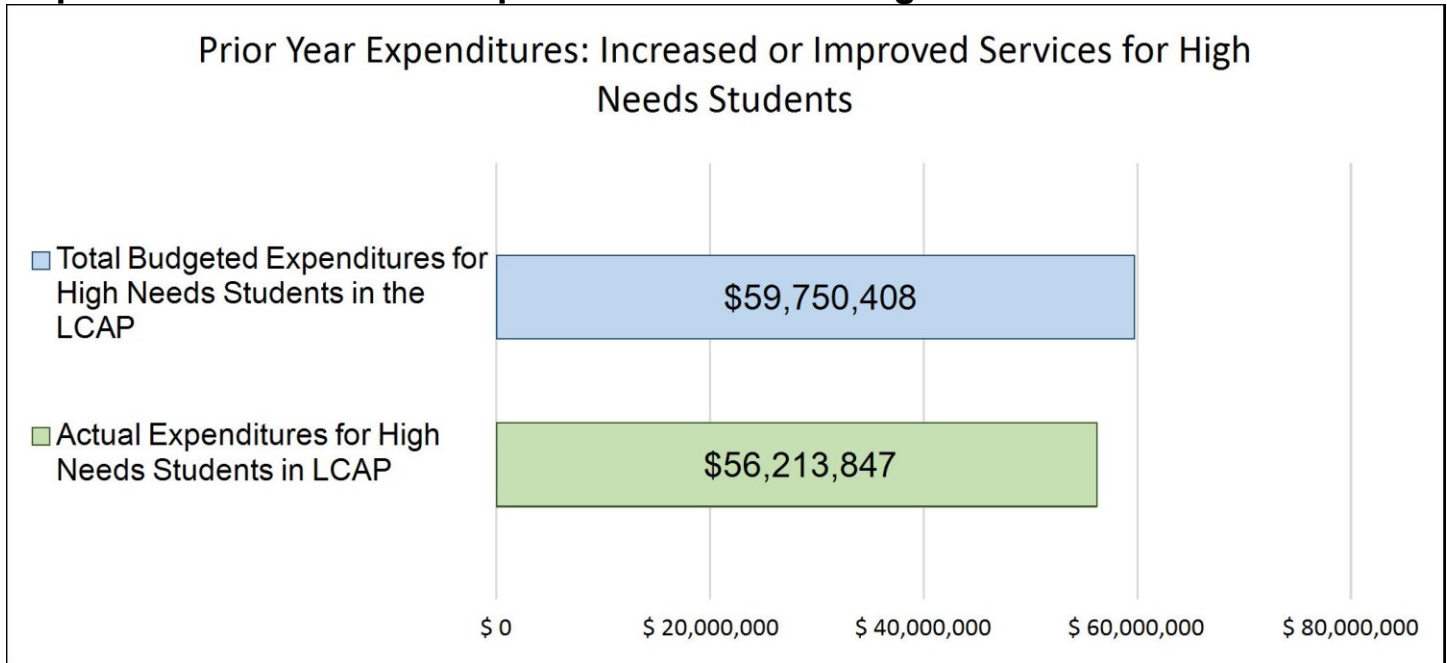
General Fund budgeted expenditures not in the LCAP will be used in the following way; certificated, classified, and administrative salaries along with employee health & welfare benefits. The District will also utilized these funds for classrooms materials, supplies, and maintenance and operational costs.

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

In 2024-25, Porterville Unified School District is projecting it will receive $56,860,823 based on the enrollment of foster youth, English learner, and low-income students. Porterville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Porterville Unified School District plans to spend $63,539,011 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $59,750,408

☐ Actual Expenditures for High Needs Students in LCAP — $56,213,847

(Chart axis: $ 0, $ 20,000,000, $ 40,000,000, $ 60,000,000, $ 80,000,000)

This chart compares what Porterville Unified 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 Porterville Unified 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, Porterville Unified School District's LCAP budgeted $59,750,408 for planned actions to increase or improve services for high needs students. Porterville Unified School District actually spent $56,213,847 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-3,536,561 had the following impact on Porterville Unified School District's ability to increase or improve services for high needs students:

The difference between total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services had minimal / no impact to the overall increased or improved services for high needs students in 2023-24. The majority of the services planned were completed. Any differences between budgeted actions and services and estimated actuals is explained in the Annual Update section of the LCAP.

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
Porterville Unified School District	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

Goals and Actions

Goal

Goal #	Description
1	1.0 All students, including all subgroups (consisting of GATE, foster students, socio-economically disadvantaged, English language learners, special education students, and students identified as homeless), will have access to the California State Standards, sufficient instructional materials, appropriate teacher assignments, facilities in good repair, and be enrolled in a broad course of study that includes all of the subject areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Degree to which teachers are appropriately assigned and credentialed in subject areas as identified in HR, and reported on the annual Local Indicators and SARC reports.	Based on the 2019-2020 SARC information published in 2020-2021: 100% of teachers are appropriately assigned, and 100 % of teachers were credentialed in subject areas.	2021-2022 SARC reports reflect: 100% of teachers appropriately assigned, and 100% of teachers credentialed in subject areas	2021-2022 SARC reports published in 2022-2023 reflect: 100% of teachers are appropriately assigned, and 100% of teachers were credentialed in subject areas	2022-2023 SARC reports published in 2023-2024 reflect: 79.83% of teachers are appropriately assigned, and 81.1% of teachers were credentialed in subject areas (i.e. Clear)	100% of teachers appropriately assigned and credentialed in subject areas.
1.2 Degree to which students have sufficient access to standards-aligned instructional materials as reflected through Williams and reported in the annual SARC reports.	100% of students have access to standards-aligned instructional materials based the 2019-2020 SARC information published in 2020-2021.	2021-2022 SARC reports reflect: 100% of students having access to standards-aligned instructional materials.	2021-2022 SARC reports published in 2022-2023 reflect: 100% of students having access to standards-aligned instructional materials	2022-2023 SARC reports published in 2023-2024 reflect: 100% of students having access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.3 Degree to which school facilities are maintained in good repair as reflected through the Facilities Inspection Tool (FIT), and reported in the annual SARC reports.	91% of facilities in Good Standing by FIT report, with 2 schools reflecting a "Fair" standing based the 2019-2020 SARC information published in 2020-2021.	95% of reported sites reflect Good or Exemplary rating in the 2021-2022 FIT reports.	44% of reported sites reflect "Good" or "Exemplary" ratings in the 2022-2023 FIT reports. This lower percentage is a result of a re-basing year with new leadership (and therefore expectations) in the department conducting the reviews (Maintenance Department).	91% of reported sites reflect Good or Exemplary rating in the 2021-2022 FIT reports.	100% of schools maintain facilities in good repair.
1.4 Percent of sites represented by the Progress Adviser system during administration walk-through to observe instructional delivery of California state content and ELD standards.	76% of sites (16 of 21) are represented based on the Frequency Report for the 2020-21 academic year through the Progress Adviser system.	86% of sites (18 of 21) are represented based on the Frequency Report for 2021-2022 academic year through the Progress Adviser system.	86% of sites (18 of 21) are represented based on the Frequency Report for 2022-2023 academic year through the Progress Adviser system (although total hours increased by 988).	71% of sites (15 of 21) are represented based on the Frequency Report for 2023-2024 academic year through the Progress Adviser system	100% of sites involved administration walk-through documentation.
1.5 Number/percentage of new teachers enrolled in an Induction Program.	To be eligible for the Induction program, individuals must first attain a preliminary credential. During the 2019-2020 academic year, PUSD had eight new teachers who were eligible to participate in an Induction program,	For the 2021-22 academic year, 29 teachers participated in the induction program, 22 of which were new teachers. 100% of eligible teachers participated to date.	For the 2022-23 academic year, 35 teachers participated in the induction program (year 1), 15 of which were new teachers. 100% of eligible teachers participated to date.	For the 2023-24 academic year, 20 teachers participated in the induction program (year 1), 5 of which were new teachers. 100% of eligible teachers participated to date.	100% of eligible new teachers participate in the Induction program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and all eight participated, indicating a 100% participation rate.				
1.6 Days of professional development participation by staff related to California State Standards for ELA, Math,Science and ELD.	Staff participated in a total of 107 days in training during the 2019-2020 academic year focused on California Standards/ELD: ELA (36), Math (17), ELD (35) Science (19)	Staff participated in a total of 173 days in training during the 2021-2022 academic year focused on California Standards/ELD: ELA (28), Math (70), ELD (13) Science (62)	Staff participated in a total of 232 days in training during the 2022-2023 academic year focused on California Standards/ELD: ELA (71), Math (120), ELD (25) Science (34)	Staff participated in a total of 141 days in mandatory training during the 2023-2024 academic year focused on California Standards/ELD: ELA (38), Math (55), ELD (22) Science (26)	Increase total day participation by balancing academic areas, especially mathematics with ELA/ELD: ELA (36), ELD (36), Math (36), Science (20)
1.7 CAASPP distance from standard for overall, EL, Foster and SED in ELA, Math*	Student Achievement CAASPP 2018-2019 Results (distance from standard): Overall: (ELA -16.8; Math -61.3) EL: (ELA -37.6; -69.6 Math) Foster: (ELA -89.5; -130 Math) SED: (ELA -21.5; -65.3 Math)	Student Achievement CAASPP 2018-2019 Results (distance from standard): Overall: (ELA -16.8; Math -61.3) EL: (ELA -37.6; -69.6 Math) Foster: (ELA -89.5; -130 Math) SED: (ELA -21.5; -65.3 Math) • This metric is moved to Goal 3 and Goal 4 in the future	Metric moved to goal 3 and goal 4 for 2022-2023 reporting	Metric moved to goal 3 and goal 4 starting with 2022-2023 reporting	Based on our TCOE-provided 2024 projections to target district "High" status by Fall of 2025: Overall (+5.7 ELA; -9.8 Math) EL: (ELA +2.4; -11.6 Math) Foster: (ELA -6.5; -21.5 Math) SED: (ELA +5; -10.8 Math)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.8 California Dashboard Graduation Rate*	The Four-year Adjusted Cohort Graduation rate of 89.8% is reported on the 2019-2020 DataQuest site, in absence of the Dashboard. The 2018-2019 Graduation Rate published on the Dashboard was 92.2%	Dataquest reports the four-year adjusted cohort graduation rate at 85.9% for the 2020-2021 academic year. • This metric is moved to Goal 3 in the future	Metric moved to goal 3 for 2022-2023 reporting	Metric moved to goal 3 starting with 2022-2023 reporting	Based on our TCOE-provided projections to target district "High" status by Fall of 2025: establish a minimum Dashboard graduation rate of 94.7% in 2024
1.9 Percentage of English Learners who make progress toward English proficiency*	47.6% of English Learners were "making progress towards English language proficiency," based on the 2018-2019 Dashboard.	47.6% of English Learners were "making progress towards English language proficiency," based on the 2018-2019 Dashboard. • This metric is moved to Goal 3 and Goal 4 in the future	This metric was moved to goals 3 & 4 in 2023, and reported at the district-wide level, as well as the the 9-12 (goal 3), and K-8 (goal 4) levels.	This metric was moved to goals 3 & 4 in 2023, and reported at the district-wide level, as well as the the 9-12 (goal 3), and K-8 (goal 4) levels.	Based on our TCOE-provided projections to target district "High" status by Fall of 2025: 54.1% of English Learners making progress by 2024
1.10 English Learners Redesignated Fluent English Proficient.*	Based on the 2020-21 EOY CALPADS report 2.16 there were 203 students of 3,953 (5.1%) reclassified during the academic year.	Based on the 2020-21 EOY CALPADS report 2.16 there were 203 students of 3,953 (5.1%) reclassified during the academic year.	This metric is moved to Goal 3 and Goal 4 for the 2023 submission.	This metric is moved to Goal 3 and Goal 4 for the 2023 submission.	Match or exceed the State five-year average (from 2016-17 to 2020-21) of 12.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• This metric is moved to Goal 3 and Goal 4 in the future			
1.11 The percent of grade 11 students who score at the "Ready" or "Conditionally Ready" levels according to the Early Assessment Program (EAP) guidelines for the SBAC.*	EAP 2018-2019 DataQuest grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall: (ELA 56.78%; Math 23.43%) EL: (ELA 12.1%; 5.58% Math) SED: (ELA 55.86%; 22.53% Math)	2020-21 DataQuest grade 11 students considered Ready, or Conditionally Ready: Overall: (ELA 50%; Math 18%) EL: (ELA 14%; Math 3%) SED: (ELA 47%; Math 16%) • This metric is moved to Goal 3 in the future	This metric is moved to Goal 3 for the 2023 submission.	This metric is moved to Goal 3 for the 2023 submission.	Using a basic linear regression trends from the 2014-15 to 2018-19 SBAC administration, the following minimum outcomes are established for grade 11 students: overall: (>65.80% ELA >29.48% math) EL proportional (14.02% ELA; 7.02% Math SED proportional (64.73% ELA; 28.34% Math)
1.12 Implementation of State Adopted Academic Content and Performance Standards as measured by the Local Performance Indicator Self-reflection tool	Given the following levels: 1-Exploration & Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability	Given the following levels: 1-Exploration & Research Phase 2-Beginning Development 3-Initial Implementation 4-Full Implementation 5-Full Implementation & Sustainability	2022-23 self-reflections: ELA - 4 Math - 4 History/Social Science - 3 English Language Development - 3 Next Generation Science Standards - 3	2023-24 self-reflections (most recent): ELA - 4.1 Math - 4.2 History/Social Science - 3.3 English Language Development - 3.3	All components with a minimum rating of 4 (Full Implementation)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 self-reflections: ELA - 3 Math - 3.67 History/Social Science - 1.7 English Language Development - 3 Next Generation Science Standards - 2.33 Career Technical Education - 3 Physical Education - 3 World Language - 3 Health Education - 2 Visual and Performing Arts - 2	2021-22 self-reflections: ELA - 3.71 Math - 3.68 History/Social Science - 2.22 English Language Development - 2.76 Next Generation Science Standards - 2.32 Career Technical Education - 3 Physical Education - 3 World Language - 3 Health Education - 2 Visual and Performing Arts - 3	Career Technical Education - 4 Physical Education - 4 World Language - 3 Health Education - 3 Visual and Performing Arts - 4	Next Generation Science Standards - 3.3 Career Technical Education - 3.6 Physical Education - 4.1 World Language - 3.1 Health Education - 3.0 Visual and Performing Arts - 4.0	
1.13 Participation (%) by new teachers and new administrators in professional development opportunities for English Language Arts, Math, English Language Development, and the California Academic Standards	All new teachers and administrators (100%) participated in training for ELA, Math, ELD, and Academic Standards as appropriate in the 2020-2021 academic year.	100% of new teachers and administrators participated in training for ELA, Math, ELD, and Academic Standards as appropriate in the 2021-2022 academic year.	100% of new teachers and administrators participated in training for ELA, Math, ELD, and Academic Standards as appropriate in the 2022-2023 academic year.	100% of new teachers and administrators participated in training for ELA, Math, ELD, and Academic Standards as appropriate in the 2023-2024 academic year.	Maintain 100% of new teachers and administrators participating in training for ELA, Math, ELD and Academic Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.14 Percent of EL, Foster and SED students enrolled in: A-G*: Electives: Pathways/CTE completer*: (SED 38%; Foster 0%)	CALPADs report reflect 38% SED and 0% Foster Youth as CTE Completers. Baseline will be established in 2021-22 for enrollment to monitor participation for EL, Foster and SED in A-G, Electives, and CTE (enrollment vs. completer).	SIS export on 5/6/22 reflects the following enrollments: A-G (all): • English Learners 912 of 1439 EL high school students (63%) • Foster 25 of 44 (57%) • SED not yet available 1,755 of 5,884 (30%) Elective (G): • English Learners 272 of 1439 high school students (19%) • Foster 4 of 44 (9%) • SED not yet available: 756 of 5,884 (13%) CTE Completer: • English Learners 53 of 1439 high	SIS export on 4/28/23 reflects the following enrollments: A-G (all): • English Learners 1208 of 1,438 EL high school students (84.0%) • Foster 32 of 32 high school students (57%) • SED 2,069 of 5,785 high school students (35.8%) Elective (G): • English Learners 430 of 1438 high school students (29.9%) • Foster 5 of 32 high school students (15.6%) • SED 850 of 5,785 high	SIS export on 5/1/24 reflects the following enrollments: A-G (all): 33.9% • English Learners 19.2% • Foster not reported • SED 32% Elective (G): • English Learners 399 of 1367 28.9% • Foster 23 of 106 high school students (21.6%) • SED 850 of 2,335 high school students (14.7%) CTE Completer (all): 38.3% • English Learners 27% • Foster not reported • SED: 36.4%	Maintain year-to-year increase in participation of EL, Foster and SED students in A-G courses, electives, and CTE courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school students (4%) • Foster 3 of 44 (7%) • SED not yet available: 571 of 5,884 (10%)	school students (14.7%) CTE Completer (Calpads report 3.19): • English Learners 48 of 1,014 grade 10-12 students (4.7%) • Foster 2 of 33 (6.1%) • SED: 449 of 4,470 (10%)		
1.15 Number of students that are receiving support (i.e., peer mentoring, peer tutoring, after school tutoring, adult mentoring, etc.) as identified through the "PUSD Interventions" category in Aeries	2,202 students were identified in the "PUSD Interventions" category within Aeries for the 2019-2020 academic year.	1,290 students are identified in the "PUSD Interventions" category within Aeries. for the 2021-2022 academic year. (metric moved from Goal 3 and 4 in 2021-2022)	1,249 students are identified in the "PUSD Interventions" category within Aeries. for the 2022-2023 academic year.	799 students are identified in the "PUSD Interventions" category within Aeries. for the 2023-2024 academic year.	2920 student, identified in the "PUSD Interventions" category within Aeries for the 2023-24 academic year.
1.16 Student sense of safety and connectedness to school (California Healthy Kids Survey)	As a result of the 2020-21 Healthy Kids Survey with respect to connectedness and safety: Connected to school:	As a result of the 2021-2022 Healthy Kids Survey: Connected to school: • Students: 56%	As a result of the 2022-2023 Healthy Kids Survey: Connected to school: • Students: 55%	Healthy Kids Survey was discontinued in 2023-2024 Panorama Student Survey on safety	Increase by one third: Connected to school: Student - 75% Parent - 26% Staff - 62% Safe at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	56.25% students feel connected on average 20% of parents feel there are opportunities for students to connect 47% of staff feel that there is a positive working environment Safe at school: 69.25% of students feel safe on average 50% of parents feel school is a safe place 62% and 65% of staff feel school is safe for staff and students respectively	• Parents (of students): 37% • Staff (working environment): 40% Safety: • Students: 56% • Parents: 39% • Staff: 47% (moved from Goal 3 in 2021-2022)	(weighted average) • Parents (of students): 45% • Staff (working environment): 48% Safety: • Students: 56% (weighted average) • Parents: 47% • Staff: 53%	• 50% of grade 3-5 students feel safe • 56% of grade 6-12 students feel safe Studer Staff Survey: 83.8% of staff feel safe	Student - 78% Parent - 66% Staff - 82% (staff) and 86% (students)

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 overarching goal of Goal 1 was to ensure that all students, including various subgroups (GATE, foster students, socio-economically disadvantaged, English language learners, special education students, and students identified as homeless), have access to the California State Standards, sufficient instructional materials, appropriately credentialed teachers, well-maintained facilities, and a broad course of study. Even though funding sources may have shifted to utilize the sunsetting one-time ESSER funds, there hadn't been any substantive difference in planned actions and actual implementation.

Implementation Successes:
- Action 1.1 (Teacher Credential Alignment): This action was highly successful, as evidenced by 100% of teachers being appropriately assigned and credentialed, according to the reported metrics; however, the relatively newly introduced TAMO reports would suggest

less than 100% of teachers maintaining a clear credential. This action will be addressed in actions within Goal 3 of the upcoming LCAP (currently Action 3.2: Professional Development and Advancement).

- Action 1.2 (Teacher Library Support): Teachers were supported by library staff, enabling students to have full access to standards-aligned instructional materials, demonstrating the action's effectiveness. This action will be addressed within Goal 4 of the upcoming LCAP in Action 4.3: Aligning Resources.

- Action 1.3 (Intersession, Saturday School, and Early Release Support): Additional time for staff led to improved interdepartmental collaboration. Increased social-emotional support staffing also indicated a response to student needs. The aftermath of the pandemic and other socio-economic factors amplified the social-emotional needs of students, requiring more resources than initially planned. The unexpected rise in demand for support staff stretched existing resources, leading to challenges in addressing these needs promptly. This action will continue in Goal 3 of the upcoming LCAP within Action 3.2: Professional Development and Advancement.

- Action 1.5 (Site Leadership Support): Leadership support ensured that students' social-emotional and academic needs were met through training and interventions, reflected in improved staff training days and participation rates.

- Action 1.6 (Linked Learning Pathways): The pathways program successfully increased professional development days focused on California Standards/ELD, indicating effective support for teaching and learning. This action will continue in Goal 1 of the upcoming LCAP within Action 1.3: Expanding College and Career Readiness.

- Action 1.8 (Implementation of California Standards): Through instructional coaches and learning directors, support for teachers in implementing standards was achieved, reflected in increased training days and balanced subject focus. This action will continue in Goal 3 of the upcoming LCAP within Action 3.2: Professional Development and Advancement.

- Action 1.11 (Support for CSI Schools): Citrus High School was the sole CSI school in the district. Preliminary academic outcomes reflect distance from standard improvement of 15.6 points in ELA and 17.8 points in mathematics schoolwide suggesting that the support structure for Citrus is contributing to successful outcomes. This action is folded into Action 1.6 of Goal 1 (improving graduation rates) and Goal 5 of the upcoming LCAP.

- Action 1.13 was focused on increasing the number of staff providing direct services to students on school campuses, targeting areas such as social-emotional support, academics, and family needs. The data indicates that this action led to an increase in support staff and enhanced interventions, which likely improved the capacity to address the specific needs of students, especially in the social-emotional and academic domains. The action resulted in more staff providing direct services, which likely increased the capacity for intervention and support across the district. This action will continue in Goal 3 of the upcoming LCAP within Action 3.1: Staff Recruitment and Retention.

Challenges in Implementation:

- Action 1.4 (Improving Learning Environments): New leadership in the department responsible for reviewing facilities over the course of the three-year term implemented more stringent inspection criteria. This led to a one-year drop in the percentage of facilities rated in "good repair" due to higher standards of evaluation. The unusual weather conditions experienced during the three-year term added an additional burden to facility maintenance, causing delays and further impairments to the learning environment. Although one of the years reflected a percentage at 44%, and although the goal of 100% was not reached, this action is considered an important one, and will reside in the upcoming LCAP within Goal 4, Action 4.2: Clean and Safe Environments.

- Action 1.10 (Technology Specialist): While professional development was enhanced for staff, it is unclear if there were any specific challenges due to the lack of detailed metrics on the impact of technology use. The evolving landscape of educational technology (such as AI) requires continuous updates and training, which may outpace the available resources and professional development schedules. Due to this reality, this action will continue in the upcoming LCAP within Goal 4, Action 4.3: Aligning Resources.

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

There were no material difference between the budgeted and actual expenditures for the following actions within Goal 1:
- 1.1: Teacher Credential Alignment
- 1.2: Teacher Library Support
- 1.3: Intersession, Saturday School and early-release staff support for school-related matters
- 1.4: Improving Learning Environments
- 1.5: Site Leadership Support
- 1.6: Linked Learning Pathways
- 1.13: Increased Services to Students

Although there was no significant difference in the implementation of the following actions, there was a material difference between the budgeted and actual expenditures. These variations are a result of administrative decisions, funding reallocations, and unforeseen financial changes on budget execution within educational initiatives:

- Action 1.8 Implementation of California Standards: A 19% difference occurred as payroll costs for Common Core Coaches and Learning Directors were higher than originally budgeted. This overrun is a result of higher than anticipated wage costs that were not accurately forecasted in the initial budget.

- Action 1.10 Technology Specialist: There was a 54% difference due to staffing salary being shifted due to staff shifting to the Adult Education program, and subsequently being funded under that program, instead of LCFF. This resulted in a significant decrease in expenditure against the LCAP budget for this position.

- Action 1.11 Support for CSI Schools: A 172% difference was noted because the carryover amount from the previous year for the CSI program was higher than expected. This additional carryover provided more funds than planned, leading to higher actual spending.

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

The metrics outlined in Goal 1 are used to analyze the effectiveness of each action listed in the Goal 1.

- Teacher Credential Alignment (Action 1.1): The goal of this action was to ensure 100% of teachers are appropriately assigned and credentialed in subject areas. The reported data reflects that this action was effective as the 2021-2022 SARC reports showed 100% of teachers appropriately assigned and credentialed. However, moving forward, the TAMO reports will be used to measure this area, and that information is based in part on staff who maintains a clear credential. Though the measuring method changed, the action is currently determined to be effective.

- Teacher Library Support (Action 1.2): This action aimed to provide teachers with library support to ensure students have access to curriculum and technology. Based on the reported outcomes, students had 100% access to standards-aligned instructional materials, and the library support is reported to enhance site operations of managing materials, indicating the action's effectiveness.

- Intersession, Saturday School, and Early Release Support (Action 1.3): Aimed at providing additional support for students, the reported data shows significant increases in student support staff. This suggests effectiveness, though the need for increased social-emotional support is noted.

- Improving Learning Environments (Action 1.4): The aim was to improve facilities for students, which included ensuring good repair and enhancing learning environments. The facilities in good repair ratings dropped to 44% from 95% in year 2 due to a change in inspection criteria and adverse weather, which shows mixed effectiveness; however, returned to 91% in year 3 indicating that the action is contributing to overall effectiveness.

- Site Leadership Support (Action 1.5): This action was intended to provide support staff for students' social-emotional and academic needs. Its effectiveness is noted in various metrics like increased training days and participation rates, indicating that increased support is in place.

- Linked Learning Pathways (Action 1.6): Intended to enhance expand exposure and experiences of students through Linked Learning Pathways. The increased participation by students in pathways reflects effectiveness of the action.

- Implementation of California Standards (Action 1.8): The aim was to support teachers in implementing California standards with instructional coaches. The data shows increased training days and balanced subject focus. The training, along with increased student outcomes in the academic areas (especially mathematics) reflect effective implementation.

- Technology Specialist (Action 1.10): To enhance the use of technology in teaching, the action resulted in improved professional development for staff, as seen in the increased training days and technology focus, thus effective. The Technology Specialist role has been modified moving forward.

- Support for CSI Schools (Action 1.11): This aimed to support Citrus High School in addressing CSI criteria and improving graduation rates. Preliminary academic outcomes reflect distance from standard improvement of 15.6 points in ELA and 17.8 points in mathematics schoolwide suggesting that the support structure for Citrus is contributing to successful outcomes, and an effective action.

- Increased Services to Students (Action 1.13): Focused on increasing staff to provide direct student services, the outcomes show increased support staff and enhanced interventions, indicating effectiveness.

In summary, most actions were effective in achieving their intended goals, evidenced by the improvements in the various metrics like teacher credentials, student support services, and curriculum access.

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.

Changes in the goals occurred with intent to bring alignment between the LCAP and the district strategic plan. In this light, the original Goal 1 (All students, including all subgroups (consisting of GATE, foster students, socio-economically disadvantaged, English language learners, special education students, and students identified as homeless), will have access to the California State Standards, sufficient instructional materials, appropriate teacher assignments, facilities in good repair, and be enrolled in a broad course of study that includes all of the subject areas) has been updated to: Improve Student Success & Readiness: Ensure each student has meaningful educational experiences and opportunities to grow and develop as individuals, to achieve their highest potential.

Adjustments in Actions from the prior LCAP for the upcoming LCAP in Goal 1: The existing actions in Goal 1 were deemed effective; however, to help improve focus in the document, and alignment with overall efforts for improvement, the actions of Goal 1 in the upcoming LCAP reflect academic and social-emotional outcomes.

- Action 1.1 (changes to Fostering Excellence in Learning): Now focuses on fostering excellence in learning by increasing course offerings and providing academic interventions for students in need, specifically under-performing groups.
- Action 1.2 (changes to Ensuring Social-emotional Wellness): Emphasizes ensuring social-emotional wellness through better student connectivity, adding resources for mental health needs, and improving staff structures.
- Action 1.3 (changes to Expanding College and Career Readiness): Focuses on expanding college and career readiness through Linked Learning Pathways, CTE, and improved communication with families.

- Actions 1.4 (changes to English Learner Language Acquisition Program) and 1.5 (changes to Long Term English Learner Language Acquisition Program): Explicitly define support for English Language development and distinguish between general EL students and long-term English learners (LTELs), allowing targeted interventions for each group.
- Action 1.6 (becomes Improving Graduation Rates and College & Career Indicators), 1.7 (becomes Improving Mathematics Distance from Standard) and 1.8 (becomes Improving ELA Distance from Standard): Specifically targets improving graduation rates and college and career indicators, mathematics, and English language arts outcomes for low-performing student groups.

Refinement of Metrics:
- Metrics of Goal 1 in the upcoming year's LCAP are more clearly defined with specific targets to assess progress in areas like student success and readiness, social-emotional wellness, graduation rates, and career/college readiness.
- Emphasis is now placed on the Student Success and Readiness Scorecard, English Learner Progress, and the Graduation Rate, reflecting a more focused evaluation of student outcomes.

These changes were made to improve effectiveness based on reflections from prior practice, emphasizing more targeted, data-driven, and strategic initiatives to address identified needs.

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	PUSD will provide opportunities district wide and school wide to increase parent participation so that all parents understand that their active involvement will increase academic achievement outcomes for their students and in conjunction with the Local Control Accountability Plan (LCAP) process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Percent of Healthy Kids Staff Survey respondents	A total of 775 respondents are reported in the 2020-2021 Healthy Kids Staff Survey, reflecting an 87% response rate.	A total of 713 respondents are reported in the 2021-2022 Healthy Kids Staff Survey, reflecting an 80% response rate if considering 891 staff members.	A total of 873 respondents are reported in the 2022-2023 Healthy Kids Staff Survey, reflecting an 80% response rate if considering 891 staff members.	Healthy Kids Survey was not administered during the 2023-2024 academic year. 0% of staff returned the Healthy Kids Survey since the survey was discontinued in 2023-2024. A Studer Staff survey was administered in place of the Healthy Kids Survey, and 1,259 staff members participated in the Spring 2024 administration.	Attain a 95% return rate for the Healthy Kids Staff Survey
2.2 Healthy Kids Parent Survey year-	A total of 2,037 parent respondents were	A total of 1,833 parent responses were	This metric is replaced in 2020-2021 with	Healthy Kids Survey was not administered	Maintain a year-to-year increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to-year percent increase in respondents	reflected in the 2020-2021 Healthy Kids Parent Survey. This is a 47% decrease in respondents from the previous year (3,768 in 2019-2020), and may be a result of school closures during the 2020-2021 academic year.	reflected in the 2021-2022 Healthy Kids Parent Survey. This is a 10% decrease in respondents from the previous year. This metric is replaced in 2020-2021 with information reflected in metric 2.5 indicating parents who feel they are involved in school.	information reflected in metric 2.5 indicating parents who feel they are involved in school.	during the 2023-2024 academic year.	respondent rate of +10% ending with a minimum or 2711 respondents by 2024.
2.3 The percent of parents reflected on agendas/sign-in sheets for parent meetings	On average, parents constituted 29% of names reflected on sign-in sheets for parent meetings in the 2019-2020 academic year.	On average, parents, student & community members constituted 31% of participants during meetings in the 2021-2022 academic year.	On average, parents, student & community members constituted 25% of participants during meetings in the 2022-2023 academic year.	On average, parents, student & community members constituted 29.4% of participants during meetings in the 2023-2024 academic year.	Parents reflect 50% or more of names reflected on sign-in sheets during parent meetings.
2.4 ParentSquare "Contactable" percentage of all families, including those reflecting Unduplicated Pupils, and those with exceptional needs.	The ParentSquare system indicates that 95.5% of student families contain "contactable" information in the system.	The ParentSquare system indicates that 86% of student families contain "contactable" information in the system as of the end of the 2021-2022 academic year.	The ParentSquare system indicates that 91% of student families contain "contactable" information in the system as of May of the 2022-2023 academic year.	The ParentSquare system indicates that 94% of student families contain "contactable" information in the system as of May of the 2023-2024 academic year.	Improve data fields so that 100% of student families contain "contactable" information in the system including: EL, Foster and SED student groups.
2.5 Parent Involvement in School (Healthy Kids Parent Survey Key Indicator)	Baseline is established during the 2021-22 results with 30% of respondents	Baseline is established during the 2021-22 results with 30% of respondents	49% based on 2022-2023 Healthy Kids Parent Survey	Healthy Kids Survey was not administered during the 2023-2024 academic year;	67% of parents indicating they are involved in school (logarithmic projection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	indicating that they are involved in school.	indicating that they are involved in school.		therefore, 0% of parents participated in the Healthy Kids Parent Survey for 2023-2024. In place of the Healthy Kids Survey, parents participated in a Studer Survey. Parent Involvement was replaced with perceptions of parents on: • 1. Being treated with respect (89% favorable) • 2. Comfort in approaching school administration (85% favorable)	based on the two years)
2.6 Number/percentage of schools maintaining accurate agendas, minutes, sign-in sheets, and following appropriate election protocols related to School Site Councils.	For the 2020-21 academic year, all schools (100%) maintained accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to School Site Councils.	For the 2021-22 academic year, 77% of all school have maintained and submitted accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to School Site Councils.	For the 2022-23 academic year, 79% of all school have maintained and submitted accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to School Site Councils.	For the 2023-24 academic year, 78.95% of all school have maintained and submitted accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to School Site Councils.	Maintain 100% accurate documentation of agendas, minutes, sign-in sheets, and follow appropriate election protocols with respect to School Site Councils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.7 Number/percentage of schools maintaining accurate agendas, minutes, sign-in sheets, and following appropriate election protocols related to English Language Advisory Committees.	For the 2020-21 academic year, all schools (100%) maintained accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to English Language Advisory Committees.	For the 2021-22 academic year, 68% of all school have maintained and submitted accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to English Language Advisory Committees.	For the 2022-23 academic year, 78% of all school have maintained and submitted accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to English Language Advisory Committees.	For the 2023-24 academic year, 77.78% of all school have maintained and submitted accurate agendas, minutes, sign-in sheets, and followed appropriate election protocols with respect to English Language Advisory Committees.	Maintain 100% appropriate and accurate documentation of agendas, minutes, sign-in sheets, and follow appropriate election protocols with respect to English Language Advisory Committees.
2.8 Enhance communication with families, including those of unduplicated and exceptional needs students, by increasing digital footprint (year-to-year increase in followers/subscribers) through social media platforms.	2020-2021 followers/subscribers for: Facebook =10,318 Twitter = 992 Instagram =1,875 YouTube = 975	2021-2022 followers/subscribers for: Facebook =10,682 Twitter = 1,035 Instagram = 2,165 YouTube = 1,220	2022-2023 followers/subscribers for: Facebook =11,000 Twitter = 1,039 Instagram = 2,620 YouTube = 1,350	2023-2024 followers/subscribers for: Facebook =12,000 Twitter = 1,032 Instagram = 3,310 YouTube = 1,470	Maintain a year-to-year rate increase of followers/subscribers at 10% or greater. Followers/subscribers by 2024: Facebook = 13,733 Twitter = 1,320 Instagram = 2,495 YouTube = 1,297
2.9 Provide Special Education protocol training for parents of identified student groups.	2021-2022 is the baseline of this metric introduced in 2021-2022, where one session occurred.	2021-2022 (year 1) is the baseline, where one session occurred. (metric added in 2021-2022)	2022-2023 trainings offered: • Community Advisory Committee and Tulare County Special Education provided 9	2023-2024 trainings offered: • Community Advisory Committee and Tulare County Special Education provided 9	Year-to-year increase where parents of three distinct student groups receive training.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• Tulare County SELPA provided 2 (in English and Spanish)	• Tulare County SELPA provided 2 (in English and Spanish)	
2.10 Parents with Students with Disabilities will maintain 100% participation in IEP meetings.	Parent participation in IEP meetings remained at 100% for the 2019-2020 academic year based on the 2019-2020 Targeted Review Selection Data report.	For the 2021-22 academic year, parent participation in IEP meetings is reported as 99.7% as reported on the Annual Performance Report (APR).	For the 2022-23 academic year, parent participation in IEP meetings is reported as 100% as reported on the Annual Performance Report (APR).	For the 2023-24 academic year, parent participation in IEP meetings is reported as 100% as reported on the Annual Performance Report (APR).	Maintain 100% parent participation rate in IEP meetings.

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 goal was to increase parent participation, recognizing that parental involvement significantly influences student academic achievement. Although funding sources may have shifted to utilize the sun-setting one-time ESSER funds, there hadn't been any substantive difference in planned actions and actual implementation.The following describes the implementation of the Goal 2 actions, with an analysis of challenges and successes:

1. Action 2.1: Consulting Services for Parent Resources
   - Implementation: Partnered with agencies like PIQE and Parent Project, Inc., to provide workshops and resources. The pandemic affected some offerings, reducing attendance, but overall, consulting services remained a crucial aspect of engagement, and is regaining participation over the years following the pandemic.
   - Challenges: Reduced availability of services due to the pandemic impacted effectiveness.
   - Successes: Parental involvement increased from 30% to 49%, partly due to the continued efforts on engagement through outreach and consulting services.

2. Action 2.2: Family Connection to Schools

- Implementation: Expanded efforts to improve family connection by providing workshops on relevant topics, delivered bilingually where necessary.
- Challenges: A decline in sign-in rates (Metric 2.3) indicated challenges in getting parents to attend meetings consistently.
- Successes: Despite the decline in meeting attendance, there was an overall increase in parental involvement and engagement through other opportunities.

3. Action 2.3: Parent Access to Technology
- Implementation: Enhanced access to technology through online resources and parent access at schools, aimed at helping parents stay informed about their child's education.
- Challenges: Limited access or familiarity with technology among some parents may have reduced engagement.
- Successes: The ParentSquare system showed improved contactability, indicating progress in ensuring parents had access to necessary information.

4. Action 2.4: Utilize Incentives to Increase Attendance Rates
- Implementation: Used attendance incentives to raise awareness among parents and students about the importance of regular attendance.
- Challenges: Despite increased awareness, and although improved from the previous year, chronic absenteeism remained a challenge, suggesting that incentives alone were not enough to improve attendance significantly.
- Successes: Some local improvements were observed, though overall attendance rates still lag behind pre-pandemic levels.

Overall, the actions implemented under Goal 2 saw mixed success. While there were noticeable improvements in parental involvement, challenges persisted in maintaining consistent engagement in meetings and effectively addressing chronic absenteeism. The lessons learned from this implementation indicate the need for adaptable strategies that align closely with the community's evolving needs.

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

There was no material difference between the budgeted and actual expenditures for Action 2.1 within Goal 2. However, there were observed differences between the LCAP Budget and Estimated Actuals for each of the following actions:

- Action 2.2 Family Connection to Schools: There was a 98% difference, with actual spending far exceeding the budget. This was due to the costs for Title I Parent Participation being higher than originally budgeted due to increased efforts from sites to engage parents. This effort at times materialized in the form of partnering with PIQE, which experienced a cost increase.

- Action 2.3 Parent Access to Technology: Similar to action 2.2, there was an 87% difference with actual expenditures overshooting the budget, again due to higher than anticipated costs for Parent Participation using Title I funds. This is in part due to increased resources that were not initially accounted for in the original budget.

- Action 2.4 Utilize Incentives to Increase Attendance Rates: There was a 65% decrease between the budgeted and actual expenditures for incentives because sites had implemented other means to improve attendance aside from using incentives. Alternative strategies were employed that reduced the reliance on budgeted incentives.

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

Effectiveness of each action described in the Goal 2 Actions document based on the provided Goal 2 Metrics:

1. Action 2.1: Consulting Services for Parent Resources (This action will continue in the upcoming LCAP within Goal 2, Action 2.2: Fostering Relationships)
- Effectiveness: Over the course of three years, reduced expenses in this area are attributed to a decline in offerings from the Parent Institute for Quality Education (PIQE) as schools resumed normal operations. Despite this, there was some increase in parental involvement, reflecting increased involvement in other areas. This action is considered effective.
- Metrics: Parental involvement rates increased from 30% to 49% (Metric 2.5) during the administration of the Healthy Kids Survey, indicating positive progress in parents participating in surveys.

2. Action 2.2: Family Connection to Schools (This action will continue in the upcoming LCAP within Goal 2, Action 2.2: Fostering Relationships)
- Effectiveness: This action saw a significant increase in costs (49% more), which may have contributed to improved parental involvement as indicated by the Healthy Kids Parent Survey results when it was administered. This action is considered effective
- Metrics: The metric for parent participation on agendas/sign-in sheets (Metric 2.3) showed a decline in parent participation from 31% to 25%. However, the increase in materials related to family connection could have indirectly supported the improvement in Metric 2.5.

3. Action 2.3: Parent Access to Technology (This action will continue in the upcoming LCAP within Goal 2, Action 2.1: Improving Two-way Communication)
- Effectiveness: The effectiveness of this action is unclear due to limited direct metrics. However, the overall increase in parent involvement may be partially attributed to enhanced technological access.
- Metrics: ParentSquare contactable percentages improved to 91% (Metric 2.4), showing gradual improvement in digital communication, which could relate to technology access.

4. Action 2.4: Utilize Incentives to Increase Attendance Rates (This action will continue in the upcoming LCAP within Goal 2, Action 2.2: Fostering Relationships)
- Effectiveness: Chronic absenteeism remained higher than pre-pandemic times; however, reflected drastic improvement within the past two years from 34.4% to 16.7%. Although not yet at the pre-pandemic rate, this metric is considered effective.

- Metrics: Chronic absenteeism rates (not directly indicated in the Goal 2 metrics) suggest ongoing struggles with attendance, indicating limited effectiveness of this action in its impact on attendance rates.

Overall, while parent participation improved as seen in Metric 2.5, showing that consulting services, family connection initiatives, and increased access to technology played a role, challenges remain. Specifically, attendance incentives were less effective, as chronic absenteeism still presented challenges despite increased incentives. Adjustments to these actions could help further enhance parent engagement.

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.

The focus of Goal 2 in the upcoming LCAP remains the same as the focus in the previous LCAP; however, the wording has been modified to align to the district's strategic plan. The original wording (PUSD will provide opportunities district wide and school wide to increase parent participation so that all parents understand that their active involvement will increase academic achievement outcomes for their students and in conjunction with the Local Control Accountability Plan (LCAP) process) has been updated to: Improve Family & Community Engagement: Foster a collaborative culture of service that is responsive to employees, families, and community where everyone feels valued, supported, and connected.

Changes in actions from Goal 2 in the prior LCAP to upcoming LCAP:

Effective - no change with the possible exception of placement within the LCAP:

Action 2.1: Consulting Services for Parent Resources
- Prior LCAP: Emphasis on partnering with external agencies to provide workshops and materials to support parents in education.
- Upcoming LCAP: Action 2.1 is changed to Improving Two-way Communication and is focused on improving two-way communication, emphasizing surveys, parent groups, and feedback to enhance engagement. Workshops are included in the broader goal of fostering communication.

Action 2.2: Family Connection to Schools
- Prior LCAP: Targeted improving family connections through workshops and bilingual communication.
- Upcoming LCAP: Action 2.2 is changed to Fostering Relationships and is focused on advisory groups and workshops for college and career readiness. Communication focuses on vertically aligning schools and improving tracking of family engagement.

Action 2.4: Utilize Incentives to Increase Attendance Rates
- Prior LCAP: Attendance incentives aimed at raising awareness about the importance of attendance.
- Upcoming LCAP: Action 2.4 is changed to Improving Suspension Rates, and focuses improving suspension rates through targeting behavioral interventions. Prioritizes addressing social-emotional needs and behavioral issues.

Less Effective - adjustments made:

Action 2.3: Parent Access to Technology
- Prior LCAP: Emphasis on providing technology-related classes for parents and Wi-Fi access to support children's education.
- Upcoming LCAP: Action 2.3 is changed to Building Community Partnerships, and shifts the emphasis on improving communication, and leveraging community partnerships to strengthen learning for parents. Focus is on involving local businesses and higher education for real-world student experiences, and improving methods of monitoring parent involvement.

There are some slight adjustments in the metrics and desired outcomes on Goal 2. For instance, the Healthy Kids survey has been replaced with two other surveys: Panorama, and Studer. Additionally, improved relationships with families (both students and parents) is seen as a means to improve non-academic metrics such as attendance rates, dropouts, and behavioral outcomes. These measure have been added to Goal 2.

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	All PUSD students, including all subgroups (consisting of GATE, foster students, socio-economically disadvantaged, English language learners, special education students and students identified as homeless), will be able to graduate from high school prepared for college and career and meeting PUSD Graduate Outcomes by providing a safe and conducive environment for learning. Student outcomes will improve at the high school grade span.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 CALPADS Report 14.1 - Students absent <5% of the time.*	Report 14.1 of the 2019-2020 CALPADS submission indicated 68.61% of students were absent <5% of the time.	Report 14.1 CALPADS Snapshot in 2022 indicates 68.95% of students were absent <5% of the time	Report 14.1 CALPADS Snapshot in 2022-2023 indicates 57.54% of students were absent <5% of the time districtwide: • 59.46% grades 9-12 • 54.81% grades K-8	Most Recent: Report 14.1 CALPADS SELPA Approved Snapshot in 2023-2024 indicates 49.51% of students were absent <5% of the time districtwide: • 50.59% grades 9-12 (weighted average) • 51.31% grades K-8 (weighted average)	Increase the percent of students absent <5% of the time to 70%
3.2 Chronic absenteeism rates based on the Dashboard.*	Chronic absenteeism rate for 2018-2019 was 5.9%.	DataQuest Chronic Absenteeism rate for 2020-2021 was 17.9%	2021-2022 Dashboard Chronic Absenteeism = 34.4% districtwide DataQuest:	2022-2023 Dashboard Chronic Absenteeism = 17.6% districtwide (California Schools Dashboard)	Return to the pre-pandemic Chronic Absenteeism rate of 5.9% by 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• 33.1% districtwide • 31.7% grades 9-12 • 33.5% SED (9-12) • 46.5% Foster (9-12) • 33.9% EL (9-12)	DataQuest: • 18.3% districtwide • 19.4% grades 9-12 • 21.2% SED (9-12) • 47.4% Foster (9-12) • 20.4% EL (9-12)	
3.3 Middle school dropout count based on CALPADS Report 1.14	Only one (1) middle school dropout in 2019-2020.	Three middle school students are reflected in report 1.14 (dropout counts) for 2021-2022 (moved to Goal 4 in 2021-2022)	This metric was moved to Goal 4 for the 2023 submission	This metric was moved to Goal 4 during the 2023 submission	No (0) middle school dropouts.
3.4 High school dropout count based on CALPADS Report 1.14*	85 dropouts (of 1697 seniors = 5%) were documented in report 1.14 of the CALPADS submission for the 2019-2020 academic year.	196 high school dropouts (of 7,090 grade 9-12 students) are reflected in the 2021-2022 CALPADS report 1.14 snapshot, or 3%.	184 high school dropouts (of 6,968 grade 9-12 students) are reflected in the 2022-2023 CALPADS report 1.14 snapshot, or 2.6%.	186 high school dropouts (of 6,800 grade 9-12 students) are reflected in the 2023-2024 CALPADS report 1.14 snapshot, or 2.7%.	Reduce the number of dropouts to less than 80 students (less than 4.7%).
3.5 High school graduation rates reported on the Dashboard.*	92.2% graduation rate on California Dashboard 2018-2019.	85% graduation rate is reported on the California Schools Dashboard for 2020-2021.	86.1% graduation rate is reported on the California Schools Dashboard for 2021-2022.	87.4% graduation rate is reported on the California Schools Dashboard for 2022-2023.	Based on our TCOE-provided projections to target district "High" status by Fall of 2025, attain a 94.7% graduation rate in 2023-24.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.6 Number of students that are receiving support (i.e., peer mentoring, peer tutoring, after school tutoring, adult mentoring, etc.) as identified through the "PUSD Interventions" category in Aeries	2,202 students were identified in the "PUSD Interventions" category within Aeries for the 2019-2020 academic year.	1,290 students are identified in the "PUSD Interventions" category within Aeries. for the 2021-2022 academic year. (metric moved to Goal 1 in 2021-2022)	This metric was moved to Goal 1 for the 2023 submission	This metric was moved to Goal 1 during the 2023 submission	2920 student, identified in the "PUSD Interventions" category within Aeries for the 2023-24 academic year.
3.7 SBAC distance-from-standard for grade 11 students, including student groups	SBAC 2018-19 ELA: All (-16.8) American Indian (-51.2) English Learners (-37.6) Foster (-89.5) Homeless (-74.7) Low Income (-21.5) Disabilities (-115.8) Math: All (-61.3) American Indian (-103.6) English Learners (-69.6) Foster (-130) Homeless (-113.1) Low Income (-65.3) Disabilities (-160.8)	SBAC 2020-21 (only grade 11 students tested in 2020-21. Values below are manually calculated average distance from standard in absence of the Dashboard. Foster is not identified in the data extract, and so is not available). ELA: All (-6.06) American Indian (-64.28) English Learners (-103.75) Homeless (-37) Low Income (-13.73) Disabilities (-124.88) Math: All (-105.19)	SBAC 2021-22 (Values below are manually calculated average distance from standard for grade 11 students). ELA (-28.6 dashboard): Grade 11 All (-2.1) American Indian (-17.6) English Learners (-99.9) Homeless (-57.8) Low Income (-10.4) Disabilities (-125.2) Foster (-101.0) Math (-80.9 dashboard): Grade 11 All (-116.5) American Indian (-129.0) English Learners (-194.4)	SBAC 2022-23 (Values below are manually calculated average distance from standard for grade 11 students). ELA (-27.3 dashboard): Grade 11 All (-1.0) American Indian (-14.6) English Learners (-107.0) Homeless (-32.3) Low Income (-9.4) Disabilities (-151.8) Foster (-38.3) Math (-70.3 dashboard): Grade 11 All (-106.6) American Indian (-105.6) English Learners (-200.2)	Based on our TCOE-provided projections to target district "High" status by Fall of 2025, attain the following in 2023-24: ELA: American Indian (0.2 below) English Learners (2.4 above) Foster (6.5 below) Homeless (3.7 below) Socio-disadvantage (5 above) Students w/disabilities (10.8 below) Math: American Indian (17.1 below) English Learners (11.6 below) Foster (21.5 below)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		American Indian (-184.67) English Learners (-174.61) Homeless (-160.33) Low Income (-111.73) Disabilities (-217.77)	Homeless (-160.2) Low Income (-123.7) Disabilities (-217.9) Foster (-231.5)	Homeless (-125.7) Low Income (-116.3) Disabilities (-216.0) Foster (-138.7)	Homeless (18.6 below) Socio-disadvantage (10.8 below) Students w/disabilities (26.8 below)
3.8 Data collected from Advance Placement: 1. Total Tested, 2. Count of "3" or higher	In 2019-2020 694 tested (13% of grade 10-12) 481 scored 3 or higher (9% of grade 10-12)	DataQuest (CCI Metric): 1. Aries Analytics indicates that 326 total students took 465 tests. 2. The Dashboard indicates that 75 Cohort students tested scoring 3 or higher (6.1%) on at least two AP exams for 2020-2021.	DataQuest (CCI Metric): 1. Aries Analytics (AP/IB Participation Rate) indicates that 315 total students took 423 tests (11 unique) 2. The Dashboard indicates that 55 Cohort students tested scoring 3 or higher (3.7%) on at least two AP exams for 2021-2022. • EL 6 (1.8%) • SED 48 (3.6%) • Foster 0	1. Aries Analytics (AP/IB Participation Rate) indicates that 360 total students took 454 tests (11 unique) 2. The Dashboard indicates that 37 Cohort students tested scoring 3 or higher (2.6%) on at least two AP exams for 2022-2023. • EL 4 (1.2%) • SED 28 (2.3%) • Foster not reported	Increase by 2023-24: tested to 913 (17% of grade 10-12) scores >3 to 492 (9.4% of grade 10-12) based on simple linear regression from the 2013-14 administration, and excluding the 2019-20 administration due to the onset of the pandemic.
3.9 Student suspension rate as indicated on the Dashboard.*	The 2018-19 suspension rate published on the Dashboard was 4.8%	The 2020-21 suspension rate published in DataQuest was 0.2%	The 2021-22 suspension rate published on the Dashboard was 2.1% DataQuest:	The 2022-23 suspension rate published on the Dashboard was 2.4% DataQuest:	Based on our TCOE-provided projections to target district "High" status by Fall of 2025, establish a 2.85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• 2.1% districtwide • 3.8% grades 9-12 • 4.0% SED (9-12) • 10.4% Foster (9-12) • 5.1% EL (9-12)	• 2.4% districtwide • 4.1% grades 9-12 • 4.4% SED (9-12) • 21.4% Foster (9-12) • 5.6% EL (9-12)	suspension rate in 2023-24.
3.10 Student expulsion rates as reported in DataQuest.*	DataQuest reports an expulsion rate of 0.27% for the 2019-2020 academic year.	DataQuest reports an expulsion rate of 0.00% for the 2020-21 academic year.	DataQuest reports an expulsion rate of 0.1% for the 2021-22 academic year. • 0.2% grades 9-12 • 0.2% SED (9-12) • 0.0% Foster (9-12) • 0.4% EL (9-12)	DataQuest reports an expulsion rate of 0.2% for the 2022-23 academic year. • 0.3% grades 9-12 • 0.4% SED (9-12) • 0.0% Foster (9-12) • 0.4% EL (9-12)	Achieve an expulsion rate at or less than .25% by 2023-24 based on a simple linear regression from the 2011-12 rate, and excluding outliers in years 2013-14 and 2017-18.
3.11 Student sense of safety and connectedness to school (California Healthy Kids Survey)	As a result of the 2020-21 Healthy Kids Survey with respect to connectedness and safety: Connected to school: 56.25% students feel connected on average 20% of parents feel there are opportunities	As a result of the 2021-2022 Healthy Kids Survey: Connected to school: • Students: 56% • Parents (of students): 37%	This metric is moved to Goal 1 for the 2023 submission.	This metric is moved to Goal 1 in 2023, and then no longer administered during the 2023-2024 academic year.	Increase by one third: Connected to school: Student - 75% Parent - 26% Staff - 62% Safe at school Student - 78% Parent - 66% Staff - 82% (staff) and 86% (students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for students to connect 47% of staff feel that there is a positive working environment Safe at school: 69.25% of students feel safe on average 50% of parents feel school is a safe place 62% and 65% of staff feel school is safe for staff and students respectively	• Staff (working environment): 40% Safety: • Students: 56% • Parents: 39% • Staff: 47% (moved to Goal 1 in 2021-2022)			
3.12 Percentage of students by subgroup designated as "Prepared" on the College and Career Indicator.	Baseline: 36.5% of graduates were placed in the "Prepared" level on the College/Career Indicator for 2018-2019: American Indian 38.1% English Learners 14.9% Foster Youth <11 students Homeless <11 students Socio-disadvantage 33.7%	2019-2020 CCI Level (Dashboard - Additional Reports): All: 38.9% • American Indian: 30.6% • English Learner: 11.2% • Low Income: 38.1% • Disability: 4.9% • Foster: 35.7% • Homeless: 8.3%	2021-2022 Dashboard reflects "measures" only (no overall CCI provided in 2021-2022): AP (3.7% overall): • American Indian: 0% • English Learner: 1.8% • Low Income: 3.6% • Disability: 0% • Foster: 0% • Homeless: 0%	2022-2023 Dashboard: 43.9% of graduates "Prepared" on the College/Career indicator. • American Indian 36.4% • English Learners 27.7% • Foster Youth <11 • Homeless 17.2% • Low Income 42.2% • Disabilities 7%	Based on our TCOE-provided projections to target district "High" status by Fall of 2025, achieve 52% district-wide, by achieving, in part, the following for each student group: American Indian 52.6% English Learners 48.4% Foster Youth <11 students Homeless <11 students Socio-disadvantage 51.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/disabilities 2.4%		Other "measures" for 2021-2022 are listed below, and include: • CTE Completer • 1 Semester College Credit • Seal of Biliteracy		Students w/disabilities 46.4%
3.13 Percent of English Learners who make progress toward English proficiency*	47.6% EL students making progress as reflected on the 2018-2019 Dashboard	47.6% EL students making progress as reflected on the 2018-2019 Dashboard	51.8% of EL students making progress districtwide as reflected on the 2021-2022 Dashboard, and a calculated rate of 47.0% in grades 9-12	53.9% EL students making progress as reflected on the 2022-2023 Dashboard	Based on our TCOE-provided projections to target district "High" status by Fall of 2025: 54.1% of English Learners making progress by 2024
3.14 English Learners Reclassified Fluent English Proficient.*	Based on the 2020-21 EOY CALPADS report 2.16 there were 203 students of 3,645 (5.6%) reclassified during the academic year.	Based on the 2020-21 EOY CALPADS report 2.16 there were 203 students of 3,645 (5.6%) reclassified during the academic year.	Based on the 2021-22 EOY CALPADS report 2.16 there were 250 students of 3,953 EL students (6.3%) reclassified during the academic year. High schools reflect 111 students reclassified of 1,439 (7.7%).	Based on the 2022-23 EOY CALPADS report 2.16 there were 589 students of 3,839 EL students (15.3%) reclassified during the academic year. High schools reflect 203 students reclassified of 1,378 (14.7%).	Match or exceed the State five-year average (from 2016-17 to 2020-21) of 12.8%
3.15 The percent of grade 11 students who score at the "Ready" or "Conditionally Ready" levels according to the	EAP 2018-2019 DataQuest grade 11 students considered "Ready" (Exceeding Standard), or	2020-21 DataQuest grade 11 students considered Ready, or Conditionally Ready: Overall: (ELA 50%; Math 18%)	2021-22 DataQuest grade 11 students considered Ready, or Conditionally Ready: Overall: (ELA 52.12%; Math 17.39%)	2022-23 DataQuest grade 11 students considered Ready, or Conditionally Ready: Overall: (ELA 40.47%; Math 26.43%)	Using a basic linear regression trends from the 2014-15 to 2018-19 SBAC administration, the following minimum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) guidelines for the SBAC.*	"Conditionally Ready) (Meeting Standard). Overall: (ELA 56.78%; Math 23.43%) EL: (ELA 12.1%; 5.58% Math) SED: (ELA 55.86%; 22.53% Math)	EL: (ELA 14%; Math 3%) SED: (ELA 47%; Math 16%)	EL: (ELA 14.7%; Math 1.91%) SED: (ELA 49.33%; Math 15.95%)	EL: (ELA 9.76%; Math 0.34%) SED: (ELA 49.18%; Math 17.02%)	outcomes are established for grade 11 students: overall: (>65.80% ELA >29.48% math) EL proportional (14.02% ELA; 7.02% Math SED proportional (64.73% ELA; 28.34% Math)
3.16 College and Career Indicator (College Credit): completing one or two semester college credit courses	2020-2021 baseline: • At 1 semester: All 29%, EL 12.5%, SED 27.5%, Foster 5.9% • At 2 semester: All 19.4%, EL 7.4%, SED 17.9%, Foster 5.9%	2020-2021 baseline: • At 1 semester: All 29%, EL 12.5%, SED 27.5%, Foster 5.9% • At 2 semester: All 19.4%, EL 7.4%, SED 17.9%, Foster 5.9% (metric added in 2021-2022)	2021-2022 CCI Additional Reports: • At 1 semester: All 30.6%, EL 14.1%, SED 29.1%, Foster 0% • At 2 semester: All 19.4%, EL 6.1%, SED 18.8%, Foster 0%	2022-2023 CCI Additional Reports: • At 1 semester: All 2%, EL 16.0%, SED 13.8%, Foster not reported • At 2 semester: All 58.3%, EL 45.7%, SED 58%, Foster not reported	Increase All to 32% for 1-semester, and 21% for 2-semester
3.17 College and Career Indicator (Seal of Biliteracy)	2020-2021 Baseline: All 14.9%, EL 7.7%, SED 15.4%, Foster 0%	2020-2021 Baseline: All 14.9%, EL 7.7%, SED 15.4%, Foster 0%	2021-2022 CCI Additional Reports: All 10.4%, EL 2.8%, SED 10.4%, Foster 0%	2022-2023 DataQuest: All 12.6%, EL 7.6%, SED 13.2%, Foster (not reported, <10 students)	18% for All by 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(metric added in 2021-2022)			
3.18 College and Career Indicator (A-G Completion)	2020-2021 Baseline: All 30.7%, EL 14.4%, SED 28.9%, Foster 5.9%)	2020-2021 Baseline: All 30.7%, EL 14.4%, SED 28.9%, Foster 5.9%) (metric added in 2021-2022)	2021-2022 CCI Additional Reports: All 30.9%, EL 12.5%, SED 28.8%, Foster 10.5%)	2022-2023 CCI Additional Reports: All 33.9%, EL 19.3%, SED 32%, Foster not reported	34% for All by 2023-2024
3.19 College and Career Indicator (At least one CTE Pathway Completer)	2020-2021 Baseline: All 49.5%, EL 29.9%, SED 49.1%, Foster 5.9%)	2020-2021 Baseline: All 49.5%, EL 29.9%, SED 49.1%, Foster 5.9%) (metric added in 2021-2022)	2021-2022 CCI Additional Reports: All 45%, EL 22%, SED 43.4%, Foster 0%)	2022-2023 CCI Additional Reports: All 35.9%, EL 24.1%, SED 34.2%, Foster 0%)	35% for All by 2023-2024

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 overarching goal of Goal 3 was to ensure that all students successfully matriculated towards graduation, focusing . Even though funding sources may have shifted to utilize the sun-setting one-time ESSER funds, there hadn't been any substantive difference in planned actions and actual implementation. The following reflects successes and challenges related to implementation of the actions.

Successes:

1. Action 3.1: Increasing Attendance Rates
   - Success: Communication efforts to emphasize attendance through newsletters, social media, and informational nights. Although the district-wide chronic absenteeism rate hadn't returned to the pre-pandemic rate, there was a significant improvement in the last two years from 34.4% to 16.7%. Additionally chronic absenteeism rates for high school students improved from 33.1% to 18.5%, as did

each of the following student groups for high school: SED (33.5% to 21.5%), Foster Youth (46.5% to 40.4% and English Learners (33.9% to 21.1%). These improvements reflect an effective action.

2. Action 3.4: Interventions
- Success: Interventions aimed at improving academic, social, and behavioral outcomes were instrumental in improving graduation rates from 86.1% to 87.4%. These interventions included after-school activities, mentoring, and professional development that supported students in their journey toward graduation.

3. Action 3.9: English Language Acquisition Programs and Professional Development for High School
- Success: Professional development and language acquisition programs contributed to improved English proficiency and increased reclassification rates among English learners. Specific initiatives, such as Write Brain and Rosetta Stone, enhanced language development, which helped achieve these outcomes.

4. Actions 3.2 & 3.7: Exposure to College and Career Readiness and Increasing A-G Course Offerings
- Success: Efforts to increase college and career readiness through newsletters, informational nights, and additional A-G courses led to improved A-G completion rates, showing progress in preparing students for post-secondary paths.

Challenges:

2. Action 3.3: CTE Class Offerings
- Challenge: Providing a wider array of CTE classes aimed to improve student engagement, but the number of students completing CTE pathways decreased. This suggests difficulties in maintaining sustained interest in career-oriented education.

3. Action 3.5: Student Support Service Staffing
- Challenge: Although additional support staff were hired to meet students' needs, high suspension and expulsion rates persisted. This indicates challenges in providing adequate behavioral interventions and fostering a positive school climate.

4. Action 3.6: Coordination of Services
- Challenge: Despite coordinating services through specialized staff, the dropout rate remains a concern, requiring more tailored interventions to prevent student disengagement.

The actions implemented under Goal 3 brought significant improvements in graduation rates, English proficiency, and college readiness, but challenges persist in attendance, CTE engagement, and school discipline. This underscores the need for further refinement and innovative approaches in implementing these actions to fully realize Goal 3's aims.

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

There was no material difference between the budgeted and actual expenditures for the following five actions within the goal:
- 3.1: Increasing Attendance Rates
- 3.3: CTE Class Offerings
- 3.4: Interventions
- 3.5: Student Support Service Staffing
- 3.6: Coordination of Services
- 3.7: Increasing A-G Course Offerings
- 3.9: English Language Acquisition Professional Development

Although there were no significant changes in the implementation of actions, there were material differences identified between the LCAP Budget and Estimated Actuals for the following action due to changes in funding and in staffing:

- Action 3.2 Exposure to College and Career Readiness: There was a 61% difference largely due to the retirement of staff, who were involved in supporting at-risk students to achieve college and career readiness. Staffing vacancies were not replaced. Departures resulted in lowered operational or personnel costs.

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

Effectiveness of Goal 3 Actions based on the Goal 3 metrics:

1. Action 3.1: Increasing Attendance Rates (This action will continue in the upcoming LCAP within Goal 2, Action 2.2: Fostering Relationships)
- Effectiveness: The attendance improvement strategy included outreach via newsletters, social media, and events to emphasize attendance importance. However, the data shows that only 57.54% of students were absent less than 5% of the time in the 2022-2023 school year, which represents a decline in attendance rates compared to pre-pandemic rates. Despite the outreach efforts, this action appears to be ineffective due to declining attendance.

2. Action 3.2: Exposure to College and Career Readiness (This action will continue in the upcoming LCAP within Goal 1, Action 1.3: Expanding College and Career Readiness)
- Effectiveness: Efforts to increase awareness about college and career readiness through communication channels and informational nights resulted in a reported 33.9% A-G completion rate, an improvement compared to previous years. Additionally the College and Career metric improved from 36.5% prior to the pandemic (2019 Dashboard) to 43.9% on the most recent dashboard. This action is considered effective in improving college and career readiness outcomes.

3. Action 3.3: CTE Class Offerings (This action will continue in the upcoming LCAP within Goal 1, Action 1.3: Expanding College and Career Readiness)
- Effectiveness: By providing a variety of CTE classes, student engagement in career-oriented education was supported. The number of CTE pathway completers was 35.9%, showing a decline from the baseline, suggesting limited effectiveness. While varied CTE classes were offered, the goal of increasing completers was not fully met, indicating limited effectiveness.

4. Action 3.4: Interventions (This action will continue in the upcoming LCAP within Goal 1, Action 1.1: Fostering Excellence in Learning)
- Effectiveness: The implementation of interventions aimed at academic, social, and behavioral improvements contributed to the district's gradual improvement in graduation rates, increasing from 86.1% to 87.4%. Although a moderate improvement, it is the first in a series of years to show growth. Also the ELA and mathematics SBAC distance from standard reflects significant improvement (especially in mathematics) for grade 11 students during the last two years. The interventions demonstrated effectiveness in enhancing student support and helping improve academic outcomes and graduation rates.

5. Action 3.5: Student Support Service Staffing (This action will continue in the upcoming LCAP within Goal 3, Action 3.1: Staff Recruitment and Retention)
- Effectiveness: Increasing support staff (counselors, psychologists, etc.) aimed to enhance services for students. Improved graduation rates indicate some effectiveness, but high dropout and chronic absenteeism rates show room for improvement. This action was moderately effective in improving support services but did not sufficiently impact attendance and dropout metrics.

6. Action 3.6: Coordination of Services (This action will continue in the upcoming LCAP within Goal 3, Action 3.1: Staff Recruitment and Retention)
- Effectiveness: Coordination of services through specialized staff was intended to improve attendance and reduce suspension/expulsion rates. Despite these efforts, suspension and expulsion rates remained relatively high. The action showed limited effectiveness in reducing suspension and expulsion rates.

7. Action 3.7: Increasing A-G Course Offerings (This action will continue in the upcoming LCAP within Goal 1, Action 1.3: Expanding College and Career Readiness)
- Effectiveness: Enhanced offerings for A-G courses aimed at improving student engagement and college readiness. The graduation rate improved, but the percentage of students meeting A-G requirements remained relatively low. While graduation rates improved, the A-G metric did not show significant improvement, indicating moderate effectiveness.

8. Action 3.9: English Language Acquisition Programs and Professional Development for High School (This action will continue in the upcoming LCAP within Goal 1, Action 1.4 & 1.5: English Learner [and LTEL] Language Acquisition Program)
- Effectiveness: Providing professional development and implementing language acquisition programs aimed to support English Language Learners (ELLs). There was a positive increase in ELL reclassification rates, showing that these actions were effective in helping ELLs progress in their English proficiency. The action was effective in enhancing English proficiency among ELLs.

Most actions were moderately effective in achieving desired outcomes, but areas like attendance, suspension rates, and A-G completion

need further improvement. A focus on addressing these specific metrics and refining the approaches could enhance the overall effectiveness of Goal 3 actions.

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.

Changes in the goals occurred with intent to bring alignment between the LCAP and the district strategic plan. In this light, the original Goal 3 (All PUSD students, including all subgroups (consisting of GATE, foster students, socio-economically disadvantaged, English language learners, special education students and students identified as homeless), will be able to graduate from high school prepared for college and career and meeting PUSD Graduate Outcomes by providing a safe and conducive environment for learning. Student outcomes will improve at the high school grade span) has been updated to: Improve Employee Experience: Provide a responsive work environment where each employee feels connected and valued so they can engage with purpose and perform with excellence.

Changes in actions from Goal 4 in the prior LCAP to upcoming LCAP:

Effective - no change with the possible exception of placement within the LCAP:

Action 3.1 (Increasing Attendance Rates): In the upcoming LCAP, a more comprehensive strategy for improving attendance was planned, involving collaboration across different departments and employing data-driven interventions.
- Prior LCAP: Focused on communicating the importance of attendance through newsletters, social media, and informational nights.
- Upcoming LCAP: Action 3.1 is changed to Staff Recruitment and Retention focused on developing and retaining quality staff through recruitment, induction and recognition.

Action 3.2 (Exposure to College and Career Readiness): In the Upcoming LCAP, a refined approach emphasizes Linked Learning Pathways and enhanced communication with families about opportunities.
- Prior LCAP: Focused on newsletters, social media, and informational nights to educate about readiness and funding opportunities.
- Upcoming LCAP: Action 3.2 changes to Professional Development and Advancement, focused on staff training, structured growth opportunities, and evaluations.

Action 3.4 (Interventions): The upcoming LCAP further refines interventions with a focus on behavioral and social-emotional support to help reduce chronic absenteeism.
- Prior LCAP: Included early intervention programs and mentoring.
- Upcoming LCAP: Action 3.4 is changed to Professional Development to Support English Learners and focuses on staff training that includes consultants, as well as in-house training for improving instructional practice positively impacting English Learners, and training on various instructional platforms.

Action 3.9 (English Language Acquisition Programs and Professional Development for High School): The Prior LCAP introduced specific

language acquisition programs. The Current LCAP builds on these, ensuring alignment and emphasizing professional development for high school staff to better support English learners.

- Prior LCAP: Introduced programs like Rosetta Stone and Write Brain.
- Upcoming LCAP: Further aligns efforts and emphasizes professional development for improving English language proficiency.

Less Effective - adjustments made:

Action 3.3 (CTE Class Offerings):
- Prior LCAP: Emphasized offering a wide array of CTE classes to increase engagement.
- Upcoming LCAP: Action 3.3 is changed to Employee Well-being and Safety, and emphasizes the physical, mental and emotional health and ensuring a safe working environment.

Action 3.5 & 3.6: (Student Support Service Staffing & Coordination of Services)
- Prior LCAP: Supported roles like counselors, psychologists, and special education staff to meet diverse student needs.
- Upcoming LCAP: Actions 3.5 has been changed to Professional Development to Support Long Term English Learners and focuses on rolling out a professional development structure over the three-year term, and supporting site-level EL Liaisons. Action 3.6 (Coordination of Services) has been removed.

Action 3.7: (Increasing A-G Course Offerings)
- Prior LCAP: Supported increasing A-G course offerings to broaden academic opportunities.
- Upcoming LCAP: Action 3.7 has been removed from Goal 3 and incorporated into Goal 1 (Action 1.1: Fostering Excellence in Learning).

Action 3.9: (English Language Acquisition Programs and Professional Development for high school)
- Prior LCAP: Focused on the structure of support for English Learners (i.e. EL Coordinator, consulting services, training, and programs).
- Upcoming LCAP: This action was removed, and incorporated into Actions 3.4 and 3.5.

Changes in Metrics and Desired Outcomes:
- The Graduation Rate metric was modified to set specific targets for subgroups to improve graduation rates, especially among homeless students, students with disabilities, and other subgroups. The upcoming LCAP reflects adjusted baseline targets for each group to better align with realistic goals.
- Chronic Absenteeism Rate: In the prior LCAP, chronic absenteeism was reported to be as high as 34.4%. The upcoming LCAP set a goal to reduce this to pre-pandemic levels, targeting a rate of 5.9%.
- College and Career Indicators (CCI): Goals were refined to increase the percentage of students classified as "Prepared" on the CCI, particularly for student groups like English learners, foster youth, and low-income 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
4	PUSD will establish a process to ensure all elementary and middle school students (consisting of GATE, foster students, socio-economically disadvantaged, English Language Learners, special education students and students identified as homeless), participate in college and career electives, link academics to career interest through assessment of graduate outcomes rubric, interest inventories and enrollment in career exploration electives. Student outcomes will improve at the K-8 grade span.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 Establish monitoring protocols related to participation in on-site STEAM Labs at middle schools	• For 2020-2021 seven of ten (70%) elementary schools planned to utilized their on-site STEAM Labs for the upcoming year. • For 2020-2021 no (0%) of middle schools visited an on-site STEAM Lab.	• As of 05/05/2022, seven of ten (70%) of Elementary Sites uses an on-site STEAM Lab. • As of 5/5/22, 100% of current 7th grade classrooms have visited an on-site STEAM Lab (Future Ready Lab)	• As of 05/12/2023, seven of ten (70%) of Elementary Sites uses an on-site STEAM Lab. • As of 5/19/23, 100% of current 7th grade classrooms have visited an on-site STEAM Lab (Future Ready Lab)	• As of 05/9/2024, seven of ten (80%) of Elementary Sites uses an on-site STEAM Lab. • As of 5/9/2024, 100% of current 7th grade classrooms have visited an on-site STEAM Lab (Future Ready Lab)	Increase to 100% of sites utilizing an on-site STEAM Lab. Each classroom at middle schools have visited the on-site STEAM Lab at least once.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.2 Participation in intervention opportunities at the K-8 grade span as reflected in Aeries (PUSD Interventions)	During the 2020-2021 academic year, 106 of 7,392 (1.4% of K-8 students) participated in intervention opportunities through the PUSD Intervention system.	During the 2021-22 academic year, 369 students in the K-8 grade span (230 K-6 and 139 in grades 7-8) have participated in the PUSD Interventions sessions. Access to intervention moves to goal 1 in 2021-2022	This metric moved to Goal 1 for the 2023 submission	This metric moved to Goal 1 in 2023	500 students (6.7% of K-8 students) supported with interventions through the PUSD Intervention assignment.
4.3 Number of non-academic elective courses at the middle school level, and enrichment activities at the elementary level	For 2020-2021 there were 33 elective courses offered at the three comprehensive middle schools, 24 of which were non-Art based courses.	There were 34 elective courses offered at the middle schools during the 2021-22 academic year.	There were 37 elective courses offered at the middle schools during the 2022-23 academic year.	There were 39 elective courses offered at the middle schools during the 2023-24 academic year.	Increase course offering by one each year to 38.
4.4 Increase the completion rate of the middle school Career Interest Inventory based on the Holland Codes: RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)	75.8% of grade 8 students completed the RIASEC (either in grade 7, or while in grade 8) prior to matriculating to high school following the 2019-2020 academic year.	As of 05/05/2022, 87.92% of middle school students in 7th and 8th grade have completed the RIASEC.	As of 05/12/2023, 94% of middle school students in 7th and 8th grade have completed the RIASEC.	As of 05/9/2024, 96.76% of middle school students in 7th and 8th grade have completed the RIASEC.	95% completion rate by the time students leave middle school.
4.5 Number of all students enrolled in the Dual Immersion Program.	Based on the enrollment report published by the district, a total of 736	There are 899 students are enrolled in the Dual Immersion program at the K-6	There are 1,029 students are enrolled in the Dual Immersion	There are 1,141 students are enrolled in the Dual Immersion program at the K-6	Maintain a year-to-year net increase (K-8) of students to the following:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students at the elementary level were enrolled in the Dual Immersion program, while 192 students were enrolled in DLA (Dual Language Immersion) courses in middle school, providing a total of 928 students participating in the Dual Immersion Program for the 2019-2020 academic year.	grade span. Additionally, to date there are 193 students enrolled in a Dual Language course at the middle school level.	program at the K-6 grade span. Additionally there are 330 students enrolled in a Dual Language course at the middle school level.	grade span during the 2023-2024 academic year. Additionally there are 51 students enrolled in a Dual Language course at the middle school level.	1154 - Dual Immersion 351 - DLA 1505 - total
4.6 Percent of students meeting the Seal of Biliteracy requirements who had participated in the Dual Language program anytime in grades K-8	47.7% of students who received the Seal of Biliteracy 2020-2021 participated in the Dual Language program sometime while in grade K-8.	25.9% of students who received the Seal of Biliteracy 2021-2022 participated in the Dual Language program sometime while in grade K-8.	20.6% of students who received the Seal of Biliteracy 2022-2023 participated in the Dual Language program sometime while in grade K-8.	19.67% of students who received the Seal of Biliteracy 2023-2024 participated in the Dual Language program sometime while in grade K-8.	Maintain a minimum of 50% of students who receive the Seal of Biliteracy reflect individuals who participated in a Dual Immersion program while in elementary or middle school.
4.7 SBAC % Meeting Standard in ELA and Math straight average of grades 3 through 8*	2018-2019 DataQuest 3-8 Baseline • ELA: All 42.8%, EL 12.3%, SED 40.7% • Math: All 29.4%, EL 12.2%, SED 27.5%	2018-2019 DataQuest 3-8 Baseline • ELA: All 42.8%, EL 12.3%, SED 40.7% • Math: All 29.4%, EL 12.2%, SED 27.5%	2021-2022 DataQuest 3-8: • ELA: All 35.2%, EL 14.9%, SED 33.28% • Math: All 24.5%, EL 11.8%, SED 22.7%	2022-2023 DataQuest 3-8: • ELA: All 36.23%, EL 13.6%, SED 34.33% • Math: All 28.91%, EL 14.18%, SED 26.98%	Two percent increase at each level: • ELA: All 44.8%, EL 14.3%, SED 42.7% • Math: All 31.4%, EL 14.2%, SED 29.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.8 Chronic Absenteeism*	2020-2021 DataQuest grades K-8 baseline: All 20.2%, EL 17.3%, SED 21.4%, Foster 49.3%	2020-2021 DataQuest grades K-8 baseline: All 20.2%, EL 17.3%, SED 21.4%, Foster 49.3%	2021-2022 DataQuest grades K-8: All 34.2%, EL 27.4%, SED 34.8%, Foster 45.1%	2022-2023 DataQuest grades K-8: All 17.3%, EL 11.3%, SED 18.1%, Foster 32.8%	Two percent improvement for K-8 at each level: All 17.4%, EL 11.3%, SED 18.2%, Foster 33.3% (DataQuest)
4.9 Suspension Rate*	2018-2019 pre-pandemic DataQuest grades K-8 baseline: All 2.7%, EL 2.6%, SED 2.7%, Foster 12.9%	2018-2019 pre-pandemic DataQuest grades K-8 baseline: All 2.7%, EL 2.6%, SED 2.7%, Foster 12.9%	2021-2022 DataQuest grades K-8 weighted average: All 0.63%, EL 0.35%, SED 0.61%, Foster 2.63%	2022-2023 DataQuest grades K-8 weighted average: All 0.87%, EL 0.59%, SED 0.90%, Foster 1.52%	Half percent improvement at each level: All 2.2%, EL 2.1%, SED 2.2%, Foster 12.4%
4.10 Percent of EL students making progress toward English proficiency*	47.6% of EL students making progress towards English proficiency as reported on the 2018-2019 Dashboard	47.6% of EL students making progress towards English proficiency as reported on the 2018-2019 Dashboard	51.8% of EL students making progress districtwide as reflected on the 2021-2022 Dashboard, and a calculated rate of 57.1% in grades K-8.	53.9% of EL students making progress districtwide as reflected on the 2022-2023 Dashboard, and a calculated rate of 59.39% in grades K-8.	Based on our TCOE-provided projections to target district "High" status by Fall of 2025: 54.1% of English Learners making progress by 2024
4.11 English Learners Reclassified Fluent English Proficient.*	Based on the 2020-21 EOY CALPADS report 2.16 there were 203 students of 3,645 (5.6%) reclassified during the academic year.	Based on the 2020-21 EOY CALPADS report 2.16 there were 203 students of 3,645 (5.6%) reclassified during the academic year.	Based on the 2021-22 EOY CALPADS report 2.16 there were 250 students of 3,953 (6.3%) reclassified during the academic year. Grade K-8 schools reflect 139 students reclassified of 2,514 (5.5%).	Based on the 2022-23 EOY CALPADS report 2.16 there were 589 students of 3,839 (15.3%) reclassified during the academic year. Grade K-8 schools reflect 386 students reclassified of 2,461 (15.7%).	Match or exceed the State five-year average (from 2016-17 to 2020-21) of 12.8%
4.12 Middle school dropout count*	Only one (1) middle school dropout in 2019-2020 based on	Three middle school students are reflected	Two middle school students are reflected	Nine middle school students are reflected	No (0) middle school dropouts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS Report 1.14.	in report 1.14 (dropout counts) for 2021-2022 metric moved from goal 3 in 2020-21	in report 1.14 (dropout counts) for 2022-2023	in report 1.14 (dropout counts) for 2023-2024	
4.13 Student expulsion rates as reported in DataQuest.*	DataQuest reports an expulsion rate of 0.27% for the 2019-2020 academic year.	DataQuest reports an expulsion rate of 0.00% for the 2020-21 academic year.	DataQuest expulsion rate K-8 weighted average (.09% districtwide) for the 2021-22 academic year: • All .02% • EL 0% • SED .02% • Foster 0%	DataQuest expulsion rate K-8 weighted average (.09% districtwide) for the 2022-23 academic year: • All .05% • EL .05% • SED .05% • Foster 0%	Achieve an expulsion rate at or less than .25% by 2023-24 based on a simple linear regression from the 2011-12 rate, and excluding outliers in years 2013-14 and 2017-18.
4.14 SBAC distance-from-standard for grades 3-8, including student groups	SBAC 2018-19 ELA: All (-16.8) American Indian (-51.2) English Learners (-37.6) Foster (-89.5) Homeless (-74.7) Low Income (-21.5) Disabilities (-115.8) Math: All (-61.3) American Indian (-103.6)	Metric was moved from Goal 1 in 2021-2022	SBAC 2021-22 (Values below are manually calculated average distance from standard). ELA (-28.6 dashboard): Grade 3-8 All (-38.6) American Indian (-86.4) English Learners (-76.4) Homeless (-90.3) Low Income (-43.2) Disabilities (-153.0) Foster (-116.2)	SBAC 2022-23 (Values below are manually calculated average distance from standard). ELA (-27.3 dashboard): Grade 3-8 All (-37.3) American Indian (-80.2) English Learners (-79.8) Homeless (-73.3) Low Income (-41.9) Disabilities (-134.1) Foster (-82.7)	Based on our TCOE-provided projections to target district "High" status by Fall of 2025, attain the following in 2023-24: ELA: American Indian (0.2 below) English Learners (2.4 above) Foster (6.5 below) Homeless (3.7 below) Socio-disadvantage (5 above) Students w/disabilities (10.8 below)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners (-69.6) Foster (-130) Homeless (-113.1) Low Income (-65.3) Disabilities (-160.8)		Math (-80.9 dashboard): Grade 3-8 All (-72.7) American Indian (-117.3) English Learners (-97.9) Homeless (-117.2) Low Income (-77.6) Disabilities (-184.9) Foster (-152.7)	Math (-70.3 dashboard): Grade 3-8 All (-62.1) American Indian (-119.7) English Learners (-90.9) Homeless (-92.7) Low Income (-66.8) Disabilities (-158.6)	Math: American Indian (17.1 below) English Learners (11.6 below) Foster (21.5 below) Homeless (18.6 below) Socio-disadvantage (10.8 below) Students w/disabilities (26.8 below)

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 primary objective of Goal 4 is to ensure that all elementary and middle school students participate in college and career electives, linking academics to career interests through various assessments and enrollment in career exploration electives. Even though funding sources may have shifted to utilize the sun-setting one-time ESSER funds, there hadn't been any substantive difference in planned actions and actual implementation. The following reflects successes and challenges related to implementation of the actions.

Successes:
- Action 4.1 (Increasing Attendance Rates): The chronic absenteeism rate of the most recent Dashboard would suggest drastic improvement over the previous year; however, this one-year metric remains suspect due to the early trends following the pandemic.
- Linked Learning (Action 4.3): The increase in elective course offerings for middle school students, which rose from 33 to 39, reflects successful implementation of the linked learning initiative, enhancing student engagement in career-oriented education.
- English Language Acquisition (Action 4.6): Professional development initiatives and programs such as Rosetta Stone and Write Brain improved the percentage of English learners making progress toward proficiency, with a rise from 47.6% to 53.9%.
- Coordination of Services (Action 4.5): The coordination of services to address student needs effectively reduced expulsion rates to 0.05%, well below the targeted threshold of 0.25%.

Challenges:

- Interventions (Action 4.2): Despite increased participation in intervention programs, only 6.7% of K-8 students participated, below the target of 500 students. This points to challenges in reaching and engaging all students in need of these programs.
- Student Support Service Staffing (Action 4.4): Suspension rates improved but remained above the desired goal of 0.63%. The remaining high suspension rates highlight the challenges in implementing effective behavioral interventions.

The implementation of Goal 4 actions saw significant successes in enhancing linked learning opportunities and improving English learner proficiency. However, challenges persist in scaling interventions to reach more students and in reducing suspension rates, suggesting that additional focus is needed in these areas to fully achieve the goal.

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.

For Goal 4, there was no material difference between the budgeted expenditures and the estimated actual expenditures for the following actions:
- 4.1: Increasing Attendance Rates
- 4.4: Student Support Service Staffing
- 4.5: Coordination of Services
- 4.6: English Language Acquisition Programs and Professional Development for grades K-8

Although there was not a significant change in the implementation of the following actions, there were significant differences between the budgeted and actual expenditures mainly due to funding shifts, personnel changes, and unplanned expansions in program scopes causing significant variances between budgeted and actual expenditures.
- Action 4.2 Grade K-8 Interventions: There was a 61% difference due to a key personnel in the program retiring. This change impacted the execution or staffing costs associated with the interventions, leading to lower spending than anticipated.

- Action 4.3 Grades K-8 Linked Learning: A increased percent difference of 29% indicates that there was higher spending than budgeted, which is attributed to spending more in the Strong Workforce Grant than was originally planned. This reflects expanded and enhanced activities under this action that were not initially accounted for.

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

Here's an analysis of the effectiveness of each action listed in the Goal 4 Actions document based on the metrics outlined in the Goal 4 Metrics document:

Action 4.1: Increasing Attendance Rates (This action will continue in the upcoming LCAP within Goal 2, Action 2.2: Fostering Relationships)

- Effectiveness: The district communicated through newsletters, social media, and informational nights to educate students and parents about the importance of attendance. The chronic absenteeism rate for K-8 students was 17.3% in the 2022-2023 school year, which is below the target of 18.2% for the overall student body. This indicates improvement in attendance. This action was effective in reducing absenteeism below the target, showing notable progress.

Action 4.2: Interventions (This action will continue in the upcoming LCAP within Goal 1, Action 1.1: Fostering Excellence in Learning)
- Effectiveness: The district implemented interventions, including academic and social programs, mentoring, and after-school activities, to support student connectedness and improve outcomes. Participation in intervention opportunities increased to 6.7% of K-8 students. Although participation in intervention programs increased, it was still below the target of 500 students, indicating a need for increased outreach and support.

Action 4.3: Grades K-8 Linked Learning (This action will continue in the upcoming LCAP within Goal 1, Action 1.3: Expanding College and Career Readiness)
- Effectiveness: The district aimed to increase and support Linked Learning in elementary and middle schools. The number of elective courses offered at middle schools rose from 33 to 39, indicating progress. This action was effective, as more elective courses were offered, increasing engagement and motivation among students.

Action 4.4: Student Support Service Staffing (This action will continue in the upcoming LCAP within Goal 3, Action 3.1: Staff Recruitment and Retention)
- Effectiveness: The district supported staff such as counselors and psychologists to meet student needs. Although the suspension rate for the K-8 grade span increased to a weighted average of 0.87% in the 2022-2023 academic year, it remains significantly lower than the goal of 2.2% based on the 2.7% at the baseline in year one. This action was considered effective, as suspension rates improved drastically over the three year term, and the district overall suspension rate of 2.3% remains lower than the state rate of 3.5%.

Action 4.5: Coordination of Services (This action will continue in the upcoming LCAP within Goal 3, Action 3.1: Staff Recruitment and Retention)
- Effectiveness: Coordination efforts aimed to reduce suspension, expulsion, and dropout rates. At .02% and .05%, the expulsion rate for the K-8 grade span remained significantly below the district as a whole which was near .27%, and was well below the .25% target. Conclusion: This action was effective, as the expulsion rate fell well below the target.

Action 4.6: English Language Acquisition Programs and Professional Development for Grades K-8 (This action will continue in the upcoming LCAP within Goal 1, Action 1.4 & 1.5: English Learner [and LTEL] Language Acquisition Program)
- Effectiveness: Providing professional development and language programs like Rosetta Stone and Write Brain aimed to increase pedagogical capacity. The percentage of English learners making progress toward proficiency rose from 47.6% to 53.9%, showing improvement. This action was effective, as English learners' proficiency improved.

While actions like Linked Learning and English Language Acquisition were effective, challenges remain in reducing suspension rates. The interventions and support staffing actions demonstrated moderate success, indicating the need for more targeted strategies to fully achieve

the desired outcomes.

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.

Changes in the goals occurred with intent to bring alignment between the LCAP and the district strategic plan. In this light, the original Goal 4 (PUSD will establish a process to ensure all elementary and middle school students (consisting of GATE, foster students, socio-economically disadvantaged, English Language Learners, special education students and students identified as homeless), participate in college and career electives, link academics to career interest through assessment of graduate outcomes rubric, interest inventories and enrollment in career exploration electives. Student outcomes will improve at the K-8 grade span) has been updated to: Improve Resources & Operational Excellence: Provide maximum value to our community through efficient and effective operations and resource management.

Changes in Actions from the prior LCAP to upcoming LCAP in Goal 4:

Effective - no change with the possible exception of placement within the LCAP:

Action 4.1: Increasing Attendance Rates
- Prior LCAP: Focused on communication through newsletters, social media, and informational nights to educate about attendance.
- Upcoming LCAP: Action 4.1 has been changed to Responsiveness to Needs, and focuses on communication while adding systematic monitoring and data-driven approaches (technology and training) to increase responsiveness for improvement.

Action 4.3: Grades K-8 Linked Learning
- Prior LCAP: Aimed at increasing and supporting Linked Learning in elementary and middle school.
- Upcoming LCAP: Action 4.3 changes to Aligning Resources, and focuses on increasing efficiency of systems within the district to support all staff at various levels.

Action 4.4: Student Support Service Staffing
- Prior LCAP: Supported staff like counselors, psychologists, and special education personnel to meet student needs.
- Upcoming LCAP: Action 4.4 (Student Support Service Staffing) has been removed, and is incorporated within Goal 1 (Action 1.1, Fostering Excellence in Learning, and 1.2, Ensuring Social-emotional Wellness)

Action 4.5: Coordination of Services
- Prior LCAP: Focused on gathering data from various sources and coordinating services to improve student outcomes.
- Upcoming LCAP: Action 4.5 (Coordination of Services) has been removed, and is incorporated within Action 4.3 (Aligning Resources)

Action 4.6: English Language Acquisition Programs and Professional Development

- Prior LCAP: Emphasized professional development and resources to improve English language acquisition programs, such as Rosetta Stone and Write Brain.
- Upcoming LCAP: Action 4.6 (English Language Acquisition Programs and Professional Development for grades K-8) has been removed, and is incorporated within Goal 1 (Actions 1.4, English Learner Language Acquisition Program, and Action 1.5, Long Term English Learner Language Acquisition Program).

Less Effective - adjustments made:

Action 4.2: Interventions
This action did not meet intended targets based on metrics used to measure participation in interventions. However, there were drastic improvement in mathematics, and slight improvements in ELA suggesting possible benefits from interventions. Moving forward, metrics for success will include growth in ELA and math summative outcomes, as well as the Student Success and Readiness Scorecard which is scheduled to be implemented in the upcoming year.
- Prior LCAP: The emphasis was on after-school interventions for academic support, mentoring, and social connectedness.
- Upcoming LCAP: Action 4.2 is changed to Safe and Clean Environments, and focuses on both facilities and grounds as they relate to ongoing maintenance.

The changes between the prior and upcoming LCAPs reflect a stronger emphasis on intervention and data-driven strategies while maintaining key initiatives around Linked Learning, attendance improvement, and English language proficiency. The overarching goal remains to improve student outcomes, with a more comprehensive and inclusive approach in the upcoming LCAP.

The changes in metrics and desired outcomes have been adjusted to reflect efficient and effective operations and resource management.

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
5	Remove the disparity of outcomes between Foster Youth and the general district population on Dashboard metrics that include: chronic absenteeism, suspension rate, graduation rate, and academic measures.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA for Foster Youth	2022 Dashboard • - 28.6 points District • - 108.1 points Foster Difference = 79.5 points	NA - Goal added at year 2	2022 Dashboard • - 28.6 points District • - 108.1 points Foster Difference = 79.5 points	2023 Dashboard • - 27.3 points District • - 78.7 points Foster Difference = 51.4 points	Based on our TCOE provided projections to target district "High" status by Fall of 2025: Foster Youth = 6.5 points below standard by 2024
SBAC Math for Foster Youth	2022 Dashboard • - 80.9 points District • - 126.2 points Foster Difference = 45.3 points	NA - Goal added at year 2	2022 Dashboard • - 80.9 points District • - 126.2 points Foster Difference = 45.3 points	2023 Dashboard • - 70.3 points District • - 124.3 points Foster Difference = 54 points	Based on our TCOE provided projections to target district "High" status by Fall of 2025: Foster Youth = 21.5 points below standard by 2024
Chronic Absenteeism for Foster Youth	2022 Dashboard • 34.4% District • 44.4% Foster Difference = 10%	NA - Goal added at year 2	2022 Dashboard • 34.4% District • 44.4% Foster Difference = 10%	2023 Dashboard • 17.6% District • 33.3% Foster Difference = 15.7%	Based on our TCOE provided projections to target district "High" status by Fall of 2025:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Foster Youth = 7.75% Chronically Absent by 2024
Suspension Rate for Foster Youth	2022 Dashboard • 2.1% District • 5.3% Foster Difference = 3.2%	NA - Goal added at year 2	2022 Dashboard • 2.1% District • 5.3% Foster Difference = 3.2%	2023 Dashboard • 2.3% District • 9.1% Foster Difference = 6.8%	Based on our TCOE provided projections to target district "High" status by Fall of 2025: Foster Youth = 5.05% Chronically Absent by 2024
Graduation Rate for Foster Youth	2022 Dashboard • 86.1% District • 73.7% Foster Difference = 12.4%	NA - Goal added at year 2	2022 Dashboard • 86.1% District • 73.7% Foster Difference = 12.4%	2023 Dashboard • 87.4% District • Foster not reported Difference = NA	Based on our TCOE provided projections to target district "High" status by Fall of 2025, match the district projection (Foster Youth was too small of a group at the time of the calculations): Foster Youth = 94.7% graduation rate by 2024

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.

Overall Implementation of Goal 5 Actions:

Objective: The primary objective of Goal 5 was to remove disparities in outcomes between foster youth and the general district population. The focus was on chronic absenteeism, suspension rates, graduation rates, and academic achievement. Although there were no substantive differences between the planned actions and the actual implementation of the actions, preliminary outcomes related to Foster Youth indicate that outcome performance of these students still trail the general population.

Successes:
1. Engagement Efforts (Action 5.2): Monthly meetings provided a platform for direct engagement with foster youth students. These sessions facilitated understanding their needs, implementing services, and offering support that might have otherwise been overlooked.

2. Communication and Coordination (Action 5.4): The district improved communication protocols to better connect site-level staff, county caseworkers, and foster youth students. These protocols aimed to build capacity and enhance coordination to deliver tailored support for foster youth needs.

Challenges:
1. Site-Level Advocate Implementation (Action 5.1): Despite the creation of a site-level advocate structure, challenges remain in fully implementing the planned support structure. This was partly due to a lack of consistent data tracking and advocacy efficiency issues across sites.

2. Data Monitoring Effectiveness (Action 5.3): A centralized structure for data monitoring was established to facilitate data-informed decision-making. However, translating data insights into actionable improvements for foster youth remains challenging, as gaps in SBAC scores have persisted.

3. Disparity in Academic and Behavioral Outcomes: Despite implementing specific actions, significant disparities remain between foster youth and other student groups, as reflected in metrics such as chronic absenteeism, suspension rates, and academic performance.

While the implementation of Goal 5 actions succeeded in establishing structures for engagement and improving communication protocols, the intended outcomes of reducing disparities in academic and behavioral measures for foster youth have not been fully realized. Significant challenges remain, especially in terms of effectively using data and fully leveraging advocate support structures to impact student outcomes. Continued refinement of these strategies is needed to better address the persistent disparities faced by foster youth in the district.

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

For Goal 4, there was no material difference between the budgeted expenditures and the estimated actual expenditures for the following actions:
- Action 5.1: Site Level Advocate
- Action 5.2: Monthly Foster Youth Focus Group Support

- Action 5.4: Communication/capacity building Protocol

Although there was no significant difference on the implementation of the following action, there were material differences between the LCAP Budget and Estimated Actuals for the following action:
- Action 5.3 Data Monitoring / Review Protocol: There was an increase percent difference of 140%. This was due to a higher portion of staff salary shifting to LCAP than was initially planned as a result of increased focus on supporting Foster Youth.

These variances highlight the impacts of funding substitutions and administrative or budgeting errors on the financial planning and execution within educational programs.

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

Effectiveness of each action in Goal 5 based on the metrics outlined in the Goal 5 Metrics document:

Action 5.1: Site-level Advocate
- Effectiveness: The district aimed to establish a site-level advocate structure to monitor and support foster youth students individually. However, specific data on the implementation and impact of this action is lacking in the available documents. The structure has successfully been put into place, with individuals who appear to be interacting with Foster Youth. The effectiveness of this action is indeterminate due to a lack of clear metrics on the outcomes of the site-level advocate structure.

Action 5.2: Monthly Foster Youth Focus Group Support
- Effectiveness: Monthly meetings were established to engage foster youth students, provide support, and address their needs. Despite these efforts, the chronic absenteeism rate for foster youth remained high at 33.3%, and suspension rates increased to 9.1%, both of which are above the district rates. The effectiveness of this action appears limited, as the desired reductions in absenteeism and suspension rates among foster youth have not been realized.

Action 5.3: Data Monitoring/Review Protocol
- Effectiveness: The district intended to create a centralized structure for data reporting to efficiently inform schools of actionable next steps for supporting foster youth. However, the gap in SBAC math scores between foster youth and the district widened, suggesting data analysis did not lead to effective interventions. The effectiveness of this action is limited, as data monitoring did not translate into improved academic performance for foster youth.

Action 5.4: Communication/Capacity Building Protocol
- Effectiveness: This action aimed to establish communication protocols among stakeholders to better support foster youth. Despite this effort, the foster youth graduation rate was not reported, making it difficult to assess the direct impact of improved communication. The effectiveness of this action is unclear due to the absence of specific data demonstrating its impact on foster youth outcomes.

The Goal 5 actions indicate an intent to improve outcomes for foster youth through structured support and better data analysis. However, the available metrics show persistent challenges in improving chronic absenteeism, suspension rates, and academic performance for this group. Therefore, while the strategies were implemented, their effectiveness has been limited, and further refinement and focus are needed to close the gap between foster youth and the general student population.

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.

Goal 5 was a recent requirement based on Foster Youth contributing to the district's participation in Technical Support in the form of Differentiated Assistance. Although the student group did not qualify the district for the same level of support based on the most recent 2022-2023 California Schools Dashboard, and the requirement sunsetting prior to the development of the upcoming LCAP, the efforts outlined in the prior LCAP Goal 5 will continue; however, be embedded throughout Goals 1-4 in the upcoming LCAP. Goal 5 in the upcoming LCAP will address the newly established goal for sites receiving Equity Multiplier 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.

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
Porterville Unified School District	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

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.

Porterville Unified School District is comprised of 22 schools serving students from grades K through 12. Ten of these schools are elementary schools, and three are middle schools. There are four non-charter high schools, three charter schools, and two alternative programs. The district serves the Porterville area in Tulare County, California. This geographical area includes the city of Porterville and its surrounding rural areas. The district encompasses various neighborhoods, communities, and rural spaces around Porterville. There are approximately twelve rural schools that matriculate into Porterville Unified and include schools in remote cities such as Ducor, California Hot Springs, Terra Bella, Springville, Strathmore, and Woodville.

Geographically, Porterville Unified School District is located approximately 165 miles north of Los Angeles along State Highway 65 which is approximately 20 miles east of the 99 corridor. The National Center for Educational Statistics designates the geographic location of the district within a small suburb (locale designation 23) with an FTE of 627.49 and student-to-teacher ratio of 22.64 for the 2022-2023 academic year. The community itself is reported to have had a total population of 53,704 and a median household income of $43,992 during the dashboard term between 2017-2021 which was well behind both the state and national household incomes.

The district enrollment exceeds approximately 14,200 students, with Hispanic students representing the largest ethnic group at over 83.34% followed by the White student group at just over 10%. Other ethnic student groups include: African American (0.30%), Native American (2.04%), Asian (1.18%), Filipino (0.82%), Pacific Islander (0.23%), and Two or More Races (0.94%) among those who reported. Approximately 86% of the students in the district come from socioeconomically disadvantaged families, while approximately 1,193 students are from Migrant families. Furthermore, approximately 187 students come from homeless families or are considered Foster Youth. There are approximately 3,889 English Learners (or 27.40%), and 1,047 students receiving special education services (7.37%).

Based on the 2023-2024 California Schools Dashboard, the district has one identified school (Citrus High School) for Continuous Support and Improvement (CSI) based on their graduation rate, and two schools identified for Equity Multiplier funding (Citrus High School and Vine Street Community Day School). For the 2023-2024 academic year, there were no sites identified as ATSI, and no sites identified as CSI for

Low Performance. However, the district does qualify for Differentiated Assistance based on the Students with Disabilities student group in the areas of graduation rate, and the college and career indicator.

During the past few years, the district has employed services of Studer Education to establish a Strategic Plan within the effort to continuously improve. The current three-year LCAP plan development reflects structural differences from the previous year's version as the district intends to bring alignment between the developing strategic plan and the LCAP.

Reflections: Annual Performance

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

The California Schools Dashboard released in December during the 2023-2024 academic year was the first year that included colors for the majority of indicators following the pandemic. The only exception being the College and Career Indicator. It is; therefore, the first year following the pandemic where change once again was factored into the performance model for the majority of indicators. The information helps highlight areas where targeted support may be necessary.

Within Priority 4 (Academic) the American Indian student group performed at the lowest performance level (red) in mathematics only, and this was the only student group for the district at the lowest performance level within Priority 4 (which encompases English language arts, mathematics and the English Learner Progress Indicator). The American Indian student group performed 120.3 points below standard in mathematics. There were two student groups performing at the lowest level in the Graduation Rate indicator: Homeless at 65.5% and Students with Disabilities at 62.0%. There were no student groups performing at the lowest performance level (red) for the Chronic Absenteeism indicator which is also within Priority 5.

Priority 6 is measured by the suspension rate, and the Foster Youth was the only student group in red with a 9.1% rate. Students with Disabilities also performed at the lowest performance level in Priority 8, reflected by the College and Career Indicator, with 7% of students being determined as college or career ready. Students with Disabilities was the only student group reflecting a red rating in two or more priority areas, thereby qualifying the district for Differentiated Assistance.

Four of the 22 sites within the district performed at the lowest performance level as an overall school in at least one state indicator. At 69.9 points below standard in ELA, this was the only indicator where Strathmore High School performed in the red. Bartlett had one indicator (mathematics) with an overall distance from standard of -102.8 placing the overall rating in the red. Both Butterfield Charter and Citrus Continuation School performed at the lowest level in the Graduation Rate (57.7% and 61.0% respectively), and in the College and Career Indicator (2.5% and 2.7% respectively).

Based on the 2023 dashboard, no student groups at any of the ten elementary schools within the district performed at the lowest performance level for any of the state indicators. In the 7-12 grade span, four student groups performed in the red in the ELA indicator for at least one of five schools for English Language Arts:
- English Learners: Bartlett MS (-95.8), Monache HS (-81.1), Porterville HS (-64.7), Porterville Military (-53.7)
- Socio-economically Disadvantaged: Strathmore HS (-80.8)

- Students with Disabilities: Bartlett MS (-168.3), Monache HS (-167.8)
- Hispanic: Strathmore HS (-76.1)

Five student groups for at least one of five schools performed at the lowest level in mathematics:
- English Learners: Bartlett (-139.9), Pioneer (-119.1), Monache HS (-173.8), Porterville Military (-134.1)
- American Indian: Pioneer (-162.4)
- Socio-economically Disadvantaged: Bartlett (-104.2)
- Students with Disabilities: Bartlett (-195.2), Sequoia (-161.4), Monache HS (-225.3)
- Hispanic: Bartlett (-102.1)

Within Priority 5, no student groups at any site performed at the lowest performance level in the Chronic Absenteeism category; however, two sites had student groups performing in the red on the Graduation Rate indicator:
- Butterfield Charter: English Learner (66.7%), SED (54.8%), Hispanic (59.2), and White (57.7%)
- Citrus Continuation: English Learner (66%), SED (60.3%), and Hispanic (64.3%)

Only two schools reflected student groups performing at the lowest performance level in the Suspension Rate indicator:
- Students with Disabilities: Porterville HS (9.4%)
- English Learner and White: Strathmore HS (6.2% & 16.2% respectively)

Finally, five student groups performed at the lowest performance level (one bar) for the College and Career Indicator:
- English Learner: Butterfield (2%), Citrus (0%)
- Socio-economically Disadvantaged: Butterfield (2.3%), Citrus (2.8%)
- Students with Disabilities: Monache (3.3%)
- Hispanic: Butterfield (2.9%), Citrus (2.6%)
- White: Butterfield (2%)

Reflections: Technical Assistance

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

To meet the technical assistance (Differentiated Assistance) requirements, the district participated in the TCOE Continuous Improvement for Equity sessions. Porterville Unified has been fortunate to have had the ability to work alongside Tulare County Office of Education to receive support through Differentiated Assistance. Based on the previous 2022 Dashboard, four student groups qualified the district for Differentiated Assistance by performing at the lowest performance level in at least two priority areas: American Indian, Foster Youth, Homeless and Students with Disabilities. However, based on the most recent 2023 publication of the Dashboard, only one student group qualifies the district for Differentiated Assistance by performing at the lowest performance level in two or more priority areas: Students with Disabilities (SWD). This student group performed at the lowest performance level in only the Graduation Rate (62%, Priority 5), and the College and Career Indicator (7%, Priority 8). While continuing efforts to support improvement for the American Indian, Foster Youth and Homeless student groups, increased attention is given for structures of support focused on the Students with Disabilities based on the 2023 Dashboard release, and over the next three years.

The district will continue to work alongside Tulare County Office of Education and engage in a root cause analysis as initial stages to implement plan-do-study-act cycles with intent to establish an ongoing system of improvement. The district attends six sessions throughout the year focused on various aspects to improvement including:

- Identifying factors that contribute to Differentiated Assistance qualification: Through a deeper dive, this area of focus helps clarify the identification of student groups that are lower performing. Team members engage in reflective dialogue related to trends of the identified student group(s), and possible contributing factors of the performance through a root cause analysis.
- Establishing a theory of improvement: Based on the needs analysis, team members structure improvement initiatives in a focused area and determine metrics of measurement to determine effectiveness.
- Evaluation: Ongoing sessions, both in person and virtual, focus on reflective dialogue on current trends based on agreed upon metrics, and inform any needed modifications to the improvement initiative.

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.

Citrus Continuation High School became eligible for comprehensive support and improvement based on the 2023 California Schools Dashboard in the area of graduation rate. The graduation rate for Citrus was 61%.

Support for Identified Schools

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

Porterville Unified is supporting Citrus High School in their efforts to reinvision their approach to supporting students attending the school. One recently introduced state metric includes the non-stability rate of schools, and at 69.4%, Citrus High School has one of the two highest in the district (the district average being 11.3%). Improvement ideas currently being considered includes establishing structures so that the needs of students could be addressed at the site, opposed to enrolling at other sites (such as Adult school, or independent study). Other current thoughts include improving partnerships with comprehensive sites and the local community college.

Possible resource inequities for Citrus High School is initially identified through data review that includes student outcome trends (academic, behavioral, attendance, etc.) as well as funding and staffing. An identified trend that could suggest a resource inequity is a "loss transfer" of students from Citrus moving to other programs within the district. This findings from this type of investigation could suggest resource inequities that include course offerings at the continuation school. Implementation of the upcoming CSI plan attempts to address this inequity through improved partnerships with entities within the district that typically receive Citrus High School students. For instance:

- Improved partnerships with the Adult School could implement Adult School type offerings at Citrus High School
- Improved partnerships with the Independent Study program could allow students the opportunity to participate in independent student courses while still associated with Citrus High School

- Improved partnerships with comprehensive high schools may allow Citrus High School student to participate in Pathway, or elective, courses on the traditional high school campus
- Improved partnerships with the community college may allow Citrus High School students to take college-level courses
- Establishment of job shadowing opportunities will help mitigate the lack of opportunities that Citrus High School students may experience

The district provides guidance and other forms of support to the site as necessary on the use of CSI funds to increase the engagement of various educational partners to improve the graduation rate. When needed, the district helps guide the needs assessment, root cause analysis process, and investigations on resource inequities as the site develops connections with parents to empower them for input, increasing staff availability to students, provide professional development to staff, increasing college and career awareness and strengthening curriculum, strategies and resources through the CHS Advisory Program. To empower parents and increase their participation with CHS, workshops will provide training on: the SIS, ParentSquare, FAFSA and college and career readiness, and district-level staff can be seen as resources. Programs within Advisory include reading intervention and SEL to supplement the weekly academic coaching to monitor graduation status, and the Student Services staffing at the district level helps support this area of need. Funds will also be used to support the needs assessment through staff training and participation in the CA Model Continuation High School process and professional development opportunities.

The district will provide Citrus High with ongoing support in implementing, reflecting and updating the SPSA in conjunction with the WASC Self-Study to apply best practices and strategies to increase the graduation rate. Site and district staff will gather and analyze data (i.e. attendance, credits, suspensions, etc.) to develop an action plan to meet CSI goals and support SEL needs of students (i.e. implement the district's Discipline Matrix and PBIS) with equity to support at-risk students.

Monitoring and Evaluating Effectiveness

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

The district and CHS will jointly review progress towards LCAP and SPSA goals to leverage these guiding documents quarterly in driving the continuous improvement cycle with the aim of improving the graduation rate. Data from the CA Dashboard, along with data from the district's Student Information Systems (SIS), will be used to monitor progress. Site leadership will share findings from data monitoring with the SSC and ELAC members, during staff professional development and board reports.

The district will work with the site to establish a matrix crated to identify research justifying each action supported with CSI funding as reflected in the school plan for student achievement, and each action will be correlated to a metric so that outcome data can more readily identify those actions which are effective, and those which may not be.

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
Teachers	To ensure that the teacher voice is present during the Parent Advisory Committee (PAC) contribution to the LCAP development, at least one teacher serves on this advisory committee that meets in the months of December, February, March and April of 2023-2024. A more primary source of information generated by teachers that contributes to the LCAP development comes in the form of surveys conducted centrally and administered district-wide. This Employee Experience Survey is administered annually across the district administered in December, February and April, and involves a 30-, 60- and 90-day site-level follow up with teachers and other staff to measure progress towards improvement. The process involves reflecting on areas of strength, and on areas of need, with the purpose of explicitly identifying those practices contributing to positive growth, and identifying those areas representing the greatest need in efforts to focus improvement initiatives.
Principals	Four of the 22 members of the Parent Advisory Committee are principals from their respective sites in order to bring the principal perspective to the advisory group that provides input on the LCAP development at meetings that take place during the months of December, February, March and April of 2023-2024. Additionally, principals from secondary schools, and principals from elementary schools meet separately on a monthly basis to review student performance data at both the California Dashboard level and local assessment data. Discussions at this level informs identified needs more closely related to student progress, achievement and support in

Educational Partner(s)	Process for Engagement
	the areas of academics, student safety, and student social-emotional well-being. Reflections during these meetings contribute to information that helps guide the development of the LCAP. All principals come together again on a monthly basis with district-level administrators across divisions (human resources, facilities and maintenance, student services, technology, attendance, etc.) to reflect on broader needs that have direct impact on student achievement. This collective opportunity further provides important information contributing to the development of the LCAP.
Administrators	Site-level administrators (i.e. learning directors and deans) across the district meet collectively approximately monthly to engage in reflective dialogue centered on improving direct services to students. Identified actions that are deemed effective, as well as dialogue addressing areas of need, both help contribute to information in the development of the LCAP. Additionally, these individuals participate in both the Employee Experience Survey, and a District Services Survey focused on obtaining input on the support they receive from district-level departments. Information from dialogue at the monthly meetings, as well as information from surveys, help informs LCAP development.
Other School Personnel	The primary method of obtaining input from this group is through both the Employee Experience Survey (administered in December and April), and the District Services Survey (administered in February). Through this survey set, perspectives are collected centrally, and distributed to site leadership, who then identifies site-level priorities for improvement, and engages in reflective dialogue on a 30-60-90-day cycle with this group. Site leadership then meet collectively to share site-level priorities based on input, and district-level trends that contribute to LCAP development.
Local Bargaining Units	Local bargaining unit members are invited to all Parent Advisory Committee (PAC) sessions that take place in the months of December, February, March and April of 2023-2024 focused on obtaining input contributing to development of the Local Control Accountability Plan (LCAP). As drafts evolve through the development process, these drafts are shared with local bargaining unit members in efforts to provide opportunity for input in case members were not able to attend one or more meetings. Additionally, presentations of each meeting (through PowerPoint, or recordings) are posted for

Educational Partner(s)	Process for Engagement
	review following each PAC meeting, and opportunity for input is made available in an ongoing manner.
Parents	One major source of information contributing to the development of the 2023-2024 LCAP is the Parent Advisory Committee (PAC) which is comprised of a majority of parents representing school sites throughout the district, with parents elected from each school site by parents from their respective sites. These meetings take place during the months of December, February, March and April in 2023-2024. There are 22 members representing the 22 school sites, and 16 of the members are parents. The committee also involves parents of students with disabilities to ensure that perspective of this important student group is heard. This group meets five time through the year, with the last four sessions focused on reviewing Dashboard-type information, and obtaining input for development of the LCAP.

Additionally, surveys (October of 2023 - called Parent/Caregiver Experience Survey) focused on obtaining perspective from the broader parent/guardian group are administered centrally throughout the year to all parents. Information gathered helps inform the determination of identified needs which also contributes to LCAP development. |
| Students | During the 2022-2023 academic year, students were involved in the District Advisory Committee, and during the 2023-2024 academic year, at least one student who is elected by their peers from their respective school site, became an official member of the Parent Advisory Committee during meetings that took place during the months of December, February, March and April in 2023-2024 in order to ensure that student voice is brought to the advisory group.

The district's Foster Youth student group was one group that qualified the district for technical assistance (DA) during the 2017-2018, 2018-2019 and 2021-2022 academic years, and as a result of performance during the three consecutive years on the Dashboard, focus groups comprised of all Foster Youth students at the secondary level at comprehensive sites were established during the 2022-2023 academic year. Foster Youth student meetings took place four times |

Educational Partner(s)	Process for Engagement
	throughout the year on September 26, October 24, January 23, and February 27, at each comprehensive site to both share information with students, and to obtain perspective related to their needs. Although the Foster Youth did not qualify the district for technical assistance during the most recent 2023-2024 academic year based on the 2023 Dashboard, this meeting structure remains in place. In order to obtain broad input on student perceptions and needs, surveys (Panorama: September, January and April) to students are conducted three times throughout the 2023-2024 academic year, opposed to once during prior years. This survey, administered centrally district-wide, provides opportunity to gain insight on a broader scale.
Vine Street & Citrus (Equity Multiplier - Goal 5)	Both Vine Street Community Day School and Citrus Continuation School have been identified as sites receiving Equity Multiplier funding. District-level staff work directly with educational partners from each individual site to target expenditures through guiding the process of conducting a needs assessment, identifying effective actions based on research, and monitoring progress of implemented improvement efforts. Input obtained from the collaboration with educational partners from each site helps inform the development of the LCAP. Vine engaged in consultation with educational partners in January, March and May of the 2023-2024 academic year, while Citrus engaged in consultation with educational partners in September, December, February and May of the 2023-2024 academic year. The district will also help guide educational partners from each site ensure that there's alignment between each site's School Plan for Student Achievement (SPSA), and the newly established Goal 5 of the district LCAP.
Special Education Local Plan Area (SELPA)	Our district Director of Student Services and Special Education actively participates in, and works closely with, our Special Education Local Plan Area (SELPA) under the guidance of the Tulare County Office of Education. Collaboration across districts occurs through the Directors of Special Education Committee (DOSE), and this body serves as a means to identify best practices in serving the needs of our Special Education population. Collaboration opportunities occur

Educational Partner(s)	Process for Engagement
	approximate two to three times a month beginning in July, and insight is brought back to the district for programmatic improvement considerations. Additionally, Special Education Plan (SEP) sessions occur approximately five times throughout the year, where review of data related to student outcomes and trends for Special Education students helps guide next steps.

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

The collective input from educational partners is driven by partnerships that include Studer Education of the broader Huron group founded on evidence-based leadership, and on multiple meetings that take place at both the district and site levels. Feedback obtained through the various opportunities for input (meetings, surveys, data review, etc.) are combined with reflections on identified needs based on discussions and outcomes across various levels that all impact student experiences and performance, and contribute to plan development. Although the LCAP is considered a strategic plan, recent discussions and efforts by educational partners focused on improving supports for students are also establishing a strategic plan that becomes more operational and revisited on a more frequent basis. Because of the buy-in of this district strategic plan, and the perceived importance to align the district plan with the LCAP, one priority established across educational partners is to ensure alignment between the district strategic plan and the LCAP. It is assumed that proper alignment should increase clarity, efficiency, and effectiveness of implementation on improvement efforts in upcoming years.

Specifically, the broader educational partner input contributed to all five goals in the LCAP, and to specific action in Goals 1-4:
- In Goal 1: Action 1.1 (Fostering Excellence in Learning), Action 1.2 (Ensuring Social-emotional Wellness), and Action 1.3 (Expanded College and Career Readiness). Actions 1.4 and 1.5 centered on English Learners and Long Term English Learners respectively were partly influenced by input from the DELAC.
- In Goal 2: Action 2.1 (Improving Two-way Communication), Action 2.2 (Fostering Relationships), and Action 2.3 (Building Community Partnerships)
- In Goal 3: Action 3.1 (Staff Recruitment and Retention), Action 3.2 (Professional Development and Advancement, Action 3.3 (Employee Well-being and Safety). Actions 3.4 and 3.5 centered on English Learners and Long Term English Learners respectively were partly influenced by input from the DELAC.
- In Goal 4: Action 4.1 (Responsiveness to Needs), Action 4.2 (Safe and Clean Environments), and Action 4.3 (Aligning Resources)
- All actions in the Multiplier Equity Goal (Goal 5) were influenced by interactions with educational partners from Vine and Citrus with actions delineating its respective school site.

Based on this input, goals associated with the LCAP will reflect the focus areas presented in the district strategic plan, and those actions supporting the development of the focus areas will be reflected as actions in the LCAP. These actions have been established with input from various educational partners, including parents, students, and staff, over the course of years.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Student Success & Readiness: Ensure each student has meaningful educational experiences and opportunities to grow and develop as individuals, to achieve their highest potential.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
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.

In the pursuit of educational excellence and the holistic development of each student, Porterville Unified School District has established a goal that resonates deeply with the core values and strategic vision outlined in our Strategic Plan developed at the culmination of the 2021-2022 School Year. This goal, aimed at ensuring every student has meaningful educational experiences and opportunities to grow and achieve their highest potential, is a direct reflection of our commitment to fostering an inclusive, supportive, and enriching learning environment. This goal and the strategic actions are the direct result of extensive feedback from educational partners and embody Pillar 1 of our Strategic Plan. They signify our unwavering commitment to not just academic excellence, but to nurturing well-rounded individuals equipped with the knowledge, skills, and resilience to thrive in an ever-evolving world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Success & Readiness Scorecard: • STAR Reading 3-8 Grade Equivalent (GE) growth	STAR Reading (Fall of the 2023-2024 academic year) • K-6 = 3.7 • 7-8 = 5.8 • 9-12 = 7.1			STAR Reading (Fall) • K-6 = 4.0 • 7-8 = 6.0 • 9-12 = 8.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Panorama Student Survey: Sense of Belonging (percent feeling valued)	Sense of Belonging (January, 2024 administration) • grades 3-5: 62% • grades 6-12: 33%			Sense of Belonging • grades 3-5: 70% • grades 6-12: 50%	
1.3	Pathway applications from students moving from 8th to 9th grade	1189 applications received during the 2023-2024 academic year			1376 Applications from students moving from 8th to 9th grade	
1.4	CAASPP math distance from standard*	District: • All: -70.3 • EL: -87.0 • Foster: -124.3 • SED: -75.0 Lowest Performing: All: • Bartlett -102.8 EL: • Bartlett -139.9 • Pioneer -119.1 • Monache -173.8 • PMA -134.1 American Indian • Pioneer -162.4 • District -120.3 SED • Bartlett -104.2 SWD: • Bartlett -195.2 • Sequoia -161.4 • Monache -225.3			Targets based on a modified average linear extrapolation (if growth is positive). District: • All: -48.7 • EL: -63.0 • Foster: -99.3 • SED: -52.0 Lowest Performing: All: • Bartlett -95.6 EL: • Bartlett -111.3 • Pioneer -110.4 • Monache -160.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: • Bartlett -102.1 (Dashboard: 2022-2023)			• PMA - 118.6 American Indian • Pioneer - 148.9 • District - 111.3 SED • Bartlett - 96.7 SWD: • Bartlett - 162.9 • Sequoia - 129.7 • Monache - 220 Hispanic: • Bartlett - 95.5	
1.5	CAASPP ELA distance from standard*	District: • All: -27.3 • EL: -56.6 • Foster: -78.7 • SED: -32.9 Lowest Performing: All: • Strathmore - 69.9 EL • Bartlett -95.8 • Monache -81.1 • Porterville HS - 64.7 • PMA -53.7			Targets based on a modified average linear extrapolation (if growth is positive). District: • All: -5.8 • EL: -32.6 • Foster: - 53.7 • SED: -9.9 Lowest Performing: All:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: • Strathmore - 80.8 SWD: • Bartlett -168.3 • Monache - 167.8 Hispanic: • Strathmore - 76.1 (Dashboard: 2022-2023)			• Strathmore -53.4 EL • Bartlett - 70.7 • Monache - 75.2 • Porterville HS -47.6 • PMA -35.1 SED: • Strathmore -58 SWD: • Bartlett - 118.7 • Monache - 125 Hispanic: • Strathmore -55.3	
1.6	CAST Percent meeting standard*	Not Yet Reported on Accountability Dashboard 22-23 Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 21.04% • EL 2.98% • SED 19.44%			Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 24% • EL 10% • SED 22%	
1.7	Graduation Rate*	District (in percent, %): • All: 87.4 • EL: 83.5			Targets based on a modified average linear extrapolation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 86.4 Lowest Performing: District: • Homeless 65.5 • SWD 62.0 All: • Butterfield 57.7 • Citrus 61.0 EL: • Butterfield 66.7 • Citrus 66.0 SED: • Butterfield 54.8 • Citrus 60.3 Hispanic: • Butterfield 59.2 • Citrus 64.3 White: • Butterfield 57.7 (Dashboard: 2022-2023)			(if growth is positive). District (in percent, %): • All: 91.3 • EL: 91.3 • SED: 89.4 Lowest Performing: District: • Homeless 75.5 • SWD 73 All: • Butterfield 75.1 • Citrus 67 EL: • Butterfield 78.4 • Citrus 69 SED: • Butterfield 74 • Citrus 67 Hispanic: • Butterfield 72.8 • Citrus 67 White: • Butterfield 76.5	
1.8	English Learner Progress *					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• English Learner: 53.9% • LTEL: TBD (Dashboard: 2022-2023)			• English Learner: 60.2% • LTEL: TBD	
1.9	EL Reclassification*	English Learners were reclassified at a rate of 15.15%. (22-23 EOY CALPADS report 2.16)			English Learners reclassified at a rate of 20.26%.	
1.10	Grade 11 EAP: Ready or Conditionally Ready*	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall: • ELA 52.04%; Math 19.81% • EL: ELA 9.76%; Math 0.34% • LTEL ELA 11.43%; Math 0.58%, • SED: ELA 49.18%; Math 17.02% (DataQuest 2022-23)			Overall: • ELA 55.35%; Math 21.30% • EL: ELA 14.7%; Math 1.91% • LTEL ELA 16.37%; Math 2.15% • SED: ELA 52.16%; Math 17.63%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Graduating cohort students enrolled in (Broad Course of Study): A-G* CTE completer* A-G & CTE completer*	Meeting A-G: • All 33.9% • SED 32.0% • EL 19.2% CTE Pathway Completion: • All 38.3% • SED 36.4% • EL 27.0% A-G& CTE Completion: • All 19.1% • SED 18.2% • EL 9.9% (Dashboard, Additional Reports 2022-2023)			Meeting A-G: • All 38.6% • SED 37.0% • EL 25.2% CTE Pathway Completion: • All 42.7% • SED 41.4% • EL 33.0%	
1.12	Percent of graduating cohort College & Career prepared scoring a 3 or higher on two or more Advanced Placement exams*	All Prepared - 5.9% SED Prepared - 5.3% EL Prepared - 4.3% (Dashboard, Additional Reports 2022-2023)			All Prepared - 6.0% SED Prepared - 6.3% EL Prepared - 6.3%	
1.13	Implementation of State Academic Standards*	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from 2023-2024: 3.66			LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from: 4.00	

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	Fostering Excellence in Learning	Foster excellence and experiential learning through real-world opportunities including academics, arts, athletics, and activities to ensure growth for all students: • Increase and sustain offerings (courses, classes, clubs, etc.) that include: academics, arts, athletics and activities K-12 • Support staffing to support students performing at lower levels • Provide academic interventions focused on increasing ELA, mathematics and language development • Supporting underperforming student groups such as Foster Youth This action is primarily focused on low income, English learners and Foster Youth students in that these students are in greatest need to these supports. However, student groups performing at the lowest level on the Dashboard would also benefit.	$13,680,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: • Student Success & Readiness Scorecard • CAASPP in ELA & mathematics • Graduation Rate		
1.2	Ensuring Social-emotional Wellness	Ensure resources and supports are systematically and intentionally prioritized to support the social-emotional learning and mental health needs of all students: • Provide resources (staffing, programs, etc.) to support and address social-emotional learning and mental health needs of all students • Improve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems. • Fiscally support the dean structure at each Middle School and Learning Director structure at elementary schools as they support unduplicated pupils in monitoring student learning, assessment, provide counseling, social emotional learning support, parental education, ensure that teachers use highly effective instructional practices in the classroom. This initiative is designed primarily to benefit low-income students, English learners, and foster youth, as they are typically in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support. Metric: • Panorama survey focused on the Sense of Belonging, and Teacher-student Relationships	$20,324,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Expanding College and Career Readiness	Expand opportunities across all grade levels for college and career exploration awareness and advancement such as certifications, apprenticeships, college credits, dual enrollment and licensures: • Improve two-way communication between site, families and community • Expand the implementation of Linked Learning Pathways and the use of technology to enhance student learning form K through 12th grade. Workshops related to course offerings, along with preparation for college, are available for students and families. • Expand College Technical Education (CTE), along with College & Career exposure prioritizing students who are from low income families, foster youth and English learners. • Expand college exposure for underrepresented student groups through structures such as AVID. This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, these student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of inclusivity and preparation for post-secondary paths. Metrics: • Pathway applications from students moving from 8th grade to 9th grade • Pathway Completers • College & Career Indicators	$2,057,795.00	Yes
1.4	English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion and dual language immersion), systems and structures such as the Rosetta Stone, ACCESS Newcomers, and Write Brain along with the core curriculum (Wonders) targeting English learner	$120,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development. Investigate and improve both core and supplemental instructional materials. • Support sites to provide access to Lingolyft for newcomer and immigrant English learners • Provide student and teacher access to platforms such as Listenwise to assist in English language development. Metrics: • English Learner Progress • CAASPP Distance from Standard in ELA for English Learners		
1.5	Long Term English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion), systems and structures such as the Write Brain, Lingolyft and Flashlight 360. Investigate and improve both core and supplemental instructional materials. • Support schools to provide opportunities for ELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of supplemental writing programs. • Support schools to provide opportunities for ELs to develop speaking skills through public performance and presentation. Metrics: • English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL student group	$282,769.00	Yes
1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	Improving the graduation rate will positively impact the College and Career Indicator through improved monitoring, support to staffing (i.e. College Specialist) and targeted interventions at the secondary level to include a focus on the lowest performing student groups based on the 2023-2024 Dashboard: • Butterfield (Red for All, English Learner, Low Income, Hispanic, White)	$4,845,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Citrus (Red for All, English Learner, Low Income, Hispanic) • District (Red for Homeless [graduation rate only] & Students with Disabilities) This action is focused on improving graduation rates, primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. By providing tailored support and resources, the initiative aims to help these students stay on track to earn their diplomas. This focus on improving graduation rates also extends to other student groups performing at the lowest level on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success. Metrics: • Graduation Rate • College & Career Indicator		
1.7	Improving Mathematics Distance from Standard (low performance)	Engage in pedagogical improvement initiatives (such as working with TCOE, CVNIC, etc.), professional development, and academic interventions at the middle and high school levels focused on increasing mathematics outcomes prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard: • Schoolwide: Bartlett MS • English Learner: Bartlett MS, Pioneer MS, Monache HS, Porterville Military • American Indian: Pioneer MS, District • Low Income: Bartlett MS, • Special Education: Bartlett MS, Sequoia MS, Monache HS • Hispanic: Bartlett MS The English Learner student group is the only student group that reflect four sites performing at the lowest performance level (red) in mathematics, and therefore this student group, along with low-income and foster youth, become the primary focus of this action. However, considering the fluidity, and potential, of other student groups and sites performing at the lowest	$741,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance level in mathematics, this action remains broad. Metrics: • CAASPP Math distance from standard		
1.8	Improving ELA Distance from Standard (low performance)	Provide staffing support (i.e. ELD Instruction Program Manager), teacher training, and academic interventions at the middle and high school levels focused on increasing mathematics outcomes prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard: • Schoolwide: Strathmore HS • English Learner: Bartlett MS, Monache HS, Porterville HS, Porterville Military • Low Income: Strathmore HS • Special Education: Bartlett MS, Monache HS • Hispanic: Strathmore HS English learners and low-income students constitute the largest population of students reflecting difficulties in ELA performance, and so this action is principally focused on these student groups. In addition, other student groups also perform at the lowest level, and would also benefit. Metrics: • CAASPP ELA distance from standard	$741,887.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Family & Community Engagement: Foster a collaborative culture of service that is responsive to employees, families, and community where everyone feels valued, supported, and connected.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In alignment with Pillar 2 of our Strategic Plan, established with comprehensive input from our community at the close of the 2021-2022 School Year, Porterville Unified School District has crafted a goal centered on fostering a collaborative culture of service. This goal is rooted in the belief that a responsive, inclusive, and supportive environment is fundamental to the wellbeing and success of our employees, families, and community members. It underscores our dedication to nurturing meaningful connections and partnerships that enrich the educational landscape.

By continuously enhancing two-way communication, fostering deep and meaningful relationships, and creating community partnerships, we aim to construct a framework where every educational partner feels valued, supported, and connected. These strategic actions are not just steps towards achieving our goal; they embody our commitment to building a community where collaboration and engagement are the cornerstones of educational excellence and community well-being. This approach is a direct response to the needs and aspirations voiced by our educational partners, ensuring that our district remains a vibrant, interconnected community focused on empowering every individual through education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Studer Parent Survey Items	On a 5-point scale: • Overall: 4.25 • Respect (Item 4): 4.39			• Overall 4.31 • Respect: 4.65	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Positive Communication (item 13): 3.98 • Comfort with Administration (item 14): 4.27			• Positive Communication: 4.21 • Comfort with Administration: 4.52	
2.2	ParentSquare Contactable rate	2023-2024: 93%			2023-2024: 95%	
2.3	Attendance*	Calculated Aeries ADA for the 2023-2024 academic year: 95.77%			Calculated Aeries ADA: 97.0%	
2.4	Chronic Absenteeism*	Chronic Absenteeism: • All: 17.6% • EL: 11.5 % • Foster: 33.3% • SED: 18.4% (Dashboard 2022-2023)			Chronic Absenteeism: • All: 5.9% • EL: 3.2% • Foster: 20% • SED: 6.2%	
2.5	Middle School Dropout Rate*	2 dropouts reported at the middle school grade level (CALPADS 1.14 2022-2023)			Zero (0) dropouts reported at the middle school grade level	
2.6	High School Dropout Rate*	12.6% dropout rate reported for the adjusted cohort in 2022-2023			7% dropout rate for the adjusted cohort for 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(DataQuest 2022-2023)				
2.7	Suspension Rate*	Suspension Rate 2023 Dashboard: • All: 2.3% • EL: 2.3% • Foster: 9.1% • SED: 2.4% (Dashboard 2022-2023)			Suspension Rate • All: 2% • EL: 2% • Foster: 5.3% • SED: 2%	
2.8	Expulsion Rate*	Expulsion Rate: • All: 0.2% • EL: 0.2% • Foster: 0.0% • SED: 0.2% (DataQuest 2022-2023)			Expulsion Rate: • All: .1% • EL: .1% • Foster: 0% • SED: .1%	

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	Improving Two-way Communication	Continuously develop and improve two-way communication between employees, families, and community: • Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community • Support parent groups (Parent Advisory, Site Council, PIQE, etc.) to engage in discussions • Administer surveys to collect perspectives (staff, parent, community, etc.) to guide improvement initiatives • Support parental use of, and access to, technology for the purpose of communication and monitoring student progress This action is designed to improve two-way communication with parents and families, focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment. Metrics: • Studer Parent Survey • ParentSquare Contactable Rate	$629,814.00	Yes
2.2	Fostering Relationships	Foster meaningful relationships between employees, family and community: • Implement identified advisory group initiatives that foster shared understanding and investment in district goals	$307,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement programs and workshops (e.g., SIS, FAFSA, college & career readiness) designed to empower parents and community and increase participation. • Allocate time for vertical articulation (high school, middle school, elementary) structures that contribute to communication with families and community members • Consider platforms such as 5 Star Students to track participation in family, student, community events • Implement family outreach and initiatives, such as incentives, to improve attendance and chronic absenteeism rates. This action aims to foster strong relationships between schools and families, focusing primarily on low-income students, English learners, and foster youth. These groups often face barriers to meaningful communication and engagement with schools. The initiative seeks to improve parent and family engagement by building trust, respect, and a welcoming environment for all families, especially those from underrepresented groups. Additionally, efforts to promote two-way communication and involve parents in decision-making contribute to a more inclusive and collaborative educational experience. This approach extends to other student groups performing at the lowest level on the California School Dashboard, fostering a supportive network that benefits all students. Metrics: • Chronic Absenteeism • Attendance		
2.3	Building Community Partnerships	Create community partnerships to engage in opportunities to strengthen learning and teaching: • Provide time and other resources to partner with local businesses to bring real-world experience (including internships, mentorships, community service projects, etc.) to students • Support efforts with higher education institutions to provide exposure to all students K-12, and to support high school student matriculation efforts	$2,019,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• increase number of events and training opportunities for parents (i.e. ParentSquare). Community partnerships are an integral factor in ensuring students successfully matriculate through the grades, and ultimately graduate. Currently, 57% of English learners and 40.9% of low-income students are considered "not prepared" based on the College and Career Indicator, prompting increased focus on these two student groups. Community partnerships are crucial for socioeconomically disadvantaged, English learners, and foster students because they offer a broader support network, enhance access to college and career opportunities, and provide additional learning resources. By connecting with local businesses and nonprofits, schools can create career-oriented programs, internships, and apprenticeships that boost college and career readiness. This collaborative approach allows schools to address specific needs and tailor interventions, leading to improved outcomes for these students. Metrics: • Dropout Rate (middle & high school)		
2.4	Improving Suspension Rates (low performance)	Improve student connectivity to school through communication with students and families centered on supporting social-emotional needs and targeting behavioral interventions while including resources such as the Behaviour Intervention Support (BIS) staff. Anticipating a broader need, yet prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard, including: • District: Foster Youth (Leverage and support the Foster Youth Advocate structure at the site level) • Porterville HS: English Learner (Implementation of restorative practices for EL students), Special Education (Leverage and support the Student Services initiatives to support Special Education students, and implement initiatives generated through Differentiated Assistance efforts with TCOE) • Strathmore HS: White (Implementation of restorative practices for students in the White student group)	$2,822,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Higher suspension rates can be attributed to lower connectedness to school (Bell, Bushover, Miller, Culyba, 2022). Efforts targeting specific student groups such as leveraging Foster Youth Advocates for Foster Youth, and implementing restorative practices for English learners would benefit these two student groups, but would also benefit other student groups with high suspension rates. Metrics: • Suspension Rate • Expulsion Rate		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve Employee Experience: Provide a responsive work environment where each employee feels connected and valued so they can engage with purpose and perform with excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Rooted in the extensive feedback from educational partners that shaped our Strategic Plan at the close of the 2021-2022 School Year, our goal to provide a responsive work environment is a testament to our commitment to employee engagement, as underscored by Pillar 3 of the Strategic Plan. This initiative is crafted with the understanding that the success of our district hinges on the ability of our staff to connect, feel valued, and contribute meaningfully. By prioritizing the recruitment, development, and retention of high-quality staff who are aligned with our district's initiatives and goals, we lay the foundation for a culture of excellence and purposeful engagement.

Further, aligning our systems to enhance professional development and advancement opportunities ensures our employees possess the requisite knowledge, skills, and effectiveness to thrive. Additionally, promoting a culture of well-being and safety underscores our dedication to creating an environment where every employee can perform with excellence. This goal is not just an objective; it is a strategic response to the voiced needs of our community, reinforcing our unwavering commitment to fostering an environment where every staff member is empowered to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Employee Experience Survey	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging:			Overall mean score of 4.19	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall Mean Score 3.99 on a scale from 1 to 5 (Studer Survey, 2023-2024)				
3.2	Reduce staff vacancies	Zero (0) Vacant Positions (22-23 State SARC download file teachrmisassign - NAAVP-Y2)			Maintain zero (0) vacancies	
3.3	Professional Development Opportunities	Goal of increasing coaching cycles that occur in the year. 2023-2024: 180 coaching cycles			200 Coaching Cycles	
3.4	District Services Survey	Goal to increase top box score of Instructional Services (percent of respondents scoring 5 out of 5) 2023-2024: Top box score: 67.85%			Top box score: 70%	
3.5	Staff Training to Support LTEL	(3-year rollout): • Year 1: ELD & Academic Support Teachers			Staff training to support LTEL involving: • ELD teachers,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Year 2: ELD, Academic Support and Core Content Teachers - Year 3: ELD, Academic Support, Core Content, Pathway and Elective Teachers Baseline = No (0) teacher groups targeted for training sessions focused on LTEL. Over time involve the following groups: - ELD teachers - Academic support teachers - Core content teachers - Pathway teachers - Elective teachers			- Academic support teachers, - Core content teachers - Pathway teachers and - Elective teachers	
3.6	Staff development session survey	4-point Likert on perceived value: Baseline will be established during the 2024-2025 academic year.			80% of staff indicated high or very high value	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Fully Credentialed & Appropriately Assigned*	• Fully Credentialed: 81.1% • Appropriately Assigned: 94.6% (DataQuest TAMO 2021-2022)			82% of teacher FTE with clear credentials in 2024-2025	

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	Staff Recruitment and Retention	Recruit, develop and retain high quality staff focused on district initiatives and goals: • Develop and support recruitment strategies (Aspiring Admin Academy, SOSA structure, recruitment fairs, college partnerships, mentorships, etc.) • Implement an induction program for new hires focused on successful integration and longevity • Develop staff recognition and reward systems to retain high-quality staff and maintain a supportive work environment • Increase the number of staff providing direct services to students in areas such as social-emotional support, academics and family support needs. • Establish and maintain roles of Attendance Coordinator and Assistant Principals in efforts to improve Attendance, Suspension and Expulsion outcomes. The district is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups. Metric: • Staff Vacancies • Clear FTE	$5,247,470.00	Yes
3.2	Professional Development and Advancement	Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: • Support teachers in learning and implementation of California Standards, and ELD, with the support of Instructional Coaches and Learning Directors. • Develop a structured professional development program focused on the varying needs and career stages of staff • Support participation in both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc.	$8,616,816.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Integrate employee performance evaluation and feedback sessions with pathways to both improvement and advancement within the district • Support collaboration and planning time including early release days for school-related matters. The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level (red) at five schools throughout the district in either ELA or mathematics. No other student group performed at the lowest performance band for this many school sites. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels. Metric: • Professional Development Opportunities		
3.3	Employee Well-being and Safety	Promote a culture of well-being and safety for all employees: • Promote the district-wide well-being program for physical, mental and emotional health that includes access to counseling services, wellness activities, and resources on work-life balance • Ensure a safe working environment by adhering to health and safety standards Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population. Metric: • Employee Experience Survey • District Services Survey	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Professional Development to Support English Learners	Continue partnerships with Tulare County Office of Education, Listenwise, Ellevation to support building staff capacity for instruction and monitoring of the general English Learner student group. • Employ dedicated staff to increase staff capacity in supporting the academic development of long-term English Learners and improve monitoring of student progress. • Continue to develop teacher capacity and use of Ellevation Strategies to address the differentiated needs of English Learners during Designated and Integrated Instruction. • Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. Metric: • Staff Development Session Survey	$121,650.00	Yes
3.5	Professional Development to Support Long Term English Learners	Employ dedicated staff to increase staff capacity in supporting the academic development of Long Term English Learners and improve monitoring of student progress. • Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (24-25 ELD Teachers; 25-26 ELD + All core content teachers grades 6-12) • Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. • Flashlight 360 for LTEL at alternative sites • Train and equip district EL Liaisons to provide increased monitoring of LTEL student academic progress, and increased parent/family education opportunities designed to address the specific needs of LTELs. Metric: • Staff training to support LTEL students rollout	$246,665.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve Resources & Operational Excellence: Provide maximum value to our community through efficient and effective operations and resource management.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Guided by the strategic plan established at the end of the 2021-2022 School Year and informed by comprehensive feedback from community partners, our goal to provide maximum value to our community through efficient and effective operations and resource management embodies our commitment to operational excellence, as delineated in Pillar 4 of our Strategic Plan. This objective is foundational to our endeavor to ensure that every resource is aligned and utilized to foster environments conducive to teaching, learning, and community engagement.

By sustaining and developing reliable and efficient systems, we aim to meet the evolving needs of our students, employees, and families, ensuring that our operations support and enhance the educational experience. The commitment to maintaining safe and clean environments underscores our dedication to creating spaces where education and community activities can thrive. Furthermore, our focus on creating and sustaining processes for resource alignment emphasizes our resolve to achieve not only operational efficiency but also to generate a positive and substantial impact on the Porterville Unified School District (PUSD) community.

This goal reflects our strategic approach to operational stewardship, ensuring that every decision and action is geared towards maximizing value for our community while upholding the principles of efficiency and effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	District Services Survey	50.01% overall Top Box Score (Studer Survey, 2023-2024)			60% Top Box Score	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Studer Parent Survey	Item: "I regularly receive feedback from school staff" 2023-2024: 42.51% Top Box score			55% Top Box Score	
4.3	Electric, Gas Cost Savings and Green House Gas (GHG) Emission Reduction	Electric & Gas Savings = 25% reduction GHG Emissions Reduction = 28% (2023-2024)			Electric & Gas Savings = 30% reduction GHG Emissions Reduction = 50%	
4.4	Sense of safety & Connectedness Survey*	- Panorama Student Survey (2023-2024) - Studer Parent & Staff Survey (2023-2024) Neither the Panorama, nor the Studer surveys disaggregate student outcomes by student groups. Students: Panorama survey is administered to students in February to determine students' sense of safety, and is reported in two grade spans:			Students: Panorama survey is administered to students in February to determine students' sense of safety, and is reported in two grade spans: 3-5: 60% of students perceive school as safe 6-12: 66% of students perceive school as safe	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 3-5: 50% of students perceive school as safe • 6-12: 56% of students perceive school as safe Parents: 85.5% of parents agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Engagement Survey. • 83.76% of staff agree that they feel safe at work			Parents: 90% of parents agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Engagement Survey. • 90% of staff agree that they feel safe at work	
4.5	FIT*	Report conducted annually 2 facilities not meeting the "Good Repair" standard. (FIT Report, 2023-2024)			0 facilities not meeting the "Good Repair" standard	

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	Responsiveness to Needs	Sustain and develop reliable and efficient systems that respond to the needs of students, employees, and families: • Implement a feedback system that includes surveys, focus groups, student forms, employees and families to identify needs and areas for improvement • Support the maintenance, or update, to communication platforms, information management systems, survey systems, etc. to ensure they meet evolving needs of the school community • Invest in technology infrastructure and training to ensure systems meet current needs. • Partnering with outside agencies such as Studer Education to establish a model of continuous improvement to positively impact staff, students and the overall organization. This action primarily targets low-income students, foster youth and their	$250,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		caregivers, and English learners, as these groups demonstrate the highest need for support based on certain Dashboard outcomes. By creating effective systems for addressing their needs, the goal is to establish reliable feedback mechanisms and partnerships that meet the specific needs of these student groups and others. These efforts include implementing surveys and focus groups for students, employees, and families to identify areas for improvement, along with updates to communication platforms and technology infrastructure to ensure a responsive and supportive school community. Metric: • Studer Parent Survey item on regular feedback from school staff • District Services Studer Survey		
4.2	Safe and Clean Environments	Provide safe and clean environments for teaching, learning and community engagement in our facilities and on our grounds: • Support the regular maintenance of district facilities and grounds to ensure they meet health and safety standards • Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc. • Incorporate, or expand, safety-related initiatives such as increased placement of AED's • Supplement other funding sources, such as Cal Fire grants for schools to enhance safe environment for students This action is principally focused on supporting low-income students, foster youth, and English learners, who require a safe and clean learning environment to thrive. The initiative aims to maintain district facilities and grounds to meet health and safety standards, addressing specific needs identified through risk assessments and safety checks to ensure a secure and conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population. Foster Youth and students from low-income families often face unique challenges that impact their educational experience, such as instability at	$905,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		home, higher rates of mobility, and less access to safe and nurturing environments. These factors make the school's physical and psychological safety crucial for their ability to engage and succeed academically. The action recognizes that creating a stable and secure school environment can significantly improve these students' learning conditions. The action was informed by feedback mechanisms such as the Panorama Student Survey and the Studer Parent & Staff Survey. These tools helped gather insights into the perceptions of safety among students, parents, and staff within the district. The results indicated a need for improvement in safety perceptions across the board, which is especially critical for the emotional and psychological well-being of EL, Foster Youth, and low-income students. For instance, only about 50% of students in lower grades and 56% in higher grades felt that their school was safe. These figures are particularly concerning for vulnerable student groups who rely heavily on the school environment for stability and safety. Metric: • Panorama (student) and Studer (parents & staff) survey items on safety • Facility Inspection Toolkit (FIT) report • FIT report		
4.3	Aligning Resources	Create and sustain processes to align resources to achieve efficiency and positive impact for the PUSD community: • Improving inventorying of resources using platforms such as Follett and directed by staff such as Library Media Specialists, Technology support, or other site and district staff. • Improving work order process (follow-up, follow-through) • Improved Nutritional Services meal distribution protocols and food quality in terms of attractiveness to students • Training (for staff, students and families) related to departments such as human resources, compensatory education, special education/student services, Pathways, etc. • Enhance the Climate Action Pathway for Schools (CAPS) initiative integrating decarbonization, transportation, zero waste, water conservation, and sustainable food system improvements	$3,127,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action focuses on systems-type components of the organization, improvement of which would primarily support low-income students, foster youth, and English learners. Focusing on these system-type elements to achieve efficiency and create a positive impact on the experience of students principally focused on these student groups, but also impacting the broader student population. It aims to enhance resource management through improved systems, and these efforts align resources to meet the needs of these student groups and contribute to a healthier and more efficient educational environment for the broader student population. The action targets improving the management and alignment of resources across the district to address the needs that especially disproportionately affect Foster Youth, and low-income students. These groups often face barriers such as limited access to necessary resources like transportation, nutritious meals, and supportive educational materials, which are crucial for their academic and social development. Feedback from focus groups and surveys during strategic planning highlighted these areas as critical needs for improvement?. The decision to implement Action 4.3 was heavily informed by specific data points and feedback mechanisms that highlighted operational inefficiencies affecting English Learners, Foster Youth, and low-income students. Data from the district's Dashboard showed that these student groups were underperforming across several key academic and engagement metrics compared to their peers. This underperformance is linked to barriers that include inadequate access to essential educational resources and support services. Surveys and focus group feedback, as part of the district's strategic planning, specifically indicated that there were significant gaps in how resources were managed and distributed, with a direct impact on the school experience of unduplicated pupils. This included issues with transportation, access to nutritional meals, and availability of technology and learning materials?. Metric: • District Services Studer Survey • Electricity & Gas Expenses and Greenhouse Gas Emission Reduction		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The English Learner, Socio-economically Disadvantaged and Hispanic student groups will improve both the graduation rate and the college and career indicator for both Citrus Continuation School and Vine Street Community Day School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Citrus High School and Vine Community Day School have been identified as schools maintaining a high non-stability rate. While the district as a whole maintains a non-stability rate of 11.3%, Citrus High School reflected a non-stability rate of 69.4% while Vine Street reflected a non-stability rate of 87.1%. Due to the challenges related to serving a highly mobile student population, initiatives not typical needed at more comprehensive and stable sites will be needed to support students at both Citrus and Vine due to their high mobility. Educational partner input at both sites identify the need to:
- 1. Implement efforts to retain students at the school site by providing for needs, expanding experiences, and removing barriers to help increase student stability, and
- 2. Provide in-time support (such as counseling, guidance, interventions, etc.) while students are present to help mitigate external factors that are associated with high mobility

Both Citrus and Vine are alternative sites for students, and although Vine Community Day School has fewer than 11 students, thereby not generating accountability information on the California Schools Dashboard for the entire school nor any student group, the site reflects common challenges as Citrus High School where graduation rate and the college and career indicator serve as challenging metrics where the school reflects the lowest performance rating (red) overall, as well as the English Learner, Low-income, and Hispanic student groups. Educational partners at each site have established areas of focus in efforts to improve student outcomes in these two areas, in other areas of the Dashboard that may not generate a color performance, and to improve the overall experience of students attending the two sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Non-stability Rate	Citrus 69.4% Vine 87.1%			Citrus 58.8% Vine 73.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-2023 DataQuest)				
5.2	Graduation Rate	Citrus 61.0% • EL 66% • Low income 60.3% • Hispanic 64.3% (2022-2023 Dashboard)			Citrus 68.0% • EL 68% • Low income 68% • Hispanic 68%	
5.3	College & Career Indicator	Citrus 2.7% • EL 0% • Low income 2.8% • Hispanic 2.6% (2022-2023 Dashboard)			Citrus 10% • EL 10% • Low income 10% • Hispanic 10%	
5.4	Suspension Rate	Vine 50% Citrus 3.9% (2022-2023 Dashboard)			Vine 45% Citrus 3.0% (Dashboard)	
5.5	Attendance	Aeries Calculated ADA: • Citrus 96.82% • Vine 44.12% (2023-2024 Aeries)			Aeries Calculated ADA: • Citrus 97% • Vine 50%	

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
5.1	Vine - Project Based Learning	Instructional material to support Agriculture/Horticulture curriculum and resources	$14,000.00	No
5.2	Vine - PBIS	Train teachers and students on PBIS - Consulting Services offered by TCOE Choices program	$19,000.00	No
5.3	Vine - Supplemental Instructional	Supplemental books, supplies and curriculum materials to support student participation in anti-drug programs along with general education courses	$14,000.00	No
5.4	Vine - Career Choices and Changes	Implement the Career Choices and Changes program	$3,000.00	No
5.5	Citrus - Professional Development	Support professional development of staff through training, conference attendance, and visits to locations reflecting best practices in areas such as: restorative justice, growth mindset, instructional technology, physical education, ELD, MTSS, California Continuation Education Association (CCEA), Project Based Learning (PBL), Validation Visits, networking, certifications, etc.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Citrus - PBIS	Supplement services to students through: • improved monitoring of at-risk students • academic tutoring and intervention	$45,000.00	No
5.7	Citrus - Social Work	Acquire additional staff time to support mental health wrap-around services	$31,574.00	No
5.8	Citrus - Parent Empowerment Workshops	Implement workshops covering site specific needs: Aeries, ParentSquare, FAFAS, Technology Supports, College & Career, etc.	$20,000.00	No
5.9	Citrus - Motivational Speakers	Contract with entities to expose students to perspectives related to success, and focused on topics such as motivating the unmotivated, reducing drop out, growth mindset, etc.	$15,000.00	No
5.10	Citrus - College & Career Readiness	Expand college exposure, implement certification opportunities, develop 21st century technology ability, develop interest-based electives, support dual and concurrent enrollment, job shadowing and internships	$50,000.00	No
5.11	Citrus - Extended Learning	• Enhance credit recovery opportunities through summer, winter and spring intersessions • Implement zero period academic support • Enhance after school academic support • Establish a learning center	$80,000.00	No

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
$$56,860,823.00	$$7,294,193

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
40.084%	1.490%	$2,149,286.46	41.574%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Fostering Excellence in Learning **Need:** Need, Conditions & Circumstances: The EL, Foster Youth and low-income student groups all trail the district at a greater rate: trailing by 29.3, 51.4 and 5.6 points respectively in ELA, and 16.7, 54 and 4.7 points respectively in mathematics. These two areas negatively impact both the graduation rate, and the	Identified Need: Lower academic performance for EL, Foster Youth and low income students when compared to the district prompts these student groups to be the primary focus of this action. Addressing the Need: Focusing on successful completion of courses, along with course offerings, monitoring and interventions, students from the unduplicated student groups are supported to improve outcomes.	• Student Success & Readiness Scorecard • CAASPP in ELA & mathematics • Graduation 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
	college and career indicator. As a result, this action is principally directed at improving performance of both the EL and Foster Youth student groups. Additionally: • There are more schools (5) reflecting the lowest performance level (red) for English Learners when compared to any other student group. • The Foster Youth are too few an any one site to generate a performance outcome; therefore, efforts to ensure students are successful are guided and monitored at the district-wide level. **Scope:** LEA-wide	LEA-wide Basis: American Indian, homeless, students with disabilities hispanic, two-or-more, and African American student groups also trail the district in either ELA or mathematics, and since district-wide academic areas of ELA and mathematics trail behind the state by 13.7 points (ELA) and 21.2 points (mathematics), this action is implemented district-wide. Student groups, such as the Foster Youth, are too few an any one site to generate a performance outcome; therefore, efforts to ensure students are successful are guided and monitored at the district level.	
1.2	**Action:** Ensuring Social-emotional Wellness **Need:** Need, Conditions & Circumstances: The Foster Youth student group maintains the highest chronic absenteeism rate by a large margin (33.3% vs. 17.6% for the district), and also has the highest suspension rate (9.1% vs. 2.3% for the district). The low-income student group also trails the district slightly in both chronic absenteeism and suspension rates. The Foster Youth student group reflects one of the highest chronic absenteeism and	Identified Need: High chronic absenteeism and suspension rates for Foster Youth prompts this student group to be the primary focus of this action. Addressing the Need: Improving the social-emotional wellness of students through a structure of support is intended to improve both attendance at school, and behavior while at school. LEA-wide Basis: Six additional student groups (American Indian, Homeless, Students with Disabilities, 2 or more races, White, and African American) also trail the district's chronic absenteeism rate, and four student groups	• Panorama survey focused on the Sense of Belonging, and Teacher-student Relationships • Chronic Absenteeism: All, Foster, EL, Low Income • Suspension Rate: All, Foster, EL, Low Income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	suspension rates when compared to other groups, yet there are no schools matinatin a Foster Youth enrollment large enough to generate a Dashboard outcome. Also, the American Indian student group most populate three schools in the district, with few Input from educational partners, including students, have indicated an increased need for social-emotional support. The rate of increase was magnified following the pandemic and has yet to stabilize based on input from various surveys, and student-level discussions. Additionally, **Scope:** LEA-wide	(Students with Disabilities, White, African American and Pacific Islander) trail the district in suspension rates. This action is intended to improve student connection to school through efforts such as increased outreach and resources for students. The effort is district-wide since students reflecting the greatest need attend all schools throughout the district, and for certain student groups such as the Foster Youth, do not constitute enough students to generate an accountability outcome on the Dashboard.	
1.3	**Action:** Expanding College and Career Readiness **Need:** Need, Conditions & Circumstances: While 43.9% of the graduating cohort districtwide are considered "prepared" in the college and career (CCI) indicator, only 27.7% of English Learners are prepared. This is the lowest performing student group besides the Students with Disabilities on the metric. As a result, this action is principally intended to improve the English Learner outcome. There has been a two-year trend of more schools reflecting the lowest performance band (red) for English Learners when	Identified Need: Low College and Career Indicator (CCI) ratings for English Learners and low-income students. Although not reported due to the low numbers, it is assumed that Foster Youth would also have a low College and Career Indicator (CCI) rating. Addressing the Need: Expanding the opportunities for marginalized student groups would have a positive impact on the CCI for these student groups. LEA-wide Basis: Of the nine student groups that generate a CCI, seven of them trail the district CCI rating. Additionally, although the CCI is exclusive to high school, preparation begins with	• Pathway applications from students moving from 8th grade to 9th grade • Pathway Completers • College & Career 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
	compared to any other student group in the areas of ELA or mathematics. This may be a contributing factor to the lower CCI outcome for the student group. **Scope:** 　LEA-wide	establishing the mindset, and this action helps foster the effort into lower grades. Becoming college and career ready by the time students reach their senior year begins at the elementary grade levels; and therefore this action is intended to not only span schools, but also grade levels throughout the district.	
1.6	**Action:** Improving Graduation Rates and College & Career Indicators. (low performance) **Need:** Need, Conditions & Circumstances: 　• Low income students performed at the lowest performance level in both the graduation rate and college and career indicator for certain sites, and this was the only student group to perform in the red in both indicators at those sites. 　• The graduation rate for the EL student group at the CSI identified site, and the charter DA identified site was 66% and 66.7% respectively, falling short of the 68% threshold. As a result, this action is principally targeted to improve the outcome of these student groups. Six student groups at sites throughout the district (English learners, low income,	Identified Need: Graduation rates at sites falling in the range of 50% to 67% for EL and low-income student groups, and both groups performing below the district average in the Graduation Rate indicator. Similarly, both student groups perform below the district average for the College and Career Indicator. Addressing the Need: Improved monitoring and focused intervention efforts for these two student groups, along with the Foster Youth (which enrollment prohibited a reported outcome, but is assumed to perform well behind the district average) is intended to improve both the Graduation Rate and the College & Career Indicator outcomes. LEA-wide Basis: Six of the nine student groups that could generate a graduation rate outcome, and seven of the nine student groups that could generate a College & Career Indicator outcome perform below the district average. This action is intended to focus on the challenges of each individual student group, through initiatives such as a College Specialist, by providing structures of outreach and intervention. Although	• Graduation Rate • College & Career Indicator

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
	Hispanic, White, Homeless, students with disabilities), as well as a school-wide indicator, performed at the lowest performance level in either the graduation rate, the college and career indicator, or both establishing rationale to a district-wide implementation of the goal. **Scope:** LEA-wide	the 2023 Dashboard identifies student groups at only two schools, and the district, performing at the lowest level (red), and although this action will principally be focused on those student groups at identified sites and the district over the next three years, due to the potential of other sites falling into the red, the action will focus district-wide due to the potential of student groups (such as LTEL) performing in the red.	
1.7	**Action:** Improving Mathematics Distance from Standard (low performance) **Need:** Need, Conditions & Circumstances: The English Learner, Foster Youth and low income student groups all trail district-wide outcomes for mathematics. Additionally, the English Learner student group performed at the lowest performance level at more sites when compared to any other student group for mathematics. As a result, this action is principally focused to improve outcomes in mathematics for these student groups. **Scope:** LEA-wide	Identified Need: English Learners, Foster Youth and low-income students performing below the district average in the area of mathematics. Addressing the Need: Implementation of academic interventions, and professional development specific to mathematics is intended to improve the distance from standard for mathematics. LEA-wide Basis: Five student groups throughout school sites in the district (English learners, American Indian, low income, Special Education, Hispanic), as well all students at Bartlett Middle School, performed at the lowest performance level (red) in the area of mathematics. This outcome, combined with the reality that no schools in the district enroll enough Foster Youth to generate outcomes on the Dashboard for mathematics, justifies a district-wide implementation of the action. Through professional development, and targeted interventions, this action is intended to focus on the challenges of each individual student group. Although the 2023 Dashboard identifies five	- CAASPP Math distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		student groups performing at the lowest level (red), and although this action will principally be focused on those student groups at the identified sites (and Bartlett schoolwide) over the next three years, due to the potential of other student groups falling into the red within the three-year timeframe, the action will focus district-wide due to the potential of student groups performing in the red.	
1.8	**Action:** Improving ELA Distance from Standard (low performance) **Need:** Need, Conditions & Circumstances: The English Learner, Foster Youth and low income student groups all trail district-wide outcomes for ELA. Additionally, the English Learner student group performed at the lowest performance level at more sites when compared to any other student group for mathematics. As a result, this action is principally focused to improve outcomes in mathematics for these student groups. **Scope:** LEA-wide	Identified Need: English Learners, Foster Youth and low-income students performing below the district average in the area of English language arts. Addressing the Need: Implementation of academic interventions, and professional development specific to mathematics is intended to improve the distance from standard for English language arts. LEA-wide Basis: Four student groups throughout schools in the district (English learners, low income, Special Education, Hispanic), as well all students at Strathmore High School, performed at the lowest performance level (red) in the area of English Language Arts (ELA). This outcome, combined with the reality that no schools in the district enroll enough Foster Youth to generate outcomes on the Dashboard for ELA, justifies a district-wide implementation of the action. Through professional development in the area of ELA, and targeted interventions, this action is intended to focus on the challenges of each individual student group. Although the 2023 Dashboard identifies four student groups performing at the lowest level (red), and although	- CAASPP ELA distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		this action will principally be focused on those student groups at the identified sites (and Strathmore High School schoolwide) over the next three years, due to the potential of other student groups falling into the red within the three-year timeframe, the action will focus district-wide to mitigate the potential of student groups performing in the red.	
2.1	**Action:** Improving Two-way Communication **Need:** Need, Conditions & Circumstances: The foundational belief that student outcomes follow socio-economic lines closely, combined with the support from documented outcomes where the district's socioeconomically disadvantaged student group trails the district as a whole in all six Dashboard indicators (ELA, mathematics, chronic absenteeism, graduation rate, suspension rate and college & career indicator) results in actions of Goal 2, focused on improving communication, relationships with families, in efforts to build family capacity to better support their students in the various aspects of education. **Scope:** LEA-wide	Identified Need: Broad low performance from the Socio-economically Disadvantaged student group. Additionally, educational partner input through surveys and in-person sessions by parents, staff and students have also indicated desired improvement in the area of communication to benefit marginalized student groups. Addressing the Need: Improving the interaction (content and frequency) between site staff and families is intended to positively impact multiple indicators that are reported on the Dashboard for the low-income student group. LEA-wide Basis: This action is intended to address the need to improve communication efforts identified by various educational partner groups. Although the action is principally focused on supporting English learners, foster youth and low income students, improving communication district-wide would benefit these student groups.	• Studer Parent Survey • ParentSquare Contactable Rate
2.2	**Action:** Fostering Relationships **Need:**	Identified Need: Broad underperformance of the low-income student group on outcomes reported on the Dashboard, along with community, parent and staff input through the development of the	• Chronic Absenteeism • Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need, Conditions & Circumstances: The foundational belief that student outcomes follow socio-economic lines closely, combined with the support from documented outcomes where the district's socioeconomically disadvantaged student group trails the district as a whole in all six Dashboard indicators (ELA, mathematics, chronic absenteeism, graduation rate, suspension rate and college & career indicator) results in actions of Goal 2, focused on improving communication, relationships with families, in efforts to build family capacity to better support their students in the various aspects of education. **Scope:** LEA-wide	district's strategic plan, and subsequent opportunities indicating the need to improve relationships between the community, families and schools, especially to benefit marganizled student groups. Addressing the Need: Outcomes of low-income students would be positively impacted with improved involvement from families of low-income students and improved outreach efforts from the schools. LEA-wide Basis: Although this action is principally focused on high need student groups such as English learners, Foster Youth and students from low-income families, due to the benefit to these groups, this action also benefits other student groups, and improves the organization as a whole, and be reflected in student attendance.	
2.3	**Action:** Building Community Partnerships **Need:** Need, Conditions & Circumstances: Student outcomes for English Learners, Foster Youth and low-income underperform the district as a whole in ELA, mathematics, graduation rate, and the College and Career Indicator. This action is principally focused on improving these outcomes for these student groups by authenticating the learning experience through community partnerships. Educational partner input through the development of the district strategic plan, and	Identified Need: Underperformance from EL, Foster Youth and low-income students in multiple areas reported on the Dashboard, as well as educational partner input through through the development of the district strategic plan, and subsequent opportunities through surveys and in-person sessions indicating positive potential in building community partnerships to better leverage support for students thereby ensuring success as students matriculate through grades, especially for those from marginalized student groups. Addressing the Need: Improving opportunities in course offerings, and building the relationship between current learning and student's future	- Dropout Rate (middle & high school)

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
	subsequent opportunities through surveys and in-person sessions indicated positive potential in building community partnerships to better leverage support for students thereby ensuring success as students matriculate through grades. **Scope:** LEA-wide	aspirations should have a positive impact on student outcomes as measured by the Dashboard. LEA-wide Basis: Leveraging partnerships has a principal advantage for students in the English Learner, Foster Youth and low-income student groups; however, expanding community partnerships also has a broader positive impact for other student groups through leveraging services districtwide thereby improving outcome measures such as dropout rates and those that are academic in nature.	
2.4	**Action:** Improving Suspension Rates (low performance) **Need:** Need, Conditions & Circumstances: The Foster Youth student group has the highest suspension rate, by a large margin, when compared to any other student group in the district. As a result, this action is principally focused on this student group. In addition, students who are English Learners, Special Education, and White have performed at the lowest performance level (red) at one or more school sites in the district, providing rationale for the action to be implemented districtwide. Improving the interaction and engagement with families of students in these groups should have a	Identified Need: Significantly high suspension rate of Foster Youth when compared to the district as a whole, or to any other student group. Addressing the Need: Improving communication and supporting social-emotional needs, along with implementation of behavioral interventions should have a positive impact on the suspension rate. LEA-wide Basis: Six student groups have a higher suspension rate when compared to the district (Foster Youth, Socio-economically Disadvantaged, Students with Disabilities, White, African American and Pacific Islander). Additionally, eight sites have suspension rates higher than the district. Improved interaction and engagement with families is expected to improve behavioral outcomes, especially for the Foster Youth student groups which is the only student groups performing at the lowest performance level (red).	• Suspension Rate • Expulsion 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
	positive impact on behavior (suspension rates) of students. **Scope:** LEA-wide		
3.1	**Action:** Staff Recruitment and Retention **Need:** Need, Conditions & Circumstances: Several factors may contribute to the underperformance of the English Learners, Foster Youth and low-income students in the areas of both ELA and mathematics when compared to the district based on the Dashboard. One of those factors may involve staffing. As a result, this action is focused on staffing, and is intended to improve outcomes related to these three student groups. In 2021-2022 the district employed 81.1% of teachers maintaining a clear credential. This rate was below both the county (83.7%) and state (85.8%). At 5%, the district also reflected a higher percentage of ineffective teachers when compared to both the county (4%) and state (3.8%). This action is intended to improve those outcomes reported on the TAMO, and ultimately improve student outcomes for English Learners, Foster Youth and low-income student groups.	Identified Need: Low academic outcomes for English Learners, Foster Youth, and low-income student groups. Addressing the Need: Creating an employment structure that identifies qualified applicant prior to the application process helps facilitate the hiring of desirable candidates. Effective induction and recognition programs helps retain these individuals, ultimately improving the outcome of students. LEA-wide Basis: Effective staff recruitment and retention efforts has a principal advantage for students who are English Learners, Foster Youth and low income; however, effective staffing benefits all other student groups. Although the English Learner, Foster Youth and low-income student groups are of primary focus for this action, other student groups such as American Indian, Homeless, Students with Disabilities, hispanic, Two or More, and African American student groups also perform below the district as a whole in either ELA or mathematics, providing rationale for this action being implemented districtwide.	• Staff Vacancies • Clear FTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Professional Development and Advancement **Need:** Need, Conditions & Circumstances: Several factors may contribute to the underperformance of the English Learners, Foster Youth and low-income students in the areas of both ELA and mathematics when compared to the district based on the Dashboard. One of those factors may involve staffing. As a result, this action is focused on professional development, and is intended to improve outcomes related to these three student groups. Nearly 56% of student groups are performing at the red or orange performance level in ELA at sites throughout the district, and the district performs 27.3 points below standard which is behind the state by 13.7 points. Although only approximately 38% of student groups performed at the red or orange level in mathematics, at 70.3 points below standard, the district trails the state by 21.2 points. **Scope:** LEA-wide	Identified Need: Low academic outcomes for English Learners, Foster Youth, and low-income student groups. Addressing the Need: Improving professional development to become more targeted based on the needs of individuals. and implementing a promotion protocol within the district helps improve pedagogical practice and motivation of staff, thereby retaining a high quality staff to better meet the needs of marginalized student groups. LEA-wide Basis: This action will principally be focused on improving outcomes for English Learners and Foster Youth. English learners at approximately 83% of sites throughout the district performed at the orange or red performance levels in ELA, and 56% in mathematics. 100% of EL student groups at the 7-12 grade span performed at the red or orange level. Foster Youth in ELA and mathematics performed at the orange level districtwide. Although these are the lowest performing groups, professional development benefits sites supporting all student groups.	- Professional Development Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Employee Well-being and Safety **Need:** Need, Conditions & Circumstances: Several factors may contribute to the underperformance of the English Learners, Foster Youth and low-income students in the areas of both ELA and mathematics when compared to the district based on the Dashboard. One of those factors may involve the wellbeing of staff. As a result, this action is focused on the wellbeing and safety of staff which would have a positive impact on recruitment and retention, and is ultimately intended to improve outcomes related to these three student groups. Employee input through surveys and in-person sessions have placed a high value on staff well being and safety as a means to recruit and retain staff for the benefit of students at risk of being marginalized, such as English Learners, Foster Youth and students from low-income families. **Scope:** LEA-wide	Identified Need: Low academic outcomes for English Learners, Foster Youth, and low-income student groups. Addressing the Need: Improving the well-being of staff, and ensuring the safety of staff, helps improve the ability of staff to focus on teaching, and to better focus on the student's well-being, thereby improving overall outcomes of marginalized student groups such as English Learners, Foster Youth and low-income student groups. LEA-wide Basis: This action addresses the need by increasing the value staff maintain on employment within the district. Although this action principally supports low income, English learners and Foster youth, staff well-being benefits all students.	• Employee Experience Survey • District Services Survey
4.1	**Action:** Responsiveness to Needs **Need:** Need, Conditions & Circumstances: Low-income students underperform the district in all	Identified Need: Action 4.1 addresses the distinct needs of English Learners, Foster Youth, and low-income students. These groups demonstrate significant underperformance compared to district averages in several key metrics such as ELA, math, chronic absenteeism, graduation rates,	• Studer Parent Survey item on regular feedback from school staff

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
	six Dashboard metrics (ELA, math, chronic absenteeism, graduation, suspension and College & Career), while Foster Youth underperform the district in all of the reported indicators. It can be assumed that the Foster Youth would also underperform the district in the remaining two indicators (graduation rate and college & career indicator). The English Learner student group underperforms the district in fur of the six indicators (ELA, math, graduation, and College & Career). The overwhelming underperformance of these student groups when compared to the district as a whole prompts this action to ensure that needs (from students, families and staff) associated with these student groups are minimized. The barriers (needs) associated with these specific student groups typically outweigh those of the general population, and provides additional justification for this action.

Through the development of the district's strategic plan, educational partner input through surveys and in-person sessions by parents, staff and students have indicated a desire to become more responsive to needs.

Scope:
  LEA-wide | suspension rates, and college & career readiness??. The specific needs highlighted include overcoming barriers related to academic outcomes and engagement, suggesting that these students are not receiving the support necessary to match the performance levels of their peers.

Addressing the Need: This action is designed to create efficient and responsive systems that cater to the needs of English Learners, Foster Youth, and low-income students. By implementing feedback systems targeting these student groups like surveys and focus groups, and by upgrading communication platforms and technology infrastructure, the action aims to more effectively identify and address the unique needs of these groups. Furthermore, partnering with agencies like Studer Education ensures a continuous improvement model that directly supports these students by improving operational processes and feedback mechanisms within the district

LEA-wide Basis: The action is implemented on an LEA-wide basis because the needs of these target groups (EL, Foster Youth, and low-income students) are pervasive across the district. The widespread underperformance and the systemic nature of the issues they face require a district-wide approach to ensure consistency and equity in addressing their needs. By improving systems across all schools, the district aims to uplift these groups district-wide, thus addressing their needs in a comprehensive manner. This approach also allows for scalability and ensures that improvements in operational efficiency benefit not | • District Services Studer Survey |

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
		only the target groups but also enhance the educational environment for all students?	
4.2	**Action:** Safe and Clean Environments **Need:** Only 50% of students at the 3-5 grade span reported a perception that school as safe, while 56% of students in grades 6-12 reported the same. Additionally, two sites of 22 were reported at the "Fair" rating on the FIT reports **Scope:** LEA-wide	Identified Need: Action 4.2 targets the essential need for a safe and clean learning environment, which is particularly significant for English Learners, Foster Youth, and low-income students. The need for this action is evidenced by data indicating that only 50% of students in grades 3-5 and 56% in grades 6-12 feel that their school is safe. This perception of safety is crucial for effective learning, especially for Foster Youth and low-income students who often rely on school environments for stability and security. Addressing the Need: This action is designed to maintain and enhance the safety and cleanliness of all school facilities and grounds within the district. Specific measures include regular maintenance, safety checks, risk assessments, and safety-related initiatives like the placement of AEDs and the implementation of safety officers. These efforts aim to mitigate potential hazards and ensure compliance with health and safety standards, thereby creating a conducive environment for learning and community engagement. By addressing these physical and security needs, the action directly supports the emotional and educational well-being of vulnerable student groups?. LEA-wide Basis: Implementing Action 4.2 on an LEA-wide basis is justified by the universal need for safety across all schools within the district. Safety is a fundamental requirement that benefits all students, but especially supports the academic	• Panorama (student) and Studer (parents & staff) survey items on safety • Facility Inspection Toolkit (FIT) report

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and emotional needs of English Learners, Foster Youth, and low-income students. By ensuring that all facilities meet these standards, the district promotes equity, allowing every student, regardless of background, to access a safe and supportive learning environment. This LEA-wide approach also streamlines efforts and resources, ensuring consistency in safety standards across the district, which is more efficient and effective than isolated improvements?.	
4.3	**Action:** Aligning Resources **Need:** Focus group discussions (that included groups such as students, families, community partners, classified staff and certificated staff) along with group-specific surveys during the development of the district strategic plan indicated the need to clarify processes and aligning resources to positively enhance the operation of the organization as a whole and ultimately student experiences. Needs related to transportation, nutrition, and facilities became areas of focus for improved processes. **Scope:** LEA-wide	Identified Need: Action 4.3 responds to the need for improved operational efficiency and resource alignment within the district, especially to support English Learners, Foster Youth, and low-income students. These student groups often face barriers related to accessing basic necessities, which can hinder their educational success. The action is informed by needs assessments and feedback from various educational partners (students, families, community partners, and staff) that highlighted issues with transportation, nutrition, and facility conditions. These are areas where inefficiencies or inadequacies can disproportionately affect the most marginalized students, impacting their academic engagement and outcomes. Addressing the Need: This action is designed to improve the systems that manage resources within the district to better serve the needs of all students, with particular attention to the unduplicated student groups. It includes enhancing inventory management using modern platforms, refining work order processes for efficiency, and improving nutritional services to provide better	• District Services Studer Survey • Electricity & Gas Expenses and Greenhouse Gas Emission Reduction

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
		meals that are attractive to students. The action also involves training for various departments to ensure staff are equipped to support these systems effectively. By streamlining these processes, the district aims to ensure that resources are used efficiently and are responsive to the needs of English Learners, Foster Youth, and low-income students, thereby reducing barriers to their success?.

LEA-wide Basis: The implementation of Action 4.3 on an LEA-wide basis is justified by the widespread nature of the needs it addresses. Inefficiencies in resource management and system operations can affect students across all schools. Moreover, improvements in these areas can benefit not only the target groups but also enhance the educational environment for all students. Implementing these changes district-wide ensures that all students benefit from more effective and responsive resource management, promoting equity and consistency in educational support across the district. This LEA-wide approach also maximizes the impact of the resources invested and promotes a unified strategy in tackling operational challenges. | |

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Language Acquisition Program **Need:** The English learner student group reflects the largest number of performance in the lowest category (red) on the 2024 Dashboard publication for ELA (and mathematics) when compared to any other student group in the district. **Scope:** Limited to Unduplicated Student Group(s)	This action is intended to supplement improvement efforts specifically focused on the English Learner student group through both implementation, and staff training, of instructional resources to develop not only language acquisition, but academic attainment, primarily in the area of ELA.	• English Learner Progress • CAASPP Distance from Standard in ELA for English Learners
1.5	**Action:** Long Term English Learner Language Acquisition Program **Need:** Although not currently on the Dashboard as a student group, internal predictions suggest that the Long Term English Learners (LTEL) will significantly underperform the EL student group in academic areas, and in the English Learner Progress Indicator (ELPI). **Scope:** Limited to Unduplicated Student Group(s)	This action is intended to increase focus on the LTEL student group, better inform teachers of needs related to LTEL students, and supplement instructional support for these teachers. This action is intended to focus on: • Supporting schools to provide opportunities for ELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of supplemental writing programs. • Supporting schools to provide opportunities for ELs to develop speaking skills through public performance and presentation.	• English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL student group

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** Professional Development to Support English Learners **Need:** English Learners maintain the largest number (4) of lowest performance (red) ratings in the academic areas (ELA and mathematics) identifying the need to support staff in enhancing the academic progress of this student group. **Scope:** Limited to Unduplicated Student Group(s)	An EL Coordinator will guide and direct the professional learning of teachers across the district, focused exclusively within the context of English Learners.	- Staff Development Session Survey (on value) - EL Student Group Dashboard Progress in ELA and mathematics
3.5	**Action:** Professional Development to Support Long Term English Learners **Need:** The Long Term English Learner (LTEL) student group underperforms the district as a whole, and the EL student group in areas such as ELA, mathematics, and the English Learner Progress. **Scope:** Limited to Unduplicated Student Group(s)	This action increases awareness of criteria that qualify students as Long Term English Learners, increases focused support for students in this group, and improves monitoring of progress with an emphasis being on improving on the English Learner Progress Indicator.	- Staff training to support LTEL students rollout - ELPI for LTEL - Dashboard performance for the LTEL in ELA and mathematics

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

N/A

Additional Concentration Grant Funding

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

All schools in the Porterville Unified School District have Unduplicated student concentrations of greater than 55 percent. The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at all schools within the district through new positions, and other identified positions which provide direct services to Unduplicated Pupils that will be maintained as they were previously funded by sunsetting funds. PUSD is utilizing the additional Concentration Add-on grant funds to maintain these existing district positions of personnel providing direct services to students at sites with an Unduplicated Pupil population of over 55%. If the district does not utilize these funds in this manner, the positions would be eliminated (due to the exhaustion of the expiring funding sources) and the staff to student ratio would increase (i.e., there would be fewer staff to serve students). The following four actions are tentatively planned to increase staff providing direct services to students.

Actions in Goal 1:
- Action 1.1: Fostering Excellence in Learning
- Action 1.2: Ensuring Social-emotional Wellness

Actions in Goal 2:
- Action 2.3: Building Community Partnerships

Actions in Goal 3:
- Action 3.1: Staff Recruitment and Retention

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	NA	Elementary (1:36); Middle (1:28); High (1:50)
Staff-to-student ratio of certificated staff providing direct services to students	NA	Elementary (1:14); Middle (1:12); High (1:16)

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	$141,853,903.00	$56,860,823.00	40.084%	1.490%	41.574%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$63,539,011.00	$3,331,399.00		$1,541,047.00	$68,411,457.00	$61,715,643.00	$6,695,814.00

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	Fostering Excellence in Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,720,003.00	$960,372.00	$13,680,375.00				$13,680,375.00	
1	1.2	Ensuring Social-emotional Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,183,841.00	$1,140,375.00	$19,444,138.00			$880,078.00	$20,324,216.00	
1	1.3	Expanding College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,887,115.00	$170,680.00	$1,139,325.00	$918,470.00			$2,057,795.00	
1	1.4	English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$120,769.00	$0.00	$120,769.00				$120,769.00	
1	1.5	Long Term English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$248,594.00	$34,175.00	$120,769.00			$162,000.00	$282,769.00	
1	1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12		$4,845,423.00	$0.00	$4,721,068.00	$124,355.00			$4,845,423.00	
1	1.7	Improving Mathematics Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$741,887.00	$0.00	$741,887.00				$741,887.00	

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										
1	1.8	Improving ELA Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12		$741,887.00	$0.00	$741,887.00				$741,887.00	
2	2.1	Improving Two-way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$524,314.00	$105,500.00	$629,814.00				$629,814.00	
2	2.2	Fostering Relationships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$177,996.00	$129,714.00	$233,821.00			$73,889.00	$307,710.00	
2	2.3	Building Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$52,390.00	$1,967,000.00	$52,390.00	$1,967,000.00			$2,019,390.00	
2	2.4	Improving Suspension Rates (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,822,315.00	$0.00	$2,397,235.00			$425,080.00	$2,822,315.00	
3	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,247,470.00	$0.00	$5,247,470.00				$5,247,470.00	
3	3.2	Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,616,816.00	$0.00	$8,616,816.00				$8,616,816.00	
3	3.3	Employee Well-being and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000,000.00	$1,000,000.00				$1,000,000.00	
3	3.4	Professional Development to Support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$121,650.00	$121,650.00				$121,650.00	
3	3.5	Professional Development to Support Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools Grades 6-12		$64,000.00	$182,665.00	$246,665.00				$246,665.00	

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
					Group(s)											
4	4.1	Responsiveness to Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$250,241.00	$0.00	$250,241.00				$250,241.00	
4	4.2	Safe and Clean Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$878,488.00	$26,700.00	$905,188.00				$905,188.00	
4	4.3	Aligning Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,465,520.00	$661,983.00	$3,127,503.00				$3,127,503.00	
5	5.1	Vine - Project Based Learning	All	No			Specific Schools: Vine Community Day School		$0.00	$14,000.00		$14,000.00			$14,000.00	
5	5.2	Vine - PBIS	All	No			Specific Schools: Vine Community Day School		$0.00	$19,000.00		$19,000.00			$19,000.00	
5	5.3	Vine - Supplemental Instructional	All	No			Specific Schools: Vine Community Day School		$0.00	$14,000.00		$14,000.00			$14,000.00	
5	5.4	Vine - Career Choices and Changes	All	No			Specific Schools: Vine Community Day School		$0.00	$3,000.00		$3,000.00			$3,000.00	
5	5.5	Citrus - Professional Development	All	No			Specific Schools: Citrus High School		$0.00	$30,000.00		$30,000.00			$30,000.00	
5	5.6	Citrus - PBIS	All	No			Specific Schools: Citrus High		$45,000.00	$0.00		$45,000.00			$45,000.00	

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
							School									
5	5.7	Citrus - Social Work	All	No			Specific Schools: Citrus High School		$31,574.00	$0.00		$31,574.00			$31,574.00	
5	5.8	Citrus - Parent Empowerment Workshops	All	No			Specific Schools: Citrus High School		$10,000.00	$10,000.00		$20,000.00			$20,000.00	
5	5.9	Citrus - Motivational Speakers	All	No			Specific Schools: Citrus High School		$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.10	Citrus - College & Career Readiness	All	No			Specific Schools: Citrus High School		$0.00	$50,000.00		$50,000.00			$50,000.00	
5	5.11	Citrus - Extended Learning	All	No			Specific Schools: Citrus		$40,000.00	$40,000.00		$80,000.00			$80,000.00	

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
$141,853,903.00	$56,860,823.00	40.084%	1.490%	41.574%	$63,539,011.00	0.000%	44.792 %	**Total:**	$63,539,011.00
								LEA-wide Total:	$62,929,158.00
								Limited Total:	$609,853.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Fostering Excellence in Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,680,375.00	
1	1.2	Ensuring Social-emotional Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,444,138.00	
1	1.3	Expanding College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,139,325.00	
1	1.4	English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$120,769.00	
1	1.5	Long Term English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$120,769.00	
1	1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$4,721,068.00	

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	1.7	Improving Mathematics Distance from Standard (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$741,887.00	
1	1.8	Improving ELA Distance from Standard (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$741,887.00	
2	2.1	Improving Two-way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$629,814.00	
2	2.2	Fostering Relationships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$233,821.00	
2	2.3	Building Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,390.00	
2	2.4	Improving Suspension Rates (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,397,235.00	
3	3.1	Staff Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,247,470.00	
3	3.2	Professional Development and Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,616,816.00	
3	3.3	Employee Well-being and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
3	3.4	Professional Development to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$121,650.00	
3	3.5	Professional Development to Support Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 6-12	$246,665.00	
4	4.1	Responsiveness to Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,241.00	

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	4.2	Safe and Clean Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$905,188.00	
4	4.3	Aligning Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,127,503.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$61,276,032.00	$60,738,646.00

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	Teacher Credential Alignment	Yes	$263,168.00	$245,798.00
1	1.2	Teacher Library Support	Yes	$2,387,122.00	$2,392,913.00
1	1.3	Intersession, Saturday School and early-release staff support for school-related matters	Yes	$8,948,754.00	$8,731,412.00
1	1.4	Improving Learning Environments	Yes	$1,002,000.00	$1,026,602.00
1	1.5	Site Leadership Support	Yes	$10,346,184.00	$9,966,357.00
1	1.6	Linked Learning Pathways	Yes	$817,028.00	$864,764.00
1	1.8	Implementation of California Standards	Yes	$3,367,996.00	$4,016,361.00
1	1.10	Technology Specialist	Yes	$691,949.00	$320,088.00
1	1.11	Support for CSI Schools	Yes	$127,834.00	$348,163.00
1	1.13	Increased Services to Students	Yes	$6,952,282.00	$7,580,428.00
2	2.1	Consulting Services for Parent Resources	No	$87,852.00	$84,926.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Family Connection to Schools	No	$40,188.00	$79,710.00
2	2.3	Parent Access to Technology	No	$25,333.00	$47,376.00
2	2.4	Utilize Incentives to Increase Attendance Rates	Yes	$59,220.00	$20,573.00
3	3.1	Increasing Attendance Rates	Yes	$52,750.00	$47,751.00
3	3.2	Exposure to College and Career Readiness	Yes	$485,133.00	$186,917.00
3	3.3	CTE Class Offerings	Yes	$4,628,499.00	$4,459,980.00
3	3.4	Interventions	Yes	$625,160.00	$687,747.00
3	3.5	Student Support Service Staffing	Yes	$6,214,453.00	$6,153,354.00
3	3.6	Coordination of Services	Yes	$3,498,731.00	$3,289,467.00
3	3.7	Increasing A-G Course Offerings	Yes	$6,029,272.00	$5,496,658.00
3	3.9	English Language Acquisition Programs and Professional Development for high school	Yes	$221,729.00	$221,729.00
4	4.1	Increasing Attendance Rates	Yes	$52,750.00	$47,751.00
4	4.2	Interventions	Yes	$161,711.00	$62,306.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Grades K-8 Linked Learning	No	$742,102.00	$956,060.00
4	4.4	Student Support Service Staffing	Yes	$121,635.00	$121,176.00
4	4.5	Coordination of Services	Yes	$2,071,484.00	$2,051,118.00
4	4.6	English Language Acquisition Programs and Professional Development for grades K-8.	Yes	$1,166,244.00	$1,096,489.00
5	5.1	Site-level Advocate	Yes	$2,825.00	$2,804.00
5	5.2	Monthly Foster Youth Focus Group Support	Yes	$35,250.00	$34,314.00
5	5.3	Data Monitoring/Review Protocol	Yes	$34,394.00	$82,713.00
5	5.4	Communication/capacity building Protocol	Yes	$15,000.00	$14,841.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$56,487,848.00	$59,750,408.00	$56,213,847.00	$3,536,561.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Credential Alignment	Yes	$263,168.00	$245,798.00	0.00%	
1	1.2	Teacher Library Support	Yes	$2,387,122.00	$2,094,498.00	0.00%	
1	1.3	Intersession, Saturday School and early-release staff support for school-related matters	Yes	$8,948,754.00	$8,731,412.00	0.00%	
1	1.4	Improving Learning Environments	Yes	$1,002,000.00	$1,026,602.00	0.00%	
1	1.5	Site Leadership Support	Yes	$10,346,184.00	$9,966,357.00	0.00%	
1	1.6	Linked Learning Pathways	Yes	$817,028.00	$864,764.00	0.00%	
1	1.8	Implementation of California Standards	Yes	$2,998,101.00	$3,088,132.00	0.00%	
1	1.10	Technology Specialist	Yes	$691,949.00	$320,088.00	0.00%	
1	1.11	Support for CSI Schools	Yes	$127,834.00	$147,283.00	0.00%	
1	1.13	Increased Services to Students	Yes	$6,952,282.00	$7,580,423.00	0.00%	
2	2.4	Utilize Incentives to Increase Attendance Rates	Yes	$59,220.00	$20,573.00	0.00%	
3	3.1	Increasing Attendance Rates	Yes	$52,750.00	$36,688.00	0.00%	
3	3.2	Exposure to College and Career Readiness	Yes	$485,133.00	$186,917.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	CTE Class Offerings	Yes	$4,628,499.00	$4,459,980.00	0.00%	
3	3.4	Interventions	Yes	$364,906.00	$363,529.00	0.00%	
3	3.5	Student Support Service Staffing	Yes	$6,214,453.00	$6,153,354.00	0.00%	
3	3.6	Coordination of Services	Yes	$3,498,731.00	$2,122,388.00	0.00%	
3	3.7	Increasing A-G Course Offerings	Yes	$6,029,272.00	$5,496,658.00	0.00%	
3	3.9	English Language Acquisition Programs and Professional Development for high school	Yes	$221,729.00	$221,729.00	0.00%	
4	4.1	Increasing Attendance Rates	Yes	$52,750.00	$36,688.00	0.00%	
4	4.2	Interventions	Yes	$161,711.00	$62,306.00	0.00%	
4	4.4	Student Support Service Staffing	Yes	$121,635.00	$121,176.00	0.00%	
4	4.5	Coordination of Services	Yes	$2,071,484.00	$2,051,118.00	0.00%	
4	4.6	English Language Acquisition Programs and Professional Development for grades K-8.	Yes	$1,166,244.00	$707,463.00	0.00%	
5	5.1	Site-level Advocate	Yes	$2,825.00	$2,255.00	0.00%	
5	5.2	Monthly Foster Youth Focus Group Support	Yes	$35,250.00	$8,114.00	0.00%	
5	5.3	Data Monitoring/Review Protocol	Yes	$34,394.00	$82,713.00	0.00%	
5	5.4	Communication/capacity building Protocol	Yes	$15,000.00	$14,841.00	0.00%	

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)
$144,252,728.00	$56,487,848.00	1.30%	40.459%	$56,213,847.00	0.000%	38.969%	$2,149,286.46	1.490%

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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

        ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  - o Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

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

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

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.

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - 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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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