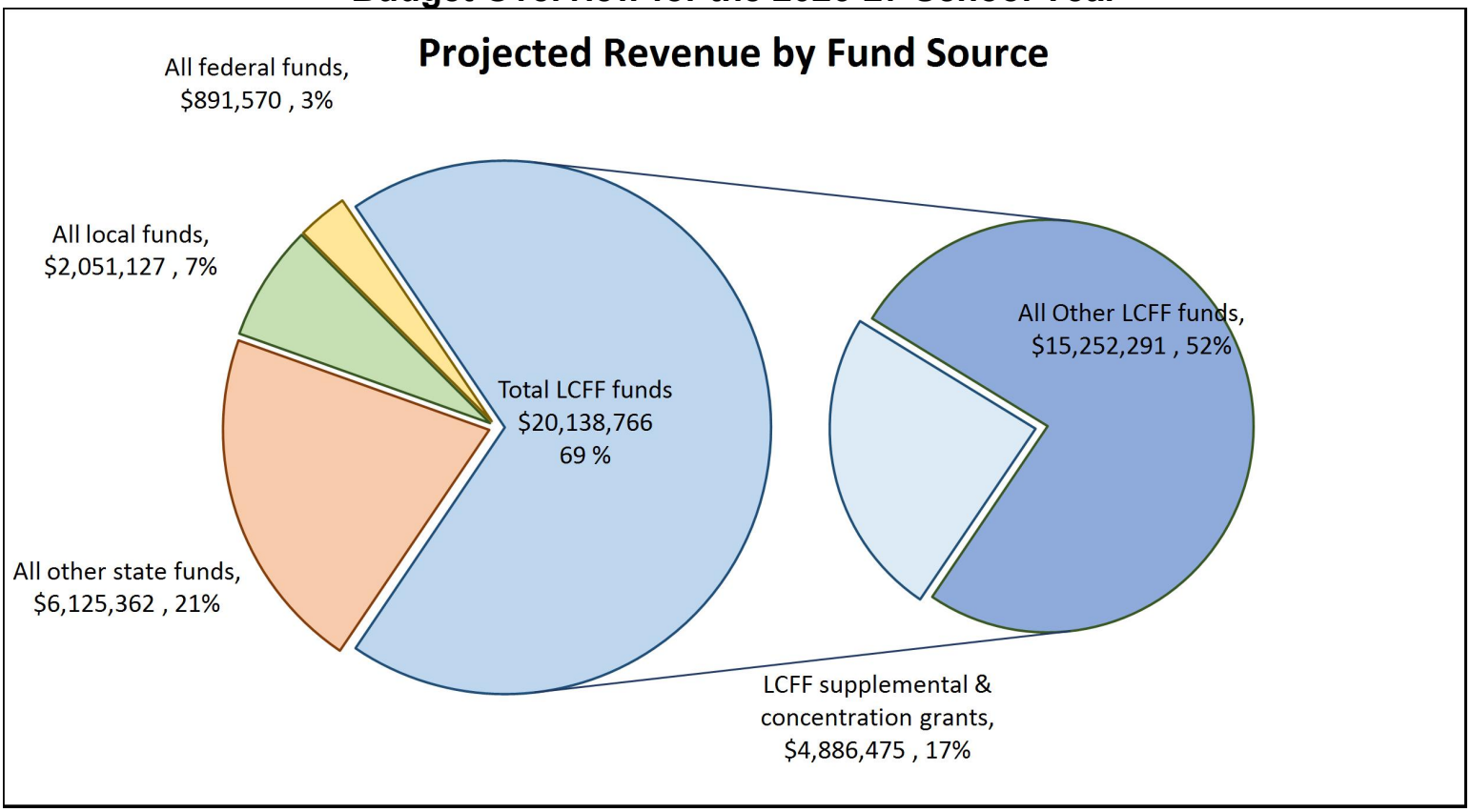
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palermo Union Elementary School District
CDS Code: 04615230000000
School Year: 2026-27
LEA contact information:
Gary Rogers
Superintendent
grogers@palermok8.org
(530) 533-4842

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

Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Palermo Union Elementary School District is $29,206,825, of which $20,138,766 is Local Control Funding Formula (LCFF), $6,125,362 is other state funds, $2,051,127 is local funds, and $891,570 is federal funds. Of the $20,138,766 in LCFF Funds,

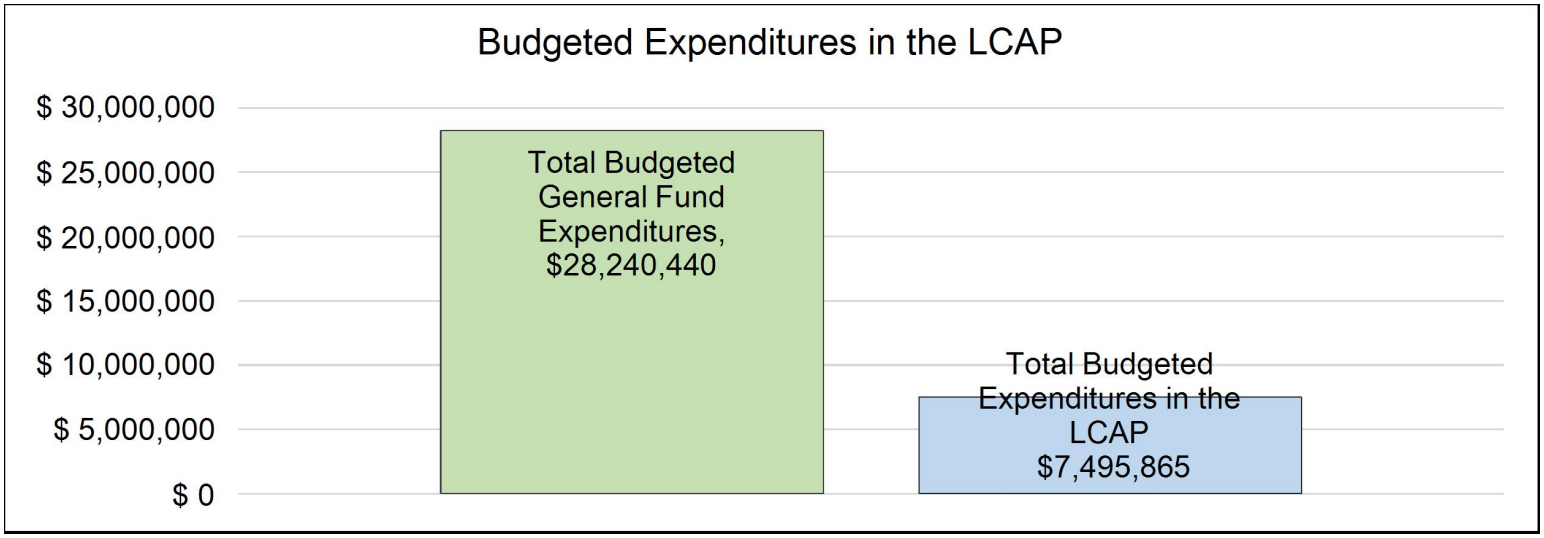
$4,886,475 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



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

The text description of the above chart is as follows: Palermo Union Elementary School District plans to spend $28,240,440 for the 2026-27 school year. Of that amount, $7,495,865 is tied to actions/services in the LCAP and $20,744,575 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

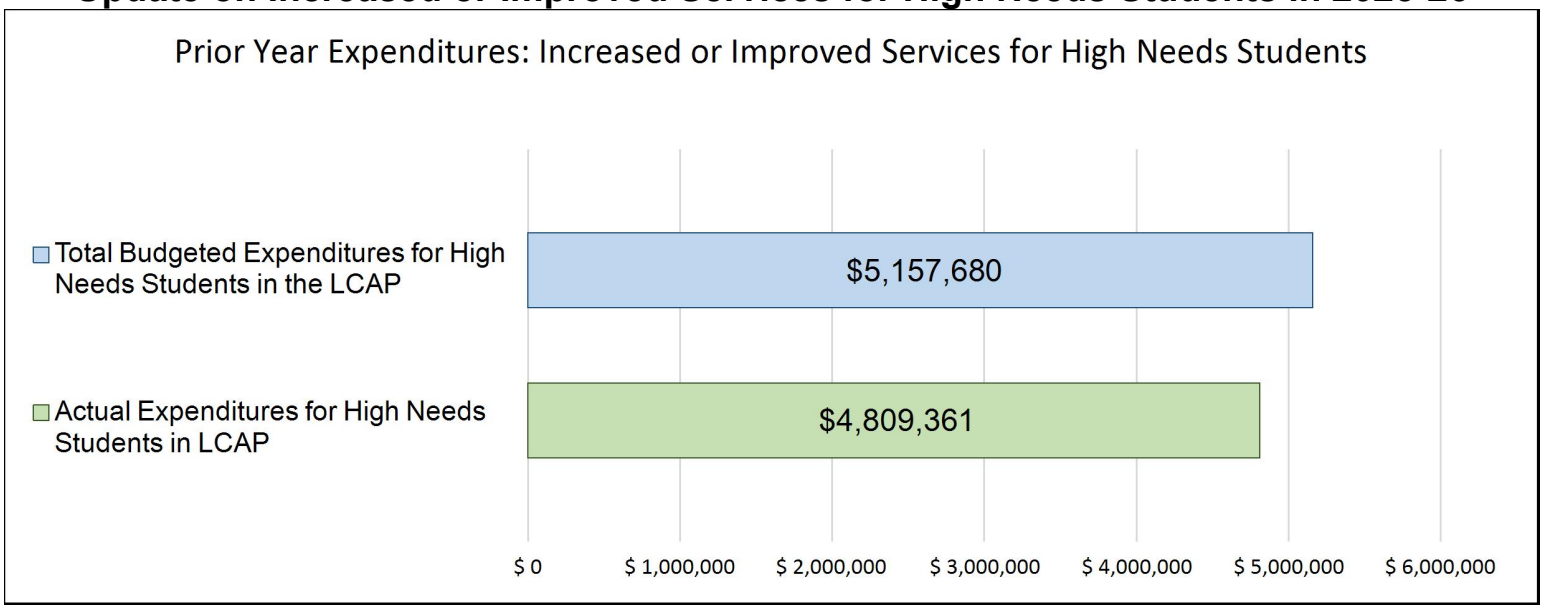
Salaries and benefits, core program costs, materials and supplies, administration and clerical support, administrative materials and supplies, custodial and maintenance of facilities.

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

In 2026-27, Palermo Union Elementary School District is projecting it will receive $4,886,475 based on the enrollment of foster youth, English learner, and low-income students. Palermo Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palermo Union Elementary School District plans to spend $5,321,596 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Palermo Union Elementary School District's LCAP budgeted $5,157,680 for planned actions to increase or improve services for high needs students. Palermo Union Elementary School District actually spent $4,809,361 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $348,319 had the following impact on Palermo Union Elementary School District’s ability to increase or improve services for high needs students:

The district provided all services to high needs students in 2025-26 with the resources that were available.

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
Palermo Union Elementary School District	Gary Rogers Superintendent	grogers@palermok8.org (530) 533-4842

Plan Summary [2026-27]

General Information

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

Palermo Union Elementary School District is located in Butte County, California, seventy miles north of Sacramento. Our small agricultural community encompasses a 75 square mile area, and is composed of a small "downtown area" that includes a post office, a fire station, a taqueria, several small markets and churches. The main industry within our district boundaries are agricultural businesses and endeavors and the Feather Falls Hotel and Casino which is part of the Mooretown Rancheria.

Within its 75 square miles, the Palermo Union School District has five schools, serving approximately 1,283 students in preschool through 8th grade. Helen Wilcox Elementary (grades TK-3) serves 566 students; Golden Hills Elementary (grades 4-5) serves 247 students; Palermo, Middle School (grades 6-8) serves 444 students; Honcut School (grades K -3) serves 18 students, and the Palermo Community Day School (grades K-8) serves 8 students. Our preschool program serves approximately 126 children and has classrooms located on the Helen Wilcox, Honcut and
Palermo School campuses.

Our student demographics for 2023 for grades TK-8, as published on the California School Dashboard and Dataquest, include the following student groups:

- Total Student Population: 1,283
- Socioeconomically Disadvantaged: 80.9%
- Students with Disabilities: 12.6%

- English Learners: 12%
- Foster Youth: 0.7%
- Homeless: 6.2%

The race and ethnicity of our student population includes:
*Hispanic: 36.6%
- American Indian: 2.6%
- Filipino: 0.2%
- African American: 0.5%

*White: 41.7%
- Asian: 3.9%
- Pacific Islander: 0.1%
- Two or More Races: 14.2%

The Palermo Community Day School is receiving Equity Multiplier funding.

It is important to note that children in Butte County experience a staggering amount of Adverse Childhood Experiences which include: physical neglect, emotional neglect, physical abuse, sexual abuse, emotional abuse, incarceration of a parent, witnessing domestic violence, a parent with mental illness, a parent who abuses substances, and loss of a parent due to death or abandonment. The impacts of these adverse experiences in childhood last throughout adulthood for these individuals. In addition, the children in Butte County have also experienced additional trauma for multiple years, due to the Oroville Dam Spillway Emergency, devastating wildfires and the COVID pandemic. Research has shown that traumatic experiences in childhood can affect concentration, memory, organizational skills and language abilities skills, all of which are crucial to academic success. In addition to the negative impact of trauma on academic performance, it can also lead to inappropriate classroom behavior and decrease a students ability to build relationships. This high level of trauma, coupled with the learning loss associated with the COVID-19 pandemic has resulted in additional challenges as we determine strategies to increase student engagement and improve academic outcomes.

25-26
The Palermo Union Elementary School District is located in Butte County, California, approximately seventy miles north of Sacramento. Situated in a rural, agricultural region, the district serves a close-knit community spanning 75 square miles. The town's modest "downtown" area includes essential services such as a post office, fire station, taqueria, small markets, and several local churches. The area's economy is primarily supported by agriculture and the Feather Falls Hotel and Casino, operated by the Mooretown Rancheria.

For the 2025-2026 school year, the district operates five schools and serves approximately 1,335 students from TK through 8th grade:
Helen Wilcox Elementary (TK–3): 595 students
Golden Hills Elementary (4–5): 278 students
Palermo Middle School (6–8): 443 students
Honcut School (K–3): 14 students
Palermo Community Day School (K–8): 3 students

Additionally, the district's preschool program serves approximately 115 children across classrooms located at Helen Wilcox, Honcut, and Palermo campuses.

Student demographic data for 2025-2026 (TK–8), as reported on the California School Dashboard and DataQuest, include:
Total Enrollment: 1,335 students
Socioeconomically Disadvantaged: 81.1%
Students with Disabilities: 15.8%
English Learners: 11.9%
Foster Youth: 0.9%
Homeless: 6%
Racial/Ethnic Demographics:
Hispanic: 37.4%
White: 39.8%
American Indian: 2.3%
African American: 0.9%
Asian: 3.6%
Filipino: 0.2%
Pacific Islander: 0.1%
Two or More Races: 13.9%
Migrant Education 0.1%

Palermo Community Day School qualifies for and receives Equity Multiplier funding due to high concentrations of socioeconomically disadvantaged students and academic need.

The district's students and families face significant socio-emotional and academic challenges due to a high prevalence of Adverse Childhood Experiences (ACEs), including abuse, neglect, parental incarceration, and exposure to domestic violence or substance abuse. These childhood traumas, compounded by environmental disasters (e.g., wildfires, the Oroville Dam crisis) and the long-term impacts of the COVID-19 pandemic, continue to impact student engagement, behavior, and academic achievement. Research underscores that such trauma can interfere with concentration, memory, language acquisition, and social-emotional development.

Palermo USD remains committed to addressing these challenges through trauma-informed practices, expanded academic supports, and a strong Multi-Tiered System of Supports (MTSS) framework to ensure all students—particularly our unduplicated and most vulnerable youth—have equitable access to opportunities and resources that foster academic success and well-being.

Reflections: Annual Performance

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

25-26
Reflection on Annual Performance

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of actions intended to improve academic outcomes, strengthen school climate and engagement, maintain equitable access to educational opportunities, and provide targeted support for students requiring additional behavioral and academic intervention. Analysis of Year 2 outcomes indicates evidence of growth across multiple academic and behavioral indicators while also identifying persistent areas requiring continued attention.

Academic outcomes demonstrated improvement across multiple measures. English Language Arts outcomes improved for several major student groups. CAASPP ELA performance for All Students improved from -48 points below standard to -39.1, English Learners improved from -67.5 to -62, Socioeconomically Disadvantaged students improved from -56 to -46.8, and Students with Disabilities improved substantially from -116.2 to -87.8 points below standard. Mathematics outcomes also demonstrated improvement across major student groups, with All Students improving from -75.9 to -64.9 points below standard, English Learners improving from -89.5 to -72.9, and Students with Disabilities improving from -123.1 to -107.6. These improvements suggest that intervention systems, instructional supports, and increased opportunities for targeted instruction increased student access to grade-level learning opportunities.

Local literacy indicators also demonstrated improvement across multiple grade spans. Kindergarten students requiring intervention decreased from 49% to 39%, fourth grade students requiring phonics intervention decreased from 78% to 29%, and fifth grade students requiring phonics intervention decreased from 69% to 11%. These results suggest that explicit literacy instruction and intervention systems increased opportunities for students to develop foundational reading skills because instruction was aligned to identified student needs. However, upper grade intervention needs remain high, with 45% of sixth grade students, 40% of seventh grade students, and 50% of eighth grade students continuing to require intervention support, indicating continued need for refinement of intervention systems and instructional supports.

School climate, wellness, and engagement outcomes demonstrated mixed results. Continued implementation of wellness supports, counseling systems, family engagement opportunities, and behavioral supports increased opportunities for students and families to access services and participate in school communities. Student survey results continued demonstrating that students identify trusted adults and supportive relationships as strengths across district schools. However, survey data and educational partner feedback also indicate continued challenges related to school connectedness, peer relationships, and student perceptions of school climate remain areas requiring ongoing attention. Educational partner feedback reinforced the importance of maintaining wellness systems, strengthening family engagement opportunities, and increasing student voice and belonging within school communities.

Targeted supports provided through the Equity Multiplier Goal demonstrated encouraging outcomes for students participating in Palermo Community Day School supports. Suspensions decreased substantially from 15 baseline suspensions to 1 suspension during Year 2 while attendance remained stable at 94.6% following transitions back to comprehensive campuses. Additionally, the percentage of students maintaining at least a 2.0 GPA increased from 33% to 39%. These outcomes suggest that behavioral supports, relationship-building

opportunities, and staff professional learning increased opportunities for students to successfully transition back to comprehensive educational settings.

Reflection on Year 2 implementation and outcomes resulted in several refinements for the coming year. The district will strengthen literacy systems through establishment of an ELA/Literacy Task Force, expanded literacy professional learning, attendance at the Big Sky Literacy Conference, and implementation of LETRS training supported through Literacy and Reading Enrichment Block Grant funding. Mathematics systems will continue strengthening through implementation of a K–5 Eureka Math pilot and continuation of the district Math Task Force. These refinements were identified because outcome data indicates strengthening instructional coherence, increasing staff capacity, and refining intervention systems remain necessary to sustain growth and improve outcomes for all students.

Overall, Year 2 results suggest district actions are contributing to measurable improvement across multiple priority areas; however, continued implementation, refinement of intervention systems, strengthening instructional coherence, and maintaining strong educational partner engagement remain necessary to accelerate progress and improve outcomes for all students.

Learning Recovery Emergency Block Grant (LREBG) Funds
The district conducted a comprehensive needs assessment utilizing California Dashboard indicators, local literacy assessments, intervention data, English Language Arts (ELA) performance outcomes, educational partner feedback, empathy interviews, and analysis of subgroup performance to identify critical areas of need. Analysis of Year 2 data demonstrated improvement across literacy measures while also identifying persistent needs related to foundational literacy skills, intervention participation, upper grade literacy performance, and outcomes for students requiring intensive supports. This analysis informed the strategic actions funded, in whole or in part, through the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are intended to strengthen instructional systems, accelerate literacy growth, and improve student access to evidence-based literacy instruction.

The action funded is listed below:
Goal 1 Action 1.10 Certificated Professional Development (LETRS Training)

Certificated Professional Development (LETRS Training)

- Partially funded through LREBG funds, this action provides Language Essentials for Teachers of Reading and Spelling (LETRS) training over a two-year implementation period to strengthen educator knowledge and instructional practices related to evidence-based literacy instruction.

- This action addresses findings from the district needs assessment because Year 2 literacy outcomes indicate that while multiple student groups demonstrated improvement, substantial percentages of students continue requiring intervention support and continue performing below grade-level expectations. LETRS training addresses these identified needs by increasing educator capacity to provide explicit, systematic literacy instruction aligned to the science of reading and evidence-based literacy practices.

- By implementing this action, educators will strengthen their understanding of foundational literacy development, language acquisition, phonemic awareness, phonics, vocabulary, fluency, comprehension, and instructional decision-making because building educator capacity increases consistency of literacy instruction and strengthens intervention systems across grade spans.

- This action directly aligns with LREBG allowable uses related to Accelerating Learning Progress because it provides professional learning intended to strengthen instructional practices, improve intervention systems, increase instructional coherence, and improve access to intensive academic support for students requiring accelerated literacy growth.

- The instructional practices addressed through LETRS training align with evidence-based literacy practices grounded in reading research and are intended to strengthen the district's ability to provide effective literacy instruction and intervention systems that improve student outcomes over time.

LEAs that have Red Dashboard indicators for a student group within any school in the LEA:
Palermo Middle:
- Suspension- SEO, SWD, Two or More Races, White (Actions 3.1,3.5,3.8,3.10)
- ELA- English Learners, Two or More Races (Actions 1.5,1.6,1.7,1.8)
- Math- English Learners, SED, SWD, Hispanic, Two or More Races, White (2.1,2.2,2.3,2.4)

Golden Hills Elementary:
- Suspension- SWO, White (Actions 3.1,3.5,3.8,3.10)

PUESD that have Red Dashboard indicators for a student group within the LEA:
Math:
- English Learners, Two or More Races (Actions 2.1,2.2,2.3,2.4)

Suspension
- SWD, American Indian, Two or More Races (Actions 3.1,3.5,3.8,3.10)

Reflections: Technical Assistance

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

25-26
On March 4, 2026, Palermo Union School District met with the Butte County Office of Education (BCOE) to review the district's eligibility for Technical Assistance based on Dashboard performance in the areas of Chronic Absenteeism and Suspension Rate.
To address Chronic Absenteeism, the district continues to participate in a monthly data collaboration with BCOE. Through this partnership, district and site leaders receive student-level attendance, suspension, and predictive risk data that identifies students who may be at risk of becoming chronically absent. The district uses these data reports to monitor trends, identify barriers to attendance, and implement timely interventions before attendance concerns become more significant.

The district also participates in the Regional Assistance and Improvement for Student Excellence (RAISE) Network through BCOE. Participation in the network provides an additional source of monthly attendance data, opportunities to analyze attendance patterns, and collaboration with other districts and county staff to identify and implement effective attendance improvement strategies.

At the school level, Attendance Task Forces at Golden Hills Elementary School and Palermo Middle School meet regularly to review attendance data, identify students at risk of chronic absenteeism, monitor reengagement efforts, and coordinate support for students and families. The teams work collaboratively with families to address barriers to attendance and connect students with appropriate school and community resources.
To address Suspension Rate concerns, the district will continue implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) curriculum and practices. These efforts provide students with clear behavioral expectations, instruction in self-management and relationship skills, and proactive supports designed to improve school climate and student engagement. The district will monitor suspension data, office discipline referrals, attendance rates, and student engagement indicators to evaluate the effectiveness of these efforts and inform ongoing improvement.

The district will continue to collaborate with BCOE throughout the 2026–27 school year to review data, monitor progress on identified indicators, and refine strategies to improve outcomes related to student engagement and school climate.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Advisory Committee	25-26 Meetings: 3/2/2026, 5/14/2026
All Parents	School Climate and LCAP Actions Parent Survey Spring 2026, Parent LCAP Meeting 3/2/26
All Students 3rd - 8th grade	Student School Climate and LCAP Actions Survey, Spring 2026
District Administration	Differentiated Assistance meetings with BCOE Admin. 2/4/2026 Differentiated Assistance meetings with BCOE 2/4/2026
Certificated and Classified Staff	25-26 Differentiated Assistance Meeting with BCOE 2/4/2026. Employee Survey Spring 2026, District Executive Leadership Team (DELT) 8/21/25, 9/17/25, 10/21/25, 12/11/25, 2/3/26, 3/18/26, 4/21/26, 5/21/26
ELAC/DELAC Parent Committees	Needs Assessment, Parent Survey: 11/5/25, 3/12/26
School Site Councils	Helen Wilcox: 10/30/25, 12/11/25, 3/26/26, 5/29/26 Golden Hills: 11/12/25, 1/29/26, 3/12/26, 5/21/26 Palermo School: 8/20/25, 12/10/25, 3/11/26, 4/22/26
Equity Multiplier School Parents: Palermo CDS	Parent Survey Spring 2026, Equity Multiplier Site Meeting 4/22/26
Equity Multiplier School Staff: Palermo CDS	Equity Multiplier Site Meeting 4/22/26
Local Bargaining Units	24-25 PTA Negotiations: 9/23/25, 10/29/25, 12/2/25, 1/29/26, 2/24/26, 3/25/26, 4/16/26, 5/5/26 CSEA 7/29/25, 10/24/25, 12/9/25, 1/7/26, 2/10/26, 5/20/26

Educational Partner(s)	Process for Engagement
SELPA Consultation	The SELPA engages with LEAs through monthly meetings of the Directors' Council and Governing Board. At these meetings, LEAs receive information about trend data,compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. For example, in March, the Director provided some details about the new reporting of Least Restrictive Environment data on the California Dashboard. SELPA Program Specialists also attend CIM and DA meetings for specific districts on request, and engage with small LEAs related to educational benefit reviews and student record reviews. The SELPA offered LCAP consultation session on 3/31/26 to provide context for students with disabilities and to field questions."
Indian Education Parent Committee	Meetings: 4/20/26

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

25-26
The adopted LCAP reflects input based on meetings with educational partners throughout the year.

Goal 1: ELA and English Learner Progress
Continued investment in TK–3 class size reduction, phonics-based literacy programs, and bilingual paraprofessional support.
Additional educational specialist added at Wilcox Elementary based on site-specific needs.

Goal 2: Math Achievement
Integration of simpler, parent-friendly math resources (e.g., Reflex, Extra Math).
Expansion of math intervention services to Golden Hills.
Added language in communication plans to inform families of available tutoring supports.
Exploration of consultation periods and tutoring beyond homework assistance.

Goal 3: Student Wellness & Engagement
Expansion of SEL curriculum alignment from TK–8.
Site-specific requests (e.g., health clerk and librarian at Golden Hills) integrated into revised resource plans.
Continued emphasis on family engagement, wellness supports, and behavioral interventions.

Goal 4: Equitable Access to Enrichment
Confirmation of PE and music specialists across TK–8.
Agricultural and Fine Arts program expansion prioritized.

Addressed site-specific equity concerns, including playground and library updates, HVAC replacement, and equitable access to tech and safety upgrades.

Goal 5: Transitional Supports
Actions now include pre-entry/exit planning for transitioning students and exploration of restorative practice projects districtwide.
Counselors and collaboration with external agencies remain a funding and staffing priority.

Student Voice
The district prioritized direct student engagement through surveys, interviews, and facilitated focus groups at Palermo Middle School in Spring 2026. The findings strongly shaped the development of wellness, equity, and instructional engagement strategies across multiple LCAP goals. Key insights include:

Belonging and Enrichment
Students deeply value extracurriculars (clubs, sports, FFA, theater) as critical spaces for friendship, self-expression, and belonging.
The LCAP includes continued support for after-school programs and expansion of enrichment opportunities (Goal 3 and 4), with efforts to minimize overlapping commitments that cause stress.

Wellness and Safety
Students acknowledged the emotional strain of bullying and community violence but credited trusted adults (teachers, wellness coach, aides) for helping them feel safe and supported.
Responses guided expanded wellness staffing, increased behavioral support programs, and upgrades to campus safety infrastructure (Goals 3 and 4).

Academic Engagement
Hands-on, creative assignments like science labs, AG projects, and career presentations were cited as most engaging.
Students emphasized the value of teacher feedback, voice in learning, and real-world connections. This informed enhancements to instructional materials and teacher PD in student-centered strategies (Goals 1 and 2).

Barriers Outside of School
Students l described the burden of household responsibilities, poverty, and limited health services—highlighting the importance of school-based resource hubs (clothing closet, tutoring, caring adults).
The LCAP now includes targeted wraparound supports and partnerships to meet non-academic needs, especially for low-income and unduplicated youth (Goals 3 and 5).

Student Voice in Action
Direct student voice is being integrated through leadership roles (e.g., ASB, Ambassadors), student forums, and feedback cycles tied to school culture and safety planning.
Advisory input emphasized the importance of treating student perspectives as a core part of planning, not just compliance.

SELPA Consultation:
The SELPA annually provides a presentation to offer ideas how students with disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and SIL resources to pull relevant data to inform goals
for both CIM and DA work. They have shown us how to align performance indicators with LCAP priority areas for the writing process. They have provided proposed educational partner input survey questions. And, they have offered to review our
LCAP as it relates to students with disabilities. These activities have helped us ensure our LCAP adequately addresses the needs of all students including students with disabilities. As a result of this feedback we will:
*Continue to increase opportunities for SWDs to remain in the general education setting with embedded co-teaching support from the educational specialist.

Equity Multiplier:
Site administrators and instructional staff met with and surveyed CDS students and parents. Educational partners indicated that students struggle behaviorally when they return to the main campus. As a result of this feedback, we will:
*Provide opportunities for students to strengthen their ability to use prosocial behaviors when interacting with their peers and instructional staff.
*Provide professional development will be provided for CDS staff to build their capacity to teach and reinforce prosocial behavior.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding grade level standards in English Language Arts and Reading and English Learners (ELs) will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we have seen improvement in student outcomes, many or our students continue to perform below grade level in English language arts and reading. We also continue to serve students who are not yet English proficient.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts: Decrease the distance below standard for all student groups by 5 points each year.	Spring 2023 Results: All Students: -47.2 (M) English Learners: -67 (M) Socioeconomically Disadvantaged: -52.7(M) Students with Disabilities: -101.3 (+20)	Spring 2024 Results: All Students: -48 (M) English Learners: -67.5 (M) Socioeconomically Disadvantaged: -56 (-3.3)	Spring 2025 Results: All Students: -39.1 (+8.1) English Learners: -62 (+5.6) Socioeconomically Disadvantaged: -46.8 (+9.2)	All Students: -32.2 English Learners: -52 Socioeconomically Disadvantaged: -37.7 Students with Disabilities: -86.3 American Indian: -32	Spring 2025 Results points from standard: All Students: +8.1 points increase closer to baseline English Learners: +5 points increase closer to baseline Socioeconomically Disadvantaged: +5.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian: -47 (+5.5) Hispanic: -42.6 (+11.2) Two or More Races: -62.5 (M) White: -53 (-8.7) Asian: -3.2 (+17.0) Homeless: -49.7 (-14.5) Reclassified English Learners: -15.5 (+10.1) points below standard English Only: -47.5 (-1.6) points below standard	Students with Disabilities: -116.2 (-15) American Indian: -47 (+5.5) Hispanic: -48.2 (-5.6) Two or More Races: -82 (-19.4) White: -46.4 (+6.6) Asian: -31.7 (-28.5) Homeless: -32.8 (+17) Long Term EL - 89.1 (+17.8) Reclassified English Learners: points below standard -33.3 (-17.8) English Only: -45.7 (-1.8) points below standard	Students with Disabilities: -87.8 (+28.4) American Indian: -50.9 (-12.5) Hispanic: -43.1 (+5) Two or More Races: -52.9 (+29.1) White: -36.5 (+9.9) Asian: -8.5 (+23.1) Homeless: -46.3 (-13.5) Long Term EL - 161.2 (- 72.1) Reclassified English Learners:-11.4 (+21.8) English Only: -36.1 (+9.6)	Hispanic: -27.6 Two or More Races: -47.5 White: -38 Asian: 11.8 above standard Homeless: -34.7 Reclassified English Learners: -0.5 English Only: -35.2	increase closer to baseline Students with Disabilities: +13.5 points increase closer to baseline American Indian: -3.9 points further from baseline Hispanic: -0.5 points further from baseline Two or More Races: +9.6 points increase closer to baseline White: +16.5 points increase closer to baseline Asian: -5.3 points further from baseline Homeless: +3.4 points increase closer to baseline Long Term EL: -72.1 points further from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Reclassified English Learners: +4.1 points increase closer to baseline English Only: +11.4 points increase closer to baseline
1.2	CAASPP English Language Arts: Increase the percentage of students, in all student groups, meeting or exceeding the standard by 5% each year	Spring 2023 Results: % meeting or exceeding standard All Students: 33.05% Students with Disabilities: 8.99% Socioeconomically Disadvantaged: 30.82% English Only: 33.58% English Learners: 10.12% RFEP: 60.32% Amer. Indian: 22.73% Asian: 50%	Spring 2024 Results: % meeting or exceeding standard All Students: 31.27% (-1.78%) Students with Disabilities: 8.82% (+.17%) Socioeconomically Disadvantaged: 29.33% (-1.49%) English Only: 33.29% (-0.29%) English Learners: 6.9% (-3.22%)	Spring 2025 Results: % meeting or exceeding standard All Students 35.60% Students with Disabilities: 16.53% Socioeconomically Disadvantaged: 31.54% English Only: 37.28% English Learners: 6.49% RFEP: 51.39	% meeting or exceeding standard All Students: 48.05% Students with Disabilities: 23.99% Socioeconomically Disadvantaged: 45.82% English Only: 38.58% English Learners: 25.12% RFEP: 75.32%	Spring 2025 Results: % meeting or exceeding standard All Students: +2.55% increase Students with Disabilities: +7.54% increase Socioeconomically Disadvantaged: +15% increase English Only: +3.7% increase English Learners: -3.63% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: 32.70% White: 33.68% 2 or More Races: 28.57% Homeless: 33.33%	RFEP: 45.61% (-14.71%) Amer. Indian: 25% (+2.27%) Asian: 37.15% (-12.85%) Hispanic/Latino: 29.86% (-2.84%) White: 33.34% (-0.34%) 2 or More Races: 26.37% (-2.2%) Homeless: 37.5% (+4.17%)	Amer. Indian: 36.36% Asian: 43.75% Hispanic/Latino: 32.89% White: 38.46 2 or More Races: 32.52% Homeless: 33.34%	Amer. Indian: 37.73% Asian: 65% Hispanic/Latino: 47.70% White: 48.68% 2 or More Races: 43.57% Homeless: 48.33%	RFEP: -8.93% decrease Amer. Indian: +13.63% Increase Asian: -6.25% decrease Hispanic/Latino: +0.19% increase White: +4.78% increase 2 or More Races: +3.95% increase Homeless: +.01 % increase
1.3	ELPAC: % of EL students making progress in English proficiency by 2% each year. % of EL students progressing at least one ELPI level increase by 5% each year.	February - May 2023 Results: 57.1% making progress toward English language proficiency (+8.3%) 55% have progressed at least one ELPI level	February - May 2024 Results: 50.4% making progress toward English language proficiency (-6.7%) 49.1% have progressed at least one ELPI level	February - May 2025 Results: 47.9 making progress toward English language proficiency (-3.1%) 47.3% have progressed at least one ELPI level	63% making progress toward English language proficiency (+8.3%) 61% have progressed at least one ELPI level	February - May 2025 Results: -9.2% decrease making progress toward English language proficiency -7.7% decrease have progressed at least one ELPI level one ELPI level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	EL Reclassification: Reclassify 10% of EL students each year.	2023 - 2024 EL Reclassification Rate: 19.1%	2024 - 2025 EL Reclassification Rate: 11.8%	2025-2026 EL Reclassification Rate 11.4%	10% EL Reclassification Rate	2025-2026 EL Reclassification Rate:-7.7% decrease but still over 10% target
1.5	Long Term English Learners: Decrease the number of LTELs by 5% each year in grades 6 - 8. (other pupil outcomes)	End of Year Data 2022 - 2023 % of 6-8 LTELs: 25.3%	End of Year Data 2023 - 2024 % of 6-8 LTELs: 58.8%	End of Year Data 2024 - 2025 % of 6-8 LTELs: 67.6%	% of 6-8 LTELs: 10.3%	End of Year Data 2024-2025 % of 6-8 LTELs: +42.3% increase
1.6	K-3: DIBELS: Increase the percentage of students performing at or above benchmark in the following areas as measured by the end of year assessment by 2% each year. Kindergarten: DIBELS Composite Score 1st Grade: DIBELS Correct Letter Sounds and Oral Reading Fluency (words correct) 2nd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy 3rd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy	End of Year 2023/2024 Kindergarten: Composite Score 78% Above/At Benchmark 1st Grade: Correct Letter Sounds- 38% Above/At Benchmark ORF Words Correct - 37% Above/At Benchmark 2nd Grade: ORF Words Correct - 47% Above/At Benchmark ORF Accuracy- 45% Above/At Benchmark 3rd Grade: ORF Words Correct - 37% Above/At Benchmark	End of Year 2024/2025 Kindergarten: Composite Score 60% Above/At Benchmark 1st Grade: Correct Letter Sounds- 36% Above/At Benchmark ORF Words Correct - 36% Above/At Benchmark 2nd Grade: ORF Words Correct - 40% Above/At Benchmark	End of Year 2025/2026 Kindergarten: Composite Score 52% Above/At Benchmark 1st Grade: Correct Letter Sounds- 53% Above/At Benchmark ORF Words Correct - 48% Above/At Benchmark 2nd Grade: ORF Words Correct - 49% Above/At Benchmark	Kindergarten: Composite Score 84% Above/At Benchmark 1st Grade: Correct Letter Sounds- 44% Above/At Benchmark ORF Words Correct - 43% Above/At Benchmark 2nd Grade: ORF Words Correct - 53% Above/At Benchmark ORF Accuracy- 51% Above/At Benchmark 3rd Grade:	End of Year 2025/2026 Kindergarten: Composite Score Above/At Benchmark 26% decrease 1st Grade: Correct Letter Sounds 15% increase Above/At Benchmark ORF Words Correct 11% increase Above/At Benchmark 2nd Grade: ORF Words Correct 2% increase Above/At Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ORF Accuracy- 48% Above/At Benchmark	ORF Accuracy- 37% Above/At Benchmark 3rd Grade: ORF Words Correct - 43% Above/At Benchmark ORF Accuracy- 37% Above/At Benchmark	ORF Accuracy- 65% Above/At Benchmark 3rd Grade: ORF Words Correct - 44% Above/At Benchmark ORF Accuracy- 85% Above/At Benchmark	ORF Words Correct - 43% Above/At Benchmark ORF Accuracy- 54% Above/At Benchmark	ORF Accuracy- 20% increase Above/At Benchmark 3rd Grade: ORF Words Correct 7% increase Above/At Benchmark ORF Accuracy 37% increase Above/At Benchmark
1.7	4 - 8 Oral Reading Fluency: Increase the number of students at or above the grade level standard in oral reading fluency by 2% each year	End of Year 2023/2024 : 4th grade 35% at or above benchmark 5th grade 38% at or above benchmark 6th Grade 70% at or above benchmark 7th Grade: 46% at or above benchmark 8th Grade: 58% at or above benchmark	End of Year 2024/2025 : 4th grade 51% at or above benchmark 5th grade 29% at or above benchmark 6th Grade 70% at or above benchmark 7th Grade: 53% at or above benchmark 8th Grade: 52% at or above benchmark	End of Year 2025/2026 : 4th grade 40% at or above benchmark 5th grade 44% at or above benchmark 6th Grade 68% at or above benchmark 7th Grade: 54% at or above benchmark 8th Grade: 49% at or above benchmark	4th grade 41% at or above benchmark 5th grade 44% at or above benchmark 6th Grade 76% at or above benchmark 7th Grade: 52% at or above benchmark 8th Grade: 64% at or above benchmark	End of Year 2025/2026 : 4th grade 5% increase at or above benchmark 5th grade 6% increase at or above benchmark 6th Grade 2% decrease at or above benchmark 7th Grade: 8% increase at or above benchmark 8th Grade: 9% decrease at or above benchmark
1.9	K-8 IReady Assessment English Language Arts: Increase the percentage	End of Year 2023 - 2024	End of Year 2024 - 2025	End of Year 2025 - 2026	Kindergarten: ELA 84%	End of Year 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of students performing at or above grade level 2% each year as measured by the end of year diagnostic assessment.	Kindergarten: ELA 78% 1st grade: ELA 53% 2nd grade: ELA 53% 3rd grade: ELA 60% 4th grade: ELA 30% 5th grade: ELA 27 % 6th grade: ELA 32% 7th grade: ELA 31% 8th grade: ELA 47%	Kindergarten: ELA 68% 1st grade: ELA 47% 2nd grade: ELA 60% 3rd grade: ELA 54% 4th grade: ELA 34% 5th grade: ELA 26% 6th grade: ELA 35% 7th grade: ELA 31% 8th grade: ELA 33%	Kindergarten: ELA 85% 1st grade: ELA 46% 2nd grade: ELA 56% 3rd grade: ELA 64% 4th grade: ELA 38% 5th grade: ELA 37% 6th grade: ELA 30% 7th grade: ELA 27% 8th grade: ELA 33%	1st grade: ELA 59% 2nd grade: ELA 59% 3rd grade: ELA 66% 4th grade: ELA 36% 5th grade: ELA 33 % 6th grade: ELA 38% 7th grade: ELA 37% 8th grade: ELA 53%	Kindergarten: 7% increase 1st grade: 7% decrease 2nd grade: 3% increase 3rd grade: 4% increase 4th grade: ELA 8% increase 5th grade: ELA 10% increase 6th grade: ELA 2% decrease 7th grade: ELA 4% decrease 8th grade: ELA 14% decrease
1.10	Percentage of Students Participating in Tier 2 and Tier 3 reading intervention: Decrease the number of students by 2% each year.	Fall of 2024 Kindergarten: 55% 1st grade: 39% 2nd grade: 49% 3rd grade: 40% 4th Grade ELA: BoY: 78% needed phonics support 5th grade ELA BoY: 69% needed phonics support 6th grade: No Data Collected 7th grade: No Data Collected	Fall of 2024 Kindergarten: 45% 1st grade: 39% 2nd grade: 49% 3rd grade: 40% 4th Grade ELA: 35% needed phonics support 5th grade ELA 23% needed phonics support 6th grade: TBD Fall 2025 7th grade: TBD Fall 2025	Spring 2026 Kindergarten: 39% 1st grade: 44% 2nd grade: 35% 3rd grade: 34% 4th Grade ELA: 29% needed phonics support 5th grade ELA 11% needed phonics support 6th grade: 50% 7th grade: 46% 8th grade: 55%	Kindergarten: 49% 1st grade: 33% 2nd grade: 43% 3rd grade: 34% 4th Grade ELA: EoY 29% need phonics support 5th Grade ELA EoY 17% need phonics support 6th grade: 45% 7th grade: 40% 8th grade: 50%	End of Year 2025-2026 Kindergarten: -10% decrease 1st grade: +0% no change 2nd grade: +0% no change 3rd grade: + 0% no change 4th Grade ELA: EoY -49% decrease need phonics support 5th Grade ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th grade: No Data Collected	8th grade: TBD Fall 2025			EoY -58% decrease need phonics support 6th grade: 50% 7th grade: 46% 8th grade: 55%

Goal Analysis [2025-26]

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

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

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

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of all planned Goal 1 actions to improve literacy outcomes and English learner progress, including maintaining reduced class sizes in grades TK–3, targeted intervention supports, designated English Language Development services, phonics instruction, co-teaching supports, and literacy intervention staffing. These actions were intended to provide additional instructional opportunities because students performing below grade level require increased access to explicit instruction, intervention, and language development services to accelerate learning.

Differences in Planned vs. Actual Implementation:

Most actions were implemented substantially as planned. Staffing shortages and vacancies created implementation challenges for specialized intervention positions and bilingual support staff, which reduced consistency of some intervention services. Additionally, master scheduling constraints affected the timing and delivery of intervention supports for some students requiring multiple levels of assistance. These implementation challenges created variability in student access to intervention services across grade spans.

Successes:

Year 2 outcomes indicate meaningful growth across multiple literacy measures.

- CAASPP ELA performance improved for several major student groups. All students improved from -48 points below standard to -39.1, English Learners improved from -67.5 to -62, socioeconomically disadvantaged students improved from -56 to -46.8, and students with disabilities improved substantially from -116.2 to -87.8. These improvements suggest that expanded intervention

supports and increased access to literacy instruction provided additional opportunities for students to develop grade-level literacy skills.

- Early literacy intervention demonstrated strong outcomes in multiple grade spans. Students requiring intervention services decreased significantly in kindergarten (55% to 39%), fourth grade phonics support decreased from 78% to 29%, and fifth grade phonics support decreased from 69% to 11%. These improvements suggest that explicit phonics instruction and targeted intervention increased foundational reading skills because students received instruction aligned to identified literacy needs.

- Several grade levels demonstrated gains in ELA performance measures including fourth grade (+8%), fifth grade (+10%), and second and third grade improvement trends. These improvements suggest that targeted literacy supports and increased intervention opportunities strengthened student performance in foundational literacy skills.

Challenges:

Despite overall improvement, several areas continue to demonstrate persistent needs.

- Upper grade literacy outcomes remain inconsistent. Eighth grade performance declined by approximately 14%, while sixth and seventh grade performance also experienced decreases. These results suggest that current intervention structures may not yet provide sufficient intensity or instructional alignment for older students requiring accelerated support.

- Students requiring intervention remain substantial across multiple grade levels. Year 2 intervention data indicates that 45% of sixth grade students, 40% of seventh grade students, and 50% of eighth grade students continue requiring intervention support. These data indicate that while interventions are improving outcomes for some students, many students continue to require intensive literacy support.

- Staffing challenges continued to affect consistency of implementation and reduced opportunities for timely intervention services. Because intervention effectiveness depends on consistent access to specialized instruction, staffing limitations created barriers to delivering services at intended levels.

Overall Effectiveness:

Year 2 outcomes indicate that Goal 1 actions were generally effective in improving literacy performance and reducing the number of students requiring intervention in several grade spans. Improvement across CAASPP ELA outcomes and foundational literacy indicators suggests that targeted intervention, phonics instruction, and expanded literacy supports increased student access to academic instruction and accelerated learning for many student groups. However, persistent challenges in upper grades and continued intervention needs suggest additional refinement of intervention structures, staffing stability, and instructional alignment remains necessary to sustain growth and improve outcomes for all students.

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

Action 1.1: Staffing expenditures were lower than projected due to salary savings from staff retirements and attrition.

Action 1.5: Supplemental material expenditures were lower than budgeted because necessary materials were acquired at a lower total cost than anticipated.

Action 1.6 & 1.8: Estimated actual expenditures were lower than planned due to ongoing challenges in recruiting and retaining instructional aides and bilingual paraprofessionals.

Action 1.9: Actual expenditures significantly exceeded original estimates due to the necessary hiring of additional staffing to support students with disabilities.

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

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

Overall, the actions associated with Goal 1 demonstrated evidence of effectiveness in improving literacy outcomes and increasing student access to targeted supports, although effectiveness varied across grade spans and student groups.

Action 1.1 (TK–3 Reduced Class Size) demonstrated effectiveness because maintaining smaller class sizes increased opportunities for differentiated instruction and intervention during core instructional periods. Improvement in early literacy intervention participation and foundational literacy indicators, including decreases in the percentage of kindergarten students requiring intervention support, suggests increased access to individualized instruction contributed to improved literacy development.

Action 1.2 (Education Specialist Supports) demonstrated mixed effectiveness. Students with disabilities demonstrated improvement on CAASPP ELA outcomes, improving from -116.2 points below standard to -87.8 points below standard, suggesting that increased access to co-teaching and specialized supports increased opportunities for students to participate in grade-level instruction. However, staffing challenges limited full implementation and indicate continued refinement is necessary.

Action 1.3 (Reading Specialists/Tier II and Tier III Intervention) demonstrated effectiveness because intervention supports increased access to explicit literacy instruction for students performing below grade level. Reductions in the percentage of students requiring intervention support and improvements across multiple grade levels suggest targeted intervention services accelerated literacy skill development for participating students. Fourth and fifth grade students demonstrated substantial reductions in phonics intervention needs, indicating intervention services addressed identified skill gaps.

Action 1.4 (Expanded Phonics Instruction) demonstrated strong evidence of effectiveness because students receiving explicit phonics instruction demonstrated substantial reductions in the percentage of students requiring phonics support. Fourth grade students decreased from 78% requiring support to 29%, while fifth grade students decreased from 69% to 11%. These outcomes suggest systematic phonics instruction increased foundational reading skills because instruction was aligned to identified student needs.

Action 1.5 (Phonics Materials and Supplemental Supports) supported Action 1.4 and demonstrated effectiveness because access to aligned instructional materials increased opportunities for students to practice targeted literacy skills. Reductions in intervention needs across grades 4 and 5 suggest these supports contributed to increased literacy proficiency when combined with targeted instruction.

Action 1.6 (Paraprofessional Literacy Supports) demonstrated moderate effectiveness. Improvements in literacy outcomes in multiple grade spans suggest paraprofessional supports increased opportunities for small group instruction and individualized practice; however, persistent intervention needs in grades 6–8 suggest additional intensity may be necessary for older students requiring accelerated support.

Action 1.7 (Designated English Language Development Services) demonstrated effectiveness because English Learner CAASPP outcomes improved from -67.5 points below standard to -62 points below standard. These improvements suggest increased opportunities for language development instruction contributed to improved access to grade-level literacy content, although continued performance gaps indicate further refinement remains necessary.

Action 1.8 (Bilingual Paraprofessional Supports for ELs and LTELs) demonstrated partial effectiveness. Improvements among English Learners suggest bilingual supports increased access to instruction and language development opportunities; however, staffing challenges reduced consistency of implementation and limited the intensity of supports available throughout the year.

Action 1.9 (SWDs Access to Core Instruction Through Co-Teaching) demonstrated effectiveness because students with disabilities demonstrated measurable improvement in CAASPP ELA performance. Expanded access to general education settings and embedded specialist support increased opportunities for participation in rigorous grade-level instruction, which corresponded with improved student outcomes.

Overall, Goal 1 actions were generally effective because Year 2 outcomes demonstrate improvement across multiple literacy indicators and student groups. However, continued intervention needs among upper grade students and implementation challenges related to staffing indicate additional refinement will be necessary to sustain and accelerate progress.

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.

Based on reflection of Year 2 implementation and student outcome data, no changes were made to Goal 1, associated metrics, or target outcomes for the coming year because current data indicates continued need for focused literacy improvement efforts and continued implementation of existing supports.

While the goal, metrics, and intended outcomes remain unchanged, refinements to implementation were made to strengthen instructional coherence and literacy practices across the district. The district will establish an ELA/Literacy Task Force to increase collaboration around instructional practices, analyze literacy outcome data, and support alignment of literacy systems across grade spans. Additionally, staff will participate in professional learning opportunities including attendance at the Big Sky Literacy Conference and implementation of Language Essentials for Teachers of Reading and Spelling (LETRS) training over the next two years utilizing Literacy and Reading Enrichment Block Grant (LREBG) funding. The district will utilize ELOP funds to build an after school targeted intervention program across all sites.

These refinements were made because Year 2 data indicates that while literacy outcomes improved across multiple measures, persistent intervention needs remain across grade spans, particularly among students requiring intensive literacy support. Increased professional learning, collaboration structures, and evidence-based literacy training are intended to strengthen instructional practices because building staff capacity increases consistency of literacy instruction and intervention delivery across classrooms and grade levels.

For the coming year, the district has added a new action to Goal 1 that utilizes Learning Recovery Emergency Block Grant (LREBG) funds to expand professional learning in evidence-based literacy instruction. This includes a two-year implementation of Language Essentials for Teachers of Reading and Spelling (LETRS) training, attendance at literacy-focused conferences, collaborative planning through the district's ELA/Literacy Task Force, and ongoing professional learning opportunities.

This change was made based on reflections from prior practice, which identified the need to strengthen educator capacity to deliver consistent, explicit, and systematic literacy instruction and interventions. By investing in sustained professional learning and collaborative structures, the district aims to improve instructional coherence across grade spans, increase the consistency of evidence-based literacy practices, and better support students who require literacy intervention. No changes were made to the goal, metrics, or target outcomes; the revision enhances the actions designed to achieve the established literacy outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TK-3 Class Size Reduction	Provide additional teaching staff to maintain a 24:1 or lower student to teacher ratio in K - 3 classrooms. 1.1 Class Size Reduction in K-3rd Grade:This action is effective and will be carried over into the current LCAP. Teachers report that they are able to provide focused small group intervention,1:1 instruction and differentiated support to students. Parents/families strongly support this action and report	$724,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that teachers are able to help their students and really get to know them. In order to further increase the effectiveness of this action, professional development for the upcoming year will focus on the science of reading and effective Tier 1 instructional strategies. In 3rd grade the percentage of students exceeding standards increased 14.41% as measured by the CAASSP assessment and the percentage of student nearly meeting the standard increase by 7.92%.		
1.2	Education Specialist:	In order to provide 1.5 FTE of increased support to Students with Disabilities (SWD), an additional Education Specialist will be assigned to Helen Wilcox to serve TK -3 students and 6-8 grade students at Palermo School. 1.2 K-3 Education Specialists: This action has been effective and will continued in the LCAP. We have an increased number of students qualifying for IEPs; Education Specialist are available to provide services and students are meeting their individual goals. CAASSP ELA scores for students with disabilities has improved by 20 points. CAASSP Math scores have improved by 4.1 points. 1.30 6th - 8th SPED Intervention Teacher (.5 FTE): This action has been effective and will be continued in the LCAP. We have an increased number of students qualifying for IEPs; Education Specialist are available to provide services and students are meeting their individual goals. CAASSP ELA scores for students with disabilities has improved by 20 points; CAASSP Math scores have improved by 4.1 points. These action will be combined into one action in the 2024-2025 LCAP	$181,873.00	Yes
1.3	K-3 Reading Specialist	2 FTE Reading Specialist will provide Tier II and Tier 3 reading intervention services to students in K-3rd grade. 1.3 K-3 Reading Specialists: This action has been effective and will be continued in the LCAP. While we do not yet have end of year data available, mid-year assessment data is on track to meet or exceed our end	$244,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of year goals on benchmark assessments. In 3rd grade the percentage of students exceeding standards increased 14.41% as measured by the CAASSP assessment and the percentage of student nearly meeting the standard increase by 7.92%. The effectiveness of this action will be increased by utilizing Reading Simplified to address needs not met by Tier 2 Barton's Reading.		
1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Phonics instruction will be provided as a Tier I strategy to all TK-3rd grade students. In grades 4-5, phonics instruction will be provided as a Tier II intervention to students reading below grade level.	$19,120.00	Yes
1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Provide additional standards based instructional materials to meet students needs in Tier 1, Tier 2, Tier 3 and for use with SWDs. 1.5 ELA//Math Supplemental Materials: This has been an effective strategy to provide supplemental materials.Teachers report that these materials allow them to differentiate instruction and fill learning gaps for student subgroups including SWDs. In order to further improve the effectiveness of this action, ineffective supplemental materials will be eliminated and no longer used.	$115,538.00	Yes
1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Paraprofessionals will provide instructional support to students in their reading and ELA classes. 1.15 Paraprofessionals K-8th: This has been effective and will be continued in the LCAP. This action is effective an effective strategy that provides Tier 2 support via small group and/or 1:1 instruction; reading intervention; instructional support in both the Tier 1 and Tier 3 setting. We plan to increase the effectiveness of this strategy by filling all vacant positions. 1.33TK Paraprofessional: This action has been effective in supporting TK students in the classroom setting and will continue in the LCAP.	$523,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These actions will be combined in the 2024 - 2025 LCAP.		
1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	Provide 1.36 FTE ELD teacher to serve students in TK-3; a .42 FTE teacher to provide 3 periods of ELD instruction in grades 6-8; .64 FTE ELD teacher to serve EL students in grades 4-5. Teachers will participate professional development to increase their capacity in teaching language acquisition and providing targeted support for LTELs. 1.6 ELD Instruction: This action has been effective and will be continued in the LCAP. 57.1% of EL students are making progress towards English proficiency and our LTEL rate at the middle school has dropped to 25%. We hope to further increase the effectiveness of this action by adding ELD staff provide ELD instruction to students at the Golden Hills site.	$393,005.00	Yes
1.8	Bilingual Paraprofessional	A bilingual paraprofessional will provide services to LTEL students and students who are identified as being at risk of becoming an LTEL. 1.7 Bilingual Paraprofessional: This action was partially implemented as we have been unable to staff the .5 FTE position. This action is effective in supporting our Newcomer students in the classroom setting. 57.1% of EL students are making progress towards English proficiency and our LTEL rate at the middle school has dropped to 25%.	$38,808.00	Yes
1.9	SWDs Receive Core Instruction in the General Education Setting	Education Specialist will be embedded as co-teachers in the general education setting to support SWDs so that they can participate in rigorous grade level instruction. 1.17 ELA/Math Grade Level Instruction for SWDs: This action has been effective and will continue in the LCAP. In grades 4-8, SWDs participate in the general education setting for most of the day with Ed. Specialist team	$862,143.00	No

Action #	Title	Description	Total Funds	Contributing
		teaching and supporting students. Ed. specialist report improved student outcomes and engagement.		
1.10	Evidence-Based Literacy Professional Learning	Utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide professional learning opportunities focused on evidence-based literacy instruction through Language Essentials for Teachers of Reading and Spelling (LETRS) training, literacy conferences, collaborative planning structures, and ongoing professional learning opportunities intended to strengthen literacy instruction and intervention systems across grade spans. Professional learning opportunities will include participation in LETRS training over a two-year implementation period, attendance at literacy-focused conferences, and collaboration through district literacy structures including the ELA/Literacy Task Force. This action is intended to increase educator capacity because students requiring literacy intervention benefit from consistent access to explicit, systematic literacy instruction aligned to identified literacy needs. Professional learning opportunities are intended to strengthen instructional coherence, improve consistency of literacy practices, and increase staff capacity to implement evidence-based literacy instruction and intervention systems.	$110,258.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting or exceeding standards in Mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we have seen improvement in student outcomes, many or our students continue to perform below grade level in mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math: Decrease the distance below standard for all student groups by 5 points each year.	Spring 2023 Results: All Students: -82.1 (M) English Learners: -96.2 (M) Socioeconomically Disadvantaged: -85.1 (+3.8) Students with Disabilities: -131.2 (+4.1) American Indian: -77.3 (+28.4) Hispanic: -84.8 (+8.9) Two or More Races: -99 (-6.2) White: -83 (-11.9) Asian: -30.1 (+42.3)	Spring 2024 Results: All Students: -75.9 (+6.3) English Learners: -89.5 (+6.7) Socioeconomically Disadvantaged: -81.7 (+3.4) Students with Disabilities: -123.1 (+8.1) American Indian: -77.3 (+28.4) Hispanic: -79.3 (+5.5)	Spring 2025 Results: All Students: -64.9 (+11) English Learners: -72.9 (+16.6) Socioeconomically Disadvantaged: -70.2 (+11.5) Students with Disabilities: -107.6 (+15.5) American Indian: -74.8 (M) Hispanic: -69.2(+10.1)	All Students: -67.1 English Learners: -81.2 Socioeconomically Disadvantaged: -70.1 Students with Disabilities: -116.2 American Indian: -62.3 Hispanic: -69.8 Two or More Races: -84 White: -68 Asian: -15.1 Homeless: -73.1	Spring 2025 Results distance from standard: All Students: +17.2 increase closer to baseline English Learners: +23.3 increase closer to baseline Socioeconomically Disadvantaged: +14.9 increase closer to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: -88.1 (M) Reclassified English Learners: -51.7 (+35.6) points below standard English Only: -82.2 (-1.9) points below standard	Two or More Races: -96(+3) White: -73.1 (+9.9) Asian: -65.1 (-32) Homeless: -54.2 (+33.8) Long Term EL: -152.1 (+5.6) Reclassified English Learners: -64 (-12.3) points below standard English Only: -73.4 (+8.8) points below standard	Two or More Races: -74.3(+21.7) White: -62.3 (+10.8) Asian: -37.8 (+27.3) Homeless: -55.1 (M) Long Term EL: -167.4(-15.3) Reclassified English Learners: -48.6 (+15.4) English Only: 62.5 (+10.8)	Reclassified English Learners: -36.7 English Only: -67.2	Students with Disabilities: +23.6 increase closer to baseline American Indian: +2.5 increase closer to baseline Hispanic: +15.6 increase closer to baseline Two or More Races: +24.7 increase closer to baseline White: +20.7 increase closer to baseline Asian: -7.7 increase away from baseline Homeless: +33 increase closer to baseline Long Term EL: -15.3 increase away from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Reclassified English Learners: =+3.1 increase closer to baseline English Only: +19.7 increase closer to baseline
2.2	CAASPP Math: Increase the percentage of students, in all student groups, meeting or exceeding the standard by 5% each year	Spring 2023 Results: % meeting or exceeding standard All Students: 19.66% Students with Disabilities: 10.11% Socioeconomically Disadvantaged: 16.70% English Only: 20.61% English Learners: 8.99% RFEP: 23.81% Amer. Indian: 9.10% Asian: 30.55% Hispanic/Latino: 18.63% White: 22.68% 2 or More Races: 12.09% Homeless: 16.67%	Spring 2024 Results: % meeting or exceeding standard All Students: 19.67% (+0.01) Students with Disabilities: 8.82% (-1.29%) Socioeconomically Disadvantaged: 18.45% (+1.75%) English Only: 21.21% (+0.6%) English Learners: 6.45% (-2.54%) RFEP: 23.21% (-0.6%) Amer. Indian: 7.14% (-1.96%) Asian: 20% (-10.55%) Hispanic/Latino: 18.49% (-0.14%) White: 22.22% (-0.46%)	Spring 2025 Results: % meeting or exceeding standard All Students: 23.09% Students with Disabilities: 14.88% Socioeconomically Disadvantaged: 20.58% English Only: 24.51% English Learners: 9.09% RFEP: 23.61% Amer. Indian: 22.73% Asian: 25.01% Hispanic/Latino: 20.40% White: 26.55% 2 or More Races: 19.51 Homeless: 22.80%	% meeting or exceeding standard All Students: 34.66% Students with Disabilities: 25.11% Socioeconomically Disadvantaged: 31.70% English Only: 35.61% English Learners: 23.99% RFEP: 38.81% Amer. Indian: 24.10% Asian: 45.55% Hispanic/Latino: 33.63% White: 37.68% 2 or More Races: 27.09% Homeless: 31.67%	Spring 2025 Results: % meeting or exceeding standard All Students: +3.43% increase Students with Disabilities: +4.77% increase Socioeconomically Disadvantaged: +3.88% increase English Only: +3.9% increase English Learners: +0.1% increase RFEP: -0.2% decrease Amer. Indian: +13.63% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2 or More Races: 17.39% (+5.3%) Homeless: 40% (+23.33)			Asian: -5.54% decrease Hispanic/Latino: +1.77% increase White: +3.87% increase 2 or More Races: +7.42% increase Homeless: +6.13% increase
2.3	IReady Math Scores: Increase the percentage of students performing at or above grade level 2% each year as measured by the end of year diagnostic assessment.	End of Year 2023 - 2024 Kindergarten: Math 58% 1st grade: Math 48% 2nd grade: Math 38% 3rd grade: Math 40% 4th grade: Math 40% 5th grade: Math 36% 6th grade: Math 26% 7th grade: Math 12% 8th grade: Math 26%	End of Year 2024-2205 Kindergarten: Math 59% 1st grade: Math 45% 2nd grade: Math 40% 3rd grade: Math 43% 4th grade: Math 43% 5th grade: Math 34% 6th grade: Math 45%	End of Year 2025-2026 Kindergarten: Math 62% 1st grade: Math 40% 2nd grade: Math 35% 3rd grade: Math 39% 4th grade: Math 42% 5th grade: Math 39% 6th grade: Math 33%	Kindergarten: Math 64% 1st grade: Math 54% 2nd grade: Math 44% 3rd grade: Math 46% 4th grade: Math 46% 5th grade: Math 42% 6th grade: Math 32% 7th grade: Math 18% 8th grade: Math 32%	End of Year 2024-2205 Kindergarten: Math 4% increase 1st grade: Math 8% decrease 2nd grade: Math 3% decrease 3rd grade: Math 1% decrease 4th grade: Math 2% increase 5th grade: Math 3% decrease 6th grade: Math 7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th grade: Math 22% 8th grade: Math 23%	7th grade: Math 19% 8th grade: Math 13%		7th grade: Math 7% increase 8th grade: Math 13% decrease
2.4	Percentage of Students Participating in Tier 2 and Tier 3 math intervention: Decrease the number of students by 2% each year.	No data collected in Fall of 2024 baseline will be collected in Fall 2025	No data collected in Fall of 2024 baseline will be collected in Fall 2025	4th grade: 100% students received support during intervention period 6th grade: 6% 7th grade: % 8th grade: 0%	Outcome to be determined off of Fall 2025 Baseline	TBD

Goal Analysis [2025-26]

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

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

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of all planned Goal 2 actions to improve mathematics achievement through standards-aligned instructional materials, intervention staffing, paraprofessional supports, and collaborative instructional systems. The district continued implementation of mathematics intervention structures in grades TK–8, expanded opportunities for targeted intervention, maintained mathematics paraprofessional support across grade spans, and continued district collaboration efforts through the Math Task Force to strengthen instructional practices and alignment.

Differences in Planned vs. Actual Implementation:

Most planned actions were implemented substantially as designed. The district maintained mathematics intervention staffing and paraprofessional supports; however, collection of baseline data for participation in Tier II and Tier III intervention services was not completed as originally planned, limiting the district's ability to fully evaluate intervention participation trends and growth over time. Additionally, implementation of mathematics intervention varied across grade spans as intervention structures continued to develop, particularly in middle school grades where intervention systems were still being refined.

Successes:

Several implementation successes emerged during Year 2. The district successfully continued development of middle school mathematics intervention systems through dedicated intervention staffing and expanded opportunities for targeted support. Continued implementation of the Math Task Force increased opportunities for collaboration around mathematics instruction, analysis of student data, and alignment of instructional practices. Expanded paraprofessional support also increased opportunities for small group instruction and targeted mathematics intervention throughout multiple grade spans.

Challenges:

Several implementation challenges remained during the year. The absence of baseline intervention participation data created limitations in evaluating the effectiveness and scale of intervention services across grade levels. Additionally, mathematics intervention structures continued to require refinement to ensure consistency across grade spans and to strengthen alignment between Tier I instruction and intervention supports. Continued variability across grade levels indicates additional work is needed to ensure consistent implementation of mathematics systems districtwide.

Overall, Goal 2 actions were implemented substantially as planned and established stronger systems for mathematics instruction and intervention; however, continued refinement of intervention structures, data collection systems, and instructional alignment remains necessary to strengthen implementation moving forward.

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

Action 2.1 - The district spent the 2025/26 school year exploring math assessments and needs. Additional supplemental materials will be purchased in 2026/27 to meet this goal.

Action 2.3: Estimated actual expenditures were lower than planned due to ongoing challenges in recruiting and retaining instructional aides.

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

Overall, the actions associated with Goal 2 demonstrated evidence of effectiveness in improving mathematics outcomes across multiple student groups and grade spans. Year 2 outcome data indicates that expanded intervention opportunities, instructional supports, and professional collaboration contributed to measurable improvement in mathematics performance, although implementation challenges and data collection gaps remain.

Action 2.1 (Standards-Based Supplemental Instructional Materials for Mathematics) demonstrated effectiveness because improved access to aligned instructional materials increased opportunities for students to engage with grade-level mathematics content and targeted practice opportunities. Improvement in CAASPP mathematics outcomes across multiple student groups suggests that instructional materials supported increased access to rigorous mathematics instruction. All students improved from -75.9 points below standard to -64.9, while socioeconomically disadvantaged students improved from -81.7 to -70.2. These results suggest instructional resources contributed to increased student access to standards-aligned mathematics learning.

Action 2.2 (6–8 Math Intervention Teacher) demonstrated effectiveness because middle school mathematics outcomes improved substantially across several grade spans. Sixth grade mathematics proficiency improved from 26% at baseline to 33%, seventh grade improved from 12% to 18%, and eighth grade improved from 26% to 32%. These improvements suggest intervention services increased opportunities for students requiring additional mathematics support to access targeted instruction aligned to identified skill deficits.

Action 2.3 (TK–8 Mathematics Paraprofessional Supports) demonstrated moderate effectiveness because paraprofessional support increased opportunities for small group instruction and individualized mathematics support. Improvement in multiple grade levels suggests these supports contributed to increased mathematics learning opportunities; however, variability across grade spans indicates continued refinement is necessary to ensure consistency of implementation.

Action 2.4 (District Math Work Group and Professional Development) demonstrated effectiveness because collaboration structures increased opportunities for staff to align instructional practices and analyze student performance data. Improvements across CAASPP mathematics outcomes suggest that strengthened instructional coherence contributed to improved mathematics outcomes. English Learners improved from -89.5 points below standard to -72.9, while Students with Disabilities improved from -123.1 to -107.6. These results suggest collaborative planning and instructional refinement increased access to effective mathematics instruction.

Although actions demonstrated overall effectiveness, implementation challenges remain. Baseline data collection for Tier II and Tier III mathematics intervention participation was not completed as originally planned, limiting the district's ability to fully evaluate intervention participation trends and measure the relationship between intervention access and student outcomes. Continued refinement of data collection processes will strengthen future evaluation efforts.

Overall, Goal 2 actions were generally effective because Year 2 outcomes demonstrate measurable improvement across student groups and grade spans. Continued focus on intervention refinement, data collection processes, and instructional coherence will remain necessary to sustain growth and accelerate mathematics achievement.

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.

Based on reflection of Year 2 implementation and student outcome data, no changes were made to Goal 2, associated metrics, or target outcomes for the coming year because mathematics outcome data continues to indicate a need for sustained improvement efforts and continued implementation of existing supports.

While the goal, metrics, and intended outcomes remain unchanged, refinements to implementation were made to strengthen mathematics instruction and improve instructional coherence across grade spans. During the coming year, the district will begin implementation of a new mathematics pilot using Eureka Math in grades K–5 to evaluate instructional alignment, increase consistency of mathematics instruction, and strengthen access to standards-based mathematics practices and materials. In addition, the district Math Task Force will continue to support instructional collaboration, review student outcome data, and strengthen alignment between Tier I instruction and intervention systems.

These refinements were made because Year 2 outcome data indicates that while mathematics outcomes improved across multiple student groups and grade spans, many students continue performing below grade-level standards and continue requiring intervention support. Increased opportunities for collaboration, curriculum refinement, and instructional alignment are intended to strengthen mathematics instruction because coherent instructional systems and aligned materials increase consistency of student learning experiences and improve access to rigorous grade-level mathematics instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards Based Supplemental Instructional Materials for Mathematics	Provide additional standards based instructional materials to meet students needs in Tier 1, Tier 2 and Tier 3 (SPED) 1.5 ELA//Math Supplemental Materials: This action has been an effective strategy to provide supplemental materials.Teachers report that these materials allow them to differentiate instruction and fill learning gaps for student groups including SWDs. In order to further improve the effectiveness of this action, ineffective supplemental materials will be eliminated and no longer used.	$88,851.00	Yes
2.2	6-8 Math Intervention Teacher	1 FTE Math teacher will provide staffing for the development of the math intervention program in grade 6-8. This goal was included in the previous LCAP, but 2023-2024 is the first year of implementation. We will not be able to determine it's effectiveness until we receive CAASPP data for Spring of 2024, however, mid-year local benchmark data indicates that we are seeing improved student outcomes.	$142,060.00	Yes
2.3	TK-8 Paraprofessionals: Math	Paraprofessionals will provide support to students in their math classes. 1.15 Paraprofessionals K-8th: This action has been effective, however, there has been turnover and a lack of qualified candidates to fill vacant	$523,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positions. This action strategy that provides Tier 2 support via small group and/or 1:1 instruction; reading intervention; instructional support in both the Tier 1 and Tier 3 setting. We will increase the effectiveness of this action by filing all vacancies with highly qualified staff.		
2.4	District-wide Math Work Group	Math Work Group meeting time will be utilized engage in activities and learning needed to strengthen Tier 1 math instruction with a focus on the following areas: preparing for the new math framework, academic language structures, common language, effective instructional strategies, TK-8 vertical alignment, IABs and/or FIABS (CAASPP interim assessments. Professional development will also be provided to support work in this area. This was developed to address the data related to our Differentiated Assistance designation.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, engaging, responsive to students' social, emotional and behavioral needs an by also engaging and inviting parents to become active members of the school community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting.The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009).
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Overall Attendance Rates: Maintain and average daily attendance rate of at least 95% at all school sites.	2023 - 2024 P2: Honcut School: 91.09% Helen Wilcox: 92.14% Golden Hills: 94.09% Palermo School: 92.91%	2024-2025 P2: Honcut School: 94.17% Helen Wilcox: 92.90% Golden Hills: 95.22%	2025-2026 P2: Honcut School: 97.30% Helen Wilcox: 93.86% Golden Hills: 94.91%	95% ADA at all sites	2025-2026 P2: Honcut School: 6.21% increase over baseline above target Helen Wilcox: 1.72% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Palermo School: 94.18%	Palermo School: 93.95%		over baseline below target Golden Hills: 0.82% increase over baseline below target Palermo School: 1.04% increase over baseline below target
3.2	Chronic Absenteeism Rates: Decrease the Chronic Absenteeism rate in all student groups by 2% each year.	End of year data for 2022/2023 (Dashboard) All Students 29.5% English Learners: 18.6% Foster Youth: 11.8% Homeless: 39.7% Socioecon. Disadvantaged: 33% Students with Disabilities: 43.3% Amer. Indian/Alaskan Native: 43.2% Asian: 12.7% Hispanic: 28.1% White: 31.6% Two or More Races: 30.1%	End of year data for 2023/2024 (Dashboard) All Students 23.8% (-5.7%) English Learners: 22% (+3.3%) Foster Youth: 8.3% (-3.4%) Homeless: 35.2% (-4.6%) Socioecon. Disadvantaged: 27.4% (-5.6%) Students with Disabilities: 26.3% (-17.1%) Amer. Indian/Alaskan Native: 35.7% (-7.3%) Asian: 9.3% (-3.5% Hispanic: 22.3% (-5.8%)	End of year data for 2024/2025 (Dashboard) All Students 19.6% English Learners: 10.3% Foster Youth: 17.6% Homeless: 24% Socioecon. Disadvantaged: 22.4% Students with Disabilities: 26.5% Amer. Indian/Alaskan Native: 33.3% Asian: 14.3% Hispanic: 16.6% White: 20% Two or More Races: 24.7% Long Term EL: 0%	All Students 23.9% English Learners: 12.6% Foster Youth: 5.8% Homeless: 33.7% Socioecon. Disadvantaged: 27% Students with Disabilities: 37.3% Amer. Indian/Alaskan Native: 37.2% Asian: 6.7% Hispanic: 22.1% White: 25.6% Two or More Races: 24.1%	End of year data for 2024/2025 (Dashboard) All Students: 9.9% decrease English Learners: 8.3% decrease Foster Youth: 6.2% increase Homeless: 15.7% decrease Socioecon. Disadvantaged: 10.6% decrease Students with Disabilities: 16.8% decrease Amer. Indian/Alaskan Native: 9.9% decrease Asian: 1.6% increase Hispanic: 11.5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 25.4% (-6.2) Two or More Races: 24.2% (-5.9%) Long Term EL: 20.7% (+2.2%)			White: 11.6% decrease Two or More Races: 6% decrease Long Term EL: 20.7% decrease
3.3	Suspension Rates: Decrease the Suspension Rate in all student groups by 1% or more each year.	End of year data for 2022/2023 (Dashboard) All Students: 4.7% English Learners:1.6% Foster Youth: 0% Homeless: 3.8% Socioeconomically Disadvantaged: 1% Students with Disabilities: 6.1% Amer. Indian/Alaskan Native: 10.8% Asian: 1.8% Hispanic: 2.3% White: 6% Two or More Races: 7.3%	End of year data for 2023/2024 (Dashboard) All Students: 4.2% (-0.5%) English Learners: 1.7% (M) Foster Youth: 10.5% (+10.5%) Homeless: 5.4% (+1.6%) Socioeconomically Disadvantaged: 1% (-0.4%) Students with Disabilities: 4.5% (-1.6%) Amer. Indian/Alaskan Native: 5% (-5.8%) Asian: 3.4% (+1.7%) Hispanic: 2.1% (M) White: 5.8% (M)	End of year data for 2024/2025 (Dashboard) All Students: 4.8% English Learners: 2.5% Foster Youth: 0% Homeless: 2.8% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 5.4% Amer. Indian/Alaskan Native: 5% Asian: 3.5% Hispanic: 2.3% White: 6.1% Two or More Races: 7.2% Long Term EL 6.7%	All Students: 1.7% English Learners: 0% Foster Youth: 0% Homeless: 0.8% Socioeconomically Disadvantaged: 0% Students with Disabilities: 3.1% Amer. Indian/Alaskan Native: 7.8% Asian: 0% Hispanic: 0% White: 3% Two or More Races: 4.3%	End of year data for 2023/2024 (Dashboard) All Students: 0.1% increase English Learners: 0.9% increase Foster Youth: 0% maintained Homeless: 1% increase Socioeconomically Disadvantaged: 4.4% increase Students with Disabilities: 0.7% increase Amer. Indian/Alaskan Native: 5.8% decrease Asian: 1.7% increase Hispanic: 0% maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 4.7% (-2.6%) Long Term EL 6.9% (+4.2%)			White: 0.1% increase Two or More Races: 0.1% decrease Long Term EL: 0.2% decrease
3.4	Expulsion Rates: Maintain an expulsion rate of less than 1%	2022-2023 Dataquest: 0.2%	2023-2024 Dataquest: 0%	2024-2025 Dataquest: 0%	Expulsion rate of less than 1%	2024-2025 Dataquest: -.2 decrease
3.5	Disciplinary Office Referrals: Decrease the number of classroom referrals by 3% each year.	End of Year 2023/2024 HW: 163 GH: 257 PS: 391	End of Year 2024/2025 HW: 176 GH: 223 PS: 355	End of Year 2025/2026 HW: 168 GH: 368 PS: 400	HW: 158 GH: 234 PS: 356	End of Year 2025/2026 HW: (-5) 3% decrease GH: (+111) 65% increase PS: (+9) 12% increase
3.6	Student School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85% by 2% each year.	Spring 2024 Student Climate Survey I like school. HW 88%; GH 80%; PS 60% I feel safe. HW 89%; GH 83%; PS 72% I feel like I do well. HW 84%; GH 79%; PS 68% Students treat others well. HW 85%; GH 59%; PS 43%	Spring 2025 Student Climate Survey I like school. HW 77%; GH 81%; PS 55% I feel safe. HW 80%; GH 82%; PS 73% I feel like I do well. HW 84%; GH 81%; PS 69%	Spring 2026 Student Climate Survey I like school. HW 75%; GH 80% PS 60% I feel safe. HW 88%; GH 83%; PS 78% I feel like I do well. HW 89%; GH 81 %; PS 68%	I like school. HW 88%; GH 86%; PS 66% I feel safe. HW 85%; GH 89%; PS 78% I feel like I do well. HW 90%; GH 85%; PS 74% Students treat others well. HW 85%; GH 65%; PS 49%	Spring 2026 Student Climate Survey I like school. HW 13% decrease; GH % increase; PS 0% maintained I feel safe. HW 1% decrease; GH % decrease; PS 1% increase I feel like I do well. HW 5% increase;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Adult to help me. HW 91%; GH 89%; PS 74%	Students treat others well. HW 74%; GH 56%; PS 40% Adult to help me. HW 91%; GH 90%; PS 76%	Students treat others well. HW 74%; GH 50%; PS 48% Adult to help me. HW 94%; GH 89%; PS 78%	Adult to help me. HW 91%; GH 89%; PS 80%	GH % increase; PS 0% maintained Students treat others well. HW 11% decrease; GH % decrease; PS 5% increase Adult to help me. HW 3% increase; GH % increase; PS 4% increase
3.7	Parent School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85% by 2% each year.	Spring 2024 Parent Climate Survey I feel welcome at school. HW 99%; GH 92%; PS 89% Student feels safe. HW 94%; GH 89%; PS 87% Student feels successful. HW 92%; GH 88%; PS 78%	Spring 2025 Parent Climate Survey I feel welcome at school. HW 97%; GH 97%; PS 88% Student feels safe. HW 94%; GH 92%; PS 86% Student feels successful. HW 93%; GH 90%; PS 84%	Spring 2026 Parent Climate Survey I feel welcome at school. HW 96%; GH 93%; PS 84% Student feels safe. HW 97%; GH 89%; PS 89% Student feels successful. HW 96%; GH 90%; PS 77%	I feel welcome at school. HW 99%; GH 92%; PS 89% Student feels safe. HW 94%; GH 89%; PS 87% Student feels successful. HW 92%; GH 88%; PS 84%	Spring 2026 Parent Climate Survey I feel welcome at school. HW 3% decrease; GH 1% increase; PS 5% decrease Student feels safe. HW 3% increase; GH 0% maintained; PS 2% increase Student feels successful. HW 4% increase; GH 2% increase; PS 1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Parental Participation Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85% by 2% each year.	Spring 2024 Parental Participation Survey Staff communicates well. HW 92%; GH 83%; PS 74% I attend P/T conferences. HW 97%; GH 89%; PS 77% Actively involved. HW 81%; GH 76%; PS 61% Frequently volunteer. HW 54%; GH 42%; PS 36%	Spring 2025 Parental Participation Survey Staff communicates well. HW 95%; GH 85%; PS 73% I attend P/T conferences. HW 97%; GH 90%; PS 79% Actively involved. HW 75%; GH 73%; PS 62% Frequently volunteer. HW 45%; GH 39%; PS 37%	Spring 2026 Parental Participation Survey Staff communicates well. HW 94%; GH 87%; PS 68% I attend P/T conferences. HW 97%; GH 89%; PS 86% Actively involved. HW 79%; GH 74%; PS 64% Frequently volunteer. HW 43%; GH 46%; PS 37%	Staff communicates well. HW 92%; GH 89%; PS 80% I attend P/T conferences. HW 97%; GH 89%; PS 83% Actively involved. HW 87%; GH 82%; PS 67% Frequently volunteer. HW 60%; GH 48%; PS 42%	Spring 2026 Parental Participation Survey Staff communicates well. HW 2% increase; GH 4% increase; PS 1% increase I attend P/T conferences. HW +0% no change; GH +1% increase; PS 9% increase Actively involved. HW 2% decrease; GH 2% increase; PS 3% increase Frequently volunteer. HW 9% decrease; GH 4% increase; PS 1% increase
3.10	Parent Student Engagement Events: Increase the number of grade level/site parent-student engagement events in addition to Parent Conferences, Open House and Back	2023-2024 Helen Wilcox: Back to School Nights TK: 87% K: 90% Back to School Night: HW 44%	2024-2025 Helen Wilcox: Back to School Nights TK: 90% K: 92% PS: 6th Grade 90%	2025-2026 Helen Wilcox: Back to School Nights TK: 92% K: 93% PS: 71% avg. 6th Grade 78%	Helen Wilcox: Back to School Nights TK: 95% K: 95% Back to School Night:	Helen Wilcox: Back to School Nights TK: 5% increase K: 3% increase PS: 2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to School Night/Meet and Greets. Collect attendance data at the following events: Back to School Nights/Meet and Greets Title I Parent Meetings Parent Conferences Open House	PS: 69% Meet and Greet HW: 88% GH: 75% Title I Parent Meetings: HW: 66% GH: 75% PS: 69% Parent Conferences: HW: 94% GH: 91% PS: 6th grade 83% 7th grade 76% 8th grade 78% Open House: HW: 86% GH: 69% PS: 27% HW Math Festival: 634 attended GH STEAM Night: 52% GH Family LIteracy Meeting: 3% PS: Social Media Education Night 1%	7th Grade 75% 8th Grade 72% Meet and Greet HW: 90% GH: 78% Title I Parent Meetings: HW: 58% GH: 78% PS: 67% Parent Conferences: HW: 95% GH: 87% PS: 6th grade 86% 7th grade 88% 8th grade 86% Open House: HW: 90% GH: 65% PS: 6th Grade 34% 7th Grade 31% 8th Grade 16% HW Math Festival: 751 attended GH STEAM Night: 37% GH Family Literacy Meeting: 4%	7th Grade 67% 8th Grade 68% Meet and Greet HW: 88% GH: 76% Title I Parent Meetings: HW: 83% GH: 76% PS: 71% Parent Conferences: HW: 97% GH: 80% PS: 6th grade 78% 7th grade 67% 8th grade 68% Open House: HW: 92% GH: 60% PS: 26% avg 6th Grade 42% 7th Grade 17% 8th Grade 21% HW Math Festival: 780 attended GH STEAM Night: 40% GH Family Literacy Meeting: NA	PS: 75% Meet and Greet HW: 95% GH: 95% Title I Parent Meetings: HW: 75% GH: 85% PS: 75% Parent Conferences: HW: 100% GH: 100% PS: 6th grade 95% 7th grade 85% 8th grade 85% Open House: HW: 95% GH: 75% PS: 45% HW Math Festival: 650 attended GH STEAM Night: 65% GH Family LIteracy Meeting: 15% PS: Social Media Education Night 5%	Meet and Greet HW: maintained GH: 1% increase Title I Parent Meetings: HW: 7% increase GH: 1% increase PS: 2% increase Parent Conferences: HW: 3% increase GH: 11% decrease PS: 6th grade 3% increase 7th grade 9% decrease 8th grade 10% decrease Open House: HW: 6% increase GH: 9% decrease PS: 1% decrease HW Math Festival: 146 attended increase GH STEAM Night: 12% decrease GH Family Literacy Meeting: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			PS: Social Media Education Night 0.02%	PS: Social Media Education Night NA		PS: Social Media Education Night % decrease
3.11	ELD Classes for Parents Who Are English Learners: Increase the percentage of parents participating in these classes by 2% each year.	TBD Fall of 2024 TBD Fall 2025	Starting July 2025	2025-206 Fall 67 parents attended Spring 57 parents attended	Parents attending each year. Fall 75 parents attended Spring 75 parents attended	TBD
3.12	Middle School Dropout Rate: maintain a a dropout rate of 0%.	0%	0%	0%	0%	0% No change maintained

Goal Analysis [2025-26]

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

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

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

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of Goal 3 actions focused on improving student engagement, school climate, wellness supports, family engagement, attendance, and behavioral outcomes. The district maintained implementation of wellness supports, counseling and behavioral interventions, family engagement activities, attendance improvement efforts, student voice opportunities, and social-emotional learning supports designed to increase student connectedness and improve conditions for learning.

Differences in Planned vs. Actual Implementation:

Most planned Goal 3 actions were implemented substantially as designed. Wellness services, behavioral supports, educational partner engagement opportunities, and family outreach activities continued throughout the school year. Some implementation adjustments occurred as student needs and educational partner feedback identified additional emphasis areas, particularly around student connectedness, prosocial behaviors, behavioral supports, and school engagement activities. These adjustments expanded opportunities for targeted support

while remaining aligned to the intended purpose of Goal 3. Educational partner feedback and empathy interviews also informed refinement of implementation practices throughout the year.

Successes:

Several implementation successes emerged during Year 2. The district continued expansion of student voice opportunities through surveys, leadership opportunities, empathy interviews, and educational partner engagement structures. Wellness supports remained available across school sites and increased opportunities for students to access behavioral, social-emotional, and academic supports. Family engagement opportunities continued through parent conferences, community events, and outreach efforts that increased opportunities for educational partner participation.

Challenges:

Implementation challenges remained related to student engagement, connectedness, and behavioral support systems. Student survey data suggests continued need for stronger systems supporting peer relationships, school connectedness, and positive school climate, particularly among older students and at selected school sites. Additionally, persistent attendance, behavioral, and engagement challenges indicate continued refinement of support systems and intervention structures remains necessary to ensure students consistently experience positive school environments.

Overall, Goal 3 actions were implemented substantially as planned and continued expanding systems intended to improve student wellness, engagement, and school climate; however, continued refinement of behavioral supports, student engagement systems, and family partnerships remains necessary to strengthen implementation moving forward.

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.

Actions 3.3 and 3.4 - The district was able to offer several parent-student engagement events with limited costs.

Goal 3.9 - Increase due to compensation increases and increase in district contribution to medical insurance.

Goal 3.11 - The district partnered with Butte College to offer an ESL program for families. The program was a great success. The additional costs are for childcare services for parents attending the program.

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

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

Overall, Goal 3 actions demonstrated mixed effectiveness in improving student engagement, school climate, wellness, attendance, and family partnerships. Several actions increased access to supports and improved opportunities for engagement; however, outcome data indicates continued challenges related to school connectedness, peer relationships, and student perceptions of school climate.

Action 3.1 (Wellness Supports/Counseling Services) demonstrated effectiveness because wellness supports increased opportunities for students to access behavioral, social-emotional, and academic assistance when needed. Student survey results indicate students consistently identified trusted adults as available sources of support, suggesting wellness systems increased access to adult relationships and intervention opportunities. These supports appear to have strengthened adult-student connections across school sites.

Action 3.2 (Attendance Supports and Intervention Systems) demonstrated partial effectiveness. Attendance systems continued providing supports intended to reduce barriers to participation; however, persistent engagement challenges suggest that additional refinement of attendance systems remains necessary because some student groups continue demonstrating inconsistent engagement patterns.

Action 3.3 (Behavior Intervention Supports) demonstrated mixed effectiveness because behavioral support systems increased opportunities for intervention and student support but did not consistently improve student perceptions related to peer relationships and school climate. Student survey data indicates continued challenges related to students treating one another respectfully, suggesting additional refinement of behavioral supports remains necessary.

Action 3.4 (Social Emotional Learning and School Connectedness Activities) demonstrated partial effectiveness because opportunities for SEL instruction and engagement activities increased student access to social-emotional supports; however, survey results indicate school connectedness measures continue to remain below target levels at several sites. These results suggest continued refinement is necessary to strengthen student belonging and engagement systems.

Action 3.5 (Student Voice and Educational Partner Engagement Activities) demonstrated effectiveness because empathy interviews, student surveys, leadership opportunities, and feedback systems increased opportunities for students to contribute to decision-making processes. Educational partner feedback directly informed implementation decisions and strengthened district understanding of barriers affecting student engagement.

Action 3.6 (Family Engagement and Outreach Activities) demonstrated moderate effectiveness because participation opportunities increased through conferences, outreach events, and family engagement activities. Parent conference participation increased across several sites, suggesting expanded opportunities for family engagement strengthened communication between schools and families.

Action 3.7 (Parent Participation and Engagement Systems) demonstrated partial effectiveness because educational partner engagement opportunities expanded; however, variability across sites suggests continued refinement is necessary to ensure equitable participation opportunities and stronger engagement among all family groups.

Action 3.8 (Targeted Supports for High Need Student Groups) demonstrated moderate effectiveness because targeted supports increased opportunities for identified student groups to access behavioral, social-emotional, and engagement interventions. Continued implementation remains necessary because outcome data suggests persistent disparities remain among some student groups.

Action 3.9 (School Climate and Safety Supports) demonstrated mixed effectiveness. Student survey results indicate many students continue reporting access to supportive adults and improved feelings of safety at some sites; however, overall climate measures remain below targets at several school sites, indicating additional work remains necessary to strengthen school culture and student connectedness.

Action 3.10 (SEL Intervention Supports) demonstrated partial effectiveness because intervention systems increased opportunities for students requiring additional support to access targeted services. Continued implementation is necessary because student engagement and connectedness outcomes indicate ongoing need for intensive supports among some student groups.

Action 3.11 (English Development Classes for Parents) demonstrated effectiveness because providing opportunities for families to strengthen language skills increased access to school communication and participation opportunities for multilingual families. Continued implementation is intended to strengthen family partnerships and reduce barriers to participation.

Overall, Goal 3 actions demonstrated effectiveness in expanding access to supports, strengthening adult connections, and increasing opportunities for family and student engagement. However, continued challenges related to peer relationships, school connectedness, and climate outcomes indicate refinement of engagement systems and behavioral supports remains necessary moving forward.

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.

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.

Based on reflection of Year 2 implementation and outcome data, no changes were made to Goal 3, associated metrics, target outcomes, or planned actions for the coming year.

Reflection on Year 2 implementation indicates continued need for sustained efforts related to student engagement, school climate, wellness supports, attendance, family partnerships, and behavioral interventions. While implementation resulted in expanded access to supports and increased opportunities for educational partner engagement, student outcome data indicates continued needs related to school connectedness, peer relationships, engagement, and climate measures across multiple sites.

Because current data indicates persistent needs remain in these areas, the district determined that maintaining consistent implementation of existing actions provides the strongest opportunity to continue strengthening systems of support and improving student outcomes. Continued implementation will allow the district to further evaluate the impact of existing strategies while maintaining stability in support systems and services provided to students and families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Counselors	Provide school counselors (2.8 FTE) to meet the social emotional and mental health needs of our students. This action is effective and crucial to meeting the mental health needs of our students as we have seen a significant increase in need since the pandemic. The counselor has provided direct services to 80 students in TK-3 grade. On our Golden Hills campus 118 students were referred for counseling which is 47% of the student population. The counselor provided student support in the following ways: 38 small group counseling sessions, 55 classroom guidance lessons, 5 suicide risk assessments and 8 referrals to outside mental health agencies.	$548,751.00	Yes
3.2	District-wide Nurse	The district-wide nurse will provide health screening and provide support to students who's health needs impact their ability to engage in school activities.	$116,895.00	Yes
3.3	Parent-Student Engagement Events	Provide grade level/site parent-student engagement events in addition to Back to School Night and Open House	$28,164.00	Yes
3.4	Parent Education Events	Provide educational opportunities and resources for parents so that they are better able to support students in regards to academic achievement, increased literacy, positive behavior,and health/safety.	$4,342.00	Yes
3.5	Positive Behavior Intervention and Support	All schools will develop a system of Positive Behavior Interventions and Supports and strategies to support individual student needs and encourage positive behavior.	$33,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Recognition of Good and Improved Attendance	All sites will develop a system of encouraging and recognizing positive and improved school attendance.	$20,250.00	Yes
3.8	Social Emotional Learning	All school sites will provide opportunities for students to participate in Tier 1 social emotional learning activities. This action has been effective in that we have decreased our overall suspension rate by from 5% to 4.7% and we continue to maintain an expulsion rate of less than 1%. Overall, we have also experienced a reduction in the number of office referrals and an increase in prosocial behaviors.	$2,500.00	Yes
3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	The Director of Student Support and Family Engagement will work with site attendance/health staff, students and parents to eliminate barriers to school attendance and parent engagement. This action has been effective. In the 2023-2024 school year, there were 4,964 calls made to families regarding student absences; 12 home visits; referrals to outside agencies for counseling and health services; consultation with site administrations in regards to bullying and other issues impacting attendance; facilitating enrollment in alternative education programs; facilitating access to transportation services and to other resources necessary for school attendance (clothing, shoes, socks, etc.)	$244,833.00	Yes
3.10	Grade 4-8 SEL Intervention	Based on the outcome of empathy interviews, wellness coaches will provide SEL Intervention opportunities in order to decrease suspension in the following student sub-groups: SED,students with disabilities, two or more races, white and American Indian. This action is an outcome of the data associated with our designation for Differentiated Assistance.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	English Development Classes for Parents	Provide English classes for parents who's primary language is not English.	$34,748.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will continue to maintain and provide equitable access to optimal conditions for learning and teaching on all sites by providing: well maintained facilities, access to technology and other educational resources,a broad course of study, educational enrichment opportunities, transportation, other services to reduce barriers to accessing instructional opportunities and effective, high quality instructional staff.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The following factors have been found to improve the quality of schools in low-SES neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijs, Harris, Chapman, Stoll, & Russ, 2009)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credential and Appropriately Assigned Teachers as determined by credentialing report.	2021 - 2022 DataQuest/SARC:: Fully Credentialed for Subject and Student Placement: 85.94% Intern Credential Holders Properly Assigned: 0% Teachers Without Credentials and Misassignments: 1%	2022-2023 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: 85.4% Intern Credential Holders Properly Assigned: 1.4% Teachers Without Credentials and	2023-2024 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: 84.8% Intern Credential Holders Properly Assigned: 0.4% Teachers Without Credentials and	100% of teachers are appropriately credentialed and assigned	2022-2023 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: +1.14% decrease Intern Credential Holders Properly Assigned: -1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field: 11.17% Unknown 1.87% Total Teaching Positions: 78.00 FTE	Misassignments: 1.1% Credentialed Teachers Assigned Out-of-Field: 10.7% Unknown 0% Total Teaching Positions: 73.20 FTE	Misassignments: 1.3% Credentialed Teachers Assigned Out-of-Field: 11.4% Unknown 0% Total Teaching Positions: 77.5 FTE		Teachers Without Credentials and Misassignments: +.3% increase Credentialed Teachers Assigned Out-of-Field: +.23% increase Unknown +1.87% decrease Total Teaching Positions: -.5 FTE decrease
4.2	Standards-aligned Instructional Materials for every student as measured by the Williams Act Reports. This curriculum includes instructional materials and strategies for English Learners and SWDs.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	No Change Maintained
4.3	School Facilities in Good/Excellent Repair as measured by the annual Facilities Inspection Tool.	Fall 2023 FIT Report: All facilities are currently in good or excellent condition.	Fall 2024 FIT Report: All facilities are currently in good or excellent condition.	Fall 2025 FIT Report: All facilities are currently in good or excellent condition.	All facilities are currently in good or excellent condition.	No Change Maintained
4.4	Provide a broad course of study that includes reading, English language arts, math,	K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in	K-3: Multiple Subject Certificated staff in self-contained	K-3: Multiple Subject Certificated staff in self-contained	K-3: Multiple Subject Certificated staff in self-contained	No Change Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	social science, science, PE, VAPA, and CTE (7/8 only) as indicated by course enrollment/master schedule at each site. Maintain or increase current course offerings at each site.	reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and fine arts. 4-5: Multiple Subject Certificated Staff provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and fine arts. 6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in reading, English language arts, math, social studies, science, VAPA, physical education, music, fine arts and agriculture.	classes provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and fine arts. 4-5: Multiple Subject Certificated Staff provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and fine arts. 6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in	classes provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and fine arts. 4-5: Multiple Subject Certificated Staff provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and fine arts. 6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in	classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and Art. 4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and art. 6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in social studies, science, VAPA, physical education, music, art and Agriculture.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reading, English language arts, math, social studies, science, VAPA, physical education, music, fine arts and agriculture.	reading, English language arts, math, social studies, science, VAPA, physical education, music, fine arts , FAA		
4.5	All students, residing within the district's boundaries and not living within walking distance to their assigned school, will have access to home to school transportation	100% of students will have access to transportation to and from school.	100% of students will have access to transportation to and from school.	100% of students will have access to transportation to and from school.	100% of students will have access to transportation to and from school.	No Change Maintained
4.6	All beginning teachers will receive up to 2 years of mentor support and district paid access to the Teacher Induction Program	100% of beginning teachers will receive mentoring support and access to the Teacher Induction Program.	100% of beginning teachers receive mentoring support and access to the Teacher Induction Program.	100% of beginning teachers receive mentoring support and access to the Teacher Induction Program.	100% of beginning teachers will receive mentoring support and access to the Teacher Induction Program.	No Change Maintained
4.7	All students, including SWDs, will have the opportunity to participate in academic enrichment activities/field trips.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	No Change Maintained
4.8	All students will have access to library services and/or books.	100% of students will have access to library books	100% of students will have access to library books	100% of students will have access to library books	100% of students will have access to library books.	No Change Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Staff, at all sites, will have access to student level academic and behavioral data using a variety of online tools.	100% of certificated staff will have access student data.	100% of certificated staff will have access student data.	100% of certificated staff will have access student data.	100% of certificated staff will have access to student data.	No Change Maintained
4.10	Implementation of State Standards Based on the Self-Reflection Tool will be Fully Implemented or Fully Implemented and Sustainable	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research Visual and Performing Arts: Fully Implemented	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies :Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Fully Implemented and Sustainable Visual and Performing Arts: Fully Implemented	No Change Maintained

Goal Analysis [2025-26]

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

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

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of Goal 4 actions focused on maintaining equitable access to conditions necessary for learning and teaching, including facilities, instructional resources, technology access, transportation services, staffing, enrichment opportunities, and broad course access. The district continued implementation of planned actions intended to maintain access to instructional programs and reduce barriers that limit participation in educational opportunities.

Differences in Planned vs. Actual Implementation:

Most planned Goal 4 actions were implemented substantially as designed with no major substantive changes to planned services or access structures. The district maintained implementation of transportation services, access to instructional materials and technology, enrichment opportunities, library services, and staffing supports intended to maintain conditions for learning across school sites. Some implementation adjustments occurred in response to staffing availability and operational needs; however, these adjustments did not substantially change access to services or intended supports.

Successes:

Several implementation successes emerged during Year 2. The district maintained access to instructional resources and educational opportunities across school sites, including continued access to library services, instructional technology, transportation, and enrichment opportunities. Staff continued utilizing student information systems and instructional data systems to support decision-making and instructional planning. The district also maintained implementation of state standards and instructional programs across content areas while continuing efforts to provide students equitable access to educational opportunities.

Challenges:

Implementation challenges remained related primarily to staffing and maintaining consistent access across all sites and programs. Recruitment and retention challenges continued creating operational pressures that required ongoing adjustment of staffing structures and service delivery models. Additionally, maintaining consistent access across multiple school sites and grade spans continues requiring ongoing coordination to ensure equitable implementation of services and supports.

Overall, Goal 4 actions were implemented substantially as planned and continued providing students access to conditions necessary for learning and teaching. Continued attention to staffing stability, operational systems, and equitable access remains necessary to maintain consistent implementation moving forward.

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.

Actions 4.3 and 4.7 - The district was able to provide access for all students to library services and a broad course of study with fewer resources than originally budgeted.

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

Overall, Goal 4 actions demonstrated effectiveness in maintaining equitable access to conditions necessary for learning and teaching. Most actions maintained services, supports, and access structures intended to reduce barriers and ensure students continued accessing instructional programs and educational opportunities.

Action 4.1 (Credentialed and Appropriately Assigned Teachers) demonstrated partial effectiveness because the district maintained staffing structures intended to provide students access to appropriately assigned instructional staff. While staffing challenges continue to create operational pressures, instructional programs remained operational and students continued receiving access to certificated staff across grade spans.

Action 4.2 (Instructional Materials and Technology Access) demonstrated effectiveness because students maintained access to instructional resources and educational technology necessary to participate in classroom instruction. Continued implementation of instructional materials and technology systems increased opportunities for students to access grade-level instruction and participate fully in classroom learning activities.

Action 4.3 (Transportation Services) demonstrated effectiveness because transportation services continued reducing barriers to school access and participation. Continued implementation supported student access to instructional programs and extracurricular opportunities by reducing transportation-related barriers for students and families.

Action 4.4 (Educational Enrichment Opportunities) demonstrated effectiveness because students continued accessing enrichment opportunities, field trips, and supplemental learning experiences intended to increase engagement and provide broader educational opportunities. Continued access to enrichment opportunities increased opportunities for students to participate in experiences beyond core instruction.

Action 4.5 (Facilities and Conditions for Learning Supports) demonstrated effectiveness because students continued receiving instruction in learning environments intended to support safety, access, and instructional continuity. Continued investment in learning environments maintained conditions necessary for effective instruction and student participation.

Action 4.6 (Staffing Supports and Operational Systems) demonstrated moderate effectiveness because staffing systems allowed the district to maintain instructional programs and student services despite recruitment and retention challenges. Continued staffing pressures suggest additional refinement remains necessary to strengthen long-term stability.

Action 4.7 (Access to Broad Course of Study and Educational Programs) demonstrated effectiveness because students continued maintaining access to broad educational programming and instructional opportunities across school sites. Maintaining access to instructional programs increased opportunities for students to participate in grade-level coursework and expanded learning opportunities.

Action 4.8 (Library Services and Access to Books) demonstrated effectiveness because students maintained access to library resources and books across school sites. Continued access supported student engagement with literacy resources and maintained equitable opportunities to access instructional materials.

Action 4.9 (Student Data Systems and Access to Academic Information) demonstrated effectiveness because staff maintained access to student-level academic and behavioral data systems, increasing opportunities to monitor student progress and inform instructional decisions. Continued access to data systems supported instructional planning and intervention decision-making.

Action 4.10 (Implementation of State Standards) demonstrated effectiveness because implementation levels remained stable across content areas and instructional systems continued supporting standards-based instruction. Maintaining implementation of state standards increased consistency of instructional practices and supported continued access to rigorous academic content.

Overall, Goal 4 actions demonstrated effectiveness because students continued receiving equitable access to instructional programs, resources, services, and educational opportunities intended to maintain strong conditions for learning. Continued focus on staffing stability and operational systems remains necessary to sustain these conditions moving forward.

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.

Based on reflection of Year 2 implementation and outcome data, no changes were made to Goal 4, associated metrics, target outcomes, or planned actions for the coming year.

Reflection on Year 2 implementation indicates continued need for sustained efforts to maintain equitable access to instructional programs, educational resources, transportation services, staffing supports, technology, enrichment opportunities, and conditions necessary for learning. Implementation data indicates that students continued receiving access to core services and educational opportunities across school sites, suggesting existing systems continue supporting the intended outcomes of this goal.

Because Goal 4 is intended to maintain progress and preserve equitable conditions for learning, the district determined that maintaining consistent implementation of existing actions provides the strongest opportunity to continue supporting students through stable systems and services. Continued implementation will allow the district to maintain conditions that reduce barriers to access while continuing to evaluate operational systems and service delivery structures over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Enrichment/Field Trips	Provide the opportunity for each grade level to deepen understanding of academic standards through field trips or other engaging activities. 1.12 K-8 Academic Field Trips: This action was implemented it has enhanced student learning and engagement learning by participating in field trips. It is an effective strategy that engages students. This action is highly valued by students, parents and staff: 91% of students report that enjoy academic field trips; 95% of parents indicate that their students benefit from these opportunities. It will be moved to Goal #4.	$11,079.00	Yes
4.2	TK-8 STEM Materials	Provide STEM materials at all grade level 1.14 STEM Materials/Supplies K - 8th: This action has been implemented. It effectively provides students with access to an enriching broad course of study so it will be moved to Goal 4 in the 2024-2025 LCAP.	$12,789.00	Yes
4.3	Library Services and Access to Library Books	Library technicians will provide school library services to students at Helen Wilcox and Palermo School; the Golden Hills site will receive 3 hours/week of library support time. Funding for library books will be provided to all sites.	$101,358.00	Yes
4.4	Alternative Educational Programs	Maintain a Home Study program and a Community Day School Program to meet the academic and behavioral needs of students who would benefit from participation in an alternative educational setting. 2.1 Home Study/Independent Study Teachers: This action has been implemented and has effectively served 19 families this year. This program is highly valued by our school community families. 2.2 Community Day School: This action has been implemented and has effectively served 15 students in the current school year. The additional	$356,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support provided by this program to referred students results in improved grades, behavior and attendance.		
4.6	Home to School Transportation	The district will provide home to school transportation all students who live outside the safe walking distance to their assigned school and within district boundaries. 1.27 Transportation (late bus routes): This action has been implemented. 1.27 Transportation (late bus routes): This action has been implemented and is effective. Parents/families report that this action is highly valued and that it provides the ability for their students to participate in after school tutoring/intervention/enrichment. This action will be moved to Goal #4.	$667,278.00	Yes
4.7	Broad Course of Study	The district will provide access to a broad course of study by hiring instructional specialist to provide instruction in Fine Arts (K-8th), Music (4th-8th), PE (TK-5th) and Agriculture (6th-8th)	$605,078.00	Yes
4.8	Support for Beginning Teachers	Provide a professional induction program and mentoring for beginning teachers.	$28,475.00	Yes
4.9	Access to Technology and Online Learning Tools and Resources.	Provide student access to educational technology tools and online learning tools and resources. This action provides for IT support and the purchase and maintenance of devices (chromebooks, laptops, etc) necessary for teaching and learning.	$617,869.00	Yes
4.12	Go Guardian	Provide safe online access to students by utilizing Go Guardian.	$9,750.00	Yes
4.14	Staff Access to Student Level	In order to maintain and enhance optimal conditions for learning and teaching, site staff need access to actionable student data in regards to	$33,884.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Academic and Behavioral Data	academics and behavior. This action will provide the online tools necessary to accurately determine academic progress towards meeting grade level standards, develop effective interventions and meet the behavioral and social emotional needs of students. 1.32 EduClimber Student Dashboard: This action has been partially implemented. Currently, its effect is limited due to the partial implementation. In order to improve the effectiveness of this action, we will provide more support to sites so that they can quickly identify and respond to students intervention/support needs. This action will be moved to Goal #4. 1.8 K-8 IReady Assessment System: This action has been implemented and it is effective. Data is used to determined student growth and identify areas that need additional support. This action will be moved to Goal #4. 2.9 SWIS Data System: This action was implement and effectively provided access to actionable behavioral data. This action will be moved to goal #4.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	100% of students leaving PCDS and returning to a comprehensive campus setting will meet the conditions of readmission in the areas of attendance, grades and behavior each year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students who attend the Palermo Community Day School are enrolled due to expulsion orders, stipulated agreements and/or Student Attendance Review Board order due to disciplinary issues or attendance issues. PCDS currently has a non-stability rate of 100%, which means that none of the students are receiving a "full year" of learning in the same school and 100% of the students are also socioeconomically disadvantaged (SED). Changing schools often can be detrimental to normal adolescent development by disrupting relationships with peers and educators as well as altering a student's educational program. Effects of student mobility can be seen on test scores and high school graduation rates. Rumberger concludes that students who are forced to make multiple moves are more likely to drop out (Rumberger, 2015). Studies also verify that students living in poverty are at a disadvantage academically, may have difficulty regulating their emotions and behavior and may also exhibit poor school attendance. We have developed this goal to mitigate the negative impacts of non-stability and low socioeconomic status so the student have the skills necessary to be socially and academically successful when they return to a comprehensive school site. Our local data shows 50% of the students who are placed in our community day school continue to make poor choices in the school setting and when interacting with their peers and instructional staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Disciplinary/behavioral events, referrals, redirection and/or suspensions for students attending PCDS: reduce the number of these occurrences by 2% each year.	Baseline data will be established during the 2024 - 2025 school year: Referrals:0 Suspensions: 15	Baseline data will be established during the 2024 - 2025 school year: Referrals:0 Suspensions: 15	25-26 Referrals:0 Suspensions: 1 Mediated Conflict Resolution: 24	Referrals:0 Suspensions: 5 Mediated Conflict Resolution: 25	Referrals:0 maintained Suspensions:Decreased by 14 from baseline Mediated Conflict Resolution: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mediated Conflict Resolution: No data collected in 24-25	Mediated Conflict Resolution: TBD 25-26			
5.2	Attendance: Maintain an attendance percentage of at least 85% upon returning to the comprehensive campus.	2024 - 2025 school year: 94.6%	2024 - 2025 school year: 94.6%	2025-2026 school year: percentage of at least % upon returning to the comprehensive campus. =94.6%	95% attendance percentage upon returning to comprehensive campus	Maintained/No change
5.3	Grade Point Averages: Maintain at least a 2.0 grade point average upon returning to the comprehensive campus.	2024 - 2025 school year: 33% of students maintained at least a 2.0	2024 - 2025 school year: 33% of students maintained at least a 2.0	100% of students maintained at least a 2.0	39% of students maintained at least a 2.0	Increased 67%

Goal Analysis [2025-26]

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

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

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of Goal 5 actions focused on supporting successful transitions from Palermo Community Day School (PCDS) to comprehensive school settings. Implementation centered on behavioral supports, conflict resolution instruction, relationship-building opportunities, and professional development intended to strengthen staff capacity to support students returning to comprehensive campuses. Goal 5 actions were designed to improve behavioral outcomes, strengthen student relationships, and increase student readiness for successful reintegration into traditional school settings.

Differences in Planned vs. Actual Implementation:

Most planned actions were implemented substantially as designed. Choose Well sessions and behavioral supports continued providing relationship-building and conflict resolution opportunities for students, while staff professional development focused on strengthening

behavioral intervention practices and student support systems. Some implementation refinements occurred related to data collection systems because previous implementation cycles identified challenges accurately capturing behavioral and academic indicators necessary to evaluate progress. Continued refinement of data systems increased the district's ability to monitor outcomes more effectively during Year 2.

Successes:

Several implementation successes emerged during Year 2. The district continued implementation of behavior and conflict resolution supports while increasing opportunities for students to participate in structured behavioral interventions and relationship-building activities. Staff professional development increased opportunities for educators to strengthen behavior management practices and improve student support systems. Implementation also resulted in improved data collection processes compared to prior years, increasing the district's ability to evaluate outcomes and monitor student progress.

Challenges:

Implementation challenges remain related primarily to the small student population and limited availability of stable measures for evaluating behavioral change over time. Because student populations fluctuate significantly within the PCDS setting, outcome measures may vary substantially from year to year. Additionally, maintaining consistent systems for measuring behavior, attendance, and academic progress following student transitions remains necessary to strengthen evaluation processes moving forward.

Overall, Goal 5 actions were implemented substantially as planned and continued strengthening systems intended to support successful student transitions back to comprehensive settings; however, continued refinement of intervention systems and data collection practices remains necessary moving forward.

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

No material differences were noted for goal 5.

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

Overall, Goal 5 actions demonstrated evidence of effectiveness in improving behavioral outcomes and supporting successful transitions from PCDS to comprehensive school settings. Year 2 outcomes indicate improvement across multiple indicators, although continued refinement remains necessary due to the small student population and variability in student needs.

Action 5.1 (Support for Positive Behavior, Healthy Relationships, and Conflict Resolution) demonstrated effectiveness because students participating in behavioral supports and conflict resolution activities demonstrated improved behavioral outcomes. Suspensions decreased substantially from 15 baseline suspensions to 1 suspension during Year 2, while mediated conflict resolution opportunities increased access to behavioral interventions and relationship-building supports. These outcomes suggest behavioral supports increased opportunities for

students to practice prosocial behaviors because students received structured intervention and conflict resolution opportunities designed to strengthen behavioral skills.

Action 5.2 (Professional Development for PCDS Staff) demonstrated moderate effectiveness because staff training increased educator capacity to implement behavioral supports and intervention strategies designed to support students returning to comprehensive campuses. Stable attendance outcomes and improved behavioral measures suggest strengthened staff capacity increased consistency of student supports and improved opportunities for successful transitions. Continued implementation remains necessary because behavioral and academic outcomes continue requiring sustained intervention efforts.

Overall, Goal 5 actions demonstrated effectiveness because behavioral outcomes improved substantially while attendance remained stable and academic outcomes demonstrated modest improvement. Continued implementation remains necessary because students transitioning from PCDS continue requiring intensive behavioral and academic supports to ensure successful reintegration into comprehensive settings.

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.

Based on reflection of Year 2 implementation and outcome data, no changes were made to Goal 5, associated metrics, target outcomes, or planned actions for the coming year.

Reflection on Year 2 implementation indicates continued need for behavioral supports, relationship-building opportunities, conflict resolution systems, and staff professional development designed to support successful student transitions from PCDS to comprehensive campuses. Year 2 outcomes suggest current systems are contributing to improved behavioral outcomes while maintaining attendance and supporting student transitions.

Because Goal 5 serves a highly specialized student population with significant behavioral, academic, and social-emotional needs, the district determined that maintaining consistent implementation of existing actions provides the strongest opportunity to continue strengthening student outcomes and supporting successful transitions back to comprehensive settings. Continued implementation will allow the district to further evaluate effectiveness while maintaining stability in intervention systems and supports provided to students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Support for Positive Behavior, Healthy Relationships and Conflict Resolution	Students will participate in activities designed to build and strengthen their ability to interact with other in the educational settings in a positive manner. The Choose Well Group (Mr. Brown) will provide 6 full days of instruction to the PCDS students during the 2024 - 2025 school year.	$25,000.00	No
5.2	Professional Development for PCDS Staff	PCDS staff and administration will participate in professional development activities that build their capacity to provide behavioral support to students and to also promote and develop prosocial behaviors on the part of the students. Training will also include de-escalation techniques, and strategies to increase students ability to independently resolve conflicts in a respectful manner.	$25,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,886,475	$582,362

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
32.638%	3.039%	$435,111.90	35.677%

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:** TK-3 Class Size Reduction **Need:** ELA CAASPP data shows that 30.82% of SED students and 10.12 % of ELs are meeting or exceeding the standard.	Smaller class sizes will provide opportunities for improved academic performance/reading levels for SED, Foster and EL students. All students will benefit from classroom environments that provide for increased student engagement, time on task, and student effort, therefore, this action is being provided to all students.	We would expect to see increased student performance on the K-3 Dibels scores, IReady scores and the 3rd Grade ELA CAASPP scores

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
	Parent feedback indicates that they place a high value on the benefits of smaller class size in the primary grades. Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students. A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies. Achilles (2012) concluded that poor, minority, and male students received especially large benefits from reduced class size in terms of improved test scores, school engagement, and lower grade retention and dropout rates. Reduced class size is also linked to increased academic engagement, student effort, initiative taking in the classroom and time on task (Finn et al 2003) **Scope:** Schoolwide		
1.2	**Action:** Education Specialist:	This action meets the needs of our low income SWD by keeping case loads well below the statutory limits. All students with IEPs will benefit	We expect to see improved performance of SWD on the CAASPP,

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: We have an increased number of students in grades who qualify for Special Education Services. Students receiving IEP services are scoring significantly below the "all students" group on measures of academic achievement. Increasing evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic achievement. Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. (Aikens & Barbarin, 2008). **Scope:** Schoolwide	from these interventions as teachers will be able to provide high levels of support.	IReady and local benchmark assessments.
1.3	**Action:** K-3 Reading Specialist **Need:** Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness,	This action will provide targeted and focused instruction in foundational literacy skills fir SED, EL, and Foster Youth in TK-3 grade. It is being provided on a school-wide basis because all students will benefit from access to these intervention.	We expect to see improved student outcomes on the K-3 Dibels scores, IReady grade level assessments and 3rd Grade ELA CAASPP scores

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
	vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). **Scope:** Schoolwide		
1.4	**Action:** TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2) **Need:** 65% of our current 4th graders needed additional instruction in phonics and did not meet the grade level oral reading fluency benchmark. Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). In addition, the National Literacy Panel on Language-Minority Children and your found that instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension all had clear benefits for English Learners. **Scope:** Schoolwide	Helen Wilcox (Tier 1 Fundations) and Golden Hills (Tier 2 95 Percent) will implement phonics instruction provide in order to improve reading levels of SED, Foster, and EL students. However, as all students who are reading below grade level will benefit from this instruction these actions are being provided on a school-wide basis.	We expect to see improved student outcomes as measured by: K-3 Dibels scores, 4-5 Oral Reading Fluency, grade level IReady assessments and 3rd, 4th and 5th Grade ELA CAASPP Scores.
1.5	**Action:** Standards Based Supplemental Instructional Materials for English Language Arts and Reading	These resources will provide additional instructional resources support the diverse learning needs of our SED, Foster Youth and EL students, however, due to gaps in the core	We expect to see an increase in student ELA/reading outcomes as measured by grade level

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: A significant percentage of our students are working below grade level and need scaffolded instructional materials in order to access the core curriculum. The core ELA curriculum does not provide resources to address current learning gaps and supplementary materials are needed to provide intervention opportunities to students. **Scope:** LEA-wide	curriculum, all students will benefit from learning opportunities provided by use of supplementary materials.	IReady scores and 3-8 CAASPP ELA scores. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.
1.6	**Action:** Tk-8 Paraprofessionals: Reading/Eng. Language Arts **Need:** CAASPP scores indicate that our SED, EL and Foster Youth student groups are scoring below standard in the area of ELA and reading. They require additional instructional support embedded in the core instructional setting to receive 1:1 and or small group instruction. **Scope:** LEA-wide	This action will provide additional instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.	We expect to see an increase in student ELA/reading outcomes as measured by grade level IReady scores and 3-8 CAASPP scores. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.
2.1	**Action:** Standards Based Supplemental Instructional Materials for Mathematics **Need:**	These resources will provide instructional support to SED, Foster Youth and EL students, however, due to gaps in the core curriculum, all students will benefit from learning opportunities provided by use of supplementary materials.	We expect to see an increase in student outcomes as measured by grade level IReady scores and 3-8 CAASPP scores.

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
	Teachers have identified that the core curriculum does not meet the need of addressing learning gaps. In the math domain, SES differences emerge early during preschool, with studies showing that children from low-SES backgrounds perform more poorly than their higher-SES peers on counting, adding, subtracting, and comparing magnitudes (Starkey et al., 2004; Jordan et al., 2006; Elliott and Bachman, 2018). Evidence also suggests that SES disparities in math during early childhood persist and widen throughout later childhood and adolescence. There is also evidence showing that initial SES-related math deficits at kindergarten are associated with slower growth in math abilities from first to third grade (Jordan et al., 2006). **Scope:** LEA-wide		We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.
2.2	**Action:** 6-8 Math Intervention Teacher **Need:** Middle school students in the SED, EL and Foster Youth student groups are scoring significantly below standard as measured by the CAASPP math assessment and are in the Red category on the California Schools Dashboard. Evidence suggests that SES disparities in math during early childhood persist and widen throughout later childhood and adolescence.	Math intervention classes will be provided to SED, EL and Foster Youth in 6th-8th grade during the school day and build math fluency and understanding of math concepts, however, since all student groups at Palermo Middle school are currently in the Red category, it will be provided to all students who demonstrate the need for this support.	We would expect to see improved student outcomes as measured by the CAASPP math assessment and IReady grade level assessments. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.

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
	The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk et al., 2016). **Scope:** Schoolwide		
2.3	**Action:** TK-8 Paraprofessionals: Math **Need:** District wide SED, EL and Foster Youth CAASPP scores indicate that students are scoring significantly below standard in math. They require additional instructional support embedded in the core instructional setting so that they can receive 1:1 and or small group instruction. Evidence suggests that SES disparities in math during early childhood persist and widen throughout later childhood and adolescence. The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk et al., 2016). **Scope:**	This action will provide instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.	We expect to see an increase in student outcomes as measured by grade level IReady scores and 3-8 CAASPP scores. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.

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
	LEA-wide		
3.1	**Action:** School Counselors **Need:** Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009). There is a lack of mental health resources for students and families residing in our district; having counselors available on our school sites is crucial for the well being of our students. **Scope:** LEA-wide	This action will provide mental health services to SED, EL and Foster Youth. We live in an area where children experience high amounts of trauma, therefore this action will provided district-wide.	We expect to see improved attendance students and a decrease in student disciplinary incidents. We also expect to see an increase in the percentage of student who report that they like school.
3.2	**Action:** District-wide Nurse **Need:** Low SES and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). Such toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Families, residing in our district, often have difficulty	This action will address the health needs of SED, EL and Foster Youth in order to increase school attendance and minimize the impact of this health needs so that students can successfully participate in learning activities and opportunities. All students will benefit from this resource so it is being provided on a district-wide basis.	We would expect to see a reduction in chronic absenteeism and and increase in our average daily 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
	accessing medical care and screenings for their children. **Scope:** LEA-wide		
3.3	**Action:** Parent-Student Engagement Events **Need:** Increase parental engagement and participation in the school community. Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997). **Scope:** LEA-wide	This action will build positive relationships with parents/families and increase parent engagement of SED, EL and Foster Youth, however, all parents/families and students will benefit from these opportunities so they will be provided on a district-wide basis.	We expect to see an increase in the number of engagement opportunities offered to parents/families and increased participation in those events. We expect to see an increase in academic scores and school attendance.
3.4	**Action:** Parent Education Events **Need:** There is a need to strengthen the ability parents/families to effectively support their	Parent education will be provided to the parents of SED, EL and Foster Youth in order to increase parent's ability to provide support to their students in the home setting. All families and students will benefit from these activities so they will be provided on an LEA-wide basis.	We would expect to see increased attendance at these events.

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
	students learning and improve educational outcomes. Parents/families play an important role in positive academic and behavioral outcomes for their children. High poverty schools, such as ours, should improve communication with disadvantaged parents and help them create home environments conducive to learning (Field et al., 2008; Pellino, 2007; Center for Public Education, 2005; Kannapel & Clements, 2005;Barton, 2004). **Scope:** LEA-wide		
3.5	**Action:** Positive Behavior Intervention and Support **Need:** Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the	This action will provide the framework to proactively teach, support and recognize positive student behaviors for SED, EL and Foster Students, however, since it will benefit all student groups, it will be provided on a district-wide basis.	We expect to see a decrease in the number of suspension and office referrals. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.

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
	classroom or school setting.The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009). Since the COVID-19 pandemic we have seen an increased need for mental health services throughout the district. Negative student behaviors impact the learning and teaching environments and can lead to disciplinary procedures that remove students from the educational setting. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.PBIS is an, evidence based, implementation framework that is designed to improve academic and social behavior outcomes for all students (Sungai & Simonsen, 2012). Data on the California Schools Dashboard indicate that the following student groups placed in the Red category due to suspensions: SWD, American Indian and 2 or more races. At Golden Hills , SWD and White students are in the Red category for suspension and at Palermo School, the SED, SWD, 2 or more races and White student groups are in the Red category **Scope:** LEA-wide		
3.6	**Action:** Recognition of Good and Improved Attendance	This action will support and encourage the attendance of SED, EL and Foster Youth. All	We expect to see a reduction in the chronic absenteeism rate in all

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: The district's chronic absenteeism rate is 33% for our SED students, 11.3% for our Foster Youth and 18.6% for our EL students. In addition, the district's average daily attendance rate is approximately 92% which is lower than our pre-pandemic rate of approximately 94%. Students who miss more than 18 days of school are less proficient in reading, writing and math compared to their peers with good attendance. **Scope:** LEA-wide	student groups will benefit from this action so it will be provided district-wide.	student groups. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.
3.8	**Action:** Social Emotional Learning **Need:** Disruptive student behavior and negative interactions with peers disrupts the educational environment and effects student outcomes of our SED, Foster Youth and EL students in a negative way. There is a significant correlation between prosocial behavior and academic achievement (Wentzel 1993, 1998). In addition, research has also shown that students with peer problems were more likely to have lower academic motivation as well as other school-related difficulties (Askell-Williams and Lawson 2015).	This action will improve peer interaction and increase prosocial behaviors for SED, EL and Foster Youth. All students will benefit from this action so it will be provided on a district-wide basis.	We expect to see fewer office referrals and suspensions in addition to improved results on our annual climate surveys.We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.

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		
3.9	**Action:** Director of Student Support and Family Engagement and Attendance/Health Clerks **Need:** Learning outcomes are impacted by student absenteeism. Research suggests that school absences may be more harmful to children from lower SES families (Ready, 2010; Gershenson et al., 2017; Smerillo et al., 2018). This is because parents from lower SES backgrounds have fewer financial, social and educational resources necessary (e.g., Yeung et al., 2002; Cooper & Stewart, 2020) to support their children in catching up with missed school lessons (Ready, 2010). **Scope:** LEA-wide	By working to eliminate the barriers that family's experience in regards to good school attendance this action will benefit SED, EL and Foster Youth. We have other student groups whose education is negatively impacted by school absences, so this action will be provided district-wide.	We would expect to see increased attendance and a decrease in chronic absenteeism. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.
4.1	**Action:** Academic Enrichment/Field Trips **Need:** Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income	This action will provide enriching learning experiences to SED, EL and Foster Youth, however all students will benefit from these activities so it will be implemented on a district-wide basis.	We would expect to see that all students have access to at least one educational/enrichment field trip each year.

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
	families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004) **Scope:** LEA-wide		
4.2	**Action:** TK-8 STEM Materials **Need:** Our students need more exposure to STEM related learning activities. The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk et al., 2016) **Scope:** LEA-wide	This action supplies STEM materials to SED, EL and Foster Youth so that increase their access to learning activities in science, technology, engineering and mathematics. This action will benefit all student groups so it will be implemented on a district-wide basis.	We would expect to see all students having access to and engaging in STEM learning opportunities, but especially our SED, EL and Foster Youth. We would also expect to see increased student outcomes on the CAST assessment.
4.3	**Action:** Library Services and Access to Library Books **Need:** Schools with students from the highest concentrations of poverty have fewer library resources to draw on (fewer staff, libraries are open fewer hours per week, and staff are less well rounded) than those serving middle-income children (Pribesh, Gavigan, & Dickinson, 2011). Our district does not have a public library within our district boundaries.	Students in our community lack access to books and library resources. This action will provide resources to our SED, EL and Foster Youth students groups, however, all students will benefit from this action.	We would expect to see all students accessing the school libraries and/or checking out books for reading. We would also expect to see increased academic scores on the CAASPP assessment.

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		
4.4	**Action:** Alternative Educational Programs **Need:** SED, EL and Foster Youth in our community need access to a variety of alternative educational settings that will better meet their academic, social emotional and behavioral needs. Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting.The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009).	This action will provide SED, EL and Foster Youth access to a variety of alternative educational settings that better meet their individual needs as a student. All student groups will benefit from this action so it will be implemented on a district-wide basis.	We would expect to see that our SED, EL and Foster Youth students/families have access, if needed, to the Home Study Program and the Community Day School Program.

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		
4.6	**Action:** Home to School Transportation **Need:** Students in our SED, EL and Foster Youth groups, due to lack of resources, need reliable transportation to and from school in order to attend daily instruction, participate in expanded learning opportunities and access nutrition and other services provided by the district. **Scope:** LEA-wide	This action will provide daily transportation to our SED, EL and Foster Youth student groups. This action will benefit all students, so it will be provided on a district-wide basis.	We expect to see that all students in the SED, EL and Foster Youth student groups have access to district provided transportation services.
4.7	**Action:** Broad Course of Study **Need:** A study showed that individuals from a lower social class generally had less career-related self-efficacy when it came to vocational aspirations (Ali, McWhirter, & Chronister, 2005). Specifically, out of school, children from lower SES families are less likely to participate in the arts (especially performing arts) or engage with culture (e.g. visiting an archive, museum or heritage site) outside of school. Given the	SED, EL and Foster Youth students benefit from increased access to the arts, CTE and athletic and exploratory opportunities, however, all students will benefit from this instruction so it will be provided on a school-wide and/or district-wide basis.	We will monitor the number of students participating in these courses/opportunities. We expect to see improved academic outcomes and increased 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
	well-documented evidence on the link between arts engagement and multiple social determinants of health (including child development and educational attainment) and wide-ranging mental and physical health outcomes, ensuring equality of access is an important topic in trying to help reduce social and health inequalities. (Mak, Fancourt, 2021) Children from socioeconomically (SES) disadvantaged backgrounds are often less likely to participate in physical activity (PA) relative to their SES advantaged peers (Frederick et al., 2014, Singh et al., 2008). Multiple studies have observed that school-based PA interventions and other strategies such as PE, mandatory classroom breaks, and active transport, were associated with increased minutes of MVPA (Bassett et al., 2013), improved health and educational outcomes (Centers for Disease Control and Prevention, 2013, Dobbins et al., 2013, Institute of Medicine, 2013, Kriemler et al., 2011, Lai et al., 2014, Physical Activity Guidelines Advisory Committee, 2018, Salmon et al., 2007, van Sluijs et al., 2007). **Scope:** Schoolwide		
4.8	**Action:** Support for Beginning Teachers **Need:**	Beginning teachers who receive training and the support of a mentor will be more effective in providing high quality instruction to SED, EL and Foster Youth. Because this action will benefit all students it will be provided on a district-wide basis.	We would expect to see that all beginning teacher receive up to two years of mentoring and additional training. We expect to also

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
	A teacher's years of experience and quality of training are correlated with children's academic achievement (Gimbert, Bol, & Wallace , 2007). Children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006). SED, EL and Foster Youth will benefit most from instruction provided high quality, experienced teachers. **Scope:** LEA-wide		increased academic outcomes.
4.9	**Action:** Access to Technology and Online Learning Tools and Resources. **Need:** Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004) SED, EL and Foster Youth need electronic devices in order to access online learning resources and engage in learning activities. **Scope:** LEA-wide	This action will provide electronic devices and access to online resources to SED, EL and Foster Youth. All student groups will benefit from this action so it will be provided on a district-wide basis.	We expect that all students in the SED, EL and Foster Youth student groups will have access to electronic devices that allow them to engage with online learning resources and opportunities. We expect to see improved academic outcomes.

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
4.12	**Action:** Go Guardian **Need:** Ensuring equitable access to safe online environments is crucial for empowering students from low-income families with the digital skills necessary for their future success. (Barr, R. (2022); Orkmaz Ö, Erer E, Erer D. 2022), EL and Foster Youth need safe access to online educational platforms, safe online searches and educationally related online resources. **Scope:** Schoolwide	Provide SED, EL and Foster Youth with safe access to, and real time monitoring of, online learning resources. All student groups will benefit from this action, so it will be provided to all students on a schoolwide basis.	All student devices used by SED, EL and Foster Youth will be monitored by the Go Guardian application expecting to see a decline in student behaviors related to technology use.
4.14	**Action:** Staff Access to Student Level Academic and Behavioral Data **Need:** SED, EL and Foster Youth need early and timely intervention in regards to academic, social emotional and behavioral needs based on accurate data. In order to identify students in need of support and develop an effective support plan, staff need access to student data. **Scope:** LEA-wide	This action will provide staff academic and behavioral data of SED, EL and Foster Youth in order to develop instructional and behavioral strategies that will meet their needs and lead to improved student outcomes. This action will benefit all students so it will be implemented on a district-wide basis.	We expect to see that 100% of staff' have the ability to access and analyze relevant student data in order to better support student learning and develop strategies to address the social emotional and behavioral needs of our unduplicated pupils.

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
1.7	**Action:** Designated ELD Instruction for ELs and LTELs and Professional Development **Need:** English Learners are scoring 67 points below standard in ELA CAASPP which is 20 points lower than our English Only students. 57.1 percent are making progress toward English Language proficiency. Students in our district who are RFEP'd, outperform their English only peers on the CAASPP assessment. **Scope:** Limited to Unduplicated Student Group(s)	ELD Teachers will provide Designated ELD instruction to students.	We expect to see an increase percentage of EL students making progress in acquiring English proficiency and a reduction in the number of LTEL students at the middle school and an increase in the number of students being reclassified each year.
1.8	**Action:** Bilingual Paraprofessional **Need:** 25.3% of ELs in 6-8 grade are LTELs and 1.1% are at-risk of becoming LTELs. 28.6% of the ELs in 4-5 grade are at-risk of becoming LTELs. **Scope:** Limited to Unduplicated Student Group(s)	The bilingual paraprofessional will provide primary language support to LTELs and students at-risk of becoming LTELs in core academic classes.	We expect see a reduction in the number of students identified as LTELs and an increase in the number of student making progress towards English language proficiency.
3.11	**Action:** English Development Classes for Parents	Increasing parent fluency in English will benefit SED, English Learners, however, all students will	We would expect to see the parents of our English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: It is difficult for non-English speaking parents to support their students learning in the home setting. The DELAC/ELAC parent members indicated that English classes would improve their ability to engage with school sites and help their children to be more successful in school. **Scope:** Limited to Unduplicated Student Group(s)	benefit from the development of their parent's English proficiency so this action will be offered to all non English speaking parents.	Learners participating in this opportunity and reporting that they are better able to support their students.

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.

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 sites in the district have a high concentration of foster youth, English learners and low-income students. Staff to student ratios are consistent throughout the district in regards to both certificated and classified staff that provide direct services to students. The additional concentration grant add-on funding will be used to strategically reduce class sizes (1.1), provide academic intervention services (1.3, 2.2), provide school counselors (3.1), home study staff (4.4), additional Educational Specialist staffing for SWDs (1.3), Designated ELD teachers (1.7), district-wide nurse (3.2), additional attendance clerk/health aides (3.9), and provide para-professional support to students (1.6, 1.8).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Honcut: 1:9 Helen Wilcox: 1:18 Golden Hills: 1:19 Palermo: 1:26 Palermo Community Day School: 1:8
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Honcut: 1.9 Helen Wilcox: 1:14 Golden Hills: 1:12 Palermo: 1:15 Palermo Community Day School: 1:8

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$14,971,683	$4,886,475	32.638%	3.039%	35.677%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,321,596.00	$1,627,043.00	$0.00	$547,226.00	$7,495,865.00	$6,402,541.00	$1,093,324.00

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	TK-3 Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox Elementary School K-3	24-27	$724,240.00	$0.00	$724,240.00				$724,240.00	
1	1.2	Education Specialist:	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Palermo School TK-3, 6-8	24-27	$181,873.00	$0.00	$181,873.00				$181,873.00	
1	1.3	K-3 Reading Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K-3	24-27	$244,620.00	$0.00	$244,620.00				$244,620.00	
1	1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills TK-3, 4-5	24-27	$0.00	$19,120.00	$19,120.00				$19,120.00	
1	1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$115,538.00	$115,538.00				$115,538.00	
1	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$523,347.00	$0.00	$375,922.00			$147,425.00	$523,347.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo K-3, 4-5, 6-8	24-27	$393,005.00	$0.00	$393,005.00				$393,005.00	
1	1.8	Bilingual Paraprofessional	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo TK-3, 4-5, 6-8	24-27	$38,808.00	$0.00	$21,443.00			$17,365.00	$38,808.00	
1	1.9	SWDs Receive Core Instruction in the General Education Setting	Students with Disabilities	No			Specific Schools: Golden Hills, Palermo School 4 -5, 6 -8	24-27	$862,143.00	$0.00		$862,143.00			$862,143.00	
1	1.10	Evidence-Based Literacy Professional Learning	All	No			Specific Schools: Helen Wilcox, Golden Hills TK-5	26-27	$0.00	$110,258.00		$110,258.00			$110,258.00	
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$88,851.00	$88,851.00				$88,851.00	
2	2.2	6-8 Math Intervention Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6-8	24-27	$142,060.00	$0.00	$142,060.00				$142,060.00	
2	2.3	TK-8 Paraprofessionals: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$523,347.00	$0.00	$375,922.00			$147,425.00	$523,347.00	
2	2.4	District-wide Math Work Group	All	No			All Schools	24-27	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$534,751.00	$14,000.00	$302,854.00	$119,817.00		$126,080.00	$548,751.00	
3	3.2	District-wide Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$109,735.00	$7,160.00	$109,735.00			$7,160.00	$116,895.00	
3	3.3	Parent-Student Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$25,164.00	$3,000.00	$28,164.00				$28,164.00	
3	3.4	Parent Education Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$1,842.00	$2,500.00	$4,342.00				$4,342.00	
3	3.5	Positive Behavior Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$10,661.00	$23,050.00	$33,711.00				$33,711.00	
3	3.6	Recognition of Good and Improved Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$20,250.00	$20,250.00				$20,250.00	
3	3.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$243,833.00	$1,000.00	$143,062.00			$101,771.00	$244,833.00	
3	3.10	Grade 4-8 SEL Intervention	All	No			All Schools	24-27	$0.00	$0.00	$0.00				$0.00	
3	3.11	English Development Classes for Parents	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	$27,248.00	$7,500.00	$34,748.00				$34,748.00	
4	4.1	Academic Enrichment/Field Trips	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	24-27	$0.00	$11,079.00	$11,079.00				$11,079.00	

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			Low Income										
4	4.2	TK-8 STEM Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$12,789.00	$12,789.00				$12,789.00	
4	4.3	Library Services and Access to Library Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$86,863.00	$14,495.00	$101,358.00				$101,358.00	
4	4.4	Alternative Educational Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$344,351.00	$12,550.00	$356,901.00				$356,901.00	
4	4.6	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24-27	$553,528.00	$113,750.00	$182,453.00	$484,825.00			$667,278.00	
4	4.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	24-27	$602,578.00	$2,500.00	$605,078.00				$605,078.00	
4	4.8	Support for Beginning Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$17,675.00	$10,800.00	$28,475.00				$28,475.00	
4	4.9	Access to Technology and Online Learning Tools and Resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$210,869.00	$407,000.00	$617,869.00				$617,869.00	
4	4.12	Go Guardian	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8	24-27	$0.00	$9,750.00	$9,750.00				$9,750.00	
4	4.14	Staff Access to Student Level Academic and Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$33,884.00	$33,884.00				$33,884.00	
5	5.1	Support for Positive Behavior, Healthy Relationships and Conflict Resolution	All	No			Specific Schools: Palermo Communi	24-27	$0.00	$25,000.00		$25,000.00			$25,000.00	

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
							ty Day School 4 - 8									
5	**5.2**	Professional Development for PCDS Staff	All	No			Specific Schools: Palermo Community Day School 4 - 8	24-27	$0.00	$25,000.00		$25,000.00			$25,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$14,971,683	$4,886,475	32.638%	3.039%	35.677%	$5,321,596.00	0.000%	35.544 %	**Total:**	$5,321,596.00
								LEA-wide Total:	$2,945,659.00
								Limited Total:	$449,196.00
								Schoolwide Total:	$1,926,741.00

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**	TK-3 Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox Elementary School K-3	$724,240.00	
1	**1.2**	Education Specialist:	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Palermo School TK-3, 6-8	$181,873.00	
1	**1.3**	K-3 Reading Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K-3	$244,620.00	
1	**1.4**	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills TK-3, 4-5	$19,120.00	
1	**1.5**	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,538.00	

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	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,922.00	
1	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo K-3, 4-5, 6-8	$393,005.00	
1	1.8	Bilingual Paraprofessional	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo TK-3, 4-5, 6-8	$21,443.00	
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,851.00	
2	2.2	6-8 Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6-8	$142,060.00	
2	2.3	TK-8 Paraprofessionals: Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,922.00	
3	3.1	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,854.00	
3	3.2	District-wide Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,735.00	
3	3.3	Parent-Student Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,164.00	
3	3.4	Parent Education Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,342.00	
3	3.5	Positive Behavior Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,711.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Recognition of Good and Improved Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,250.00	
3	3.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,062.00	
3	3.11	English Development Classes for Parents	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,748.00	
4	4.1	Academic Enrichment/Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,079.00	
4	4.2	TK-8 STEM Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,789.00	
4	4.3	Library Services and Access to Library Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,358.00	
4	4.4	Alternative Educational Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$356,901.00	
4	4.6	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$182,453.00	
4	4.7	Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$605,078.00	
4	4.8	Support for Beginning Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,475.00	
4	4.9	Access to Technology and Online Learning Tools and Resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$617,869.00	

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	4.12	Go Guardian	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8	$9,750.00	
4	4.14	Staff Access to Student Level Academic and Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,884.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,985,717.00	$6,896,909.00

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**	TK-3 Class Size Reduction	Yes	$860,992.00	$770,302
1	**1.2**	Education Specialist:	Yes	$169,737.00	$179,777
1	**1.3**	K-3 Reading Specialist	Yes	$275,566.00	$244,253
1	**1.4**	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Yes	$20,565.00	$24,780
1	**1.5**	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Yes	$115,297.00	$79,791
1	**1.6**	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Yes	$528,534.00	$486,869
1	**1.7**	Designated ELD Instruction for ELs and LTELs and Professional Development	Yes	$385,496.00	$383,306
1	**1.8**	Bilingual Paraprofessional	Yes	$53,890.00	$20,552
1	**1.9**	SWDs Receive Core Instruction in the General Education Setting	No	$558,293.00	$862,143
2	**2.1**	Standards Based Supplemental Instructional Materials for Mathematics	Yes	$121,493.00	$39,385

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	6-8 Math Intervention Teacher	Yes	$133,675.00	$136,138
2	2.3	TK-8 Paraprofessionals: Math	Yes	$528,534.00	$486,869
2	2.4	District-wide Math Work Group	No	$0.00	$0
3	3.1	School Counselors	Yes	$510,611.00	$558,331
3	3.2	District-wide Nurse	Yes	$120,536.00	$115,116
3	3.3	Parent-Student Engagement Events	Yes	$28,164.00	$3,520
3	3.4	Parent Education Events	Yes	$4,342.00	$0
3	3.5	Positive Behavior Intervention and Support	Yes	$33,711.00	$20,469
3	3.6	Recognition of Good and Improved Attendance	Yes	$20,250.00	$20,250
3	3.8	Social Emotional Learning	Yes	$2,500.00	$2,000
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	Yes	$237,000.00	$283,768
3	3.10	Grade 4-8 SEL Intervention	No	$0.00	$0
3	3.11	English Development Classes for Parents	Yes	$7,500.00	$23,312
4	4.1	Academic Enrichment/Field Trips	Yes	$11,079.00	$12,644

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	4.2	TK-8 STEM Materials	Yes	$12,789.00	$8,885
4	4.3	Library Services and Access to Library Books	Yes	$169,097.00	$90,354
4	4.4	Alternative Educational Programs	Yes	$347,385.00	$366,332
4	4.6	Home to School Transportation	Yes	$526,862.00	$557,579
4	4.7	Broad Course of Study	Yes	$722,691.00	$650,899
4	4.8	Support for Beginning Teachers	Yes	$28,475.00	$23,662
4	4.9	Access to Technology and Online Learning Tools and Resources.	Yes	$354,674.00	$381,423
4	4.12	Go Guardian	Yes	$9,750.00	$16,960
4	4.14	Staff Access to Student Level Academic and Behavioral Data	Yes	$36,229.00	$47,240
5	5.1	Support for Positive Behavior, Healthy Relationships and Conflict Resolution	No	$25,000.00	$0
5	5.2	Professional Development for PCDS Staff	No	$25,000.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,662,557	$5,157,680.00	$4,809,361.00	$348,319.00	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	TK-3 Class Size Reduction	Yes	$860,992.00	$770,302		
1	1.2	Education Specialist:	Yes	$169,737.00	$179,777		
1	1.3	K-3 Reading Specialist	Yes	$275,566.00	$244,253		
1	1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Yes	$20,565.00	$24,780		
1	1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Yes	$115,297.00	$79,791		
1	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Yes	$279,327.00	$270,991		
1	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	Yes	$385,496.00	$383,306		
1	1.8	Bilingual Paraprofessional	Yes	$37,636.00	$20,552		
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	Yes	$121,493.00	$46,993		
2	2.2	6-8 Math Intervention Teacher	Yes	$133,675.00	$136,138		

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)
2	2.3	TK-8 Paraprofessionals: Math	Yes	$279,327.00	$270,991		
3	3.1	School Counselors	Yes	$280,004.00	$313,626		
3	3.2	District-wide Nurse	Yes	$120,536.00	$115,116		
3	3.3	Parent-Student Engagement Events	Yes	$28,164.00	$3,520		
3	3.4	Parent Education Events	Yes	$4,342.00	$0		
3	3.5	Positive Behavior Intervention and Support	Yes	$33,711.00	$20,469		
3	3.6	Recognition of Good and Improved Attendance	Yes	$20,250.00	$20,250		
3	3.8	Social Emotional Learning	Yes	$2,500.00	$2,000		
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	Yes	$139,438.00	$138,480		
3	3.11	English Development Classes for Parents	Yes	$7,500.00	$23,312		
4	4.1	Academic Enrichment/Field Trips	Yes	$11,079.00	$12,644		
4	4.2	TK-8 STEM Materials	Yes	$12,789.00	$8,885		
4	4.3	Library Services and Access to Library Books	Yes	$169,097.00	$90,354		
4	4.4	Alternative Educational Programs	Yes	$347,385.00	$366,332		
4	4.6	Home to School Transportation	Yes	$149,955.00	$140,843		
4	4.7	Broad Course of Study	Yes	$722,691.00	$650,899		
4	4.8	Support for Beginning Teachers	Yes	$28,475.00	$29,134		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.9	Access to Technology and Online Learning Tools and Resources.	Yes	$354,674.00	$381,423		
4	4.12	Go Guardian	Yes	$9,750.00	$16,960		
4	4.14	Staff Access to Student Level Academic and Behavioral Data	Yes	$36,229.00	$47,240		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$14,316,683	$4,662,557	4.0646	36.632%	$4,809,361.00	0.000%	33.593%	$435,111.90	3.039%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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