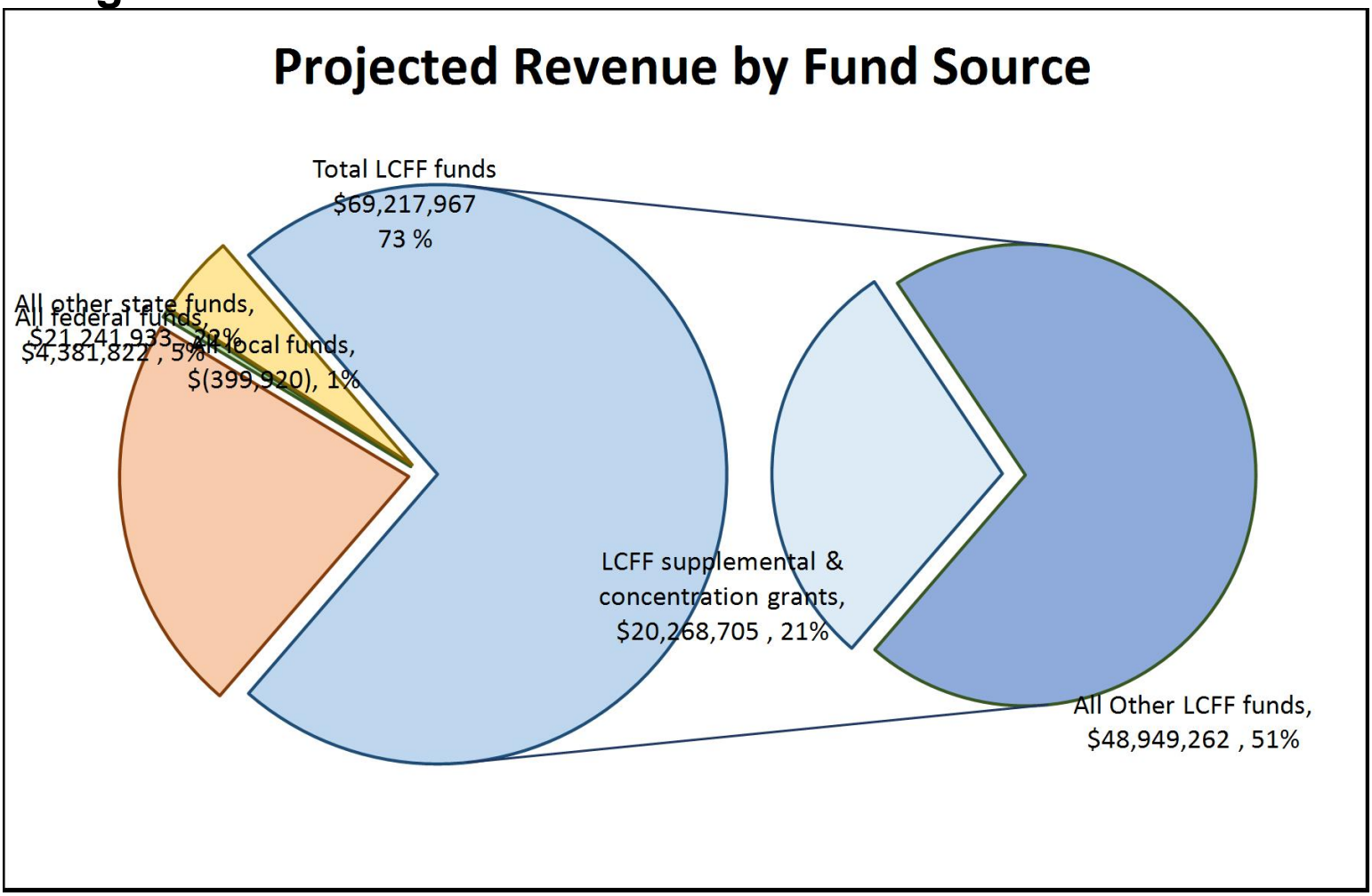
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Elementary School District
CDS Code: 33 67199 0000000
School Year: 2025-26
LEA contact information:
Dr. Claudia L. Velez
Assistant Superintendent Educational Services
claudia.velez@perrisesd.org
(951) 657-3118

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

Budget Overview for the 2025-26 School Year

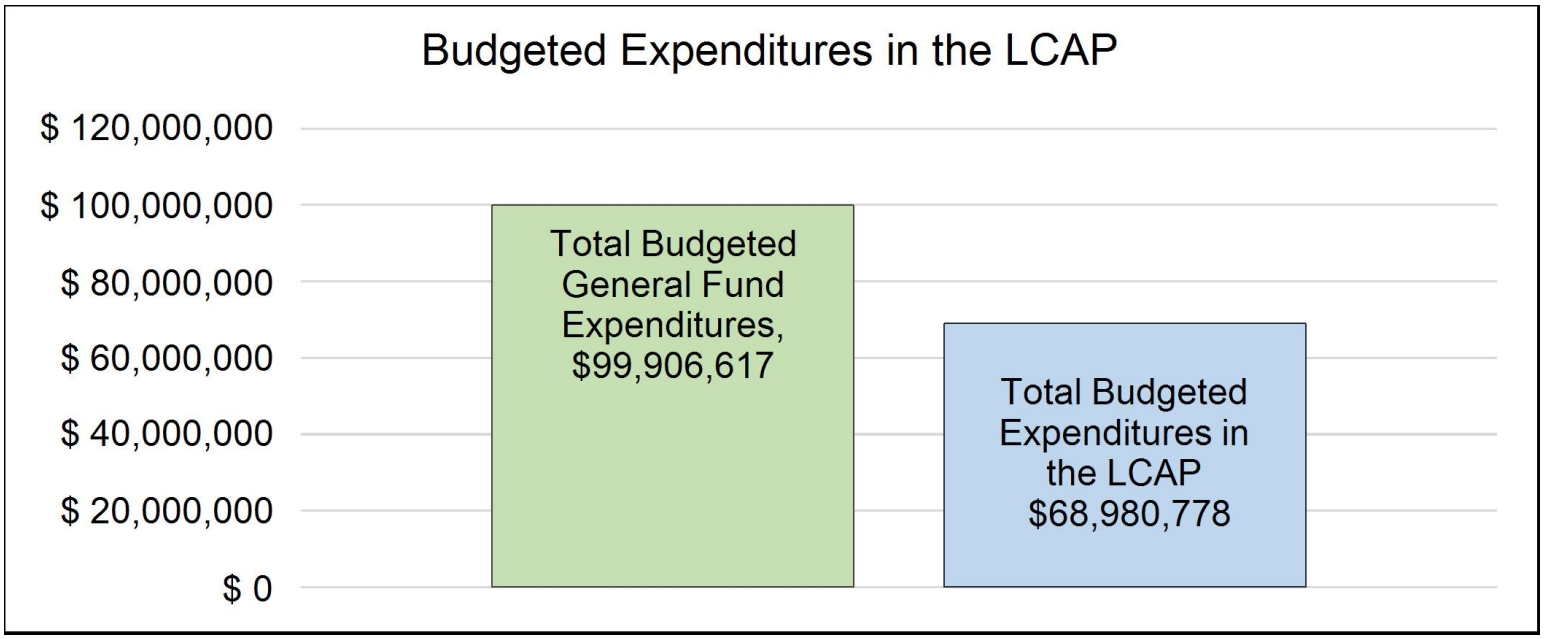


This chart shows the total general purpose revenue Perris Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Elementary School District is $94,441,802, of which $69,217,967 is Local Control Funding Formula (LCFF), $21,241,933 is other state funds, $-399,920 is local funds, and $4,381,822 is federal funds. Of the $69,217,967 in LCFF Funds, $20,268,705 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Perris Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Perris Elementary School District plans to spend $99,906,617 for the 2025-26 school year. Of that amount, $68,980,778 is tied to actions/services in the LCAP and $30,925,839 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

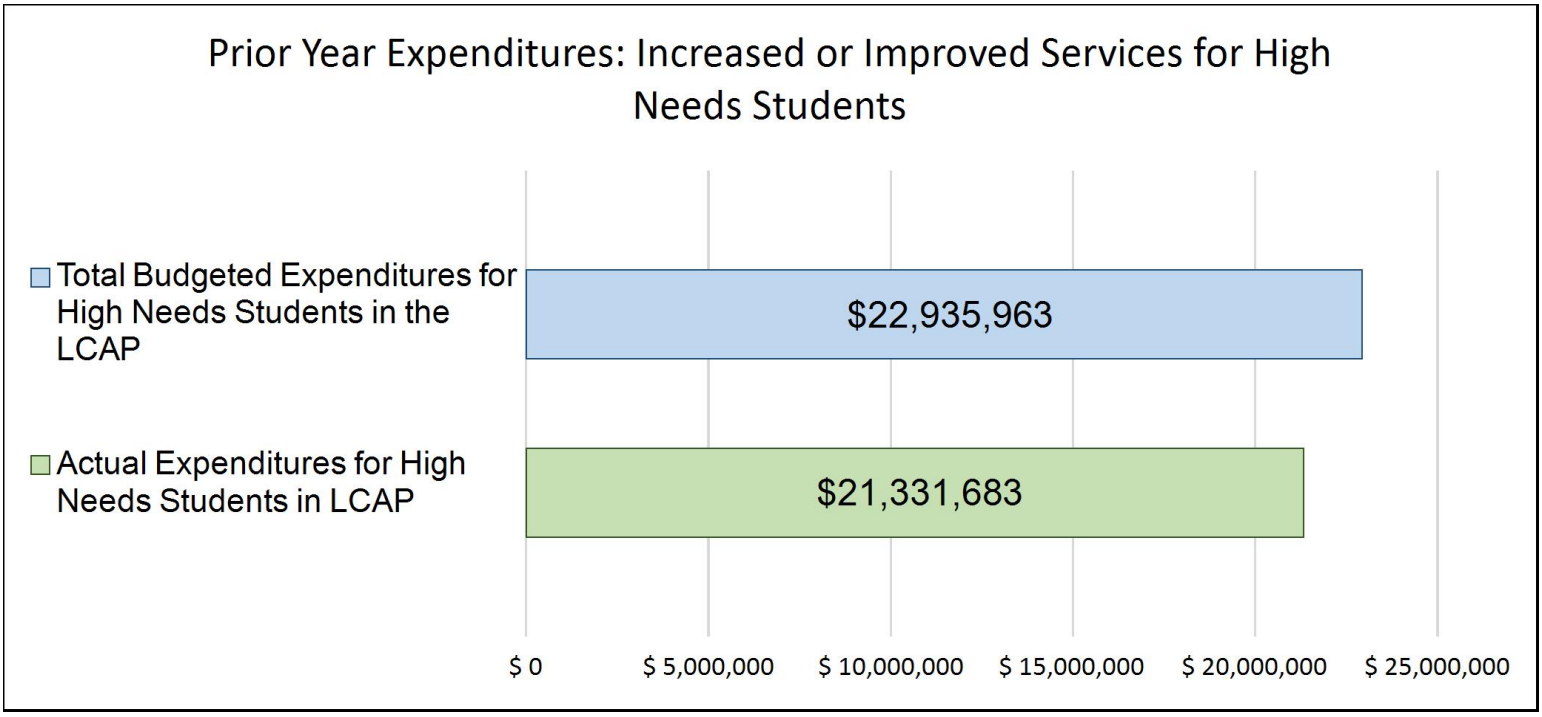
The General Fund Budgeted expenditures not included in the LCAP include, but not limited to standard district operational costs. This includes phones, leases, insurance, department allocations, site donation budgets, MAA, indirect cost reimbursement and county tuition. Also not included in the LCAP are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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Perris Elementary School District is projecting it will receive $20,268,705 based on the enrollment of foster youth, English learner, and low-income students. Perris Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Perris Elementary School District plans to spend $20,268,705 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Perris Elementary School District's LCAP budgeted $22,935,963 for planned actions to increase or improve services for high needs students. Perris Elementary School District actually spent $21,331,683 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,604,280 had the following impact on Perris Elementary School District's ability to increase or improve services for high needs students:

Although our actual expenditures for the planned actions appear lower, this is due to budgeting above our LCFF allocation. As a result, the actions did not impact services to unduplicated students, but rather reflect an over-budgeting of supplemental and concentration funds beyond what was received.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Perris Elementary School District is located in the western part of Riverside County, serving approximately 5,538 students, of which 4,890 (88%) are Hispanic. The district operates nine schools, 8 of which serve students in grades kindergarten through grade six, TK Dual Language Immersion program at 2 school sites, 1 school site which serves students in Transitional Kindergarten, and a district-sponsored charter school that serves students in grades kindergarten through eighth grade. In 2025-26, one school will be expanding to 7th grade to support growth of the Dual Language Immersion program. In addition, the district also has a state preschool program which serves approximately 300 children ages 2 to 4. The student demographics are as follows: 5.8% African American, 0.5% Asian, 0.3% Filipino, 88.3% Hispanic, 2.3% White, 0.8% Two or More Races, 44.3% English Learners, 85.9% Socioeconomically Disadvantaged, 10.2% students with disabilities, 1.8% Homeless, and 1% (54 students) Foster Youth. Approximately 85% of students receive free and reduced lunch.

The district's mission statement is to empower and inspire our students to contribute to society. We will do this by:

Cultivating a supportive community that fosters belonging, inspires leadership, and ensures academic and personal success for every student.

Our core values include:

* Everyone Belongs: Community, Joy, Trust
* Everyone Leads: Collaboration, Courage, Innovation

* Everyone Succeeds: Persistence, Passion, Adaptability

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

* Delivery of evidence-based, explicit, and high-quality first instruction aligned to grade-level standards.
* Promoting the development of academic language and literacy skills across all content areas.
* Utilizing ongoing formative and summative assessments to monitor student progress and inform instruction.
* Implementing differentiated instruction to meet the diverse academic and social-emotional needs of all learners.
* Integrating Specially Designed Academic Instruction in English (SDAIE) strategies to ensure access and support for English learners in core instruction.

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

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

To address the language requirements of English language learners, a dedicated daily block of at least 30 minutes for English Language Development (ELD) instruction has been established across all grade levels and schools. During this time, teachers consistently deliver instruction aligned with ELD standards. In addition to designated ELD, integrated ELD is presented to students through evidence-based strategies during best first instruction, with intentional scaffolds and the use of best teaching practices to support language development across the content areas. Identification of key learning is developed through collaboration at grade-level teams and the Instructional Leaders Community of Practice through the model of Professional Learning Communities (PLC).

In its seventh year, our Dual Language Immersion (DLI) Program is designed to significantly enhance the literacy proficiencies of English learners in both English Language Arts and Spanish. Due to favorable student outcomes, the DLI Program is being expanded to a second site which is adding five classrooms of DLI Transitional Kindergarten, Kindergarten, and 1st grade. In addition, the program will expand to 7th grade at Skyview Elementary beginning in the 2025–2026 school year, allowing students to continue developing bilingualism and biliteracy through middle school.

As PESD, we are deeply committed to the Professional Learning Community (PLC) process and continue the development of a Multi-Tiered System of Support (MTSS) framework to more effectively coordinate, plan, and monitor student supports. This ensures that all students receive the academic and social-emotional support they need to thrive. Our MTSS framework focuses on high-quality core instruction, differentiation, and aligning systems to address individual whole child needs. PESD focuses on core instruction; differentiation; individual

student needs; and the alignment of systems to promote academic growth and overall wellbeing for every student. Additional support is provided during the school day through targeted intervention outside of core instructional time. With targeted intervention, teachers review assessment data to identify essential standards that students need additional support of mastery. Students participate in flexible grouping according to need. Additional instruction, targeted at re-teaching missing skills on identified standards is provided to students. Intervention teachers support students identified by defined entry/exit criteria. This integrated approach ensures that academics and student wellbeing work in tandem, reinforcing each other to support the whole child.

PESD School Counseling and Wellbeing program encompasses tiers of support, all designed to foster the overall wellbeing of students by addressing their academic, social, and emotional development. Tier 1 comprises developmental, preventative, restorative, and proactive classroom lessons that promote a positive school climate, teach essential life skills, and build emotional resilience. These universal supports are designed to help all students develop strong social-emotional foundations. Tier 2 involves short-term progress monitoring and collaborative efforts among teachers, parents/guardians, and administrators to implement targeted interventions that support students showing early signs of academic or social-emotional challenges. These supports ensure students' wellbeing is addressed promptly and proactively. Tier 3 provides individualized interventions for students experiencing significant emotional, behavioral, or crisis-related needs. This includes emergency response, referrals, and individual counseling focused on mental health and wellbeing. Together, the tiers reflect our district’s commitment to whole-child development, ensuring that academic achievement and social-emotional health are addressed in a coordinated and integrated manner.

In addition to the tiers of support, school counselors and the wellbeing team work in close partnership to support the whole child through a variety of schoolwide systems of practice and support. Together, they lead parent education efforts, such as, parenting classes and attendance presentations that strengthen school-home collaboration. We promote digital citizenship and social-emotional learning, equipping students with the tools they need to make responsible choices online and in daily life. Through our counseling and wellbeing focus, students are supported in navigating key transitions, including the transition to middle and high school, with a focus on both academic preparedness and emotional/social readiness. This joint approach ensures that the program is responsive to student needs and proactively nurtures wellbeing, belonging, and resilience, empowering every student to thrive both in and beyond the classroom.

PESD has deepened its investment in high-quality instruction with a strong focus on early literacy, foundational skills and the Science of Reading. Districtwide efforts have prioritized phonemic awareness and phonics instruction as foundational skills, highlighted as a priority in our instructional framework. Professional learning has including evidenced based literacy practices used to strengthen teachers' understanding of the components of skilled reading literacy routines, empowering multilingual learners strategies to strengthen reading, writing, speaking and listening. Instructional and academic coaches have supported coaching cycles with teachers. PESD has launched Literacy/Science of Reading cohorts that includes intervention teachers, teacher leaders, academic coaches, and site instructional leaders. Our emphasis on ensuring all students are reading to learn aligns with the Science of Reading, which highlights the importance of developing early literacy and foundational skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. To support this goal, we are providing comprehensive professional development for all TK–2 teachers and instructional aides in the Science of Reading to equip them with evidence-based instructional strategies that strengthen students' word recognition and language comprehension. This work directly supports our districtwide goal of ensuring all students become proficient readers through high-quality, consistent, and targeted early literacy instruction.

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

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

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

Parents have the opportunity to attend a variety of parent involvement activities, workshops, and informational presentations. School sites continue to provide parents a variety of opportunities to participate in activities and events such as committees (SSC, ELAC,DPAC, AAPAC), Family Advocacy and Community Engagement teams (FACE), Family Dances, Astronomy Nights, STEAM Night, Literacy Nights, Math Nights, Read with Me events, PE Night, Art Night, Back to School, Open House, etc.

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

Reflections: Annual Performance

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

There are several areas where PESD students experienced success as reflected on the 2023 California School Dashboard outcomes:

* Chronic Absenteeism on the Dashboard declined overall 6.1%
* Chronic Absenteeism on the Dashboard declined with English Learners by 3.7%
* Chronic Absenteeism on the Dashboard declined with LTELs by 2.6%
* Chronic Absenteeism on the Dashboard declined with SED by 6%
* Chronic Absenteeism on the Dashboard declined with SWD by 10.6%
* Chronic Absenteeism on the Dashboard declined with African American by 8.5%
* Chronic Absenteeism on the Dashboard declined with Hispanic by 5.9%
* Attendance rate maintained at 92%
* Suspensions maintained at .1% in 2023-2024 according to California Dashboard
* Suspensions decreased from 136 suspensions in 2023-2024 to 46 suspensions academic year 2024-2025
* Foster Youth students decreased in suspensions by 6%
* Increase in students reclassified fluent English proficient from 2022-23 7.41% (182 students) to 2023-24 9.46% (201 students) and currently 270 students for 2024-25 academic year.
* English Learners maintained dfs in ELA at 0 dfs.
* Foster Youth students maintained dfs at .8 in ELA and 1.9 dfs in Math

PESD local metrics indicate positive progress during the 2024-2025 academic year in math. LCAP Math Summary Districtwide Successes & Growth Areas Successes where across all grade levels, overall student math performance increased by 3%, with notable gains for Hispanic students (+5%) and African American students (+8%). Significant improvement was seen in 3rd grade ELs (+5%), 4th grade African American students (+15%), and 5th grade Hispanic (+9%) and 5th grade African American students (+18%).
Needs for Growth:
While growth was evident in most areas, English Learners in 4th grade declined by 5%, indicating a need for targeted support. Fifth grade overall saw minimal improvement (+1%), highlighting the need to strengthen math instruction and intervention at that level.

PESD local metrics indicate positive progress during the 2024-2025 academic year in English Language Arts. ELA Summary Districtwide Successes & Growth Areas Successes showed promising gains in 5th grades, African American students (+22%) and English Learners (+4%). 4th grade African American students also improved (+5%), and ELs in both 5th and 6th grades signified upward trends (+4% and +3%).
Needs for Growth:
ELA outcomes reveal declines in 3rd grade, with all student groups decreasing.

Academic Performance:

Goals #1, #2, #3:

- ELA: Per the Fall 2024 California School Dashboard English Language Arts (ELA) indicator of Distance from Standard (DFS), our color rating was orange, and we declined 5.1 dfs at -58.9 dfs scale score points. We attribute this decline to the need for consistent implementation of an Academic multi-tiered system of support (MTSS), consistent and ongoing PLCs for cognitive planning of evidence based practices with data reflection, continued implementation of early literacy foundations, focus on reading to learn, UDL

embedded practices, AVID Strategies integrated throughout instruction, quality first best instruction across content, explicit intervention, enrichment, and technology to enhance learning outcomes.

- Math: Per the Fall 2024 California School Dashboard Mathematics indicator of Distance from Standard (DFS), our color rating was orange, and we declined by 3.4 scale score points. We attribute this decline to the need for consistent implementation of an Academic MTSS, consistent and ongoing PLCs to identify essential learning and best evidence based practices, UDL, AVID, quality first best instruction, standard aligned intervention, enrichment, and technology.
- EL Progress: Per the Fall 2024 California School Dashboard English Learner Progress indicator, 42.7% of English Learners (ELs) made progress toward English language proficiency. This is 3.9% less than the previous school year. We attribute this to the need for consistent implementation of an Academic MTSS, consistent and ongoing PLCs, AVID, UDL, quality first best instruction, standard aligned intervention, enrichment, continued implementation of early literacy foundations, and designated and integrated ELD standards aligned to best first instruction at content level standards. Perris Elementary School District has 270 students reclassified during the 2024-2025 school year.
- The Hispanic student group score maintained a low -58.9 dfs in ELA and demonstrated a decline of 3 dfs increasing to -80.3 dfs in Math. We attribute this decline to the need of consistent implementation of an Academic MTSS, continued implementation of early literacy foundations, vocabulary development and reading comprehension in ELA ,AVID, quality first best instruction with evidence based instruction, standard aligned intervention, enrichment, designated and integrated ELD standards aligned best first instruction and ongoing consistent PLC for data analysis and reflection of instruction.
- The English Learner student group declined by 7.1 dfs at -67.5 dfs in English Language Arts and declined 8 dfs at -87.3 dfs in mathematics. We attribute this decline to the need of consistent implementation of an Academic MTSS, need in continued implementation of early literacy foundations, vocabulary development and reading comprehension in ELA ,AVID, quality first best instruction with evidence based instruction, standard aligned intervention, enrichment, designated and integrated ELD standard aligned best first instruction and ongoing consistent PLC for data analysis and reflection of instruction.
- The socioeconomically disadvantaged student group: Per the Fall 2024 California Dashboard the socioeconomically disadvantaged student group declined in ELA by 4.7 dfs at -60.3 dfs and declined 3.7 dfs at -82.3 dfs in Math. We attribute this decline to the need of consistent implementation of an Academic MTSS, need in continued implementation of early literacy foundations, vocabulary development and reading comprehension in ELA ,AVID, quality first best instruction with evidence based instruction, standard aligned intervention, enrichment, designated and integrated ELD standards aligned best first instruction and ongoing consistent PLC for data analysis and reflection of instruction.
- The students with Disabilities student group maintained by 2.9 dfs at -120.9 dfs in English Language Arts. Students with Disabilities maintained 2.4 dfs at -134.4 in mathematics.
- Foster Youth student group: Per the Fall 2024 Dashboard the Foster Youth student group maintained by 2.7 dfs to -86.4 dfs in ELA and in math increased 13.4 dfs to -96.9 dfs.
- Homeless student group per the Fall 2024 Dashboard increased 8.4 dfs to -66.1 dfs in English Language Arts. In mathematics, the homeless student group increased 25.9 dfs to 73.9 dfs.

GOAL #4:
Metric data for Goal 4 indicates Students in Grades 3rd through 5th grade resulted in 91% of surveyed students showed that they felt safe at school which is an increase from previous years at 90%. The desired outcome for 2024-25 was 95%. 96% of students surveyed indicated they felt like teachers and other adults at school cared about them. This favorable outcome is an increase from 89%. The desired outcome for 2023-24 was 78.2%. This year the survey results exceeded this goal by 17.3. Students surveyed indicated 91% felt there were supportive

relationships at school. This is is an increase of 2% from the previous school year at 89%.
Of students surveyed, 89% indicated that they have a teacher or other adult from school who you can count on to help them. This year, the survey increased from 88%.

Students indicated they had supportive relationships at schools at 87% favorable. This is a increase from 85%. Students surveyed they had a teacher or other adult from school who they can count on to help 87% favorable. Students surveyed indicated they feel safe at school at 90% Favorable resulting in increase from 89%. Surveyed students indicated the teachers and other grown ups at school care about them at 87% favorable indicating decrease from at 95%

We believe that the district's commitment to PBIS, student wellbeing efforts, restorative behavior approaches, the implementation of a school counseling program, and robust outdoor program in tandem with wellbeing and social work interns at all the school sites with Student Support Providers will continue to positively impact suspension rates in the district. We will continue to deepen the implementation of whole child wellbeing and PBIS initiatives and continue to build on this success by continuing the work on the development of our MTSS framework. Robust recess will continue to provide site-based activities at each school to help site teams learn play-based strategies for recess supervision, group management, and conflict resolution and provide the games with opportunities for group reflection and action planning.

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

- 95.9% of parents felt their school offers programs and services for English learners. The desired outcome for 2023-24 was 81.9%. This year the survey results exceeded this goal by 14%.
- 94.7 % of parents felt it important for the school to offer an engaging and effective Art program. The desired outcome for the 23-24 school year is 87.%. This year's survey results exceeded this by 7%
- 97.9% of parents felt their school offers an effective and engaging PE program. The desired outcome for the 2023-24 school year is 82%. This year's survey results exceeded this by 14%
- 89.9% of parents felt treated with respect and encouraged to participate in their child's education. The desired outcome for the 23-24 schoolyear is 82.7%. This year's survey results exceeded this by 7%

* 94.3% of parents felt it is important for their school to provide a strong positive behavior intervention support (PBIS). The desired outcome for the 23-24 schoolyear is 82.7%.

We believe these results reflect the strengthened partnership and increased responsiveness between families, teachers, and the district as a whole. The improved quantity and quality of communication among our educational partners has played a key role in this progress. Additionally, the district’s commitment to providing targeted training and support for families has empowered our community to more effectively partner in supporting student success. These efforts demonstrate our dedication to building a well-informed and engaged educational community that works collaboratively to meet the needs of all learners.

REFLECTIONS: CHALLENGES:

The 2023-2024 Dashboard results indicated that multiple subgroups across the district and school sites are performing at a Performance Level Red. To address these significant areas of need, specific goals and actions are implemented in the Local Control and Accountability

Plan (LCAP) for the 2024-25 academic year. These actions are designed to target and improve the performance of the identified subgroups.

DISTRICT LEVEL:

The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level Red and DFS for:

* ELA:
FY: (-86.4) (Action 3.11, 3.3)
African American (-82) (Action 3.11, 3.3)
Students with Disabilities (-120.9) (Action 3.11, 3.3)
Long-Term English Learners (-79.4) (Action 3.11, 3.3)
English Learners (o dfs) (Action 3.11, 3.3)

* MATH:
Students with Disabilities (-134.4) (Action 3.11, 3.3)
African American (-28.5) (Action 3.11, 3.3)
Long-Term English Learners (-140.5) (Action 3.11, 3.3)
English Learners (11.9 dfs) (Action 3.11, 3.3)

*ELPI: 42.7%
Student Group Current Status
ALL -58.9 (Action 3.5,3.6)
EL -67.5 (Action 3.5,3.6)
LTEL ELA -79.4 (Action 3.5,3.6)
LTEL Math -140.5 (Action 3.5,3.6)

* Chronic Absenteeism:
Long-Term English Learners 38.2% indicating a 7% increase (Acton 4.3,4.4)

SCHOOL SITES:

CLEARWATER ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: Student with Disabilities: Red (-104.5) in ELA (Action 3.5,3.6)
* Mathematics: Students with Disabilities in Mathematics (-144.1) (Action 3.5,3.6)
* Chronic Absenteeism : Red for Students with Disabilities (33.3%) (Action 4.2)
* Suspension Rate: African American (6.3%) increased by 3.4% (Action 4.7,3.11)

ENCHANTED HILLS ELMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:

* English Language Arts: Hispanic (-71.8), Socioeconomically Disadvantaged (-70.1), Students with Disabilities (-142.7) (Action 3.5,3.6)
* Mathematics: Students with Disabilities (-155.1) (Action 3.5,3.6)
* English Learners: (29.4%) declined 17.4%.

GOOD HOPE ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: English Learners: (-79) (Action 3.5,3.6)

PALMS ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: African American (-99), English Learners (-71.3), Students with Disabilities (-130.5) (Action 3.5,3.6)
* Mathematics: African American (-118.1), English Learners (-104.2), Socioeconomically Disadvantaged (-95.8), Students with Disabilities (-139.4) (Action 3.5,3.6)
* Chronic Absenteeism: African American (48.2%) increased 5.4% (Action 4.2)

PERRIS ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: English Learners (-85,2 dfs), SED (-84.4 dfs), Hispanic (-84 dfs) (Action 3.11)
* Mathematics: English Learners (-106.3 dfs), SED (106.7 dfs), Hispanic (-106,2 dfs) (Action 3.11)
* Chronic Absenteeism: African American (53.1%) increased by .6% (Action 4.2)

RAILWAY ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: English Learners (-77.2) (Action 3.5,3.6)
* English Learner Progress: English Learners (33.7%) decline 15%

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REFLECTIONS: Challenges and Needs

GOAL #1 as measured by CA Dashboard and local indicators:
* Teacher vacancies required to be fulfilled throughout the year.

GOAL #2 as measured by CA Dashboard and local indicators:
* Ongoing maintenance repairs and facility upgrades continue as required throughout the school year

GOAL #3 as measured by CA Dashboard and local indicators:
* Lack of common assessments to facilitate data driven instruction
* Lack of consistency in evidence based practices in sites across the district.
* Lack of alignment with essential standards, learning targets, and assessments
* Inconsistent practices with PLC cognitive planning

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

GOAL #4 as measured by CA Dashboard and local indicators:
* SEL Curriculum was not fully implemented and utilized as designed throughout instructional day
* Despite the availability of resources and communication efforts, some families struggle to physically did not access resources on campus.
* Access to new parent communication platform was not accessed by several families

REFLECTIONS: CHALLENGES:
Based on a review of the available performance on both the state indicators and local performance indicators that are included in the LCFF evaluation rubrics, progress toward LCAP goals, local self-assessment tools, input from our Educational Partners, and other information, the Perris Elementary School District has identified the following areas of need and focus: The 2022-23 CA Dashboard results indicated that multiple subgroups across the district and school sites are performing at a Performance Level Red. To address these significant areas of need, specific goals and actions are implemented in the Local Control and Accountability Plan (LCAP) for the 2024-25 academic year. These actions are designed to target and improve the performance of the identified subgroups.

DISTRICT LEVEL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* ELA:
Foster Youth: (-83.7) (Action 3.11, 3.3)
African American (-75.7) (Action 3.11, 3.3)

MATH:
Foster Youth:(-110.2) (Action 3.11, 3.3)
African American (-104.6) (Action 3.11, 3.3)
*ELPI: 46.6%

Student Group Current Status
ALL -53.8 (Action 3.5,3.6)
EL -60.4 (Action 3.5,3.6)
LTEL6 -81.6 (Action 3.5,3.6)
LTEL7 -63.5 (Action 3.5,3.6)

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

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

SCHOOL SITES:

CLEARWATER ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* EL Red Low DS AT 42.7 / -21.7 (Action 3.5,3.6)

SKY VIEW ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* All Students: ELPI (L) 42.4% Decreased Significantly (Action 3.6)
Chronic Absenteeism:
* SWD (53.6%) (Action 4.2)
* AA Suspension Rate: 14.9 (VH) (Action 4.7,3.11)
* SWD: 7% suspended at least one day (Action 4.7,3.11)

PERRIS ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* All Students: ELPI (L) 44.3% (Action 3.6.3.5)
* All Students: ELA (VL) -80.2 dfs (Action 3.11)
* English Learners: ELA (VL) -83.3 dfs (Action 3.5,3.6)
* SED/LI: ELA (VL) -84.8 dfs (Action 3.11)
* SWD: ELA (VL) -159.3 dfs (Action 3.11)
* SWD: MATH (VL)-179.6 dfs (Action 3.11)
* HOMELESS: Chronic Absenteeism (VH) 60% (Action 4.3,4.4)
* HISPANIC: ELA (VL) -79.4 dfs (Action 3.5,3.6)

GOOD HOPE ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* SED: ELA (VL) -70.4 dfs (Action 3.11)
* EL: ELA (VL) -78.5 dfs (Action 3.11)
*SWD: ELA 9VL) -128. dfs (Action 3.11)

RAILWAY ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* SWD: ELA (VL) -133.6 dfs (Action 3.11)
* SWD MATH (VL) -137.8 dfs (Action 3.11)

PALMS ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
Chronic Absenteeism:
* HL (52.5%) (Action 3.11,4.3,4.4)
* Suspension Rate:
AA: 7.4% suspended at least one day (Action 3.18, 4.3,4.4)

PESD On the Horizon 2025-26
LCAP Goal #1:
* Continue on going hiring process to fulfill certificated and classified vacancies
* Onboarding modules for certificated and classified staff will be offered by administration, district personnel and academic coaches
* Continued professional development to support Integrated ELD and Literacy across all content areas.
* Academic coaches to support through coaching cycles for ELA, math and ELD. These coaches will provide a continuum of professional development on essential standards, literacy, Integrated ELD, and identification of essential learning outcomes

LCAP Goal #2:
* Professional Development for classified staff will be provided for grounds and maintenance
* Instructional Aides will participate in professional learning modules focused on small group instruction, SEL, early literacy foundational reading skills and ELD UDL practices

LCAP Goal #3:
* Implementation of Focused and Interim Assessment Blocks (IABs) and TK-2 assessments in alignment with current best practices in instruction and assessment to meet the depth of knowledge and rigor of the CAASPP.
* Instructional Leaders Community of Practice will meet every six to 8 weeks to recalibrated Essential learning and assessment alignment
* Staff collaboration will focus on PLC teams monitoring student progress with data informed measures throughout the school year.
* This diagnostic assessment will be given three times a year to establish baseline, mid year, and end year growth. The standards based data will be analyzed by teachers as part of the Professional Learning Community (PLC) process.
* Use FIABs and IABs to assess student progress, identify areas for improvement, and inform instructional decision-making to better support student learning outcomes
* Monitor progress on all student groups/subgroups to provide appropriate interventions and support.
* Focus on Science of Reading literacy across the curriculum using AVID strategies integration. These strategies are surrounded by the rigorous methodologies of writing, inquiry, collaboration, organization, and reading. These strategies have extensively prepared students to be competitive in a 21st century world and to meet the demands of college-readiness. Common Core Literacy Standards raise the expectations of students' academic performance in the domains of reading, writing, listening and speaking, and language.
*The Director of Special Education and district special education staff will meet with special education certificated staff and paraeducators in the district and conduct trainings related to IEP goals development, Restorative Practices, Behavior and responsive intervention supports
* Assign academic coaches to support teachers in ELA, math, writing and ELD instruction, providing guidance on essential standards, literacy strategies, Integrated ELD, and identifying essential learning outcomes.
* Offer ongoing professional development opportunities for teachers to enhance their knowledge and skills in Integrated English Language

Development (ELD) and literacy across all content areas
* Align Science of Reading instruction with Common Core Literacy Standards to raise expectations for students' academic performance in reading, writing, listening, speaking, and language skills.
* Align Building Thinking Classrooms in Math with Essential Learning and Big Idea in mathematical concepts and essential learning
* Academic Support and Enrichment Programs through 21st Century learning and STEAM through PBL
* Continue Assessment calibration
* Continue Instructional Leaders Community of practice
* Implement Science of Reding for all TK-2 teachers

LCAP Goal #4:
* Counselor training for restorative practices, AVID, social emotional learning and engaging with families
* Continue with RCOE comprehensive counseling program training for next year.
* New counselor training and one on one support with Coordinator of Student Success
* Monthly collaborations with Counselors to plan supports
* AVID Summer Institute and AVID training for new and returning coordinators.
* PESD will host an in-person event Bilingual Brilliance recognizing reclassified students and their families
* Collaborate with the City of Perris to host engaging community workshops and events.
* Host an Orientation for EL Newcomers families.
* English Learner Impact team to develop EL 1:1 goal setting, personalized plans and ELPAC Academies
* Professional development training and workshops for staff and families.
* Provide additional support to increase student attendance; i.e.: resources, personal phone calls, host parent meetings, SART and attendance support plans
* Conduct outreach programs and workshops specifically tailored to the needs and concerns of English Learner, students with disabilities, low-income, African American, and Hispanic families to raise awareness about the impact of chronic absenteeism on academic success.
* Foster strong partnerships with families and communities to emphasize the importance of regular school attendance.

Differentiated Assistance Support for 2024-25:

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

PESD has LREBG funds, which the district is continuing to strategically utilize in support of our literacy, math, and student well-being goals. In alignment with the outcomes of the local LREBG conducted during the 24-25 academic year needs assessment, funds are embedded throughout our LCAP actions, ensuring they are aligned with and reinforcing the district’s broader efforts to accelerate learning and support the whole child. By directing these resources toward evidence-based interventions, instructional support, instructional coaching, PLC

instructional success criteria and essential learning, literacy foundational strategies and wellness initiatives, we are maximizing their impact to improve student outcomes across all schools.

Goals 3. Action 3 School site allocations will be used to provide additional services to low-income, English Learners, and foster youth students. Services will be aligned to the goals in the LCAP, as well as the goals and actions outlined in each school site's Single Plan for Student Achievement (SPSA). A key focus of this action will be on literacy improvement through professional learning in foundational reading skills, including the Science of Reading, structured writing instruction, and coaching cycles facilitated by academic coaches. Sites will receive support to strengthen Tier I instruction, improve early literacy outcomes, and ensure alignment with district-wide literacy goals. Intervention efforts will support students in ELA and early literacy. Additional actions may include the purchase of AVID materials and participation in AVID professional development, educational study trips to local colleges for AVID students, after-school tutoring, implementation of improved core instructional practices, technology purchases to support instruction, and PLC collaboration time for teachers. Family engagement efforts will be strategically designed to address the needs of foster youth and low-income families, with site-based activities tailored to local context. This action is specifically intended to address the unique academic and social-emotional needs of Foster Youth, Socioeconomically Disadvantaged (SED) students, and English Learners.

Goal 3.Action 4
Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. The district has hired and maintains additional special education staff and support staff to increase and improve services to these students. This action is intended to address needs by providing support for Foster Youth, SED, SWD students and English Learner groups though additional support and resources.

Reflections: Technical Assistance

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

Perris Elementary School District receives differentiated assistance support through Riverside County Office of Education in the identified areas as per results Fall 2024 California Dashboard. PESD identified for Differentiated Assistance support for Long-Term English Learners in ELA, Mathematics, and Chronic Absenteeism. Dashboard data indicates the following:

* Long-Term English Learners at red in English Language Arts: -79.4 dfs. Declined 27.1 points.
* Long-Term English Learners at red in Mathematics: -140.5 dfs. Declined 33 points
* Long-Term English Learners at red in Chronic Absenteeism: 38.2%. Increased 7%

PESD does not have qualifying sites for ATSI, however, we qualify per student number of total district wide of LTEL 59 students.

The Perris Elementary School District reviewed CA School Dashboard data and recognized several access and opportunity for growth for various student groups in Academics and Chronic Absenteeism. PESD was identified for Differentiated Assistance based on outcomes for LTELS.

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

PESD continues partnership with RCOE to identify root causes, inequities, and areas of evidence based practice that require improvement. Through this partnership, comprehensive initiative mapping is conducted to identify specific needs and provide tailored assistance in areas requiring differentiated support. This collaborative effort aims to address challenges effectively and ensure access to resources and opportunities for all students including Long Term English Learners.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

No schools in PESD were eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools in PESD were eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools in PESD were eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Families	As part of our planning for the three-year LCAP, we engaged educational partners through a wide range of meaningful opportunities. Between December 2024 and April 2025, we facilitated 20 engagement sessions where participants reflected on the strategies that have been most effective in supporting students and identified areas for growth to strengthen and expand services for all learners. LCAP engagement presentations were conducted at every school site, ensuring that all families had the opportunity to provide input. Additional presentations were shared with both DELAC (District English Learner Advisory Committee) and DPAC (District Parent Advisory Committee) families to gather feedback from a diverse range of stakeholders. In addition, we established an LCAP Advisory Team composed of parents, certificated staff, classified employees, and management. This team plays a vital role in reviewing data, identifying needs, and co-developing strategies that align with our district goals and the voices of our school community. These efforts reflect our commitment to inclusive planning and ensuring that our Local Control and Accountability Plan is shaped by the collective insight, priorities, and aspirations of those we serve.
Principals and Administration	In planning for the three-year LCAP we engaged our education partners in various ways. We had 20 educational partner sessions between December 2024 and April 2025. We asked educational

Educational Partner(s)	Process for Engagement
	partner groups to consider and give input on what has worked well to support students and what needs to be improved to increase and/or improve services for students. LCAP information session was provided during Principal Insitutes to gather input and feedback from principals and administration.
Local Bargaining Units	As part of the planning process for the three-year LCAP, we engaged our educational partners through a variety of meaningful opportunities. Between December 2024 and April 2025, we conducted 20 engagement sessions, inviting participants to reflect on what has effectively supported students and to identify areas for growth to enhance and expand services. LCAP presentations were also shared during chapter meetings, providing bargaining unit members a chance to offer feedback on proposed goals and actions. Additionally, representatives from local bargaining units participated in engagement sessions to ensure their perspectives were included in shaping the plan.
Teachers	In planning for the three-year LCAP we engaged our education partners in various ways. We had 20 educational partner sessions between December 2024 and April 2025. We asked educational partner groups to consider and give input on what has worked well to support students and what needs to be improved to increase and/or improve services for students. The LCAP Survey window was open for extended time from January through May in order to provide ample opportunity to receive input from educational partners.
Other School Personnel	In planning for the three-year LCAP we engaged our education partners in various ways. We had 20 educational partner sessions between December 2024 and April 2025. We asked educational partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP Survey window was open for extended time from January through May in order to provide ample opportunity to receive input from educational partners. Other School Personnel includes classified staff and management.
SELPA	In planning for the three-year LCAP we engaged our education partners in various ways. We had 20 educational partner sessions between December 2024 and May 2025. We asked education partner groups to consider and give input on what has worked well to support

Educational Partner(s)	Process for Engagement
	students and what needs to improved to increase and/or improve services for students. LCAP Survey window was open for extended time from January through April in order to provide ample opportunity to receive input from educational partners.SELPA representatives have indicated interest in continuing with Goal 3 Action 4, which encompasses various components such as the Teacher on Special Assignment, the Behavior Specialist, the specialized education teaching staff, related service staff, MTSS development, and supporting an inclusive culture. Their support indicates a commitment to ensuring the whole child wellness development and inclusivity of educational practices within the district, aligning with the overarching goal of fostering a supportive and inclusive environment for all students
Students	In planning for the new three-year LCAP we engaged our PESD students in various ways.Empathy Interviews were conducted with PESD students by certificated and classified staff at school sites to gain insight, street data and feedback on how to best support students wth learning and social emotional well being.Empathy interviews at elementary schools benefit by providing deep insights into students' experiences and needs, fostering a more supportive and effective educational environment. In addition, students participated SEL Panorma surveys twice per school year in 1:1 settings, weekly check ins and indedependent whole class settings.
Governing Board and Community Members	The LCAP Mid-year Report was presented to the Governing Board of Trustees at a regularly scheduled Board meeting on January 9, 2024.
LCAP Advisory	As part of our commitment to authentic stakeholder engagement, our district convened an LCAP Advisory Committee composed of diverse representatives, including parents, teachers, classified staff, site and district administrators, and community partners. The purpose of this advisory group is to provide input, review data, offer feedback on proposed actions and services, and ensure that the LCAP reflects the needs and voices of our school community.The committee met six times throughout the year to engage in dialogue around student outcomes, resource allocation, and program effectiveness.

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

In planning for the LCAP we engaged our education partners in various ways. We had 20 education partner sessions between December 2024 and May 2025. We asked education partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. Parent Committees expressed interest in the following:

- Spring and Summer school intervention in academics, instruction in art, music, robotics, physical education, PBIS, social emotional wellbeing, and dance
- Increased opportunities for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes
- Continue Counselor Services
- Provide a district wellness center
- Continued PE teacher
- Continued Art Program
- Music Program
- Saturday, Spring and Summer academic intervention
- After-school tutoring program
- Continued accessibility to technology
- Parent training, i.e. FACE, Reading and Math Night, Coffee with the Principal, CABE/Project Inspire, Social Emotional Wellness, etc.
- Site parent English classes
- Parent Volunteer support and resources
- CBET classes
- Dual Language Immersion Program
- TK Supplemental materials and supplies
- Dance and music during the school day
- Offer effective and engaging STEM program

CSEA representatives expressed an interest in the following:

- Increased opportunities for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes
- Hiring additional paraprofessionals
- Increased involvement in MTSS/PBIS
- Increasing training for supervision aides in building relationships and supporting students
- Increasing participation in educational partner engagement
- Professional development for classified staff focused on MTSS, PBIS and English Learners
- Clarity and communication on MTSS social-emotional and behavioral tiered intervention expectations
- Provide afterschool tutoring
- Provide a strong PBIS support program
- Providing parent workshops and advisory teams

PETA representatives expressed an interest in the following:

- Hiring additional paraprofessionals, specifically bilingual instructional aides for the classroom
- Continued support to mitigate not having combination classes.
- Closing gaps in attendance rates
- Support with social emotional learning and positive behavior supports
- Additional staff to serve students with disabilities
- Providing parent workshops and advisory teams
- Afterschool Academic Support
- Building capacity of staff to build trusting relationships with families

SELPA representatives expressed an interest in the following:
- Continuing with goal 3 action 4, which includes:
- Teacher on Special Assignment;
- Behavior Specialist;
- special education teaching staff, Mental Health Support Providers;
- related service staff;
- MTSS development;
- supporting an inclusive culture

Management Staff (principals, directors, and other administrators):
- Enrichment opportunities
- Professional Development
- Robust recess
- Student access to technology/internet
- Reducing chronic absenteeism
- Increase in enrichment opportunities

During the review and annual update educational partner meetings (principals, directors, teachers, classified staff, other school personnel, community members, and parents), the following actions and services were discussed:
- Differentiated Assistance
- Transitional Kindergarten Program
- Bussing
- Training for classified staff
- Expanded Learning Opportunities Program
- Parent training, i.e. CABE, Project Inspire, etc.
- Chronic Absenteeism
- Information on partner organizations that support the dental and vision health of students was presented by the district nurse
- Clarity and communication on MTSS social-emotional and behavioral tiered intervention expectations
- reducing suspension rates
- Support for English Learners and LTELS progress
- LCAP Instructional Programs

-SEL and restorative practices programs and support

Based on the 2024-2025 Panorama Survey, 89.5% of students surveyed felt safe at school, and 95.5% felt that teachers and other adults cared about them.

2024-2025 Educational partner survey results reflect that 45.1% of parents are interested in a Virtual Academy in the Perris Elementary School District. 68% in favor of continuing of Dual Language Immersion programs in the Perris Elementary School District. 95% It is important for schools to offer counseling services. 94 % indicated it is important for the district to offer an engaging and effective afterschool tutoring through Expanded Learning Opportunities Program (After School Program/tutoring, Summer School, Saturday Academies).

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Ensuring the hiring of appropriately credentialed and assigned certificated staff to address students' diverse needs, with a focus on achieving 100% compliance with annual county reviews stipulated in the Williams Settlement.

Hiring appropriately assigned classified, confidential, and classified management staff to provide essential support to certificated staff in meeting student needs.

We are committed to providing high-quality professional development that equips staff with the knowledge and skills needed to effectively support both the academic achievement and social-emotional well-being of all students.

These coordinated efforts are designed to meet the diverse needs of more students, ultimately fostering equitable achievement outcomes for unduplicated students in comparison to their peers. By enhancing performance in core subjects such as math and ELA, supporting comprehensive whole-child wellness, promoting 21st-century learning skills, and implementing robust Multi-Tiered Systems of Support (MTSS), this goal aims to ensure that unduplicated pupils (UPP) achieve at the same high levels as all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC report on teacher credentials	100% of teachers are appropriately	100% of teachers are appropriately		100% of teachers are appropriately credentialed and	Meeting Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		credentialed and correctly assigned.	credentialed and correctly assigned.		correctly assigned.	
1.2	Employee retention rates tracked by Human Resources.	99% of employees retained in 23-24 school year.	99% of employees retained in 24-25 school year.		99% of employees will be retained in 26-27 school year.	Meeting Target

Goal Analysis [2024-25]

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

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

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

Goal 1.1 and 1.2, Metric data demonstrates that the district maintains positive employee retention rates. Employee retention rates have maintained at 99%. 100% of the teachers are appropriately credentialed and correctly assigned. The positive results reflect efforts to create a positive working environment in which staff is valued, respected and provided with on going opportunities for professional growth. Additionally, the district experienced success in retaining teachers through negotiated increase in salary, as reflected in action 1.5. The district has also utilized the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms in order to minimize impact on class size and allow for more target support for students as reflected in action 1.4.

Action 1.4 Minimize Combination Classrooms: Student enrollment increased, resulting in an increase in fully enrolled classes and the subsequent need for additional staff to avoid combination classes. Despite exceeding our Full-Time Equivalent (FTE) capacity, the district opted to remove this action due to funding constraints and focus on response to current needs. Although this action supported smaller and more focused instructional groupings, the district has made the decision to discontinue this specific action moving forward due to budget constraints and a strategic shift toward addressing more urgent and targeted student needs. Resources will be reallocated to support DLI, interventions, academic recovery, and social-emotional services aligned with our Multi-Tiered System of Support (MTSS) framework.

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

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

Goal 1: All elements of this action were implemented. A success was demonstrates with the district demonstrating maintaining a positive employee retention rate. Employee retention rates have maintained at 99%. 100% of the teachers are appropriately credentialed and correctly assigned. The positive results reflect efforts to create a positive working environment in which staff is valued, respected and provided with on going opportunities for professional growth.

The district utilized the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms in order to minimize impact on class size and allow for more target support for students as reflected in action 1.4.

Action 1.1 All elements of this action were implemented. A success was the implementation of UDL lesson development at all schools. Appropriately Credentialed and Assigned Certificated Staff: Estimated actual expenditure for certificated staff were below budget due to vacant positions.

Action 1.2: Hire and Retain Classified and Management Staff: Estimated actual expenditures for hiring and retaining classified and management staff exceeded budgeted expenditures due to a increase in salaries and benefits.

Action 1.3 Non-Categorically Funded Professional Development: Estimated actual expenditures for non-categorically funded professional development decreased budgeted expenditures due to increase of in house professional development participation and opportunities and other funding used for professional growth through workshops focusing on whole child wellness, academic support through evidence based practices, supporting at promise students, social emotional learning and small group instruction in support of classified staff to address the district goals of building capacity with staff and increased professional growth offerings. Overall, the district experienced success in providing increased opportunities for professional growth.

Action 1.4 Minimize Combination Classrooms: . Despite exceeding our Full-Time Equivalent (FTE) capacity, district has opted to maintain separate classes to minimize the impact on students. Some classes remained at low enrollment levels.
This action will now be removed to apply funding on increased needs in other actions.

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

Our LCAP implementation has led to measurable improvements and successes in student outcomes and increased support for our unduplicated pupils, aligned to our district’s priorities.

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

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

Action 1.3 Non-Categorically Funded Professional Development: Action 1.3, focused on non-categorically funded professional development, was effectively implemented. This spending allowed for the in house planned professional development sessions to be successfully carried out and attended by both certificated and classified staff. The higher actual expenditures indicate that additional resources were allocated from other funding to ensure comprehensive professional development opportunities. As a result, the professional development was conducted, and it proved to be effective in enhancing the skills and knowledge of our staff, thereby contributing positively to their professional growth and the overall quality of education provided.

Action 1:4: The district continued to utilize the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms. This year there were no regular education combination classrooms in the district. Action 1.4 was highly effective in achieving its goal. The district utilized the additional 15% LCFF concentration funds to provide additional staff aimed at minimizing the number of combination classrooms. As a result of these efforts, there were no regular education combination classrooms in the district this year. This outcome demonstrates the effectiveness of the action in ensuring that each classroom could be dedicated to a single grade level, thereby improving the focus and quality of instruction for our students. The district opted to remove this action due to funding constraints and focus on response to current needs.

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

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

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

Action 1.1 Appropriately Credentialed and Assigned Certificated Staff: The district is increasing planned expenditures for certificated staff to reflect the increased salaries and benefits costs. The district is increasing planned expenditures for certificated staff to accommodate the rise

in salaries and benefits costs. This adjustment combines Action 1.5 with this allocation to ensure comprehensive coverage of increased staffing expenses.

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

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

Action 1.5. and Action 1.1 combine to one action, which focuses on ensuring appropriately credentialed and assigned certificated staff, with Action 1.5 serves to streamline the process of addressing staffing needs comprehensively. By consolidating these actions, the district can more effectively allocate resources to meet the increased demand for certificated staff while ensuring that all educators are properly credentialed and assigned to their respective roles. This integration allows for a more cohesive approach to staffing management, enhancing efficiency and effectiveness in achieving staffing goals across the district. Based on reflections on prior practices, several changes have been made to the planned goals, metrics, desired outcomes, and actions for the coming year:

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

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

Action 1.4 - Minimizing Combination Classrooms: The district continued to use a portion of the additional 15% LCFF concentration funds to employ more teachers, thus minimizing combination classes. Despite an increase in student enrollment, the district is reducing planned expenditures while maintaining the elimination of general education combination classrooms for the 2023-2024 school year. The district has opted to remove this action due to funding constraints and focus on response to current needs on other actions. These adjustments are aimed at optimizing resource allocation, improving staff management, and ensuring high-quality education for unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Credentialed and Assigned Certificated Staff	Certificated staff, including certificated management, will be appropriately credentialed and correctly assigned in the subject areas and for the pupils, they teach; maintain competitive salaries to retain certificated staff and certificated management.	$29,808,011.00	No
1.2	Hire and Retain Classified and Management Staff	Hire and correctly assign classified, confidential and classified management staff; maintain competitive salaries to retain classified, confidential and classified management staff.	$11,368,250.00	No
1.3	Non Categorically Funded Professional Development	Provide non categorically funded professional growth opportunities for classified, certificated, management, and governing board members. Expenses would include all conferences, speaker fees and training expenses including all travel expenses as appropriate.	$114,600.00	No
1.4	Minimize Combination Classrooms	Ensure the continued employment of teachers to mitigate the need for combination classes in grades TK-6, supporting students' learning needs of unduplicated pupils effectively.	$0.00	No Yes
1.5	Increase Staff Retention Rates	Increase staff to support unduplicated pupils, low income, foster youth and English learner students in all academic areas and social emotional wellbeing support systems and practices.	$7,085,696.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PESD will provide safe, clean, and well-maintained school environments. This atmosphere supports the health and well-being of both students and staff and contributes to improved educational outcomes for students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

1. School maintenance, repair, and landscaping budgets are using LCFF base funds using FIT and do not contribute to increased or improved services to unduplicated low income, foster your and English Learner student groups.

2. The district will continue to provide transportation to low-income students which educational partners including parents, site administrators, and teachers have indicated is necessary to support attendance, learning opportunities, and student achievement for low-income students. Educational partners have indicated that if the district did not provide transportation to identified low-income students these students would not have the same access to educational services as non-low-income students.

3. The district will improve equitable access and continue to increase and improve access to technology resources for low-income and foster youth students. The district continues to provide devices, supporting infrastructure, and support staff to students that would not have access to such resources if they were not provided by the district.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Inspection Tool Ratings (FIT)	All sites maintained at minimum a “good” overall rating.	All sites maintained at minimum a “good” overall rating.		2026-27 Schools visited maintain a "Good" or "Exemplary" on all site FIT Reports	Maintained Outcome Goal
2.2	Attendance Indicators per Dashboard and local metrics	Bussing: Transportation for low income students and foster youth per district guidelines. Chronic Absenteeism Attendance indicates at 26.70%	Bussing: Transportation for low income students and foster youth per district guidelines. Chronic Absenteeism Attendance indicates at 24.40%		2026-27 Bussing: Transportation for low income students and foster youth per district guidelines.	-2.30%

Goal Analysis [2024-25]

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

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

The district successfully implemented action 2.1 by providing safe, clean, and well-maintained schools for our students to learn. The district also successfully implemented action 2.3 by providing technology infrastructure to support student learning. Some of the services in this action were funded out of different resources. The overall implementation of the actions to achieve our articulated goal of enhancing the learning environment was marked by both significant successes and some challenges.

Action 2.1 - Safe, Clean, and Well-Maintained Schools: The district successfully implemented this action by ensuring that all school facilities were safe, clean, and well-maintained. This created an optimal learning environment where students could focus on their studies without distractions or safety concerns. The major success here in the 2024 LCAP Annual Update for the 2023-24 LCAP for Perris Elementary School District was the visible improvement in the condition of school buildings and grounds, which was well-received by students, parents, and staff alike. However, maintaining these standards required continuous effort and coordination, and the challenge was to keep up with the maintenance needs and respond promptly to any arising issues.

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

In summary, the district made significant strides in providing safe, clean, and well-maintained schools, as well as robust technology infrastructure to support student learning. The successes in these areas were marked by improved school environments and enhanced technological capabilities. Challenges included maintaining high standards of facility upkeep and ensuring equitable access to technology, which were addressed through diligent planning and resource management. The combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

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

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

2.2 Transportation: Staffing shortages resulted in delayed and inconsistent delivery of transportation services. This resulted in fewer parents requesting transportation services.

2.3 Increased and Improved Access to Technology: Estimated actual expenditures are less than budgeted expenditures due to several technology positions being unfilled for a portion of the year, which resulted in a couple of key projects not being completed and reduced expenditures and technology upgrades.

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

Metric data for action 2.1 demonstrates that the district continues demonstrating safe, clean, and well-maintained schools. In the 2024-2025 school year, schools received a "good" rating on the site FIT reports.

During the 2024-25 LCAP, the district effectively implemented specific actions that made significant progress toward our goal of enhancing the learning environment.

Action 2.1 - School Maintenance, Repair, and Landscaping: This action has been highly effective. Metric data indicates that the district consistently maintained safe, clean, and well-maintained schools. In the 2024-2025 school year, all schools achieved a minimum of a "good"

rating on the Facility Inspection Tool (FIT) reports, reflecting the district's commitment to providing a quality learning environment. Schools visited maintain an overall rating of "Good" or "Exemplary" rating.
Action 2.2 was successfully implemented, meeting the needs of parents who requested transportation. The district currently provides transportation for 230 students. This success demonstrates the district's responsiveness to parental needs and its commitment to ensuring that all students have reliable access to education.
Action 2.3 was also effectively implemented. It ensured that low-income and foster youth students had access to the necessary technology, thereby supporting their educational needs. This action helped bridge a digital divide and provided these students with the tools required for academic success.

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Schools Maintenance, Repair and Landscaping	Maintenance, repair and landscaping of schools; Expenditures to include: utilities, maintenance, supplies, contracts and other operating costs included in facilities master plan.	$4,851,857.00	No
2.2	Transportation	Bussing: Transportation for low income students and foster youth per district guidelines.	$289,694.00	Yes
2.3	Increased and Improved Access to Technology	Continue to provide increased and improved access to technology resources for low-income and foster youth students. District-wide technology support, including website, device management, and firewall software; financial, personnel, and attendance applications through RCOE; maintenance and upgrade of servers, current technology infrastructure, other supplemental materials, and supplies.	$863,595.00	Yes
2.4	Data Management	Implementing Abre for Enhanced Data Management and Visualization to better monitor student outcomes and provide evidence based support of foster youth, low income and English learners.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

1.There is clear evidence of continued need to close achievement gaps for all students, particularly for unduplicated student groups, in English Language Arts (ELA). Despite efforts to improve outcomes, disparities remain between the performance of English Learners, low-income students, and their peers. According to the most recent California Dashboard ELA data, English Learners scored -67.5 dfs points below standard, and Low-Income students scored -60.3 dfs points below standard, emphasizing the urgency of focused, data-driven action.

To address these persistent gaps, the district is committed to strengthening its Multi-Tiered System of Support (MTSS) to better coordinate academic, behavioral, and social-emotional supports for all learners. Key strategies include:

* Targeted site-based allocations for Low-Income and Foster Youth students

* Expanded early literacy initiatives grounded in the Science of Reading for all TK - 2nd grade and special education staff, including explicit instruction in phonemic awareness, decoding, and language comprehension. Focusing on the elements of the Scarborough Rope especially in TK–2 ensuring a strong foundation in both decoding and comprehension. This PESD framework supports:

* Explicit instruction in phonics, phonemic awareness, and vocabulary. Systematic early literacy efforts grounded in the science of reading and equitable access to foundational reading skills for English Learners and SED students

* Integrated professional development for teachers and paraprofessionals

* Data-driven PLC practices, intervention and academic coaching aligned with MTSS

* Ongoing academic coaching and professional development, including implementation of English Learner strategies, writing, Universal Design for Learning (UDL), mathematical practices framework, and high-leverage evidence-based instructional practices

* Broadened access to 21st-century learning through STEM integration, Project-Based Learning (PBL), and AVID Elementary programs

2. There is evidence to address the achievement disparities for all students, including unduplicated students, in Math and Language Arts. Gaps in achievement remain between unduplicated students' performance and their peers. Gaps in the latest Math Dashboard indicates a distance from standard (DFS) scores (English Learners -87.3), highlighting the need to continue ensuring sites have bilingual aide support, the DLI program, and EL site allocations. The district is committed to enhancing mathematical instructional practices across all grade levels by promoting deep conceptual understanding, procedural fluency, and application of mathematical reasoning. This includes a focus on the Standards for Mathematical Practice, which help students develop habits of mind such as problem solving, reasoning, and perseverance.

In tandem, we are building teacher and student capacity to understand and effectively use multiple forms of assessment, including: Diagnostic assessments to identify foundational gaps and inform targeted instruction, Formative assessments to monitor learning progress during instruction, Summative assessments to evaluate mastery of grade-level standards, Interim/benchmark assessments to check progress toward end-of-year goals. Understanding the purpose and use of each assessment type empowers educators to make informed instructional decisions and ensures alignment within the Multi-Tiered System of Support (MTSS) framework. This comprehensive approach supports math achievement and student growth across all levels.

3. The implementation of the Virtual Learning Academy is in direct response to Educational Partners' input. LCAP surveys reflect that 45.1% of parents were interested in a Virtual/Hybrid Online program. The district will continue to provide English learners, foster youth, and low-income families with rigorous educational options, including the virtual and hybrid academy, with increased efforts to expand the program to 7th and 8th grade.

4. Discretionary budgets are using LCFF base funds and do not contribute to increased or improved services to unduplicated low-income, foster youth, and English Learner student groups.

5. The math adoption and replacement texts are funded by lottery funds and do not contribute to increased or improved services for unduplicated low-income, foster youth, and English Learner student groups.

The combined efforts and focus on these actions and metrics are designed to better meet the needs of more students, ensuring that unduplicated students can achieve at the same level as their peers. This comprehensive approach reflects a deepened commitment to ensuring opportunity in both access and achievement. The data also reinforces the critical importance of accelerating early literacy outcomes in TK–2 and enhancing mathematical instructional practices across all grade levels to ensure every student is on a trajectory toward academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Williams School Inspection; Accountability Report Card	100% of students have access to standards-aligned instructional materials for both classroom and home use. 100% compliance was met during 2024 school year Williams inspections. A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.		A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	Met Target Outcome
3.2	Smarter Balanced Assessments (SBAC) ELA and Math: Scale score points distance from standard.	2022-23 SBAC ELA All Students: 53.8 points below standard (Orange) H: 55 points below standard (Orange) AA: 75.7 points below standard (Red) EL: 60.4 points below standard (Orange) SED: 55.7 points below standard (Orange)	2023-2024 SBAC ELA All Students: 58.9 points below standard declined -5.1 points (Orange) H: 58.9 points below standard-declined 3.8 points (Orange) AA: 82 points below standard - declined 6.2 points (Red)		2026-2027 SBAC ELA All Students: 43.8 points below standard (Increase-Yellow) H: 45 points below standard (Increase-Yellow) AA: 65.7 points below standard (Increase-Yellow) EL: 50.4 points below standard (Increase-Yellow)	SBAC ELA All Students:declined -5.1 points (Orange) H: Declined 3.8 points (Orange) AA: Declined 6.2 points (Red) EL:Declined 7.1 points (Orange) SED: Declined 4.6 points (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 123.8 points below standard (Orange) FY: 83.7 points below standard (Red) 2022-23 SBAC Math All Students: 76.8 points below standard (Yellow) H: 77.3 points below standard (Yellow) AA: 104.6 points below standard (Red) EL: 79.3 points below standard (Yellow) SED: 78.6 points below standard (Yellow) SWD: 136.8 points below standard (Orange) FY: 110.2 points below standard (Red)	EL: 67.5 points below standard - declined 7.1 points (Orange) SED: 60.3 points below standard- declined 4.7 points (Orange) SWD: 120.9 points below standard - maintained 2.9 points (Red) FY: 86.4 points below standard - maintained -2.7 points (Red) LTEL: 79.4 points below standard- declined 27.1 points (Red) 2023 - 2024 SBAC Math All Students: 80.3 points below standard - declined 3.4 points (Change to Orange from Yellow)		SED: 45.7 points below standard (Increase-Yellow) SWD: 113.8 points below standard (Increase-Orange) FY: 73.7 points below standard (Increase-Orange) 2022-23 SBAC Math All Students: 66.8 points below standard (Increase-Yellow) H: 67.3 points below standard (Increase-Yellow) AA: 94.6 points below standard (Increase-Yellow) EL: 69.3 points below standard (Increase-Yellow)	SWD: Maintained 2.9 points (Red) FY: Maintained - 2.7 points (Red) SBAC Math All Students: Declined 3.5 points (Change to Orange from Yellow H: Declined 3 points (Changed to Orange from Yellow) AA: Maintained 2.5 points (Red) EL: Decline 8 points (Change to Orange from Yellow)) SED: Declined 3.7 points (change to orange from yellow) SWD: Maintained 2.4 points (

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			H: 80.3 points below standard - declined 3 points (Changed to Orange from Yellow) AA: 107 points below standard- maintained 2.5 points (Red) EL: 87.3 points below standard - decline 8 points (Change to Orange from Yellow) SED: 82.3 points below standard declined 3.7 points (change to orange from yellow) SWD: 134.4 points below standard maintained 2.4 points (Change to red from Orange) FY: 96.9 points below standard increased 13.4 points (Change to Orange from Red)		SED: 68.6 points below standard (Increase-Yellow) SWD: 126.8 points below standard (Increase-Orange) FY: 100.2 points below standard (Increase-Orange)	Changed to red from Orange) FY: increased 13.4 points (Change to Orange from Red)110.2 points below standard (Red) LTELS: declined 33 points (red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: 140.5 points below standard-declined 33 points (red)			
3.3	English Learner Progress	English Learner Progress 2022-23 46.6% making progress towards English Language Proficiency	English Learner Progress 2023-24 42.7% making progress towards English Language Proficiency		English Learner Progress 56% making progress towards English language proficiency	Decline 3.9 % English Learner Progress
3.4	Reclassification Results - Percent of ELs reclassified each year	Reclassification Results-Percent of ELs reclassified each year 2022-23 Reclassification Rate 6%	Reclassification Results-Percent of ELs reclassified students. 2023-24 Reclassification Rate 9.46%		Reclassification Results-Percent of ELs reclassified each year Reclassification Rate 10%	Increase of 3.46 % Reclassified number of students
3.5	The State's Priority 3 Reflection Tool	The overall average rating for all areas was 3.3	Overall State Priority 3 Reflection tool is 3.3		The overall average rating for all areas in the the State's Priority 3 Reflection Tool will reflect a 4.	Maintained a 3.3
3.6	The State's Priority 2 Reflection Tool; ELD Questions	The average rating for ELD questions 18-19 was 4 on the State's Priority 2	The average rating for ELD questions 18-19 was 4 on the		The average rating for ELD questions on the State's Priority 2	Maintained 1 point lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reflection Tool; ELD Questions	State's Priority 2 Reflection Tool; ELD QuestionsThe overall rating for ELD - Interim ELPAC for reading was 1- beginning to develop		Reflection Tool will reflects a 5.	
3.7	LCAP survey of parents including parents of unduplicated and exceptional needs students	LCAP survey of parents including parents of unduplicated and exceptional needs students (1.) 85% of parents felt their school used standards aligned materials and that they are informed about California Standards (2.) 84% of parents felt their school offers an effective and engaging art and PE program (1a) 88.9% of parents felt their school offers an effective and engaging Art program. (1b) 91.2% of parents felt their school offers an effective and engaging PE	LCAP survey of parents including parents of unduplicated and exceptional needs students (1.) 88% of parents felt their school used standards aligned materials and that they are informed about California Standards (2.)94% of parents felt their school offers an effective and engaging art and PE program (1a) 93%of parents felt their school offers an effective and		LCAP survey of parents including parents of unduplicated and exceptional needs students reflects: Question G1 was removed Question G2 was adjusted to become new questions 1a & 1b (1a). 90% of parents feel their school offers an effective and engaging Art program (1a). 95% of parents feel their school offers an effective and	LCAP survey of parents including parents of unduplicated and exceptional needs students reflects: Question G1 was removed Question G2 was adjusted to become new questions 1a & 1b (1a). Parents feel their school offers an effective and engaging Art program is above target outcome at 94% (1b). Parents feel their school offers an effective and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		program.	engaging Art program. (1b) 96% of parents felt their school offers an effective and engaging PE program.		engaging PE program	engaging PE program is above target outcome at 96%
3.8	District Math Summative Assessment	H. District Math Assessments 2023-2024 FIAB % Near or Above Standard Third Grade: All Students: 45% H: 45% AA: 37% EL: 38% Fourth Grade: All Students 43% H: 43% AA: 32% EL: 40% Fifth Grade: All Students 52% H: 43% AA: 25% EL: 42% Sixth Grade: All Students 35%	District Math Assessments 2024-2025 FIAB % Near or Above Standard Third Grade: All Students: 51% H: 51% AA: 37% EL: 43% Fourth Grade: All Students 45% H: 44% AA: 47% EL: 35% Fifth Grade: All Students 53% H: 52% AA: 43% EL: 45% Sixth Grade: All Students 37%		H. District Math Assessments FIAB % Near or Above Standard Third Grade: All Students: 55% H: 55% AA:47% EL: 48% Fourth Grade: All Students 53% H: 53% AA: 42% EL: 50% Fifth Grade: All Students 62% H: 53% AA: 38% EL: 52% Sixth Grade: All Students 45% H: 45%	District Math Assessments Third Grade: All Students: increase 6% H: increase 6% AA: maintained at 37% EL: increased 5% Fourth Grade: All Students: increase 2% H: increase 1% AA: increase 15% EL: decrease 5% Fifth Grade All Students: 1% H:increase 9% AA: 18% EL:3% Sixth Grade: increase 2% H: increase 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		H: 35% AA: 28% EL 19% All Students: All Grades: 44% H: 41% AA: 31% EL: 35% PESD K-2 Universal Math Screeners TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 85% Mastery TK: Count to 10 - 95% Mastery TK: Subitizing - 92% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer “How many?” - 92% Mastery Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 79% Mastery K: Comparing: 96% Mastery K: Count to 30: 84% Mastery	H: 37% AA: 27% EL: 25% All Students: All Grades: 47% H: 46% AA: 39% EL: 37% PESD K-2 Universal Math Screeners August 2024 TK: Identify Numerals 0-5: 60.3% TK: Count How Many: 79.4% TK: Subitizing: 75.6% TK: Count to 10: 85.5% TK: Count Objects: 87% K: Count to 20: 32.9% K: Comparing more: 38.5% K: Identify Numerals 0-10: 40.2%		AA: 38% EL 29% All Students: All Grades: 54% H: 51% AA: 41% EL: 45% PESD K-2 Universal Math Screeners TK Trimester 3 Math Screeners TK: Identify Numerals 0-5 - 95% Mastery TK: Count to 10 - 98% Mastery TK: Subitizing - 95% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer “How many?” - 95% Mastery Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 89% Mastery	AA: increase 8% EL: increase 2% All students: all grades- increase 3% H: increase 5% AA: increase 8% EL increase 2% PESD K-2 Universal Math Screeners TK: Identify Numerals 0-5: decrease 1.1% TK: Count How Many: decrease 4.1 % TK: Subitizing: decrease 2 % TK: Count to 10: decrease 2 % TK: Count Objects: decrease 4.4% K: Count to 20: 10.6% K: Comparing more: decrease 1.6%% K: Identify Numerals 0-10: n/a K: Count Objects: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K: Part 1 - Count Objects: 96% Mastery K: Part 2 - Count to Answer “How many?”: 95% Mastery First Grade Trimester 3 Math Screeners 1st: Identify Numerals 0-20: 90% Mastery 1st: Count to 30: 95% Mastery 1st: Count to 100 by Tens: 89% Mastery 1st: Addition and Subtraction: 87% Mastery Second Grade Trimester 3 Math Screeners 2nd: Write to 120: 87% Mastery 2nd: Place Value: 93% Mastery 2nd: Comparing: 91% Mastery 2nd: Addition and Subtraction Strategies within 20: 90% Mastery 2nd: Word Problems within 20: 82% Mastery 2nd: Addition and Subtraction within 100: 76% Mastery	K: Count Objects: 62.9% K: Count How Many: 67.3% 1st: Count to 20: 30.2% 1st: Addition and Subtraction: 42.4% 1st: Count to 100 by tens: 59.6% 1st: Identify Numerals 0-20: 61.9% 1st: Write Numbers 1-20: 68.9% 2nd: Comparing: 28.3% 2nd: Ten more, Ten less: 30.7% 2nd: Addition and Subtraction within 100: 31.6% 2nd: Word Problems within 20: 34.9% 2nd: Addition and Subtraction within 20: 53.1% 2nd: Place Value: 63.6% February 2025		K: Comparing: 98% Mastery K: Count to 30: 94% Mastery K: Part 1 - Count Objects: 98% Mastery K: Part 2 - Count to Answer “How many?”: 98% Mastery First Grade Trimester 3 Math Screeners 1st: Identify Numerals 0-20: 95% Mastery 1st: Count to 30: 98% Mastery 1st: Count to 100 by Tens: 95% Mastery 1st: Addition and Subtraction: 97% Mastery Second Grade Trimester 3 Math Screeners 2nd: Write to 120: 97% Mastery 2nd: Place Value: 97% Mastery 2nd: Comparing: 97% Mastery	K: Count How Many: increase 3% 1st: Count to 20: increase n/a 1st: Addition and Subtraction: decrease 9% 1st: Count to 100 by tens: decrease 3.6% 1st: Identify Numerals 0-20: decrease 4.6% 1st: Write Numbers 1-20: n/a 2nd: Comparing: decrease 16.2% 2nd: Ten more, Ten less: n/a 2nd: Addition and Subtraction within 100: decrease 22.2 % 2nd: Word Problems within 20: % 2nd: Addition and Subtraction within 20: decrease 15.6% 2nd: Place Value: decrease 11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			TK: Identify Numerals 0-5: 83.9% TK: Count How Many: 87.9% TK: Subitizing: 90.5% TK: Count to 10: 93% TK: Count Objects: 94.5% K: Count to 20: 89.6% K: Comparing more: 94.4% K: Identify Numerals 0-10: 90.1% K: Count Objects: 98.9% K: Count How Many: 98% 1st: Count to 20: 65.5% 1st: Addition and Subtraction: 78% 1st: Count to 100 by tens: 83% 1st: Identify Numerals 0-20: 85.4% 1st: Write Numbers 1-20: 88.7%		2nd: Addition and Subtraction Strategies within 20: 97% Mastery 2nd: Word Problems within 20: 92% Mastery 2nd: Addition and Subtraction within 100: 86% Mastery	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2nd: Comparing: 70.8% 2nd: Ten more, Ten less: 62% 2nd: Addition and Subtraction within 100: 67.8% 2nd: Word Problems within 20: 66.4% 2nd: Addition and Subtraction within 20: 76.7% 2nd: Place Value: 81.5%			
3.9	District ELA Assessment	District ELA Assessments 2023-2024 IAB % Near or Above Standard Third Grade: All Students: 56% H: 55% AA: 51% EL: 49% Fourth Grade: All Students 57% H: 57% AA: 50% EL: 48% Fifth Grade: All Students 55%	District ELA Assessments 2024-2025 IAB % Near or Above Standard Third Grade: All Students: 52% H: 52% AA: 36% EL: 43% Fourth Grade: All Students 58% H: 57% AA: 55% EL: 46% Fifth Grade:		District ELA Assessments IAB % Near or Above Standard Third Grade: All Students: 66% H: 65% AA: 61% EL: 59% Fourth Grade: All Students 67% H: 67% AA: 50% EL: 58% Fifth Grade: All Students 65%	District ELA Assessments Third Grade: All students: decrease 4% H: decrease 3% AA: decrease 15% EL: decrease 6% Fourth Grade: All students: increase 1% H: maintained AA: increase 5% EL: decrease 2% Fifth Grade: All students: increase 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		H: 56% AA: 33% EL: 41% Sixth Grade: All Students 60% H: 60% AA: 100% EL 42% All Students: All Grades: 57% H: 57% AA: 59% EL: 45% PESD K-2 Universal Screeners TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 59% Mastery TK: Lowercase Letter Names - 46% Mastery TK: Letter Sounds - 37% Mastery K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 85% Mastery K: Lowercase Letter Names - 83% Mastery	All Students 57% H: 56% AA: 55% EL: 45% Sixth Grade: All Students 60% H: 61% AA: 40% EL 45% All Students: All Grades: 57% H: 57% AA: 47% EL: 45% 2024 - 2025 PESD K -2 Universal Screener Data: Average percent correct August 2024 TK: Uppercase Letter Names: 40% TK: Lowercase Letter Names: 25% TK: Letter Sounds: N/A		H: 66% AA: 43% EL: 4\51% Sixth Grade: All Students 70% H: 70% AA: 100% EL 52% All Students: All Grades: 67% H: 67% AA: 69% EL: 55% PESD K-2 Universal Screeners TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 69% Mastery TK: Lowercase Letter Names - 56% Mastery TK: Letter Sounds - 47% Mastery K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 95% Mastery	H: maintained AA: increase 22% EL: increase 4% Sixth Grade: All students: maintained H: increased 1% AA: decreased 60% EL: increased 3% PESD K-2 Universal Screeners TK: Uppercase Letter Names: increase 8% TK: Lowercase Letter Names: increase 6% TK: letter sounds: 15% K: Uppercase letter names: increase 2% K: Lowercase letter names: increase 1% K: high frequency words- decrease 19% from mastery to average correct

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K: Letter Sounds - 78% Mastery K: Blend Words with 3 Phonemes - 69% Mastery K: Site Words Fluency - 71% Mastery K: CVC in Text - 59% Mastery First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 89% Mastery 1st: Letter Sounds - 86% Mastery 1st: CVC in Text - 84% Mastery 1st: Consonant Digraphs In Text - 72% Mastery 1st: CVCC and CCVC In Text - 76% Mastery 1st: Fluency - 40% Mastery Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 80% Mastery 2nd: r-controlled Vowels in Text - 79% Mastery 2nd: Fluency - 39% Mastery	K: Uppercase Letter Names: 57% K: Lowercase Letter Names:47% K: High Frequency Words: 21% 1st Grade: High Frequency Words: 48% 1st Grade: Continuous Sounds: 89% 1st Grade: Stop Sounds: 83% 1st Grade: Consonant Digraph Sounds: 43% 1st Grade: Short Vowel Sounds: 80% 1st Grade CVC: 61% 1st Grade Blends: 42% 2nd Grade: Blends: 46% 2nd Grade: Digraph or Trigraph: 56% 2nd Grade: Final Consonant: 70% 2nd Grade: Inflections: 28%		K: Lowercase Letter Names - 93% Mastery K: Letter Sounds - 88% Mastery K: Blend Words with 3 Phonemes - 79% Mastery K: Site Words Fluency - 81% Mastery K: CVC in Text - 69% Mastery First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 99% Mastery 1st: Letter Sounds - 96% Mastery 1st: CVC in Text - 94% Mastery 1st: Consonant Digraphs In Text - 82% Mastery 1st: CVCC and CCVC In Text - 86% Mastery 1st: Fluency - 50% Mastery Second Grade Trimester 3 Literacy Screeners	1st : CVC in text: increase 2% 1st: Consonant Digraphs: increase 7% 2nd: CVe-decrease 18% 2nd: R-controlled: decrease 31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2nd Grade: Initial Consonants: 86% 2nd Grade: Long Vowel CVe: 37% 2nd Grade: Medial Short Vowel: 79% 2nd Grade: R-Controlled: 66% October 2024 TK: Uppercase Letter Names: 62% TK: Lowercase Letter Names: 54% TK: Letter Sounds: 40% K: Uppercase Letter Names: 77% K: Lowercase Letter Names: 73% K: High Frequency Words: 29% 1st Grade: High Frequency Words: 62% 1st Grade: Continuous Sounds: 95% 1st Grade: Stop Sounds: 92%		2nd: Silent e in Text - 90% Mastery 2nd: r-controlled Vowels in Text - 89% Mastery 2nd: Fluency - 49% Mastery	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1st Grade: Consonant Digraph Sounds: 66% 1st Grade: Short Vowel Sounds: 92% 1st Grade CVC: 81% 1st Grade Blends: 68% 2nd Grade: Blends: 62% 2nd Grade: Digraph or Trigraph: 55% 2nd Grade: Final Consonant: 84% 2nd Grade: Inflections: 40% 2nd Grade: Initial Consonants: 92% 2nd Grade: Long Vowel CVe: 58% 2nd Grade: Medial Short Vowel: 89% 2nd Grade: R-Controlled: 43% February 2025 TK: Uppercase Letter Names: 70%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			TK: Lowercase Letter Names: 54% TK: Letter Sounds: 52% K: Uppercase Letter Names: 87% K: Lowercase Letter Names: 84% K: High Frequency Words: 52% 1st Grade: High Frequency Words: N/A 1st Grade: Continuous Sounds: 96% 1st Grade: Stop Sounds: 94% 1st Grade: Consonant Digraph Sounds: 79% 1st Grade: Short Vowel Sounds: 96% 1st Grade CVC: 86% 1st Grade Blends: 78% 2nd Grade: Blends: 66%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2nd Grade: Digraph or Trigraph: 58% 2nd Grade: Final Consonant: 87% 2nd Grade: Inflections: 45% 2nd Grade: Initial Consonants: 94% 2nd Grade: Long Vowel CVe: 62% 2nd Grade: Medial Short Vowel: 91% 2nd Grade: R-Controlled: 48%			
3.10	ELA LEA Metric Imagine Learning Language and Literacy	n/a	2024-2025 Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten BOY: 75% MOY: 97% EOY: 99% 1st Grade: BOY: 77% MOY: 83% EOY: 94%		Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten BOY: 85% MOY: 95% EOY: 99% 1st Grade: BOY: 85% MOY: 95% EOY: 99%	2024-2025 Imagine Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten demonstrated growth from beginning of year to end of year of 24% increase BOY: 75% MOY: 97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2nd Grade: BOY: 58% MOY: 73% EOY: 81% 3rd Grade: BOY: 41% MOY: 66% EOY: 71% 4th Grade: BOY: 33% MOY: 43% EOY: 50% 5th Grade: BOY: 39% MOY: 41% EOY: 45% 6th grade progress working on grade level: BOY: 31% MOY: 31% EOY: 35%		2nd Grade: BOY: 80% MOY: 85% EOY: 95% 3rd Grade: BOY: 80% MOY: 85% EOY: 95% 4th Grade: BOY: 80% MOY: 85% EOY: 95% 5th Grade: BOY: 80% MOY: 85% EOY: 95% 6th grade progress working on grade level: BOY: 80% MOY: 85% EOY: 95%	EOY: 99% 1st Grade demonstrated growth from beginning of year to end of year of 17% increase BOY: 77% MOY: 83% EOY: 94% 2nd Grade: demonstrated growth from beginning of year to end of year of 23% increase BOY: 58% MOY: 73% EOY: 81% 3rd Grade demonstrated growth from beginning of year to end of year of 30% increase BOY: 41% MOY: 66% EOY: 71% 4th Grade demonstrated growth from beginning of year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to end of year of 17% increase BOY: 33% MOY: 43% EOY: 50% 5th Grade demonstrated growth from beginning of year to end of year of 6% increase BOY: 39% MOY: 41% EOY: 45% 6th grade progress working on grade level demonstrated growth from beginning of year to end of year of 4% increase BOY: 31% MOY: 31% EOY: 35%
3.11	ELA LEA Metric Imagine Learning Lexile	n/a	2024-2025 Student Growth Report at student grade level Lexile Scores on or above grade level: Kindergarten N/A		Student grade level Lexile Scores on or above grade level: Kindergarten N/A 1st Grade:	2024-2025 Student Growth Report at student grade level Lexile Scores on or above grade level: Kindergarten N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1st Grade: N/A 2nd Grade: BOY: 33% MOY: 42% EOY: 48% 3rd Grade: BOY: 43% MOY: 53% EOY: 48% 4th Grade: BOY: 15% MOY: 25% EOY: 33% 5th Grade: BOY: 12% MOY: 26% EOY: 29% 6th Grade BOY: 7% MOY: 21% EOY: 28%		N/A 2nd Grade: BOY: 43% MOY: 53% EOY: 63% 3rd Grade: BOY: 53% MOY: 63% EOY: 73% 4th Grade: BOY: 50% MOY: 60% EOY: 70% 5th Grade: BOY: 50% MOY: 60% EOY: 70% 6th Grade BOY: 30% MOY: 50% EOY: 70%	1st Grade: N/A 2nd Grade in need to increase by 15% to meet target. 3rd Grade in need to increase by 25% to meet target. 4th Grade in need to increase by 37% to meet target. 5th Grade in need to increase by 41% to meet target. 6th Grade in need to increase by 42% to meet target.
3.12	ELA Math Metric Imagine Learning	n/a	2024-2025 Student Growth Report Student grade level performance on Imagine Math Benchmark at or		Student grade level performance on Imagine Math Benchmark at or above grade level on Imagine Math	2024-2025 Student Growth Report at student grade level Lexile Scores on or above grade level current

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			above grade level on Imagine Math Kindergarten: BOY: 0% MOY: 3% EOY: 15% 1st Grade: BOY: 2.2% MOY: 12.3% EOY: 35% 2nd Grade: BOY: 6.6% MOY: 20% EOY: 43% 3rd Grade: BOY: .2% MOY: 1.3% EOY: 3% 4th Grade: BOY: .2% MOY: 1% EOY: 4% 5th Grade: BOY: .7% MOY: 1% EOY: 3%		Kindergarten: BOY: 0% MOY: 50% EOY: 80% 1st Grade: BOY: 20% MOY: 50% EOY: 70% 2nd Grade: BOY: 30% MOY: 50% EOY: 70% 3rd Grade: BOY: 30% MOY: 50% EOY: 70% 4th Grade: BOY: 30% MOY: 50% EOY: 70% 5th Grade: BOY: 30% MOY: 50% EOY: 70%	difference from baseline: Kindergarten in need to increase by 65% to meet target outcome. 1st Grade in need to increase by 35% to meet target outcome. 2nd Grade in need to increase by 27% to meet target outcome 3rd Grade in need to increase by 67% to meet target outcome 4th Grade in need to increase by 66% to meet target outcome 5th Grade in need to increase by 67% to meet target outcome

Goal Analysis [2024-25]

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

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

The district successfully implemented the following actions:

Action 3.1 The district successfully maintained a stock of standards-aligned instructional materials to ensure every pupil had sufficient access both in the classroom and at home. All core content areas were supported with state-adopted or board-approved curriculum aligned to grade-level standards. Instructional materials were distributed equitably across school sites, with site leadership confirming sufficiency through annual textbook surveys and Williams Act compliance checks by purchasing replacement texts and materials. A stock of standards-aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.

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

This data highlights the urgency of increasing investments in early literacy, strengthening designated and integrated ELD, and refining core instruction through standards-aligned curriculum and effective first-best instruction. The district must continue implementing and expanding Multi-Tiered Systems of Support (MTSS), including site-level low-income and foster youth allocations, and increasing staff capacity to address both academic and behavioral needs. The 2023–24 SBAC ELA results indicate a continued and growing need to address persistent achievement gaps among all student groups, with most student groups experiencing a decline in performance compared to the prior year. The district's overall ELA performance declined by 5.1 points, moving from 53.8 to 58.9 points below standard, remaining in the Orange performance level. Hispanic students declined by 3.8 points, and socioeconomically disadvantaged (SED) students declined by 4.7 points, further widening the gap from grade-level proficiency. English Learners (EL) declined by 7.1 points to 67.5 points below standard, and African American students declined an additional 6.2 points to 82 points below standard with both groups remaining in the Red performance level. Foster Youth and Students with Disabilities also remain in the Red. A 27.1-point decline for Long-Term English Learners (LTELs), indicating a prioritized need for targeted intervention and support for reclassification.

In alignment with the district’s goals, a focus will be placed on improving foundational literacy reading skills in alignment with science of reading, embedding 21st-century learning practices through project-based learning and STEM, universal designed evidenced based practices and expanding access to AVID Elementary strategies. These efforts aim to ensure that unduplicated student groups receive the necessary academic and social-emotional support to achieve at the same level as their peers.

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

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

Action 3.5 The district successfully implemented action 3.5 by providing bilingual paraprofessionals to support the instructional needs of English learner students at all sites. The planned action involved bilingual paraprofessionals to support English learner students' instructional needs across all sites. The actual implementation aligned with this plan, bilingual paraprofessionals were provided to support English learner students at all sites. There is a need for professional learning with increased attendance of paraprofessionals to provide a comprehensive system of practices and support for ELs, push in support to students and filling of vacancies. Currently each school site is staffed with a minimum of 2 bilingual paraprofessional per site allowing for increased targeted support and small group instruction.

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

Action 3.7 The district successfully implemented action 3.7 in that the dual language immersion program was expanded as planned to the seventh grade and launching a new DLI program at a second site since TK and at 1st grade during the next school year. Academic Performance: Indicative data shows that DLI students scored higher than their peers, indicating the effectiveness of the program in fostering academic achievement. An increase in attendance among DLI students compared to previous years suggests that the program may have positively impacted student motivation and engagement. Increased participation from families in the DLI program activities indicates positive support and engagement with their child's education, which is essential for student success. Overall, the expansion of the DLI program to the seventh grade has been effective in achieving its intended goals, as evidenced by improved academic performance, increased attendance rates, and enhanced family engagement. These outcomes highlight the positive impact of the DLI program on student learning and overall educational experiences.

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

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

Action 3.10 The district successfully implemented action 3.10, expenditures were less due to decrease in enrollment and decreased in materials. resources, equipment. Despite the decrease in expenditures, the district successfully provided families with rigorous educational options, including virtual and hybrid academy programs. The district successfully implemented action 3.11 and provided academically related support to students as identified in the MTSS.

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

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

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

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

Action 3.1 Replacement Texts and Consumables: Estimated actuals exceeded budgeted expenditures due to increase in purchase of supplemental replacement texts and consumables purchased.

Action 3.4 Specialized Support Staff: Estimated actuals exceeded budgeted expenditures due to increase in need of additional support staff to met the unique needs of students.

Action 3.6 English Learner Site Allocation: Estimated planned expenditures were less than expected due to other state funding used.

Action: 3.7 Dual Language Immersion Program: Estimated actuals exceeded budgeted expenditures due to staff salary and benefit increases and increase in teacher participation through expansion of DLI program.

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

Action 3.9 21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning. Estimated actuals were less than planned expenditures due to professional learning funded through additional alternative funding.

Action: 3.10 Virtual Academy: Estimated actual expenditures were less than planned expenditures due to staffing and inconsistent growth and reduced anticipated enrollment.

Action 3.11 Academic Multi-Tiered System of Supports Framework: Estimated actual expenditures exceeded planned expenditures due to increased need to support wellbeing team and MTSS systems at school sites and as a district support.

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

CAASPP results from 2023 indicate that student achievement in English Language Arts and Math needs to improve for all students and student groups. Achievement gaps remain between unduplicated students' achievement and their peers' English Language Arts and Math. Gaps in achievement in Math as indicated by distance from standard (DFS) scores for all students and the following student groups were:

Math:
All Students: -80.3 dfs (Orange)
H: -80.3 points dfs (Orange)
AA: -107 points dfs (Red)
EL: -87.3 points dfs (Orange)
SED: -82.3 points dfs (Orange)
SWD: -134.4 points dfs (Red)
FY: -96.9 points dfs (Orange)

Gaps in achievement in ELA 2023 as indicated by distance from standard (DFS) scores for all students and the following student groups were:

All Students: -53.8 points dfs (Orange)
H: -55 points dfs (Orange)
AA: -75.7 points dfs (Red)
EL: -60.4 points dfs (Orange)
SED: -55.7 points dfs (Orange)
SWD: -123.8 points dfs (Orange)
FY: -83.7 points dfs (Red)

CAASPP 2024 results regarding Goal 3 metrics indicates that although there remains room for improvement in Math student achievement, various student groups have shown an decline trend in their distance from the standard in Math achievement. Actions will be continued with greater monitoring and support as the actions were implemented, however did not provide growth desired.

- The All Students group declined 3.4 dfs at -80.3 dfs in the Math 2024 Fall Dashboard results of CAASPP assessment.

- The Hispanic student group declined by -3 dfs points in the Math 2024 Fall Dashboard results of CAASPP assessment. Fall Dashboard 2024 year, the Hispanic student group's score indicated -80.3 dfs points below standard, demonstrating a 3 point decline.

* The English Learner student group decline by 8 dfs points at -87.3 dfs in the Math 2024 Fall Dashboard results of CAASPP assessment from last year to this year.

- The Socioeconomically Disadvantaged student group declined by 3.7 dfs points to -82.3 dfs in the Math 2024 Fall Dashboard results of CAASPP assessment from last year to this year.
- The Students with Disabilities student group maintained 2.4 dfs points in the Math 2024 Fall Dashboard results of CAASPP assessment from previous year to this year. Fall Dashboard 2024 year, the Students with Disabilities student group score at -134.4 dfs points dfs below standard, demonstrating a maintenance of 2.4 points.
- The Foster Youth student group increased 13.4 dfs in the 2024 Fall Dashboard results of CAASPP assessment from previous year to this year. Fall Dashboard 2024 year, the Foster Youth student group score increased to 96.9 dfs points below standard, demonstrating a 13.4 point increase.

Gaps in achievement in ELA as indicated by distance from standard (DFS) scores for all students and the following student groups were:

ELA:
All Students: -58.9 dfs (Yellow)
H: -58.9 points dfs (Orange)
AA: -82 points dfs (Red)
EL: -67.5 points dfs (Orange)
SED: -60 points dfs (Orange)
SWD: -120.9 points dfs (Red)
FY: -86.4 points dfs (Red)

Metric data pertaining to Goal 3 indicates ongoing efforts are needed to enhance ELA student achievement, yet there are indications of growth among student groups. Actions will be continued with greater monitoring and support as the actions were not fully effective as implemented.

- The "All Students" group declined by 5.1 dfs points at -58.9 dfs in the ELA 2024 Fall Dashboard results of CAASPP assessment from previous school year.
- The Hispanic student group declined by -3.8 dfs points in the ELA 2024 Fall Dashboard results of CAASPP assessment from previous year. Fall Dashboard 2024 year, the Hispanic student group score declined at -58.9 dfs points, demonstrating it declined in growth by -3.8 dfs.
- The English Learner student group declined 7.1 dfs points in the ELA 2024 Fall Dashboard CAASPP assessment from previous year to this year. The English Learner student group score decreased to -67.5 dfs points dfs, demonstrating it declined 7.1 dfs.
- The socioeconomically disadvantaged student group decreased by -4.7 dfs points in the ELA 2024 Fall Dashboard CAASPP assessment from previous year. The Socioeconomically disadvantaged student group declined -4.7 dfs points below standard at -60.3 dfs.

- The students with Disabilities student group maintained 2.9 points in the ELA CAASPP assessment from last year to this year at -120.9 dfs. This data reflects a need of increased academic achievement in ELA and Math for the Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups. Curriculum aligned to NGSS. This action supported the district to achieve its goal of providing a rigorous instructional program in all core content areas.

Action 3.3: Foster Youth low-income school site allocation. 2023-24 Fall Dashboard indicated Foster Youth student group maintained -2.7 points in ELA and increased 13.4 points in Math. Data related to Goal 3 indicates ongoing efforts are necessary to improve ELA student achievement, although there has been growth among student groups. Enhanced monitoring of these groups and providing target MTSS is imperative to ensure overall academic achievement and socio-emotional development.

Action 3.4: Special Education staffing. 2024-25 Fall Dashboard results indicate that Students with Disabilities' achievement increased ELA and Math per Fall 2024 California Dashboard. Action 3.4, which focused on Special Education staffing,
proved to be effective, as evidenced by the 2024-25 Fall Dashboard results indicating an decline in achievement in both ELA and Math for Students with Disabilities. This outcome underscores the need for positive impact of adequate staffing levels in Special Education on student academic performance and highlights the importance of targeted support for this student population with Student Support providers.

Actions 3.5 & 3.6: English Learner site support (Bilingual Paraprofessionals & Allocations): Reclassification preliminary rates at 9.6% 2024-25 appear to be exceeding the reclassification rates from 2023-24 with 203 students reclassified by end of year. Actions 3.5 & 3.6, involving English Learner site support through Bilingual Paraprofessionals and allocations, have yielded promising results, with reclassification preliminary rates at 8.6% for the 2024-25 academic year. By the end of the year, 182 students were reclassified, reflecting the efficacy of the focused approach on integrated and designated English Language Development (ELD) instruction with content standard alignment.

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

Action 3.11: Multi-Tiered Systems of Support Framework. 2023-2024 results indicate student achievement declined overall in Math and ELA based on Fall 2024 Dashboard. The effectiveness of Action 3.11 in maintaining student achievement levels in Math and ELA underscores the importance and need of implementing evidence-based frameworks like MTSS to support student success. By providing targeted support, utilizing data-driven decision-making processes, and fostering collaboration and continuous improvement, MTSS has proven to be a valuable tool in promoting student achievement and well-being. The CAASPP results from Fall 2024 reveal the pressing need for improvement in student achievement across all student groups in both English Language Arts (ELA) and Math. Despite maintaining or slightly increasing achievement levels in some areas, significant achievement gaps persist, particularly for unduplicated student groups. Notably, the Math achievement gaps for all students and various student groups, including Hispanic, African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, remain concerning. While the ELA achievement gaps are slightly less pronounced, they still demand attention, especially for student groups such as English Learners and Students with Disabilities.

However, there are positive signs of growth and improvement. Metrics for Goal 3 indicate increased Math achievement for several student

groups, including All Students, Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. In ELA, despite some groups maintaining their achievement levels, there is evidence of growth for English Learners and Students with Disabilities. The improvements demonstrate the effectiveness of targeted interventions and support strategies implemented by the district.

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

All actions on Goal 3 indicate effectiveness in making progress based on academic achievement data per 2024 Fall CAASPP Dashboard indicates overall maintaining in ELA and Math. Actions will be modified to better meet our academic goals.

3.1 Science Adoption, Replacement Text, and Consumables: Planned expenditures have been decreased to reflect that the new Math Curriculum planned for adoption process and to be purchased. The remaining budgeted amount will focus on replacement texts and consumables.
3.3 Foster Youth and Low-Income School Site Support Allocation: Duties for Academic Coaches and Intervention teachers have been adjusted to provide direct services to foster youth and low-income students
3.4 Specialized Support Staff: Specialized support staff will be increased further to provide increased and improved services to our unduplicated pupils who are also low-income students.
3.5 English Learner Site Support: Bilingual Paraprofessional: One additional Bilingual Paraprofessional was hired for the 2023-24 school and will continue for the 2024-2025 school year.
3.7 Dual Language Immersion Program: Planned expenditures have been increased to reflect the additional needs for DLI teachers and program needs at Sky View and Good Hope Elementary,
3.8
3.9 GATE Program: Planned expenditures have been increased to reflect the district has returned to its standard practice of only testing second graders and to provide 21st Century Learning to reach more unduplicated pupils. The district will offer support for a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills.
3.10 Virtual Academy: Planned expenditures have been decreased to reflect decreased enrollment and fewer teachers and support staff. The program has experienced additional cost savings by moving to Perris Elementary rather than on its own campus.
3.11 Multi-Tiered Systems of Support Framework: s a result of reflections on prior practice, increased efforts in PESD will strengthen alignment between academic and social-emotional supports by explicitly embedding both within the instructional day through a more integrated Multi-Tiered System of Support (MTSS) framework. Metrics and actions have been adjusted to reflect the need for SEL to be braided with academics, including professional learning for all staff on PBIS, alternative behavior supports, and trauma-informed practices, along with expanded progress monitoring tools, targeted support for paraprofessionals, and refined coaching cycles to ensure consistency and impact across all sites.
3.12 Supplemental Curriculum: Planned expenditures have been decreased to reflect that the new supplemental Science Curriculum kits have already been purchased. The remaining budgeted amount will focus on replacing supplemental materials and math supplemental materials.

Metrics 3.10 through 3.12 were added for continued monitoring.

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	Replacement Texts and Consumables	Adopt textbook and instructional materials for Math and purchase replacement text and consumable materials for adopted curriculum.	$224,621.00	No
3.2	Site Based Discretionary Budgets	Allocate site based discretionary budgets to provide adequate office supplies, books and materials including library books; teacher classroom supply orders; playground equipment and other site operational needs.	$437,854.00	No
3.3	Foster Youth, English Learner, and Low Income School Site Support Allocation	School site allocations will be used to provide additional services to low-income and foster youth students. Services will be aligned to the goals in the LCAP, as well as the goals and actions outlined in each school site's Single Plan for Student Achievement (SPSA). A key focus of this action will be on literacy improvement through professional learning in foundational reading skills, including the Science of Reading, structured writing instruction, and coaching cycles facilitated by academic coaches. Sites will receive support to strengthen Tier I instruction, improve early literacy outcomes, and ensure alignment with district-wide literacy goals. Intervention efforts will support students in ELA and early literacy. Additional actions may include the purchase of AVID materials and participation in AVID professional development, educational study trips to local colleges for AVID students, after-school tutoring, implementation of improved core instructional practices, technology purchases to support instruction, and PLC collaboration time for teachers. Family engagement efforts will be strategically designed to address the needs of foster youth and low-income families, with site-based activities tailored to local context. This action is specifically intended to address the unique academic and social-emotional needs of Foster Youth, Socioeconomically Disadvantaged (SED) students, and English Learners.	$2,293,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PESD has unexpended LREBG funds. This action and related services are supported through LREBG targeting to support unduplicated pupil student outcomes, FY, EL, SED and SWD. LREBG Needs assessment conducted during 2024-25 academic school year identified a need in supporting literacy improvement efforts based on research of this selected action, professional development in essential learning, high leverage instructional practices and success criteria through instructional coaching of evidence based practices as a PLC and targeted intervention efforts prioritizing red and orange indicators on the CA Dashboard. This action will be measured by the improvement of the unduplicated students in local and state ELA ,Math and Chronic Absenteeism on the CA Dashboard data. LREBG funds are 1,236,034 in addition to LCFF.		
3.4	Specialized Support Staff	Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. PESD has hired and maintains additional special education staff to increase and improve services to these students. This action is intended to address needs by providing support to unduplicated pupils.	$1,543,290.00	Yes
3.5	English Learner Site Support: Bilingual Paraprofessional	Equitably allot bilingual aide support for English learners. Language acquisition support will be for students needing primary language support and students who are in need of support to advance their level of proficiency, including LTELS. Bilingual aides support staff work with individuals and small groups of English learners utilizing evidence based strategies, leveled readers, and language development resources from the district-adopted ELA/EL curriculum. The bilingual aide language acquisition support is differentiated based on the English Learner's language level. Structured English Language acquisition programs are offered at all sites. This action is intended to address needs of support for English Learner and ELPI student groups.	$694,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	English Learner Site Allocation	Prioritizing culturally relevant English Learner, SED and Foster Youth Parent engagement activities aimed at enhancing parental understanding of college readiness and resources specifically designed for English learners, SED and Foster Youth. Examples of these enhanced services include after-school tutoring specifically tailored for English learners and LTELS, intensive academic support through EL Summer and/or Spring break Academies, intervention, professional development opportunities for educators focusing on English Learner and LTEL instruction and evidence based practices, dedicated collaboration time for data analysis to refine EL instructional techniques, and family engagement initiatives such as Project Inspire from CABE and Social Emotional Whole Child Wellness. This action is intended to address needs by providing support for English Learner, LTELS, ELPI growth and SED student groups.	$125,000.00	Yes
3.7	Dual Language Immersion Program	The DLI program is offered in English and Spanish beginning with transitional kindergarten through seventh grade and adding one-grade level each subsequent school year. DLI teachers participate in ongoing English Learner professional development and collaboration time to review EL instructional lessons and assessment data throughout the school year to develop instructional plans tailored in response to students specific needs.	$3,509,230.00	Yes
3.8	AVID Elementary Program	Continue to implement the AVID Elementary program at all school sites to help close the achievement gap by preparing all students for college and readiness in a global society. This action is intended to address needs by providing support for Foster Youth, SED students, and English Learner student groups.	$81,961.00	Yes
3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through	Offer a comprehensive instructional program enriched with STEAM and STEM Project Based Learning integration across content to provide extension learning opportunities for foster youth, English learners and low income students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills. Including teacher meetings for program planning training and collaboration. Strength based inventories and learning style inventories.	$40,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
	inquiry based learning.	This action is intended to address needs by providing support for unduplicated pupils.		
3.10	Virtual Academy	Provide families with rigorous educational options including virtual and hybrid academy	$420,504.00	Yes
3.11	Academic Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure increased opportunity and access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure the academic success and social emotional well being of all students. Provide professional development days targeting the needs of low-income, foster youth, LTELs and ELL students. This action is intended to address needs by providing support for Foster Youth, SED students, LTELS and English Learners.	$520,721.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

1. English Learners and Socioeconomically Disadvantaged student groups saw a decline in suspension rates, which demonstrates an increase in positive behavior. The district will continue to implement the Multi-tier System of Support (MTSS) framework, which focuses on behavior, restorative practices, sense of belonging, whole child wellbeing and social-emotional support. There will be an increased focus on MTSS structures and whole child wellbeing to further enhance these positive outcomes.

2. LCAP surveys reflect that 95.3% of parents felt that it is important for schools to offer school counseling services, and efforts to improve students feeling safe at school have resulted in a 91% rate. The district will utilize a portion of the additional 15% LCFF concentration funds to continue to provide school counselors at all school sites as well as two student support providers to help English learners, foster youth, and low-income students develop social skills, succeed academically, and feel safe in school.

3. Parents are the primary factor in student achievement and the overall well-being of their children. During various LCAP Partner Engagement meetings parents requested family engagement workshops, and Community Based English and Spanish classes (CBET) to continue. LCAP parent survey responses show that 67.5% of parents felt that schools provided workshops to help parents understand and practice internet safety including social media; 93.7% of parents felt schools provided workshops to parents that support the social-emotional

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate - 92.41% End of Year (EOY) CALPADS	2023-2024 Attendance Rate - 92.4% End of Year (EOY) CALPADS	2024-2025 Attendance Rate - 92.46% End of Year (EOY) CALPADS		2026-2027 Attendance Rate - 96% End of Year (EOY) CALPADS	Attendance Rate: maintained at 92.4%
4.2	Chronic Absenteeism Rate - Local Measure	Chronic Absenteeism Rate 2023-2024 Local Measure 24.73% - District-wide 32.40% - African American 24.3% - Hispanic 16.9% - White 25.0% - Foster Youth 28.1% - Student with Disabilities 25.5% - EL 32.1% - Homeless	Chronic Absenteeism Rate 2024-2025 Local Measure 24.40% - District-wide 27.20% - African American 24.50% - Hispanic 19.70%- White 8.10% - Foster Youth 27.3% - Student with Disabilities 23.20% - EL 22.90% - SED		2026-2027 Chronic Absenteeism Rate Local Measure 15% - District-wide	Absenteeism Rate: decreased .73%- African American increased .2%- Hispanic increased 2.8%- White decreased 16.9%- Foster Youth decreased .8%- Students with Disabilities decrease 2.3%- EL decrease 9.2%- SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension Rate - Local Measure	Suspension Rate - 2023-2024 Local Measure District-wide- 2.0% (136) African American - 5.3% Hispanic - 2.1% White - 5.6% Foster Youth - 5.3% Student with Disabilities - 1.3%	Suspension Rate - 224-2025 Local Measure District-wide- 0.79% (46) African American - 1.40% Hispanic - 0.72% White - 1.30% Foster Youth - 0% Student with Disabilities - 1.3% EL - 0.67% SED - 0.38%		Suspension Rate - 2026-2027 Local Measure Districtwide- 1.0%	Suspension Rate: Local Measure District-wide: decreased 1.21% African American- decreased 3.9% Hispanic- decreased 1.38% White- decreased 4.3% Foster Youth- decreased 5.3% Students with Disabilities: .7%
4.4	Expulsion Rate - End of Year (EOY) CALPADS	Expulsion Rate 2023-2024 End of Year (EOY) at 0% CALPADS	Expulsion Rate 2024-2025 End of Year (EOY) at 0% CALPADS		Expulsion Rate 2026-2027 End of Year (EOY) at 0% CALPADS	Expulsion Rate: Maintained 0%
4.5	Course Access: Art and PE Staffing data for unduplicated and exceptional needs students.	Unduplicated and exceptional needs students have access to Art and PE teachers.	Unduplicated and exceptional needs students have access to Art and PE teachers.		Unduplicated and exceptional needs students have access to Art and PE teachers.	Unduplicated and exceptional needs students have access to Art and PE teachers
4.6	Parent (including parents of unduplicated and exceptional needs students) Surveys	LCAP survey shows that 78% of parents feel they are treated with respect and are encouraged to participate in their child's education.	LCAP survey shows that 89.9% of parents feel they are treated with respect		LCAP survey shows that 100% of parents feel that they are treated with respect and are encouraged to	Increased 11.9%- parents feel they are treated with respect and encouraged to participate int heir child's education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and are encouraged to participate in their child's education.		participate in their child's education.	
4.7	Sense of Safety and School Connectedness- Student LCAP Climate Survey	Sense of Safety and School Connectedness- Student LCAP Climate Survey. Student survey shows that 91% of students surveyed felt safe at school 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	Sense of Safety and School Connectedness- Student LCAP Climate Survey. Student survey shows that 76.3% of students surveyed felt safe at school 95% of students surveyed indicated that they felt like teachers and other adults at school cared about them.		Sense of Safety and School Connectedness- Panorama Survey Student survey shows that 100 % of students surveyed felt safe at school	Decrease 14.7% of students surveyed who felt safe at school. Decrease 1% of students surveyed that indicated they felt teachers and other adults at school cared about them.
4.8	Panorama Survey	96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	95% of students surveyed indicated that they felt like teachers and other adults at school cared		100% of students surveyed indicated that they felt like teachers and other adults care about them.	Increased 4% of surveyed students who indicated that they felt like teachers and other

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			about them.			adults at school cared about them.
4.9	LCAP survey of parents including parents of unduplicated and exceptional needs students	2023-24 LCAP survey of parents, including parents of unduplicated and exceptional needs students 1. 95.1% of parents felt their school offers programs and services for English learners 2. 76.8% of parents felt their school prepares their student for career and college via AVID 3. 58.8% of parents felt their child had access to a school counselor 3. 95.7% of parents felt it is important for schools to offer counseling services. 4a. 95.8% of parents felt their school offers an effective and engaging Art program. 4b. 96.8% of parents felt their school offers an effective and engaging PE program.	2024-25 LCAP survey of parents, including parents of unduplicated and exceptional needs students 1. 95.9% of parents felt their school offers programs and services for English learners 2. 76.2% of parents felt their school prepares their student for career and college via AVID 3. 63% of parents felt their child had access to a school counselor 3. 98% of parents felt it is important for schools to offer counseling services. 4a. 96% of parents felt		2026-27 LCAP survey of parents including parents of unduplicated and exceptional needs students 1. 99% of parents felt their school offers programs and services for English learners 2. 90% of parents felt their school prepares their student for career and college via AVID 3. 90% It is important for schools to offer counseling services 4a. 90% of parents felt their school offers an effective and engaging Art program. 4b. 90% of parents	1. increased .8% of parents felt that their school offers programs and services for English Learners. 2. Decreased .6% of parents felt their school prepares their student for career and college via AVID. 3a. Increased 4.2% of parents felt their child had access to a school counselor. 3b. Increased 2.3% of parents felt it is important for schools to offer counseling services. 4a. Increased .2% f parents felt their school offers an effective and engaging Art program. 4b. Increased .2% of parents felt their school offers an effective and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			their school offers an effective and engaging Art program. 4b. 97% of parents felt their school offers an effective and engaging PE program		felt their school offers an effective and engaging PE program.	engaging PE program.

Goal Analysis [2024-25]

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

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

Action 4.1: The attendance rate remained steady at 92.46% from 2023–2024 to 2024–2025, despite implementation of planned actions such as attendance teams, family outreach, and MTSS-aligned supports. While data systems and awareness improved, challenges such as inconsistent Tier 2 interventions and ongoing barriers for families limited overall impact. Continued focus on early warning systems, wellness supports, and cross-department collaboration will be essential to improving future outcomes.
Action 4.2: Chronic absenteeism decreased across nearly all student groups from 2023–24 to 2024–25, with the overall rate declining from 26.7% to 24.4% (-2.3%). Notable reductions were seen among Foster Youth (8.0%), Socioeconomically Disadvantaged students (22%), and African American students (-7.5%). These improvements reflect the impact of targeted attendance interventions, increased family outreach, and expanded wellness supports. Continued efforts are needed to sustain progress and further reduce chronic absenteeism, particularly for Students with Disabilities and English Learners, where declines were more modest.
Action 4.3: 2024–2025 school year, there were slight increases in the percentage of students meeting academic goals across various groups. The overall percentage for All Students was 0.79%, with notable improvements among African American (AA) students, who showed a 1.4% increase, and Hispanic (HIS) students, who improved by 0.72%. Conversely, Foster Youth (FY) showed no improvement, maintaining a 0% increase, and Socioeconomically Disadvantaged (SED) students had a modest 0.38% increase. Specific student groups such as Students with Disabilities (SWD) and English Learners (EL) demonstrated gains, but improvements were still limited compared to other subgroups. This data highlights the need for continued, targeted support to ensure that all students, particularly those in higher-need groups, receive the intervention and resources necessary to improve outcomes.

Action 4.4:The expulsion rate for the 2024–2025 school year remains at 0%, consistent with the previous year's data. This outcome reflects the district's ongoing commitment to implementing positive behavior interventions, restorative practices, and early interventions to address student behavior proactively.
Action 4.5:The district continues to prioritize course access for Art and Physical Education (PE), particularly for unduplicated and exceptional needs students
Action 4.6: Increase in parent satisfaction regarding respect and encouragement to participate in their child's education. In 2024–2025, 89.9% of parents reported feeling respected and encouraged to engage, compared to 78% in 2023–2024. This improvement reflects the district's ongoing efforts to foster stronger partnerships with families, enhance communication, and provide more opportunities for parental involvement. While this progress is promising, continued efforts will be made to engage all parents and ensure that every family feels welcomed and supported in their child's educational journey.
Action 4.7 and 4.8: Slight decline in student sense of safety and school connectedness from 2023–2024 to 2024–2025. In 2024–2025, 90% of students reported feeling safe at school, from 91% in the previous year. Additionally, 95% of students indicated that they felt teachers and other adults at school cared about them, a 1% decrease from 96% in 2023–2024. These trends highlight the continued need of the district's efforts to foster a supportive, caring school environment. Ongoing focus on enhancing student well-being and safety will ensure that these results continue to improve.

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

The district defined a material difference as a 10% or more difference between planned and estimated actual expenditures.
Action 4.1 Family Engagement: Planned expenditures were were less than expenditures due to other state funds used.
Action 4.2 Community-Based Tutoring Program: .One English class and the Spanish class were canceled due to low enrollment.
Action 4.3 Behavioral and Social-Emotional Multi-Tiered Systems of Supports Framework: Planned expenditures were were less than expenditures due to other state funds used.
Action 4.4 Counselor Program: The increase is due to increase in support for Counselor program due to additional two Student Support providers. School counselors and student support providers serve for the purposes of helping students develop social skills and succeed in school. They will provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement.
Action 4.6 21st Century Multi-Media Learning Centers:

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

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

90% of students surveyed showed that they felt safe at school; This is a decrease from previous year 91%. The desired outcome is 90%. This year the survey results met desired outcome.
95% of students surveyed indicated they felt like teachers and other adults at school cared about them; increase from previous year 95% . The desired outcome was 90%. This year the survey results exceeded this goal by 5%.

We believe that the district's commitment to PBIS, the implementation of a school counseling program, and the Playworks program in tandem with social work interns at all the school sites and the Student Support Providers positively impacted suspension rates in the district. We will continue to deepen the implementation of PBIS through Restorative Practices and continue to build on this success by continuing the work on the development of our MTSS framework. Student suspension rates for all students and most student groups remained relatively low though the suspension rate for African American and Foster Youth are highest at 5.3%. Structured recess trainers continue to provide site-based coaching at each school once per month to help site teams learn play-based strategies for recess supervision, group management, and conflict resolution and provide the games with opportunities for group reflection and action planning. Supervision aides and site administrators have continued with implementation of improved practices and increased services in their schools. In reflecting upon student and parent engagement, LCAP survey results of parents, including parents of unduplicated and exceptional need students, indicate that:

- 95.9% of parents felt their school offers programs and services for English learners. The desired outcome for 90%.

This year the survey results exceeded this goal by 5%. The positive outcome of 95.9% of parents expressing satisfaction with the programs and services offered for English learners surpasses the desired outcome, which was set at 90%. This achievement, exceeding the goal by 14%, can be attributed to the effective implementation of goals 4.1 and 4.2.

- 96% of parents felt it important for the school to offer an engaging and effective Art program. The desired outcome is 90%. This year's survey results exceeded this by 6%.In addition, the survey results indicating that 96% of parents view engaging and effective Art program as important surpassed the desired outcome for the 2023-24 school year by 6%. This achievement is attributed to ensuring access to art and physical education for all unduplicated pupils, aligning with the effective implementation of district goals as indicated in Goal 4 Action 5.
- 97% of parents felt their school offers an effective and engaging PE program. The desired outcome for the school year is 90%. This year's survey results exceeded this by 7%.The survey findings indicating that 97% of parents perceive the school's Physical Education (PE) program as effective and engaging surpassed the desired outcome for the 2023-24 academic year by 7%. This achievement can be attributed to the successful implementation of goals and actions aimed at enhancing the quality and accessibility of physical education programs within the district as indicated on Goal 4 Action 5
- 89.9% of parents felt treated with respect and encouraged to participate in their child's education. The desired outcome is 90%. This year's survey results exceeded previous results of 78%. This success is attributed to the overarching goal of increasing parent engagement opportunities with a focus on whole child wellness, underscoring the district's commitment to fostering positive relationships between parents and schools as indicated on Goal 4 Action 1

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

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

4.1 In response to reflections on prior practices, changes have been made to the planned goal, metrics, desired outcomes, and actions for the upcoming year. Specifically, we will provide in-house professional development (PD) rather than relying on external consultants. This adjustment aims to optimize resources and ensure that PD aligns more closely with the unique needs and context of the district, fostering greater sustainability and effectiveness in professional learning initiatives. Planned expenditures are $84,705.00 and actual expenditures are $87,434. The increase in expenditures reflects the increase efforts for family engagement at sites with support of our site wellbeing team.

4.2 Community-Based Tutoring Program: Last year's planned expenditures were $31,415.00. Estimated actual expenditures were $27,707. One English class and the Spanish class were canceled due to reduced participation in CBET class and increase in other parent engagement opportunities. The program will be scaled back from four days per week to two days per week, reflecting higher interest from parents in alternative parenting classes offered by the district. As a result, planned expenditures for 2024-2025 have been reduced to $27,707 due to low enrollment.

4.3 Behavioral and Social Emotional Multi-Tiered System of Supports Framework: Last year's planned expenditures were $1,404,280.00. Estimated actual expenditures were 1,385,864. Continued effort is reflecting a realignment of social emotional learning and academics through the calibration of practices as a district.

Action 4.4 Counselor Program: Last year's planned expenditures were $921,723.00. Estimated actual expenditures were 944,806. At Perris Elementary School District, our counselors play a vital role in supporting the academic success, emotional wellbeing, and social development of every student. They help create safe, inclusive learning environments and ensure students have the tools and support needed to thrive both academically and social emotionally.

4.5 Art and PE Program: Last year's planned expenditures were $2,083,586.00. Estimated expenditures were 1,055,051 during 2024-2025. Arts through STEAM program includes curricular alignment across content at each school. By integrating arts education into STEM subjects, students are provided with a more holistic and interdisciplinary learning experience, fostering creativity, critical thinking, and problem-solving skills. This approach not only enhances academic achievement but also promotes inclusivity by catering to diverse learning styles and interests, thereby ensuring equitable access to high-quality education for all students. Additionally, the planned curricular alignment across content areas at each school ensures that unduplicated students receive comprehensive and cohesive instruction across various subjects, facilitating their overall academic and personal growth. Overall, these initiatives aim to narrow achievement gaps and empower unduplicated students to thrive academically and beyond.

4.6 21st Century Multi-Media Learning Centers: Last year's planned expenditures were $616,107.00. Estimated actual expenditures were $643,352.The planned goal, metrics, desired outcomes, and actions for the coming year have been reevaluated based on reflections on prior practice. We will ensure that sufficient staffing levels are maintained for media clerks and a full-time librarian position.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Engagement	Promote family involvement for families including foster youth, English Learners, SED, LTELs, and African American through activities such as workshops, enrichment, Social Emotional Learning, Fostering Empowered Students, Academic Evidence based support informational meetings, and home connection support.	$85,522.00	Yes
4.2	Community Based Tutoring Program	Differentiate the targeted needs of students by offering Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students. This program aims not only to teach parents English but also to provide training on how they can actively support their children's education. Parents will receive instruction on key concepts and programs utilized within our schools, empowering them to play an active role in their children's academic journey.	$29,000.00	Yes
4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, enhanced literacy practices, essential learning in math, individual student needs, and alignment of systems to ensure the behavioral, and social success of all students. .This action is intended to address needs by providing support for Foster Youth, SED students and English Learner groups by providing professional development days targeting the needs of low-income, foster youth, African American and EL students. PESD has unexpended LREBG funds. This action and related services are supported through LREBG targeting to support unduplicated pupil student outcomes, FY, EL, SED and SWD. LREBG Needs assessment conducted during 2024-25 academic school year identified a need in supporting literacy improvement efforts based on research of this selected action, professional development in essential learning, social emotional well being, high leverage instructional practices and success criteria through instructional coaching of evidence based practices as a PLC and targeted intervention efforts prioritizing red and orange indicators on the CA Dashboard. This action will be measured by the improvement of the	$1,908,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students in local and state ELA ,Math and Chronic Absenteeism on the CA Dashboard data. LREBG funds are $500,00.00 in addition to LCFF.		
4.4	Counselor Program	Continue to provide school counselors for the purposes of supporting students develop social skills, work habit, study skills, growth mindset to succeed in school. They will provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. This action is intended to support all students.	$954,588.00	Yes
4.5	Art and PE Program	Retain full-time Arts through STEAM and PE teachers to provide instruction in curricular areas above what the regular classroom teachers provide to provide relevant learning connection across content. Allowing time for classroom teachers to collaborate and plan/deliver interventions to students to push in services to students.	$1,060,090.00	Yes
4.6	21st Century Multi-Media Learning Centers	Provide support to sites in revitalizing library/media center services to expand into 21st-century Multi-Media Learning Centers.	$669,935.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,268,705	$2,643,430

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
41.632%	0.000%	$0.00	41.632%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Minimize Combination Classrooms **Need:** On the Fall 2024 Dashboard, the "All Students" group reported at -80.3 dfs in mathematics, placing the district in the Orange performance level, EL students also reported in the Orange performance level (-87.3 dfs) and FY (-96.9 dfs) reported in the Orange	Employing teachers to minimize combination classes directly addresses the need for equitable access to quality education and to provide targeted instruction in math, e.g. small group setting and strategic intervention for Foster Youth, English learners, and low-income students. This action provides opportunities for more individualized instruction and targeted support through math evidence based strategies that address the diverse needs of student populations.	* Attendance Dashboard rates and local metrics * FIAB/IAB Academic Progress Metrics * ELA, Math and Science results on the CAASPP assessments * EL Growth Performance on ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance level, SED reported at -82.3 dfs in Orange in mathematics. Data indicates continued need to support students in mathematics performance across all grade levels in the district and the need to refine evidence base instructional practices in alignment with essential learning in order to meet standards. **Scope:** LEA-wide	Although this action supports unduplicated pupils, Implementing this action on a districtwide basis ensures that all students have access to the resources and support needed to succeed academically, emotionally and socially.	* Local progress monitoring assessments in ELA and Math
1.5	**Action:** Increase Staff Retention Rates **Need:** The district has an identified need to sustain staffing and support. On the Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs in ELA, reporting in the Orange performance level. ELPI students reported in the Orange performance level at 42.7%, EL students reported -67.5 dfs points below standard, and FY -86.4 dfs points below standards reporting in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district by implementing evidence base instructional practices and enhancing core	This action is provided at a districtwide level in order to ensure appropriately assigning supports across the district in providing academic support, SEL instruction, positive behavior intervention supports, best first quality instruction in small group settings with a focus on implementation of evidenced based strategies and addressing the needs of English Learners, Low Income and Foster Youth students. Staff is assigned to adequately to serve the needs of unduplicated students represented in state and local assessment performance data.	* ELA, Math and Science results on the CAASPP assessments * FIAB/IAB Progress * Early Literacy Screener * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math

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
	instruction in ELA for unduplicated students in order to ensure consistent instruction, support and build relationships with their educators, which is crucial for students' academic and emotional development. **Scope:** LEA-wide		
2.3	**Action:** Increased and Improved Access to Technology **Need:** Based on a review of the available performance on both the state indicators and local performance indicators that are included in the LCFF evaluation rubrics, progress toward LCAP goals, and input from our Educational Partners. PESD has identified the following areas of need and focus. *Data indicates continued need to support students in ELA and Mathematics performance across all grade levels in the district with unduplicated pupils. ELA All Students: -58.9 dfs Math All Students: -80.3 dfs On the Fall 2024 ELA Dashboard EL students reported in the Orange performance level (-67.5 points dfs) and FY (-86.4 points dfs) reported in the Red performance level.	Increased and Improved Access to Technology allows technology resources to enhance instruction and provide additional learning tools at LEA-wide basis to address the needs of unduplicated students. To address our unduplicated pupils performing below standards would include the following interventions and supports: * Technology integration of digital learning platforms and tools, devices, and resources into teaching and learning practices to enhance educational experiences and outcomes. Technology integration aims to provide students with instant access to differentiated and learner adaptive information and resources, fostering personalized learning experiences that meets individualized needs, preferences, and learning styles. * Language Support through Technology: Utilize digital tools and software applications to offer language support for English learners supporting with reading comprehension of	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * SEL Surveys * Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth student groups maintained in ELA and increased in Math on the California Dashboard for Fall 2024 in academic achievement and increased in chronic absenteeism. District is in Differentiated Assistance. This action supports the need of unduplicated students for improving student academic performance in ELA and Math. **Scope:** LEA-wide	instructional materials. This is especially beneficial for foster youth who may have experienced disruptions in their education. * Access to Digital Resources: Provide low income students, foster youth, and English learners with equitable access to digital textbooks, online libraries, and educational websites, supplementing traditional resources. This addresses the lack of access to educational materials. * Increase access and learning of Common Core 21st-Century Skills: Integrated technology-enhanced learning experiences to foster the development of essential skills such as communication, critical thinking, collaboration, and creativity across all content. This action is aimed at unduplicated pupil groups such as English learners, low-income, and foster youth, the rationale for extending these services to all students district-wide is based on the principles of supporting equity and inclusion.	
2.4	**Action:** Data Management **Need:** The district Data indicates continued need to support students in ELA and mathematics performance across all grade levels in the district and the need to implement evidence base instructional practices for FY, EL and SED students at a district level.	Implementing platform system for enhanced data management and visualization enables districtwide to more effectively monitor student outcomes, analyze data, and provide evidence-based support for unduplicated students such as Foster Youth, low-income students, and English Learners. Platform will be used during PLC, parent conferences and collaborations as a comprehensive data tools to track the academic progress and needs of students in real-time, allowing the district to identify areas for	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Attendance Dashboard and local Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs in ELA, reporting in the Orange performance level. FY (-86.4 points dfs) reported in the Red performance level. SED students reported -60.3 dfs and English Learners -67.5 dfs in ELA. LTELS reported in Red at -79.4 dfs in ELA. This indicates a continuing need to support students in ELA performance across all grade levels in the district implementing evidence base instructional practices, improve core instruction and provide strategic intervention. LTEL academic data led to differentiated assistance eligibility. Using this data system platform will allow for access and collection of all student data (academic, attendance, social emotional, health and other local indicators) in order to respond with informed data driven actions and analyze student progress providing ongoing responsive interventions based on individual student needs. **Scope:**	intervention and support more efficiently in order to provide on time responsive intervention. This action addresses the specific needs of unduplicated pupils by ensuring that the district accurately and timely data to inform decision-making and provide targeted assistance where it is most needed. Providing this support on an LEA-wide basis ensures equitable access to resources and opportunities for all promoting a more inclusive and supportive learning environment.	
3.4	**Action:** Specialized Support Staff **Need:** The identified need is to address the increasing need for support services of unduplicated pupils particularly for low-income and foster youth students, many of whom require special education assistance. To meet	The action of hiring and maintaining additional specialized education staff addresses the identified need for increased support services for unduplicated students, many of whom require specialized assistance, including special education. Providing the support additional specialized staff to respond to academic, SoCal emotional, mental	* ELA, Math and Science results on the CAASPP Dashboard * EL Performance on ELPAC * Social Emotional Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	this need, the district has hired and retained additional staff to enhance and expand services for these students. On the Fall 2024 Dashboard the Socio Economically Disadvantage group reported and average score of -60.3 dfs point below standard in ELA, reporting in the Orange performance level. EL students reported (-67.5 points dfs) and FY (86.4 points dfs) reported in the Red performance level. This indicates a the need for increased specialized support for students. The "All Student" group reported at Yellow Very High in Chronic Absenteeism. Indicating barriers exists affecting student attendance and access to specialized supports at school. LTEL performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support ELA, Math and reducing Chronic Absenteeism for Long Term English Learners. The student group reported one or more academic indicators in the red performance level on the Fall 2024 Dashboard. **Scope:** LEA-wide	health, provide parent workshops, 1:1 and small group student sessions, and whole child wellness at an LEA-wide basis ensures equitable access to services for all eligible students across the district, fostering inclusivity and meeting the diverse needs of the district's student population. By allocating resources for additional services aligned with the goals of the LCAP and the Single Plan for Student Achievement, the action directly addresses the unique needs and challenges of all unduplicated students on the basis of equity and access.	* Local progress monitoring assessments in ELA and math * IEP Goals * Attendance indicators * ELPAC results * EL Academic data on IABs
3.7	**Action:** Dual Language Immersion Program **Need:**	Dual Language Immersion (DLI) program addresses the identified need by providing targeted language acquisition support for English learners in both English and Spanish, starting from	* ELA, Math and Science results on the CAASPP assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs point below standard in ELA, reporting in the Orange performance level. ELPI and EL students reported in the Orange performance level at 42.7% with EL -67.5 dfs points below standard. This indicates the need to provide enhanced instructional opportunities to support students academically across all grade levels in the district through enhance instructional programs with evidence base instructional practices. EL student groups declined on California Dashboard Fall 2023-2024, indicating a need for increase of student academic performance, and improving attendance . The identified need in this action is to support unduplicated students by sustaining the implementation of a language acquisition program through the district's Dual Language Immersion (DLI) program. DLI teachers engage in ongoing professional development, PLC collaboration and instructional planning to enhance instructional lessons through analysis of assessment data throughout the school year, ensuring comprehensive support for English learners' language development, academic success and social emotional well being. **Scope:**	transitional kindergarten and expanding each subsequent year. DLI ensures that English learners receive comprehensive language development opportunities that align with district goals and instructional standards. By offering the DLI program on a schoolwide basis at two district sites, unduplicated pupils have equitable access to high-quality language acquisition instruction, fostering a supportive and inclusive learning environment for all conducive to their academic success.	* EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates * EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.8	**Action:** AVID Elementary Program **Need:** The Fall 2024 Dashboard, the "All Students" group reported an average score of -80.3 dfs points below standard in Mathematics, placing the district in the Orange performance level, Low Income students also reported in the Orange performance level at -82.3 dfs. EL students reported at -87.3 dfs Orange performance level and FY -96.9 dfs reported in the Orange performance level. Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs point below standard in ELA, reporting in the Orange performance level. Data indicates continued need to support students in Mathematics performance across all grade levels in the district and implement as designed evidence base high leverage instructional practices. Long Term English Language (LTEL) performance data on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in ELA, Math and reducing Chronic Absenteeism for LTEL. The student group reported one or more academic indicators in the red performance level on the Fall 2024 Dashboard.	The action of implementing the AVID Elementary program addresses the identified need by providing systematic and targeted support to unduplicated students, regardless of background, to close the achievement gap and prepare them for college and career readiness and social emotional well being. To address our unduplicated pupils performing below standards would include the following interventions and supports: * Supplemental Monitoring and Interventions with AVID study skills, WICOR and systems of support • Provide professional development for staff * Provide tools, materials, resources that support AVID Elementary practices • PLC collaboration and planning to analyze student achievement data to identify learning gaps and essential standards, implementing strategies from to enhance student performance By offering the AVID program on an districtwide basis, all students have equitable access to the resources, tools and strategies needed to develop critical thinking skills, academic behaviors, and college and career readiness aptitudes essential for future success. This comprehensive approach ensures that all unduplicated students receive the support necessary to excel academically and thrive across content and social emotionally.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Attendance rates * EL Academic data on IABs

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:** 21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning. **Need:** The Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs point below standard in ELA, reporting in the Orange performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district and refine through cohesive implementation evidence base instructional practices. On the Fall 2024 Dashboard, the "All Students" group reported an average score of -80.3 dfs points below standard in Mathematics, placing the district in the Orange performance level. Math data indicates continued need to support students in mathematics performance across all grade levels in the district and refine evidence base instructional practices. On the Fall 2024 Dashboard the Socio Economically Disadvantage group reported and average score of -60.3 dfs point below	A comprehensive instructional program enriched with STEAM and STEM Project Based Learning directly addresses the needs of unduplicated pupils, including foster youth, English learners, and low-income students by providing enhanced learning opportunities with integration through inquiry-based learning methods, this initiative engages learners in 21st Century learning, critical thinking, collaboration, communication, creativity and fosters higher-order thinking skills, which are essential for academic success and future readiness. The following fulfill the implementation of 21st Century Learning: STEAM PBL for relevant, culturally responsive, multitiered system of support through inquiry based learning. * Conducting teacher collaboration for program planning, training, and collaboration to ensure educators are equipped with the necessary resources and support to effectively implement this instructional approach. * Providing a comprehensive instructional program reflective of 4Cs of Common Core, Higher Order Thinking Skills, 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate, PBL, STEAM * Strength-based inventories and learning style inventories further personalize learning	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard in ELA, reporting in the Orange performance level. EL students reported (-67.5 points dfs) and FY (86.4points dfs) reported in the Red performance level. This indicates a the need for increased specialized support for students. Low Income students also reported in the Orange performance level at -82.3dfs in Math. EL students reported at -87.3 dfs orange performance level and FY -96.9 dfs reported in the orange performance level. **Scope:** LEA-wide	experiences, catering to the diverse needs and strengths of each student. Providing PBL and STEAM education on a schoolwide or LEA-wide basis addresses the unique needs of unduplicated pupils by making learning more engaging, relevant, and accessible while developing essential 21st-century skills. This approach promotes equity, comprehensive support, and enriched educational practices, ultimately contributing to closing the achievement gap and preparing all students for future success. Implementing PBL and Arts Through STEAM on an LEA-wide basis ensures that all students, regardless of their background, have equal access to these innovative and effective educational approaches. This is particularly important for unduplicated pupils who may not have equal opportunities outside of school.	
3.10	**Action:** Virtual Academy **Need:** The identfied need or unduplicated pupils was based on state and local metrics. * Chronic Absenteeism for "All Student" group reported at 32.1% Yellow Very High. However our English Learners scored at 27.1% and Foster Youth at 31.6% chronically absent.	The action of providing families with rigorous educational options, including virtual and hybrid academies, addresses the need for flexibility and inclusivity in education by accommodating diverse learning preferences and circumstances such as health concerns or scheduling constraints. Offering these options on a districtwide basis ensures equitable access to high-quality education for all unduplicated pupils, regardless of their individual needs or learning styles, while maintaining academic rigor and standards across. While the identified need for this action is on unduplicated pupil groups, the rationale for providing this support to all students is based on	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates EL Academic data on IABs

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
	* 59% of families believe it is important to provide families with rigorous educational options including virtual and hybrid academy. * Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs point below standard in ELA, reporting in the Orange performance level and reported an average score of -76.8 dfs points below standard in Mathematics, placing the district in the Orange performance level. The data indicates continued need to support students in ELA and Mathematics performance across all grade levels in the district and refine evidence base instructional practices. In addition, increased efforts are needed to engage students in school to reduce chronic absenteeism. Offering families rigorous educational options, including virtual and hybrid academies, to cater to diverse learning preferences and accommodate situations such as health concerns or scheduling constraints, ensuring all students have access to high-quality education regardless of their circumstances or learning styles. **Scope:** LEA-wide	educational equity and inclusive practices that benefit all students. Providing virtual academy instruction platform options addresses the need for flexibility and inclusivity, empowering families to make educational choices that best suit their individual needs and circumstances while maintaining academic rigor and standards.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.11	**Action:** Academic Multi-Tiered System of Supports Framework **Need:** Based on a review of the available performance on both the state indicators and local performance indicators that are included in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners PESD has identified the following areas of need and focus: The CA Dashboard indicated the following student groups at a Performance Level: Red and DFS for: Chronic Absenteeism: All Students: 32.1% * Chronic Absenteeism: Long-Term English Learners 38.2% indicating a 7% increase * ELA: Foster Youth: (-86.4) African American (-82) Students with Disabilities (-120.9) Long-Term English Learners (-79.4) * MATH: Students with Disabilities (-134.4) African American (-107) Long-Term English Learners (-140.5)	The action of implementing a Multi-tier System of Support (MTSS) framework addresses the identified need by providing a comprehensive approach to promoting equity and access for all students. By focusing on core instruction, differentiation, and addressing individual student needs, the MTSS framework ensures that every student receives the support they need to succeed academically and social emotionally. The following include the systems, structures and practices for successful implementation of Academic Multi-Tiered System of Supports Framework: * Providing professional development days tailored to the identifying needs and best response strategies through MTSS of unduplicated pupils will enhance educators' capacity to effectively support the diverse needs of these student populations within the MTSS framework. *Provided consistent and comprehensively MTSS across the district targeting instructional practices in best first instruction, literacy, math, language acquisition, study skills and evidence based strategies This approach is provided on a districtwide basis to ensure that all students have equitable and inclusive access to high-quality support services and opportunities for academic success.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress moniotring assessments in ELA and math * Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The data indicates the need to increase academic outcomes for students in ELA and Math as well as improving attendance so that students benefit from instructional programs and resources. The identified need is to continue implementing a Multi-tier System of Support (MTSS) framework to promote equity and access for all students. This framework will prioritize core instruction, differentiation through evidenced based strategies, addressing individual student needs, and aligning systems to ensure the academic success of every student through multi tiered academic systems of support. **Scope:** LEA-wide		
4.1	**Action:** Family Engagement **Need:** Offering family engagement opportunities for our English learners, LTELs, foster youth, and low income students, supports in addressing challenges that may impact academic success and whole child wellness. Need for this action is based on the following local and state metrics gathered: 2024-25 LCAP Survey of Families, including parents of unduplicated and exceptional needs students:	Workshops, enrichment programs, social-emotional learning activities, informational meetings, parenting workshops, community partnerships and learning regarding tools and strategies for academic success, directly address the needs of unduplicated pupils in this action such as foster youth, English learners, and low income students by fostering greater family involvement and support. To address our unduplicated pupils performing below standards the following supports will be in place for this action: * Parenting Skills Workshop: Families from all backgrounds may benefit from information sessions, trainings, and workshops on effective	* Educational Partner Engagement metrics * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional data results * Local progress monitoring assessments in ELA and math * Attendance rates per Dashboard and local measures

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
	* 92.9% of parents felt it is important for schools to provide parent workshops on student educational priorities (FIAT, Family Reading Night, Science Night, Coffee with the Principal, Parent Trainings, other). * 78% of parents feel they are treated with respect and are encouraged to participate in their child's education. * 95.1% of parents felt their school offers programs and services for English learners * 76.8% of parents felt their school prepares their student for career and college via AVID * 58.8% of parents felt their child had access to a school counselor * 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs in ELA, reporting in the Orange performance level. * EL students reported in the Orange performance level at -67.5 * FY - 86.4 points dfs reported in the Red performance level. Tailored family engagement opportunities through trainings, workshops, community engagement and support, such as language assistance, access to resources, foster youth guidance, cultural sensitivity training, parenting workshops, community partnerships and learning regarding tools and strategies for academic success addresses challenges and	parenting strategies, communication techniques, and tools to supporting academic success * Foster Youth Support: Foster youth families may benefit from specialized training on navigating educational systems, SEL and advocating for their children's needs. * Cultural Celebration and Awareness: Recognizing and respecting diverse cultural backgrounds is crucial to ensure that all parents feel welcome and included. * Learning on Instructional Practices: Providing parents with information about educational strategies, update on instructional frameworks and practices, systems of support, SEL, Community, educational policies, and providing resources empowers families within the school system. *Community Partnerships: Building connections with community organizations and resources provide additional support and opportunities for families. The family engagement activities aim to bridge the communication gap between families and schools, provide resources, and offer strategies to enhance academic success and socio-emotional well-being. By providing these services on a districtwide basis, we ensure equitable access and inclusivity to support all students, regardless of their background or circumstances, fostering a more inclusive and supportive educational environment districtwide.	

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
	ensures equitable and inclusive opportunities for all students and their families. **Scope:** LEA-wide		
4.3	**Action:** Behavioral and Social Emotional Multi-Tiered System of Supports Framework **Need:** The identified need is to continue implementing a Behavioral and Social Emotional Multi-Tier System of Support (MTSS) framework to promote equity and access for all students. Based on a review of performance metrics on both the state indicators and local performance indicators that are included in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners; PESD has identified the following areas of need and focus: Student survey shows that 91% of students surveyed felt safe at school and 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	Implementation of a Multi-tier System of Support (MTSS) framework directly addresses the needs of unduplicated pupils within our district by ensuring equity and access for all students. The following are specific actions to support successful implementation of Behavior and Social Emotional Multi-tiered Systems of Support: Professional development for teachers will focus on effective implementation of restorative practices, positive behavior intervention support systems, social emotional learning, evidence based strategies through MTSS focused on improving student outcomes responding to the diverse learning needs of students, including foster youth, low-income, and English learner (EL) students. By aligning systems and providing targeted support, MTSS promotes the behavioral, emotional, social and whole child wellness success of all students. MTSS provided on a districtwide basis ensures every unduplicated student across our district receives the support and resources necessary to succeed academically and social emotionally through whole child wellness lens. By implementing MTSS district-wide, we address	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The CA Dashboard indicated the following student groups at a Performance Level: Red and DFS for: Chronic Absenteeism: All Students: 32.1% (declined 6.9%) Long-Term English Learners 38.2% indicating a 7% increase ELA: Foster Youth: (-86.4 dfs) African American (-82 dfs) Students with Disabilities (-120.9 dfs) Long-Term English Learners (-79. dfs) Math Students with Disabilities (-134.4 dfs) African American (-107 dfs) Long-Term English Learners (-140.5 dfs) The data indicates the need to improve and support Behavioral and Social Emotional outcomes as well as improving attendance so that unduplicated students benefit from instructional programs and resources provided by the district. The identified need is to continue implementing a Behavioral and Social Emotional Multi-Tier System of Support (MTSS) framework to promote equity and access for all students. The MTSS framework will prioritize whole child wellness, restorative practices, inclusivity, equity and access through evidenced based strategies, addressing individual student	systemic inequities and provide equitable and inclusive support for all students. The district is committed to ensuring that educators are equipped with the knowledge and skills to effectively meet the diverse needs of PESD student populations, further promoting equity and access across the district.	

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
	needs, and aligning systems to ensure the behavioral, social emotional and whole child wellness success of every student through multi tiered systems of support. **Scope:** LEA-wide		
4.4	**Action:** Counselor Program **Need:** The Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs point below standard in ELA, reporting in the Orange performance level. ELPI and EL students reported in the Orange performance level at 42.7%, while EL -67.5 dfs points below standard and FY -86.4 dfs points below standards reported in the Red performance level. The "All Students" group reported an average score of -80.3 dfs points below standard in mathematics, placing the district in the Orange performance level. EL students reported -87.3 points dfs below standard and FY reported -96.9 dfs points below standard reported in the Red performance level. Data indicates continued need to support students in ELA and Mathematics performance across all grade levels in the district to improve student outcomes	To address our unduplicated pupils performing below standards would include the following interventions and supports though our Counseling program at school sites: Providing school counselors directly addresses the needs of unduplicated pupils within our district by offering essential support in developing social skills, work habits, study skills, and a growth mindset necessary for academic success. By offering education, prevention, and intervention services, counselors assist in meeting the academic and personal/social needs of students, including foster youth, English learners, and socioeconomically disadvantaged students. These services aim to remove barriers to learning and promote academic achievement for all students. Counselors on a schoolwide basis allows for early identification and intervention for students who may be struggling academically or socially, helping to foster a positive school climate and promote the well-being of all students. Counselors are available at every school to address the diverse needs of students and provide	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The PESD Suspension data indicates Foster Youth at Green performance level at 2.4 % and overall 1.7%. Parent LCAP Survey results indicated 95.7% felt it is important for schools to offer counseling services. Attendance metrics indicated chronic absenteeism at overall 32.1% Yellow. This data gathered indicates a need to provide academic, social emotional support and improved whole child wellness with intentional efforts to improve student attendance and social emotional wellness support. **Scope:** LEA-wide	consistent support regardless of their background or circumstances. Providing school counselors at a districtwide basis ensures equitable and inclusive access to counseling services for all students across our district.	
4.5	**Action:** Art and PE Program **Need:** Based on a review of the available performance on both the state indicators and local performance indicators that are included in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners PESD has identified the following areas of need and focus:	Arts through STEAM (Science, Technology, Engineering, Arts, Mathematics) and Physical Education (PE) teachers directly addresses the needs of unduplicated pupils within our district by providing them with access to enriched curriculum and diverse learning experiences. By having PE and Art teachers in these areas, PESD offers instruction that goes beyond what regular classroom teachers provide, ensuring that all students, including foster youth, English learners, and socioeconomically disadvantaged students, have equitable access and inclusive to a well-rounded education.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The CA Dashboard indicated the following student groups at a Performance Level: Red and DFS for: 100% Unduplicated and exceptional needs students have access to Art and PE teachers. Overall Attendance metrics report at 92% Attendance rate Chronic Absenteeism: All Students: 32.1% (declined 6.9%) Long-Term English Learners 38.2% indicating a 7% increase ELA: Foster Youth: (-86.4 dfs) African American (-82 dfs) Students with Disabilities (-120.9 dfs) Long-Term English Learners (-79. dfs4) Math Students with Disabilities (-134.4 dfs) African American (-107 dfs) Long-Term English Learners (-140.5 dfs) Student survey shows that 91% of students surveyed felt safe at school and 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them. Data indicates continued need to engage and support students with a comprehensive instructional program that allows students	Providing these services to 100% of unduplicated pupils on a districtwide basis ensures students across our district benefit from consistent and comprehensive instruction in the Arts through STEAM, and Physical Education. By retaining full-time teachers in these areas at every school, we can promote equity, access broad curriculum and provide relevant learning connections across content areas. This action allows classroom teachers to collaborate and plan interventions effectively, ensuring that students receive the support they need to succeed academically and socio-emotionally. In addition, providing push in supports to students and fostering collaboration among teachers, we create a cohesive and supportive learning environment that meets the diverse needs of all unduplicated students.	

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
	enhanced opportunities to engage in PE activities AND Arts through STEAM programs that foster collaboration, communication, team building, problem solving and health and wellness. **Scope:** LEA-wide		
4.6	**Action:** 21st Century Multi-Media Learning Centers **Need:** Based on state and local measures the identified need is to increase literacy opportunities, read aloud, thinking alouds of literature and access to enhance reading opportunities through 21st Century spaces. The Fall 2024 Dashboard the "All Students" group reported and average score of -53.8 dfs point below standard in ELA, reporting in the Orange performance level. EL students reported in the Orange performance level at 46.6%. EL students at -60.4 dfs points below standard and FY -83.7 dfs points below standards reported in the Red performance level. Early Literacy local metrics indicate the following: 2024 - 2025 Screener Data:	Library/media center services into 21st-century Multi-Media Learning Centers directly addresses the needs of unduplicated pupils within our district. These spaces aim to provide enhanced resources and learning opportunities that cater to the diverse needs of students, including foster youth, English learners, and socioeconomically disadvantaged students. 21st Century Multi-Media Learning Centers offer access to a wide range of literature, multimedia resources, technology tools, and interactive learning materials, fostering a more inclusive and equitable learning environment. Providing 21st Century Media Centers ensures that all unduplicated students across our district have access to high-quality learning resources and opportunities, regardless of their background or school site. Districtwide implementation addresses systemic inequities in access to educational resources and	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Dashboard Attendance Metrics and Local Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Average percent correct August 2024 TK: Uppercase Letter Names: 40% TK: Lowercase Letter Names: 25% TK: Letter Sounds: N/A K: Uppercase Letter Names: 57% K: Lowercase Letter Names:47% K: High Frequency Words: 21% 1st Grade: High Frequency Words: 48% 1st Grade: Continuous Sounds: 89% 1st Grade: Stop Sounds: 83% 1st Grade: Consonant Digraph Sounds: 43% 1st Grade: Short Vowel Sounds: 80% 1st Grade CVC: 61% 1st Grade Blends: 42% 2nd Grade: Blends: 46% 2nd Grade: Digraph or Trigraph: 56% 2nd Grade: Final Consonant: 70% 2nd Grade: Inflections: 28% 2nd Grade: Initial Consonants: 86% 2nd Grade: Long Vowel CVe: 37% 2nd Grade: Medial Short Vowel: 79% 2nd Grade: R-Controlled: 66% October 2024 TK: Uppercase Letter Names: 62% TK: Lowercase Letter Names: 54% TK: Letter Sounds: 40% K: Uppercase Letter Names: 77% K: Lowercase Letter Names: 73% K: High Frequency Words: 29%	support the academic success and achievement of all students. Providing support at the district level allows for consistent implementation and coordination of resources, maximizing the impact of this initiative and ensuring that all students benefit from revitalized library/media center services. Providing these spaces for students and families to attend supports all students in promoting equity and inclusivity within the school community.	

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
	1st Grade: High Frequency Words: 62% 1st Grade: Continuous Sounds: 95% 1st Grade: Stop Sounds: 92% 1st Grade: Consonant Digraph Sounds: 66% 1st Grade: Short Vowel Sounds: 92% 1st Grade CVC: 81% 1st Grade Blends: 68% 2nd Grade: Blends: 62% 2nd Grade: Digraph or Trigraph: 55% 2nd Grade: Final Consonant: 84% 2nd Grade: Inflections: 40% 2nd Grade: Initial Consonants: 92% 2nd Grade: Long Vowel CVe: 58% 2nd Grade: Medial Short Vowel: 89% 2nd Grade: R-Controlled: 43% February 2025 TK: Uppercase Letter Names: 70% TK: Lowercase Letter Names: 54% TK: Letter Sounds: 52% K: Uppercase Letter Names: 87% K: Lowercase Letter Names: 84% K: High Frequency Words: 52% 1st Grade: High Frequency Words: N/A 1st Grade: Continuous Sounds: 96% 1st Grade: Stop Sounds: 94% 1st Grade: Consonant Digraph Sounds: 79% 1st Grade: Short Vowel Sounds: 96% 1st Grade CVC: 86% 1st Grade Blends: 78% 2nd Grade: Blends: 66%		

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
	2nd Grade: Digraph or Trigraph: 58% 2nd Grade: Final Consonant: 87% 2nd Grade: Inflections: 45% 2nd Grade: Initial Consonants: 94% 2nd Grade: Long Vowel CVe: 62% 2nd Grade: Medial Short Vowel: 91% 2nd Grade: R-Controlled: 48% The data indicates a continuing need to support students in ELA and literacy across all grade levels in the district and implement evidence base instructional practices with opportunities to increase literacy experiences. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Transportation **Need:** The identified need of unduplicated pupils is based on transportation need for low-income	By offering transportation services to unduplicated students whom majority have specialized needs, the action ensures that all eligible low income and Foster youth students have equitable access to educational opportunities, including school,	* Attendance Indicators per Dashboard and local metrics * Academic Performance Dashboard Indicators

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students and foster youth per district guidelines addressing a critical need to improve attendance and access to school. By providing consistent transportation, the district ensures reliable and accessible transportation available for low income and foster youth students to attend school regularly, participate fully in educational opportunities, and benefit from support services. The Fall 2024 Dashboard resulted in district identification for Differentiated Assistance for Long Term English Learners. The LTEL student groups reported one or more academic indicators and chronic absenteeism in the red performance level on the Fall 2024 Dashboard. All other students groups reported at Yellow or Orange Very High in Chronic Absenteeism. District Chronic Absenteeism indicates at 32.1% This indicates the ongoing need to improve student access and attendance across all grade levels int he district and with Foster Youth. Transportation will be available for all students including EL. SED and FY as LEA wide action. **Scope:** Limited to Unduplicated Student Group(s)	extracurricular activities, and academic support services.	* Social Emotional Surveys * Parent and Student Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	**Action:** Foster Youth, English Learner, and Low Income School Site Support Allocation **Need:** On the Fall 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs in ELA, reporting in the Orange performance level. ELPI students reported in the Orange performance level at 42.7%, EL students reported -67.5 dfs points below standard and FY -86.4 dfs points below standards reporting in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district by implementing evidence base instructional practices and enhancing core instruction in ELA. The Fall 2024 Dashboard indicators resulted in district identification for Differentiated Assistance, indicating a need for support in ELA, Math and Chronic Absenteeism for Long Term English Language Learners. The student groups reported one or more academic indicators in the Red performance level on the Fall 2024 Dashboard. School site allocations are utilized to offer enhanced supplementary services tailored to the needs of EL, low-income and foster youth students, aligning with goals in the LCAP and the Single Plans for Student Achievement	To address our unduplicated pupils performing below standards would include the following programs, interventions and supports: *Designated and Integrated ELD * PLC and PD on supporting Multilingual Learners *AVID WICOR materials *AVID WICOR professional development *Educational study trips to local colleges for AVID students *After-school tutoring *Improved core instructional practices in ELA, Math and Whole Child Wellness *Technology integration *PLC collaboration on best practices to support and respond to student needs *Site-based family involvement targeting foster youth, EL and low-income needs Providing these services on a schoolwide basis ensures equitable access to support for all EL, low-income and foster youth students within the district, regardless of their individual circumstances or the specific school they attend. While the identified action is focused on unduplicated pupil student groups, specifically English Learners, low income and Foster Youth, the rationale for providing these programs, interventions and supports to all students is based on providing educational equity and inclusive practices. By allocating resources for additional services aligned with the goals of the LCAP and the Single Plan for Student Achievement, the action directly	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance Indicators * ELPAC results * EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	supporting evidence base instructional practices and enhancing core instruction. **Scope:** Limited to Unduplicated Student Group(s)	addresses the unique needs and challenges of EL, low-income and foster youth students, such as academic support, college readiness, and family involvement.	
3.5	**Action:** English Learner Site Support: Bilingual Paraprofessional **Need:** EL student groups declined on California Dashboard Fall 2024 indicating a need for responding to academically close the achievement gap in student academic performance, attendance and reducing suspensions. Based on the CA Dashboard and local performance indicators included in the LCFF evaluation rubric input from Educational Partners, the following are the areas of need of support and focus: On the Fall 2024 Dashboard the ELPI and EL students reported in the Orange performance level at 42.7%, EL (-79.4 dfs) reported in the Red performance level. "All Students" group reported and average score of -58.9 dfs point below standard in ELA, reporting in the Orange performance level. This indicates a continued need to support EL students in ELA performance across all grade levels in the district by enhancing and improving core EL	The action of ensuring equitable allocation of bilingual aide support for English learners addresses the identified need by providing targeted assistance to students requiring language support. Bilingual aides will work with individuals in small group settings, and one to one support of English learners, utilizing high leverage evidence based practices, leveled readers and language development resources from the district-adopted ELA/EL curriculum, literacy support with differentiated practices based on each English learner's proficiency level. By working with individuals and small groups, utilizing district-adopted resources, and differentiating support based on proficiency levels, this action promotes language acquisition and development for English learners. Providing structured English language acquisition programs at all school sites on an LEA-wide basis ensures that all English learners have access to consistent and comprehensive language support, fostering equitable opportunities for academic success across the district.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * ELPI * Local progress monitoring assessments in ELA and math * Reclassification rates * EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instruction by implementing evidence base high leverage instructional practices. **Scope:** Limited to Unduplicated Student Group(s)		
3.6	**Action:** English Learner Site Allocation **Need:** On the Fall 2024 Dashboard the ELPI and EL students reported in the Orange performance level at 42.7%, while EL at -67.5 dfs reported in the Orange performance level ELA. This indicates a continued need to provide strategic support at the site level to EL students in ELA performance across all grade levels in the district. * ELPI: 46.6% * EL -67.5 dfs ELA * EL -87.3 dfs Math • Reclassification Rate: 9.46% Data indicates continued need to support EL students in ELA and Mathematics performance across all grade levels in the district in improving application of evidence base instructional practices and language acquisition high leverage strategies. EL student groups declined on California Dashboard Fall 2023-2024, indicating a need close achievement gap and increase	The English Learner site services, aligned with goals in the LCAP and the Single Plan for Student Achievement, encompass the following supports, services and resources: EL after-school tutoring, EL Summer and/or Spring Recess Academies, EL professional development, increased collaboration time for EL instructional evidence based practices, EL personalized goal setting action plans and culturally/linguistically relevant family engagement activities . Language acquisition activities address the identified need by offering targeted support aligned with district goals and the Single Plan for Student Achievement. By implementing this action, PESD ensures that English Learners receive comprehensive support to enhance their language acquisition, academic success and social emotional well being.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Reclassification Rate * ELPAC results * EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reclassification rate. **Scope:** Limited to Unduplicated Student Group(s)		
4.2	**Action:** Community Based Tutoring Program **Need:** Offering Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students with positive family engagement, increasing knowledge of curriculum, addresses potential language barriers, and addresses educational equity. The identified need for this action of unduplicated pupils is based on 2023-24 LCAP survey of parents, including parents of unduplicated and exceptional needs students: * 78% of parents feel they are treated with respect and are encouraged to participate in their child's education. * 76.8% of parents felt their school prepares their student for career and college via AVID * 58.8% of parents felt their child had access to a school counselor * 95.1% of parents felt their school offers programs and services for English learners Academic Metrics: 2024 * Reclassification rate reported at 9.46%	Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students. This program aims to provide training on families can actively support their children's education. Parents will receive instruction on key concepts and programs utilized within our schools, empowering them to play an active role in their children's academic journey. The following are specific actions to be included to support successful implementation of CBET program sessions from families: * Parental Involvement Workshops: Research consistently shows that parental involvement is vital to student academic and overall wellness and success. Community-based tutoring for parents can equip parents with the necessary skills and knowledge to support their children’s education effectively. * Enhancing English Language Proficiency to eliminate language barriers: parents of ELs may face language barriers that impede their means to communicate with teachers and staff ,understand school communications, and engage fully in their child's education. * Modeling Language Use: Families who improve their English skills can model language use at home, providing a enhanced linguistic environment	* Parent Engagement Surveys * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	* 2024 Dashboard the "All Students" group reported and average score of -58.9 dfs in ELA, reporting in the Orange performance level. * EL students reported in the Orange performance level at -67.5 * FY - 86.4 points dfs reported in the Red performance level. **Scope:** Limited to Unduplicated Student Group(s)	for their children and reinforcing what is learned in school. * Empowering Parents and Building Confidence through Self-Efficacy: Tutoring sessions can empower parents by building their confidence in navigating the educational system, advocating for their children, and participating in school activities and decision-making processes. * Community Engagement through Community-based programs create a supportive environment where parents can share experiences, build networks, and be connected to the school community. * Fostering a Home-School Partnership/Collaboration: Effective education requires a partnership between the home and school. Community-Based Tutoring for parents of English learners and RFEP students is essential to bridge language barriers, enhance parental involvement, and support student academic success. By empowering parents with the skills and confidence needed to engage fully in their children's education, these programs promote educational equity and foster stronger home-school partnerships, ultimately benefiting the students and the broader district community.	

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

NOT APPLICABLE

Additional Concentration Grant Funding

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

-Action 3.3 The action will provide Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. PESD has hired and maintains additional special education staff to increase and improve services to these students. This action is intended to address needs by providing support to unduplicated pupils.
-Action 4.3 The district will utilize a portion of the additional 15% LCFF concentration funds to continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, enhanced literacy practices, essential learning in math, individual student needs, and alignment of systems to ensure the behavioral, and social success of all students. .This action is intended to address needs by providing support for Foster Youth, SED students and English Learner groups by providing professional development days targeting the needs of low-income, foster youth, African American and EL students.
-Action 4.4 The district will continue to utilize a portion of the additional 15% LCFF concentration funds to keep school counselor positions filled and continue providing school counselors at all school sites as well as to continue offering two student support provider positions to help English learners, foster youth, and low-income students develop social skills and succeed and feel safe in school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	PESD Classified ratios 1:29.2
Staff-to-student ratio of certificated staff providing direct services to students	N/A	PESD Certificated ratios 1:18.1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	48,685,845	20,268,705	41.632%	0.000%	41.632%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$53,930,229.00	$11,269,531.00	$2,602,406.00	$1,178,612.00	$68,980,778.00	$61,865,598.00	$7,115,180.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Credentialed and Assigned Certificated Staff	All	No			All Schools	on going	$29,808,011.00	$0.00	$22,881,930.00	$6,926,081.00			$29,808,011.00	
1	1.2	Hire and Retain Classified and Management Staff	All	No			All Schools	on going	$11,368,250.00	$0.00	$8,196,758.00	$1,417,091.00	$746,635.00	$1,007,766.00	$11,368,250.00	
1	1.3	Non Categorically Funded Professional Development	All	No			All Schools	on going	$0.00	$114,600.00	$114,600.00				$114,600.00	
1	1.4	Minimize Combination Classrooms	All	No Yes	LEA-wide		All Schools	on going	$0.00	$0.00	$0.00				$0.00	
1	1.5	Increase Staff Retention Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$7,085,696.00	$0.00	$7,085,696.00				$7,085,696.00	
2	2.1	Schools Maintenance, Repair and Landscaping	All	No			All Schools	on going	$0.00	$4,851,857.00	$2,468,236.00	$527,850.00	$1,855,771.00		$4,851,857.00	
2	2.2	Transportation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on going	$0.00	$289,694.00	$289,694.00				$289,694.00	
2	2.3	Increased and Improved Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK -6	on going	$597,595.00	$266,000.00	$863,595.00				$863,595.00	
2	2.4	Data Management	All	No			All Schools	on going	$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	Replacement Texts and Consumables	All	No				on going	$0.00	$224,621.00		$224,621.00			$224,621.00	
3	3.2	Site Based Discretionary Budgets	All	No				on going	$0.00	$437,854.00		$437,854.00			$437,854.00	
3	3.3	Foster Youth, English Learner, and Low Income School Site Support Allocation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on going	$1,793,995.00	$500,000.00	$1,057,961.00	$1,236,034.00			$2,293,995.00	
3	3.4	Specialized Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,543,290.00	$0.00	$1,543,290.00				$1,543,290.00	
3	3.5	English Learner Site Support: Bilingual Paraprofessional	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	$694,120.00	$0.00	$523,274.00			$170,846.00	$694,120.00	
3	3.6	English Learner Site Allocation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	$0.00	$125,000.00	$125,000.00				$125,000.00	
3	3.7	Dual Language Immersion Program	English Learners	Yes	School wide	English Learners	Specific Schools: Sky View Elementary and Good Hope Elementary TK-6	on going	$3,492,083.00	$17,147.00	$3,509,230.00				$3,509,230.00	
3	3.8	AVID Elementary Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$0.00	$81,961.00	$81,961.00				$81,961.00	
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$20,000.00	$20,180.00	$40,180.00				$40,180.00	

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
		through inquiry based learning.														
3	3.10	Virtual Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$368,049.00	$52,455.00	$420,504.00				$420,504.00	
3	3.11	Academic Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$520,721.00	$0.00	$520,721.00				$520,721.00	
4	4.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$85,522.00	$0.00	$85,522.00				$85,522.00	
4	4.2	Community Based Tutoring Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	$3,500.00	$25,500.00	$29,000.00				$29,000.00	
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,870,281.00	$38,183.00	$1,408,464.00	$500,000.00			$1,908,464.00	
4	4.4	Counselor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$942,760.00	$11,828.00	$954,588.00				$954,588.00	
4	4.5	Art and PE Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,046,790.00	$13,300.00	$1,060,090.00				$1,060,090.00	
4	4.6	21st Century Multi-Media Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$624,935.00	$45,000.00	$669,935.00				$669,935.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
48,685,845	20,268,705	41.632%	0.000%	41.632%	$20,268,705.00	0.000%	41.632 %	**Total:**	$20,268,705.00
								LEA-wide Total:	$14,734,546.00
								Limited Total:	$2,024,929.00
								Schoolwide Total:	$3,509,230.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Minimize Combination Classrooms	Yes	LEA-wide			$0.00	
1	1.5	Increase Staff Retention Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,085,696.00	
2	2.2	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$289,694.00	
2	2.3	Increased and Improved Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK -6	$863,595.00	
3	3.3	Foster Youth, English Learner, and Low Income School Site Support Allocation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$1,057,961.00	
3	3.4	Specialized Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,543,290.00	

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	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$523,274.00	
3	3.6	English Learner Site Allocation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$125,000.00	
3	3.7	Dual Language Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Sky View Elementary and Good Hope Elementary TK-6	$3,509,230.00	
3	3.8	AVID Elementary Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,961.00	
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,180.00	
3	3.10	Virtual Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,504.00	
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$520,721.00	
4	4.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,522.00	
4	4.2	Community Based Tutoring Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,000.00	
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,408,464.00	
4	4.4	Counselor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$954,588.00	

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	4.5	Art and PE Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,060,090.00	
4	4.6	21st Century Multi-Media Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$669,935.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$69,130,196.00	$66,931,101.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Credentialed and Assigned Certificated Staff	No	$28,954,529.00	28,805,900
1	**1.2**	Hire and Retain Classified and Management Staff	No	$11,701,161.00	11,629,725
1	**1.3**	Non Categorically Funded Professional Development	No	$127,250.00	79,465
1	**1.4**	Minimize Combination Classrooms	Yes	$1,480,152.00	1,166,624
1	**1.5**	Increase Staff Retention Rates	Yes	$7,369,611.00	7,369,611
2	**2.1**	Schools Maintenance, Repair and Landscaping	No	$4,497,229.00	4,135,884
2	**2.2**	Transportation	Yes	$288,858.00	342,873
2	**2.3**	Increased and Improved Access to Technology	Yes	$919,422.00	751,901
2	**2.4**	Data Management	Yes	$64,550.00	193,649
3	**3.1**	Replacement Texts and Consumables	No	$300,000.00	332,667
3	**3.2**	Site Based Discretionary Budgets	No	$440,400.00	445,789

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	$1,109,408.00	1,031,518
3	3.4	Specialized Support Staff	Yes	$1,557,497.00	1,509,928
3	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	$694,653.00	671,009
3	3.6	English Learner Site Allocation	Yes	$125,000.00	75,828
3	3.7	Dual Language Immersion Program	Yes	$3,124,635.00	3,209,512
3	3.8	AVID Elementary Program	Yes	$89,784.00	41,576
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Yes	$40,000.00	12,041
3	3.10	Virtual Academy	Yes	$575,621.00	394,676
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	$528,620.00	562,399
4	4.1	Family Engagement	Yes	$84,705.00	87,434
4	4.2	Community Based Tutoring Program	Yes	$31,415.00	27,707
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	$1,404,280.00	1,411,803
4	4.4	Counselor Program	Yes	$921,723.00	945,947

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Art and PE Program	Yes	$2,083,586.00	1,056,501
4	**4.6**	21st Century Multi-Media Learning Centers	Yes	$616,107.00	639,134

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,591,279	$22,935,963.00	$21,331,683.00	$1,604,280.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Minimize Combination Classrooms	Yes	$1,480,152.00	1,166,624		
1	1.5	Increase Staff Retention Rates	Yes	$7,369,611.00	7,369,611		
2	2.2	Transportation	Yes	$288,858.00	342,873		
2	2.3	Increased and Improved Access to Technology	Yes	$919,422.00	751,901		
2	2.4	Data Management	Yes	$64,550.00	193,649		
3	3.3	Foster Youth and Low Income School Site Support Allocation	Yes	$1,109,408.00	1,031,518		
3	3.4	Specialized Support Staff	Yes	$1,557,497.00	1,509,928		
3	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	$520,989.00	501,021		
3	3.6	English Learner Site Allocation	Yes	$125,000.00	75,828		
3	3.7	Dual Language Immersion Program	Yes	$3,124,635.00	3,209,512		
3	3.8	AVID Elementary Program	Yes	$89,784.00	41,576		
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive,	Yes	$40,000.00	12,041		

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)
		multitiered system of support through inquiry based learning.					
3	**3.10**	Virtual Academy	Yes	$575,621.00	394,676		
3	**3.11**	Academic Multi-Tiered System of Supports Framework	Yes	$528,620.00	562,399		
4	**4.1**	Family Engagement	Yes	$84,705.00	87,434		
4	**4.2**	Community Based Tutoring Program	Yes	$31,415.00	27,707		
4	**4.3**	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	$1,404,280.00	1,411,803		
4	**4.4**	Counselor Program	Yes	$921,723.00	945,947		
4	**4.5**	Art and PE Program	Yes	$2,083,586.00	1,056,501		
4	**4.6**	21st Century Multi-Media Learning Centers	Yes	$616,107.00	639,134		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
46,878,501	19,591,279	0	41.792%	$21,331,683.00	0.000%	45.504%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

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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