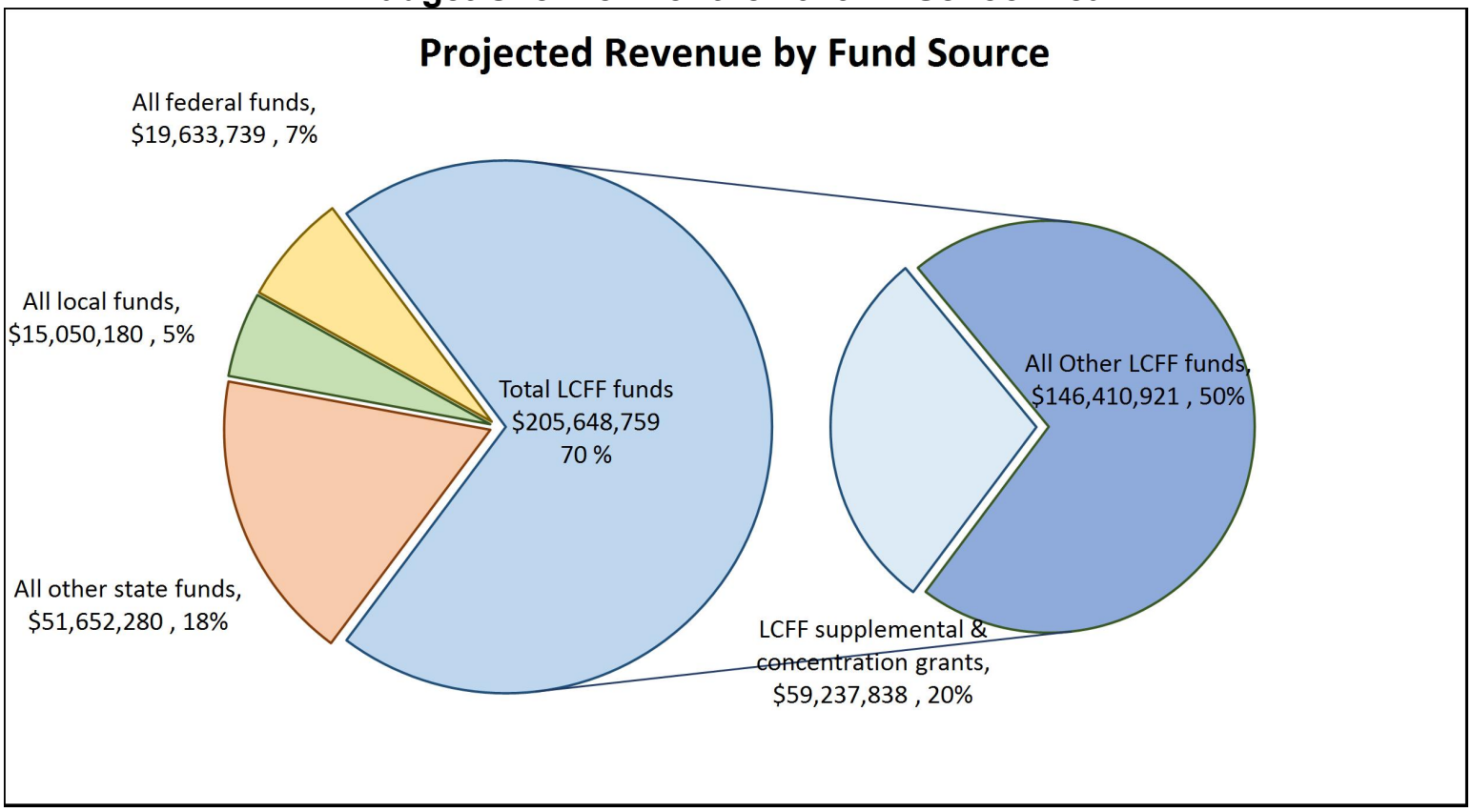
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Porterville Unified School District
CDS Code: 54755230000000
School Year: 2026-27
LEA contact information:
Dr. Nate Nelson
Superintendent
nlnelson@portervilleschools.org
559-793-2455

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

Budget Overview for the 2026-27 School Year

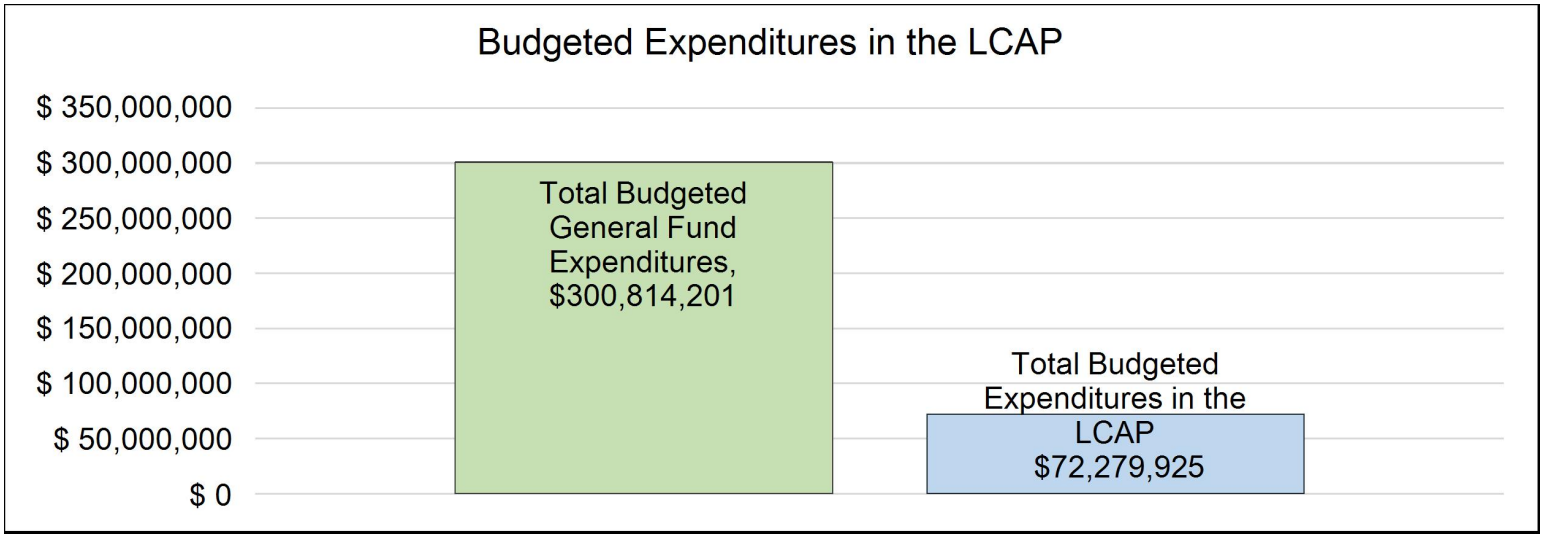


This chart shows the total general purpose revenue Porterville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Porterville Unified School District is $291,984,958, of which $205,648,759 is Local Control Funding Formula (LCFF), $51,652,280 is other state funds, $15,050,180 is local funds, and $19,633,739 is federal funds. Of the $205,648,759 in LCFF Funds, $59,237,838 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 Porterville Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Porterville Unified School District plans to spend $300,814,201 for the 2026-27 school year. Of that amount, $72,279,925 is tied to actions/services in the LCAP and $228,534,276 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

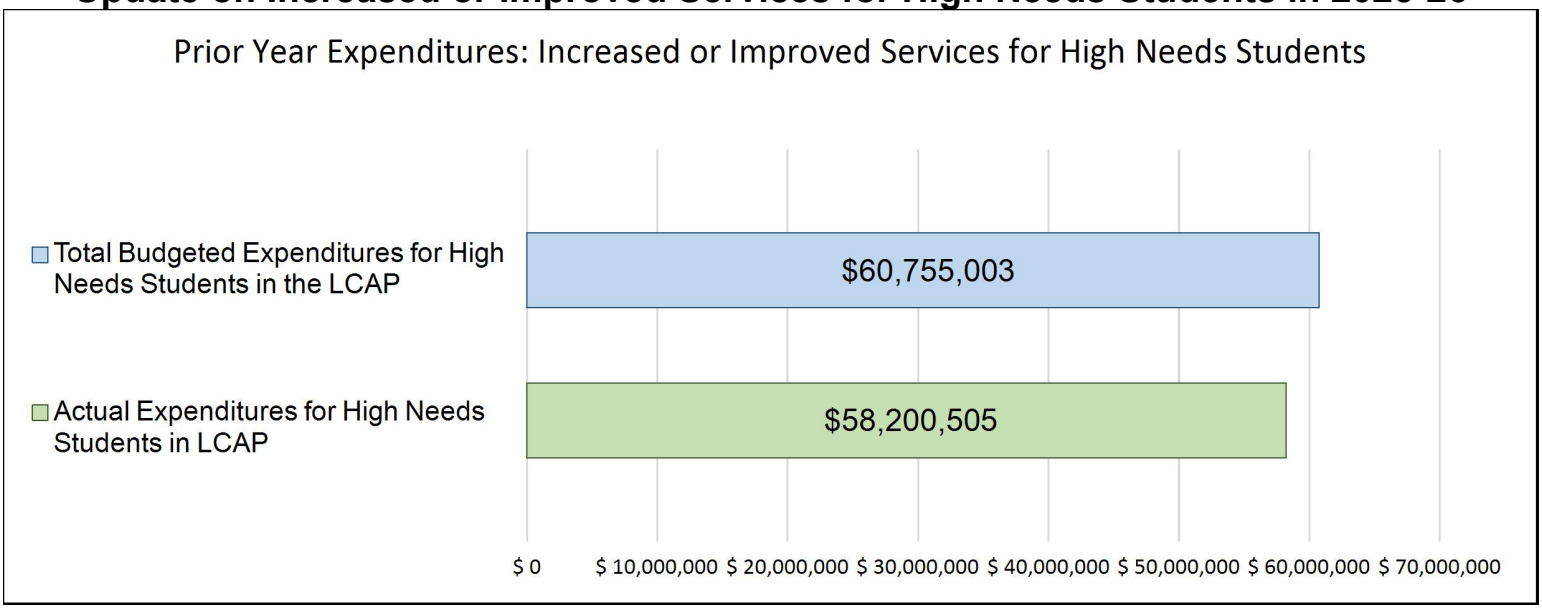
General Fund budgeted expenditures not in the LCAP will be used in the following way; certificated, classified, and administrative salaries along with employee health & welfare. The District will also utilize these funds for classroom materials, supplies, and operational costs.

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

In 2026-27, Porterville Unified School District is projecting it will receive $59,237,838 based on the enrollment of Foster Youth, English learner, and low-income students. Porterville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Porterville Unified School District plans to spend $62,600,877 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Porterville Unified School District's LCAP budgeted $60,755,003 for planned actions to increase or improve services for high needs students. Porterville Unified School District actually spent $58,200,505 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,554,498 had the following impact on Porterville Unified School District's ability to increase or improve services for high needs students:

The difference between total budgeted expenditures and estimated actual expenditures for actions and services intended to increase or improve services had minimal impact on the overall level of services provided to high-needs students in 2025–26. The majority of planned actions and services were fully implemented. Any variances between budgeted expenditures and estimated actual expenditures are explained in the Annual Update section of the LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Porterville Unified School District	Dr. Nate Nelson Superintendent	nlnelson@portervilleschools.org 559-793-2455

Plan Summary [2026-27]

General Information

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

Porterville Unified School District (PUSD) is comprised of 22 schools serving students from transitional kindergarten through grade 12, including 10 elementary schools, 3 middle schools, 4 non-charter high schools, 3 charter schools, and 2 alternative programs. The district serves the Porterville area in Tulare County, including the City of Porterville and its surrounding rural communities. PUSD includes approximately twelve rural schools that matriculate into the district and serve remote communities such as Ducor, California Hot Springs, Terra Bella, Springville, Strathmore, and Woodville.

PUSD is located approximately 165 miles north of Los Angeles along State Highway 65, about 20 miles east of the Highway 99 corridor. The National Center for Education Statistics (NCES) classifies the district as Suburban, Small (Locale 23). For the 2024–25 school year, NCES reports 13,893 students, 632.34 classroom teachers (FTE), and a 21.97 student-to-teacher ratio. In addition to ongoing improvement work with the Tulare County Office of Education, the district is beginning implementation of a Spectrum Schools program to strengthen inclusive systems, supports, and outcomes for students with diverse learning needs.

The Porterville community continues to reflect significant economic need. Recent census-based community estimates (City of Porterville) indicate a population of approximately 62,765 with a median household income of approximately $59,012 (2023). At the district level, PUSD reported 13,893 students in 2024–25 CBEDS enrollment reporting, 13,963 in 2023-24, 14,208 in 2022-23, and 14,471 in 2021-22, reflecting continued enrollment pressure compared to multiple prior years.

Based on the 2025–26 ESSA Assistance Status determinations, Citrus High School continues to be identified for Comprehensive Support and Improvement (CSI) – Low Graduation Rate, and the current identification reflects four consecutive years in CSI status (i.e., continuing beyond the three-year mark). Based on the November, 2025 state board meeting (Item 04), "...Beginning with the 2026 Dashboard, LEAs will be eligible for DA based on their schools who have not exited CSI status within four years." Additionally, the Special Education student group has qualified the district for Differentiated Assistance (DA), and has qualified the district for three or more years. This sustained identification triggers the provision in Education Code 52071(f), which requires the district's geographic lead agency, in collaboration with the county superintendent, to provide technical assistance when one or more pupil subgroups meet the Dashboard-based criteria in Section 52064.5(g) for three or more consecutive years. The geographical lead for our district is Tulare County Office of Education, and the district will continue to work with the county for improvement efforts.

The district's Equity Multiplier status has also changed for the current funding year. The LCFF Equity Multiplier provides supplemental funding only for school sites with prior-year non-stability rates greater than 25% and prior-year socioeconomically disadvantaged pupil rates greater than 70%. Under the most recent Principal Apportionment Equity Multiplier school-site calculations for FY 2025–26, Strathmore High School no longer qualifies because its prior-year non-stability rate is below the 25% threshold (17.59%), even though its socioeconomically disadvantaged percentage remains above 70%. Citrus High School and Vine Street Community Day School remain eligible Equity Multiplier sites for the year based on the same statutory thresholds.

Reflections: Annual Performance

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

FROM THE 2023 DASHBOARD WITH 2025 DASHBOARD PROGRESS:

The following student groups performed at the lowest performance band (Red) at the district level in one or more of the following priority areas based on the 2023 Dashboard. The 2023 Dashboard district-level performance, reflecting the lowest performance level, is provided along with the district-level progress of that student group as reflected on the most recent 2025 Dashboard.

Priority 4 Red Performance in 2023:

- Mathematics – American Indian (-120.3 in 2023 vs. -102.7 in 2025)

Priority 5 Red Performance in 2023:

- Chronic Absenteeism – None in 2023
- Graduation Rate – Homeless (65.5% in 2023 vs. 75.6% in 2025)
- Graduation Rate – Students with Disabilities, or SWD (62.0% in 2023 vs. 66.9% in 2025)

Priority 6 Red Performance in Suspension Rate in 2023

- Foster Youth (9.1% in 2023 vs. 7.2% in 2025)

Priority 8 Red Performance in College & Career in 2023

- Students with Disabilities (7.0% in 2023 vs. 7.6% in 2025)

The following four sites reflected school-wide performance at the lowest performance level in their respective indicators based on the 2023 Dashboard. The 2025 progress is provided alongside the 2023 baseline:

- Strathmore High (ELA at -69.9 in 2023 vs. -36.6 in 2025)
- Bartlett Middle (Math at -102.8 in 2023 vs. -93.6 in 2025)
- Butterfield Charter (Graduation Rate at 57.7% in 2023 vs. 89.6% in 2025)
- Butterfield Charter (College & Career Indicator at 2.5% in 2023 vs 5.7% in 2025)
- Citrus High (Graduation Rate at 61% in 2023 vs. 63.5% in 2025)
- Citrus High (College & Career Indicator at 2.7% in 2023 vs 0.0% in 2025)

Based on the 2023 dashboard, no student groups at any of the ten elementary schools within the district performed at the lowest performance level for any of the state indicators. In the 7-12 grade span, four student groups performed in the red in the ELA indicator for at least one of five schools for English Language Arts:

English Learners:

- Bartlett MS (-95.8 in 2023 vs. -82.7 in 2025)
- Monache HS (-81.1 in 2023 vs. -69.5 in 2025)
- Porterville HS (-64.7 in 2023 vs. -43.8 in 2025)
- Porterville Military (-53.7 in 2023 vs. -41.0 in 2025)

Socio-economically Disadvantaged (SED): Strathmore HS (-80.8 in 2023 vs. -41.8 in 2025)

Students with Disabilities:

- Bartlett MS (-168.3 in 2023 vs. -153.9 in 2025)
- Monache HS (-167.8 in 2023 vs. -103.2 in 2025)

Hispanic: Strathmore HS (-76.1 in 2023 vs. -37.6 in 2025)

The following five student groups performed at the lowest level in mathematics in at least one of five schools:

English Learners:

- Bartlett (-139.9 in 2023 vs. -115.2 in 2025)
- Pioneer (-119.1 in 2023 vs. -90.7 in 2025)
- Monache HS (-173.8 in 2023 vs. -176.1 in 2025)
- Porterville Military (-134.1 in 2023 vs. -91.5 in 2025)

American Indian: Pioneer (-162.4 in 2023 vs. -140.8 in 2025)

Socio-economically Disadvantaged: Bartlett (-104.2 in 2023 vs. -95.1 in 2025)

Students with Disabilities:
- Bartlett (-195.2 in 2023 vs. -192.5 in 2025)
- Sequoia (-161.4 in 2023 vs. -172.3 in 2025)
- Monache HS (-225.3 in 2023 vs. -208.1 in 2025)

Hispanic: Bartlett (-102.1 in 2023 vs. -92.5 in 2025)

Within Priority 5, no student groups at any site performed at the lowest performance level in the Chronic Absenteeism category based on the 2023 Dashboard; however, two sites had student groups performing in the red on the Graduation Rate indicator in 2023:

Butterfield Charter
- English Learner (66.7% in 2023 vs. 96.3% in 2025)
- SED (54.8% in 2023 vs. 89.2% in 2025)
- Hispanic (59.2 in 2023 vs. 90.2% in 2025)
- White (57.7% in 2023 vs. 90.2% in 2025)

Citrus Continuation:
- English Learner (66% in 2023 vs. 78.6% in 2025)
- SED (60.3% in 2023 vs. 63.5% in 2025)
- Hispanic (64.3% in 2023 vs. 63.3% in 2025)

Only two schools reflected student groups performing at the lowest performance level in the Suspension Rate indicator in 2023:

Porterville High:
- English Learner (6.2% in 2023 vs. 5.4% in 2025)
- Students with Disabilities (9.4% in 2023 vs. 10.4% in 2025)

Strathmore High: White (16.2% in 2023 vs. 5.6% in 2025)

Three schools had one or more student groups performing at the lowest performance level (one bar) for the College and Career Indicator in 2023:

Butterfield:
- English Learner (2.0% in 2023 vs. 3.9% in 2025)
- Socio-economically Disadvantaged (2.3% in 2023 vs. 4.1% in 2025)
- Hispanic (2.9% in 2023 vs. 4.3% in 2025)
- White (2.0% in 2023 vs. 12.8% in 2025)

Citrus:

- English Learner (0% in 2023 vs. 0% in 2025)
- Socio-economically Disadvantaged (2.8% in 2023 vs. 0% in 2025)
- Hispanic (2.6% in 2023 vs. 0% in 2025)

Monache:
- Students with Disabilities (3.3% in 2023 vs. 7% in 2025)

Porterville Unified reviewed the 2025 California School Dashboard to identify district-wide and site-level areas of greatest need across the state priority indicators. Based on the 2023 Dashboard, there were five student groups with Red indicators in 2023 at the district-level, while the 2025 Dashboard reflects a total of ten Red indicators for various student groups. These student groups include the Long Term English Learner (ELA and math), Homeless (ELA), Foster (math), Students with Disabilities (chronic absenteeism, graduation rate, college & career indicator), Two or More Races (chronic absenteeism), White (chronic absenteeism), and American Indian (suspension rate). The district will use these Dashboard findings—along with local data—to sharpen continuous improvement priorities, strengthen alignment between needs and supports, and guide how resources and implementation emphasis are calibrated in upcoming LCAP and school-level planning cycles. Efforts will continue in supporting student groups that have historically performed significantly below district averages, namely the Native American, Foster Youth, Homeless and Students with Disabilities.

LEARNING RECOVERY BLOCK GRANT

During the 2026-2027 academic year, it is estimated that the district will have just under $9,100,000 of unexpended Learning Recovery Block Grant (LRBG) funds. Use of these funds will be reflected in the following goals and actions throughout the 2027-28 LCAP:
- Goal 1, Actions 1.1 (Fostering Excellence in Learning) and 1.2 (Ensuring Social-emotional Wellness)
- Goal 2, Action 2.4 (Improving Suspension Rates)
- Goal 3, Actions 3.2 (Professional Development and Advancement)

Use of LRBG funds resulted from identifying needed support for improving academic outcomes for students which became evident through a needs assessment highlighting an overall district orange performance level in both ELA and mathematics, as well as the ELPI and Chronic Absenteeism. Additionally, five student groups performed at the lowest performance level (red) for ELA (LTEL, Foster, American Indian, Homeless and Students with Disabilities), while the Homeless and Students with Disabilities also performed at the lowest performance level in mathematics. Both content areas trail the state outcome by a significant amount (by 13 point for ELA and and 21.2 points for mathematics). As a result, improving instructional practice through coaching and professional development becomes a primary focus, paired with approaches to enhance measurement and progress monitoring efforts. Similar to all Priority 4 outcomes, Chronic Absenteeism outcomes districtwide reflected orange on the Dashboard, with three student groups performing in the red (Foster Youth, Students with Disabilities, and the White student group). Additionally, over half of the school sites had one or more student groups performing in the lowest performance level (red) for the Chronic Absenteeism indicator. Efforts to improve absenteeism rates will include a focus on improving student connections to school through social and emotional support staff and resources for students and families to support the social and emotional well being of students. Use of these funds are in line with the allowable uses and intended purpose of the Learning Recovery Block Grant funds as outlined in Education Code Section 32526, namely:

- (c)(2)(A): Increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils.
- (c)(2)(B): Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports
- (c)(2)(C): Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training
- (c)(2)(D): Access to instruction for credit-deficient pupils to complete graduation or grade promotion
- (c)(2)(E): Additional academic services for pupils

Reflections: Technical Assistance

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

PUSD is eligible for technical assistance (Differentiated Assistance): Based on the 2025 California School Dashboard, Students with Disabilities (SWD) is the qualifying student group for district Differentiated Assistance because SWD performed at the lowest performance level (Red) in multiple indicators across two or more priority areas—specifically Priority 5 (Chronic Absenteeism and Graduation Rate) and Priority 8 (College & Career Indicator) at the district level. Due to the persistent identification (three or more years) of the SWD student group, as of March in 2026, EC 52071(f) requires consultation with respective geographical county leads in improvement efforts. Foster Youth were identified for differentiated assistance support based on 2024 dashboard red indicators for academics, chronic absenteeism, and suspension. In efforts to support this student group as part of year 2, a Foster Advocate structure will be leveraged through a guiding district-level Student Success Focus Group which interacts closely with guidance from the Tulare County Office of Education.

Summary of work underway as part of technical assistance: To meet technical assistance requirements, PUSD will continue partnering with the Tulare County Office of Education through continuous improvement structures, including conducting root cause analysis, establishing a theory of improvement with measurable outcomes, and using plan–do–study–act cycles to monitor progress and adjust strategies to improve outcomes for SWD—particularly in attendance/engagement, graduation, and college/career readiness. The district will also increase support for Citrus High School by assigning a district-level staff member as a resource for the site to support improvement, and will include Citrus High School staff in support sessions guided by the Tulare County Office of Education as appropriate.

Comprehensive Support and Improvement

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

Schools Identified

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

Citrus Continuation High School became eligible for comprehensive support and improvement based on the 2025 California Schools Dashboard in the area of graduation rate. The graduation rate for Citrus was 63.5% (a 4.2% decline from the prior academic year).

Support for Identified Schools

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

To support Citrus High School's CSI eligibility (based on the graduation rate indicator) and the realities of an alternative high school setting, the district's role is to function as an implementation partner that helps the site turn the SPSA into a focused CSI improvement plan with clear root causes, evidence-based strategies, and the correction of resource gaps that may be limiting student success.

District support is organized around:

- 1) plan alignment and targeted design—ensuring the SPSA is continuously aligned to the WASC Self-Study and refined using priority indicators (attendance, credits, and behavior) so actions are intentionally selected and strengthened over time;
- 2) needs assessment and resource equity review—using local and Dashboard-based trends plus educational partner input to identify barriers (e.g., credit deficiency, engagement, attendance, parent participation) and determine where programmatic or course-access limitations are contributing to outcomes; and
- 3) capacity-building for implementation fidelity—strengthening structures that deliver daily, in-the-moment supports, including Advisory-based academic/SEL supports, graduation progress monitoring through academic coaching and transcript pacing, and schoolwide systems such as PBIS and the district Discipline Matrix to promote equitable and consistent expectations.

Consistent with the SPSA, the plan emphasizes addressing identified inequities through layered student supports (Advisory with daily academic/SEL focus, embedded academic intervention periods, counseling and wraparound supports, and stronger college/career linkage), while also expanding adult engagement through practical workshops and improved communication structures—so families can more effectively support persistence, credit completion, and graduation.

The following are the most recent completed CSI Prompts 1 through 4 submitted during the application process:

- Prompt 1 (Describe any separate planning process that the LEA will use): The district will partner with Citrus High to continuously align the SPSA with the WASC Self-Study, using data-driven and evidence-based practices to increase graduation rates. District and site teams will review key indicators such as attendance, credits, and behavior to design targeted actions that meet CSI priorities, strengthen social-emotional supports, and ensure equitable implementation of PBIS and the district Discipline Matrix for at-risk students.

- Prompt 2 (Describe any separate monitoring process that the LEA will use): The district and CHS will collaborate to regularly assess progress toward LCAP and SPSA priorities, using these plans to guide continuous improvement efforts focused on increasing graduation rates. Multiple data sources, including the CA Dashboard and SIS, will inform monitoring. Site leaders will communicate data findings with SSC and ELAC, incorporate them into staff professional learning, and report updates to the Board.

- Prompt 3 Part I (Explain the district is applying lessons learned from last year's successes and challenges to enhance and refine this year's CSI plan): The LEA used lessons learned from the prior year to strengthen and refocus its CSI plan in response to continued challenges with graduation outcomes. Data analysis revealed that prior interventions lacked sufficient intensity, monitoring, and coordination for students most at risk of not graduating. In response, the LEA refined its CSI strategies to include earlier identification of credit deficiencies, more frequent progress monitoring, and targeted academic and social-emotional supports embedded within the school day. Greater emphasis has been placed on consistent implementation of PBIS and advisory structures,

improved use of real-time data, and increased family engagement around graduation requirements. Professional development and staff collaboration time were also adjusted to ensure interventions are implemented with fidelity and aligned to root causes identified through ongoing needs assessment.

- Prompt 3 Part II (Describe how the 2025–26 ESSA school improvement funds will be used to support the needs assessment and root cause analysis process): CSI funds will be used to strengthen graduation outcomes by expanding meaningful engagement among students, families, and staff. Investments will support comprehensive needs assessment and root cause analysis through increased parent outreach, targeted staff professional learning, and improved access to college and career readiness supports within the CHS Advisory program. Identified as priority growth areas in the 2022 WASC Self-Study, these efforts include parent workshops focused on navigating the SIS, ParentSquare, FAFSA, and postsecondary planning. Advisory programming will be enhanced with reading intervention, social-emotional learning, and ongoing academic coaching to monitor graduation progress. Funds will also support staff participation in training aligned to the California Model Continuation High School framework and related professional development to ensure continuous improvement.

- Prompt 4 (Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external service provider with whom the LEA will partner): The district uses a cross-departmental leadership team, including administrators from curriculum, technology, and continuous improvement, to identify and approve instructional programs, digital tools, and support services that enhance outcomes for students and stakeholders. Before any services are introduced at school sites, district staff conduct a thorough vetting process that includes analysis of student performance data, review of qualitative indicators, and evaluation of alignment to district priorities. Potential providers are asked to present their models, and feedback is gathered from both internal stakeholders and neighboring LEAs to assess capacity, quality, and anticipated impact prior to selection.

Monitoring and Evaluating Effectiveness

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

Monitoring for Citrus High School’s CSI plan will operate as a continuous improvement cycle that is scheduled, data-driven, and action-oriented, rather than an annual compliance check. The district and site will use the LCAP and SPSA as the primary monitoring anchors, with recurring reviews that rely on multiple data sources (Dashboard and SIS, supplemented by local indicators tied to credit status, attendance patterns, and behavior). Results from monitoring will be shared with SSC/ELAC and translated into staff learning, implementation adjustments, and ongoing review with district staff to ensure follow-through. The district will monitor and evaluate implementation of this plan through a structured review of quarterly implementation data. Specifically the district will utilize CHS Advisory student contact logs, parent workshop attendance records, and reading intervention participation rates as internal metrics to track progress. District office personnel will conduct quarterly implementation meetings with site administration to review these data points, identify differences between planned and actual implementation, and address any challenges to ensure actions are achieving their intended outcomes for students.

Evaluation will include both outcome monitoring (Are graduation-related indicators moving in the right direction?) and fidelity monitoring (Are interventions happening consistently and reaching the students they are intended to serve?). At the site level, the SPSA’s operational routines—such as structured team meetings and consistent progress checks tied to student profiles, intervention tracking, and graduation progress monitoring—serve as the ongoing “engine” for identifying students who are off track and quickly adjusting supports.

Finally, to ensure CSI-funded strategies remain evidence-based and appropriately selected, the district will continue to use a structured vetting approach for any external providers, relying on cross-department review, performance data, provider presentations, and feedback from other LEAs prior to adoption—so the plan is strengthened by tools/services that demonstrably match Citrus needs and implementation capacity.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	To ensure that teacher voice is present during the District Advisory Committee (DAC) (which serves as the district's Parent Advisory Committee, or PAC) for LCAP development, during the 2025-26 academic year two teachers served on this advisory committee that meets in the months of October, January, March, and May. A more primary source of information generated by a broader base of teachers that contributes to the LCAP development comes in the form of surveys conducted centrally and administered district-wide. This Employee Experience Survey is administered annually across the district, is administered in December, February and April, and involves a 30-, 60- and 90-day site-level follow up with teachers and other staff to measure progress towards improvement. The process involves reflecting on areas of strength, and on areas of need, with the purpose of explicitly identifying those practices contributing to positive growth, and identifying those areas representing the greatest need in efforts to focus improvement initiatives.
Principals	Principals typically partner in attendance with their parent member of the Parent Advisory Committee for their respective sites and help bring the principal perspective to the advisory group that provides input on the LCAP development at meetings that take place during the months of October, January, March, and May of 2025-2026. Additionally, principals from secondary schools, and principals from elementary schools meet separately on a monthly basis to review student performance data at both the California Dashboard level and local assessment data. Discussions at this level informs identified

Educational Partner(s)	Process for Engagement
	needs more closely related to student progress, achievement and support in the areas of academics, student safety, and student social-emotional well-being. Reflections during these meetings contribute to information that helps guide the development of the LCAP. All principals come together again on a monthly basis with district-level administrators across divisions (human resources, facilities and maintenance, student services, technology, attendance, etc.) to reflect on broader needs that have direct impact on student achievement. This collective opportunity further provides important information contributing to the development of the LCAP.
Administrators	Site-level administrators (i.e. learning directors and deans) across the district meet collectively approximately monthly to engage in reflective dialogue centered on improving direct services to students. Discussions center on identified actions that are deemed effective, as well as addressing areas of need, both help contribute to information in the development of the LCAP. Additionally, these individuals participate in both the Employee Experience Survey, and a District Services Survey focused on obtaining input on the support they receive from district-level departments. Information from dialogue at the monthly meetings, as well as information from surveys, help informs LCAP development.
Other School Personnel	The primary method of obtaining input from this group is through both the Employee Experience Survey (administered in December and April), and the District Services Survey (administered in February). Through this survey set, perspectives are collected centrally, and distributed to site leadership, who then identifies site-level priorities for improvement, and engages in reflective dialogue on a 30-60-90-day cycle with this group. Site leadership then meet collectively to share site-level priorities based on input, and district-level trends that contribute to LCAP development. Additionally, counselors from two different school sites are members of the Parent Advisory Committee.
Local Bargaining Units	Local bargaining unit members are included as members of the Parent Advisory Committee (PAC) sessions that take place in the months of October, January, March, and May of 2025-2026 focused on obtaining input contributing to development of the Local Control Accountability Plan (LCAP). One certificated teacher, and one classified staff member serve on the PAC to provide input on the

Educational Partner(s)	Process for Engagement
	development of the LCAP. Additionally, presentations of each meeting (through PowerPoint, or recordings) are posted for review following each PAC meeting, and opportunity for input is made available in an ongoing manner from all members of the bargaining units. These two groups also contribute to various surveys throughout the academic year, which helps inform LCAP development.
Parents	One major source of information contributing to the development of the 2025-2026 LCAP is the Parent Advisory Committee (PAC) which is comprised of a majority of parents representing school sites throughout the district, with parents elected from each school site by parents from their respective sites. These meetings take place during the months of October, January, March and May of 2025-2026. There are 24 members representing the 22 school sites, and 16 of the members are parents. The committee also involves two parents of students with disabilities, two parents of English Learners, one parent of the armed forces, and two parents of GATE students. Ten of the parents reflect the K-6 grade span, two represent the 7-8 grade span, and four represent the 9-12 grade span. This group meets four times through the year, and focus on reviewing Dashboard-type information, providing input for development of the LCAP, as well as input to guide district-level decision making. Additionally, surveys (Parent/Caregiver Experience Survey) focused on obtaining perspective from the broader parent/guardian group are administered centrally throughout the year to all parents. Information gathered helps inform the determination of identified needs which also contributes to LCAP development.
Students	Two high school students who are elected by their peers from their respective school sites are involved in the District/Parent Advisory Committee during meetings that took place during the months of October, January, March and May of 2025-2026 in order to ensure that student voice is brought to the advisory group. In order to obtain broad input on student perceptions and needs, Panorama surveys are administered to students three times throughout each academic year (September, January and April),

Educational Partner(s)	Process for Engagement
	opposed to once. This survey, administered centrally district-wide, provides opportunity to gain insight on a broader scale.
Vine Street Community Day School and Citrus High School (Equity Multiplier - Goal 5)	Vine Street Community Day School, and Citrus Continuation School have been identified as sites receiving Equity Multiplier funding for the upcoming 2026-2027 academic year. District-level staff work directly with educational partners from each individual site to target expenditures through guiding the process of conducting a needs assessment, identifying effective actions based on research, and monitoring progress of implemented improvement efforts. Input obtained from the collaboration with educational partners from each site helps inform the development of the LCAP. Vine engaged in (and will continue to engage in) consultation with educational partners on December 10th, March 11th, and May 12th of the 2025-2026 academic year, while Citrus engaged in consultation with educational partners in October 22nd, December 10th, February 11th, and May 13th of the 2025-2026 academic year. The district will also help guide educational partners from each site to ensure alignment between each site's School Plan for Student Achievement (SPSA), and Goal 5 of the district LCAP. Strathmore will not receive Equity Multiplier funding for the 2026-2027 academic year, however, will expend remaining funds awarded when the site previously qualified for the funding.
Special Education Local Plan Area (SELPA)	The district's Director of Student Services and Special Education actively participates in, and works closely with, the Special Education Local Plan Area (SELPA) under the guidance of the Tulare County Office of Education. Collaboration across districts occurs through the Directors of Special Education Committee (DOSE), and this body serves as a means to identify best practices in serving the needs of our Special Education population. Collaboration opportunities occur approximate two to three times a month beginning in July, and insight is brought back to the district for programmatic improvement considerations. Additionally, Special Education Plan (SEP) sessions occur approximately five times throughout the year, where review of data related to student outcomes and trends for Special Education students helps guide next steps.

Educational Partner(s)	Process for Engagement
	As a district newly eligible for Compliance and Improvement Monitoring (CIM) support for Special Education students, district staff will ensure an alignment between actions related to students with disabilities in the LCAP with initiatives presented in the CIM plan.

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

During the 2025–26 engagement process, Porterville Unified used educational partner feedback from districtwide surveys and advisory discussions to prioritize actions that strengthen two-way communication, school connectedness, and staff support, while also addressing persistent needs reflected in local and state indicators. Staff input reflected an overall positive experience trend (overall mean 4.05 in Spring 2025), while also reinforcing the need to improve organization-level communication and trust through clearer expectations, more consistent feedback loops, and increased transparency. Parent feedback continued to reinforce the importance of respectful, consistent communication and confidence in school leadership, which aligns with actions focused on improving outreach systems and family engagement structures. Student feedback and local measures on belonging and engagement also reinforced a continued focus on improving students' sense of connection to school as a key lever for attendance and persistence.

As a result of this input, the adopted LCAP continues to prioritize:

- Goal 1 (Student Success & Readiness): sustained focus on social-emotional wellness and improving student connection/belonging as a support for engagement and academic progress.
- Goal 2 (Family & Community Engagement): continued emphasis on two-way communication and stronger relationships with families (including system-level communication tools and contactability), aligned to survey-informed needs.
- Goal 3 (Staff Support/Development): maintaining and strengthening staff support structures, professional learning, and communication practices in response to employee experience input and themes from qualitative feedback.
- Goal 4 (Operational Excellence & Responsiveness): continued focus on responsiveness to needs and improving the visibility of follow-through on feedback, consistent with stakeholder expectations for clearer "feedback-to-action" communication.
- Goal 5 (Equity Multiplier—site-based): continued site-specific consultation for Vine and Citrus to ensure actions and expenditures remain aligned to each school's needs assessment, improvement planning, and required CSI/Equity Multiplier expectations.

Based on collective input, goals associated with the LCAP reflect the focus areas presented in the district strategic plan, and those actions supporting the development of the focus areas will be reflected as actions in the LCAP. These actions have been established with input from various educational partners, including parents, students, and staff, over the course of years. The complete draft was presented to the Parent Advisory Committee, and the District English Learner Advisory Committee on May 7th, 2026. There were no comments, questions or concerns requiring a response related to the LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Success & Readiness Scorecard: • STAR Reading 3-8 Grade Equivalent (GE) growth	STAR Reading (Fall of the 2023-2024 academic year) • K-6 = 3.7 • 7-8 = 5.8 • 9-12 = 7.1	STAR Reading (Consolidated Status Report run in March, 2025) • K-6 = 4.1 • 7-8 = 7.6 • 9-12 = 8.8	STAR Reading (Consolidated Status Report run in March 2, 2026) • K-6 = 4.3 • 7-8 = 7.6 • 9-12 = 8.7	STAR Reading (Fall) • K-6 = 4.0 • 7-8 = 6.0 • 9-12 = 8.0	STAR Reading (Consolidated Status Report run in March, 2025) • K-6 = +0.6 • 7-8 = +1.8 • 9-12 = +1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Panorama Student Survey: Sense of Belonging (percent feeling valued)	Sense of Belonging (January, 2024 administration) • grades 3-5: 62% • grades 6-12: 33%	Sense of Belonging (February, 2025 - Winter) • grades 3-5: 57% • grades 6-12: 39%	Sense of Belonging (October 2025 - Fall) • grades 3-5: 60% • grades 6-12: 42%	Sense of Belonging • grades 3-5: 70% • grades 6-12: 50%	Sense of Belonging (February, 2025 - Winter) • grades 3-5: -2% • grades 6-12: +9%
1.3	Pathway applications from students moving from 8th to 9th grade	1189 applications received during the 2023-2024 academic year	1225 applications received during the 2023-2024 academic year as of March 2025	1151 applications received to date during the 2024-2025 academic year as of March, 2026	1376 Applications from students moving from 8th to 9th grade	-38 applications received
1.4	CAASPP math distance from standard*	District: • All: -70.3 • EL: -87.0 • Foster: -124.3 • SED: -75.0 • Homeless: -85.9 • SWD: -150.6 Lowest Performing: All: • Bartlett -102.8 EL: • Bartlett -139.9 • Pioneer -119.1 • Monache -173.8 • PMA -134.1 American Indian • Pioneer -162.4 • District -120.3	District: • All: -68.8 • EL: -85.9 • Foster: -118.8 • SED: -74.2 • Homeless: -123.9 • SWD: -158.1 Lowest Performing: All: • Bartlett -90.3 EL: • Bartlett -119.8 • Pioneer -103.9	District: • All: -67.7 • EL: -80.9 • Foster: -127.6 • SED: -72.2 • Homeless: -117.4 • SWD: -155.1 Lowest Performing: All: • Bartlett -93.6 EL: • Bartlett -115.2	Targets based on a modified average linear extrapolation (if growth is positive & exceed baseline). District: • All: -48.7 • EL: -63.0 • Foster: -99.3 • SED: -52.0 • Homeless: -84 • SWD: -148.1 Lowest Performing: All: • Bartlett -95.6	District: • All: +2.6 • EL: +6.1 • Foster: -3.3 • SED: +2.8 • Homeless: -31.5 • SWD: -4.5 Lowest Performing: All: • Bartlett +9.2 EL: • Bartlett +24.7 • Pioneer +28.4 • Monache -2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED • Bartlett -104.2 SWD: • Bartlett -195.2 • Sequoia -161.4 • Monache - 225.3 Hispanic: • Bartlett -102.1 (2023 Dashboard)	• Monache - 158.1 • PMA - 123.8 American Indian • Pioneer - 142.3 • District - 112.6 SED • Bartlett - 90.8 SWD: • Bartlett - 228.2 • Sequoia - 159.4 • Monache - 226.6 Hispanic: • Bartlett - 90.5 (2024 Dashboard)	• Pioneer - 90.7 • Monache - 176.1 • PMA -91.5 American Indian • Pioneer - 140.8 • District - 102.7 SED • Bartlett - 95.1 SWD: • Bartlett - 192.5 • Sequoia - 172.3 • Monache - 208.1 Hispanic: • Bartlett - 92.5 (2025 Dashboard)	EL: • Bartlett - 111.3 • Pioneer - 110.4 • Monache - 160.5 • PMA - 118.6 American Indian • Pioneer - 148.9 • District - 111.3 SED • Bartlett - 96.7 SWD: • Bartlett - 162.9 • Sequoia - 129.7 • Monache - 220 Hispanic: • Bartlett - 95.5	• PMA +42.6 American Indian • Pioneer +21.6 • District +17.6 SED • Bartlett +9.1 SWD: • Bartlett +2.7 • Sequoia - 10.9 • Monache +17.2 Hispanic: • Bartlett +9.6
1.5	CAASPP ELA distance from standard*	District: • All: -27.3 • EL: -56.6 • Foster: -78.7 • SED: -32.9 • LTEL: N/A • American Indian: -71.5	District: • All: -26.2 • EL: -57.3 • Foster: - 89.7 • SED: - 32.5	District: • All: -23.8 • EL: -48.1 • Foster: - 85.0 • SED: - 28.7	Targets based on a modified average linear extrapolation (if growth is positive). District: • All: -5.8 • EL: -32.6	District: • All: +3.5 • EL: +8.5 • Foster: - 6.3 • SED: +4.2 • LTEL: -4.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Homeless: -61.2 • SWD: -118.4 Lowest Performing: All: • Strathmore - 69.9 EL • Bartlett -95.8 • Monache -81.1 • Porterville HS - 64.7 • PMA -53.7 SED: • Strathmore - 80.8 SWD: • Bartlett -168.3 • Monache - 167.8 Hispanic: • Strathmore - 76.1 (2023 Dashboard)	• LTEL: -87.1 • American Indian: -75.5 • Homeless: -77.6 • SWD: -129.8 Lowest Performing: All: • Strathmore -24.9 EL • Bartlett - 100.2 • Monache - 49.3 • Porterville HS -57.1 • PMA -70.8 SED: • Strathmore -29.7 SWD: • Bartlett - 189.1 • Monache - 133.1 Hispanic:	• LTEL: -91.4 • American Indian: -62.1 • Homeless: -91.4 • SWD: -121.2 Lowest Performing: All: • Strathmore -36.6 EL • Bartlett - 82.7 • Monache - 69.5 • Porterville HS -43.8 • PMA -41.0 SED: • Strathmore -41.8 SWD: • Bartlett - 153.9 • Monache - 103.2 Hispanic:	• Foster: -53.7 • SED: -9.9 • LTEL: -80 • American Indian: -51.4 • Homeless: -59.9 • SWD: -116.4 Lowest Performing: All: • Strathmore -53.4 EL • Bartlett - 70.7 • Monache - 75.2 • Porterville HS -47.6 • PMA -35.1 SED: • Strathmore -58 SWD: • Bartlett - 118.7 • Monache - 125 Hispanic: • Strathmore -55.3	• American Indian: +9.4 • Homeless: -30.2 • SWD: -2.8 Lowest Performing: All: • Strathmore +33.3 EL • Bartlett +13.1 • Monache +11.6 • Porterville HS +20.9 • PMA +12.7 SED: • Strathmore +39.0 SWD: • Bartlett +14.4 • Monache +64.6 Hispanic: • Strathmore +38.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Strathmore -20.8 (2024 Dashboard)	• Strathmore -37.6 (2025 Dashboard)		
1.6	CAST Percent meeting standard*	Not Yet Reported on Accountability Dashboard 22-23 Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 21.04% • EL 2.98% • SED 19.44%	23-24 DataQuest (% Met or Exceeded Standard): • All 19.33% • EL 0.77% • SED 16.80%	24-25 DataQuest (% Met or Exceeded Standard): • All 23.43% • EL 1.57% • SED 21.18%	Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 24% • EL 10% • SED 22%	23-24 DataQuest (% Met or Exceeded Standard): • All +2.39% • EL -1.41% • SED +1.74%
1.7	Graduation Rate*	District (in percent, %): • All: 87.4 • EL: 83.5 • SED: 86.4 Lowest Performing: District: • Homeless 65.5 • SWD 62.0 All: • Butterfield 57.7 • Citrus 61.0 EL: • Butterfield 66.7 • Citrus 66.0 SED: • Butterfield 54.8 • Citrus 60.3	District (in percent, %): • All: 88.8 • EL: 85.6 • SED: 88.4 Lowest Performing: District: • Homeless 77.5 • SWD 69.9 All: • Butterfield 77.5 • Citrus 67.7 EL: • Butterfield 74.6	District (in percent, %): • All: 90.1 • EL: 88.1 • SED: 89.6 Lowest Performing: District: • Homeless 75.6 • SWD 66.9 All: • Butterfield 89.6 • Citrus 63.5 EL:	Targets based on a modified average linear extrapolation (if growth is positive). District (in percent, %): • All: 91.3 • EL: 91.3 • SED: 89.4 Lowest Performing: District: • Homeless 75.5 • SWD 73 All: • Butterfield 75.1 • Citrus 67	District (in percent, %): • All: +2.7 • EL: +4.6 • SED: +3.2 Lowest Performing: District: • Homeless +10.1 • SWD +4.9 All: • Butterfield +31.9 • Citrus +2.5 EL: • Butterfield +29.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: • Butterfield 59.2 • Citrus 64.3 White: • Butterfield 57.7 (2023 Dashboard)	• Citrus 68.0 SED: • Butterfield 76.7 • Citrus 67.7 Hispanic: • Butterfield 80.5 • Citrus 71.5 White: • Butterfield 68.5 (2024 Dashboard)	• Butterfield 96.3 • Citrus 78.6 SED: • Butterfield 89.2 • Citrus 63.5 Hispanic: • Butterfield 90.2 • Citrus 63.3 White: • Butterfield 90.2 (2025 Dashboard)	EL: • Butterfield 78.4 • Citrus 69 SED: • Butterfield 74 • Citrus 67 Hispanic: • Butterfield 72.8 • Citrus 67 White: • Butterfield 76.5	• Citrus +12.6 SED: • Butterfield +34.4 • Citrus +3.2 Hispanic: • Butterfield +31 • Citrus -1 White: • Butterfield +32.5
1.8	English Learner Progress *	• English Learner: 53.9% • LTEL: 52.1% (2023 Dashboard)	• English Learner: 49.4% • LTEL: 47.7% (2024 Dashboard)	• English Learner: 48.2% • LTEL: 51.2% (2025 Dashboard)	• English Learner: 60.2% • LTEL: 58.0	• English Learner: -5.7% • LTEL: -0.9%
1.9	EL Reclassification*	English Learners were reclassified at a rate of 15.15%. (22-23 EOY CALPADS report 2.16)	English Learners were reclassified at a rate of 21.53% (566/3629) (23-24 EOY3 CALPADS report 2.16 & 1.21)	English Learners were reclassified at a rate of 14.67% (501/3416) (24-25 EOY3 CALPADS report 2.16 & 1.21)	English Learners reclassified at a rate of 20.26%.	English Learners reclassified: -0.48

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Grade 11 EAP: Ready or Conditionally Ready*	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall: • ELA 52.04%; Math 19.81% • EL: ELA 9.76%; Math 0.34% • LTEL ELA 11.43%; Math 0.58%, • SED: ELA 49.18%; Math 17.02% (DataQuest 2022-23)	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall: • ELA 55.73%; Math 27.90% • EL: ELA 7.46%; Math 3.11% • LTEL ELA 8.96%; Math 1.88%, • SED: ELA 47.10%; Math 18.10% (DataQuest 2023-24)	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall: • ELA 51.60%; Math 21.40% • EL: ELA 6.16%; Math 2.87% • LTEL ELA 12.43%; Math 5.43% • SED: ELA 49.39%; Math 18.97% (DataQuest 2024-25)	Overall: • ELA 55.35%; Math 21.30% • EL: ELA 14.7%; Math 1.91% • LTEL ELA 16.37%; Math 2.15% • SED: ELA 52.16%; Math 17.63%	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall: • ELA -0.44%; Math +1.59% • EL: ELA -3.6%; Math +2.53% • LTEL ELA +1.0%; Math +4.85%, • SED: ELA 0.21%; Math +1.95%
1.11	Graduating cohort students enrolled in (Broad Course of Study): A-G* CTE completer* A-G & CTE completer*	Meeting A-G: • All 33.9% • SED 32.0% • EL 19.2% CTE Pathway Completion: • All 38.3% • SED 36.4% • EL 27.0%	Meeting A-G: • All 32.2% • SED 30.8% • EL 17.3% CTE Pathway Completion: • All 34.6%	Meeting A-G: • All 37.9% • SED 36.2% • EL 21.9% CTE Pathway Completion: • All 30.9%	Meeting A-G: • All 38.6% • SED 37.0% • EL 25.2% CTE Pathway Completion: • All 42.7%	Meeting A-G: • All: +4.0% • SED: +4.2% • EL: +2.7% CTE Pathway Completion: • All: -7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		A-G & CTE Completion: • All 19.1% • SED 18.2% • EL 9.9% (2023 Dashboard, Additional Reports)	• SED 33.7% • EL 28.6% A-G& CTE Completion: • All 16.9% • SED 15.8% • EL 9.6% (2024 Dashboard, Additional Reports)	• SED 30.7% • EL 21.4% A-G& CTE Completion: • All 14.9% • SED 14.4% • EL 7.5% (2025 Dashboard, Additional Reports)	• SED 41.4% • EL 33.0%	• SED: -5.7% • EL: -5.6% A-G& CTE Completion: • All: -4.2% • SED: -3.8% • EL: -2.4%
1.12	Percent of graduating cohort College & Career prepared scoring a 3 or higher on two or more Advanced Placement exams*	• All Prepared: 5.9% • SED Prepared: 5.3% • EL Prepared: 4.3% (2023 Dashboard, Additional Reports)	• All Prepared: 5.9% • SED Prepared: 5.3% • EL Prepared: 4.1% (2024 Dashboard, Additional Reports)	• All Prepared: 27.8% • SED Prepared: 27.6% • EL Prepared: 21.2% (2025 Dashboard, Additional Reports)	• All Prepared: 6.0% • SED Prepared: 6.3% • EL Prepared: 6.3%	• All Prepared: +21.9% • SED Prepared: +22.3% • EL Prepared: +16.9%
1.13	Implementation of State Academic Standards*	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from 2023-2024: 3.66	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from 2023-2024: 3.61	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from 2024-2025: 3.65	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from: 4.00	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from 2023-2024: -0.01

Goal Analysis [2025-26]

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

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

During the previous year, Porterville Unified carried out Goal 1 through coordinated district and site implementation of the planned actions intended to strengthen academic learning, student connectedness and wellness, and college/career readiness. Implementation focused on delivering core instructional supports, maintaining intervention and progress-monitoring routines, providing student support systems, and expanding readiness structures. Overall, the action set was implemented across sites; however, the consistency and intensity of implementation varied across contexts and student groups, reinforcing the need to strengthen fidelity, participation, and follow-through during the remaining year of the LCAP cycle.

Implementation and Differences Between Planned and Actual Actions

Action 1.1 – Fostering Excellence in Learning

- Fidelity of implementation: Core instructional supports (course access, intervention structures, and progress monitoring routines) were delivered districtwide.
- Implementation evidence: Sites continued using growth/assessment information to guide instructional planning and intervention supports, including supports for students performing below grade level.
- Challenges/successes: A key success was maintaining broad implementation of learning supports; a continuing challenge is ensuring consistent intensity and sustainability of interventions across grade spans and schools.

Action 1.2 – Ensuring Social-emotional Wellness

- Fidelity of implementation: Student wellness and connectedness supports were implemented through staffing structures, systems for identifying need, and access to support services.
- Implementation evidence: Schools maintained routines to connect students to supports and reinforce student connectivity through site teams and support structures.
- Challenges/successes: A key success was sustaining districtwide SEL supports; ongoing challenges include ensuring consistent reach and follow-through for students with the highest barriers and strengthening implementation at the grade spans where connectedness remains most difficult to improve.

Action 1.3 – Expanding College and Career Readiness

- Fidelity of implementation: College/career readiness structures (pathway-related supports, communication, and readiness activities) were implemented to increase participation and exposure.
- Implementation evidence: Sites continued pathway outreach and readiness programming, supported participation routines, and maintained systems intended to promote access for historically underserved student groups.
- Challenges/successes: A success was maintaining readiness structures; a continuing challenge is ensuring consistent participation and stable implementation across cohorts and sites.

Action 1.4 – English Learner Language Acquisition Program

- Fidelity of implementation: EL language development supports and program structures were implemented; continued strengthening is needed to ensure strategies are consistently applied and aligned to EL instructional needs.
- Implementation evidence: Sites continued designated/integrated language development supports and used tools/program structures intended to support EL language growth and access to core curriculum.
- Challenges/successes: The primary challenge is improving consistency and instructional alignment so that EL supports translate into stronger language progress and academic performance.

Action 1.5 – Long-Term English Learner (LTEL) Language Acquisition Program
- Fidelity of implementation: LTEL-focused supports were implemented through targeted structures and training/monitoring emphasis; implementation requires continued reinforcement to ensure strategies reach LTEL students consistently across settings.
- Implementation evidence: The district continued building staff awareness of LTEL needs and strengthening monitoring/targeted supports intended to address LTEL language and academic needs.
- Challenges/successes: A success is continued attention to LTEL identification and support structures; a continuing challenge is ensuring supports translate into sustained academic acceleration alongside language development.

Action 1.6 – Improving Graduation Rates and College/Career Indicators
- Fidelity of implementation: Graduation monitoring, credit completion supports, and readiness-focused systems were implemented with continued attention to completion indicators.
- Implementation evidence: Schools continued credit tracking, counseling/monitoring routines, and readiness supports intended to improve completion and preparedness.
- Challenges/successes: A success is sustained focus on completion supports; a continuing challenge is strengthening readiness structures so students are not only graduating but also leaving with stronger postsecondary preparation.

Action 1.7 – Improving Mathematics Distance from Standard
- Fidelity of implementation: Targeted math supports were implemented through staffing, training, and intervention structures with emphasis on highest-need sites/groups.
- Implementation evidence: Schools continued math-focused professional learning and intervention routines intended to strengthen core instruction and targeted supports.
- Challenges/successes: Implementation continues to require stronger differentiation and intensity to meet the needs of focal student groups and accelerate improvement.

Action 1.8 – Improving ELA Distance from Standard
- Fidelity of implementation: ELA improvement efforts were implemented through staffing supports, professional learning, and targeted interventions for highest-need contexts.
- Implementation evidence: Schools continued literacy-focused training and intervention supports intended to strengthen instruction and close gaps.
- Challenges/successes: A success is continued emphasis on literacy structures; an ongoing challenge is ensuring strategies are consistently implemented at sufficient intensity to close persistent gaps for key student groups.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 10% is considered a material difference. These changes were a result of the sunsetting of one-time funding sources. The following actions reflected those material differences, and an explanation on why is provided:

- Action 1.7 (Improving Mathematics Distance from Standard): Actual expenditures were lower than budgeted (by 16%) primarily because salary and benefit costs were less than projected. The action was implemented, but staffing-related costs did not reach the original budget estimate.
- Action 1.8 (Improving ELA Distance from Standard): Actual expenditures were lower than budgeted (by 16%) primarily because salary and benefit costs were less than projected. The action was implemented, but staffing-related costs did not reach the original budget estimate.

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

Effectiveness of Goal 1 Actions Based on Specific Metrics

Action 1.1 – Fostering Excellence in Learning (Effectiveness: Moderately effective)
Student learning measures show positive movement in key areas, including STAR Reading growth across grade spans (K–6: 3.7 to 4.1 to 4.3; 7–8: 5.8 to 7.6 to 7.6; 9–12: 7.1 to 8.8 to 8.7), indicating progress while sustaining improvement remains important across grade spans. Both CAASPP performances in ELA and mathematics reflected district-wide improvement with ELA improving from -26.2 to -23.8 and mathematics improving from -68.8 to -67.7 between the 2024 to 2025 Dashboard. Similarly, the district's graduation rate improved from 88.8% to 90.1% over the year.

Action 1.2 – Ensuring Social-emotional Wellness (Effectiveness: Partially effective)
Sense of belonging improved overall from baseline with uneven progress by grade span (3–5: 62% to 57% to 60%; 6–12: 33% to 39% to 42%), indicating stronger improvement in secondary compared to elementary.

Action 1.3 – Expanding College and Career Readiness (Effectiveness: Mixed)
Pathway participation trends are inconsistent over time (1189 to 1225 to 1151 to date), suggesting readiness structures need strengthening to stabilize participation across cohorts. Pathway completers (contributing the the College & Career Indicator) also reflected gradual decline from 38.3% to 34.6% to 30.9% from the baseline to Year 2.

Action 1.4 – English Learner Language Acquisition Program (Effectiveness: Mixed)
English Learner Progress (ELPI) shows a continued decline (53.9% to 49.4% to 48.2%), indicating current strategies have not yet produced improved EL progress outcomes. However, the EL performance on the CAASPP for ELA reflected improvement from -57.3 to -48.1 from the 2024 to the 2025 Dashboard.

Action 1.5 – LTEL Language Acquisition Program (Effectiveness: Mixed/partially effective)

LTEL ELPI declined then rebounded toward baseline (52.1% to 47.7% to 51.2%), but LTEL academic performance remains a concern as CAASPP ELA distance-from-standard for LTELs declined further (N/A baseline to -87.1 to -91.4). Reclassification also increased then declined (15.15% to 21.53% to 14.67%), suggesting uneven progress across related indicators.

Action 1.6 – Improving Graduation Rates and College/Career Indicators (Effectiveness: Moderately effective, readiness mixed)
Graduation improved steadily (All: 87.4% to 88.8% to 90.1%; EL: 83.5% to 85.6% to 88.1%), indicating progress in completion. Readiness-related indicators remain mixed: Grade 11 EAP (ELA Ready/Conditionally Ready) declined overall (52.04% to 55.73% to 51.60%) and for EL (9.76% to 7.46% to 6.16%). A–G and pathway indicators show variation (Meeting A–G increased 33.9% to 32.2% to 37.9%, while A–G & CTE completion declined 19.1% to 16.9% to 14.9%, including EL 9.9% to 9.6% to 7.5%).

Action 1.7 – Improving Mathematics Distance from Standard (Effectiveness: Partially effective)
District math distance-from-standard improved incrementally (All: -70.3 to -68.8 to -67.7), including improvement for EL (-87.0 to -85.9 to -80.9), but performance remains far below standard, indicating additional strengthening is needed.

Action 1.8 – Improving ELA Distance from Standard (Effectiveness: Partially effective)
District ELA distance-from-standard improved (All: -27.3 to -26.2 to -23.8), and EL outcomes improved in the most recent year (-56.6 to -57.3 to -48.1), but high-need groups (including SWD) remain substantially below standard (SWD: -118.4 to -129.8 to -121.2), indicating persistent gaps and the need to strengthen impact for focal groups.

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

No changes were made to Goal 1, its metrics, target outcomes, or actions for the coming year. The district is maintaining stability in the current action set across the three-year cycle while using Year 2 outcome trends to inform implementation refinements and monitoring if needed.

Year 2 data show areas where performance has declined or remains below expectations, particularly within English Learner-related outcomes (e.g., English Learner progress shows a continued downward trend), and indicators connected to college readiness and completion for English Learners also reflect a declining pattern (including Grade 11 EAP ELA readiness and A–G/CTE-related completion). In response, the district will continue implementing the existing actions with increased emphasis on strengthening fidelity, monitoring, and targeted supports for student groups demonstrating declines (especially English Learners and Long-Term English Learners), while using the remaining year of the LCAP cycle to determine whether the current strategy produces the intended results when evaluated across the full three-year trend. Consistent with LCAP requirements, action-level changes based on ineffectiveness will be considered at the end of the three-year cycle when sufficient evidence is available to determine whether an action has not proven effective over the full cycle.

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	Fostering Excellence in Learning	Foster excellence and experiential learning through real-world opportunities including academics, arts, athletics, and activities to ensure growth for all students: • Increase and sustain offerings (courses, classes, clubs, etc.) that include: academics, arts, athletics and activities K-12 • Support staffing to accelerate students performing at lower levels • Provide academic interventions focused on increasing ELA, mathematics and language development • Supporting underperforming student groups such as Foster Youth Utilize resources to improve measuring and monitoring of student progress, including those used for students with disabilities. LREBG funds supporting this action include $917,000 in 2026-27 and $500,000 in the 2027-28 academic years. Studies have shown that progress monitoring systems has a positive impact on both academic (Ysseldyke Tardrew, 2007) and behavioural (Fabiano, Pyle, et al., 2017) improvement through enhancing the ability to differentiate instruction or behavioral interventions. Approaches such as these have been identified as Tier 2 and Tier 3 within the What Works Clearinghouse. This action is primarily focused on low income, English learners and Foster Youth students in that these students are in greatest need to these supports. However, student groups performing at the lowest level on the Dashboard would also benefit. Metrics: • Student Success & Readiness Scorecard • CAASPP in ELA & mathematics • Graduation Rate	$14,639,607.00	Yes
1.2	Ensuring Social-emotional Wellness	Ensure resources and supports are systematically and intentionally prioritized to support the social-emotional learning and mental health needs of all students:	$20,639,046.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide resources (staffing, programs, etc.) to support and address social-emotional learning and mental health needs of all students • Improve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems. • Fiscally support the dean structure at each Middle School and Learning Director structure at elementary schools as they support unduplicated pupils in monitoring student learning, assessment, provide counseling, social emotional learning support, parental education, ensure that teachers use highly effective instructional practices in the classroom. Partner with entities that provide virtual or in-person physical and mental health care for students and families. LREBG funds supporting this action include $205,000 for the 2026-2027 academic year with the remaining balance of $205,000 to be spent in the 2027-2028 academic year. Several studies suggest that a focus on mental health of students would have a positive impact on broader outcomes, especially for marginalized student groups (Rodriguez, 2012; Langberg, Dvorsky, et al., 2017; Geenen, Powers, et al., 2013) by reducing disruptive behavior through structured approaches such as improving organization, managing materials, time management, etc. through individualized coaching opportunities. This initiative is designed primarily to benefit low-income students, English learners, and foster youth, as they are typically in greater need of these specific services. However, other student groups who have underperformed on the California School Dashboard are also expected to experience positive impacts from this support. Metric: • Panorama survey focused on the Sense of Belonging, and Teacher-student Relationships		

Action #	Title	Description	Total Funds	Contributing
1.3	Expanding College and Career Readiness	Expand opportunities across all grade levels for college and career exploration awareness and advancement such as certifications, apprenticeships, college credits, dual enrollment and licensures: • Improve two-way communication between site, families and community • Expand the implementation of Linked Learning Pathways and the use of technology to enhance student learning form K through 12th grade. Workshops related to course offerings, along with preparation for college, are available for students and families. • Expand College Technical Education (CTE), along with College & Career exposure prioritizing students who are from low income families, foster youth and English learners. • Expand college exposure for underrepresented student groups through structures such as AVID. This action aims to expand college and career readiness, with a primary focus on low-income students, English learners, and foster youth, who often face barriers to academic achievement and future opportunities. By providing targeted resources and support, these student groups are empowered to overcome obstacles and achieve greater success in their educational journey. Furthermore, the benefits extend to other student groups performing at the lowest level on the California School Dashboard, fostering a broader sense of inclusivity and preparation for post-secondary paths. Metrics: • Pathway applications from students moving from 8th grade to 9th grade • Pathway Completers • College & Career Indicators	$1,093,571.00	Yes
1.4	English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion and dual language immersion), systems and structures such as the Rosetta Stone, ACCESS Newcomers, and Write Brain along with the core curriculum (Wonders) targeting English learner development. Investigate and improve both core and supplemental instructional materials.	$133,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support sites to provide access to Lingolyft for newcomer and immigrant English learners • Provide student and teacher access to platforms such as Listenwise to assist in English language development. Metrics: • English Learner Progress • CAASPP Distance from Standard in ELA for English Learners		
1.5	Long Term English Learner Language Acquisition Program	Supporting implementation of English language development programs (structured English immersion), systems and structures such as the Write Brain, Lingolyft and Flashlight 360. Investigate and improve both core and supplemental instructional materials. • Support schools to provide opportunities for ELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of supplemental writing programs. • Support schools to provide opportunities for ELs to develop speaking skills through public performance and presentation. Metrics: • English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL student group	$236,828.00	Yes
1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	Improving the graduation rate will positively impact the College and Career Indicator through improved monitoring, support to staffing (i.e. College Specialist) and targeted interventions at the secondary level to include a focus on the lowest performing student groups based on the 2023-2024 Dashboard: • Butterfield (Red for All, English Learner, Low Income, Hispanic, White) • Citrus (Red for All, English Learner, Low Income, Hispanic) • District (Red for Homeless [graduation rate only] & Students with Disabilities)	$5,192,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is focused on improving graduation rates, primarily benefiting low-income students, English learners, and foster youth, as these groups tend to face higher risks of not completing their education. By providing tailored support and resources, the initiative aims to help these students stay on track to earn their diplomas. This focus on improving graduation rates also extends to other student groups performing at the lowest level on the California School Dashboard, encouraging a more equitable and inclusive approach to educational success. Metrics: • Graduation Rate • College & Career Indicator		
1.7	Improving Mathematics Distance from Standard (low performance)	Engage in pedagogical improvement initiatives (such as working with TCOE, CVNIC, etc.), professional development, and academic interventions at the middle and high school levels focused on increasing mathematics outcomes prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard: • Schoolwide: Bartlett MS • English Learner: Bartlett MS, Pioneer MS, Monache HS, Porterville Military • American Indian: Pioneer MS, District • Low Income: Bartlett MS, • Special Education: Bartlett MS, Sequoia MS, Monache HS • Hispanic: Bartlett MS The English Learner student group is the only student group that reflect four sites performing at the lowest performance level (red) in mathematics, and therefore this student group, along with low-income and foster youth, become the primary focus of this action. However, considering the fluidity, and potential, of other student groups and sites performing at the lowest performance level in mathematics, this action remains broad. Studies have shown that professional development for teachers, such as	$695,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
		those provided through Cognitively Guided Instruction approaches, has a positive impact on student outcomes in the area of mathematics (Schoen, LaVenia & Tazaz, 2018) by focusing on research-based frameworks which help teachers elicit student thinking about mathematics in order to build understanding. Metrics: • CAASPP Math distance from standard		
1.8	Improving ELA Distance from Standard (low performance)	Provide staffing support (i.e. ELD Instruction Program Manager), teacher training, and academic interventions at the middle and high school levels focused on increasing mathematics outcomes prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard: • Schoolwide: Strathmore HS • English Learner: Bartlett MS, Monache HS, Porterville HS, Porterville Military • Low Income: Strathmore HS • Special Education: Bartlett MS, Monache HS • Hispanic: Strathmore HS English learners and low-income students constitute the largest population of students reflecting difficulties in ELA performance, and so this action is principally focused on these student groups. In addition, other student groups also perform at the lowest level, and would also benefit. Research consistently demonstrates that targeted professional development for ELA teachers leads to improved student performance in reading, writing and overall literacy (Yoon et al., 2007; National Reading Panel, 2000), especially those trainings that are ongoing throughout an academic year and beyond. Metrics: • CAASPP ELA distance from standard	$695,180.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Studer Parent Survey Items	On a 5-point scale: • Overall: 4.25 • Respect (Item 4): 4.39	Fall of 2024: • Overall: 4.24	October 2025: • Overall: 4.26	• Overall 4.31 • Respect: 4.65	Fall of 2024: • Overall: +.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Positive Communication (item 13): 3.98 • Comfort with Administration (item 14): 4.27	• Respect (Item 4): 4.36 • Positive Communication (item 13): 4.02 • Comfort with Administration (item 14): 4.28	• Respect (Item 4): 4.37 • Positive Communication (item 13): 4.06 • Comfort with Administration (item 14): 4.29	• Positive Communication: 4.21 • Comfort with Administration: 4.52	• Respect (Item 4): -.02 • Positive Communication (item 13): +.08 • Comfort with Administration (item 14): +.02
2.2	ParentSquare Contactable rate	2023-2024: 93%	March, 2025: 93%	March 2, 2026: 97.9%	2023-2024: 95%	+4.9%
2.3	Attendance*	Calculated Aeries ADA for the 2023-2024 academic year: 95.77%	Calculated Aeries ADA as of March 19, 2025: 93.60%	Calculated Aeries ADA as of March 2, 2026: 94.2%	Calculated Aeries ADA: 97.0%	Calculated Aeries ADA as of March 2, 2026: -1.57%
2.4	Chronic Absenteeism*	Chronic Absenteeism: • All: 17.6% • EL: 11.5 % • Foster: 33.3% • SED: 18.4% • SWD: 24.9% • White: 21.1% (2023 Dashboard)	Chronic Absenteeism: • All: 17.2% • EL: 11.6 % • Foster: 44.6% • SED: 18.0% • SWD: 25.6% • White: 22.8% (2024 Dashboard)	Chronic Absenteeism: • All: 17.2% • EL: 11.8% • Foster: 34.1% • SED: 17.8% • SWD: 25.8% • White: 23.3% (2025 Dashboard)	Chronic Absenteeism: • All: 5.9% • EL: 3.2% • Foster: 20% • SED: 6.2% • SWD: 11% • White: 10.6%	Chronic Absenteeism: • All: -0.4% • EL: +0.3 % • Foster: +0.8% • SED: -0.6% • SWD: +0.9% • White: +2.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School Dropout Rate*	2 dropouts reported at the middle school grade level (CALPADS 1.14 2022-2023)	0 dropouts reported at the middle school grade level (CALPADS 1.14, ran March 19, 2025)	1 dropout reported at the middle school grade level (CALPADS 1.14, ran March 2, 2026)	Zero (0) dropouts reported at the middle school grade level	1 fewer dropouts reported at the middle school grade level
2.6	High School Dropout Rate*	12.6% dropout rate reported for the adjusted cohort in 2022-2023 (DataQuest 2022-2023)	10.5% dropout rate reported for the adjusted cohort in 2023-2024 (DataQuest 2023-2024)	8.0% dropout rate reported for the adjusted cohort in 2024-2025 (DataQuest 2024-2025)	7% dropout rate for the adjusted cohort for 2025-2026	decline of 4.6% dropout rate reported for the adjusted cohort in 2024-2025
2.7	Suspension Rate*	Suspension Rate 2023 Dashboard: • All: 2.3% • EL: 2.3% • Foster: 9.1% • SED: 2.4% (2023 Dashboard)	Suspension Rate 2024 Dashboard: • All: 1.9% • EL: 1.5% • Foster: 9.4% • SED: 2.0% (2024 Dashboard)	Suspension Rate 2025 Dashboard: • All: 2.5% • EL: 2.3% • Foster: 7.2% • SED: 2.5% (2025 Dashboard)	Suspension Rate • All: 2% • EL: 2% • Foster: 5.3% • SED: 2%	Suspension Rate 2024 Dashboard: • All: +0.2% • EL: No Change • Foster: -1.9% • SED: +0.1%
2.8	Expulsion Rate*	Expulsion Rate: • All: 0.2% • EL: 0.2% • Foster: 0.0% • SED: 0.2% (DataQuest 2022-2023)	Expulsion Rate: • All: 0.3% • EL: 0.3% • Foster: 3.3% • SED: 0.3% (DataQuest 2023-2024)	Expulsion Rate: • All: 0.4% • EL: 0.2% • Foster: 2.0% • SED: 0.4% (DataQuest 2024-2025)	Expulsion Rate: • All: .1% • EL: .1% • Foster: 0% • SED: .1%	Expulsion Rate: • All: +0.2% • EL: No Change • Foster: +2% • SED: +0.2%

Goal Analysis [2025-26]

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

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

During the previous year, Porterville Unified carried out Goal 2 through districtwide and site-level implementation of actions intended to strengthen two-way communication, deepen relationships with families and community, expand community partnerships, and improve student connectedness and behavior supports. Implementation centered on maintaining communication systems, increasing opportunities for family participation and shared decision-making, improving outreach structures tied to engagement, and coordinating supports designed to reduce barriers that contribute to attendance and discipline concerns. Overall, the actions were carried out across the year; however, implementation intensity and participation varied across contexts, indicating a continued need to strengthen consistency, outreach reach, and follow-through to ensure the full action set is experienced equitably by families and students.

Action 2.1 – Improving Two-way Communication

- Fidelity of implementation: Communication and feedback structures were maintained and continuously used (e.g., district and site communication tools, survey administration, and support for family access to technology and information).
- Implementation evidence: Sites continued communication routines, supported parent groups (e.g., advisory and site-level groups), and used feedback collection to inform communication improvements.
- Challenges/successes: A success was sustaining the core communication infrastructure; an ongoing challenge is ensuring communication functions as two-way engagement consistently across schools and family groups (not only information delivery).

Action 2.2 – Fostering Relationships

- Fidelity of implementation: Relationship-building activities were implemented through workshops, advisory initiatives, vertical articulation structures, and outreach efforts intended to increase participation and strengthen family-school partnership.
- Implementation evidence: The district and sites continued offering family programs/workshops (e.g., SIS, FAFSA, and readiness supports), along with outreach efforts and participation-tracking concepts intended to increase engagement and address attendance barriers.
- Challenges/successes: A success was maintaining multiple family engagement entry points; key challenges included variable participation and the need for stronger, more targeted outreach and follow-up for families experiencing the greatest barriers to engagement.

Action 2.3 – Building Community Partnerships

- Fidelity of implementation: Partnership-building work continued through efforts to coordinate opportunities with local businesses, community organizations, and higher education institutions to strengthen real-world learning and support student persistence.
- Implementation evidence: The district continued facilitating partnership development activities (including planning time, coordination supports, and parent-facing partnership-related events/training opportunities).
- Challenges/successes: A success was sustaining partnership development as a district strategy; a challenge is ensuring partnership opportunities translate into consistent, site-level experiences that reach the students most in need of engagement and persistence supports.

Action 2.4 – Improving Suspension Rates

- Fidelity of implementation: Behavior and connectedness supports were implemented through communication with students/families, social-emotional supports, and behavioral interventions, including BIS staffing and restorative practice approaches in targeted contexts.
- Implementation evidence: Sites continued prevention and intervention supports (including staffing structures and targeted practices for identified needs), with an emphasis on improving consistency of expectations and supports tied to connectedness.
- Challenges/successes: A success was maintaining intervention capacity and focus on connectedness; a continuing challenge is achieving consistent implementation depth across settings so prevention and intervention reduce removals (suspension/expulsion) more uniformly.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 2.2 (Fostering Relationships): Contractual agreements caused salaries and expenditures to be higher than originally budgeted.
- Action 2.3 (Building Community Partnerships): Expenses for Community Schools were less than budgeted. Community Schools is still a new program that is still getting established.
- Action 2.4 (Improving Suspension Rates): Salaries and benefits for Behavior Intervention Specialists (BIS) and Comprehensive Support and Intervention Specialists (CSIS) were lower than originally budgeted.

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

Effectiveness of Goal 2 Actions Based on Specific Metrics

Action 2.1 – Improving Two-way Communication (Effectiveness: Moderately effective)
Communication-related outcomes show small but positive movement over time: Studer Parent Survey Overall improved (4.25 to 4.24 to 4.26), and ParentSquare contactable rate increased (93% to 93% to 97.9%), indicating improved reach and slightly improved perceptions, though gains remain modest relative to targets.

Action 2.2 – Fostering Relationships (Effectiveness: Mixed/partially effective)
Engagement outcomes show limited progress to date: attendance remains below baseline (95.77% to 93.60% to 94.2%), and chronic absenteeism for All Students remains essentially unchanged (17.6% to 17.2% to 17.2%). Foster Youth chronic absenteeism improved from Year 1 to Year 2 (33.3% to 44.6% to 34.1%) but remains higher than baseline, indicating persistent engagement barriers for the most impacted groups.

Action 2.3 – Building Community Partnerships (Effectiveness: Effective overall, with a middle school caution)

Dropout outcomes show strong progress at the high school level (12.6% to 10.5% to 8.0%), suggesting improved persistence. However, middle school dropout increased after reaching zero (2 to 0 to 1), indicating the need to reinforce early prevention and engagement efforts at the middle school level.

Action 2.4 – Improving Suspension Rates (Effectiveness: Mixed)
Discipline outcomes are uneven: Foster Youth suspension improved in Year 2 (9.1% to 9.4% to 7.2%), but All Students increased compared to baseline (2.3% to 1.9% to 2.5%). Expulsion rates for All Students increased over time (0.2% to 0.3% to 0.4%), indicating that systemwide reductions are not yet consistent and prevention/intervention supports may require strengthening to reduce removals more broadly.

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

No changes were made to Goal 2, its metrics, target outcomes, or actions for the coming year. The district is maintaining stability in the current action set across the three-year cycle while using Year 2 outcome trends to guide implementation refinements and monitoring.

Year 2 results show mixed progress across engagement indicators: parent communication measures show modest improvement (e.g., ParentSquare contactable rate increased and Studer parent survey items improved slightly), while key engagement and climate indicators remain below expectations or show inconsistent improvement (e.g., attendance remains below baseline, chronic absenteeism for several groups remains elevated, and suspension/expulsion trends show areas of concern). In response, the district will continue implementing the existing Goal 2 actions with increased emphasis on fidelity, targeted outreach, and supports for student groups with the greatest engagement and discipline needs, while using the remaining year of the LCAP cycle to determine whether the current strategy produces the intended results across the full three-year trend. Action-level changes based on ineffectiveness will be considered at the end of the cycle, consistent with LCAP expectations for evaluating effectiveness over the three-year period.

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	Improving Two-way Communication	Continuously develop and improve two-way communication between employees, families, and community: • Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community • Support parent groups (Parent Advisory, Site Council, PIQE, etc.) to engage in discussions • Administer surveys to collect perspectives (staff, parent, community, etc.) to guide improvement initiatives	$326,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support parental use of, and access to, technology for the purpose of communication and monitoring student progress This action is designed to improve two-way communication with parents and families, focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication channels and fostering engagement, the initiative aims to bridge gaps and strengthen connections between schools and families. This effort to improve communication also benefits other student groups performing at the lowest level on the California School Dashboard, contributing to a more inclusive and supportive educational environment. Metrics: • Studer Parent Survey • ParentSquare Contactable Rate		
2.2	Fostering Relationships	Foster meaningful relationships between employees, family and community: • Implement identified advisory group initiatives that foster shared understanding and investment in district goals • Implement programs and workshops (e.g., SIS, FAFSA, college & career readiness) designed to empower parents and community and increase participation. • Allocate time for vertical articulation (high school, middle school, elementary) structures that contribute to communication with families and community members • Consider platforms such as 5 Star Students to track participation in family, student, community events • Implement family outreach and initiatives, such as incentives, to improve attendance and chronic absenteeism rates. This action aims to foster strong relationships between schools and families, focusing primarily on low-income students, English learners, and foster youth. These groups often face barriers to meaningful communication and engagement with schools. The initiative seeks to improve parent and family engagement by building trust, respect, and a	$421,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
		welcoming environment for all families, especially those from underrepresented groups. Additionally, efforts to promote two-way communication and involve parents in decision-making contribute to a more inclusive and collaborative educational experience. This approach extends to other student groups performing at the lowest level on the California School Dashboard, fostering a supportive network that benefits all students. Metrics: • Chronic Absenteeism • Attendance		
2.3	Building Community Partnerships	Create community partnerships to engage in opportunities to strengthen learning and teaching: • Provide time and other resources to partner with local businesses to bring real-world experience (including internships, mentorships, community service projects, etc.) to students • Support efforts with higher education institutions to provide exposure to all students K-12, and to support high school student matriculation efforts • increase number of events and training opportunities for parents (i.e. ParentSquare). Community partnerships are an integral factor in ensuring students successfully matriculate through the grades, and ultimately graduate. Currently, 56.8% of English learners and 40.1% of low-income students are considered "not prepared" based on the 2023-2024 College and Career Indicator, prompting increased focus on these two student groups. Community partnerships are crucial for socioeconomically disadvantaged, English learners, and foster students because they offer a broader support network, enhance access to college and career opportunities, and provide additional learning resources. By connecting with local businesses and nonprofits, schools can create career-oriented programs, internships, and apprenticeships that boost college and career readiness. This collaborative approach allows schools to address specific needs and tailor interventions, leading to improved outcomes for these students.	$1,647,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: • Dropout Rate (middle & high school)		
2.4	Improving Suspension Rates (low performance)	Improve student connectivity to school through communication with students and families centered on supporting social-emotional needs and targeting behavioral interventions while including resources such as the Behaviour Intervention Support (BIS) staff. Anticipating a broader need, yet prioritizing those sites and student groups performing at the lowest performance level based on the 2023-2024 Dashboard, including: • District: Foster Youth (Leverage and support the Foster Youth Advocate structure at the site level) • Porterville HS: English Learner (Implementation of restorative practices for EL students), Special Education (Leverage and support the Student Services initiatives to support Special Education students, and implement initiatives generated through Differentiated Assistance efforts with TCOE) • Strathmore HS: White (Implementation of restorative practices for students in the White student group) LREBG: Improving student connectedness to school through staffing to support the social-emotional needs of students. LREBG funds supporting this action include $420,000 for the 2026-2027 academic year; with the remaining balance of $420,000 to be spent in the 2027-2028 fiscal year. Higher suspension rates can be attributed to lower connectedness to school (Bell, Bushover, Miller, Culyba, 2022). Efforts targeting specific student groups such as leveraging Foster Youth Advocates for Foster Youth, and implementing restorative practices for English learners would benefit these two student groups, but would also benefit other student groups with high suspension rates. Metrics: • Suspension Rate • Expulsion Rate	$3,055,615.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Employee Experience Survey	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging: Overall Mean Score 3.99 on a scale from 1 to 5	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging:	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging:	Overall mean score of 4.19	Measuring Employee Satisfaction, connectedness, communication, access to resources, support, climate and belonging:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Studer Survey, 2023-2024)	Overall Mean Score 4.01 on a scale from 1 to 5 (Studer Survey, Fall, 2024 Pulse Check)	Overall Mean Score 4.05 on a scale from 1 to 5 (Studer Survey, Spring 2025 Pulse Check)		Overall Mean Score +.06
3.2	Reduce staff vacancies	Zero (0) Vacant Positions (22-23 State SARC download file teachrmisassign - NAAVP-Y2)	Zero (0) Vacant Positions (23-24 State SARC download file teachrmisassign - NAAVP-Y2)	Zero (0) Vacant Positions (24-25 State SARC download file teachrmisassign - NAAVP-Y2)	Maintain zero (0) vacancies	No Change
3.3	Professional Development Opportunities	Goal of increasing coaching cycles that occur in the year. 2023-2024: 180 coaching cycles	As of March 19, 2025: 181 coaching cycles	As of December 10, 2025: 186 coaching cycles	200 Coaching Cycles	+6 coaching cycles
3.4	District Services Survey	Goal to increase top box score of Instructional Services (percent of respondents scoring 5 out of 5) 2023-2024: Top box score: 67.85%	Goal to increase top box score of Instructional Services (percent of respondents scoring 5 out of 5) 2023-2024: Top box score: 68.67% (Curriculum & Instruction)	Goal to increase top box score of Instructional Services (percent of respondents scoring 5 out of 5) Spring 2025: Top box score: 68.67% (Curriculum & Instruction)	Top box score: 70%	Goal to increase top box score of Instructional Services (percent of respondents scoring 5 out of 5) Top box score: +.82% (Curriculum & Instruction)
3.5	Staff Training to Support LTEL	(3-year rollout): • Year 1: ELD & Academic	Year 1 to date (as of January 7, 2025), two full day training sessions	Year 2 to date (as of January 14, 2026), two full day training sessions	Staff training to support LTEL involving:	Year 2: achieved 91% of target (+3%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Support Teachers • Year 2: ELD, Academic Support and Core Content Teachers • Year 3: ELD, Academic Support, Core Content, Pathway and Elective Teachers Baseline = No (0) teacher groups targeted for training sessions focused on LTEL. Over time involve the following groups: • ELD teachers • Academic support teachers • Core content teachers • Pathway teachers • Elective teachers	involved ELD and Academic Support teachers. 88% of teachers attended.	involved ELD and Academic Support teachers. 91% of teachers attended.	• ELD teachers, • Academic support teachers, • Core content teachers • Pathway teachers and • Elective teachers	
3.6	Staff development session survey	4-point Likert on perceived value: Baseline will be established during the 2024-2025 academic year.	A Likert-based survey outcomes to date: • All District Curriculum	A Likert-based survey outcomes to date: • All District Curriculum	95% of staff indicated high or very high value	Baseline established in 2024-2025: • All District Curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Training: 94% rating high or very high • ALT ELPAC Training rating 100% indicating high or very high value: (Effectiveness, 4; Relevance, 4; Engagement, 4; Applicability, 4)	Training: 94% rating high or very high • ALT ELPAC Training rating 98% indicating high or very high value: (Effectiveness, 3.88; Relevance, 3.95; Engagement, 3.81; Applicability, 3.88)		Training: No change in rating high or very high • ALT ELPAC Training rating - 2% change indicating high or very high value (Effectiveness, -0.12; Relevance, -0.05; Engagement, -0.19; Applicability, -0.12)
3.7	Fully Credentialed & Appropriately Assigned*	• Fully Credentialed: 81.1% • Appropriately Assigned: 94.6% (DataQuest TAMO 2021-2022)	• Fully Credentialed: 79.0% • Appropriately Assigned: 94.0% (DataQuest TAMO 2022-2023)	• Fully Credentialed: 79.8% • Appropriately Assigned: 94% (DataQuest TAMO 2023-2024)	82% of teacher FTE with clear credentials in 2024-2025	• Fully Credentialed: -1.3% • Appropriately Assigned: -0.6%

Goal Analysis [2025-26]

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

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

During the previous year, Porterville Unified carried out Goal 3 through coordinated districtwide implementation of actions focused on staffing stability, professional learning and advancement, employee well-being and safety, and capacity-building to better serve English Learners and Long-Term English Learners. Implementation emphasized maintaining core staffing supports, delivering professional learning through coaching and training structures, and continuing systems intended to strengthen employee connectedness, communication, and workplace supports. Overall, actions were carried out across departments and sites; however, the consistency and intensity of implementation varied by component (e.g., scaling coaching and training participation, sustaining recruitment/retention structures, and building capacity over time), informing areas where implementation needs to be strengthened during the remaining year of the LCAP cycle.

Action 3.1 – Staff Recruitment and Retention

- Fidelity of implementation: Recruitment, induction, and retention structures were carried out and maintained to support staffing stability and continuity of services.
- Implementation evidence: Staffing systems and recruitment/retention strategies remained active throughout the year; implementation scope was adjusted in some areas due to fiscal uncertainty (e.g., reductions connected to the SOSA structure).
- Challenges/successes: A key success was maintaining staffing stability; a continuing challenge is strengthening the pipeline and supports that increase credentialed staffing while sustaining retention over time.

Action 3.2 – Professional Development and Advancement

- Fidelity of implementation: District professional learning systems (coaching and training structures) were delivered as planned, with ongoing support for staff development across roles.
- Implementation evidence: Coaching cycles and structured professional learning continued and expanded modestly, and staff training feedback processes were used to guide improvements in relevance and usability.
- Challenges/successes: Implementation has supported continued learning and growth opportunities; the ongoing challenge is increasing consistency and scale of embedded coaching and professional learning so implementation reaches intended depth across contexts.

Action 3.3 – Employee Well-being and Safety

- Fidelity of implementation: Employee well-being and safety supports continued as planned, with attention to workplace conditions and systems that influence employee experience.
- Implementation evidence: The district continued using employee feedback mechanisms and workplace supports to identify needs and strengthen practices aligned to employee connectedness and support.
- Challenges/successes: A success was continued positive movement in employee experience signals; a challenge is ensuring consistent follow-through and responsiveness across settings to produce broader improvements in staff experience.

Action 3.4 – Professional Development to Support English Learners

- Fidelity of implementation: EL-focused professional learning and capacity-building supports were delivered through planned partnerships and training structures.
- Implementation evidence: Training sessions and related supports continued, and staff feedback on training value was used to inform improvement in alignment, relevance, and engagement.
- Challenges/successes: A success was sustained delivery of EL-focused training supports; a challenge is maintaining consistently high relevance and application as training scales and as instructional needs vary across grade spans and sites.

Action 3.5 – Professional Development to Support Long Term English Learners (LTELs)

- Fidelity of implementation: LTEL-focused training rollout continued through the staged implementation plan, with delivery of planned training sessions.
- Implementation evidence: Participation and engagement in training improved during the rollout, and implementation continued building staff awareness and strategies specific to LTEL needs.
- Challenges/successes: A success is improved uptake as the rollout progresses; a challenge is sustaining strong participation while expanding training to additional teacher groups and ensuring consistent implementation of strategies in daily instruction and monitoring routines.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 15% is considered a material difference. The following actions reflected those material differences, and an explanation on why is provided:

- Action 3.1 (Staff Recruitment and Retention): Substitutes on Special Assignment (SOSAs) salaries came in lower than originally budgeted for.

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

Effectiveness of Goal 3 Actions Based on Specific Metrics

Action 3.1 – Staff Recruitment and Retention (Effectiveness: Mixed/partially effective)
This action has been effective in maintaining staffing stability (staff vacancies remained 0 to 0 to 0), but credentialing measures have not returned to baseline levels (Fully Credentialed 81.1% to 79.0% to 79.8%; Appropriately Assigned 94.6% to 94.0% to 94%), indicating that while positions are filled, strengthening credentialing outcomes remains a continuing need.

Action 3.2 – Professional Development and Advancement (Effectiveness: Moderately effective)
Progress is evident but incremental: coaching cycles increased (180 to 181 to 186) toward the Year 3 target of 200, indicating movement in the right direction but not yet at the intended scale. The Employee Experience Survey reflects gradual improvement from 3.99 to 4.01 to 4.05 from the baseline year to year 2.

Action 3.3 – Employee Well-being and Safety (Effectiveness: Moderately effective with incremental gains)

Employee experience improved steadily over time (3.99 to 4.01 to 4.05), showing positive movement toward a more connected and supportive workplace, though the trend suggests continued effort is needed to reach the Year 3 target. The District Services Survey reflected an improvement from the baseline to year 1, and then maintained at 68.7% in year 2.

Action 3.4 – Professional Development to Support English Learners (Effectiveness: Moderately effective)
Implementation measures of training value remained strong overall, with All District Curriculum Training holding steady at 94% high/very high value across Year 1 and Year 2, while ALT ELPAC training shifted slightly from 100% to 98% high/very high value, indicating consistently positive training feedback with minor decline in one measure.

Action 3.5 – Professional Development to Support LTELs (Effectiveness: Effective to date/trending positively)
Participation improved during the staged rollout, increasing from 88% to 91% of targeted teachers attending LTEL training sessions, reflecting stronger uptake and progress in implementation across the rollout years.

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

No changes were made to Goal 3, its metrics, target outcomes, or actions for the coming year. The district is maintaining stability in the current action set across the three-year cycle while using Year 2 trend data to guide implementation refinements and ongoing monitoring of recruitment/retention, staff development, and employee well-being.

Year 2 results indicate overall positive movement in employee experience (Employee Experience Survey mean improved from 3.99 to 4.01 to 4.05), and the district continued to maintain zero vacancies; however, outcomes tied to credentialing remain below baseline (Fully Credentialed 81.1% to 79.0% to 79.8%) and some professional learning indicators show incremental progress that has not yet reached year-three targets (coaching cycles 180 to 181 to 186, with the target of 200). Training feedback remains strong overall (e.g., All District Curriculum Training 94% high/very high both years) with minor declines in specific training measures (ALT ELPAC high/very high 100% to 98%). In response, the district will continue implementing the existing actions with increased emphasis on strengthening strategies that support credentialing growth, expanding embedded coaching and professional learning opportunities, and sustaining improvements in staff connectedness and support. Consistent with LCAP expectations, action-level changes based on ineffectiveness will be considered at the end of the three-year cycle, when the full set of annual measurable outcomes provides sufficient evidence to determine effectiveness over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Recruitment and Retention	Recruit, develop and retain high quality staff focused on district initiatives and goals:	$4,518,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Develop and support recruitment strategies (Aspiring Admin Academy, SOSA structure, recruitment fairs, college partnerships, mentorships, etc.) • Implement an induction program for new hires focused on successful integration and longevity • Develop staff recognition and reward systems to retain high-quality staff and maintain a supportive work environment • Increase the number of staff providing direct services to students in areas such as social-emotional support, academics and family support needs. • Establish and maintain roles of Attendance Coordinator and Assistant Principals in efforts to improve Attendance, Suspension and Expulsion outcomes. Studies consistently show that induction programs reduce teacher attrition, especially in the first five years—a period marked by the highest turnover rates by indicating that the district invests in teacher development, making the district more attractive (Smith & Ingersoll, 2004; Learning Policy Institute, 2016; Ingersoll & Strong, 2011). The district is principally focused in overcoming challenges of recruiting and retaining staff to support the needs of low-income students in a region geographically removed from more population dense cities. Although hiring and retaining highly qualified staff benefits low-income, foster youth and English learners, highly qualified staff also benefit other student groups. Metric: • Staff Vacancies • Clear FTE		
3.2	Professional Development and Advancement	Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: • Support teachers in learning and implementation of California Standards, and ELD, with the support of Instructional Coaches and Learning Directors.	$12,580,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Develop a structured professional development program focused on the varying needs and career stages of staff • Support participation in both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc. • Integrate employee performance evaluation and feedback sessions with pathways to both improvement and advancement within the district • Support collaboration and planning time including early release days for school-related matters. LREBG: Better leverage classified staff support, along with certificated staff, through staff training in both academic and social-emotional supports (including MTSS) for students. LREBG funds supporting this action include $3,701,250 for the 2026-27 and $2,701,250 for 2027-28 academic year. According to the U.S. Department of Education (2016), paraprofessionals and other classified staff who receive academic training can effectively reinforce instructional strategies, particularly for struggling students and those with disabilities. Furthermore, professional development for classified staff boosts their confidence, efficacy, and sense of inclusion in the school community, contributing to higher job satisfaction and retention (National Education Association, 2020). The need for professional development is principally driven by the the English learner student group due to this student group performing at the lowest level (red) at five schools throughout the district in either ELA or mathematics. No other student group performed at the lowest performance band for this many school sites. Professional development, and advancement efforts; however, benefit multiple student groups that may be performing at lower levels. Metric: • Professional Development Opportunities • Employee Experience Survey		

Action #	Title	Description	Total Funds	Contributing
3.3	Employee Well-being and Safety	Promote a culture of well-being and safety for all employees: • Promote the district-wide well-being program for physical, mental and emotional health that includes access to counseling services, wellness activities, and resources on work-life balance • Ensure a safe working environment by adhering to health and safety standards Ensuring the well-being of staff is a primary factor in attracting and retaining qualified individuals to work principally with low-income students in a region geographical removed from more populous communities. Although these factors that positively impact the learning experience of low-income students, they also enhance the experiences of the broader student population. Metric: • Employee Experience Survey • District Services Survey	$1,000,000.00	Yes
3.4	Professional Development to Support English Learners	Continue partnerships with Tulare County Office of Education, Listenwise, Ellevation to support building staff capacity for instruction and monitoring of the general English Learner student group. • Employ dedicated staff to increase staff capacity in supporting the academic development of long-term English Learners and improve monitoring of student progress. • Continue to develop teacher capacity and use of Ellevation Strategies to address the differentiated needs of English Learners during Designated and Integrated Instruction. • Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. Metric: • Staff Development Session Survey	$121,650.00	Yes
3.5	Professional Development to	Employ dedicated staff to increase staff capacity in supporting the academic development of Long Term English Learners and improve monitoring of student progress.	$246,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Support Long Term English Learners	• Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (24-25 ELD Teachers; 25-26 ELD + All core content teachers grades 6-12) • Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. • Flashlight 360 for LTEL at alternative sites • Train and equip district EL Liaisons to provide increased monitoring of LTEL student academic progress, and increased parent/family education opportunities designed to address the specific needs of LTELs. Metric: • Staff training to support LTEL students rollout		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	District Services Survey	50.01% overall Top Box Score (Studer Survey, 2023-2024)	50.01% overall Top Box Score (Studer Survey, 2023-2024, Fall 2025 is expected in February, 2025)	55.51% overall Top Box Score (Studer Survey, Spring 2025)	60% Top Box Score	+5.5% change in overall Top Box Score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Studer Parent Survey	Item: "I regularly receive feedback from school staff" 2023-2024: 42.51% Top Box score	Item: "I regularly receive feedback from school staff" (Item 3) 2023-2024: 42.4% Top Box score. Fall 2024	Item: "I regularly receive feedback from school staff" (Item 3) 42.89% Top Box Fall 2025	55% Top Box Score	Item: "I regularly receive feedback from school staff" (Item 3) 2023-2024: +0.38% Top Box score
4.3	Electric, Gas Cost Savings and Green House Gas (GHG) Emission Reduction	Electric & Gas Savings = 25% reduction GHG Emissions Reduction = 28% (2023-2024)	Electric & Gas Savings = Not provided for 24-25 GHG Emissions Reduction = Not provided for 24-25 (Due to the transition to a building automation system [BAS], data for this metric has been delayed until approximately March, 2026)	To be removed due to lack of available information.	Electric & Gas Savings = 30% reduction GHG Emissions Reduction = 50%	Electric & Gas Savings = Not provided for 24-25 or 25-26 GHG Emissions Reduction = Not provided for 24-25 or 25-26
4.4	Sense of safety & Connectedness Survey*	• Panorama Student Survey (2023-2024) • Studer Parent & Staff Survey (2023-2024) Neither the Panorama, nor the Studer surveys disaggregate student outcomes by student	Students: Panorama survey in Fall, 2024 (perception of safety): • 3-5: 54% • 6-12: 57% Parents: 85.34% of parents agree that school is a safe place for their	Students: Panorama survey in Fall, 2025 (perception of safety): • 3-5: 59% • 6-12: 58% Parents: 86.55% of parents agree that school is a safe place for their	Students: Panorama survey is administered to students in February to determine students' sense of safety, and is reported in two grade spans: • 3-5: 60% of	Students: Panorama survey in Fall, 2024 (perception of safety): • 3-5: +9% • 6-12: +2% Parents: +1.05% change in parents who agree that school is a safe

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		groups. Students: Panorama survey is administered to students in February to determine students' sense of safety, and is reported in two grade spans: • 3-5: 50% of students perceive school as safe • 6-12: 56% of students perceive school as safe Parents: 85.5% of parents agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Engagement Survey. • 83.76% of staff agree that they feel safe at work	student (item 8 Fall 2024). Staff Employee Engagement Survey: • 82.24% of staff agree that they feel safe at work (Fall Pulse Check)	student (item 8 Fall 2025). Staff Employee Engagement Survey: • 81.21% of staff agree that they feel safe at work (Fall 2025 Pulse Check)	students perceive school as safe • 6-12: 66% of students perceive school as safe Parents: 90% of parents agree that school is a safe place for their student. Staff: Administered in December through the Studer Employee Engagement Survey. • 90% of staff agree that they feel safe at work	place for their student (item 8 Fall 2024). Staff Employee Engagement Survey: Decline of 2.55% in staff who agree that they feel safe at work.
4.5	FIT*	Report conducted annually 2 facilities not meeting the "Good Repair" standard.	2 facilities not meeting the "Good Repair" standard. (FIT Report, 2024-2025)	1 facility not meeting the "Good Repair" standard. (FIT Report, 2025-2026)	0 facilities not meeting the "Good Repair" standard	-1 change in facilities not meeting the "Good Repair" standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(FIT Report, 2023-2024)				

Goal Analysis [2025-26]

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

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

During the previous year, Porterville Unified carried out Goal 4 through coordinated districtwide work to strengthen operational responsiveness, maintain safe and clean learning environments, and improve internal processes that support efficient resource management and service delivery. Implementation emphasized sustaining feedback and continuous improvement systems, maintaining facility and grounds maintenance routines and safety practices, and refining district processes (e.g., work order follow-through, inventory management, nutrition services improvements, and cross-department training) intended to increase efficiency and improve stakeholder experience. Overall, the action set was implemented across departments; however, implementation effectiveness depended on consistent follow-through, visibility of improvements to stakeholders, and the district's ability to measure progress for all intended operational outcomes. The action-by-action reflections below describe implementation delivery, key successes, and areas where additional consistency and follow-through are needed across the remaining year of the LCAP cycle.

Action 4.1: Responsiveness to Needs

- Fidelity of implementation: Feedback and continuous improvement systems were sustained and used to identify needs and guide improvement efforts (including survey administration and improvement routines).
- Implementation evidence: The district continued maintaining and updating systems that support communication, information management, and feedback collection, and continued continuous improvement structures intended to increase responsiveness.
- Challenges/successes: A success was maintaining consistent feedback processes; a continuing challenge is ensuring timely follow-through and clear communication back to stakeholders so feedback is experienced as actionable.

Action 4.2: Safe and Clean Environments

- Fidelity of implementation: Facility and grounds maintenance and safety practices were implemented through regular maintenance, risk mitigation, and safety initiatives intended to maintain safe, clean environments for learning and community engagement.
- Implementation evidence: The district continued facility maintenance routines, safety checks and mitigation strategies, and expanded safety-related initiatives (including equipment/safety resources) aligned to maintaining safe environments.
- Challenges/successes: A success was continued maintenance and safety implementation; challenges include ensuring consistent perception of safety among stakeholders and sustaining facility improvements to reach long-term facility condition expectations.

Action 4.3: Aligning Resources

- Fidelity of implementation: Systems and process improvements were implemented to improve efficiency and service quality across resource management functions (e.g., inventory systems, work order processes, nutrition service improvements, and staff training across departments).
- Implementation evidence: Departments continued refining internal workflows and training routines intended to improve responsiveness, efficiency, and the delivery of resources and services that support schools and families.
- Challenges/successes: A key challenge is ensuring that improvement work can be consistently evaluated using available measures; some intended operational outcomes have been difficult to quantify due to data availability constraints, limiting short-term evaluation for certain elements of the action.

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

There had been material differences between budgeted expenditures and estimated actual expenditures based on the foundation that any difference beyond 10% is considered a material difference. The following action reflected that material difference, and an explanation on why is provided:

- Action 4.2 (Safe and Clean Environments): Expenditures for this action exceeded the originally adopted budget because the District implemented additional safety upgrades that were identified during the year as necessary to enhance campus safety and security.

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

Effectiveness of Goal 4 Actions Based on Specific Metrics

Action 4.1 – Responsiveness to Needs (Effectiveness: Partially effective)
Service/feedback measures show improvement in operational responsiveness as reflected in the District Services Survey Top Box score (50.01% to 50.01% to 55.51%). However, the parent feedback measure tied to receiving regular feedback from school staff remains nearly flat (42.51% to 42.4% to 42.89%), indicating that families do not yet consistently experience stronger feedback cycles.

Action 4.2 – Safe and Clean Environments (Effectiveness: Moderately effective with uneven impact)
Perceptions of safety improved for students over time (3–5: 50% to 54% to 59%; 6–12: 56% to 57% to 58%) and improved slightly for parents (85.5% to 85.34% to 86.55%), while staff agreement that they feel safe at work declined (83.76% to 82.24% to 81.21%). Facility condition also improved, with fewer sites not meeting the “Good Repair” standard (2 to 2 to 1).

Action 4.3 – Aligning Resources (Effectiveness: Partially effective; some outcomes not measurable)
Operational service quality improved as reflected in the District Services Survey Top Box score (50.01% to 50.01% to 55.51%), which is the available metric tied to service and resource alignment. Metric 4.3 (Electric/Gas savings and GHG reduction) does not have Year 1 or Year 2 reported outcomes due to data unavailability during the BAS transition and is identified in the plan for removal; as a result, effectiveness for the energy/sustainability component cannot be determined from reported outcomes at this time.

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

The district made one change to Goal 4 metrics for the coming year: Metric 4.3 (Electric, Gas Cost Savings and Green House Gas [GHG] Emission Reduction) will be removed because required data have not been available for reporting since the baseline due to the ongoing transition to the Building Automation System (BAS), and no Year 1 or Year 2 outcomes were reported. As a result, Action 4.3 has been modified due to the exclusion of the metric.

Outside of this metric removal, no changes were made to the planned Goal 4 goal statement, actions (4.1–4.3), or the remaining metrics/target outcomes. The district will continue monitoring operational effectiveness using the remaining measures already aligned to the goal and actions (e.g., District Services Survey, Studer parent feedback item, safety/connectedness survey results, and FIT), and will revisit the inclusion of an energy/sustainability metric in a future cycle when consistent, reportable data become available.

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	Responsiveness to Needs	Sustain and develop reliable and efficient systems that respond to the needs of students, employees, and families: • Implement a feedback system that includes surveys, focus groups, student forms, employees and families to identify needs and areas for improvement • Support the maintenance, or update, to communication platforms, information management systems, survey systems, etc. to ensure they meet evolving needs of the school community • Invest in technology infrastructure and training to ensure systems meet current needs. • Partnering with outside agencies such as Studer Education to establish a model of continuous improvement to positively impact staff, students and the overall organization. This action primarily targets low-income students, foster youth and their caregivers, and English learners, as these groups demonstrate the highest need for support based on certain Dashboard outcomes. By creating effective systems for addressing their needs, the goal is to establish reliable feedback mechanisms and partnerships that meet the specific needs of these student groups and others. These efforts include implementing surveys and focus groups for students, employees, and	$350,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families to identify areas for improvement, along with updates to communication platforms and technology infrastructure to ensure a responsive and supportive school community. Metric: • Studer Parent Survey item on regular feedback from school staff • District Services Studer Survey		
4.2	Safe and Clean Environments	Provide safe and clean environments for teaching, learning and community engagement in our facilities and on our grounds: • Support the regular maintenance of district facilities and grounds to ensure they meet health and safety standards • Mitigate potential hazards in facilities and grounds through repair/replacement, safety checks, risk assessments, etc. • Incorporate, or expand, safety-related initiatives such as increased placement of AED's • Supplement other funding sources, such as Cal Fire grants for schools to enhance safe environment for students This action is principally focused on supporting low-income students, foster youth, and English learners, who require a safe and clean learning environment to thrive. The initiative aims to maintain district facilities and grounds to meet health and safety standards, addressing specific needs identified through risk assessments and safety checks to ensure a secure and conducive environment for teaching, learning, and community engagement for not only these three student groups, but also for the broader student population. Foster Youth and students from low-income families often face unique challenges that impact their educational experience, such as instability at home, higher rates of mobility, and less access to safe and nurturing environments. These factors make the school's physical and psychological safety crucial for their ability to engage and succeed academically. The action recognizes that creating a stable and secure school environment can significantly improve these students' learning conditions. The action was informed by feedback mechanisms such as the Panorama Student Survey and the Studer Parent & Staff Survey. These tools helped gather	$1,085,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		insights into the perceptions of safety among students, parents, and staff within the district. The results indicated a need for improvement in safety perceptions across the board, which is especially critical for the emotional and psychological well-being of EL, Foster Youth, and low-income students. For instance, only about 50% of students in lower grades and 56% in higher grades felt that their school was safe. These figures are particularly concerning for vulnerable student groups who rely heavily on the school environment for stability and safety. Metric: • Panorama (student) and Studer (parents & staff) survey items on safety • Facility Inspection Toolkit (FIT) report		
4.3	Aligning Resources	Create and sustain processes to align resources to achieve efficiency and positive impact for the PUSD community: • Improving inventorying of resources using platforms such as Follett and directed by staff such as Library Media Specialists, Technology support, or other site and district staff. • Improving work order process (follow-up, follow-through) • Improved Nutritional Services meal distribution protocols and food quality in terms of attractiveness to students • Training (for staff, students and families) related to departments such as human resources, compensatory education, special education/student services, Pathways, etc. • Enhance the Climate Action Pathway for Schools (CAPS) initiative integrating decarbonization, transportation, zero waste, water conservation, and sustainable food system improvements This action focuses on systems-type components of the organization, improvement of which would primarily support low-income students, foster youth, and English learners. Focusing on these system-type elements to achieve efficiency and create a positive impact on the experience of students principally focused on these student groups, but also impacting the broader student population. It aims to enhance resource management through improved systems, and these efforts align resources to meet the needs of these student groups and contribute to a healthier and more	$3,301,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		efficient educational environment for the broader student population. The action targets improving the management and alignment of resources across the district to address the needs that especially disproportionately affect Foster Youth, and low-income students. These groups often face barriers such as limited access to necessary resources like transportation, nutritious meals, and supportive educational materials, which are crucial for their academic and social development. Feedback from focus groups and surveys during strategic planning highlighted these areas as critical needs for improvement. The decision to implement Action 4.3 was heavily informed by specific data points and feedback mechanisms that highlighted operational inefficiencies affecting English Learners, Foster Youth, and low-income students. Data from the district's Dashboard showed that these student groups were underperforming across several key academic and engagement metrics compared to their peers. This underperformance is linked to barriers that include inadequate access to essential educational resources and support services. Surveys and focus group feedback, as part of the district's strategic planning, specifically indicated that there were significant gaps in how resources were managed and distributed, with a direct impact on the school experience of unduplicated pupils. This included issues with transportation, access to nutritional meals, and availability of technology and learning materials. Metric: • District Services Studer Survey		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Citrus High School, Vine Community Day School, and Strathmore High School had been identified as schools maintaining a high non-stability rate based on 2023-2024 data. While the district as a whole maintains a non-stability rate of 12%, Citrus High School reflected a non-stability rate of 62.8%, Vine Street reflected a non-stability rate of 82.5%, and Strathmore High reflected a non-stability rate of 25.5%. During the subsequent year (published for the 2024-2025 academic year), Strathmore's non-stability rate improved to 17.6%, disqualifying the site for Equity Multiplier funding for the 2026-2027 academic year. Strathmore will expend remaining funds awarded during the 2025-2026 year in a manner aligned to pre-existing identified priorities. Due to the challenges related to serving a highly mobile student population, initiatives not typical needed at more stable sites will be needed to support students at all three sites due to their high mobility. Educational partner input at each site identify the need to:

- 1. Implement efforts to retain students at the school site by providing for needs, expanding experiences, improving learning opportunities and environments, and removing barriers to help increase student stability, and
- 2. Provide in-time support (such as counseling, guidance, interventions, etc.) while students are present to help mitigate external factors that are associated with high mobility

Both Citrus and Vine are alternative sites for students, while Strathmore High School is a comprehensive site. Citrus and Vine reflect common challenges where graduation rate and the college and career indicator serve as challenging metrics where the school reflects the lowest performance rating (red) overall, as well as the English Learner, Low-income, and Hispanic student groups. Although there are no "red" performance indicators at Strathmore High, mathematics, and the College & Career Indicator is orange for school-wide, and for each reported student group at the site. Educational partners at each site have established areas of focus in efforts to improve student outcomes in these areas with intent to improve the overall experience of students attending the three sites.

While Citrus and Vine continue to qualify for Equity Multiplier funding, based on 2024-2025 data, Strathmore High School no longer qualifies. Strathmore will continue to implement actions based on remaining, previously allocated, funding, and make necessary adjustments based on funds no longer being allocated to the school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Non-stability Rate	Citrus 69.4% Vine 87.1% Strathmore 22.6% (2022-2023 DataQuest)	Citrus 62.8% Vine 82.5% Strathmore 25.5% (2023-2024 DataQuest)	• Citrus 67.2% • Vine 93.9% • Strathmore 17.6% (2024-2025 DataQuest)	Citrus 58.8% Vine 73.5%	Citrus -2.2% Vine +6.8% Strathmore -5.0%
5.2	Graduation Rate	Citrus 61.0% • EL 66% • Low income 60.3% • Hispanic 64.3% (2023 Dashboard)	Citrus 67.7% • EL 68% • Low income 67.7% • Hispanic 71.5% (2024 Dashboard)	Citrus 63.5% • EL 78.6% • Low income 63.5% • Hispanic 63.3% (2025 Dashboard)	Citrus 68.0% • EL 68% • Low income 68% • Hispanic 68%	Citrus +2.5% • EL +12.6% • Low income +3.2% • Hispanic -1.0%
5.3	College & Career Indicator	Citrus 2.7% • EL 0% • Low income 2.8% • Hispanic 2.6% Strathmore 26.2% (all) (2022-2023 Dashboard)	Citrus 0.6% • EL 0% • Low income 0.6% • Hispanic 0.7% Strathmore 27.9% (all) (2023-2024 Dashboard)	Citrus 0% • EL 0% • Low income 0% • Hispanic 0% Strathmore 41.1% (all) (2025 Dashboard)	Citrus 10% • EL 10% • Low income 10% • Hispanic 10%	Citrus -2.7% • EL No Change • Low income -2.8% • Hispanic -2.6% Strathmore +14.9% (all)
5.4	Suspension Rate	Vine 50% Citrus 3.9%	Vine 60% Citrus 4%	• Vine 51.5%	Vine 45% Citrus 3.0%	Vine +1.5% Citrus +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 Dashboard)	(2024 Dashboard)	• Citrus 4.3% (2025 Dashboard)		
5.5	Attendance	Aeries Calculated ADA: • Citrus 96.82% • Vine 44.12% (2023-2024 Aeries)	Aeries Calculated ADA: • Citrus 76.44% • Vine 59.34% (March 14, 2025)	Aeries Calculated ADA: • Citrus 76.97% • Vine 65.52% (January 28, 2026)	Aeries Calculated ADA: • Citrus 97% • Vine 50%	Aeries Calculated ADA: • Citrus - 19.85% • Vine +21.4%
5.6	Mathematics Distance From Standard	Strathmore All: -149.3 (2023 Dashboard)	Strathmore All: -135.4 (2024 Dashboard)	Strathmore All: -141 (2025 Dashboard)	Strathmore All: -119.3	Strathmore All: +8.3

Goal Analysis [2025-26]

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

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

During the previous year, Porterville Unified carried out Goal 5 as an Equity Multiplier Focus Goal through site-specific implementation at Citrus Continuation School, Vine Street Community Day School, and Strathmore High School. Implementation focused on actions intended to address barriers associated with high mobility (e.g., student stability, engagement, behavior supports, wraparound services, and access to meaningful learning experiences). Across sites, implementation strength varied due to staffing capacity, scheduling/logistical constraints, reliance on external partners for key supports, and variable participation. The action-by-action reflections below describe fidelity of implementation, implementation evidence, and implementation challenges/successes by site.

Action 5.1 (Vine) – Project-Based Learning

- Fidelity of implementation: Materials and resources were provided to support Agriculture/Horticulture instructional programming.
- Implementation evidence: Instructional materials were used to support hands-on learning and course participation.
- Challenges/successes: A success was providing the instructional resources; an ongoing challenge is sustaining continuity of learning due to high student mobility.

Action 5.2 (Vine) – PBIS Implementation

- Fidelity of implementation: PBIS implementation proceeded with support from TCOE/Choices; implementation was affected by constraints in the external service model.

- Implementation evidence: Coordination and contact with TCOE occurred to advance PBIS support delivery.
- Challenges/successes: A key challenge is limited site input on personnel assignments through the provider model, which affects consistency and responsiveness of implementation supports.

Action 5.3 (Vine) – Supplemental Instructional Materials
- Fidelity of implementation: Supplemental materials were provided and expanded to support student participation in anti-drug programming and general education coursework.
- Implementation evidence: Purchasing patterns reflected a stronger need for remedial supports (rather than expanded/enrichment opportunities) due to shifting student needs and enrollment changes.
- Challenges/successes: A success was expanding materials to meet needs; a challenge is the impact of changing enrollment on instructional material planning and the type of supports required.

Action 5.4 (Vine) – Career Choices & Changes
- Fidelity of implementation: A defined, short-term workforce readiness course was delivered through HCWR to build employability skills (e.g., resume building, career exploration, SEL/workforce readiness).
- Implementation evidence: Students completed a structured sequence and earned completion recognition (certificate/badges).
- Challenges/successes: A challenge was reduced availability of external presenters/partners due to cutbacks and reduced offerings from private entities.

Action 5.5 (Citrus) – Professional Development
- Fidelity of implementation: Implementation occurred at reduced intensity, with fewer training events than planned.
- Implementation evidence: Staff accessed targeted training relevant to continuation settings and site needs (e.g., restorative practices, MTSS, CCEA, instructional strategies).
- Challenges/successes: A challenge was maintaining consistent training cycles and participation across the year, limiting the ability to build uniform staff capacity.

Action 5.6 (Citrus) – PBIS Implementation
- Fidelity of implementation: PBIS supports were implemented at limited dosage through PBIS coordinator hours focused on incentives tied to attendance and Advisory participation.
- Implementation evidence: Schoolwide incentive structures were established/advanced, but monitoring structures were limited.
- Challenges/successes: Key challenges included limited PBIS hours and the lack of an established monitoring/tracking protocol to assess progress and adjust implementation.

Action 5.7 (Citrus) – Social Work Support
- Fidelity of implementation: Social work access increased (triage social worker hours expanded from one day/week to two days/week).
- Implementation evidence: Increased availability supported counseling/triage and connections to services when students were present.
- Challenges/successes: A primary barrier was student attendance, which limited consistent interaction, follow-up, and continuity of support.

Action 5.8 (Citrus) – Parent Empowerment Workshops

- Fidelity of implementation: Monthly “Coffee at the Curb” gatherings were implemented to increase parent participation and involvement, with an informational focus during the year.
- Implementation evidence: Implementation prioritized relationship-building and communication; the site intends to transition to more skill-based empowerment workshops in the next year.
- Challenges/successes: A challenge was that gatherings functioned more as relationship-building than empowerment workshops; increasing participation and shifting to targeted workshop formats remain needs.

Action 5.9 (Citrus) – Motivational Speakers

- Fidelity of implementation: Implementation was delayed due to contracting/scheduling challenges with planned providers.
- Implementation evidence: Planning occurred but delivery did not occur consistently due to scheduling barriers.
- Challenges/successes: Scheduling/contracting delays prevented consistent exposure to supports intended to strengthen motivation and persistence.

Action 5.10 (Citrus) – College & Career Readiness

- Fidelity of implementation: The action was implemented, as reflected by substantial expenditures supporting college/career readiness services and supports during the year.
- Implementation evidence: A total of $127,489 was charged to this action, as Citrus delivered programs and supports at a larger scope than originally planned (e.g., expanded contracted services, student opportunity supports, materials, transportation and logistics tied to related activities).
- Challenges/successes: The expenditure level indicates the college and career readiness work was carried out at a larger scope than originally planned. A key next step is to review the cost drivers and coding (and confirm the scope of services delivered) to ensure future spending aligns to the highest-impact readiness activities.

Action 5.11 (Citrus) – Extended Learning

- Fidelity of implementation: Implementation was initiated, but constrained by staffing and master schedule/facility challenges, limiting access and consistency.
- Implementation evidence: Extended learning time was added in parts of the year, but implementation capacity constrained scale and regular participation.
- Challenges/successes: Staffing and facility/scheduling constraints reduced consistent credit recovery and extended learning access needed in a high-mobility setting.

Action 5.12 – Strathmore HS: Triage Social Worker

- Fidelity of implementation: Not implemented as a funded action in the prior year; introduced when Strathmore qualified for Equity Multiplier funding and removed when the site did not requalify.
- Implementation evidence: Action design reflected the intent to add targeted supports that were not in place previously.
- Challenges/successes: The prior-year challenge was that site needs required additional supports beyond existing structures; the action was designed to address that gap when funding became available.

Action 5.13 through 5.15 – Strathmore HS: 21st Century Learning

- Fidelity of implementation: These actions remain in the plan as Strathmore expends the balance of previously awarded funds, emphasizing technology/learning environment improvements, experiential learning, and staff development aligned to site priorities.
- Implementation evidence: Implementation focuses on strengthening access, learning experiences, and staff capacity using remaining funds.
- Challenges/successes: A key implementation consideration is aligning the remaining funds to the highest-need priorities while the site is no longer receiving new Equity Multiplier allocations.

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

- Action 5.1 (Vine, Project-based Learning): Actual expenditures exceeded the budget (by 14%) because instructional materials and horticulture-related costs were higher than originally estimated. The additional costs were necessary to support the planned schoolwide materials for Vine Street.
- Action 5.2 (Vine, PBIS Implementation): Actual expenditures were higher than budgeted because the cost of PBIS implementation support through Choices exceeded the original projection. The increased cost reflects the continued need to provide structured behavioral and mental health-related supports for Vine students.
- Action 5.3 (Vine, Supplemental Instruction): Actual expenditures exceeded the budget because supplemental instructional materials costs were higher than originally projected. Additional materials were purchased to support student learning needs at Vine Street.
- Action 5.4 (Vine, Career Choices & Changes): Although services were implemented, anticipated expenditures were not incurred as originally budgeted due to reduced availability of external presenters and partners. As a result, funds were redirected to expand student support in Strategies 5.1 and 5.3.
- Action 5.5 (Citrus, Professional Development): Actual expenditures were lower than budgeted because professional development costs were less than originally projected. Participation, training costs, or timing of activities resulted in savings compared with the planned amount.
- Action 5.7 (Citrus, Social Work): Actual expenditures were lower than budgeted because additional staff time was used less than originally planned. Staffing availability and implementation timing resulted in lower costs than budgeted.
- Action 5.8 (Citrus, Parent Empowerment Workshops): While implementation occurred, it was conducted on a more informal basis and therefore did not result in budgeted expenditures.
- Action 5.9 (Citrus, Motivational Speakers): Budgeted funds were not expended as planned due to challenges in securing contracts and coordinating scheduling.
- Action 5.10 (Citrus, College & Career Readiness): Expenses in Action 5.10 exceeded original budgeted amounts as expenditures were prioritized to maximize impact on student outcomes based on areas of need identified through the needs assessment development process.
- Action 5.12 (Strathmore, Triage Social Worker): Expenditures for the Triage Social Worker was higher than budgeted.
- Action 5.13 (Strathmore, 21st Century Learning): Actual expenditures exceeded the budget because technology-related costs for 21st Century Learning were higher than originally estimated. Additional technology purchases were needed to support implementation.

- Action 5.14 (Strathmore, Experiential Learning): No costs were charged to this action during the year as planning by educational partners on the most effective and efficient implementation occurred prior to any expenditures.
- Action 5.15 (Strathmore, Staff Development): No costs were charged to this action during the year as local instructional and technology coaches were used for the targeted training.

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

Effectiveness of Goal 5 Actions Based on Specific Metrics

Vine Street Community Day School (Actions 5.1–5.4)

- Action 5.1 (Vine) – Project-Based Learning (Effectiveness: Mixed)

Vine's engagement indicators show improvement in attendance (44.12% to 59.34% to 65.52%), but non-stability worsened in Year 2 (87.1% to 82.5% to 93.9%), suggesting instructional engagement gains have not translated into stable enrollment/persistence at the site.

- Action 5.2 (Vine) – PBIS (Effectiveness: Mixed / insufficient improvement to date)

Vine's suspension rate remains high and does not yet reflect sustained improvement (50% to 60% to 51.5%), indicating that behavior system supports have not yet produced the intended outcome shift.

- Action 5.3 (Vine) – Supplemental Instructional Materials (Effectiveness: Moderately effective for engagement; stability remains a challenge)

Vine's attendance improved over time (44.12% to 59.34% to 65.52%), suggesting the added instructional supports may be contributing to improved participation while students are enrolled; however, non-stability trends indicate the broader persistence challenge remains (87.1% to 82.5% to 93.9%).

-Action 5.4 (Vine) – Career Choices & Changes (Effectiveness: Unclear / limited evidence in current indicators)
While Goal 5 does not include a Vine-specific CCI metric, Vine's key engagement/climate indicators show mixed results—improved attendance (44.12% to 59.34% to 65.52%) alongside worsening non-stability (87.1% to 82.5% to 93.9%) and persistently high suspension rates (50% to 60% to 51.5%).

Citrus Continuation School (Actions 5.5–5.11)

- Action 5.5 (Citrus) – Professional Development (Effectiveness: Mixed)

Citrus graduation improved in Year 1 then declined in Year 2 (61.0% to 67.7% to 63.5%), and Citrus CCI declined (2.7% to 0.6% to 0%). This suggests PD may be supporting some elements of implementation, but outcomes are not yet improving consistently across completion and readiness indicators.

- Action 5.6 (Citrus) – PBIS (Effectiveness: Ineffective to date based on suspension trend)

Citrus suspension rate increased over time (3.9% to 4.0% to 4.3%), indicating the site has not yet realized the intended behavior outcome improvement.

- Action 5.7 (Citrus) – Social Work Support (Effectiveness: Mixed; engagement/stability remain barriers)

Citrus non-stability improved then worsened (69.4% to 62.8% to 67.2%) and attendance dropped sharply and remained low (96.82% to 76.44% to 76.97%), indicating persistent barriers to sustained engagement and stability that limit the impact of wraparound supports on completion outcomes.

- Action 5.8 (Citrus) – Parent Empowerment (Effectiveness: Ineffective to date for the goal outcomes)

Citrus outcomes show limited progress in the indicators most closely tied to engagement and completion: attendance remains far below baseline (96.82% to 76.44% to 76.97%) and graduation is not yet stable across years (61.0% to 67.7% to 63.5%).

- Action 5.9 (Citrus) – Motivational Speakers (Effectiveness: Not demonstrated to date)

Given implementation delays, key persistence indicators remain mixed: non-stability worsened in Year 2 (69.4% to 62.8% to 67.2%) and attendance remains low relative to baseline (96.82% to 76.44% to 76.97%).

- Action 5.10 (Citrus) – College & Career Readiness (Effectiveness: Ineffective to date)

Citrus CCI declined across the cycle (2.7% to 0.6% to 0%), indicating that readiness strategies have not been implemented at a scale sufficient to change postsecondary readiness outcomes.

- Action 5.11 (Citrus) – Extended Learning (Effectiveness: Mixed)

Citrus graduation improved then declined (61.0% to 67.7% to 63.5%) and attendance remains low relative to baseline (96.82% to 76.44% to 76.97%), suggesting extended learning structures are not yet producing stable improvements in persistence and completion outcomes at the site.

Strathmore High School (Actions 5.12–5.15)

- Action 5.12 – Strathmore HS: Triage Social Worker (Effectiveness: Not measurable as an ongoing action)

Strathmore no longer qualifies for new Equity Multiplier funds, and this action is removed; therefore, effectiveness cannot be evaluated as a continuing funded strategy in the current cycle.

- Action 5.13 – Strathmore HS: 21st Century Learning (Effectiveness: Mixed)

Strathmore Math Distance from Standard improved then declined (-149.3 to -135.4 to -141), while CCI improved (26.2% to 27.9% to 41.1%) and non-stability improved (22.6% to 25.5% to 17.6%). These mixed trends suggest some positive movement in persistence/readiness, while mathematics remains an area requiring continued strengthening.

- Action 5.14 – Strathmore HS: Experiential Learning (Effectiveness: Moderately effective for persistence/readiness; math remains a need)

Strathmore shows improvement in CCI (26.2% to 27.9% to 41.1%) and improved non-stability in Year 2 (22.6% to 25.5% to 17.6%), while math remains uneven (-149.3 to -135.4 to -141), indicating continued need to strengthen academic outcomes alongside engagement and readiness supports.

- Action 5.15 – Strathmore HS: Staff Development (Effectiveness: Mixed)

Outcomes reflect improvement in CCI (26.2% to 27.9% to 41.1%) and improved non-stability in Year 2 (22.6% to 25.5% to 17.6%), while math outcomes remain inconsistent (-149.3 to -135.4 to -141), suggesting implementation should continue prioritizing math instructional improvement while sustaining gains in persistence/readiness indicators.

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.

As a result of Strathmore High School no longer eligible to receive Equity Multiplier funding for the 2026-2027 academic year, Action 5.12 has been removed, and the remaining balance of funding expended in the remaining actions. No changes were made to Goal 5, its metrics, target outcomes, or the overall set of actions supporting Citrus Continuation School and Vine Street Community Day School.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Vine - Project Based Learning	Instructional material to support Agriculture/Horticulture and entrepreneurial curriculum and resources	$7,697.00	No
5.2	Vine - PBIS	Train teachers and students on PBIS - Consulting Services offered by TCOE Choices program	$34,000.00	No
5.3	Vine - Supplemental Instructional	Supplemental books, supplies and curriculum materials to support student participation in anti-drug programs along with general education courses	$500.00	No
5.4	Vine - Career Choices and Changes	Implement the Career Choices and Changes program	$10,000.00	No
5.5	Citrus - Professional Development	Support professional development of staff through training, conference attendance, and visits to locations reflecting best practices in areas such as: restorative justice, growth mindset, instructional technology, physical education, ELD, MTSS, California Continuation Education Association (CCEA), Project Based Learning (PBL), Validation Visits, networking, certifications, etc.	$5,000.00	No
5.6	Citrus - PBIS	Supplement services to students through: • improved monitoring of at-risk students • academic tutoring and intervention	$8,000.00	No
5.7	Citrus - Social Work	Acquire additional staff time to support mental health wrap-around services	$13,920.00	No
5.8	Citrus - Parent Empowerment Workshops	Implement workshops covering site specific needs: Aeries, ParentSquare, FAFAS, Technology Supports, College & Career, etc.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.9	Citrus - Motivational Speakers	Contract with entities to expose students to perspectives related to success, and focused on topics such as motivating the unmotivated, reducing drop out, growth mindset, etc.	$10,000.00	No
5.10	Citrus - College & Career Readiness	Expand college exposure, implement certification opportunities, develop 21st century technology ability, develop interest-based electives, support dual and concurrent enrollment, job shadowing and internships	$25,518.00	No
5.11	Citrus - Extended Learning	• Enhance credit recovery opportunities through summer, winter and spring intersessions • Implement zero period academic support • Enhance after school academic support • Establish a learning center	$3,300.00	No
5.12	Strathmore HS - Triage Social Worker	Partner with agencies (such as TCOE for Triage Social Workers, PIQE for parents, etc.) for services to provide individualized and group services for students, conduct training for staff, families and community partners, and connect both students and families with community based services. Studies have shown that school social workers help improve students' academic performance, reduce absenteeism, and support positive behavioral changes, especially for at-risk and underserved populations (Franklin et al., 2009; Kelly et al., 2010). Social workers are uniquely positioned to identify and address mental health needs through counseling, crisis intervention, and social-emotional learning (Lynn et al., 2003). This action has been removed from the plan for Strathmore based on the balance of the funding.		
5.13	Strathmore HS - 21st Century Learning	21st Century Learning: Moving to 1-to-2 student-to-device ratio where the in-class device is paired with a take-home device to enhance student ability to access credit recovery and college-level courses beyond the	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school day. Expanding student exposure to PC/Windows based platforms to prepare for the workforce, and upgrading the learning environment such as classrooms, and shared learning spaces. Research by the U.S. Department of Education and the Alliance for Excellent Education (2014) highlights that access to both in-school and take-home devices supports personalized learning, improves student engagement, and enables access to credit recovery and advanced coursework beyond the school day. The Every Student Succeeds Act encourages expanded digital access to reduce the homework gap. Studies (e.g., Project Tomorrow, 2020) show students with home and school devices are more likely to complete online assignments, access enrichment, and participate in dual enrollment opportunities. According to the OECD Learning Environments Evaluation Programme, modernized, adaptable learning spaces encourage collaboration, creativity, and engagement, aligning with 21st-century learning outcomes. Research from the Center for Green Schools and the University of Salford indicates that well-designed learning environments including shared workspaces and modular classrooms can improve student performance by up to 16%. This action remains in the plan as Strathmore expends the balance of the funding.		
5.14	Strathmore HS - Experiential Learning	Experiential Learning: Enhancing the learning of students through broadening their experiences beyond the classroom and school through participation in presentations on various professions, visiting employment, educational or vocational institutions, and supporting current learning through expanding course offerings and ensuring success through intervention efforts. David Kolb's widely accepted theory asserts that students learn more effectively when they actively engage in experiences and reflect on them. Field trips, real-world simulations, and hands-on experiences make learning meaningful and improve retention (Klob, 1984). In Learning by Doing, John Dewey (1938) emphasized that education must be grounded in real-life experiences. He argued that interaction with authentic contexts fosters critical thinking, problem-solving, and deeper learning. According to	$15,200.00	No

Action #	Title	Description	Total Funds	Contributing
		the American Institutes for Research (AIR), career exposure activities such as guest speakers, workplace visits, and industry panels help students connect academic learning with future goals, particularly among underserved populations. The RAND Corporation (2017) and Jobs for the Future report that students participating in early college and career-oriented programs have higher graduation rates and are more likely to enroll in post-secondary education. This action remains in the plan as Strathmore expends the balance of the funding.		
5.15	Strathmore HS - Staff Development	Staff development will focus on training teachers to design tech-rich, student-centered lessons using digital tools in both Windows and Google platforms, promote real-world problem solving, and create flexible learning spaces. Training would include methods of connecting curriculum to careers, offering hands-on activities, and building partnerships that extend learning beyond the classroom. The U.S. Department of Education National Education Technology Plan (2017) emphasizes that effective teacher training in digital tools across platforms like Google and Windows enhances student engagement, collaboration, and personalized learning. The Technological Pedagogical Content Knowledge (TPACK) model supports professional development that blends pedagogy, content, and technology, enabling teachers to design tech-rich lessons that improve student learning (Mishra & Koehler, 2006). Research from the OECD Innovative Learning Environments Project and Barrett et al. (2015) found that adaptable, student-centered spaces support differentiated instruction, creativity, and collaboration. PD must prepare teachers to utilize such spaces effectively. This action remains in the plan as Strathmore expends the balance of the funding.	$15,200.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$59,237,838.00	$7,670,761

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.888%	0.511%	$721,207.52	41.399%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Fostering Excellence in Learning **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The EL, Foster Youth and low-income student groups all trail the district at a greater rate: trailing by 29.3, 51.4 and 5.6 points respectively in ELA, and 16.7, 54 and 4.7 points respectively in mathematics. These two areas negatively	Identified Need: Lower academic performance for EL, Foster Youth and low income students when compared to the district prompts these student groups to be the primary focus of this action. Addressing the Need: Focusing on successful completion of courses, along with course offerings, monitoring and interventions, students from the unduplicated student groups are supported to improve outcomes.	• Student Success & Readiness Scorecard • CAASPP in ELA & mathematics • Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	impact both the graduation rate, and the college and career indicator. As a result, this action is principally directed at improving performance of both the EL and Foster Youth student groups. Additionally: • There are more schools (5) reflecting the lowest performance level (red) for English Learners when compared to any other student group. • The Foster Youth are too few an any one site to generate a performance outcome; therefore, efforts to ensure students are successful are guided and monitored at the district-wide level. **Scope:** LEA-wide	LEA-wide Basis: American Indian, homeless, students with disabilities hispanic, two-or-more, and African American student groups also trail the district in either ELA or mathematics, and since district-wide academic areas of ELA and mathematics trail behind the state by 13.7 points (ELA) and 21.2 points (mathematics), this action is implemented district-wide. Student groups, such as the Foster Youth, are too few an any one site to generate a performance outcome; therefore, efforts to ensure students are successful are guided and monitored at the district level.	
1.2	**Action:** Ensuring Social-emotional Wellness **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The Foster Youth student group maintains the highest chronic absenteeism rate by a large margin (33.3% vs. 17.6% for the district), and also has the highest suspension rate (9.1% vs. 2.3% for the district). The low-income student group also trails the district slightly in both chronic absenteeism and suspension rates.	Identified Need: High chronic absenteeism and suspension rates for Foster Youth prompts this student group to be the primary focus of this action. Addressing the Need: Improving the social-emotional wellness of students through a structure of support is intended to improve both attendance at school, and behavior while at school. LEA-wide Basis: Six additional student groups (American Indian, Homeless, Students with Disabilities, 2 or more races, White, and African American) also trail the district's chronic absenteeism rate, and four student groups	• Panorama survey focused on the Sense of Belonging, and Teacher-student Relationships • Chronic Absenteeism: All, Foster, EL, Low Income • Suspension Rate: All, Foster, EL, Low Income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Foster Youth student group reflects one of the highest chronic absenteeism and suspension rates when compared to other groups, yet there are no schools matinatin a Foster Youth enrollment large enough to generate a Dashboard outcome. Also, the American Indian student group most populate three schools in the district. Input from educational partners, including students, have indicated an increased need for social-emotional support. The rate of increase was magnified following the pandemic and has yet to stabilize based on input from various surveys, and student-level discussions. **Scope:** LEA-wide	(Students with Disabilities, White, African American and Pacific Islander) trail the district in suspension rates. This action is intended to improve student connection to school through efforts such as increased outreach and resources for students. The effort is district-wide since students reflecting the greatest need attend all schools throughout the district, and for certain student groups such as the Foster Youth, do not constitute enough students to generate an accountability outcome on the Dashboard.	
1.3	**Action:** Expanding College and Career Readiness **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): While 43.9% of the graduating cohort districtwide are considered "prepared" in the college and career (CCI) indicator, only 27.7% of English Learners are prepared. This is the lowest performing student group besides the Students with Disabilities on the metric. As a result, this action is principally intended to improve the English Learner outcome. There has been a two-year trend of more schools reflecting the lowest performance	Identified Need: Low College and Career Indicator (CCI) ratings for English Learners and low-income students. Although not reported due to the low numbers, it is assumed that Foster Youth would also have a low College and Career Indicator (CCI) rating. Addressing the Need: Expanding the opportunities for marginalized student groups would have a positive impact on the CCI for these student groups. LEA-wide Basis: Of the nine student groups that generate a CCI, seven of them trail the district CCI rating. Additionally, although the CCI is exclusive to high school, preparation begins with establishing the mindset, and this action helps	• Pathway applications from students moving from 8th grade to 9th grade • Pathway Completers • College & Career Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	band (red) for English Learners when compared to any other student group in the areas of ELA or mathematics. This may be a contributing factor to the lower CCI outcome for the student group. **Scope:** LEA-wide	foster the effort into lower grades. Becoming college and career ready by the time students reach their senior year begins at the elementary grade levels; and therefore this action is intended to not only span schools, but also grade levels throughout the district.	
1.6	**Action:** Improving Graduation Rates and College & Career Indicators. (low performance) **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): • Low income students performed at the lowest performance level in both the graduation rate and college and career indicator for certain sites, and this was the only student group to perform in the red in both indicators at those sites. • The graduation rate for the EL student group at the CSI identified site, and the charter DA identified site was 66% and 66.7% respectively, falling short of the 68% threshold. As a result, this action is principally targeted to improve the outcome of these student groups. Six student groups at sites throughout the district (English learners, low income,	Identified Need: Graduation rates at sites falling in the range of 50% to 67% for EL and low-income student groups, and both groups performing below the district average in the Graduation Rate indicator. Similarly, both student groups perform below the district average for the College and Career Indicator. Addressing the Need: Improved monitoring and focused intervention efforts for these two student groups, along with the Foster Youth (which enrollment prohibited a reported outcome, but is assumed to perform well behind the district average) is intended to improve both the Graduation Rate and the College & Career Indicator outcomes. LEA-wide Basis: Six of the nine student groups that could generate a graduation rate outcome, and seven of the nine student groups that could generate a College & Career Indicator outcome perform below the district average. This action is intended to focus on the challenges of each individual student group, through initiatives such as a College Specialist, by providing structures of outreach and intervention. Although	• Graduation Rate • College & Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic, White, Homeless, students with disabilities), as well as a school-wide indicator, performed at the lowest performance level in either the graduation rate, the college and career indicator, or both establishing rationale to a district-wide implementation of the goal. **Scope:** LEA-wide	the 2023 Dashboard identifies student groups at only two schools, and the district, performing at the lowest level (red), and although this action will principally be focused on those student groups at identified sites and the district over the next three years, due to the potential of other sites falling into the red, the action will focus district-wide due to the potential of student groups (such as LTEL) performing in the red.	
1.7	**Action:** Improving Mathematics Distance from Standard (low performance) **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The English Learner, Foster Youth and low income student groups all trail district-wide outcomes for mathematics. Additionally, the English Learner student group performed at the lowest performance level at more sites when compared to any other student group for mathematics. As a result, this action is principally focused to improve outcomes in mathematics for these student groups. **Scope:** LEA-wide	Identified Need: English Learners, Foster Youth and low-income students performing below the district average in the area of mathematics. Addressing the Need: Implementation of academic interventions, and professional development specific to mathematics is intended to improve the distance from standard for mathematics. LEA-wide Basis: Five student groups throughout school sites in the district (English learners, American Indian, low income, Special Education, Hispanic), as well all students at Bartlett Middle School, performed at the lowest performance level (red) in the area of mathematics. This outcome, combined with the reality that no schools in the district enroll enough Foster Youth to generate outcomes on the Dashboard for mathematics, justifies a district-wide implementation of the action. Through professional development, and targeted interventions, this action is intended to focus on the challenges of each individual student group. Although the 2023 Dashboard identifies five student groups performing at the lowest level	- CAASPP Math distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		(red), and although this action will principally be focused on those student groups at the identified sites (and Bartlett schoolwide) over the next three years, due to the potential of other student groups falling into the red within the three-year timeframe, the action will focus district-wide due to the potential of student groups performing in the red.	
1.8	**Action:** Improving ELA Distance from Standard (low performance) **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The English Learner, Foster Youth and low income student groups all trail district-wide outcomes for ELA. Additionally, the English Learner student group performed at the lowest performance level at more sites when compared to any other student group for mathematics. As a result, this action is principally focused to improve outcomes in mathematics for these student groups. **Scope:** LEA-wide	Identified Need: English Learners, Foster Youth and low-income students performing below the district average in the area of English language arts. Addressing the Need: Implementation of academic interventions, and professional development specific to mathematics is intended to improve the distance from standard for English language arts. LEA-wide Basis: Four student groups throughout schools in the district (English learners, low income, Special Education, Hispanic), as well all students at Strathmore High School, performed at the lowest performance level (red) in the area of English Language Arts (ELA). This outcome, combined with the reality that no schools in the district enroll enough Foster Youth to generate outcomes on the Dashboard for ELA, justifies a district-wide implementation of the action. Through professional development in the area of ELA, and targeted interventions, this action is intended to focus on the challenges of each individual student group. Although the 2023 Dashboard identifies four student groups performing at the lowest level (red), and although this action will principally be focused on those student groups at the identified sites (and	- CAASPP ELA distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Strathmore High School schoolwide) over the next three years, due to the potential of other student groups falling into the red within the three-year timeframe, the action will focus district-wide to mitigate the potential of student groups performing in the red.	
2.1	**Action:** Improving Two-way Communication **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The foundational belief that student outcomes follow socio-economic lines closely, combined with the support from documented outcomes where the district's socioeconomically disadvantaged student group trails the district as a whole in all six Dashboard indicators (ELA, mathematics, chronic absenteeism, graduation rate, suspension rate and college & career indicator) results in actions of Goal 2, focused on improving communication, relationships with families, in efforts to build family capacity to better support their students in the various aspects of education. **Scope:** LEA-wide	Identified Need: Broad low performance from the Socio-economically Disadvantaged student group. Additionally, educational partner input through surveys and in-person sessions by parents, staff and students have also indicated desired improvement in the area of communication to benefit marginalized student groups. Addressing the Need: Improving the interaction (content and frequency) between site staff and families is intended to positively impact multiple indicators that are reported on the Dashboard for the low-income student group. LEA-wide Basis: This action is intended to address the need to improve communication efforts identified by various educational partner groups. Although the action is principally focused on supporting English learners, foster youth and low income students, improving communication district-wide would benefit these student groups.	• Studer Parent Survey • ParentSquare Contactable Rate
2.2	**Action:** Fostering Relationships **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The foundational	Identified Need: Broad underperformance of the low-income student group on outcomes reported on the Dashboard, along with community, parent and staff input through the development of the district's strategic plan, and subsequent opportunities indicating the need to improve	• Chronic Absenteeism • Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belief that student outcomes follow socio-economic lines closely, combined with the support from documented outcomes where the district's socioeconomically disadvantaged student group trails the district as a whole in all six Dashboard indicators (ELA, mathematics, chronic absenteeism, graduation rate, suspension rate and college & career indicator) results in actions of Goal 2, focused on improving communication, relationships with families, in efforts to build family capacity to better support their students in the various aspects of education. **Scope:** LEA-wide	relationships between the community, families and schools, especially to benefit marganizled student groups. Addressing the Need: Outcomes of low-income students would be positively impacted with improved involvement from families of low-income students and improved outreach efforts from the schools. LEA-wide Basis: Although this action is principally focused on high need student groups such as English learners, Foster Youth and students from low-income families, due to the benefit to these groups, this action also benefits other student groups, and improves the organization as a whole, and be reflected in student attendance.	
2.4	**Action:** Improving Suspension Rates (low performance) **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): The Foster Youth student group has the highest suspension rate, by a large margin, when compared to any other student group in the district. As a result, this action is principally focused on this student group. In addition, students who are English Learners, Special Education, and White have performed at the lowest performance level (red) at one or more school sites in the district, providing rationale for the action to be	Identified Need: Significantly high suspension rate of Foster Youth when compared to the district as a whole, or to any other student group. Addressing the Need: Improving communication and supporting social-emotional needs, along with implementation of behavioral interventions should have a positive impact on the suspension rate. LEA-wide Basis: Six student groups have a higher suspension rate when compared to the district (Foster Youth, Socio-economically Disadvantaged, Students with Disabilities, White, African American and Pacific Islander). Additionally, eight sites have suspension rates higher than the district. Improved interaction and engagement with families is expected to improve behavioral outcomes, especially for the Foster Youth student	• Suspension Rate • Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	implemented districtwide. Improving the interaction and engagement with families of students in these groups should have a positive impact on behavior (suspension rates) of students. **Scope:** LEA-wide	groups which is the only student groups performing at the lowest performance level (red).	
3.1	**Action:** Staff Recruitment and Retention **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): Several factors may contribute to the underperformance of the English Learners, Foster Youth and low-income students in the areas of both ELA and mathematics when compared to the district based on the Dashboard. One of those factors may involve staffing. As a result, this action is focused on staffing, and is intended to improve outcomes related to these three student groups. In 2021-2022 the district employed 81.1% of teachers maintaining a clear credential. This rate was below both the county (83.7%) and state (85.8%). At 5%, the district also reflected a higher percentage of ineffective teachers when compared to both the county (4%) and state (3.8%). This action is intended to improve those outcomes reported on the TAMO, and ultimately improve student outcomes for English Learners, Foster Youth and low-income student groups.	Identified Need: Low academic outcomes for English Learners, Foster Youth, and low-income student groups. Addressing the Need: Creating an employment structure that identifies qualified applicant prior to the application process helps facilitate the hiring of desirable candidates. Effective induction and recognition programs helps retain these individuals, ultimately improving the outcome of students. LEA-wide Basis: Effective staff recruitment and retention efforts has a principal advantage for students who are English Learners, Foster Youth and low income; however, effective staffing benefits all other student groups. Although the English Learner, Foster Youth and low-income student groups are of primary focus for this action, other student groups such as American Indian, Homeless, Students with Disabilities, hispanic, Two or More, and African American student groups also perform below the district as a whole in either ELA or mathematics, providing rationale for this action being implemented districtwide.	• Staff Vacancies • Clear FTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Professional Development and Advancement **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): Several factors may contribute to the underperformance of the English Learners, Foster Youth and low-income students in the areas of both ELA and mathematics when compared to the district based on the Dashboard. One of those factors may involve staffing. As a result, this action is focused on professional development, and is intended to improve outcomes related to these three student groups. Nearly 56% of student groups are performing at the red or orange performance level in ELA at sites throughout the district, and the district performs 27.3 points below standard which is behind the state by 13.7 points. Although only approximately 38% of student groups performed at the red or orange level in mathematics, at 70.3 points below standard, the district trails the state by 21.2 points. points. **Scope:** LEA-wide	Identified Need: Low academic outcomes for English Learners, Foster Youth, and low-income student groups. Addressing the Need: Improving professional development to become more targeted based on the needs of individuals. and implementing a promotion protocol within the district helps improve pedagogical practice and motivation of staff, thereby retaining a high quality staff to better meet the needs of marginalized student groups. LEA-wide Basis: This action will principally be focused on improving outcomes for English Learners and Foster Youth. English learners at approximately 83% of sites throughout the district performed at the orange or red performance levels in ELA, and 56% in mathematics. 100% of EL student groups at the 7-12 grade span performed at the red or orange level. Foster Youth in ELA and mathematics performed at the orange level districtwide. Although these are the lowest performing groups, professional development benefits sites supporting all student groups.	- Professional Development Opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Employee Well-being and Safety **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): Several factors may contribute to the underperformance of the English Learners, Foster Youth and low-income students in the areas of both ELA and mathematics when compared to the district based on the Dashboard. One of those factors may involve the wellbeing of staff. As a result, this action is focused on the wellbeing and safety of staff which would have a positive impact on recruitment and retention, and is ultimately intended to improve outcomes related to these three student groups. Employee input through surveys and in-person sessions have placed a high value on staff well being and safety as a means to recruit and retain staff for the benefit of students at risk of being marginalized, such as English Learners, Foster Youth and students from low-income families. **Scope:** LEA-wide	Identified Need: Low academic outcomes for English Learners, Foster Youth, and low-income student groups. Addressing the Need: Improving the wellbeing of staff, and ensuring the safety of staff, helps improve the ability of staff to focus on teaching, and to better focus on the student's well-being, thereby improving overall outcomes of marginalized student groups such as English Learners, Foster Youth and low-income student groups. LEA-wide Basis: This action addresses the need by increasing the value staff maintain on employment within the district. Although this action principally supports low income, English learners and Foster youth, staff well-being benefits all students.	• Employee Experience Survey • District Services Survey
4.1	**Action:** Responsiveness to Needs **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): Low-income students underperform the district in all six	Identified Need: Action 4.1 addresses the distinct needs of English Learners, Foster Youth, and low-income students. These groups demonstrate significant underperformance compared to district averages in several key metrics such as ELA, math, chronic absenteeism, graduation rates, suspension rates, and college & career readiness.	• Studer Parent Survey item on regular feedback from school staff • District Services Studer Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard metrics (ELA, math, chronic absenteeism, graduation, suspension and College & Career), while Foster Youth underperform the district in all of the reported indicators. It can be assumed that the Foster Youth would also underperform the district in the remaining two indicators (graduation rate and college & career indicator). The English Learner student group underperforms the district in fur of the six indicators (ELA, math, graduation, and College & Career). The overwhelming underperformance of these student groups when compared to the district as a whole prompts this action to ensure that needs (from students, families and staff) associated with these student groups are minimized. The barriers (needs) associated with these specific student groups typically outweigh those of the general population, and provides additional justification for this action. Through the development of the district's strategic plan, educational partner input through surveys and in-person sessions by parents, staff and students have indicated a desire to become more responsive to needs. **Scope:** LEA-wide	The specific needs highlighted include overcoming barriers related to academic outcomes and engagement, suggesting that these students are not receiving the support necessary to match the performance levels of their peers. Addressing the Need: This action is designed to create efficient and responsive systems that cater to the needs of English Learners, Foster Youth, and low-income students. By implementing feedback systems targeting these student groups like surveys and focus groups, and by upgrading communication platforms and technology infrastructure, the action aims to more effectively identify and address the unique needs of these groups. Furthermore, partnering with agencies like Studer Education ensures a continuous improvement model that directly supports these students by improving operational processes and feedback mechanisms within the district LEA-wide Basis: The action is implemented on an LEA-wide basis because the needs of these target groups (EL, Foster Youth, and low-income students) are pervasive across the district. The widespread underperformance and the systemic nature of the issues they face require a districtwide approach to ensure consistency and equity in addressing their needs. By improving systems across all schools, the district aims to uplift these groups district-wide, thus addressing their needs in a comprehensive manner. This approach also allows for scalability and ensures that improvements in operational efficiency benefit not only the target groups but also enhance the educational environment for all 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
4.2	**Action:** Safe and Clean Environments **Need:** Only 50% of students at the 3-5 grade span reported a perception that school as safe, while 56% of students in grades 6-12 reported the same. Additionally, two sites of 22 were reported at the "Fair" rating on the FIT reports **Scope:** LEA-wide	Identified Need: Action 4.2 targets the essential need for a safe and clean learning environment, which is particularly significant for English Learners, Foster Youth, and low-income students. The need for this action is evidenced by data indicating that only 50% of students in grades 3-5 and 56% in grades 6-12 feel that their school is safe. This perception of safety is crucial for effective learning, especially for Foster Youth and low-income students who often rely on school environments for stability and security. Addressing the Need: This action is designed to maintain and enhance the safety and cleanliness of all school facilities and grounds within the district. Specific measures include regular maintenance, safety checks, risk assessments, and safety-related initiatives like the placement of AEDs and the implementation of safety officers. These efforts aim to mitigate potential hazards and ensure compliance with health and safety standards, thereby creating a conducive environment for learning and community engagement. By addressing these physical and security needs, the action directly supports the emotional and educational well-being of vulnerable student groups. LEA-wide Basis: Implementing Action 4.2 on an LEA-wide basis is justified by the universal need for safety across all schools within the district. Safety is a fundamental requirement that benefits all students, but especially supports the academic and emotional needs of English Learners, Foster Youth, and low-income students. By ensuring that all facilities meet these standards, the district	• Panorama (student) and Studer (parents & staff) survey items on safety • Facility Inspection Toolkit (FIT) report

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		processes, the district aims to ensure that resources are used efficiently and are responsive to the needs of English Learners, Foster Youth, and low-income students, thereby reducing barriers to their success. LEA-wide Basis: The implementation of Action 4.3 on an LEA-wide basis is justified by the widespread nature of the needs it addresses. Inefficiencies in resource management and system operations can affect students across all schools. Moreover, improvements in these areas can benefit not only the target groups but also enhance the educational environment for all students. Implementing these changes district-wide ensures that all students benefit from more effective and responsive resource management, promoting equity and consistency in educational support across the district. This LEA-wide approach also maximizes the impact of the resources invested and promotes a unified strategy in tackling operational challenges.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Language Acquisition Program	This action is intended to supplement improvement efforts specifically focused on the English Learner student group through both implementation, and staff training, of instructional	• English Learner Progress • CAASPP Distance from

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The English learner and Long Term English Learner student groups combined reflect the largest number of performance in the lowest category (red) on the 2024 Dashboard publication for ELA (and mathematics) when compared to any other student group in the district. **Scope:** Limited to Unduplicated Student Group(s)	resources to develop not only language acquisition, but academic attainment, primarily in the area of ELA.	Standard in ELA for English Learners
1.5	**Action:** Long Term English Learner Language Acquisition Program **Need:** The Long Term English Learners (LTEL) underperforms the EL student group in the following areas reported on the Dashboard: ELA, Mathematics, English Learner Progress Indicator (ELPI), Chronic Absenteeism, and Suspension Rate. **Scope:** Limited to Unduplicated Student Group(s)	This action is intended to increase focus on the LTEL student group, better inform teachers of needs related to LTEL students, and supplement instructional support for these teachers. This action is intended to focus on: • Supporting schools to provide opportunities for ELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of supplemental writing programs. • Supporting schools to provide opportunities for ELs to develop speaking skills through public performance and presentation.	• English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL student group
3.4	**Action:** Professional Development to Support English Learners **Need:** English Learners and Long Term English Learners maintain the largest combined number (11) of lowest performance (red) ratings in the academic areas (ELA and	An EL Coordinator will guide and direct the professional learning of teachers across the district, focused exclusively within the context of English Learners.	• Staff Development Session Survey (on value) • EL Student Group Dashboard Progress in ELA and mathematics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	mathematics) among school sites, thereby identifying the need to support staff in enhancing the academic progress of this student group. **Scope:** Limited to Unduplicated Student Group(s)		
3.5	**Action:** Professional Development to Support Long Term English Learners **Need:** The Long Term English Learner (LTEL) student group underperforms the district as a whole in all areas except chronic absenteeism. The LTEL student group underperforms the EL student group in areas such as ELA, mathematics, English Learner Progress, Chronic Absenteeism, Suspension Rate, and College and in the Career Indicator. **Scope:** Limited to Unduplicated Student Group(s)	This action increases awareness of criteria that qualify students as Long Term English Learners, increases focused support for students in this group, and improves monitoring of progress with an emphasis being on improving on the English Learner Progress Indicator.	• Staff training to support LTEL students rollout • ELPI for LTEL • Dashboard performance for the LTEL in ELA and mathematics

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

N/A

Additional Concentration Grant Funding

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

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

Actions in Goal 1:

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

Actions in Goal 2:

- Action 2.3: Building Community Partnerships

Actions in Goal 3:

- Action 3.1: Staff Recruitment and Retention

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Elementary (1:23); Middle (1:34); High (1:39) CBEDS-ORA
Staff-to-student ratio of certificated staff providing direct services to students	NA	Elementary (1:17); Middle (1:15); High (1:14) CALPADS-14.1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$144,876,633.00	$59,237,838.00	40.888%	0.511%	41.399%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$62,600,877.00	$7,312,940.00	$0.00	$2,366,108.00	$72,279,925.00	$64,141,399.00	$8,138,526.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Fostering Excellence in Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,538,312.00	$2,101,295.00	$13,722,607.00	$917,000.00			$14,639,607.00	
1	1.2	Ensuring Social-emotional Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,048,576.00	$1,590,470.00	$18,611,825.00	$205,000.00		$1,822,221.00	$20,639,046.00	
1	1.3	Expanding College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$942,121.00	$151,450.00	$1,093,571.00				$1,093,571.00	
1	1.4	English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$133,328.00	$0.00	$133,328.00				$133,328.00	
1	1.5	Long Term English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$156,828.00	$80,000.00	$133,328.00			$103,500.00	$236,828.00	
1	1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	Ongoing	$5,192,006.00	$0.00	$5,067,651.00	$124,355.00			$5,192,006.00	
1	1.7	Improving Mathematics Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$695,180.00	$0.00	$695,180.00				$695,180.00	
1	1.8	Improving ELA Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools 7-12	Ongoing	$695,180.00	$0.00	$695,180.00				$695,180.00	

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
						Low Income										
2	2.1	Improving Two-way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$221,150.00	$105,500.00	$326,650.00				$326,650.00	
2	2.2	Fostering Relationships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$205,620.00	$216,237.00	$319,833.00			$102,024.00	$421,857.00	
2	2.3	Building Community Partnerships	All	No			All Schools	Ongoing	$0.00	$1,647,000.00		$1,647,000.00			$1,647,000.00	
2	2.4	Improving Suspension Rates (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,055,615.00	$0.00	$2,297,252.00	$420,000.00		$338,363.00	$3,055,615.00	
3	3.1	Staff Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,518,618.00	$0.00	$4,518,618.00				$4,518,618.00	
3	3.2	Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,580,320.00	$0.00	$8,879,070.00	$3,701,250.00			$12,580,320.00	
3	3.3	Employee Well-being and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000,000.00	$1,000,000.00				$1,000,000.00	
3	3.4	Professional Development to Support English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$121,650.00	$121,650.00				$121,650.00	
3	3.5	Professional Development to Support Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 6-12	Ongoing	$64,000.00	$182,665.00	$246,665.00				$246,665.00	
4	4.1	Responsiveness to Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$350,961.00	$0.00	$350,961.00				$350,961.00	
4	4.2	Safe and Clean Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,059,282.00	$26,700.00	$1,085,982.00				$1,085,982.00	

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
4	4.3	Aligning Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,667,082.00	$634,444.00	$3,301,526.00				$3,301,526.00	
5	5.1	Vine - Project Based Learning	All	No			Specific Schools: Vine Community Day School	2 Years	$0.00	$7,697.00		$7,697.00			$7,697.00	
5	5.2	Vine - PBIS	All	No			Specific Schools: Vine Community Day School	Ongoing	$0.00	$34,000.00		$34,000.00			$34,000.00	
5	5.3	Vine - Supplemental Instructional	All	No			Specific Schools: Vine Community Day School	2 Years	$0.00	$500.00		$500.00			$500.00	
5	5.4	Vine - Career Choices and Changes	All	No			Specific Schools: Vine Community Day School	2 Years	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.5	Citrus - Professional Development	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	5.6	Citrus - PBIS	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$8,000.00		$8,000.00			$8,000.00	
5	5.7	Citrus - Social Work	All	No			Specific Schools: Citrus High School	2 Years	$13,920.00	$0.00		$13,920.00			$13,920.00	
5	5.8	Citrus - Parent Empowerment Workshops	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
5	5.9	Citrus - Motivational Speakers	All	No			Specific Schools: Citrus High	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
5	**5.10**	Citrus - College & Career Readiness	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$25,518.00		$25,518.00			$25,518.00	
5	**5.11**	Citrus - Extended Learning	All	No			Specific Schools: Citrus	Ongoing	$3,300.00	$0.00		$3,300.00			$3,300.00	
5	**5.12**	Strathmore HS - Triage Social Worker														
5	**5.13**	Strathmore HS - 21st Century Learning	All	No			Specific Schools: Strathmore High School	3 Years	$0.00	$50,000.00		$50,000.00			$50,000.00	
5	**5.14**	Strathmore HS - Experiential Learning	All	No			Specific Schools: Strathmore High School	Ongoing	$0.00	$15,200.00		$15,200.00			$15,200.00	
5	**5.15**	Strathmore HS - Staff Development	All	No			Specific Schools: Strathmore High School	Ongoing	$0.00	$15,200.00		$15,200.00			$15,200.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$144,876,633.00	$59,237,838.00	40.888%	0.511%	41.399%	$62,600,877.00	0.000%	43.210 %	**Total:**	$62,600,877.00
								LEA-wide Total:	$61,965,906.00
								Limited Total:	$634,971.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Fostering Excellence in Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,722,607.00	
1	1.2	Ensuring Social-emotional Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,611,825.00	
1	1.3	Expanding College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,093,571.00	
1	1.4	English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$133,328.00	
1	1.5	Long Term English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$133,328.00	
1	1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$5,067,651.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Improving Mathematics Distance from Standard (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$695,180.00	
1	1.8	Improving ELA Distance from Standard (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$695,180.00	
2	2.1	Improving Two-way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,650.00	
2	2.2	Fostering Relationships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,833.00	
2	2.4	Improving Suspension Rates (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,297,252.00	
3	3.1	Staff Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,518,618.00	
3	3.2	Professional Development and Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,879,070.00	
3	3.3	Employee Well-being and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
3	3.4	Professional Development to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$121,650.00	
3	3.5	Professional Development to Support Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 6-12	$246,665.00	
4	4.1	Responsiveness to Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,961.00	
4	4.2	Safe and Clean Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,085,982.00	

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	4.3	Aligning Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,301,526.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$69,622,659.00	$65,676,685.00

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**	Fostering Excellence in Learning	Yes	$14,448,625.00	$13,372,297.00
1	**1.2**	Ensuring Social-emotional Wellness	Yes	$19,457,548.00	$19,301,729.00
1	**1.3**	Expanding College and Career Readiness	Yes	$1,090,272.00	$1,080,938.00
1	**1.4**	English Learner Language Acquisition Program	Yes	$121,977.00	$125,284.00
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	$225,477.00	$228,911.00
1	**1.6**	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	$4,788,102.00	$4,689,850.00
1	**1.7**	Improving Mathematics Distance from Standard (low performance)	Yes	$940,305.00	$785,635.00
1	**1.8**	Improving ELA Distance from Standard (low performance)	Yes	$940,305.00	$785,635.00
2	**2.1**	Improving Two-way Communication	Yes	$326,650.00	$305,848.00
2	**2.2**	Fostering Relationships	Yes	$317,255.00	$387,553.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Building Community Partnerships	Yes	$1,647,000.00	$844,531.00
2	2.4	Improving Suspension Rates (low performance)	Yes	$3,555,786.00	$2,641,157.00
3	3.1	Staff Recruitment and Retention	Yes	$5,247,470.00	$3,782,650.00
3	3.2	Professional Development and Advancement	Yes	$10,174,241.00	$9,733,680.00
3	3.3	Employee Well-being and Safety	Yes	$1,000,000.00	$1,000,000.00
3	3.4	Professional Development to Support English Learners	Yes	$121,650.00	$114,565.00
3	3.5	Professional Development to Support Long Term English Learners	Yes	$246,665.00	$243,066.00
4	4.1	Responsiveness to Needs	Yes	$324,612.00	$332,313.00
4	4.2	Safe and Clean Environments	Yes	$917,048.00	$2,239,324.00
4	4.3	Aligning Resources	Yes	$3,107,357.00	$3,129,325.00
5	5.1	Vine - Project Based Learning	No	$14,000.00	$15,978.00
5	5.2	Vine - PBIS	No	$19,000.00	$26,115.00
5	5.3	Vine - Supplemental Instructional	No	$14,535.00	$28,674.00

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)
5	**5.4**	Vine - Career Choices and Changes	No	$3,000.00	$0.00
5	**5.5**	Citrus - Professional Development	No	$30,000.00	$20,281.00
5	**5.6**	Citrus - PBIS	No	$45,000.00	$48,026.00
5	**5.7**	Citrus - Social Work	No	$31,574.00	$7,557.00
5	**5.8**	Citrus - Parent Empowerment Workshops	No	$20,000.00	$0.00
5	**5.9**	Citrus - Motivational Speakers	No	$15,000.00	$0.00
5	**5.10**	Citrus - College & Career Readiness	No	$50,000.00	$108,803.00
5	**5.11**	Citrus - Extended Learning	No	$80,000.00	$83,538.00
5	**5.12**	Strathmore HS - Triage Social Worker	No	$33,522.00	$40,772.00
5	**5.13**	Strathmore HS - 21st Century Learning	No	$134,343.00	$172,650.00
5	**5.14**	Strathmore HS -Experiential Learning	No	$67,170.00	$0.00
5	**5.15**	Strathmore HS - Staff Development	No	$67,170.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$57,872,432.00	$60,755,003.00	$58,200,505.00	$2,554,498.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Fostering Excellence in Learning	Yes	$13,588,625.00	$12,588,352.00		
1	1.2	Ensuring Social-emotional Wellness	Yes	$17,430,327.00	$17,448,567.00		
1	1.3	Expanding College and Career Readiness	Yes	$1,090,272.00	$1,080,938.00		
1	1.4	English Learner Language Acquisition Program	Yes	$121,977.00	$125,284.00		
1	1.5	Long Term English Learner Language Acquisition Program	Yes	$121,977.00	$125,284.00		
1	1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	$4,663,747.00	$4,593,208.00		
1	1.7	Improving Mathematics Distance from Standard (low performance)	Yes	$749,305.00	$245,488.00		
1	1.8	Improving ELA Distance from Standard (low performance)	Yes	$749,305.00	$245,488.00		
2	2.1	Improving Two-way Communication	Yes	$326,650.00	$305,848.00		
2	2.2	Fostering Relationships	Yes	$215,231.00	$301,858.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.3**	Building Community Partnerships	Yes				
2	**2.4**	Improving Suspension Rates (low performance)	Yes	$2,797,423.00	$2,150,973.00		
3	**3.1**	Staff Recruitment and Retention	Yes	$4,559,970.00	$3,772,204.00		
3	**3.2**	Professional Development and Advancement	Yes	$8,622,862.00	$8,416,180.00		
3	**3.3**	Employee Well-being and Safety	Yes	$1,000,000.00	$1,000,000.00		
3	**3.4**	Professional Development to Support English Learners	Yes	$121,650.00	$47,130.00		
3	**3.5**	Professional Development to Support Long Term English Learners	Yes	$246,665.00	$52,741.00		
4	**4.1**	Responsiveness to Needs	Yes	$324,612.00	$332,313.00		
4	**4.2**	Safe and Clean Environments	Yes	$917,048.00	$2,239,324.00		
4	**4.3**	Aligning Resources	Yes	$3,107,357.00	$3,129,325.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$141,222,142.00	$57,872,432.00	0.743%	41.723%	$58,200,505.00	0.000%	41.212%	$721,207.52	0.511%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024