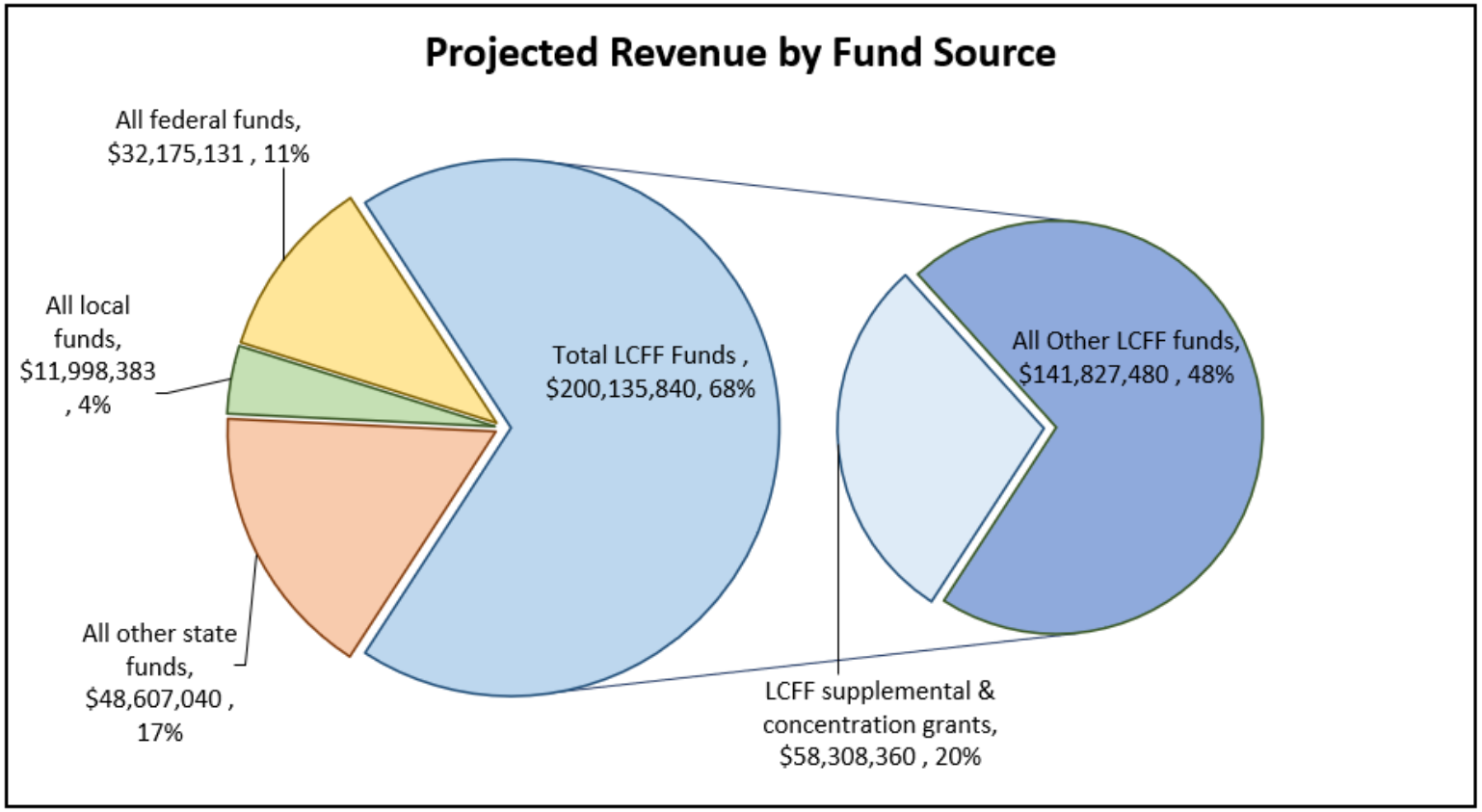
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Porterville Unified School District
CDS Code: 54755230000000
School Year: 2025-26
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 2025-26 School Year

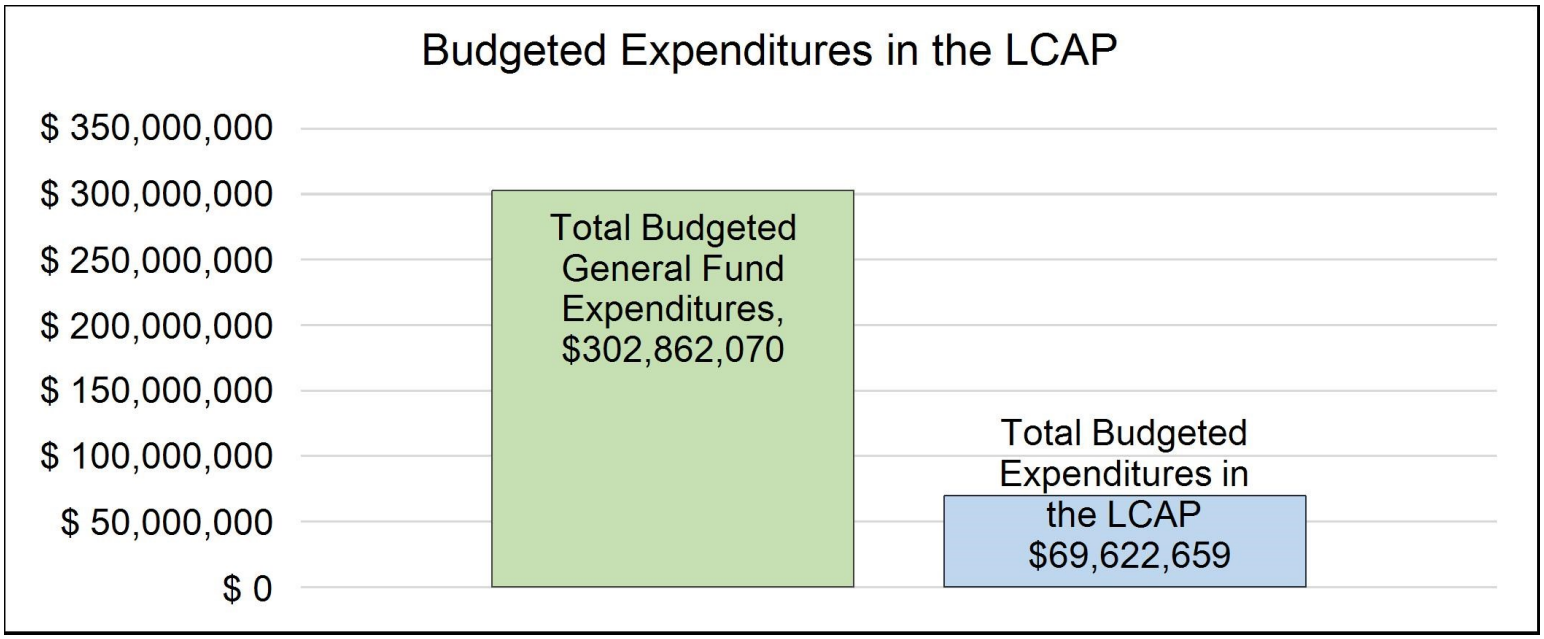


This chart shows the total general purpose revenue Porterville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Porterville Unified School District is $292,916,394, of which $200,135,840 is Local Control Funding Formula (LCFF), $48,607,040 is other state funds, $11,998,383 is local funds, and $32,175,131 is federal funds. Of the $200,135,840 in LCFF Funds, $58,308,360 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Porterville Unified School District plans to spend $302,862,070 for the 2025-26 school year. Of that amount, $69,622,659 is tied to actions/services in the LCAP and $233,239,411 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

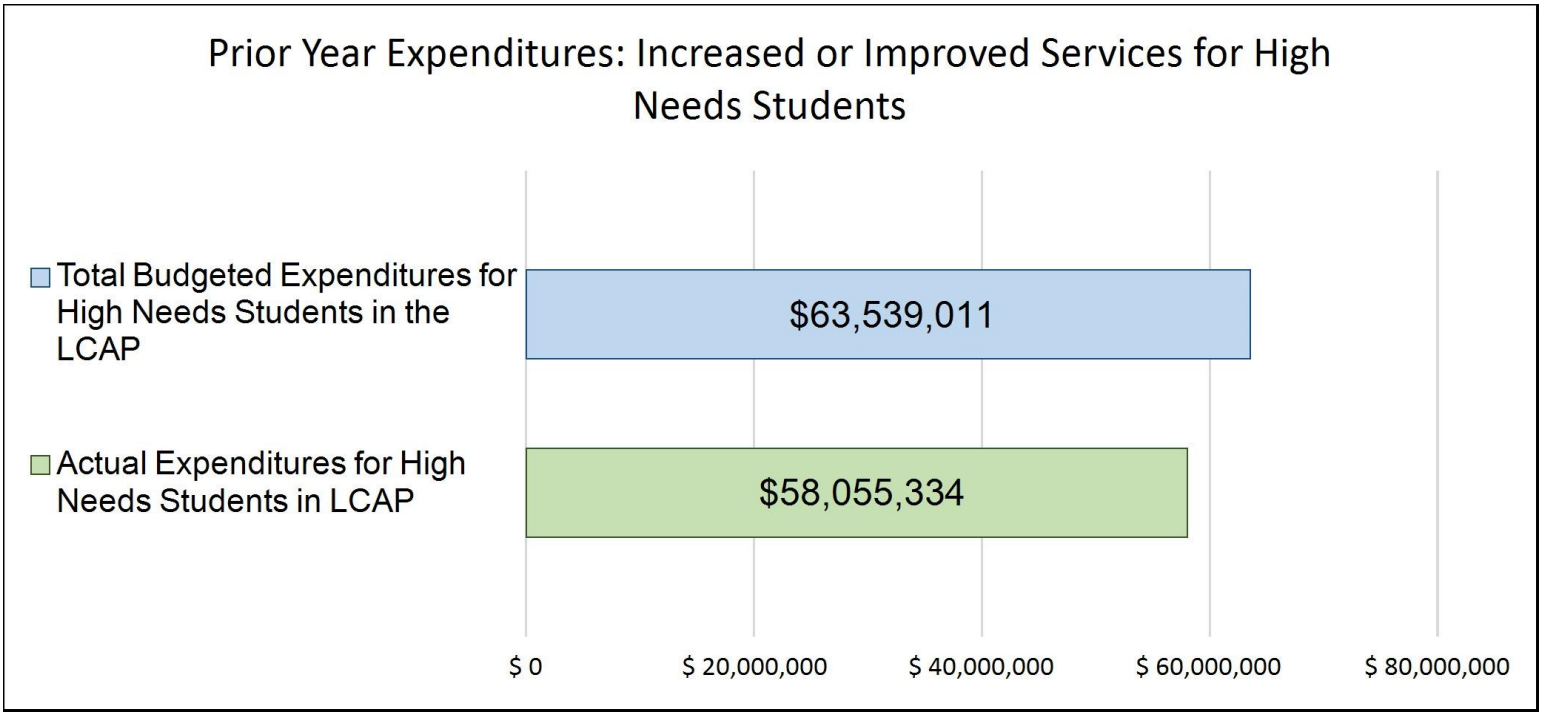
General Fund budgeted expenditures not in the LCAP will be used in the following way; certificated, classified, and administrative salaries along with employee health & welfare benefits. The District will also utilized these funds for classrooms materials, supplies, and maintenance and operational costs.

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

In 2025-26, Porterville Unified School District is projecting it will receive $58,308,360 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 $60,755,003 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Porterville Unified School District's LCAP budgeted $63,539,011 for planned actions to increase or improve services for high needs students. Porterville Unified School District actually spent $58,055,334 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,483,677 had the following impact on Porterville Unified School District’s ability to increase or improve services for high needs students:

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

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 [2025-26]

General Information

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

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

Porterville Unified School District is located approximately 165 miles north of Los Angeles along State Highway 65 which is approximately 20 miles east of the 99 corridor. The National Center for Educational Statistics designates the geographic location of the district within a small suburb (locale designation 23) with an FTE of 626.38, a staff count of 1,434.73, and student-to-teacher ratio of 22.29 for the 2023-2024 academic year. The community itself is reported to have had a total population of 54,593 and a median household income of $51,715 based on the Education Demographic and Geographic Estimates (EDGE) District Demographic Dashboard term between 2018-2022 which was well behind both the state and national household incomes.

With 13,893 students reported in the 2024-2025 academic year, the CBEDS enrollment for the district dropped below the 14,000 mark for the first time since at least the 2014-2015 academic year, with Hispanic students representing the largest ethnic group at over 84.2% followed by the White student group at 9.4%. Other ethnic student groups include: African American (0.3%), Native American (2.1%), Asian (1.0%), Filipino (0.9%), Pacific Islander (0.3%), and Two or More Races (1.0%) among those who reported. At the CBEDS collection date, approximately 73.2% of the students in the district come from socioeconomically disadvantaged families, while approximately 26.3% of students were English Learners, and 9.4% students are from Migrant families. Furthermore, approximately 1.6% of students come from homeless families or are considered Foster Youth. There are approximately 8.3% of students receiving special education services.

Based on the 2023-2024 California Schools Dashboard, the district has one identified school (Citrus High School) for Continuous Support and Improvement (CSI) based on their graduation rate. The non-stability, and socioeconomically disadvantaged rates for 2023-2024 indicate that three schools are identified for Equity Multiplier funding: Citrus High School, Strathmore High School, and Vine Street Community Day School. California School Dashboard outcomes for the 2023-2024 academic year resulted in one school (Monache High School) being identified as a TSI school based on the two-year underperformance of their Special Education student group, most recently in the areas of mathematics, suspension rate, and the College & Career indicator. Additionally, the district qualifies for Differentiated Assistance based on both the Foster Youth (most recently in the areas of English language arts, chronic absenteeism, and suspension rate), and the Students with Disabilities student group (most recently in the areas of English language arts, mathematics, chronic absenteeism, and the College & Career indicator.

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

Reflections: Annual Performance

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

UPDATES FROM THE 2024 DASHBOARD:
One major change to the the California Schools Dashboard released during the 2024-2025 academic year included the addition of the Long Term English Learner (LTEL) student group. Although introduced for the first time during the 2024 Dashboard, the student group is reported with colors reflecting that group's status and change. The information from the Dashboard helps highlight areas where targeted support may be necessary.

Within Priority 4 (Pupil Achievement), from results on the 2024 Dashboard, the following student groups performed at the lowest performance level (Red Dashboard color) in English Language Arts (ELA): LTEL, Foster Youth, American Indian, Homeless and Students with Disabilities (SWD). The number of student groups performing at the lowest level district-wide in mathematics reduces to two: Homeless and Students with Disabilities. The following student groups performed at the lowest level from their respective school sites. All student groups that are listed performed in the red in ELA, and if noted in mathematics or English Language Progress Indicator (ELPI):

- Belleview: English Learner (EL)
- Monte Vista: All, EL, Socio-economically Disadvantaged (SED) in both ELA and math, SWD, Hispanic
- Roche: ELPI only
- West Putnam: All, EL (ELA & ELPI), SED, Hispanic
- Bartlett: EL, LTEL, SWD in both ELA and math
- Pioneer: LTEL, American Indian, SWD in both ELA and math
- Sequoia: LTEL (both ELA and math), SWD (both ELA and math)
- Granite Hills: EL (both ELA & math), LTEL
- Monache: SWD (math only)

- Porterville High: EL (ELPI only), LTEL (ELPI only)
- Butterfield: All (ELA & math), SED (ELA & math), Hispanic (ELA & math)

Within Priority 5 (Pupil Engagement), there were three student groups performing at the lowest level in the Chronic Absenteeism indicator: Foster at 44.6% and Students with Disabilities at 25.6%, and White at 22.8%. There were no student groups performing at the lowest performance (red) at the district level for the Graduation Rate indicator which is also within Priority 5. The following seven sites reflected at least one student group performing at the lowest performance level for Chronic Absenteeism:

- Los Robles: All, SED, SWD, White
- Monte Vista: All, SED, SWD, Hispanic, White
- Olive: EL, SWD
- Vandalia: American Indian, SED, SWD, White
- Westfield: SWD
- Bartlett: All, SED, Hispanic
- Sequoia: SED, SWD, Hispanic
- Additionally, Citrus High School performed at the lowest level in the Graduation Rate indicator (which is also in Priority 5) for All students, and the SED student group.

Priority 6 (School Climate) The suspension rate of Foster Youth (9.4%) resulted in the only numerically significant student group receiving a district level of red performance color result on the 2024 Dashboard. The following five sites had one or more student groups performing at the lowest level in Priority 6:

- Roche: White
- Sequoia: SWD
- Monache: SWD
- Porterville Military: All, SED, Hispanic
- Vine: All, SED

Priority 8 (Other Pupil Outcomes) on the Dashboard includes performance reporting related to by the College and Career Indicator, and the Students with Disabilities was the only student group performing at the lowest performance level with 6.6% of those students college and career ready. The following four sites reflected one or more student groups also performing at the lowest performance level:

- Monache: SWD
- Porterville High: SWD
- Butterfield: EL, LTEL
- Citrus: All, EL, LTEL, SED, Hispanic

LEARNING RECOVERY BLOCK GRANT:
During the 2024-2025 academic year, it is estimated that the district will have just under $12,700,000 of unexpended Learning Recovery Block Grant (LRBG) funds. Use of these funds will be reflected in the following goals and actions throughout the 2025-26 LCAP:,

- Goal 1, Actions 1.1, 1.2, 1.7 and 1.8
- Goal 2, Action 2.4
- Goal 3, Actions 3.1 and 3.2

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

FROM THE 2023 DASHBOARD:
Within Priority 4 (Pupil Achievement) the American Indian student group performed at the lowest performance level (red) in mathematics only, and this was the only student group for the district at the lowest performance level within Priority 4 (which encompases English language arts, mathematics and the English Learner Progress Indicator). The American Indian student group performed 120.3 points below standard in mathematics. There were two student groups performing at the lowest level in the Graduation Rate indicator: Homeless at 65.5% and Students with Disabilities at 62.0%. There were no student groups performing at the lowest performance level (red) for the Chronic Absenteeism indicator which is also within Priority 5.

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

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

Indicator (2.5% and 2.7% respectively).

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

- English Learners: Bartlett MS (-95.8), Monache HS (-81.1), Porterville HS (-64.7), Porterville Military (-53.7)
- Socio-economically Disadvantaged: Strathmore HS (-80.8)
- Students with Disabilities: Bartlett MS (-168.3), Monache HS (-167.8)
- Hispanic: Strathmore HS (-76.1)

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

- English Learners: Bartlett (-139.9), Pioneer (-119.1), Monache HS (-173.8), Porterville Military (-134.1)
- American Indian: Pioneer (-162.4)
- Socio-economically Disadvantaged: Bartlett (-104.2)
- Students with Disabilities: Bartlett (-195.2), Sequoia (-161.4), Monache HS (-225.3)
- Hispanic: Bartlett (-102.1)

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

- Butterfield Charter: English Learner (66.7%), SED (54.8%), Hispanic (59.2), and White (57.7%)
- Citrus Continuation: English Learner (66%), SED (60.3%), and Hispanic (64.3%)

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

- Students with Disabilities: Porterville HS (9.4%)
- English Learner and White: Strathmore HS (6.2% & 16.2% respectively)

Finally, five student groups performed at the lowest performance level (one bar) for the College and Career Indicator:

- English Learner: Butterfield (2%), Citrus (0%)
- Socio-economically Disadvantaged: Butterfield (2.3%), Citrus (2.8%)
- Students with Disabilities: Monache (3.3%)
- Hispanic: Butterfield (2.9%), Citrus (2.6%)
- White: Butterfield (2%)

Reflections: Technical Assistance

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

Differentiated Assistance: At the district level, two student groups performed at the lowest performance level in two or more priority groups thereby qualifying the district for Differentiated Assistance based on the most recent 2024 Dashboard:

- Students with Disabilities: Priority 4 (ELA & Mathematics), Priority 5 (Chronic Absenteeism) & Priority 8 (College & Career Indicator)
- Foster Youth: Priority 4 (ELA & Mathematics), Priority 5 (Chronic Absenteeism), Priority 6 (Suspension Rate)

To meet the technical assistance (Differentiated Assistance) requirements, the district continued to participate in the TCOE Continuous Improvement for Equity sessions. Porterville Unified has been fortunate to have had the ability to work alongside Tulare County Office of Education to receive support through Differentiated Assistance. Based on the previous 2022 Dashboard, four student groups qualified the district for Differentiated Assistance by performing at the lowest performance level in at least two priority areas: American Indian, Foster Youth, Homeless and Students with Disabilities. Based on the 2023 publication of the Dashboard, only one student group qualified the district for Differentiated Assistance by performing at the lowest performance level in two or more priority areas: Students with Disabilities (SWD). This student group performed at the lowest performance level in only the Graduation Rate (62%, Priority 5), and the College and Career Indicator (7%, Priority 8). With the release of the most recent 2024 Dashboard, both the Students with Disabilities and the Foster Youth are identified as qualifying student groups for the district. While continuing efforts to support improvement for the American Indian, Foster Youth and Homeless student groups, increased attention is given for structures of support focused on these groups over the next three years.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Citrus Continuation High School became eligible for comprehensive support and improvement based on the 2024 California Schools Dashboard in the area of graduation rate. The graduation rate for Citrus was 67.7% (a 6.7% increase 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.

Porterville Unified is committed to providing ongoing support to Citrus High School as it reimagines its approach to student support. One key focus is addressing the graduation rate for the school, and mitigating the challenging impact of its non-stability rate, where Citrus High currently stands at 62.8%—one of the two highest in the district compared to the district average of 12%. In response, the district is collaborating closely with Citrus High to develop targeted strategies that will help students remain at the school rather than transferring to other programs, such as Adult School or Independent Study. The district is also working to strengthen Citrus High's partnerships with comprehensive high schools and the local community college, ensuring students have access to a broad range of academic and career opportunities.

To address potential resource inequities, the district plays a critical role in supporting the site's efforts to analyze student data—including academic performance, behavior, attendance, funding, and staffing. One key trend the district has identified is the "loss transfer" of students to other district programs, which may indicate gaps in available resources, such as course offerings at Citrus High. To mitigate this, the district is providing leadership and resources to implement the upcoming Comprehensive Support and Improvement (CSI) plan, which includes:

- Facilitating collaboration with the Adult School to expand Adult School-type offerings at Citrus High, allowing students to access additional pathways to graduation.
- Strengthening partnerships with the Independent Study program to integrate flexible course options while maintaining student enrollment at Citrus High.
- Providing logistical and funding support to establish cross-enrollment opportunities with comprehensive high schools, so Citrus students can participate in Pathway or elective courses.
- Coordinating with the community college to create dual enrollment opportunities, enabling Citrus students to take college-level courses.
- Partnering with local businesses and organizations to develop job shadowing and career exposure opportunities for students.

The district provides direct assistance in utilizing CSI funds strategically, ensuring that Citrus High can effectively engage educational partners to improve graduation rates. Additionally, the district supports the site by:

- Leading needs assessments and root cause analyses to identify resource gaps and barriers to student success.
- Strengthening parent engagement by facilitating workshops on Student Information Systems (SIS), ParentSquare, FAFSA, and college and career readiness.
- Increasing staff availability and professional development opportunities to enhance student support.
- Providing direct oversight and consultation to improve Citrus High's Advisory Program, which includes reading intervention, social-emotional learning (SEL), and weekly academic coaching to track graduation progress.
- Allocating funding for staff training and participation in the California Model Continuation High School process to adopt best practices in continuation education.

The district is committed to providing ongoing, hands-on support to ensure the successful implementation, reflection, and refinement of Citrus High's School Plan for Student Achievement (SPSA) in alignment with the Western Association of Schools and Colleges (WASC) Self-Study. Through regular data analysis—including attendance, credits, and suspensions—the district and school site teams will collaborate to develop action plans that align with CSI goals and address the social-emotional learning (SEL) needs of students.

Furthermore, the district will actively assist in implementing the district-wide Discipline Matrix and Positive Behavioral Interventions and Supports (PBIS) framework, ensuring equitable and effective strategies are in place to support at-risk students. By maintaining a strong, collaborative partnership, the district will continue to provide the necessary resources, guidance, and advocacy to help Citrus High School create an educational environment where all students can thrive.

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

- Prompt 2 (Describe any separate monitoring process that the LEA will use): The district and CHS will jointly review progress towards LCAP and SPSA goals to leverage these guiding documents quarterly in driving the continuous improvement cycle with the aim of improving the graduation rate. Data from the CA Dashboard, along with data from the district's Student Information Systems (SIS), will be used to monitor progress. Site leadership will share findings from data monitoring with the SSC and ELAC members, during staff professional development and board reports.

- Prompt 3 (Describe how CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for eligibility and to ensure that interventions/strategies/activities align to the goals, actions, and services in the LCAP): CSI funds will be applied to increase the engagement of various educational partners to improve the graduation rate. Funds will be used to support the needs assessment and root cause analysis process by: connecting with and empowering parents, increasing staff availability and professional development, increasing college and career awareness and strengthening curriculum, strategies and resources through the CHS Advisory Program. The 2022 WASC Self-Study Report also indicated the preceding focus areas as growth areas. To empower parents and increase their participation with CHS, workshops will provide training on: the SIS, ParentSquare, FAFSA and college and career readiness. Programs within Advisory include reading intervention and SEL to supplement the weekly academic coaching to monitor graduation status. Funds will also be used to support the needs assessment through staff training and participation in the CA Model Continuation High School process and professional development opportunities.

- 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 employs a review team which includes a Director of Curriculum and Instruction, a Director of Technology and a Director of Continuous Improvement to screen and select educational programs, technologies and supports to improve the quality of educational services provided to students, parents, staff, teachers, school and district leadership. The district

personnel screen and evaluate external service providers prior to implementation at school sites. The district reviews student quantitative and qualitative data, requests presentations from providers, and collects internal and external feedback from other local LEAs to evaluate the faculty and potential effectiveness of external service providers.

Monitoring and Evaluating Effectiveness

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

The district and Citrus High School (CHS) will collaborate closely to ensure continuous monitoring and evaluation of progress toward Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) goals. By leveraging these guiding documents quarterly, the district will drive a data-informed continuous improvement cycle aimed at improving Citrus High School's graduation rate and overall student success.

To assist in the evaluation process, the district will support the site in collecting and analyzing multiple data sources. This will include data from the California School Dashboard, the district's Student Information System (SIS), and other relevant assessment and survey tools. These data points will provide insight into key performance indicators such as:

- Graduation and dropout rates
- Credit accumulation and deficiency trends
- Attendance and chronic absenteeism
- Behavioral incidents and disciplinary actions
- Student participation in intervention programs
- Parent and student engagement survey results

The district will play an active role in helping Citrus High School leadership interpret and act on the data by:

- Facilitating structured periodic data reviews with site leadership to assess progress and adjust strategies as needed.
- Providing training to school leadership, SSC (School Site Council), and ELAC (English Learner Advisory Committee) members to support data literacy and informed decision-making.
- Ensuring that findings from data reviews are incorporated into staff professional development sessions to align instructional practices with identified needs.
- Supporting site leadership in preparing board reports to communicate progress, challenges, and successes to district leadership and partner groups.

The district will also collaborate with CHS to establish a structured evaluation matrix designed to ensure that all actions funded through the Comprehensive Support and Improvement (CSI) plan are evidence-based and directly tied to measurable student outcomes. This matrix will include:

- A justification for each funded action based on research, best practices, or historical data demonstrating its potential effectiveness.
- Clearly defined metrics aligned to each action to measure its impact on student outcomes.
- Regularly scheduled check-ins to assess implementation fidelity and effectiveness.
- A decision-making framework to determine whether to scale, modify, or discontinue specific actions based on data trends.

By implementing this matrix, the district aims to create a clear link between funded interventions and student achievement, ensuring that CSI resources are strategically allocated for maximum impact. This data-driven approach will also allow Citrus High School to refine its improvement strategies dynamically, ensuring that resources are directed toward initiatives that yield tangible student success.

Through this collaborative monitoring and evaluation process, the district will ensure that Citrus High School receives the necessary support, oversight, and resources to meet its improvement goals while fostering a culture of accountability and continuous growth.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	To ensure that the teacher voice is present during the District Advisory Committee (DAC), Parent Advisory Committee (PAC) contribution to the LCAP development, at least one teacher serves on this advisory committee that meets in the months of October, January, February, March and April of 2024-2025. A more primary source of information generated by teachers that contributes to the LCAP development comes in the form of surveys conducted centrally and administered district-wide. This Employee Experience Survey is administered annually across the district administered in December, February and April, and involves a 30-, 60- and 90-day site-level follow up with teachers and other staff to measure progress towards improvement. The process involves reflecting on areas of strength, and on areas of need, with the purpose of explicitly identifying those practices contributing to positive growth, and identifying those areas representing the greatest need in efforts to focus improvement initiatives.
Principals	Principals partner in attendance with their parent member of the Parent Advisory Committee for their respective sites in order to bring the principal perspective to the advisory group that provides input on the LCAP development at meetings that take place during the months of October, January, February, March and April of 2024-2025. 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. Identified actions that are deemed effective, as well as dialogue addressing areas of need, both help contribute to information in the development of the LCAP. Additionally, these individuals participate in both the Employee Experience Survey, and a District Services Survey focused on obtaining input on the support they receive from district-level departments. Information from dialogue at the monthly meetings, as well as information from surveys, help informs LCAP development.
Other School Personnel	The primary method of obtaining input from this group is through both the Employee Experience Survey (administered in December and April), and the District Services Survey (administered in February). Through this survey set, perspectives are collected centrally, and distributed to site leadership, who then identifies site-level priorities for improvement, and engages in reflective dialogue on a 30-60-90-day cycle with this group. Site leadership then meet collectively to share site-level priorities based on input, and district-level trends that contribute to LCAP development.
Local Bargaining Units	Local bargaining unit members are invited to all Parent Advisory Committee (PAC) sessions that take place in the months of October, January, February, March and April of 2024-2025 focused on obtaining input contributing to development of the Local Control Accountability Plan (LCAP). As drafts evolve through the development process, these drafts are shared with local bargaining unit members in efforts to provide opportunity for input in case members were not able to attend one or more meetings. Additionally, presentations of

Educational Partner(s)	Process for Engagement
	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.
Parents	One major source of information contributing to the development of the 2023-2024 LCAP is the Parent Advisory Committee (PAC) which is comprised of a majority of parents representing school sites throughout the district, with parents elected from each school site by parents from their respective sites. These meetings take place during the months of October, January, February, March and April of 2024-2025. There are 22 members representing the 22 school sites, and 19 of the members are parents. The committee also involves parents of students with disabilities, parents of English Learners, and parents of Native American students to ensure that perspective of these important student groups are heard. This group meets five time through the year, and focus on reviewing Dashboard-type information, and obtaining input for development of the LCAP. 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	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, February, March and April of 2024-2025 in order to ensure that student voice is brought to the advisory group. The district's Foster Youth student group was one group that qualified the district for technical assistance (DA) during the 2017-2018, 2018-2019, 2021-2022 and again in 2023-2024 academic years, and as a result of performance during the three consecutive years on the Dashboard, focus groups comprised of all Foster Youth students at the secondary level at comprehensive sites were established during the 2024-2025 academic year. Foster Youth student meetings took place on September 10th and October 29the at each comprehensive

Educational Partner(s)	Process for Engagement
	site to both share information with students, and to obtain perspective related to their needs. In order to obtain broad input on student perceptions and needs, surveys (Panorama: September, January and April) to students are conducted three times throughout each academic year, opposed to once during prior years. This survey, administered centrally district-wide, provides opportunity to gain insight on a broader scale.
Vine Street, Citrus & Strathmore High School (Equity Multiplier - Goal 5)	Vine Street Community Day School, Citrus Continuation School,and Strathmore High School have been identified as sites receiving Equity Multiplier funding for the upcoming 2025-2026 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 11th, March 12th, and May 14th of the 2024-2025 academic year, while Citrus engaged in consultation with educational partners in October 2nd, December 10th, January 22nd, and May 7th of the 2024-2025 academic year. Strathmore engaged with educational partners on September 11, December 4, February 19, and April 30th during the 2024-2025 academic year. The district will also help guide educational partners from each site ensure that there’s alignment between each site’s School Plan for Student Achievement (SPSA), and the newly established Goal 5 of the district LCAP.
Special Education Local Plan Area (SELPA)	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

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

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

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

Specifically, the broader educational partner input contributed to all five goals in the LCAP, and to specific action in Goals 1-4:

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

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 April 7th, 2025. There were no questions or concerns presented related to the LCAP, and participants expressed support of the current draft.

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 (Fall) • K-6 = 4.0 • 7-8 = 6.0 • 9-12 = 8.0	STAR Reading (Consolidated Status Report run in March, 2025) • K-6 = +.4 • 7-8 = +1.8 • 9-12 = +1.7

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 • grades 3-5: 70% • grades 6-12: 50%	Sense of Belonging (February, 2025 - Winter) • grades 3-5: -5% • grades 6-12: +6%
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		1376 Applications from students moving from 8th to 9th grade	+36 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 SED • Bartlett -104.2	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		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: +1.5 • EL: +1.1 • Foster: +5.5 • SED: +0.8 • Homeless: -38 • SWD: -7.5 Lowest Performing: All: • Bartlett +12.5 EL: • Bartlett +20.1 • Pioneer +15.2 • Monache +15.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)		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 +10.3 American Indian • Pioneer +20.1 • District +7.7 SED • Bartlett +13.4 SWD: • Bartlett - 33 • Sequoia +2 • Monache - 1.3 Hispanic: • Bartlett +11.6 (2024 Dashboard)
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 • LTEL: - 87.1		Targets based on a modified average linear extrapolation (if growth is positive). District: • All: -5.8 • EL: -32.6	District: • All: +1.1 • EL: -0.7 • Foster: - 11 • SED: -0.4 • LTEL: N/A • American Indian: -4

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)	• 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: • Strathmore -20.8 (2024 Dashboard)		• 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	• Homeless: -16.4 • SWD: -11.4 Lowest Performing: All: • Strathmore +45 EL • Bartlett -4.4 • Monache +31.8 • Porterville HS +7.6 • PMA -17.1 SED: • Strathmore +51.1 SWD: • Bartlett -20.8 • Monache +34.7 Hispanic: • Strathmore +55.3 (2024 Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%		Dashboard Additional Reports - DataQuest (% Met or Exceeded Standard): • All 24% • EL 10% • SED 22%	23-24 DataQuest (% Met or Exceeded Standard): • All -1.71% • EL -2.21% • SED - 2.64%
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 Hispanic: • Butterfield 59.2 • Citrus 64.3 White: • Butterfield 57.7	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 • Citrus 68.0 SED: • Butterfield 76.7		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 EL: • Butterfield 78.4	District (in percent, %): • All: +1.4 • EL: +2.1 • SED: +2 Lowest Performing: District: • Homeless +11.7 • SWD +7.9 All: • Butterfield +19.8 • Citrus +6.7 EL: • Butterfield +7.9 • Citrus +2 SED: • Butterfield +21.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 Dashboard)	• Citrus 67.7 Hispanic: • Butterfield 80.5 • Citrus 71.5 White: • Butterfield 68.5 (2024 Dashboard)		• Citrus 69 SED: • Butterfield 74 • Citrus 67 Hispanic: • Butterfield 72.8 • Citrus 67 White: • Butterfield 76.5	• Citrus +7.4 Hispanic: • Butterfield +21.3 • Citrus +7.2 White: • Butterfield +10.8 (2024 Dashboard)
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: 60.2% • LTEL: 58.0	• English Learner: -4.5% • LTEL: -4.4% (2024 Dashboard)
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 reclassified at a rate of 20.26%.	English Learners reclassified: +6.38
1.10	Grade 11 EAP: Ready or Conditionally Ready*	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally Ready) (Meeting Standard). Overall:	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally		Overall: • ELA 55.35%; Math 21.30%	Grade 11 students considered "Ready" (Exceeding Standard), or "Conditionally

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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)	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)		• EL: ELA 14.7%; Math 1.91% • LTEL ELA 16.37%; Math 2.15% • SED: ELA 52.16%; Math 17.63%	Ready) (Meeting Standard). Overall: • ELA +3.69%; Math +8.09% • EL: ELA -2.3%; Math +2.77% • LTEL ELA -2.47%; Math +1.3%, • SED: ELA -2.08%; Math +1.08% (DataQuest 2023-24)
1.11	Graduating cohort students enrolled in (Broad Course of Study): A-G* CTE completer* A-G & CTE completer*	Meeting A-G: • All 33.9% • SED 32.0% • EL 19.2% CTE Pathway Completion: • All 38.3% • SED 36.4% • EL 27.0% A-G& CTE Completion: • All 19.1% • SED 18.2% • EL 9.9%	Meeting A-G: • All 32.2% • SED 30.8% • EL 17.3% CTE Pathway Completion: • All 34.6% • SED 33.7% • EL 28.6% A-G& CTE Completion:		Meeting A-G: • All 38.6% • SED 37.0% • EL 25.2% CTE Pathway Completion: • All 42.7% • SED 41.4% • EL 33.0%	Meeting A-G: • All: -1.7% • SED: -1.2% • EL: -1.9% CTE Pathway Completion: • All: -3.7% • SED: -2.7% • EL: +1.6% A-G& CTE Completion:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 Dashboard, Additional Reports)	• All 16.9% • SED 15.8% • EL 9.6% (2024 Dashboard, Additional Reports)			• All: -2.2% • SED: -2.4% • EL: -0.3% (2024 Dashboard, Additional Reports)
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: 6.0% SED Prepared: 6.3% EL Prepared: 6.3%	All Prepared: 0% SED Prepared: 0% EL Prepared: -0.2% (2024 Dashboard, Additional Reports)
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: 4.00	LCFF Priority 2 (overall average) Annual Local Indicator Self-reflection Tool Outcomes from 2023-2024: -0.05

Goal Analysis [2024-25]

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

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

Porterville Unified School District implemented Goal 1 with a strong commitment to ensuring meaningful educational experiences and opportunities for student growth and success. The planned actions focused on academic achievement, social-emotional support, and college and career readiness. The implementation process followed the strategic vision established in the 2021-2022 Strategic Plan and reflected extensive educational partner feedback.

Implementation and Differences Between Planned and Actual Actions

The district implemented all of the planned actions, but desired outcomes reflected variations of effectiveness at this point in time. The primary areas where increased outcomes would be desired included:

Academic Interventions and Student Support (Action 1.1)

- Actions in 1.1 such as increasing and sustaining course offerings, providing academic interventions, and supporting underperforming student groups were generally implemented as planned. However, while improvements were noted in STAR Reading growth and CAASPP scores, the results did not always meet the ambitious targets to date.
- Challenges arose in providing consistent interventions across all schools, especially for English Learners, Foster Youth, and low-income students.

Social-Emotional Learning and School Climate (Action 1.2)

- The district prioritized mental health and student belonging through initiatives like the Panorama Student Survey and support staffing structures such as deans and learning directors.
- Actual implementation saw lower-than-expected improvements in student sense of belonging, particularly in elementary grades, where scores declined by 5%. However, middle and high school students showed a 6% increase in feeling valued.
- A challenge noted was addressing chronic absenteeism and suspension rates among high-need student groups, particularly Foster Youth.

College and Career Readiness (Action 1.3)

- Efforts to expand college and career readiness through Linked Learning Pathways and Career Technical Education (CTE) were successful in increasing pathway applications from 8th to 9th grade students, surpassing planned targets.
- However, the A-G completion rate and College & Career Indicator (CCI) scores showed limited progress when excluding charter sites, particularly among English Learners and socioeconomically disadvantaged students.

English Learner and Long-Term English Learner (LTEL) Progress (Action 1.4 & 1.5)

- Despite targeted programs such as Rosetta Stone, Lingolyft, and Write Brain, EL progress rates slightly declined.
- Reclassification rates improved, but CAASPP ELA and math results showed continued performance gaps.

Graduation Rates and College Readiness (Action 1.6)

- The district saw overall improvements in graduation rates, with notable gains among traditionally underperforming groups.
- However, disparities remained, particularly for students with disabilities and homeless students, whose rates, though improved, remained below the district average.

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 1.2 (Ensuring Social-emotional Wellness): Several reading teachers were funded with the Literacy Coaches and Reading Specialist Grant that the District received in 2024/25. In addition, salaries & benefits for music teachers have gone down in the past two years due to using Prop 28 funds. Items like Hazel Health were funded with Learning Recovery funds.

- Action 1.3 (Expanding College and Career Readiness): The prior LCAP for this action budgeted for the Strong Workforce Grant which was not received in the past academic year. Therefore there was approximately a 47% reduction in actual expenses for this action, and the Strong Workforce funding sources have been removed from the budget for this action moving forward.

- Action 1.5 (Long Term EL Acquisition Program): As a newly established student group, the intervention dollars earmarked for this action were not used to date.

- Action 1.7 (Improving Mathematics Distance From Standard): Salaries and benefits for Curriculum coaches were slightly higher that what was originally budgeted.

- Action 1.8 (Improving Mathematics Distance From Standard): Salaries and benefits for Curriculum coaches were slightly higher that what was originally budgeted.

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

1. Fostering Excellence in Learning
   - Effectiveness: Moderately effective
   - Metrics: STAR Reading Growth, CAASPP ELA & Mathematics, Graduation Rate
   - Outcome: STAR Reading scores improved across all grade levels, surpassing targets. However, CAASPP ELA and Math scores showed only slight improvement and did not meet district goals, particularly for English Learners and students with disabilities. Graduation rates improved slightly.

2. Ensuring Social-Emotional Wellness
   - Effectiveness: Partially effective
   - Metrics: Panorama Sense of Belonging Survey, Chronic Absenteeism, Suspension Rate
   - Outcome: Secondary students (grades 6-12) showed a 6% increase in feeling valued, but elementary students' scores declined by 5%. Chronic absenteeism and suspension rates for Foster Youth remained high, suggesting that more targeted interventions are needed.

3. Expanding College and Career Readiness
   - Effectiveness: Mixed effectiveness
   - Metrics: Pathway Applications from 8th to 9th Grade, Pathway Completers, College & Career Indicator (CCI)
   - Outcome: Pathway applications exceeded targets, showing strong interest and engagement. However, A-G completion rates declined, particularly for English Learners and low-income students, and CCI readiness scores showed minimal improvement.

4. English Learner Language Acquisition Program
   - Effectiveness: Ineffective to date
   - Metrics: English Learner Progress Indicator (ELPI), CAASPP ELA Distance from Standard for ELs
   - Outcome: EL progress declined from 53.9% to 49.4% instead of reaching the 60.2% target. CAASPP ELA scores for ELs also declined, suggesting a need for stronger language acquisition strategies.

5. Long-Term English Learner (LTEL) Language Acquisition Program
   - Effectiveness: Ineffective to date
   - Metrics: ELPI for LTELs, Reclassification Rate, CAASPP ELA Distance from Standard for LTELs
   - Outcome: While reclassification rates improved from 15.15% to 21.53%, LTEL progress dropped from 52.1% to 47.7%, and CAASPP ELA performance remained low. This indicates that while students are being reclassified, their overall language proficiency and academic achievement are not improving at the expected rate.

6. Improving Graduation Rates and College & Career Indicators
   - Effectiveness: Moderately effective
   - Metrics: Graduation Rate, College & Career Indicator

- Outcome: The graduation rate improved from 87.4% to 88.8%, with notable gains for Foster Youth and socioeconomically disadvantaged students. However, College & Career readiness scores remained low, suggesting that while more students are graduating, they may not be fully prepared for post-secondary success.

7. Improving Mathematics Distance from Standard
   - Effectiveness: Partially effective
   - Metrics: CAASPP Mathematics Distance from Standard
   - Outcome: The district's overall math scores improved slightly from -70.3 to -68.8, but performance remained far from the target of -48.7. English Learners and low-income students still scored significantly below the district average, suggesting that more targeted interventions may be beneficial.

8. Improving ELA Distance from Standard
   - Effectiveness: Partially effective
   - Metrics: CAASPP ELA Distance from Standard
   - Outcome: Overall district CAASPP ELA scores improved slightly (from -27.3 to -26.2) but fell short of the target of -5.8. English Learners and students with disabilities saw declines in performance, suggesting that instructional strategies need to be strengthened.

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.

Although two actions within Goal 1 which are related to English Learners and Long Term English Learners may have reflected outcomes below expectations within the current reporting timeframe, opposed to removing the actions altogether, adjustments related to supports for English Learners will be adjusted, and include adjustments to staff development, and investigation into instructional materials.

The English Learner Language Acquisition Program aimed to improve EL students' proficiency through structured programs such as Rosetta Stone, ACCESS Newcomers, and Write Brain. However, the English Learner Progress Indicator (ELPI) declined from 53.9% to 49.4%, rather than moving toward the target of 60.2%. Additionally, EL students' CAASPP ELA scores worsened instead of improving, suggesting that the strategies in place were less effective in supporting language acquisition. This decline suggests that while resources were allocated, they may not have been aligned with the instructional needs of EL students. Moving forward, the district considers reassessing its approach by implementing structured literacy programs that integrate vocabulary development, and academic language instruction. Teachers may also need specialized training on language acquisition strategies that can be embedded within core instruction. Furthermore, current instructional materials will be evaluated to ensure they provide the necessary scaffolding and differentiation to meet EL students at their proficiency levels.

Similarly, the Long-Term English Learner (LTEL) Language Acquisition Program reflected a lack of improvement in academic outcomes for students who had been classified as English Learners for seven years or more. While the EL reclassification rate increased from 15.15% to 21.53%, this success was not reflected in academic performance. CAASPP ELA scores for LTEL students remained stagnant, suggesting that despite meeting reclassification criteria, many students were still struggling with English proficiency and content mastery. This suggests that the current approach prioritizes reclassification over long-term academic success. To address this, the district considers shifting its focus

from reclassification benchmarks to sustained language development. One critical change would be to expand oral language development opportunities, such as debate programs, structured classroom discussions, and public speaking exercises, to help LTEL students develop the expressive language skills they need for academic success. Additionally, the district is considering establishing individualized support plans for LTELs through the Ellevation platform, ensuring that each student receives targeted interventions in reading, writing, and oral communication based on their specific needs.

With respect to metrics, although some metrics appear to have achieved the three-year target after year one, considering the possible volatility with student outcomes over any three-year period, these metrics will also remain the same. For instance, although the one-year STAR Reading outcomes appear to exceed the three-year target at all three grade spans within the first year, stability of the outcome is a focus of inquiry, considering the minimal growth of ELA outcomes on the Dashboard. The district intends to maintain these metrics with the purpose of investigating correlations with the intent of increasing predictive validity in the future.

ADJUSTMENTS MADE DUE TO LREBG FUNDING:

- Metric 1.4 (mathematics): Homeless and Students with Disabilities (SWD) are added
- Metric 1.5 (ELA): LTEL, American Indian, Homeless and Students with Disabilities are added
- Actions 1.1, 1.2, 1.7 and 1.8 have been modified to reflect LREBG funding

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

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 LREBG: Utilize resources to improve measuring and monitoring of student progress, including those used for students with disabilities. LREBG funds supporting this action include $860,000 in 2025-26 and $1,720,000 through the 2026-27 and 2027-28 academic years.	$14,448,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.2	Ensuring Social-emotional Wellness	Ensure resources and supports are systematically and intentionally prioritized to support the social-emotional learning and mental health needs of all students: • Provide resources (staffing, programs, etc.) to support and address social-emotional learning and mental health needs of all students • Improve student connectivity to school by developing early identification, behavioral intervention, and strategic planning systems. • Fiscally support the dean structure at each Middle School and Learning Director structure at elementary schools as they support unduplicated pupils in monitoring student learning, assessment, provide counseling, social emotional learning support, parental education, ensure that teachers use highly effective instructional practices in the classroom. LREBG: 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 2025-2026 academic year with the remaining balance of $410,000 to be spent in the 2026-2027 and 2027-2028 fiscal years.	$19,457,548.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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.	$1,090,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.4	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. • 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	$121,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$225,477.00	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) 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	$4,788,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. LREBG: Improve instructional practice through coaching and professional development of staff in the area of mathematics. LREBG funds supporting this action include $191,000 for the 2025-2026 academic year with the remaining balance of $382,000 to be spent in the 2026-2027 and 2027-2028 fiscal years. Studies have shown that professional development for teachers, such as 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	$940,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. LREBG: Improve instructional practice through coaching and professional development of staff in the area of English Language Arts. LREBG funds supporting this action include $191,000 for the 2025-2026 academic year with the remaining balance of $382,000 to be spent in the 2026-2027 and 2027-2028 fiscal years. 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	$940,305.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Studer Parent Survey Items	On a 5-point scale: • Overall: 4.25 • Respect (Item 4): 4.39	Fall of 2024: • Overall: 4.24		• 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		• Positive Communication: 4.21 • Comfort with Administration: 4.52	• Respect (Item 4): -.03 • Positive Communication (item 13): +.04 • Comfort with Administration (item 14): +.01
2.2	ParentSquare Contactable rate	2023-2024: 93%	March, 2025: 93%		2023-2024: 95%	0%
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: 97.0%	Calculated Aeries ADA as of March 19, 2025: -2.17%
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: 5.9% • EL: 3.2% • Foster: 20% • SED: 6.2% • SWD: 11% • White: 10.6%	Chronic Absenteeism: • All: -0.4% • EL: +0.1 % • Foster: +11.3% • SED: -0.4% • SWD: +0.7% • White: +1.7 (2024 Dashboard)

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)		Zero (0) dropouts reported at the middle school grade level	2 fewer dropouts reported at the middle school grade level (CALPADS 1.14, on March 19, 2025)
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)		7% dropout rate for the adjusted cohort for 2025-2026	decline of 2.1% dropout rate reported for the adjusted cohort in 2023-2024 (DataQuest 2023-2024)
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 • All: 2% • EL: 2% • Foster: 5.3% • SED: 2%	Suspension Rate 2024 Dashboard: • All: -0.4% • EL: -0.8% • Foster: +0.3% • SED: -0.4% (2024 Dashboard)
2.8	Expulsion Rate*	Expulsion Rate: • All: 0.2% • EL: 0.2% • Foster: 0.0%	Expulsion Rate: • All: 0.3% • EL: 0.3%		Expulsion Rate: • All: .1% • EL: .1%	Expulsion Rate: • All: +0.1% • EL: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 0.2% (DataQuest 2022-2023)	• Foster: 3.3% • SED: 0.3% (DataQuest 2023-2024)		• Foster: 0% • SED: .1%	• Foster: -5.8% • SED: +0.1% (DataQuest 2023-2024)

Goal Analysis [2024-25]

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

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

Porterville Unified School District implemented fully implemented all actions in Goal 2 with a focus on fostering a culture of collaboration between families, community members, and employees. The goal was guided by the belief that a strong, responsive, and inclusive partnership between schools and families enhances student success. Through strategic actions aimed at improving communication, building relationships, and strengthening community partnerships, the district sought to ensure that all stakeholders felt valued and engaged in the educational process. All actions of Goal 2 were fully implemented as intended; however, with varying levels of outcomes. Some actions revealed challenges that necessitate adjustments to better meet the intended outcomes.

Implementation and Differences Between Planned and Actual Actions

Core components of Goal 2 include improving two-way communication between schools and families, and fostering relationships between families, schools, and the community to strengthen trust and increase parental participation. Actions included the implementation of advisory group initiatives, family engagement workshops, and tracking participation through platforms like 5 Star Students. While some progress was seen, particularly in expanding participation in family events, challenges persisted in reducing chronic absenteeism, which remained high for key student groups. Chronic absenteeism among all students only decreased slightly from 17.6% to 17.2%, while absenteeism among Foster Youth increased from 33.3% to 44.6%, signaling that engagement strategies were not sufficiently reaching or impacting the most vulnerable student populations. This indicates a need for more direct and individualized outreach efforts to address attendance barriers, particularly for Foster Youth and socioeconomically disadvantaged students.

The district also worked to build strong community partnerships to create real-world learning opportunities for students. This included strengthening collaborations with local businesses, increasing student internships, and expanding college exposure opportunities. The effectiveness of these efforts was reflected in a decline in both middle school and high school dropout rates. The middle school dropout rate improved to zero, and the high school dropout rate dropped from 12.6% to 10.5%, demonstrating a positive impact. These results suggest that initiatives aimed at connecting students to career and academic pathways are contributing to better retention rates. However, while dropout rates declined, the College and Career Indicator remains an area of concern, particularly for English Learners and low-income

students. The district must ensure that community partnerships not only provide engagement but also directly support college and career readiness efforts.

Another critical area of focus was reducing suspension and expulsion rates, particularly among student groups with historically high disciplinary incidents. Suspension rates saw overall improvement, decreasing from 2.3% to 1.9% across the district. However, Foster Youth suspension rates increased from 9.1% to 9.4%, reflecting continued challenges in providing adequate behavioral and social-emotional supports for this group. Similarly, while expulsion rates remained low overall, they increased slightly from 0.2% to 0.3% for most student groups. These findings indicate that while efforts such as implementing restorative practices and leveraging behavior intervention support staff have been beneficial, they are not yet reaching all high-need students effectively. Future efforts should include refining restorative justice initiatives and increasing early intervention strategies to better support students at risk of disciplinary action.

Challenges and Areas for Improvement

While the district made progress in several areas of family and community engagement, some challenges emerged that may suggest future adjustments in implementation:

- Improving Two-way Communication (Action 2.1): Although the ParentSquare contactable rate remained high, it did not increase, and survey responses showed little improvement. Future efforts should focus on improving the quality of engagement rather than just the quantity of outreach. This might include more responsive engagement strategies, multilingual communication supports, and more interactive parent education opportunities.
- Fostering Relationships (Action 2.2): The increase in absenteeism among Foster Youth and the lack of significant reductions in absenteeism for other student groups suggest that current outreach and engagement strategies are not adequately addressing underlying attendance barriers. More personalized interventions and targeted attendance incentives may be necessary to make a meaningful impact.
- Building Community Partnerships (Action 2.3): While student retention improved, gaps remain in ensuring that partnerships translate into measurable improvements in college and career readiness for all students at non-charter sites. Strengthening work-based learning experiences and targeted academic support for ELs and socioeconomically disadvantaged students will be crucial in maximizing the impact of these initiatives.
- Improving Suspension Rates (Action 2.4): While suspension rates improved overall, specific student groups, including Foster Youth, continued to experience higher disciplinary rates. This suggests a need for more intensive social-emotional learning (SEL) interventions, trauma-informed support, and alternative disciplinary measures that prevent disengagement.

Successes in Implementation

Despite these challenges, several aspects of Goal 2 were successfully implemented and showed positive results:

- Dropout Rates Declined – Both middle and high school dropout rates improved, suggesting that efforts to strengthen student engagement and retention through family and community support are having a meaningful impact.
- Suspension Rates Improved for Most Students – District-wide suspensions decreased, showing that efforts to support student behavior and engagement were effective for the majority of the student population.
- Community Partnerships Provided More Opportunities for Students – Increased collaboration with local businesses and higher education institutions expanded real-world learning experiences, particularly benefiting students in career-focused pathways.

Potential Changes for Future Implementation
Based on these findings, the district should consider the following changes to enhance the effectiveness of Goal 2:

- Refine Communication Strategies: Move beyond increasing contactability to improving engagement quality by incorporating more interactive and responsive communication methods that ensure parents feel heard and involved in decision-making.
- Strengthen Attendance Interventions: Develop more targeted outreach strategies for Foster Youth and other at-risk students, including personalized attendance plans and family support services.
- Expand Behavioral Support Systems: Increase SEL programs and restorative justice practices to reduce disciplinary incidents for high-need student groups.
- Enhance the Link Between Community Partnerships and College & Career Readiness at Non-charter Sites: Ensure that collaborations with businesses and higher education institutions are explicitly tied to academic and career success, particularly for ELs and low-income students.

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

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 2.1 (Improving Two-way Communication): Due to the startup of Community Schools and increased staffing in that division, salaries and benefits for Family Service Workers who retired were not replaced.

- Action 2.2 (Fostering Relationships): Not all Title I parent participation funds were spent.

- Action 2.3 (Building Community Partnerships): Due to Community Schools being in the initial developmental stages (1st year), funds budgeted for this action were not expended during the academic year.

- Action 2.4 (Improving Suspension Rates): Salaries and benefits for Behavior Intervention Specialists (BIS) and Comprehensive Support and Intervention Specialists (CSIS) were slightly higher 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

1. Improving Two-Way Communication
   - Effectiveness: Moderately effective
   - Metrics: Studer Parent Survey, ParentSquare Contactable Rate
   - Outcome: The Studer Parent Survey results showed minimal change, with an overall rating of 4.24 compared to the baseline of 4.25, and only slight improvements in positive communication and comfort with administration. The ParentSquare contactable rate remained at 93%, showing no increase.
   - Analysis: While communication channels were maintained, they did not significantly improve engagement or perception of responsiveness. Future efforts should focus on enhancing the quality of engagement, not just maintaining contactability.

2. Fostering Relationships
   - Effectiveness: Partially effective
   - Metrics: Chronic Absenteeism, Attendance
   - Outcome: Chronic absenteeism decreased slightly for all students (17.6% to 17.2%) but increased significantly for Foster Youth (33.3% to 44.6%). Overall attendance also declined from 95.77% to 93.60%, rather than improving toward the 97% target.
   - Analysis: While family engagement initiatives were implemented, they were not sufficient in reducing absenteeism among the most at-risk student groups. More individualized outreach and attendance incentives are needed to engage families effectively.

3. Building Community Partnerships
   - Effectiveness: Effective
   - Metrics: Dropout Rate (Middle & High School)
   - Outcome: The middle school dropout rate improved to zero, and the high school dropout rate decreased from 12.6% to 10.5%.
   - Analysis: Community partnerships successfully contributed to student retention efforts, providing students with more support and career-connected opportunities. Future improvements should focus on aligning these partnerships with college and career readiness to further benefit underrepresented student groups.

4. Improving Suspension Rates
   - Effectiveness: Mixed effectiveness
   - Metrics: Suspension Rate, Expulsion Rate
   - Outcome: Suspension rates decreased for all students (2.3% to 1.9%) but increased for Foster Youth (9.1% to 9.4%). Expulsion rates saw a slight increase from 0.2% to 0.3% for most student groups.
   - Analysis: While restorative justice and behavioral interventions helped reduce suspensions overall, they did not adequately address disciplinary challenges for Foster Youth. Future changes should expand trauma-informed interventions and increase support for high-need students.

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

The four actions listed in Goal 2 reflected various degrees of effectiveness within the current reporting time frame. Considering that no actions were deemed ineffective, and also considering that more time is often needed for increased effectiveness to be realized, no changes have been made to the planned goal, target outcomes or actions within Goal 2.

With respect to metrics, although some metrics appear to have achieved the three-year target after year one, considering the possible volatility with student outcomes over any three-year period, these metrics will also remain the same. For instance, although there were zero dropouts at the middle school level in a one-year period, surpassing the two dropouts reported as the baseline, in three years there may be two or more dropouts which would suggest possible ineffective actions related to the effort of reducing middle school drop outs over the three year period of the plan.

ADJUSTMENTS MADE DUE TO LREBG FUNDING:

- Metric 2.4 (Chronic Absenteeism): Students with Disabilities (SWD) and White are added
- Action 2.4 has been modified to reflect LREBG funding

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improving Two-way Communication	Continuously develop and improve two-way communication between employees, families, and community: • Provide time for staff to reflect, discuss and develop plans that impact student learning which can be communicated with families and the community • Support parent groups (Parent Advisory, Site Council, PIQE, etc.) to engage in discussions • Administer surveys to collect perspectives (staff, parent, community, etc.) to guide improvement initiatives • Support parental use of, and access to, technology for the purpose of communication and monitoring student progress This action is designed to improve two-way communication with parents and families, focusing primarily on low-income students, English learners, and foster youth, as these groups often encounter challenges in accessing school-related information and support. By enhancing communication	$326,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	$317,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Metrics: • Dropout Rate (middle & high school)	$1,647,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 2025-2026 academic year with the remaining balance of $840,000 to be spent in the 2026-2027 and 2027-2028 fiscal years. 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	$3,555,786.00	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:	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
		Overall Mean Score 3.99 on a scale from 1 to 5 (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 +.02 (Studer Survey, Fall, 2024 Pulse Check)
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)		Maintain zero (0) vacancies	0 Vacant Positions (23-24 State SARC download file teachrmisassign - NAAVP-Y2)
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		200 Coaching Cycles	As of March 19, 2025: +1 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)		Top box score: 70%	Goal to increase top box score of Instructional Services (percent of respondents scoring 5 out of 5) 2023-2024: Top box score: +.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Curriculum & Instruction)
3.5	Staff Training to Support LTEL	(3-year rollout): • Year 1: ELD & Academic 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	Year 1 to date (as of January 7, 2025), two full day training sessions involved ELD and Academic Support teachers. 88% of teachers attended.		Staff training to support LTEL involving: • ELD teachers, • Academic support teachers, • Core content teachers • Pathway teachers and • Elective teachers	Year 1: achieved 88% of target. Year 2: pending Year 3: pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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)		95% of staff indicated high or very high value	Baseline established in 2024-2025: • All District Curriculum Training: 94% rating high or very high • ALT ELPAC Training rating 100% indicating high or very high value
3.7	Fully Credentialed & Appropriately Assigned*	• Fully Credentialed: 81.1%	• Fully Credentialed: 79.0%		82% of teacher FTE with clear credentials in 2024-2025	• Fully Credentialed: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Appropriately Assigned: 94.6% (DataQuest TAMO 2021-2022)	• Appropriately Assigned: 94.0% (DataQuest TAMO 2022-2023)			• Appropriately Assigned: -0.6%

Goal Analysis [2024-25]

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

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

Porterville Unified School District fully implemented all actions in Goal 3 with a focus on fostering a responsive and supportive work environment to ensure that employees feel valued, engaged, and empowered to perform with excellence. All actions were implemented with varying degrees of desired outcomes. This goal aligns with Pillar 3 of the district's Strategic Plan, which prioritizes employee recruitment, development, and retention as key factors in strengthening the district's capacity to support student success. The implementation of this goal involved actions targeting staff satisfaction, vacancies, professional development, and workplace well-being. While the district made progress in some areas, challenges remained, requiring adjustments to improve overall effectiveness.

Implementation and Differences Between Desired and Actual Outcomes

One of the key focus areas under Goal 3 was staff recruitment and retention, which was designed to ensure that the district maintained a fully staffed and appropriately credentialed workforce. The district successfully maintained zero vacant positions, meeting the planned target. However, the percentage of fully credentialed teachers declined from 81.1% to 79.0%, which is lower than both the county and state averages. While recruitment efforts were successful in preventing vacancies, the decline in credentialed teachers suggests that retention remains an area of concern. Moving forward, additional efforts should be made to support teachers in obtaining full credentials, particularly through mentorship programs, financial incentives for credential completion, and expanded partnerships with educator preparation programs.

Another major initiative under Goal 3 focused on professional development and advancement opportunities for staff. The district aimed to increase coaching cycles, and as of March 2025, 181 coaching cycles had occurred—just one more than the baseline of 180. While professional development sessions were well-attended and well-rated (with 94% of staff rating district training as high or very high in value), the small increase in coaching cycles suggests that additional strategies may be needed to encourage greater participation. Furthermore, efforts to expand professional development tailored to supporting English Learners (ELs) and Long-Term English Learners (LTELs) were initiated, with 88% of targeted ELD and Academic Support teachers completing training in Year 1. While this reflects strong initial engagement, future implementation should focus on expanding training to core content teachers to ensure that EL and LTEL students receive the necessary support across all subjects.

The district also prioritized employee well-being and safety, recognizing that staff morale and workplace conditions directly impact retention and job performance. The Employee Experience Survey showed slight improvement, with the overall mean score increasing from 3.99 to 4.01 on a five-point scale. While this improvement is a positive sign, it falls short of a significant increase, suggesting that more needs to be done to address staff concerns related to workplace climate, connectedness, and support structures. Additionally, the District Services Survey, which measures staff satisfaction with instructional support services, improved to 68.67%, increasing toward the 70% target. These results indicate that progress has been made, and that employees are experiencing a substantial change in their overall work environment. Additional well-being initiatives, including increased access to mental health resources, workload balance adjustments, and targeted staff engagement efforts, may continue to be necessary to further improve employee experience.

A critical challenge identified in implementation was the gap between recruitment and credentialing outcomes. While the district succeeded in hiring staff to avoid vacancies, ensuring that teachers remain credentialed and appropriately assigned remains an area in need of improvement. Similarly, while professional development efforts were effective in engaging some staff, participation in structured coaching to support English Learners is in its developmental stages, and has room for growth. These discrepancies highlight the need for more personalized and incentive-driven approaches to professional growth and retention.

Successes and Challenges in Implementation
The district experienced several successes in implementing Goal 3:

- Zero vacant positions were maintained, ensuring students had access to educators without disruptions from staffing shortages.
- Professional development participation was strong, with high ratings for training value and 88% of targeted teachers completing LTEL support training.
- The Employee Experience Survey showed slight improvement, indicating progress in fostering a more supportive work environment.

However, some challenges limited the full effectiveness of the actions:

- The percentage of fully credentialed teachers declined, highlighting concerns with long-term retention and teacher preparation pathways.
- Coaching cycles barely increased, suggesting that structured professional development opportunities need stronger engagement strategies.
- Employee satisfaction showed only a slight improvement, signaling the need for deeper investments in staff well-being and workplace culture.

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): Due to potential of fiscal uncertainties moving forward, expenditures associated with the SOSA (Staff on Special Assignment which was implemented based on staffing challenges during the pandemic) had been reduced.
- Action 3.4 & 3.5 (Professional Development to Support English Learners and Long Term English Learners): Funding for these actions were supported with Learning Recovery and Educator Effectiveness funds for the academic year.

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

1. Staff Recruitment and Retention
   - Effectiveness: Partially effective
   - Metrics: Staff Vacancies, Fully Credentialed & Appropriately Assigned Teachers
   - Outcome: The district successfully maintained zero vacant positions, meeting its recruitment target. However, the percentage of fully credentialed teachers declined from 81.1% to 79.0%, falling below county and state averages.
   - Analysis: While the district effectively hired enough teachers to prevent vacancies, it struggled with teacher retention and credentialing rates. To improve effectiveness, more support should be offered to teachers in completing credentialing programs and maintaining their positions long-term.

2. Professional Development and Advancement
   - Effectiveness: Moderately effective
   - Metrics: Professional Development Opportunities, Coaching Cycles, District Services Survey
   - Outcome: Coaching cycles increased only slightly from 180 to 181, suggesting minimal expansion. However, staff participation in professional development was strong, with 94% rating district training as high or very high in value. The District Services Survey remained at 67.85%, rather than reaching the 70% target.
   - Analysis: While training was well-received, coaching and structured advancement programs saw limited growth. Future improvements should focus on expanding mentorship programs and incentivizing professional growth opportunities.

3. Employee Well-being and Safety
   - Effectiveness: Marginally effective
   - Metrics: Employee Experience Survey, District Services Survey
   - Outcome: Employee satisfaction improved slightly, with the overall mean score rising from 3.99 to 4.01. However, this change was not significant, and satisfaction with instructional support services did not increase.

- Analysis: The small increase in employee satisfaction suggests that well-being initiatives have had limited impact. Additional strategies, such as reducing workload stress and enhancing staff recognition programs, should be explored to make a more meaningful difference.

4. Professional Development to Support English Learners
   - Effectiveness: Moderately effective
   - Metrics: Staff Development Session Survey, EL Student Group Dashboard Progress
   - Outcome: 88% of ELD and Academic Support teachers completed targeted EL training, showing strong engagement. However, full district-wide implementation for core content and elective teachers remains pending.
   - Analysis: While progress was made in specialized EL training, not all relevant staff have received the necessary support. Expansion to core content teachers is essential to ensure EL students receive effective instruction in all subject areas.

5. Professional Development to Support Long-Term English Learners (LTELs)
   - Effectiveness: In progress; early signs of effectiveness
   - Metrics: Staff Training for LTEL Support, ELPI for LTEL Students
   - Outcome: The first phase of training for ELD teachers was completed successfully, but training for core content teachers is still pending.
   - Analysis: This initiative is still in the early stages of implementation. Future success depends on expanding training to a broader group of teachers and improving monitoring of LTEL student progress.

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

Metric 3.6: In absence of a baseline for this metric at the onset, and considering the 94% positive rating by staff development participants during year 1, the three-year outcome has been changed from 80% to maintaining a 95% positive rating.

The five actions listed in Goal 3 reflected various degrees of effectiveness within the current reporting time frame. Considering that no actions were deemed ineffective, and also considering that more time is often needed for increased effectiveness to be realized, no changes have been made to the planned goal, target outcomes or actions within Goal 3.

ADJUSTMENTS MADE DUE TO LREBG FUNDING:
- Actions 3.1 and 3.2 have been modified to reflect LREBG funding and the Employee Experience Survey was added as a metric for Action 3.2

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff Recruitment and Retention	Recruit, develop and retain high quality staff focused on district initiatives and goals: • Develop and support recruitment strategies (Aspiring Admin Academy, SOSA structure, recruitment fairs, college partnerships, mentorships, etc.) • Implement an induction program for new hires focused on successful integration and longevity • Develop staff recognition and reward systems to retain high-quality staff and maintain a supportive work environment • Increase the number of staff providing direct services to students in areas such as social-emotional support, academics and family support needs. • Establish and maintain roles of Attendance Coordinator and Assistant Principals in efforts to improve Attendance, Suspension and Expulsion outcomes. LREBG: LREBG funds supporting this action include $687,500 for the 2025-2026 academic year with the remaining balance of $1,375,000 to be spent in the 2026-2027 and 2027-2028 fiscal years. 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	$5,247,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Professional Development and Advancement	Align our system to provide professional development and advancement opportunities to improve knowledge, skills and effectiveness: • Support teachers in learning and implementation of California Standards, and ELD, with the support of Instructional Coaches and Learning Directors. • Develop a structured professional development program focused on the varying needs and career stages of staff • Support participation in both internal and external growth opportunities: workshops, seminars, conferences, advance degree programs, etc. • 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 $1,551,379 for the 2025-2026 academic year with the remaining balance of $3,100,758 to be spent in the 2026-2027 and 2027-2028 fiscal years. 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.	$10,174,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric: • Professional Development Opportunities • Employee Experience Survey		
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

Action #	Title	Description	Total Funds	Contributing
3.5	Professional Development to Support Long Term English Learners	Employ dedicated staff to increase staff capacity in supporting the academic development of Long Term English Learners and improve monitoring of student progress. • Provide Professional Development designed to equip teachers with the specific strategies to address LTELs' unique academic and language needs, including differentiated instruction and cultural awareness: (24-25 ELD Teachers; 25-26 ELD + All core content teachers grades 6-12) • Partner with consultants such as TCOE in targeting staff training for teachers of both EL and LTEL students. • Flashlight 360 for LTEL at alternative sites • Train and equip district EL Liaisons to provide increased monitoring of LTEL student academic progress, and increased parent/family education opportunities designed to address the specific needs of LTELs. Metric: • Staff training to support LTEL students rollout	$246,665.00	Yes

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)		60% Top Box Score	0% change in overall Top Box Score (Studer Survey, 2023-2024, Fall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2025 is expected in February, 2025)
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		55% Top Box Score	Item: "I regularly receive feedback from school staff" (Item 3) 2023-2024: -.11% Top Box score. Fall 2024
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 (Anticipated update to be provided by early July)		Electric & Gas Savings = 30% reduction GHG Emissions Reduction = 50%	Electric & Gas Savings = Not provided for 24-25 GHG Emissions Reduction = Not provided for 24-25
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	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 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: +4% • 6-12: +1% Parents: -.16% 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
		outcomes by student groups. Students: Panorama survey is administered to students in February to determine students' sense of safety, and is reported in two grade spans: • 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)		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 1.52% in staff who agree that they feel safe at work (Fall Pulse Check)
4.5	FIT*	Report conducted annually	2 facilities not meeting the "Good Repair" standard.		0 facilities not meeting the "Good Repair" standard	0 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
		2 facilities not meeting the "Good Repair" standard. (FIT Report, 2023-2024)	(FIT Report, 2024-2025)			(FIT Report, 2024-2025)

Goal Analysis [2024-25]

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

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

Implementation of Goal 4: Improve Resources & Operational Excellence

Porterville Unified School District implemented Goal 4 with the objective of ensuring efficient and effective operations and resource management to maximize value for the school community. This goal was developed as part of Pillar 4 of the Strategic Plan, emphasizing the importance of operational efficiency, resource alignment, and safe learning environments. While several initiatives under this goal were successfully executed, certain areas revealed challenges that require adjustments to achieve stronger outcomes.

Implementation and Differences Between Planned and Actual Actions

One of the core strategies of Goal 4 was enhancing responsiveness to needs by implementing a district-wide feedback system that includes surveys, focus groups, and communication improvements. However, despite these efforts, the Studer Parent Survey item measuring regular feedback from school staff showed only a marginal decrease from 42.51% to 42.4%, instead of increasing toward the 55% target. Additionally, the District Services Survey remained stagnant at 50.01%, rather than progressing toward the 60% target. This suggests that while systems for collecting feedback were implemented, the responsiveness to that feedback remains an area in need of improvement. Future efforts should focus on closing the feedback loop by ensuring that parents and staff see tangible changes as a result of their input.

The district also worked to improve school safety and cleanliness, as measured by student, parent, and staff perceptions of safety in the Panorama Student Survey, Studer Parent Survey, and Studer Employee Engagement Survey. Among students, perceptions of safety improved slightly, with students in grades 3-5 reporting an increase from 50% to 54% and grades 6-12 showing only a 1% increase from 56% to 57%. Parent perceptions remained largely unchanged at 85.34%, and staff members reporting feeling safe at work actually declined from 83.76% to 82.24%. Additionally, the Facility Inspection Toolkit (FIT) report showed no change, with two district facilities still not meeting the “Good Repair” standard. These results indicate that while progress was made in some aspects of school safety, improvements were minimal and did not extend to all partner groups. More targeted safety interventions, infrastructure investments, and enhanced communication about safety initiatives may be needed to address these concerns.

Another major focus was aligning resources to improve efficiency and sustainability, which included tracking resource use, improving inventory management, refining the work order system, and expanding sustainability initiatives. The district initially reported a 25% reduction

in electricity and gas costs, but no information was provided for the 2024-2025 academic year, so it is unclear if outcomes moved closer to the 30% reduction target. Similarly, greenhouse gas emissions was initially reported at a 28% reduction, with no information reflecting the 2024-2025 academic year, and so no ability to trend the progress toward the 50% goal. While the effort demonstrates an intended commitment to energy efficiency, information reflecting progress is necessary in order to measure sustainable infrastructure, resource optimization, and waste reduction to determine if they are to meet long-term targets.

Despite these challenges, some successes were evident in Goal 4's implementation. The district's operational improvements, particularly in technology infrastructure and communication systems, provided enhanced access to school-related information for families and staff. Additionally, the implementation of safety measures such as AED placement and expanded risk assessments helped create a more structured approach to maintaining safe and clean environments. However, the limited progress in resource efficiency, responsiveness to feedback, and overall perceptions of safety suggests that certain operational changes require a stronger impact on the day-to-day experiences of students, staff, and families.

Challenges and Areas for Improvement
While Goal 4 initiatives were implemented as planned, several challenges emerged that require adjustments:

- Limited Improvement in Feedback Perception – The Studer Parent Survey and District Services Survey showed no significant progress, indicating that while feedback mechanisms were established, families and employees do not yet feel their input is leading to visible changes. Future steps should focus on making improvements based on survey responses and clearly communicating those changes to the school community.
- Minimal Gains in Safety Perceptions – Although student perceptions of safety improved slightly, parent and staff perceptions remained largely unchanged, and some staff members reported feeling less safe than before. This suggests that additional investments in effort on initiatives are needed.
- Energy Efficiency and Resource Alignment Goals Were Not Made Available – While electricity, gas, and greenhouse gas reduction targets were established at the onset, and baseline information was established, no subsequent outcomes for the 2023-2024 nor 2024-2025 academic years were provided. Progress information is needed to measure sustainability initiatives, efficiency, efforts at reducing waste, and energy use.
- No Change in Facility Repair Status – The number of district facilities not meeting the "Good Repair" standard remained at two, rather than being reduced to zero. This indicates that planned maintenance and repair efforts are still focused on addressing facility deficiencies at two sites. Additional resources and a more proactive facility management approach may be required to resolve these ongoing issues.

Successes in Implementation
Despite these challenges, the district successfully implemented several aspects of Goal 4:

- Maintained a 25% reduction in electricity and gas costs, demonstrating a sustained commitment to energy efficiency and sustainability.
- Slightly improved student perceptions of school safety, particularly in the elementary grades.
- Enhanced district-wide communication systems, providing more structured access to school-related information for parents and staff.
- Expanded safety initiatives, such as AED placement and additional risk assessments to strengthen emergency preparedness efforts.

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 4.1 (Responsiveness to Needs): Salaries and benefits for continuous improvement were slightly higher than what was budgeted.
- Action 4.3 (Aligning Resources): Learning Recovery funds were used for technology items. In addition, salary and benefits for the Technology Specialist were not as high as originally budgeted.

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

1. Responsiveness to Needs
   - Effectiveness: Partially effective
   - Metrics: Studer Parent Survey (regular feedback from school staff), District Services Survey
   - Outcome: The Studer Parent Survey measuring regular feedback from school staff showed a slight decrease from 42.51% to 42.4% instead of progressing toward the 55% target. Additionally, the District Services Survey remained stagnant at 50.01%, failing to move toward the 60% goal.
   - Analysis: While feedback collection systems were implemented, the lack of progress in survey results indicates that stakeholders do not yet feel that their input leads to meaningful action. Future improvements should focus on demonstrating responsiveness by implementing changes based on feedback and clearly communicating those changes to families and staff.

2. Safe and Clean Environments
   - Effectiveness: Marginally effective
   - Metrics: Panorama Student Survey (sense of safety), Studer Parent & Staff Surveys, Facility Inspection Toolkit (FIT) Report
   - Outcome: Student safety perceptions improved slightly, with grades 3-5 increasing from 50% to 54% and grades 6-12 rising from 56% to 57%. Parent perceptions remained steady at 85.34%, and staff members reported a slight decline in feeling safe at work, from 83.76% to 82.24%. Additionally, the FIT Report showed no change, with two district facilities still not meeting the “Good Repair” standard.
   - Analysis: While some safety improvements were made, they did not have a significant impact on perceptions of safety, particularly among staff. The lack of progress in facility repairs further suggests that planned maintenance efforts need additional resources or stronger execution. Future efforts should increase visible security measures, strengthen communication about safety initiatives, and prioritize facility repairs.

3. Aligning Resources
   - Effectiveness: Unknown
   - Metrics: District Services Survey, Electricity & Gas Cost Savings, Greenhouse Gas (GHG) Emission Reduction

- Outcome: Electricity and gas savings was initially reported at a 25% reduction. No information is provided to reflect the 2023-2024, nor 2024-2025 academic years.
- Analysis: While energy efficiency efforts was deemed a priority, no subsequent outcomes had been reported following the baseline; therefore, an analysis is pending the upcoming outcomes. Updated information is expected at the end of June.

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 three actions listed in Goal 4 reflected various degrees of effectiveness within the current reporting time frame. Considering that no actions were deemed ineffective, and also considering that more time is often needed for increased effectiveness to be realized, no changes have been made to the planned goal, target outcomes or actions within Goal 4.

With respect to metrics, although some metrics appear to have reflected improvement from the baseline, no metrics in Goal 4 had reached the three-year target. Additionally, considering the possible volatility with student outcomes over any three-year period, these metrics will remain the same.

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.	$324,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	$917,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	$3,107,357.00	Yes

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

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 (beginning with the 2025-2026 academic year) have been identified as schools maintaining a high non-stability rate. 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%. 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.

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 58.8% Vine 73.5%	Citrus -6.6% Vine -4.6% (2023-2024 DataQuest)
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 68.0% • EL 68% • Low income 68% • Hispanic 68%	Citrus +6.7% • EL +2% • Low income +7.4% • Hispanic +7.2% (2024 Dashboard)
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 10% • EL 10% • Low income 10% • Hispanic 10%	Citrus -2.1% • EL 0% • Low income +2.2% • Hispanic -1.9% (2023-2024 Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Suspension Rate	Vine 50% Citrus 3.9% (2023 Dashboard)	Vine 60% Citrus 4% (2024 Dashboard)		Vine 45% Citrus 3.0%	Vine +10% Citrus +0.1% (2024 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 97% • Vine 50%	Aeries Calculated ADA: • Citrus - 20.38% • Vine +15.22% (March 14, 2025)
5.6	Mathematics Distance From Standard	Strathmore All: -149.3 (2023 Dashboard)	Strathmore All: -135.4 (2024 Dashboard)		Strathmore All: -119.3	Strathmore All: +13.9 (2024 Dashboard)

Goal Analysis [2024-25]

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

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

Implementation of Goal 5: Supporting Citrus & Vine Implementing Equity Multiplier Funds

Porterville Unified School District supports both Citrus and Vine on implementing Goal 5 as a result of receiving Equity Multiplier funds, with the primary objective of improving both the graduation rate and College & Career Indicator (CCI) for English Learners, socioeconomically disadvantaged, and Hispanic students at Citrus Continuation High School and Vine Street Community Day School. Due to the high non-stability rates at these alternative schools—69.4% at Citrus and 87.1% at Vine—this goal was designed to address student retention, provide timely support, and create pathways for success for a highly mobile student population. While some actions showed promising results, others fell short of expectations, requiring strategic adjustments moving forward.

Implementation and Differences Between Planned and Actual Actions

One of the main focus areas of this goal was reducing the non-stability rate—the measure of how frequently students enter and leave these alternative schools. The implementation of targeted retention efforts, academic interventions, and wraparound support services led to some improvement in student stability. The non-stability rate at Citrus decreased from 69.4% to 62.8%, and at Vine from 87.1% to 82.5%. While

these reductions are positive steps, they fell short of the intended targets, indicating a need for more structured support systems to keep students enrolled longer. Exploring expanded case management, increased family outreach, and additional flexible scheduling options could contribute to increased stability rates.

Another key metric was graduation rates, which improved across all identified student groups at Citrus High School. The overall graduation rate increased from 61.0% to 67.7%, with notable increases for low-income students (+7.4%) and Hispanic students (+7.2%). These gains suggest that efforts such as targeted credit recovery programs, extended learning opportunities, and social-emotional supports positively impacted student completion rates. However, the graduation rate for English Learners only improved by 2%, suggesting possible need for more focused EL-specific interventions.

Despite improvements in graduation rates, the College & Career Indicator (CCI) remained an area of concern. The overall CCI score at Citrus declined from 2.7% to 0.6%, reflecting limited success in preparing students for postsecondary pathways. While low-income students saw a slight increase (+2.2%), Hispanic students experienced a decline (-1.9%), and English Learners saw no change (0%). This suggests that college and career readiness efforts need to be significantly restructured to be more effective for alternative school students. Future strategies such as expanding dual enrollment opportunities, increasing access to certification programs, and strengthening career-based internships to improve real-world readiness for students as substantiated based on outcomes.

A major challenge was attendance and engagement, as student attendance at Citrus declined sharply from 96.82% to 76.44%, a 20.38% drop. Vine, however, saw an increase from 44.12% to 59.34%, reflecting the impact of expanded engagement efforts at the Community Day School. This disparity highlights the need for possible initiatives such as attendance interventions at Citrus, such as personalized attendance plans, mentoring programs, and incentives for consistent school participation. Additionally, the suspension rate at Vine increased from 50% to 60%, indicating that while efforts were made to improve behavior and engagement, additional restorative justice practices and behavioral intervention programs are needed.

Challenges and Areas for Improvement
While Goal 5 actions were implemented as planned, certain challenges emerged that require adjustments:

Student Stability Remains a Challenge – Despite reductions in the non-stability rate, many students at Citrus and Vine remain highly mobile, which disrupts their learning and long-term success. Future efforts prioritize retention strategies, including case management, individualized learning plans, and increased outreach to families.

College & Career Readiness Remains a Concern – The CCI decline highlights gaps in career preparation efforts. Efforts to prioritize work-based learning, strengthen CTE pathways, and increase student access to college credit opportunities will help ensure that students leave with tangible career skills.

Declining Attendance at Citrus High School – The 20.38% drop in attendance at Citrus suggests that student engagement strategies need improvement. Attendance interventions, mentorship programs, and flexible scheduling options could help re-engage students and reduce chronic absenteeism.

Behavioral Challenges at Vine – The increase in suspensions at Vine (+10%) indicates that students require additional behavioral supports. Expanding PBIS initiatives, integrating more social-emotional learning (SEL) programs, and increasing counselor access could help improve school climate and student behavior.

Successes in Implementation
Despite these challenges, several key successes emerged:

- Graduation rates improved for all student groups, demonstrating the effectiveness of credit recovery, social-emotional supports, and academic interventions.
- Vine's attendance increased significantly (+15.22%), indicating positive engagement efforts at the Community Day School.
- Non-stability rates at both Citrus and Vine improved, showing that some retention efforts were successful.
- Low-income students made small gains in College & Career readiness, suggesting that targeted career-based programs had a minor impact and should be expanded.

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 5.2 (Vine, PBIS): No funds were expended likely due to delays in implementing PBIS consulting services and scheduling issues with the TCOE Choices program.
- Action 5.3 (Vine, Supplemental Instruction): Expenditures exceeded the budget due to unanticipated costs in expanding anti-drug and general education curriculum materials to address increased engagement needs.
- Action 5.4 (Vine, Career Choices & Changes): Funds were not spent because the program encountered implementation barriers related to staffing.
- Action 5.5 (Vine, Professional Development): Only a portion of the budget was spent due to fewer staff training events than planned.
- Action 5.6 (Citrus, PBIS): A small portion of the budget was spent due to staffing constraints that delayed rollout of tutoring and monitoring efforts
- Action 5.7 (Citrus, Social Work): Minimal expenditure was a result of delays in staffing for mental health support.
- Action 5.8 (Citrus, Parent Empowerment Workshops): No funds were expended due to challenges related to low parent participation.
- Action 5.9 (Citrus, Motivational Speakers): No funds were expended due to contracts with speakers were not being finalized due to scheduling challenges.
- Action 5.10 (Citrus, College & Career Readiness): No spending occurred due to delays on implementation of programs such as internships, dual enrollment, or certification pathways.
- Action 5.11 (Citrus, Extended Learning): The lack of expenditure was a result of challenges in launching intersession and extended day learning programs, due to staffing staffing challenges.

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

1. Vine - Project-Based Learning
   - Effectiveness: Partially effective
   - Metrics: Non-stability Rate, Attendance
   - Outcome: Non-stability at Vine improved slightly from 87.1% to 82.5%, and attendance increased from 44.12% to 59.34%.
   - Analysis: While project-based learning initiatives helped improve engagement, they did not significantly reduce mobility. More personalized student supports and incentives for consistent enrollment may be needed.

2. Vine - PBIS Implementation
   - Effectiveness: Ineffective to date
   - Metrics: Suspension Rate
   - Outcome: The suspension rate at Vine increased from 50% to 60%, indicating worsening behavioral issues.
   - Analysis: Despite implementing PBIS training for teachers and students, disciplinary issues persisted. The program may require more structured interventions, increased counselor support, and stronger reinforcement of behavioral expectations.

3. Vine - Supplemental Instructional Materials
   - Effectiveness: Moderately effective
   - Metrics: Graduation Rate, Attendance
   - Outcome: Vine’s attendance improved by 15.22%, suggesting that engagement initiatives had some success.
   - Analysis: Supplemental instructional resources helped increase student participation, but graduation data for Vine is not formally reported, making it difficult to measure the full impact. More direct academic interventions may be needed.

4. Vine - Career Choices and Changes
   - Effectiveness: Ineffective to date
   - Metrics: College & Career Indicator (CCI)
   - Outcome: The CCI at Citrus dropped from 2.7% to 0.6%, and Vine’s postsecondary readiness remains untracked due to low enrollment.
   - Analysis: Career-focused programs at Vine did not significantly improve career readiness metrics. More hands-on experiences, internships, and job training partnerships may be needed to help students transition into college or career pathways.

5. Citrus - Professional Development
   - Effectiveness: Moderately effective
   - Metrics: Graduation Rate
   - Outcome: Citrus’ graduation rate increased from 61.0% to 67.7%, suggesting that improved instructional strategies contributed to student success.
   - Analysis: Professional development for teachers was valuable in strengthening instructional practices, but specific EL-focused training should be expanded to further support English Learners.

6. Citrus - PBIS Implementation
- Effectiveness: Marginally effective
- Metrics: Suspension Rate
- Outcome: Citrus' suspension rate remained stable, increasing slightly from 3.9% to 4.0%.
- Analysis: While PBIS efforts prevented a major increase in suspensions, they did not substantially improve student behavior. Expanding restorative justice initiatives may provide additional impact.

7. Citrus - Social Work Support
- Effectiveness: Partially effective
- Metrics: Non-stability Rate, Attendance
- Outcome: Citrus' non-stability rate improved from 69.4% to 62.8%, but attendance declined sharply from 96.82% to 76.44%.
- Analysis: While mental health supports may have improved retention, attendance struggles suggest that students still face barriers to consistent school participation. More family engagement efforts and mentorship programs may be needed.

8. Citrus - Parent Empowerment Workshops
- Effectiveness: Ineffective to date
- Metrics: Attendance, Graduation Rate
- Outcome: Attendance dropped significantly at Citrus, indicating that parent engagement efforts did not translate into improved student participation.
- Analysis: Workshops did not successfully engage families in a way that influenced attendance and graduation rates. More personalized outreach and home visits may be needed to increase parental involvement.

9. Citrus - Motivational Speakers
- Effectiveness: Marginally effective
- Metrics: Non-stability Rate, Graduation Rate
- Outcome: The non-stability rate improved by 6.6%, and graduation rates increased by 6.7%, indicating some impact on student retention.
- Analysis: While motivational speakers helped encourage student persistence, their impact on long-term academic performance remains unclear.

10. Citrus - College & Career Readiness
- Effectiveness: Ineffective to date
- Metrics: College & Career Indicator (CCI)
- Outcome: The CCI at Citrus dropped from 2.7% to 0.6%, with no improvement for English Learners.
- Analysis: Career readiness initiatives did not provide adequate support for postsecondary success. Vocational and project-based learning, certification programs, and dual enrollment opportunities could improve outcomes.

11. Citrus - Extended Learning
- Effectiveness: Moderately effective

- Metrics: Graduation Rate
- Outcome: The graduation rate at Citrus increased from 61.0% to 67.7%, showing that credit recovery and extended learning opportunities had a positive impact.
- Analysis: While extended learning helped improve graduation rates, additional support for ELs and students with disabilities could help close achievement gaps.

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

Action 5.12 through 5.15 have been added for the 2025-2026 academic year as a result of Strathmore High School qualifying to receive Equity Multiplier funding. The action therein is a result of outcomes from needs assessments at the site level indicating that social-emotional support, and improved outreach to families, would positively impact overall student outcomes.

The following metrics have also been modified, or added, to incorporate Strathmore High School.

- 5.1: Non-stability rate
- 5.3: College & Career Indicator
- 5.6: Mathematics Distance from Standard was added for Strathmore

Considering the likely impact from both the small size of each school site, along with the low stability rate of all three sites, and with a foundational belief of small sample sizes with high mobility potentially causing increased variability in student outcomes over time, the planned goal, metrics, target outcomes and overall action will remain the same over the three year period with the exception of necessary changes. Exceptions may be made for situations where a needs assessments would dictate the removal, addition, or modification of a metric or action.

There were four actions where positive trends have yet to materialize. All four action pertain to the alternative programs that include Vine (a community day school), and Citrus (a continuation school). The four actions include:

- 5.2: PBIS at Vine as measured by suspension rates
- 5.4: Career Choices & Changes at Vine as measured by the College & Career Indicator
- 5.8: Parent Empowerment Workshops at Citrus as measured by the graduation rate, and
- 5.10: College & Career Readiness at Citrus as measured by the College & Career Indicator

Considering the nature of the schools, the time necessary for interventions to manifest into positive outcomes, and challenges associated with smaller schools, it's determined that these actions will remain for the duration of the LCAP cycle with increased emphasis on implementation of each action.

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 curriculum and resources	$14,000.00	No
5.2	Vine - PBIS	Train teachers and students on PBIS - Consulting Services offered by TCOE Choices program	$19,000.00	No
5.3	Vine - Supplemental Instructional	Supplemental books, supplies and curriculum materials to support student participation in anti-drug programs along with general education courses	$14,535.00	No
5.4	Vine - Career Choices and Changes	Implement the Career Choices and Changes program	$3,000.00	No
5.5	Citrus - Professional Development	Support professional development of staff through training, conference attendance, and visits to locations reflecting best practices in areas such as: restorative justice, growth mindset, instructional technology, physical education, ELD, MTSS, California Continuation Education Association (CCEA), Project Based Learning (PBL), Validation Visits, networking, certifications, etc.	$30,000.00	No
5.6	Citrus - PBIS	Supplement services to students through: • improved monitoring of at-risk students • academic tutoring and intervention	$45,000.00	No
5.7	Citrus - Social Work	Acquire additional staff time to support mental health wrap-around services	$31,574.00	No

Action #	Title	Description	Total Funds	Contributing
5.8	Citrus - Parent Empowerment Workshops	Implement workshops covering site specific needs: Aeries, ParentSquare, FAFAS, Technology Supports, College & Career, etc.	$20,000.00	No
5.9	Citrus - Motivational Speakers	Contract with entities to expose students to perspectives related to success, and focused on topics such as motivating the unmotivated, reducing drop out, growth mindset, etc.	$15,000.00	No
5.10	Citrus - College & Career Readiness	Expand college exposure, implement certification opportunities, develop 21st century technology ability, develop interest-based electives, support dual and concurrent enrollment, job shadowing and internships	$50,000.00	No
5.11	Citrus - Extended Learning	• Enhance credit recovery opportunities through summer, winter and spring intersessions • Implement zero period academic support • Enhance after school academic support • Establish a learning center	$80,000.00	No
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).	$33,522.00	No

Action #	Title	Description	Total Funds	Contributing
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 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%.	$134,343.00	No
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.	$67,170.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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.		
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's 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.	$67,170.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$58,308,360	$7,579,948

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.550%	0.743%	$1,049,185.20	42.293%

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	• 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	absenteeism rate, and four student groups (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	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.	• 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
	action is principally intended to improve the English Learner outcome. There has been a two-year trend of more schools reflecting the lowest performance band (red) for English Learners when 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	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 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	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	• 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
	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, 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	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 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	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	- 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
	outcomes in mathematics for these student groups. **Scope:** LEA-wide	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 (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.	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	- 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
	Scope: LEA-wide	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 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	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	• Studer Parent Survey • ParentSquare Contactable 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
	to better support their students in the various aspects of education. **Scope:** LEA-wide	supporting English learners, foster youth and low income students, improving communication district-wide would benefit these student groups.	
2.2	**Action:** Fostering Relationships **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 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 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.	• Chronic Absenteeism • Attendance
2.3	**Action:** Building Community Partnerships **Need:**	Identified Need: Underperformance from EL, Foster Youth and low-income students in multiple areas reported on the Dashboard, as well as educational partner input through through the development of the district strategic plan, and	- Dropout Rate (middle & high school)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need, Conditions & Circumstances (based on the 2023-24 Dashboard): Student outcomes for English Learners, Foster Youth and low-income underperform the district as a whole in ELA, mathematics, graduation rate, and the College and Career Indicator. This action is principally focused on improving these outcomes for these student groups by authenticating the learning experience through community partnerships. Educational partner input through the development of the district strategic plan, and subsequent opportunities through surveys and in-person sessions indicated positive potential in building community partnerships to better leverage support for students thereby ensuring success as students matriculate through grades. **Scope:** LEA-wide	subsequent opportunities through surveys and in-person sessions indicating positive potential in building community partnerships to better leverage support for students thereby ensuring success as students matriculate through grades, especially for those from marginalized student groups. Addressing the Need: Improving opportunities in course offerings, and building the relationship between current learning and student's future aspirations should have a positive impact on student outcomes as measured by the Dashboard. LEA-wide Basis: Leveraging partnerships has a principal advantage for students in the English Learner, Foster Youth and low-income student groups; however, expanding community partnerships also has a broader positive impact for other student groups through leveraging services districtwide thereby improving outcome measures such as dropout rates and those that are academic in nature.	
2.4	**Action:** Improving Suspension Rates (low performance) **Need:** Need, Conditions & Circumstances (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,	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,	• 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
	this action is principally focused on this student group. In addition, students who are English Learners, Special Education, and White have performed at the lowest performance level (red) at one or more school sites in the district, providing rationale for the action to be implemented districtwide. Improving the interaction and engagement with families of students in these groups should have a positive impact on behavior (suspension rates) of students. **Scope:** LEA-wide	Students with Disabilities, White, African American and Pacific Islander). Additionally, eight sites have suspension rates higher than the district. Improved interaction and engagement with families is expected to improve behavioral outcomes, especially for the Foster Youth student groups which is the only student groups performing at the lowest performance level (red).	
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	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	• 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
	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. **Scope:** LEA-wide	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.	
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	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	- 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
	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	performing groups, professional development benefits sites supporting all student groups.	
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.	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	**Action:** Responsiveness to Needs **Need:** Need, Conditions & Circumstances (based on the 2023-24 Dashboard): Low-income students underperform the district in all six Dashboard metrics (ELA, math, chronic absenteeism, graduation, suspension and College & Career), while Foster Youth underperform the district in all of the reported indicators. It can be assumed that the Foster Youth would also underperform the district in the remaining two indicators (graduation rate and college & career indicator). The English Learner student group underperforms the district in fur of the six indicators (ELA, math, graduation, and College & Career). The overwhelming underperformance of these student groups when compared to the district as a whole prompts this action to ensure that needs (from students, families and staff) associated with these student groups are minimized. The barriers (needs) associated with these specific student groups typically outweigh those of the general population, and provides additional justification for this action. Through the development of the district's strategic plan, educational partner input through surveys and in-person sessions by	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??. 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	• 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
	parents, staff and students have indicated a desire to become more responsive to needs. **Scope:** LEA-wide	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.	
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	• 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
		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 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.	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.	• District Services Studer Survey • Electricity & Gas Expenses and Greenhouse Gas Emission Reduction

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Language Acquisition Program **Need:** The English learner 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)	This action is intended to supplement improvement efforts specifically focused on the English Learner student group through both implementation, and staff training, of instructional resources to develop not only language acquisition, but academic attainment, primarily in the area of ELA.	• English Learner Progress • CAASPP Distance from Standard in ELA for English Learners
1.5	**Action:** Long Term English Learner Language Acquisition Program **Need:** 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:**	This action is intended to increase focus on the LTEL student group, better inform teachers of needs related to LTEL students, and supplement instructional support for these teachers. This action is intended to focus on: • Supporting schools to provide opportunities for ELs to develop expressive writing, narrative skills, and vocabulary enhancement through the use of supplemental writing programs. • Supporting schools to provide opportunities for ELs to develop speaking skills through public performance and presentation.	• English Learner Progress for the LTEL student group • Reclassification Rate • CAASPP Distance from Standard in ELA for the LTEL student group

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
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 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)	An EL Coordinator will guide and direct the professional learning of teachers across the district, focused exclusively within the context of English Learners.	• Staff Development Session Survey (on value) • EL Student Group Dashboard Progress in ELA and mathematics
3.5	**Action:** Professional Development to Support Long Term English Learners **Need:** The Long Term English Learner (LTEL) student group underperforms the district as a whole 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 (1:25); Middle (1:36); High (1:53) CALPADS-ORA

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 certificated staff providing direct services to students	NA	Elementary (1:24); Middle (1:18); High (1:22)

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$140,332,611	58,308,360	41.550%	0.743%	42.293%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$60,755,003.00	$6,501,548.00	$0.00	$2,366,108.00	$69,622,659.00	$61,684,778.00	$7,937,881.00

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	$12,429,229.00	$2,019,396.00	$13,588,625.00	$860,000.00			$14,448,625.00	
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	$18,157,775.00	$1,299,773.00	$17,430,327.00	$205,000.00		$1,822,221.00	$19,457,548.00	
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	$919,592.00	$170,680.00	$1,090,272.00				$1,090,272.00	
1	1.4	English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$121,977.00	$0.00	$121,977.00				$121,977.00	
1	1.5	Long Term English Learner Language Acquisition Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$145,477.00	$80,000.00	$121,977.00			$103,500.00	$225,477.00	
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	$4,788,102.00	$0.00	$4,663,747.00	$124,355.00			$4,788,102.00	
1	1.7	Improving Mathematics Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$940,305.00	$0.00	$749,305.00	$191,000.00			$940,305.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.8	Improving ELA Distance from Standard (low performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	Ongoing	$940,305.00	$0.00	$749,305.00	$191,000.00			$940,305.00	
2	2.1	Improving Two-way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	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	$179,968.00	$137,287.00	$215,231.00			$102,024.00	$317,255.00	
2	2.3	Building Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,647,000.00		$1,647,000.00			$1,647,000.00	
2	2.4	Improving Suspension Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$3,555,786.00	$0.00	$2,797,423.00	$420,000.00		$338,363.00	$3,555,786.00	
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	$5,247,470.00	$0.00	$4,559,970.00	$687,500.00			$5,247,470.00	
3	3.2	Professional Development and Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,174,241.00	$0.00	$8,622,862.00	$1,551,379.00			$10,174,241.00	
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	English Learners	All Schools Grades 6-12	Ongoing	$64,000.00	$182,665.00	$246,665.00				$246,665.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
4	4.1	Responsiveness to Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$324,612.00	$0.00	$324,612.00				$324,612.00	
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	$890,348.00	$26,700.00	$917,048.00				$917,048.00	
4	4.3	Aligning Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,457,867.00	$649,490.00	$3,107,357.00				$3,107,357.00	
5	5.1	Vine - Project Based Learning	All	No			Specific Schools: Vine Community Day School	2 Years	$0.00	$14,000.00		$14,000.00			$14,000.00	
5	5.2	Vine - PBIS	All	No			Specific Schools: Vine Community Day School	Ongoing	$0.00	$19,000.00		$19,000.00			$19,000.00	
5	5.3	Vine - Supplemental Instructional	All	No			Specific Schools: Vine Community Day School	2 Years	$0.00	$14,535.00		$14,535.00			$14,535.00	
5	5.4	Vine - Career Choices and Changes	All	No			Specific Schools: Vine Community Day School	2 Years	$0.00	$3,000.00		$3,000.00			$3,000.00	
5	5.5	Citrus - Professional Development	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
5	5.6	Citrus - PBIS	All	No			Specific Schools: Citrus High	Ongoing	$45,000.00	$0.00		$45,000.00			$45,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
5	**5.7**	Citrus - Social Work	All	No			Specific Schools: Citrus High School	2 Years	$31,574.00	$0.00		$31,574.00			$31,574.00	
5	**5.8**	Citrus - Parent Empowerment Workshops	All	No			Specific Schools: Citrus High School	Ongoing	$10,000.00	$10,000.00		$20,000.00			$20,000.00	
5	**5.9**	Citrus - Motivational Speakers	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	**5.10**	Citrus - College & Career Readiness	All	No			Specific Schools: Citrus High School	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
5	**5.11**	Citrus - Extended Learning	All	No			Specific Schools: Citrus	Ongoing	$40,000.00	$40,000.00		$80,000.00			$80,000.00	
5	**5.12**	Strathmore HS - Triage Social Worker	All	No			Specific Schools: Strathmore High School	Ongoing	$0.00	$33,522.00		$33,522.00			$33,522.00	
5	**5.13**	Strathmore HS - 21st Century Learning	All	No			Specific Schools: Strathmore High School	3 Years	$0.00	$134,343.00		$134,343.00			$134,343.00	
5	**5.14**	Strathmore HS - Experiential Learning	All	No			Specific Schools: Strathmore High School	Ongoing	$0.00	$67,170.00		$67,170.00			$67,170.00	
5	**5.15**	Strathmore HS - Staff Development	All	No			Specific Schools: Strathmore High School	Ongoing	$0.00	$67,170.00		$67,170.00			$67,170.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$140,332,611	58,308,360	41.550%	0.743%	42.293%	$60,755,003.00	0.000%	43.294 %	**Total:**	$60,755,003.00
								LEA-wide Total:	$60,142,734.00
								Limited Total:	$612,269.00
								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	$13,588,625.00	
1	**1.2**	Ensuring Social-emotional Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,430,327.00	
1	**1.3**	Expanding College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,090,272.00	
1	**1.4**	English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$121,977.00	
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$121,977.00	
1	**1.6**	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	$4,663,747.00	

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	$749,305.00	
1	1.8	Improving ELA Distance from Standard (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$749,305.00	
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	$215,231.00	
2	2.3	Building Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Improving Suspension Rates (low performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,797,423.00	
3	3.1	Staff Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,559,970.00	
3	3.2	Professional Development and Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,622,862.00	
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	$324,612.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Safe and Clean Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$917,048.00	
4	4.3	Aligning Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,107,357.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$68,411,457.00	$60,436,787.00

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	$13,680,375.00	$13,903,397.00
1	**1.2**	Ensuring Social-emotional Wellness	Yes	$20,324,216.00	$17,717,073.00
1	**1.3**	Expanding College and Career Readiness	Yes	$2,057,795.00	$1,093,750.00
1	**1.4**	English Learner Language Acquisition Program	Yes	$120,769.00	$120,769.00
1	**1.5**	Long Term English Learner Language Acquisition Program	Yes	$282,769.00	$222,602.00
1	**1.6**	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	$4,845,423.00	$4,448,175.00
1	**1.7**	Improving Mathematics Distance from Standard (low performance)	Yes	$741,887.00	$842,181.00
1	**1.8**	Improving ELA Distance from Standard (low performance)	Yes	$741,887.00	$842,181.00
2	**2.1**	Improving Two-way Communication	Yes	$629,814.00	$220,322.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Fostering Relationships	Yes	$307,710.00	$260,658.00
2	2.3	Building Community Partnerships	Yes	$2,019,390.00	$234,363.00
2	2.4	Improving Suspension Rates (low performance)	Yes	$2,822,315.00	$3,258,765.00
3	3.1	Staff Recruitment and Retention	Yes	$5,247,470.00	$3,988,008.00
3	3.2	Professional Development and Advancement	Yes	$8,616,816.00	$8,495,431.00
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	$38,536.00
3	3.5	Professional Development to Support Long Term English Learners	Yes	$246,665.00	$57,155.00
4	4.1	Responsiveness to Needs	Yes	$250,241.00	$321,398.00
4	4.2	Safe and Clean Environments	Yes	$905,188.00	$875,595.00
4	4.3	Aligning Resources	Yes	$3,127,503.00	$2,423,648.00
5	5.1	Vine - Project Based Learning	No	$14,000.00	$13,003.00
5	5.2	Vine - PBIS	No	$19,000.00	0.00

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	**5.3**	Vine - Supplemental Instructional Material	No	$14,000.00	$35,304.00
5	**5.4**	Vine - Career Choices and Changes	No	$3,000.00	0.00
5	**5.5**	Citrus - Professional Development	No	$30,000.00	$5,806.00
5	**5.6**	Citrus - PBIS	No	$45,000.00	$11,426.00
5	**5.7**	Citrus - Social Work	No	$31,574.00	$7,241.00
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	0.00
5	**5.11**	Citrus - Extended Learning	No	$80,000.00	0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$57,000,404.00	$63,539,011.00	$58,055,334.00	$5,483,677.00	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	$13,680,375.00	$13,903,397.00		
1	1.2	Ensuring Social-emotional Wellness	Yes	$19,444,138.00	$16,583,152.00		
1	1.3	Expanding College and Career Readiness	Yes	$1,139,325.00	$919,796.00		
1	1.4	English Learner Language Acquisition Program	Yes	$120,769.00	$120,769.00		
1	1.5	Long Term English Learner Language Acquisition Program	Yes	$120,769.00	$120,769.00		
1	1.6	Improving Graduation Rates and College & Career Indicators. (low performance)	Yes	$4,721,068.00	$4,373,834.00		
1	1.7	Improving Mathematics Distance from Standard (low performance)	Yes	$741,887.00	$842,181.00		
1	1.8	Improving ELA Distance from Standard (low performance)	Yes	$741,887.00	$842,181.00		
2	2.1	Improving Two-way Communication	Yes	$629,814.00	$220,322.00		
2	2.2	Fostering Relationships	Yes	$233,821.00	$202,944.00		

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	$52,390.00	0.00		
2	**2.4**	Improving Suspension Rates (low performance)	Yes	$2,397,235.00	$2,726,218.00		
3	**3.1**	Staff Recruitment and Retention	Yes	$5,247,470.00	$3,988,008.00		
3	**3.2**	Professional Development and Advancement	Yes	$8,616,816.00	$8,495,431.00		
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	$38,536.00		
3	**3.5**	Professional Development to Support Long Term English Learners	Yes	$246,665.00	$57,155.00		
4	**4.1**	Responsiveness to Needs	Yes	$250,241.00	$321,398.00		
4	**4.2**	Safe and Clean Environments	Yes	$905,188.00	$875,595.00		
4	**4.3**	Aligning Resources	Yes	$3,127,503.00	$2,423,648.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$141,215,785.00	$57,000,404.00	1.490%	41.854%	$58,055,334.00	0.000%	41.111%	$1,049,185.20	0.743%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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