LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palo Verde Unified School District

CDS Code: 33-67181-0000000

School Year: 2025-26
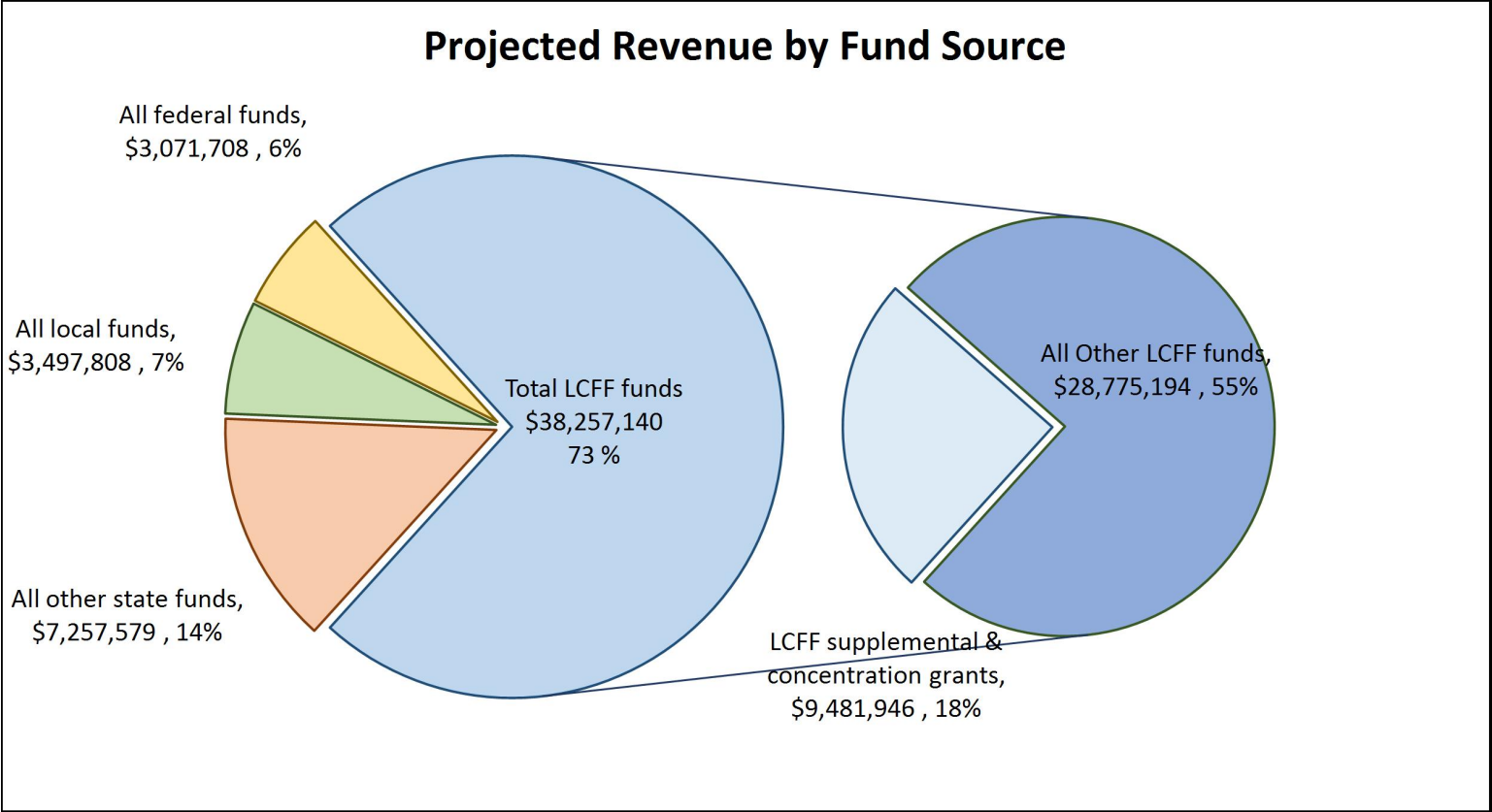
LEA contact information:

Lois Shaffer

Director of Data, Assessment, and Accountability

lshaffer@pvusd.us

760-922-4164

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

Projected Revenue by Fund Source

All federal funds, $3,071,708 , 6%

All local funds, $3,497,808 , 7%

All other state funds, $7,257,579 , 14%

Total LCFF funds $38,257,140 73 %

All Other LCFF funds, $28,775,194 , 55%

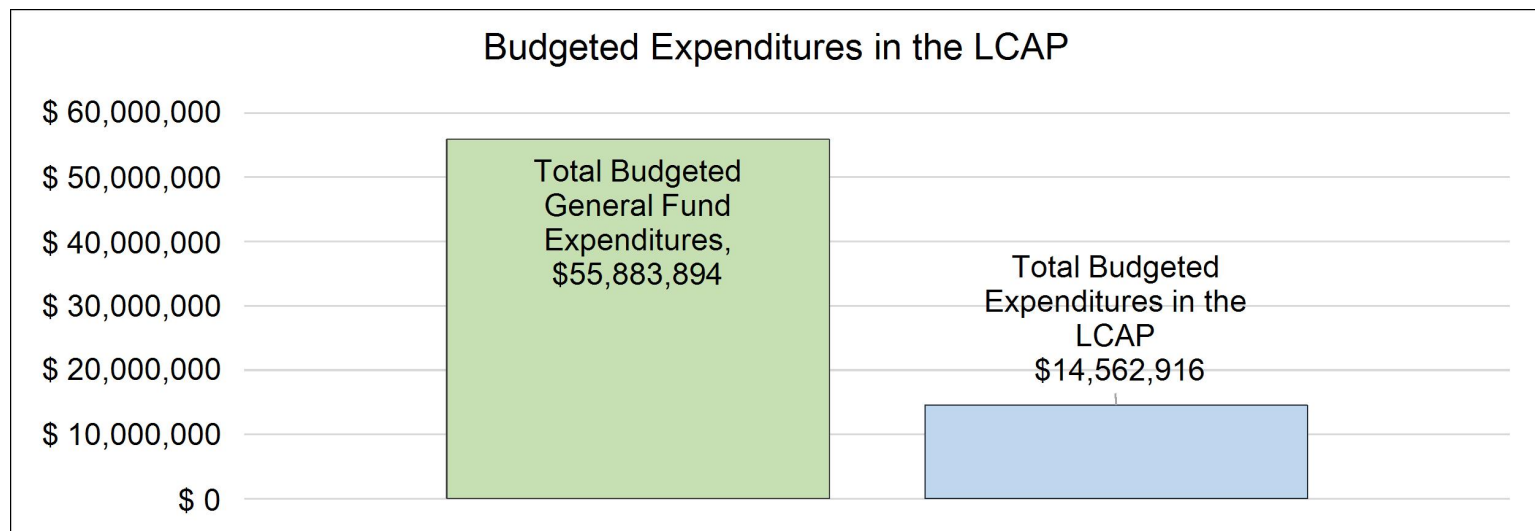LCFF supplemental & concentration grants, $9,481,946 , 18%

This chart shows the total general purpose revenue Palo Verde 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 Palo Verde Unified School District is $52,084,235, of which $38,257,140 is Local Control Funding Formula (LCFF), $7,257,579 is other state funds, $3,497,808 is local funds, and $3,071,708 is federal funds. Of the $38,257,140 in LCFF Funds, $9,481,946 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $55,883,894

Total Budgeted Expenditures in the LCAP $14,562,916

This chart provides a quick summary of how much Palo Verde 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: Palo Verde Unified School District plans to spend $55,883,894 for the 2025-26 school year. Of that amount, $14,562,916 is tied to actions/services in the LCAP and $41,320,978 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
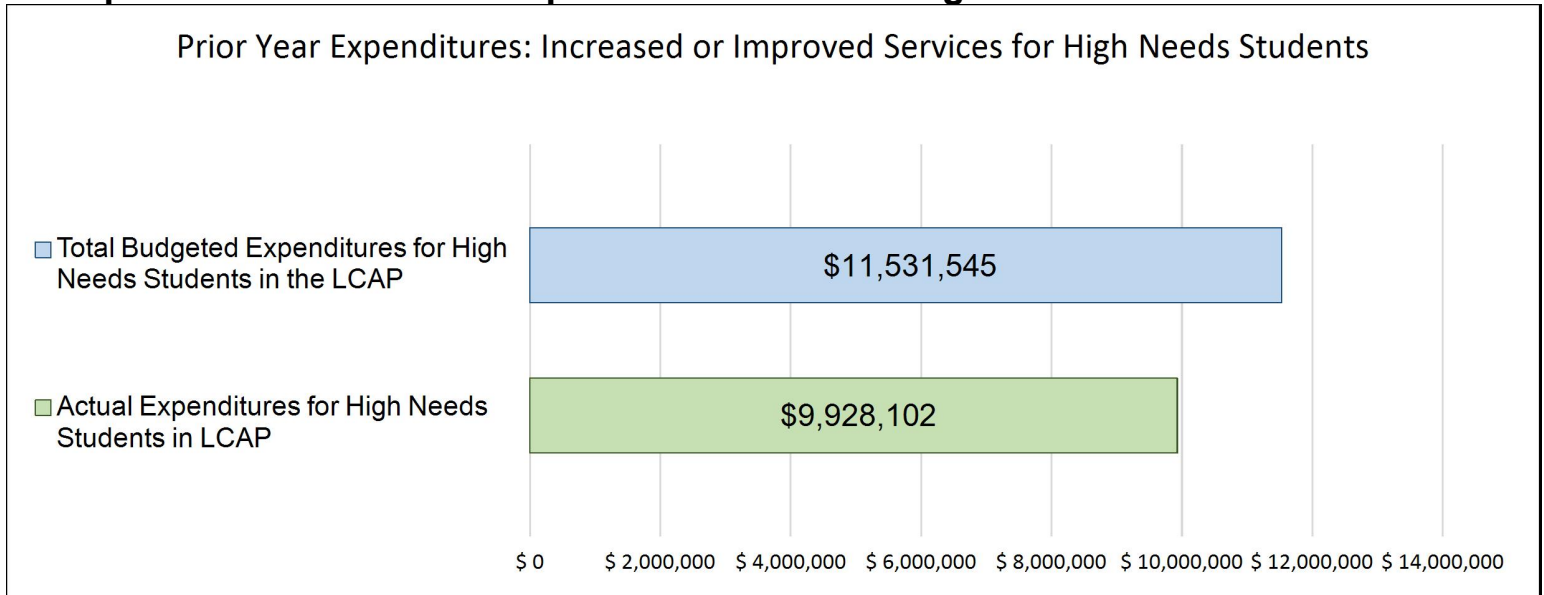
PVUSD plans on spending General Funds on district and site personnel and operating expenditures.

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

In 2025-26, Palo Verde Unified School District is projecting it will receive $9,481,946 based on the enrollment of foster youth, English learner, and low-income students. Palo Verde Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palo Verde Unified School District plans to spend $11,436,987 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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP	$11,531,545
■ Actual Expenditures for High Needs Students in LCAP	$9,928,102

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000 $ 12,000,000 $ 14,000,000

This chart compares what Palo Verde 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 Palo Verde 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, Palo Verde Unified School District's LCAP budgeted $11,531,545 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District actually spent $9,928,102 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,603,443 had the following impact on Palo Verde Unified School District's ability to increase or improve services for high needs students:

This difference impacted the actions and services in the following ways:
Students at PVHS had less counseling than budgeted for because of a resignation that was not filled.
The new security system is being installed at this time and the funds will be expended by the end of June.

Funds not spent in the 2024-25 school year have been carried over to the 2025-26 expenditures that will allow PVUSD to increase or improve services for our unduplicated pupils.

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
Palo Verde Unified School District	Lois Shaffer Director of Data, Assessment, and Accountability	lshaffer@pvusd.us 760-922-4164

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.

Palo Verde Unified School District (PVUSD) serves nearly 2600 students from Transitional Kindergarten to 12th grade. PVUSD has three elementary schools (TK-8th), one comprehensive high school (9th - 12th) and one continuation high school (10th - 12th). Students who attend PVUSD live as far south as Palo Verde, as far north as Lost Lake, as far east as the Colorado River, and as far west as the Mesa Verde area. According to the 20234 California Dashboard, 81.7% of PVUSD students are low income and 6.5% are identified as English Learners. The majority of PVUSD students live within the town of Blythe. Blythe's main employers are a state prison twenty miles west of Blythe, retail stores, healthcare, hospitality and food service, and education. According to the 2024 CA Dashboard, 72.8% of PVUSD students are Hispanic, 14.3% are White, 8.8% are African American, 2.2% are Two or More Races, less than 1% American Indian, less than 1% Filipino, less than 1% Pacific Islander, and less than 1% Asian. 14.4% of our students are in Special Education. PVUSD has 46 Foster Youth and 94 Homeless Youth.

PVUSD employed 166 certificated employees and 203 classified employees during the 2024-2025 school year.

The PVUSD Vision Statement is below:
Palo Verde Unified School District will constantly seek to improve its culture of academic excellence. We expect every student to read, write and calculate competently. We expect every teacher to apply consistent standards, evaluate student performance accurately, and coach students with diligence and compassion. We expect every parent, student and district employee to support the mutual quest for excellence. We are unalterably committed to the infinite truth of student potential and the challenging truth of student performance.

The PVUSD Mission Statement is below:
Our Mission is to enrich, empower and enhance our students' lives through education.

The PVUSD Board of Trustees Goals are as follows:
- Provide a positive, safe and healthy environment for all students and staff.
- Improve student achievement through articulation of curriculum across grade-levels and school sites, focusing on academic proficiency to prepare students for graduation and to be successful and responsible citizens.
- Create a balanced budget and allocate funds to educate students to the best of our abilities in keeping within fiscal and educational restrictions and limitations.
- Recruit and retain qualified and competent personnel with good communication skills who are student focused.
- Enhance the active participation with Palo Verde Unified School District through improving external communication with the community and all key educational partners by creating a culture of ownership and responsibility to our schools based on trust and mutual respect.

Palo Verde USD has one Equity Multiplier school, Twin Palms Continuation School.

Reflections: Annual Performance

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

For 2023:
Palo Verde Unified School District had several red indicators on the CA Dashboard, Fall 2023: Suspension Rate (very high), English Language Arts (very low), and Mathematics (very low). Chronic Absenteeism was at the orange indicator (high). College and Career Readiness was at the medium level. English Learner Progress was also at the medium level (yellow indicator).

PVUSD qualifies for Technical Assistance based on the following student groups whose performance level on the 2023 California Dashboard are in the Red:
CAASPP ELA: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students.
CAASPP Math: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students.
Chronic Absenteeism: Students with Disabilities, Hispanic Students, Students who are Two or More Races, White Students.
Suspension Rate: All Students, Low-Income Students, English Learners, Foster Youth, Students with Disabilities, African American Students, Hispanic Students, Two or More Races, White Students

The following PVUSD schools qualify for Comprehensive Support and Improvement based on the following Indicators being Red on the 2023 California Dashboard:
Felix J. Appleby: CAASPP Math, Chronic Absenteeism, Suspension Rate

Ruth Brown: CAASPP ELA, CAASPP Math, Chronic Absenteeism, Suspension Rate
Margaret White: CAASPP ELA, CAASPP Math, Suspension Rate
Palo Verde High: CAASPP ELA, CAASPP Math, Suspension Rate
Twin Palms Continuation High: Suspension Rate, The College and Career Indicator, which does not have a corresponding color on the 2023 California Dashboard, is very low.

These PVUSD schools have the following student groups with the lowest performance level (Red) on one or more 2023 California Dashboard Indicator:
Felix J. Appleby:
CAASPP ELA: English Learners, Students with Disabilities
CAASPP Math: All Students, Low-Income Students, English Learners, Students with Disabilities, Hispanic Students
Chronic Absenteeism: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students, White Students
Suspension Rate: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students, White Students
Ruth Brown:
CAASPP ELA: All Students, English Learners, Students with Disabilities
CAASPP Math: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students
Chronic Absenteeism: All Students, HIspanic Students, White Students
Suspension Rate: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students, Two or More Races, White Students
Margaret White:
CAASPP ELA: All Students, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students
CAASPP Math: All Students, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students
Suspension Rate: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students, White Students
Palo Verde High:
CAASPP ELA: All Students, Low-Income Students, Hispanic Students
CAASPP Math: All Students, Low-Income Students, Hispanic Students
Suspension Rate: All Students, Low-Income Students, Students with Disabilities, African American Students, Hispanic Students
Twin Palms Continuation High:
Suspension Rate: All Students, Low-Income Students, Hispanic Students

The College and Career Indicator, which does not have a corresponding color on the 2023 California Dashboard, is very low. The following students group are very low: All Students, Low-Income Students, Hispanic Students
The following PVUSD schools qualify for funds through the new state Equity Multiplier, which is for school sites with prior year non stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%:
Twin Palms Continuation High
PVUSD, upon reflecting upon this data, understands the need to review its focus on first best instruction and Direct Instruction. Also, PVUSD

will focus on improving attendance across the district, as it is understood that students cannot learn what is being taught if they are not in class to participate in the classroom instruction.

For 2024:
Palo Verde Unified School District had only one red indicator on the CA Dashboard, Fall 2024: English Language Arts (very low).
Mathematics (low), English Learner Progress (low), Graduation Rate (low), Suspension Rate (high) and Chronic Absenteeism (high) were at the orange indicator.
College and Career Readiness (high) was at the green indicator.

2024-25 PVUSD has been identified for Differentiated Assistance based on the following student groups, whose performance level on the 2024 California Dashboard are in the Red for two or more priority areas:
CAASPP ELA: African American Students, Foster Youth, Homeless students
CAASPP Math: Foster Youth
Chronic Absenteeism: African American students, Foster Youth, Homeless

The following PVUSD schools qualify for Comprehensive Support and Improvement based on the following Indicators being Red on the 2024 California Dashboard:
Margaret White: English Language Arts, Mathematics, Suspension Rate
Twin Palms Continuation High: Graduation Rate, College and Career Indicator

These PVUSD schools have the following student groups with the lowest performance level (Red) on one or more 2023 California Dashboard Indicator:
Felix J. Appleby:
English Language Arts: Students with Disabilities
Mathematics: None
English Learner Progress: None
Chronic Absenteeism: African American Students
Suspension Rate: White Students

Ruth Brown:
English Language Arts: African American Students, Hispanic Students, Low-Income Students, Students with Disabilities, White Students
Mathematics: African American Students, Low-Income Students
English Learner Progress: None
Chronic Absenteeism: African American Students, White Students
Suspension Rate: Students with Disabilities, White Students

Margaret White:
English Language Arts: Hispanic Students, Low-Income Students, Students with Disabilities
Mathematics: Hispanic Students, Low-Income Students

Chronic Absenteeism: African American Students, Low-Income Students
Suspension Rate: African American Students, Hispanic Students, Low-Income Students

Palo Verde High:
English Language Arts: None
Mathematics: Hispanic Students, Low-Income Students
English Learner Progress: English Learners
Suspension Rate: English Learners, White Students
Graduation Rate: None
College and Career Indicator: None

Twin Palms Continuation High:
Suspension Rate: Low-Income Students
Graduation Rate: Hispanic Students, Low-Income Students
College and Career Indicator: Hispanic Students, Low-Income Students

The following PVUSD schools qualify for funds through the new state Equity Multiplier, which is for school sites with prior year non stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%:
Twin Palms Continuation High.

PVUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that are being used in the 2025-26 LCAP for:
*the development of pacing guides, benchmarks, and common assessments (part of Goal 1, Action 1.10, which allows for professional development to provide for additional academic services for students in the areas of progress monitoring and benchmark assessments) and for Language Essentials for Teachers of Reading and Spelling (LETRS) Training (part of Goal 1, Action 10 which allows for early intervention and literacy programs for students). These actions will be measured for success through metrics 1.1, SBAC ELA results and 1.2, SBAC Mathematics results.
*wireless document cameras and new laptops for classrooms (part of Goal 1, Action 13 which stabilizes actual instructional time in classrooms). This action will be measured for success through metrics 1.1, SBAC ELA results and 1.2, SBAC Mathematics results.
*the replenishment of consumable Science materials (part of Goal 1, Action 16 which allows for access to instruction). This action will be measured for success through metrics 1.1, SBAC ELA results and 1.2, SBAC Mathematics results.
*Active Supervision training for campus security personnel and paraeducators (part of Goal 2, Action 5 which addresses social-emotional learning). This action will be measured for success through metrics 2.2, pupil suspension rates, and 2.4 Chronic Absenteeism rate.

PVUSD, upon reflecting upon this data, understands the need to continue its focus on first best instruction and Direct Instruction. Also, PVUSD will continue to focus on improving attendance across the district, as it is understood that students cannot learn what is being taught if they are not in class to participate in the classroom instruction.

Reflections: Technical Assistance

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

2023-24: PVUSD has been identified for Differentiated Assistance based on the following student groups, Low-income students, English learners, Students with disabilities, African American students, Students with 2 or more races, Hispanic students, and White students, whose performance level on the 2023 California Dashboard are in the Red:
CAASPP ELA: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students.
CAASPP Math: All Students, Low-Income Students, English Learners, Students with Disabilities, African American Students, Hispanic Students.
Chronic Absenteeism: Students with Disabilities, Hispanic Students, Students who are Two or More Races, White Students.
Suspension Rate: All Students, Low-Income Students, English Learners, Foster Youth, Students with Disabilities, African American Students, Hispanic Students, Two or More Races, White Students.

2024-25 PVUSD has been identified for Differentiated Assistance based on the following student groups, whose performance level on the 2024 California Dashboard are in the Red for two or more priority areas:
CAASPP ELA: African American Students, Foster Youth, Homeless students
CAASPP Math: Foster Youth
Chronic Absenteeism: African American students, Foster Youth, Homeless

Comparing 2023-24 data with 2024-25 data shows that fewer student groups are eligible for differentiated assistance.

The following PVUSD schools qualify for funds through the new state Equity Multiplier, which is for school sites with prior year non stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%:
Twin Palms Continuation High

As of this point, PVUSD has received assistance from the Riverside County Office of Education in the following areas:
Meetings between Riverside County Office of Education and PVUSD to discuss Differentiated Assistance.
Assisting the school district to identify strengths and weaknesses.
Meetings among PVUSD administration where district and school data was analyzed and discussed.
Support with planning for professional development and site and district teams for pacing guides, benchmarks, and common assessments.
Support in reviewing attendance data and creating site specific attendance goals.
Securing assistance from academic, programmatic, and fiscal experts.
Programmatic experts have assisted PVUSD in planning Long-Term Independent Study with the hopes of returning the program to PVUSD.
Academic experts have assisted site administrators in the utilization of Direct Instruction.
Fiscal experts have assisted PVUSD in successful budget planning and utilization of funds.
Reviewing the Local Control and Accountability Plan (LCAP) to identify areas of strength and weakness in goals and actions.

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.

The following PVUSD schools qualify for Comprehensive Support and Improvement based on the following Indicators being Red on the 2024 California Dashboard:
Margaret White: English Language Arts, Mathematics, Suspension Rate
Twin Palms Continuation High: Graduation Rate, College and Career Indicator

Support for Identified Schools

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

PVUSD had a collaborative session with Riverside County Office of Education staff and PVUSD site principals which helped validate the importance of reinforcing the commitment with continuing PVUSD's educational initiative of Explicit Direct Instruction. Our focus is and will continue to be on first best instruction using the EDI model of instructional delivery. PVUSD has built internal infrastructure to support SPSA development aligning with our adopted Board goals and LCAP goals as well as ensuring the CSI requirements are met. This is accomplished through meetings with site principals to collaboratively review data and actions in the site SPSAs. During these meetings, the site principals, with Cabinet members facilitating, review the needs of the school through the needs assessments that accompany the data though the Document Tracking System which houses the SPSAs. Cabinet members have been supporting the school in choosing evidence-based interventions based on the schools' needs and resources. Cabinet reviews site purchases and programs to ensure resource inequities are addressed.

Monitoring and Evaluating Effectiveness

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

PVUSD Cabinet will hold regular meetings with site principals to review progress toward student improvement. PVUSD will monitor the SPSA plans and student improvement quarterly. PVUSD will evaluate the SPSA plans by utilizing local indicators such as STAR Reading results and STAR Math results each trimester and suspension rates and attendance rates, including Chronic Absenteeism rates, quarterly to see where changes to the plan may be warranted.

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
Parent Advisory Committee	Met with Parent Advisory Committee in May to review and receive input on draft goals and actions in the LCAP
English Learner Parent Advisory Committee	Attended DELAC meeting and reviewed and received input on draft LCAP goals and actions with DELAC members in early May. Meeting was translated for members in need of that accomodation.
Students	Met with PVHS ASB in late April and discussed draft goals and actions as well as needs at the schools. ASB serves as the PVUSD Student Advisory Committee.
Principals/Administrators	Met with district leadership in late April to discuss Parent/Guardian and Staff Survey results. Met with district leadership in mid-May for Cabinet to review and receive input on the draft goals and actions in the LCAP. Met with principals as part of SSC meetings in May to review and receive input on draft LCAP goals and actions.
Parents/Guardians	Met with parents as part of SSC meetings in April and May to review and receive input on draft LCAP goals and actions.
SELPA	Shared draft LCAP with SELPA personnel for feedback and met with a SELPA representative to review the LCAP goals and actions.
Teachers	Met with teachers as part of SSC meetings in April and May to review and receive input on draft LCAP goals and actions.
Bargaining Units	Met with Bargaining Unit leaders in late-May to review and receive input on draft goals and actions in the LCAP
Other School Personnel	Met with other school personnel as part of SSC meetings in April and May to review and receive input on draft LCAP goals and actions.

Educational Partner(s)	Process for Engagement
Twin Palms Educational Partners for Equity Multiplier	Met with Twin Palms SSC in mid-May to review Equity Multiplier rules and expectations. Created a plan with the SSC team for the Equity Multiplier focus goal.

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

As a result of feedback from educational partners:
Ensured there was a focus on the high school, as educational partners understood the importance of students graduating.
Continued with student engagement activities, as trips out of town are important to students and families.
Strengthened the Professional Learning for Parents action, as parents thought it could benefit a lot of parents.
Updated evidence -based actions for Twin Palms Equity Multiplier goal.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement to ensure all students will be college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

PVUSD has developed the goal, Increase student achievement to ensure all students will be college and career ready, as an LCAP goal because student achievement is a priority for the future of the PVUSD students. The actions and metrics for this goal will help achieve the goal of increasing student achievement as the actions together are focused on providing supports and opportunities for both staff and students to improve teaching and learning across Palo Verde Unified School District.

PVUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that are being used in the 2025-26 LCAP, Goal 1, for:
*the development of pacing guides, benchmarks, and common assessments (part of Goal 1, Action 1.10, which allows for professional development to provide for additional academic services for students in the areas of progress monitoring and benchmark assessments) and for Language Essentials for Teachers of Reading and Spelling (LETRS) Training (part of Goal 1, Action 10 which allows for early intervention and literacy programs for students). These actions will be measured for success through metrics 1.1, SBAC ELA results and 1.2, SBAC Mathematics results.
*wireless document cameras and new laptops for classrooms (part of Goal 1, Action 13 which stabilizes actual instructional time in classrooms). This action will be measured for success through metrics 1.1, SBAC ELA results and 1.2, SBAC Mathematics results.
*the replenishment of consumable Science materials (part of Goal 1, Action 16 which allows for access to instruction). This action will be measured for success through metrics 1.1, SBAC ELA results and 1.2, SBAC Mathematics results.
These actions were chosen to chosen to address the student needs of academic achievement. Research show that these actions support academic achievement. They meet the allowable uses of additional academic services, early intervention, and literacy programs for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA results, inclusive of unduplicated pupils and pupils with exceptional needs.	2023 CA Dashboard Results: All students: 72.4 points below standard. African American students: 113.3 points below standard. Students with Disabilities: 142.8 points below standard. English Learners: 101.7 points below standard. Hispanic students: 72.7 points below standard. Socioeconomically Disadvantaged students: 72.6 points below standard. White students: 49.1 points below standard.	2024 CA Dashboard Results: All students: 70.3 points below standard. African American students: 115.4 points below standard. Students with Disabilities: 154.3 points below standard. English Learners: 94.2 points below standard. Long-Term English Learners: 144.4 points below standard. Hispanic students: 71.8 points below standard. Socioeconomically Disadvantaged students: 81.5 points below standard. White students: 42.8 points below standard. Foster Youth: 136.4 points below standard. Homeless students: 139.1		2026 CA Dashboard Outcome Targets: All students: 50.0 points below standard. African American students: 70.0 points below standard. Students with Disabilities: 70.0 points below standard. English Learners: 70.0 points below standard. Hispanic students: 50.0 points below standard. Socioeconomically Disadvantaged students: 50.0 points below standard. White students: 30.1 points below standard.	All students: +2.1 points. African American students: -2.1 points. Students with Disabilities: -11.5 points. English Learners: +7.5 points. Long-Term English Learners: No comparison from baseline. Hispanic students: +0.9 points. Socioeconomically Disadvantaged students: -8.9 points. White students: +6.3 points. Foster Youth: No comparison from baseline. Homeless students: No comparison from baseline. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard.			
1.2	SBAC Mathematics results, inclusive of unduplicated pupils and pupils with exceptional needs.	2023 CA Dashboard Results: All students: 122.9 points below standard. African American students: 162.9 points below standard. Students with Disabilities: 191.4 points below standard. English Learners: 147.8 points below standard. Hispanic students: 125.3 points below standard. Socioeconomically Disadvantaged students: 130.4 points below standard. White students: 86.2 points below standard. Foster Youth: 150.3 points below standard.	2024 CA Dashboard Results: All students: 119.2 points below standard. African American students: 154.1 points below standard. Students with Disabilities: 176.4 points below standard. English Learners: 140.4 points below standard. Long-Term English Learners: 216.5 points below standard. Hispanic students: 121.0 points below standard. Socioeconomically Disadvantaged students: 128.2 points below standard. White students: 88.8 points below standard.		2026 CA Dashboard Outcome Targets: All students: 95.0 points below standard. African American students: 95.0 points below standard. Students with Disabilities: 95.0 points below standard. English Learners: 95.0 points below standard. Hispanic students: 95.0 points below standard. Socioeconomically Disadvantaged students: 95.0 points below standard. White students: 25.0 points below standard. Foster Youth: 95.0 points below standard.	All students: +3.7 points. African American students: +8.8 points. Students with Disabilities: +15.2 points. English Learners: +7.4 points. Long-Term English Learners: No comparison from baseline. Hispanic students: +4.3 points. Socioeconomically Disadvantaged students: +2.2 points. White students: -2.6 points. Foster Youth: -8.9 points. Homeless students: No comparison from baseline. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 159.2 points below standard. Homeless students: 149.9 points below standard.			
1.3	Graduation Rate, inclusive of unduplicated pupils and pupils with exceptional needs	Graduation rate 2022-23 for PVUSD was 92.7% (2023 California Dashboard). All students: 92.7% graduated. African American students: 87.5% graduated. Students with Disabilities: 85.7% graduated. Hispanic students: 92.8% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. White students: 95.0% graduated. English Learners: 89.5% graduated.	Graduation rate 2023-24 for PVUSD was 83.8% (2024 California Dashboard). All students: 83.8% graduated. African American students: 73.7% graduated. Students with Disabilities: 64.7% graduated. Hispanic students: 85.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. White students: 90.0% graduated. English Learners: 78.9% graduated. Long-Term English Learners: 93.8% graduated.		Graduation rate 2025-26 for PVUSD Outcome Targets (2026 California Dashboard): All students: 95.0%. African American students: 91.5%. Students with Disabilities: 89.5%. Hispanic students: 95.0%. Socioeconomically Disadvantaged students: 95.0%. White students: 95.0%. English Learners: 93.5%.	All students: -8.9%. African American students: -13.8%. Students with Disabilities: -21.0%. Hispanic students: -7.0%. Socioeconomically Disadvantaged students: -8.8%. White students: -5.0%. English Learners: -10.6%. Long-Term English Learners: No comparison from baseline. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	English Learner reclassification rates	2022-23 (CalPADS EOY 3 report 8.1 showed 246 English Learners and EOY 3 report 2.16 showed 7 students reclassified) Results: 2.8% were reclassified.	2023-24 (CalPADS EOY 3 report 8.1 showed 177 English Learners and EOY 3 report 2.16 showed 1 student reclassified) Results: 0.6% were reclassified.		2025-26 English Learner Reclassification Outcome Target (CALPADS): 11.0%	-2.2%. A + means improvement. A - means decline.
1.5	Access to state standards-aligned materials	2023-24 Results: 100% of students have access to state aligned materials, as measured by Williams textbook survey/visit and local textbook visit.	2024-25 Results: 100% of students have access to state aligned materials, as measured by Williams textbook survey/visit and local textbook visit.		2025-26 Outcome Target: 100% of students will have access to state aligned materials, as measured by Williams textbook survey/visit and local textbook visit.	No change from baseline but at 100%.
1.6	Appropriately assigned teachers	2023 Results: 71.1% of PVUSD teachers had Clear Teaching Credentials as shown on the CA Dashboard. The other teachers have Provisional Intern Permits, Short-Term Staff Permits, Intern Credentials, or Preliminary Credentials	2024 Results: 73.0% of PVUSD teachers had Clear Teaching Credentials as shown on the CA Dashboard. The other teachers have Provisional Intern Permits, Short-Term Staff Permits, Intern Credentials, or		2025-26 Outcome Target: 86.1% of PVUSD teachers are to have Clear Teaching Credentials as shown on the CA Dashboard. The other teachers would have Provisional Intern Permits, Short-Term Staff	+1.9%. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Preliminary Credentials		Permits, Intern Credentials, or Preliminary Credentials	
1.7	Percent of pupils who demonstrate College/ Career Readiness	2023 CA Dashboard Results (College and Career Readiness Additional Reports). 2023 CA Dashboard Results (College and Career Readiness Additional Reports): 46.3% of all students were prepared. 12.5% of African American students were prepared. 46.4% of Hispanic students were prepared. 60.0% of White students were prepared. 21.1% of English Learners were prepared. 40.4% of Socioeconomically Disadvantaged students were prepared. 22.2% of Students with Disabilities were prepared.	2024 CA Dashboard Results (College and Career Readiness Additional Reports). 2024 CA Dashboard Results (College and Career Readiness Additional Reports): 51.6% of all students were prepared. 33.3% of African American students were prepared. 53.1% of Hispanic students were prepared. 63.3% of White students were prepared. 15.8% of English Learners were prepared. 18.8% of Long-Term English Learners were prepared.		2025-26 CA Dashboard Outcome Target (College and Career Readiness Additional Reports): 55.0% of all students to be prepared. 35.0% of African American students to be prepared. 55.0% of Hispanic students to be prepared. 70.0% of White students to be prepared. 35.0% of English Learners to be prepared. 55.0% of Socioeconomically Disadvantaged students to be prepared. 35.0% of Students with Disabilities to be prepared.	+5.3% of all students were prepared. +20.8% of African American students were prepared. +6.7% of Hispanic students were prepared. +3.3% of White students were prepared. -5.3% of English Learners were prepared. Long-Term English Learners- no comparison from baseline. +8.6% of Socioeconomically Disadvantaged students were prepared. -1.0% of Students with Disabilities were prepared. Homeless Students- no comparison from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			49.0% of Socioeconomically Disadvantaged students were prepared. 21.2% of Students with Disabilities were prepared. 36.4% of Homeless Students were prepared.			A + means improvement. A - means decline.
1.8	Percent of pupils who have successfully completed A-G (UC/CSU) requirements	2022-23 (CA Dashboard) Results: 28.9% of graduates successfully completed A-G requirements.	2023-24 (CA Dashboard) Results: 22.5% of graduates successfully completed A-G requirements.		2025-26 (CA Dashboard) Outcome Target: 34.9% of graduates will have successfully completed A-G requirements.	-6.4% of graduates successfully completed A-G requirements. A + means improvement. A - means decline.
1.9	STAR Reading results	Fall Semester 2023-24 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 35% proficient Grade 2: 29% proficient Grade 3: 20% proficient Grade 4: 24% proficient Grade 5: 28% proficient Grade 6: 26% proficient Grade 7: 28% proficient Grade 8: 28% proficient Grade 9: 36% proficient	Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient		Spring Semester 2026 STAR Reading Outcome Targets (Renaissance Consolidated State Performance Report): Grade 1: 50% proficient Grade 2: 44% proficient Grade 3: 35% proficient	Overall +4% A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Overall: 32% proficient	Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient		Grade 4: 39% proficient Grade 5: 43% proficient Grade 6: 41% proficient Grade 7: 43% proficient Grade 8: 43% proficient Grade 9: 51% proficient Grade 10: 56% proficient Grade 11: 54% proficient Grade 12: 62% proficient Overall: 47% proficient	
1.10	STAR Math results	Fall Semester 2023-24 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 46% proficient Grade 2: 22% proficient Grade 3: 22% proficient Grade 4: 19% proficient Grade 5: 10% proficient Grade 6: 11% proficient Grade 7: 11% proficient Grade 8: 8% proficient Grade 9: 12% proficient Grade 10: 7% proficient	Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient		Spring Semester 2026 STAR Math Outcome Targets (Renaissance Consolidated State Performance Report): Grade 1: 61% proficient Grade 2: 37% proficient Grade 3: 37% proficient Grade 4: 34% proficient	Overall +14% A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: 12% proficient Grade 12: 18% proficient Overall: 6% proficient	Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient		Grade 5: 25% proficient Grade 6: 26% proficient Grade 7: 26% proficient Grade 8: 23% proficient Grade 9: 27% proficient Grade 10: 22% proficient Grade 11: 27% proficient Grade 12: 33% proficient Overall: 21% proficient Overall: 6% proficient	
1.11	CTE Completers	2023 CA Dashboard Results College and Career Readiness Additional Reports-Completed at Least One CTE Pathway: 9.3% all students. 0.0% African American students. 9.4% Hispanic students. 15.0% White students. 5.3% English Learners. 9.0% Socioeconomically Disadvantaged students.	2024 CA Dashboard Results College and Career Readiness Additional Reports-Completed at Least One CTE Pathway: 33.3% all students. 26.3% African American students. 32.7% Hispanic students. 50.0% White students.		2026 CA Dashboard Outcome Targets College and Career Readiness Additional Reports-Completed at Least One CTE Pathway: 19.3% all students. 6.0% African American students. 20.5% Hispanic students.	Completed at Least One CTE Pathway: +24.0% all students. +26.3% African American students. +23.2% Hispanic students. +35.0% White students. +10.5% English Learners. Long-Term English Learners- no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.0% Students with Disabilities.	15.8% English Learners. 18.8% Long-Term English Learners. 32.0% Socioeconomically Disadvantaged students. 23.5% Students with Disabilities. 18.2% Homeless Students.		18.5% White students. 6.0% English Learners. 21.0% Socioeconomically Disadvantaged students. 6.0% Students with Disabilities.	comparison from baseline. +23.0% Socioeconomically Disadvantaged students. +23.5% Students with Disabilities. Homeless Students- no comparison from baseline. A + means improvement. A - means decline.
1.12	English Learner Progress	2023 CA Dashboard Results: There were 172 English Learners. 41.3% of students are making progress towards English language proficiency. 18.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 39.4% of English Learners maintained	2024 CA Dashboard Results: There were 151 English Learners. 35.1% of students are making progress towards English language proficiency. 24.8% of English Learners decreased at least one English Language		2026 CA Dashboard Outcome Targets: 56.3% of students are to make progress towards English language proficiency. 10.8% of English Learners are to have decreased at least one English Language Progress Indicator (ELPI) level.	-6.2% of students are making progress towards English language proficiency. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 0.6% of English Learners maintained ELPI level 4. 41.2% of English Learners progressed at least one ELPI level.	Progress Indicator (ELPI) level. 39.6% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 0.7% of English Learners maintained ELPI level 4. 34.9% of English Learners progressed at least one ELPI level.		50.0% of English Learners are to have maintained ELPI levels 1, 2 Low, 2 High, 3 Low, 3 High, or 4. 56.2% of English Learners are to have progressed at least one ELPI level.	
1.13	Long-Term English Learner Progress	2023 Summative ELPAC results of students enrolled in PVUSD Spring 2024: There are 46 Long-Term English Learners (LTELS): 1 student was out of state during the 2023 Summative ELPAC testing window. 10 LTELs scored level one on the Summative ELPAC.	2024 Summative ELPAC results of students enrolled in PVUSD Spring 2025: There are 52 Long-Term English Learners (LTELS): 15 LTELs scored level one on the Summative ELPAC. 20 LTELs scored level two on the		2026 Summative ELPAC Outcome Targets for LTELs: No LTELs score level one on the Summative ELPAC. 25% LTELs score level two on the Summative ELPAC. 50% of LTELs score level three	5 more students at level one. - Same number of students at level two. 16 more students at level 3. + 3 fewer students at level 4. - A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20 LTELs scored level two on the Summative ELPAC. 12 LTELs scored level three on the Summative ELPAC. 3 LTELs scored level four on the Summative ELPAC.	Summative ELPAC. 16 LTELs scored level three on the Summative ELPAC. 0 LTELs scored level four on the Summative ELPAC.		on the Summative ELPAC. 25% of LTELs score level four on the Summative ELPAC.	
1.14	Advanced Placement Pass Rate	2023 CA Dashboard Results (College and Career Readiness Report): All students: 7.1% African American students: 0.0% Hispanic students: 7.2% White students: 4.2% English Learners 0.0% Socioeconomically Disadvantaged students: 37.5% Students with Disabilities: 0.0%	2024 CA Dashboard Results (College and Career Readiness Report): All students: 0.0% African American students: 0.0% Hispanic students: 0.0% White students:0.0% English Learners 0.0% Long-Term English Learners: 0.0% Socioeconomically Disadvantaged students: 0.0% Students with Disabilities: 0.0%		2026 CA Dashboard Outcome Targets (College and Career Readiness Report): All students: 10.1% African American students: 3.0% Hispanic students: 10.1% White students: 7.2% English Learners 3.0% Socioeconomically Disadvantaged students: 40.5% Students with Disabilities: 3.0%	All students: -7.1% African American students: 0.0% Hispanic students: -7.2% White students: -4.2% English Learners 0.0% Socioeconomically Disadvantaged students: -37.5% Students with Disabilities: 0.0% A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless Students: 0.0%			
1.15	11th Grade Smarter Balanced Assessments (EAP)	2023 CA Dashboard Results (CAASPP Assessment- Smarter Balanced Reports): All students: 14.2% Hispanic students: 14.5% White students: 4.2% English Learners 0.0% Socioeconomically Disadvantaged students: 8.8% Students with Disabilities: 0.0%	2024 CA Dashboard Results (CAASPP Assessment- Smarter Balanced Reports): All students: 3.5% African American students: 0.0% Hispanic students: 3.5% White students: 5.3% English Learners: 0.0% Long-Term English Learners: 0.0% Socioeconomically Disadvantaged students: 2.1% Students with Disabilities: 0.0% Homeless Students: 0.0%		2026 CA Dashboard Outcome Targets (CAASPP Assessment- Smarter Balanced Reports): All students: 20.2% Hispanic students: 20.5% White students: 10.2% English Learners 6.0% Socioeconomically Disadvantaged students: 14.8% Students with Disabilities: 6.0%	All students: -10.7% African American students: no comparison from baseline. Hispanic students: -11.0% White students: +1.1% English Learners: 0.0% Long-Term English Learners: no comparison from baseline. Socioeconomically Disadvantaged students: -6.7% Students with Disabilities: 0.0% Homeless Students: no comparison from baseline. A + means improvement. A - means decline.
1.16	EL Access to state and ELD standards	2024 local administrator walk through results showed that EL	2025 local administrator walk through results		The 2026 local administrator walk through Outcome	+24% of the time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students have access to state standards, including ELD standards, 74% of the time.	showed that EL students have access to state standards, including ELD standards, 98% of the time.		Target is to show that students have access to state standards 95% of the time.	A + means improvement. A - means decline.
1.17	Implementation of state standards	2024 local administrator walk through results showed that students have access to state standards 84% of the time.	2025 local administrator walk through results showed that students have access to state standards 90% of the time.		The 2026 local administrator walk through Outcome Target is to show that EL students have access to state standards, including ELD standards, 95% of the time.	+6% of the time. A + means improvement. A - means decline.
1.18	Graduating seniors who successfully completed A-G requirements AND were CTE completers.	2023 graduation data from CALPADS and Aeries show 7 graduates who completed A-G requirements and were CTE completers out of a cohort graduation group of 246 students. 2.8%.	2024 CA Dashboard Results (Met UC/CSU Requirements AND Completed at Least One CTE Pathway) show 26 graduates who completed A-G requirements and were CTE completers out of a cohort graduation group of 222 students. 11.7%.		2026 Outcome Target: Graduation data from CALPADS and Aeries are to show 13 graduates who completed A-G requirements and were CTE completers.	+8.9%. A + means improvement. A - means decline.
1.19	CTE enrollment as provided to Students with Disabilities	2023 SIS data shows that 44% of PVHS Students with Disabilities (42 of 95	Spring 2025 SIS data shows that 39% of PVHS Students with Disabilities (40 of		2026 Outcome Target: SIS data is to show that 50% of PVHS Students	-5.0% A + means improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students) were enrolled in CTE classes.	102 students) were enrolled in CTE classes.		with Disabilities are enrolled in CTE classes.	A - means decline.

Goal Analysis [2024-25]
An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2, Additional Time, Action 4, Upper Elementary VAPA, Action 6, Freshman and Senior Seminar, Action 7, Junior and Senior Leadership Class, Action 9, CTE Offerings, Action 10, Professional Learning, Action 11, Data, Assessment, and Accountability Support, Action 14, Director of Special Services, Action 17, English Learners Consultants, Action 19, Classroom Intervention Support, Action 20, Summer Learning Academy, Action 21, A-G Courses, Action 24, EL Paraprofessionals, and Action 27, IXL Licenses, were all implemented as planned.

Action 1, Lower Class Sizes, No Combination Classes, and Action 3, Secondary Teachers, were partially implemented as declining enrollment necessitated the need for fewer teachers.

Action 12, Technology positions, and Action 15, Curriculum and Instruction Support, were partially implemented as there were long-term staff absences.

Action 13, Chromebooks / Instructional Technology, were fully implemented but sites did not need as much new technology as had been anticipated.

Action 5, Academic TOSA, and Action 8, Journalism and Advanced Music Courses, were fully implemented but budgeted incorrectly.

Action 16, New Curriculum Adoptions, did not happen and will happen instead in the 2025-26 school year.

Action 18, Online / Alternative Classes, was partially implemented as the need was less than expected.

Action 22, Teacher Induction Program, was fully implemented for all teachers who qualified; however, fewer teachers qualified for the Teacher Induction Program than anticipated.

Action 23, Site and District Licenses, was partially implemented as fewer licenses were needed than budgeted for.

Action 25, Expanded Electives Programs, was not implemented and has been moved to the 2025-26 LCAP.

Action 26, Academic Coordinators- TOSAs, were partially implemented, as two TOSAs were hired instead of all 3.

Personnel absences and declining enrollment were challenges. Students and teachers with fewer needs for programs were successes.

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

Action 1, Lower Class Sizes, No Combination Classes and Action 3, Secondary Teachers, cost less than budgeted for because of declining enrollment.

Action 5, Academic TOSA, cost less than expected as the person hired had fewer years of service thus cost less than budgeted.

Action 7, Junior and Senior Seminar, cost less than anticipated, as fewer materials and supplies were purchased,

Action 8, Journalism and Advanced Music Courses, was fully implemented but budgeted incorrectly. It was budgeted for full time teachers instead of one period per teacher.

Action 10, Professional Learning, cost more than expected as more staff participated in the professional learning activities than anticipated.

Action 12, Technology Positions, and Action 15, Curriculum and Instruction Support, cost less than anticipated because of staff long-term absences.

Action 13, Chromebooks / Instructional Technology, cost less than anticipated as the needs for these new materials was less than expected.

Action 16, New Curriculum Adoptions, and Action 25, Expanded Elective Programs, had no costs as these actions have been moved to the 2025-26 school year.

Action 18, Online / Alternative Classes, cost less than anticipated as fewer students were in need of this alternative learning avenue.

Action 22, Teacher Induction Program, cost less than anticipated as fewer teachers qualified for this support.

Action 23, Site and District Licenses, cost less than anticipated as fewer licenses were needed.

Action 26, Academic Coordinators- TOSAs, cost less than budgeted as two TOSAs were hired rather than all three.

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

The actions in this goal led to a large increase in:
CTE Completers (Action 9, STAR Math results (Actions 1, 2, 3, 5, 10, 11, 12, 13, 14, 15, 19, 20, 21, 22, 23, 26, 27)
EL Access to state and ELD Standards (Action 24)
Graduating Seniors who successfully completed A-G requirements AND were CTE completers (Actions 9, 21).

The actions in this goal led to a slight improvement in:
SBAC ELA results (Actions 1, 2, 5, 10, 11, 12, 13, 14, 15, 19, 21, 22, 23, 26)
SBAC Mathematics results (Actions 1, 2, 3, 5, 10, 11,12, 13, 14, 15, 19, 20, 21, 22, 23, 26, 27)
Appropriately Assigned Teachers (Action 22)
STAR Reading results (Actions 1, 2, 3, 5, 10, 11, 12, 15, 19, 22, 23, 26)
Percent of Pupils, who Demonstrate College / Career Readiness (Action 22).
Chronic Absenteeism rate (Actions 1, 2, 14, 22, 24)
Pupil Suspension rates (Actions 3, 24, 26)
Attendance rate (Action 4)
Middle school dropout rate (Actions 4, 26)
Student survey results (Actions 4, 6, 7, 8, 9, 25)

The actions in this goal saw a decrease in:
Graduation Rate (Actions 6, 7, 8, 9, 18, 25)
English Learner Reclassification Rates (Action 24)
English Learner Progress (Actions 10, 11, 12, 13, 17, 24)
Long-Term English Progress (Action 24)
Advanced Placement Pass Rate (Action 3)
11th grade Smarter Balanced Assessments (EAP) (Action 3)
CTE Enrollment as provided to Students with Disabilities (Action 9).
High school dropout rate (Actions 6, 7, 8, 9, 21, 25)
PVUSD District administration will work with school sites to monitor progress on these actions quarterly to strengthen achievement of these metrics.

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 goal, metrics, and outcomes will remain the same. Action 26, Academic Coordinators- TOSAs, will be fully implemented with 3 TOSAs. Action 9, CTE Offerings, will be adding a third CTE teacher.

As PVUSD saw a decrease in Graduation Rate, English Learner Reclassification Rates, Percent of Pupils who have successfully completed A-G (UC/CSU) requirements, English Learner Progress, Long-Term English Progres, Advanced Placement Pass Rate, 11th grade Smarter

Balanced Assessments (EAP), and CTE Enrollment as provided to Students with Disabilities, PVUSD will more closely monitor the implementation of the actions for these metrics.

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	Lower class sizes, no combination classes	Maintain single grade classes (TK-8th) and lower class sizes at the elementary sites, as measured by Metrics 1.1, 1.2, 1.9, 1.10 and 2.4.	$1,839,620.00	Yes
1.2	Additional time	Provide additional time outside the student instructional day to implement the District and Site level professional learning and collaboration for continuous improvement for all students with an emphasis on closing the equity gap, as measured by Metrics 1.1, 1.2, 1.9, 1.10 and 2.4.	$606,782.00	Yes
1.3	Secondary teachers	Maintain the funding of one and one-third teachers at Palo Verde High School to provide intervention support and to lower class sizes for English Language Arts, one split between English Language Development, with a focus on the EL instructional needs of LTELs, and Spanish to provide more students with ELD support and foreign language, and two-thirds of a teacher to provide Psychology classes, as measured by Metrics 1.1, 1.2, 1.3, 1.7, 1.9, 1.10, 1.14, and 1.15, and 2.2. This action will provide specific support for those whose student group (2023) is in Red at: Palo Verde High: CAASPP ELA for low-income students and Hispanic students. CAASPP Math for low-income students and Hispanic students. Suspension Rate for low-income students, students with disabilities, African American students, and Hispanic students. This action will provide specific support for those whose student group (2024) is in Red at Palo Verde High: CAASPP ELA for low-income students and Hispanic students.	$657,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CAASPP Math for low-income students and Hispanic students. Suspension Rate for low-income students, students with disabilities, African American students, and Hispanic students.		
1.4	Upper elementary VAPA	Maintain the position of teacher for the Visual and Performing Arts program at upper elementary grades. Purchase VAPA supplies for the program, as measured by Metrics 2.3, 2.5, and 3.3.	$221,066.00	Yes
1.5	Academic TOSA	Maintain the position of District Academic Teacher on Special Assignment to provide professional learning and teacher support, as measured by Metrics 1.1, 1.2, 1.9, and 1.10. This action will also provide specific support for schools who have student groups (2023) in Red for CAASPP ELA: PVUSD: for low-income students, English Learners, students with disabilities, African American students, and Hispanic students Appleby, for English learners and student with disabilities. Ruth Brown, for English learners and student with disabilities. Margaret White, for low-income students, students with disabilities, African American students, and Hispanic students. Palo Verde High, for low-income students and Hispanic students. This action will also provide specific support for schools who have student groups (2024) in Red for CAASPP ELA: Appleby, for students with disabilities. Ruth Brown, for African American students, Hispanic students, low-income students, White students, and student with disabilities. Margaret White, for low-income students, students with disabilities, and Hispanic students.	$162,142.00	Yes
1.6	Freshman and Senior Seminar	Provide 1.5 FTE teachers to teach 9th graders at PVHS with a Freshman Seminar course that allows for creation of a ten-year plan and career	$231,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
		exploration and planning and .5 FTE teacher to teach a Senior Seminar course, as measured by Metrics 1.3, 2.6, and 3.3.		
1.7	Junior and Senior Leadership class	Provide for .34 FTE teacher and classroom materials and supplies to allow for Junior and Senior Leadership classes, as measured by Metrics 1.3, 2.6, and 3.3.	$79,254.00	Yes
1.8	Journalism and Advanced Music Courses	Provide for .17 FTE music teacher and .17 FTE Journalism, along with classroom supplies and materials, to continue to offer to PVHS students Journalism and Advanced Music classes, as measured by Metrics 1.3, 2.6, and 3.3.	$257,564.00	Yes
1.9	CTE Offerings	Provide for 3 FTE teachers, along with classroom materials and supplies, to offer PVHS students CTE courses to allow for college or career options, as measured by and 1.3, 1.11, 1.18, 1.19, 2.6, and 3.3.	$379,425.00	Yes
1.10	Professional Learning	Provide professional learning for teachers and other staff on the California State Standards including English Language Development (ELD) Standards in all applicable content areas with a focus on good first instruction and include supplemental classroom materials to focus on instructional strategies in order to meet the needs of unduplicated pupils through ELD standards and good first instruction. The ELD professional development is to contain specific content to allow teachers to better support students in Designated ELD that builds language skills and Integrated ELD that supports acquisition of content knowledge, principally directed toward the success of low-income students, English learners, Long-Term English Learners, students with disabilities, African-American students, and Hispanic students (Technical Assistance for ELA for Foster Youth, African Americans, and Homeless students and for Math for Foster Youth) as measured by Metrics 1.1, 1.2, 1.9, 1.10, and 1.12. LREBG funds will support this action through the following:	$352,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*development of pacing guides, benchmarks, and common assessments ($193,000). *LETRS training ($150,000). * LETRS training.		
1.11	Data, Assessment, and Accountability support	Maintain the Director of Data, Assessment, and Accountability and Student Data Systems Specialist positions to implement data systems to support the data inquiry process, professional learning, and engagement of all educational partners for all students with an emphasis on closing the equity gap, as measured by Metrics 1.1, 1.2, 1.3, 1.9, 1.10, and 1.12.	$504,790.00	Yes
1.12	Technology positions	Maintain funding of Director of Technology position and additional Technology Technician to identify the instructional technology needs and provide professional learning opportunities for staff to close the equity gap, as measured by Metrics 1.1, 1.2, 1.9, 1.10, and 1.12.	$618,295.00	Yes
1.13	Chromebooks / instructional technology	Add Chromebooks and other instructional technology at elementary and secondary sites to any new classrooms. Replace outdated Chromebooks and other instructional technology, as measured by Metrics 1.1, 1.2, 1.9, 1.10, and 1.12. LREBG funds will support this action through the following: * wireless document cameras for all teachers ($50,000). * new laptops for teachers and administrators ($80,000).	$230,000.00	Yes
1.14	Director of Special Services	Fund position of Director of Special Services to review student IEPs, monitor Special Education services, monitor and provide support and programs for Homeless Youth and Foster Youth. The Director of Special Services coordinates supports at the site and district level to ensure Homeless Youth and Foster Youth are supported throughout their school career, as measured by Metrics 1.1, 1.2, 1.9, and 2.4.	$246,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Curriculum and Instruction Support	Maintain Director of Curriculum and Instruction and Coordinator of Curriculum and Instruction positions to support site and district curriculum and instruction needs, as measured by Metrics 1.1, 1.2, 1.9, and 1.10.	$411,206.00	Yes
1.16	New curriculum adoptions	Maintain curriculum committee meetings for the purpose of piloting and /or adopting state curricula, as measured by Metrics 1.1, 1.2, 1.9, and 1.10. LREBG funds will support this action through the following: *replenish consumable Science materials ($74,000)	$174,000.00	No
1.17	English Learner Consultants	Provide English Learner Consultants through a contract to ensure EL students are receiving appropriate English Language Acquisition Program. The PVUSD English Language Acquisition Program: English Language Development (ELD) is a systematic instructional model designed to develop the English language proficiency of English Learners. ELD instruction emphasizes the development of all four domains: listening, speaking, reading, and writing. The Language Instruction Program (LIP) for the district is Structured English Immersion (SEI). Structured English Immersion includes both Integrated ELD (I-ELD) and Designated ELD (D-ELD). Integrated ELD supports EL students with language acquisition during core/content instruction and Designated ELD is provided during a protected time during the regular school day when students develop their language skills to learn content taught in ELA. Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. Integrated ELD for TK-12 in all content areas:	$118,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. California English Language Development Standards 2. The core curriculum's Integrated ELD support (I-ELD) with the appropriate levels – emerging, bridging, and expanding. 3. Specially Designed Academic Instruction in English (SDAIE) During content instruction use California English Language Development Standards with the core curriculum's Integrated ELD support (I-ELD) with the appropriate levels – emerging, bridging, and expanding using SDAIE strategies to help differentiate instruction to support the learning needs of EL students. SDAIE – Teaching strategies supporting EL students: 4. Teacher communicates using gestures, expressions, restates, intonation, and rate of speech 5. Modeling – EL students need to see, hear, read, speak multiple times modeled language with explicit examples 6. Visual cues – photos, videos, objects used with verbal and written academic language 7. Direct Instruction – modeling, scaffolding, multiple practice opportunities, think-pair-share, group and whole class practice Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300) Designated ELD: During the ELD instructional block, instruction is differentiated and scaffolded to meet the needs of students who are at various levels of English language development. Instructional techniques and language development expectations will vary depending upon each student's particular needs as well as their expected proficiency levels. The English Learner Proficiency Assessment for California (ELPAC) is the current state English Language Proficiency Assessment. It is based on the California English Language Development Standards, which align with the English–Language Arts Content Standards for California Public Schools. The Proficiency Language Descriptors for the standards are the following: • Emerging • Expanding • Bridging		

Action #	Title	Description	Total Funds	Contributing

		Elementary Program
		  • ELD block – 30 minutes daily for 4-5 times per week, leveled groups
		  • Determine the number of groups depending on the number of teachers at a grade level.
		  • Student grouping is determined by multiple assessment measures, not by equal number of students per teacher.
		  • Groups should be differentiated by levels rather than by number of students.
		o Intensive support groups will be comprised of Emerging English Learners (EL) & Expanding - Low
		o Strategic groups will be comprised of Expanding ELs – Mid & Upper, with a focus on the EL instructional needs of LTELS
		o At Grade-level & Enrichment groups will be comprised of Bridging ELs
		  • Group composition should be reviewed at least monthly or more frequently monitoring students' progress allowing for grouping fluidity.
		
		High School Program
		Students designated as English Learners will be placed in core ELA class with integrated ELD support in ELA and all subject matter areas.
		ELA Integrated ELD – use the ELD resources in My Perspectives TE Textbook & Online to support EL student with access and success of the core ELA lesson.
		ELA Designated ELD - ELD Companion digital and blended English Language Development. English Learners at the Emerging, Expanding, and Bridging Levels use during a designated ELD time— My Perspectives ELD Companion. The ELD Companion provides ELD scaffolding and ELD instruction. The ELD Companion builds on the My Perspectives themes and essential questions in every unit.
		EL Newcomer & Level 1 Emerging EL students are provided additional ELD instruction using ELD standards and supplementary ELD materials in the ELD Level 1 class.
		EL Expanding Level 2 students are provided additional ELD instruction using ELD standards and supplementary ELD materials in the ELD Level 2 class.		

Action #	Title	Description	Total Funds	Contributing
		For Long Term English Learners, The EL Consultant(s) and Curriculum and Instruction Director will meet with each LTEL student individually in September and again in January to explain EL, LTEL, and steps needed for that student to reclassify. The team will plan for student success collaboratively, considering the individual needs of each LTEL student. They would invite site administration, the school counselor, and the parent to attend these meetings (attendance optional). This action will be measured by Metrics 1.12 and 1.13. This action will provide specific support for English Learners whose student group (2023) is in Red at the following schools: Appleby, for CAASPP ELA, CAASPP Math, Chronic Absenteeism, and Suspension Rate. Ruth Brown, for CAASPP ELA, CAASPP Math, and Suspension Rate. Margaret White, for Suspension Rate. This action will provide specific support for English Learners whose student group (2024) is in Red at the following schools: Appleby, for CAASPP ELA, CAASPP Math, Chronic Absenteeism, and Suspension Rate. Ruth Brown, for CAASPP ELA, CAASPP Math, and Suspension Rate. Margaret White, for Suspension Rate.		
1.18	Online / alternative classes	Continue to provide online/alternative classes for high school students for credit recovery to increase attendance and reduce dropout rates, as measured by Metric 1.3.	$100,000.00	Yes
1.19	Classroom intervention support	Identify the instructional needs and adjust the classroom intervention support during the school day to close the equity gap, principally directed toward low-income students, English learners, students with disabilities, African-American students, and Hispanic students (PVUSD Technical	$800,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Assistance for ELA and for Math) as measured by Metrics 1.1, 1.2, 1.9, and 1.10.		
1.20	Summer Learning Academy	Provide summer learning opportunities for underperforming students, as measured by Metrics 1.9 and 1.10.	$0.00	No
1.21	A-G Courses	Add an additional A-G course to prepare students to be college and career ready. Work with PVC on creating more Dual Enrollment opportunities, as measured by Metrics 1.1, 1.2, 1.3, 1.8, 1.9, 1.10, 1.18, and 2.6.	$49,000.00	Yes
1.22	Teacher Induction Program	Support the Teacher Induction Program with Riverside County Office of Education (RCOE) to provide teachers with ongoing and intensive professional learning; include stipends for teacher support providers. This action also includes stipends for Buddy Teachers for first and second year teachers in the district, as measured by Metrics 1.1, 1.2, 1.6, 1.9, 1.10, and 2.4.	$138,364.00	Yes
1.23	Site and district licenses	Purchase chosen site and district licenses for district wide adoptions and to support technology across the district (Renaissance, myOn, Acadience DIBELS, etc.), as measured by Metrics 1.1, 1.2, 1.9, and 1.10.	$123,000.00	Yes
1.24	EL paraprofessionals	Provide paraprofessionals to work with EL students to further the learning of this student group, as measured by Metrics 1.4, 1.12, 1.13, 1.16, 2.2, and 2.4. This action will provide specific support for English Learners whose student group (2023) is in Red at the following schools: Appleby, for CAASPP ELA, CAASPP Math, Chronic Absenteeism, and Suspension Rate. Ruth Brown, for CAASPP ELA, CAASPP Math, and Suspension Rate. Margaret White, for Suspension Rate.	$1,935,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will provide specific support for English Learners whose student group (2024) is in Red at the following schools: Appleby, for CAASPP ELA, CAASPP Math, Chronic Absenteeism, and Suspension Rate. Ruth Brown, for CAASPP ELA, CAASPP Math, and Suspension Rate. Margaret White, for Suspension Rate.		
1.25	Expanded elective programs	Provide curriculum and classroom materials to expand elective programs, as measured by 1.3, 2.6, and 3.3.	$55,000.00	Yes
1.26	Academic Coordinators- TOSAs	Hire three Academic Coordinators- TOSA temporary (one year) positions to provide educators with Direct Instruction and other professional learning opportunities, principally directed toward the success of low-income students, English learners, students with disabilities, African-American students, Foster Youth, Homeless students, and Hispanic students ((Technical Assistance for ELA for Foster Youth, African Americans, and Homeless students and for Math for Foster Youth) as measured by Metrics 1.1, 1.2, 1.9, 1.10, 2.2, and 2.4. This action will also provide specific support for schools who have one or indicators as Red (2023) (Comprehensive Support and Improvement): Appleby, for CAASPP Math, Chronic Absenteeism, and Suspension Rate. Ruth Brown, for CAASPP ELA, CAASPP Math, Chronic Absenteeism, and Suspension Rate. Margaret White, for CAASPP ELA, CAASPP Math, and Suspension Rate. Palo Verde High, for CAASPP ELA, CAASPP Math, and Suspension Rate. Twin Palms High, for Suspension Rate. This action will also provide specific support for schools who have one or indicators as Red from the 2024 CA Dashboard: Ruth Brown, for CAASPP ELA and CAASPP Math. Margaret White (Comprehensive Support and Improvement), for CAASPP ELA, CAASPP Math, and Suspension Rate.	$384,544.00	No

Action #	Title	Description	Total Funds	Contributing
		Palo Verde High, for English Learner Progress. Twin Palms High (Comprehensive Support and Improvement), for Graduation Rate and College / Career Indicator.		
1.27	IXL Licenses	Provide IXL math intervention licenses for all sites to improve student math ability, principally directed toward low-income students, English learners, students with disabilities, African-American students, Foster Youth, Homeless students, and Hispanic students (PVUSD Technical Assistance for Math) as measured by Metrics 1.2 and 1.10. This action will also provide specific support for schools who have student groups (2023) in Red for CAASPP Math: PVUSD, for low-income students, students with disabilities, English learners, African American students, and Hispanic students. Appleby, for low-income students, English learners, students with disabilities, and Hispanic students. Ruth Brown, for low-income students, English learners, students with disabilities, African American students, and Hispanic students. Margaret White, for low-income students, students with disabilities, African American students, and Hispanic students. Palo Verde High, for low-income students, Hispanic students. This action will also provide specific support for schools who have student groups (2024) in Red or Orange for CAASPP Math: Appleby (orange), for low-income students, English learners, student with disabilities, and Hispanic students. Ruth Brown (red) for African American students and low-income students and (orange) for English learners, students with disabilities, White students, and Hispanic students. Margaret White (red) for Hispanic students and for low-income students and (orange) for students with disabilities and White students. Palo Verde High (red), for low-income students and Hispanic students.	$52,386.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and healthful learning environment for students, staff, and parents / guardians.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PVUSD has chosen the goal, provide a safe and healthful learning environment for students, staff, and parents / guardians as an important broad goal because the well-being of the educational partners and our students is paramount to the success of PVUSD. The actions and metrics for this goal will help achieve the goal of providing a safe and healthful learning environment as the actions together are focused on providing opportunities for both staff and students to utilize Positive Behavioral Interventions and Supports and maintain safe campuses across Palo Verde Unified School District.

The district has unexpended LREBG funds for the 2025-2026 school year which can be found in this goal, action 5, professional learning-positive behavior. Our needs assessment revealed significant needs regarding low-income students and English Learners in the areas of SBAC ELA and Math. Research show that this action supports student social-emotional needs.This action aligns with the allowable funds uses in the area of social emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities maintained in good repair	2023-24 Results: 100% of sites are in good repair as measured by FIT survey.	2024-25 Results: 100% of sites are in good repair as measured by FIT survey.		2026 Outcome Target: 100% of sites are to be in good repair as measured by FIT survey.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Pupil suspension rates	2023 CA Dashboard Results: 12.2% of all students were suspended at least once. 30.5% of African American students were suspended at least once. 21.3% of Foster Youth students were suspended at least once. 15.2% of students with Two or More Races were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 10.1% of Hispanic students were suspended at least once. 20.0% of Students with Disabilities were suspended at least once. 10.0% of White students were suspended at least once. 9.3% of English Learner students were	2023 CA Dashboard Results: 10.7% of all students were suspended at least once. 22.1% of African American students were suspended at least once. 20.6% of Foster Youth students were suspended at least once. 9.5% of students with Two or More Races were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.1% of Hispanic students were suspended at least once. 16.9% of Students with Disabilities were suspended at least once. 11.7% of White students were		2026 CA Dashboard Outcome Targets: Less than 4.6% of all students are to be suspended at least once. Less than 4.6% of African American students are to be suspended at least once. Less than 4.6% of Foster Youth students are to be suspended at least once. Less than 4.6% of students with Two or More Races are to be suspended at least once. Less than 4.6% of Socioeconomically DIsadvantaged students are to be suspended at least once. Less than 4.6% of Hispanic students are to be suspended at least once. Less than 4.6% of Students with Disabilities are to	+1.5% of all students. +8.4% of African American students. +0.7% of Foster Youth students. +5.7% of students with Two or More Races. +1.5% of Socioeconomically Disadvantaged students. -1.0% of Hispanic students (as in no change) . +3.1% of Students with Disabilities. -1.7% of White students. +0.1% of English Learner students. Long-Term English Learners- no baseline data. Homeless students- no baseline data. A + means lower suspension rate (improving) A - means higher suspension rate (worsening)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended at least once.	suspended at least once. 9.2% of English Learner students were suspended at least once. 11.0% of Long-Term English Learners were suspended at least once. 15.8% of Homeless students were suspended at least once.		be suspended at least once. Less than 4.6% of White students are to be suspended at least once. Less than 4.6% of English Learner students are to be suspended at least once.	
2.3	Attendance rate	May 16, 2024, Year to Date PVUSD Student Information System Results through Schoolzilla: 89.8%	May 27, 2025, Year to Date PVUSD Student Information System Results through Schoolzilla: 92.3%		End-of-Year 2026 Outcome Target: PVUSD Student Information System Attendance Rate through Schoolzilla: 95.5%	+2.5% A + means improvement. A - means decline.
2.4	Chronic Absenteeism rate	2023 CA Dashboard Results: 41.4% of All students were chronically absent. 38.7% of English Learner students were chronically absent. 41.8% of Foster Youth students were chronically absent.	2024 CA Dashboard Results: 39.0% of All students were chronically absent. 31.6% of English Learner students were chronically absent.		2026 CA Dashboard Chronic Absenteeism Rate Outcome Target: 26.4% of All students. 23.7% of English Learner students. 26.8% of Foster Youth students.	+ 2.4% of All students. +7.1% of English Learner students. +3.9% of Foster Youth students. +3.6% of Hispanic students. +3.5% of students with two or more races.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41.1% of Hispanic students were chronically absent. 49.0% of students with two or more races were chronically absent. 48.6% of African American students were chronically absent. 49.8% of Students with Disabilities were chronically absent. 44.1% of Socioeconomically Disadvantaged students were chronically absent. 36.2% of White students were chronically absent.	33.3% of Long-Term English Learners were chronically absent. 45.5% of Foster Youth students were chronically absent. 37.5% of Hispanic students were chronically absent. 45.5% of students with two or more races were chronically absent. 55.3% of African American students were chronically absent. 46.4% of Students with Disabilities were chronically absent. 42.5% of Socioeconomically Disadvantaged students were chronically absent. 33.0% of White students were chronically absent. 57.1% of Homeless students were chronically absent.		26.1% of Hispanic students. 34.0% of students with two or more races. 33.6% of African American students. 34.8% of Students with Disabilities. 29.1% of Socioeconomically Disadvantaged students. 21.2% of White students.	-6.7% of African American students. +3.4% of Students with Disabilities. -2.3% of Socioeconomically Disadvantaged students. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School dropout rate	2023 Results per CALPADS 1.24 Dropouts Student List and number of students enrolled at PVUSD in 2022-23: Five students of 422 students, 1.18%	2024 Results per CALPADS 1.24 Dropouts Student List and number of students enrolled at PVUSD in 2023-24: Two students of 412 7th and 8th grade students, 0.4%		2026 Middle school dropout rate Outcome Target: 0.0%	+0.78% (lower). A + means improvement. A - means decline.
2.6	High School dropout rate	2023 CA Dataquest Results: 18 / 245 students, 7.35%	2024 CA Dataquest Results: 23 / 221 students, 10.4%		2026 High school dropout rate (CA Dataquest) Outcome Target: 1.35%	-3.05% (higher) A + means improvement. A - means decline.
2.7	Pupil expulsion rate	2023 CA Dataquest Results: 0.00% Expulsion Rate	2024 CA Dataquest Results: 0.7% Expulsion Rate		2026 Expulsion rate (CA Dataquest) Outcome Target: 0.00%	-0.7% (higher). A + means improvement. A - means decline.
2.8	Parent survey results, inclusive of parents of unduplicated pupils and parents of pupils with exceptional needs, focusing on school safety	Spring 2024 Local Administered Parent Survey Results: Average of 3.12 of 5 on parent survey results. Increasing Student Achievement average: 3.07	Spring 2025 Local Administered Parent Survey Results: Average of 3.16 of 5 on parent survey results. Increasing Student Achievement average: 3.07		Spring 2027 Local Administered Parent Survey Outcome Target: Average of 4 of 5 on parent survey results. Increasing Student Achievement average: 4	+0.04 of 5 A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Providing a Safe and Healthy Learning Environment average: 3.04

Increasing Collaboration and Engagement average: 3.25

Top 3 parent concerns:
1. Student Alcohol Use
2. Student Tobacco Use
3. Vandalism, including graffiti | Providing a Safe and Healthy Learning Environment average: 3.06

Increasing Collaboration and Engagement average: 3.36

Top 3 parent concerns:
1. Physical fighting between students
2. Students not respecting staff
3. Racial / ethnic conflict between students | | Providing a Safe and Healthy Learning Environment average: 4

Increasing Collaboration and Engagement average: 4 | |
| 2.9 | Staff survey results, focusing on school safety | 2024 Local Administered Staff Survey Results: Average of 3.31 of 5 on parent survey results.

Increasing Student Achievement average: 3.52

Providing a Safe and Healthy Learning Environment average: 3.36 | 2025 Local Administered Staff Survey Results: Average of 3.40 of 5 on parent survey results.

Increasing Student Achievement average: 3.47

Providing a Safe and Healthy Learning | | 2027 Local Administered Staff Outcome Target: Average of 4 of 5 on parent survey results.

Increasing Student Achievement average: 4

Providing a Safe and Healthy Learning | +0.09 of 5

A + means improvement.
A - means decline. |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Increasing Collaboration and Engagement average: 3.05	Environment average: 3.32 Increasing Collaboration and Engagement average: 3.41		Environment average: 4 Increasing Collaboration and Engagement average: 4	
2.10	Student survey results, inclusive of unduplicated pupils and pupils with exceptional needs that measure sense of safety	2024 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 194 students. 27 students completed the CHKS (13.9%). Of these 27 students: 52% felt they had a School Connectedness. 64% felt that adults in school had high expectations for students. 55% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was 203 students. 28 students completed the CHKS (13.8%). Of these 28 students: 37% felt they had a School Connectedness.	2025 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 218 students. 40 students completed the CHKS (18.3%). Of these 40 students: 58% felt they had a School Connectedness. 78% felt that adults in school had high expectations for students. 67% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was		2027 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students. 80% should feel safe at school. Secondary (7th, 9th, and 11th grades) 7th grade: 80% should feel they have a School Connectedness. 80% should feel that adults in school have high	Elementary (5th grade): +6% felt they had a School Connectedness. +14% felt that adults in school had high expectations for students. +12% felt safe at school. Secondary (7th, 9th, and 11th grades) 7th grade: +2% felt they had a School Connectedness. -10% felt that adults in school had high expectations for students. +0% felt safe or very safe at school. 9th grade:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		61% felt that adults in school had high expectations for students. 37% felt safe at school. The 9th grade target sample was 214 students. 91 students completed the CHKS (42.5%). Of these 91 students: 44% felt they had a School Connectedness. 52% felt that adults in school had high expectations for students. 48% felt safe at school. The 11th grade target sample was 187 students. 140 students completed the CHKS (74.9%). Of these 140 students: 35% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 47% felt safe at school.	185 students. 74 students completed the CHKS (40.0%). Of these 74 students: 39% felt they had a School Connectedness. 51% felt that adults in school had high expectations for students. 37% felt safe or very safe at school. The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students: 47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97		expectations for students. 80% should feel safe at school. 9th grade: 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students. 80% should feel safe at school. 11th grade: 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students. 80% should feel safe at school.	+3% felt they had a School Connectedness. +4% felt that adults in school had high expectations for students. +12% felt safe or very safe at school. 11th grade: +10% felt they had a School Connectedness. +0% felt that adults in school had high expectations for students. +7% felt safe or very safe at school. 11th grade Alt. Ed. (TPHS) (New addition- baseline for this student group): 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school. The 11th grade Alt. Ed. (TPHS) target sample was 30 students. 30 students completed the CHKS (100.0%). Of these 30 students: 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students. 66% felt safe or very safe at school.			66% felt safe or very safe at school. A + means improvement. A - means decline.

Goal Analysis [2024-25]

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

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

Action 2, School Resource Officer, Action 3, Elementary Certificated Support, Action 4, Positive Behavior Support, Action 6, Enhanced Collaboration and Support with Local Law Enforcement, Action 8, Dropout Prevention Specialists, Action 9, Health Service Support, Action 10, Staff Climate Survey, and Action 12, Parent / Guardian Climate Survey, were all fully implemented.

Action 1, Security / Surveillance Equipment, is being implemented late this year. It will not have any effect on this year's metrics.

Action 5, Professional Learning- Positive Behavior was partially implemented as fewer opportunities were available for this professional learning than expected.

Action 7, Secondary Counseling, was partially implemented as a resignation was not filled.

Action 11, Healthy Kids Survey, was fully implemented but the request for payment was just received.

Finding qualified personnel for job openings was a challenge. Student participation in the Healthy Kids Survey was also a challenge. Elementary certificated support providing for students was a success.

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

Action 1, Security / Surveillance Equipment, seems that it costs less than budgeted as it has not been fully installed yet.

Action 5, Professional Learning- Positive Behavior had fewer opportunities for professional learning than expected.

Action 7, Secondary Counseling, was partially implemented as a resignation was not filled.

Action 11, Healthy Kids Survey, was completed late in the year and the budget does not reflect the payment at the writing of this.

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

Actions in this goal led to small improvements in:
Pupil suspension rates (Actions 2, 3, 4, 5, 6, 8)
Attendance rate (Actions 8, 9)
Chronic absenteeism rate (Actions 3, 4, 5, 6, 7, 8, 9)
Staff survey results (Action 10)

Student survey results (Actions 2, 7, 10)
Parent / guardian climate survey (Action 12)
SBAC ELA results (Actions 3, 7)
SBAC Math results (Actions 3, 7)
STAR Reading results (Actions 3, 7)
STAR Math results (Actions 3, 7)

Actions in this goal led to small decreases in:
Pupil expulsion rate (Action 3)
PVUSD District administration will work with school sites to monitor progress on this actions quarterly to strengthen achievement of this metric.

Actions that did not show effectiveness due to not being implemented in time to measure its effectiveness:
Action 1

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

No changes are being made to this goal, metrics, outcomes, or actions for the 2025-26 school year.

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	Security / surveillance equipment	Purchase, install and maintain security / surveillance equipment across the sites to provide for safe and secure campuses, as measured by Metrics 2.1, 2.2 and 3.3.	$31,000.00	Yes
2.2	School Resource Officer	Provide for a School Resource Officer for secondary sites with ability to be used at elementary as needed to provide for security concerns as well as create mentoring opportunities for at-risk students, as measured by Metrics 2.2 and 3.3.	$196,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Elementary certificated support	Provide certificated Elementary Counselors and Behavior TOSAs, at elementary sites to refine and implement systems of support in: *student behavior / learning, *attendance, * teacher professional learning, principally directed toward the success of students with disabilities, Hispanic students, students who are two or more races, and white students (PVUSD Technical Assistance for Chronic Absenteeism). This action is also principally directed toward the success of (2023) low-income students, English learners, Foster youth, students with disabilities, African American students, Hispanic students, students who are two or more races, and white students (Technical Assistance for Chronic Absenteeism for Foster Youth, African American students, and Homeless youth), as measured by Metrics 1.1, 1.2, 1.9, 1.10, 2.2, 2.4, and 2.7. This action is also principally directed toward the success of (2024) low-income students, English learners, Foster youth, students with disabilities, African American students, Hispanic students, students who are two or more races, and white students (PVUSD Technical Assistance for Suspension Rate), as measured by Metrics 1.1, 1.2, 1.9, 1.10, 2.2, 2.4, and 2.7.	$1,028,985.00	Yes
2.4	Positive behavior support	Provide funding for the continuation of positive behavior level one and two activities, including elementary security personnel positions, as measured by Metrics 2.2 and 2.4. This action will also provide specific support for elementary students (2023) who have student groups in Red for Chronic Absenteeism or Suspension Rate: Chronic Absenteeism: PVUSD: low-income students, Hispanic students, two or more races, White students Appleby: low-income students, English learners, students with disabilities African American students, Hispanic students, white students. Ruth Brown: Hispanic students, white students	$875,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Suspension Rate: PVUSD: low-income students, English learners, Foster Youth, students with disabilities, African American students, Hispanic students, students with two or more races, and White students. Appleby: low-income students, English learners, students with disabilities, African American students, Hispanic students, white students. Ruth Brown: low-income students, English learners, students with disabilities, African American students, Hispanic students, two or more races, white students. Margaret White: low-income students, English learners, students with disabilities, African American students, Hispanic students, white students. This action will also provide specific support for elementary students who have student groups in Red for Chronic Absenteeism or Suspension Rate as measured by the 2024 CA Dashboard: Technical Assistance for Chronic Absenteeism for Foster Youth, African American students, and Homeless youth Chronic Absenteeism: Appleby: African American students. Ruth Brown: African American students, White students. Margaret White: African American students, low-income students. Suspension Rate: Appleby: White students. Ruth Brown: Students with disabilities, White students. Margaret White: low-income students, African American students, Hispanic students.		
2.5	Professional learning- positive behavior	Provide professional learning in level one and implement positive systems of supports to decrease the number of suspensions and expulsions, focusing on level one (first best instruction and social emotional needs of all students), as measured by Metrics 2.2 and 2.4. LREBG funds will support this action through the following: * Active supervision training for campus security and paraeducators ($5000).	$23,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Enhanced collaboration and support with local law enforcement	Contract with local law enforcement for special assignments, including building positive relationships with students, presentations to students on law enforcement careers, and additional presence during escalated events in the community for elementary and secondary sites, as measured by Metrics 2.2 and 2.4.	$214,600.00	Yes
2.7	Secondary counseling	Provide school counselors at PVHS to develop and implement a multiple systems of support the multi-tiered framework (level one and two) to increase positive behavior and student attendance, while also focusing on students in transition years, as measured by Metrics 1.1, 1.2, 1.3, 1.9, 1.10, 2.4, and 3.3. This action will also provide specific support for Palo Verde High School students (2023) who have student groups in Red for Suspension Rate: Suspension Rate: low-income students, students with disabilities, African American students, and Hispanic students. This action will also provide specific support for Palo Verde High School students (2024) who have student groups in Red for Suspension Rate: Suspension Rate: low-income students, students with disabilities, African American students, and Hispanic students.	$292,779.00	Yes
2.8	Dropout Prevention Specialists	Maintain the five Dropout Prevention Specialists to continue to identify, monitor, and provide intervention support for student academic, behavioral, and social emotional well-being, as measured by Metrica 2.2, 2.3, and 2.4.	$436,143.00	Yes
2.9	Health Service Support	Providing LVNs to allow school sites to better meet the needs of unduplicated students, as measured by Metrics 2.3 and 2.4.	$363,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Staff climate survey	Administer and analyze a staff climate survey to measure staffs' perception of a healthy and welcoming work environment, as measured by Metric 2.9.	$0.00	No
2.11	Healthy Kids Survey	Provide the California Healthy Kids Survey to students to better understand their perceptions of a healthy and welcoming school environment, as measured by Metric 2.10.	$1,300.00	No
2.12	Parent/guardian climate survey	Administer and analyze a parent climate survey to measure parents'/guardians' perceptions of a healthy and welcoming school environment, as measured by Metric 2.8.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase collaboration and engagement with all educational partners to advance learning and continuous improvement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

PVUSD has chosen the goal, increase collaboration and engagement with all educational partners to advance learning and continuous improvement, as a major broad goal because PVUSD understands that it takes the collaborative work of all to create positive outcomes. The actions and metrics for this goal will help achieve the goal of increasing collaboration and engagement as the actions together are focused on providing opportunities for staff, students, and parents / guardians to experience professional learning and student engagement activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent survey results, inclusive of parents of unduplicated pupils and parents of pupils with exceptional needs	Spring 2024 Locally Administered Parent Survey Results: Average of 3.12 of 5 on parent survey results. Increasing Student Achievement average: 3.07 Providing a Safe and Healthy Learning Environment average: 3.04	Spring 2025 Local Administered Parent Survey Results: Average of 3.16 of 5 on parent survey results. Increasing Student Achievement average: 3.07 Providing a Safe and Healthy Learning		Spring 2027 Local Administered Parent Survey Outcome Target: Average of 4 of 5 on parent survey results. Increasing Student Achievement average: 4 Providing a Safe and Healthy Learning	+0.04 of 5 A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Increasing Collaboration and Engagement average: 3.25 Top 3 parent concerns: 1. Student Alcohol Use 2. Student Tobacco Use 3. Vandalism, including graffiti	Environment average: 3.06 Increasing Collaboration and Engagement average: 3.36 Top 3 parent concerns: 1. Physical fighting between students 2. Students not respecting staff 3. Racial / ethnic conflict between students		Environment average: 4 Increasing Collaboration and Engagement average: 4	
3.2	Staff survey results	2024 Locally Administered Staff Survey Results: Average of 3.31 of 5 on parent survey results. Increasing Student Achievement average: 3.52 Providing a Safe and Healthy Learning Environment average: 3.36 Increasing Collaboration and	2025 Local Administered Staff Survey Results: Average of 3.40 of 5 on parent survey results. Increasing Student Achievement average: 3.47 Providing a Safe and Healthy Learning Environment average: 3.32		2027 Local Administered Staff Outcome Target: Average of 4 of 5 on parent survey results. Increasing Student Achievement average: 4 Providing a Safe and Healthy Learning Environment average: 4	+0.09 of 5 A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Engagement average: 3.05	Increasing Collaboration and Engagement average: 3.41		Increasing Collaboration and Engagement average: 4	
3.3	Student survey results, inclusive of unduplicated pupils and pupils with exceptional needs that measure school connectedness.	2024 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 194 students. 27 students completed the CHKS (13.9%). Of these 27 students: 52% felt they had a School Connectedness. 64% felt that adults in school had high expectations for students. 55% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was 203 students. 28 students completed the CHKS (13.8%). Of these 28 students: 37% felt they had a School Connectedness. 61% felt that adults in school had high	2025 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 218 students. 40 students completed the CHKS (18.3%). Of these 40 students: 58% felt they had a School Connectedness. 78% felt that adults in school had high expectations for students. 67% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was 185 students. 74 students completed the		2027 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students. 80% should feel safe at school. Secondary (7th, 9th, and 11th grades) 7th grade: 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students.	Elementary (5th grade): +6% felt they had a School Connectedness. +14% felt that adults in school had high expectations for students. +12% felt safe at school. Secondary (7th, 9th, and 11th grades) 7th grade: +2% felt they had a School Connectedness. -10% felt that adults in school had high expectations for students. +0% felt safe or very safe at school. 9th grade: +3% felt they had a School Connectedness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expectations for students. 37% felt safe at school. The 9th grade target sample was 214 students. 91 students completed the CHKS (42.5%). Of these 91 students: 44% felt they had a School Connectedness. 52% felt that adults in school had high expectations for students. 48% felt safe at school. The 11th grade target sample was 187 students. 140 students completed the CHKS (74.9%). Of these 140 students: 35% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 47% felt safe at school.	CHKS (40.0%). Of these 74 students: 39% felt they had a School Connectedness. 51% felt that adults in school had high expectations for students. 37% felt safe or very safe at school. The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students: 47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of		80% should feel safe at school. 9th grade: 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students. 80% should feel safe at school. 11th grade: 80% should feel they have a School Connectedness. 80% should feel that adults in school have high expectations for students. 80% should feel safe at school.	+4% felt that adults in school had high expectations for students. +12% felt safe or very safe at school. 11th grade: +10% felt they had a School Connectedness. +0% felt that adults in school had high expectations for students. +7% felt safe or very safe at school. 11th grade Alt. Ed. (TPHS) (New addition- baseline for this student group): 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students. 66% felt safe or very safe at school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school. The 11th grade Alt. Ed. (TPHS) target sample was 30 students. 30 students completed the CHKS (100.0%). Of these 30 students: 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students. 66% felt safe or very safe at school.			A + means improvement. A - means decline.

Goal Analysis [2024-25]

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

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

Action 2, Professional Learning Evaluation Tool, and Action 3, Professional Learning to Parents, were fully implemented, although turnout was very low..

Action 1, Student Activity Engagement, was partially implemented as schools were learning how to best utilize the funds.

Low turnout at parent nights and low use of the student activity funds were challenges. The use of professional learning evaluation tools leading to better professional development based on the results was a success.

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

Action 1, Student Activity Engagement, cost less than budgeted as sites were learning to navigate the use of these funds.

Action 3, Professional Learning to Parents, cost less than budgeted for as turnout was low and less was needed for the evening activities.

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

The actions in this goal led to a large increase in:
EL Access to state and ELD standards (action 2)

The actions in this goal led to small improvements in:
Pupil suspension rates (Action 1)
Chronic absenteeism rate (Action 1)
Middle school dropout rate (Action 1)
Staff survey results (Action 2)
Parent survey results (Action 3)
Implementation of state standards (Action 2)
STAR Reading results (Action 3)
STAR Math results (Action 3)
Attendance rate (Action 3)

The actions in this goal led to a decrease in:
High school dropout rate (Action 1)

PVUSD District administration will work with secondary school sites to monitor progress on this action monthly to strengthen improvement in this metric.

The actions in this goal lead to no change from the baseline (as baseline is already 100%) in:
Access to state standards-aligned materials (Action 2)

Action 3, Professional Learning to Parents, was implemented but turnout to the evening meetings were low.
PVUSD DIstrict and Site Administration will work collaboratively with families to offer learning opportunities fitting their schedules, as well as offering learning opportunities fitted to their assessed needs.

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

Action 1, Student Activity Engagement, Action 2, Professional Learning Evaluation Tool, and Action 3, Professional Learning to Parents, will be continued in the 2025-26 school year. PVUSD will continue to hold Professional Learning opportunities for parents and guardians and will add to the times and places to impact more parents and guardians.

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	Student activity engagement	Provide support for field trips and transportation for sports and other extracurricular activities to increase student engagement, as measured by Metrics 2.2, 2.4, 2.5, and 2.6.	$153,288.00	Yes
3.2	Professional learning evaluation tool	Administer and analyze an evaluation tool to determine how to adjust professional learning to ensure continuous improvement, as measured by Metrics 1.5, 1.16, 1.17, and 3.2.	$0.00	No
3.3	Professional learning to parents	Provide monthly evening professional learning to parents and community, based on a needs assessment conducted through a survey shared with parents and guardians summer of 2025, as measured by Metrics 1.9, 1.10, 2.3, 2.4, 2.8, and 3.1.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve graduation rate at Twin Palms High School by providing meaning and purpose to students enrolled at the site. The Graduation Rate show that All students, Hispanic students, and Low-Income students are in the very low level. The College and Career Indicator for Twin Palms shows that All students, Socioeconomically Disadvantaged students, and Hispanic students are in the very low level. The Suspension Rate Indicator shows that All students, Socioeconomically Disadvantaged students, and Hispanic students are in the very high level. Teaching assignments for Twin Palms shows that only 28.2% of teachers there have a clear credential.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PVUSD and Twin Palms developed this Equity Multiplier goal to identify and meet the needs of its student population. As a continuation high school, Twin Palms students struggle with suspension rates and graduation rates. By focusing on providing meaning and purpose to the students, Twin Palms expects to create a more engaging site which will in turn support a higher graduation rate. In consultation with school educational partners the actions below were chosen. Also in consultation with the site's educational partners, the school reviewed teaching assignments at Twin Palms, and decided to hire a grant-funded science teacher for the 2025-26 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation rate	2023 CA Dashboard: 80.6% graduated. (low-orange) 81.0% of the Hispanic student group	2024 CA Dashboard: 62.3% graduated. (very low- red) 61.9% of the Hispanic student		2026 CA Dashboard Outcome Targets: 83.6% to have graduated. (high-green)	-18.3% graduated. -19.1% of the Hispanic student group graduated. -19.0% of the Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		graduated. (low-orange) 80.0% of the Socioeconomically Disadvantaged student group graduated. (low-orange)	group graduated. (very low- red) 61.0% of the Socioeconomically Disadvantaged student group graduated. (very low- red)		84.0% of the Hispanic student group to have graduated. (high-green) 83.0% of the Socioeconomically Disadvantaged student group to have graduated. (high- green)	Disadvantaged student group graduated. A + means improvement. A - means decline.
4.2	Suspension rate	2023 CA Dashboard: 13.1% suspended at least one day. (very low- red) 12.0% of the Hispanic student group suspended at least one day. (very low- red) 12.6% of the Socioeconomically Disadvantaged student group suspended at least one day. (very low- red)	2024 CA Dashboard: 12.2% suspended at least one day. (low- orange) 11.7% of the Hispanic student group suspended at least one day. (low- orange) 13.0% of the Socioeconomically Disadvantaged student group suspended at least one day. (very low- red)		2026 CA Dashboard Outcome Targets: Less than 6.0% to have been suspended at least one day. (high-green) Less than 6.0% of the Hispanic student group to have been suspended at least one day. (high-green) Less than 6.0% of the Socioeconomically Disadvantaged student group to have been suspended at least one day. (high-green)	+0.9% suspended at least one day. +0.3% of the Hispanic student group suspended at least one day. -0.4% of the Socioeconomically Disadvantaged student group suspended at least one day. A + means improvement. A - means decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Teaching Assignments	2021-22 Teaching Assignment Monitoring Outcomes by Full-TIme Equivalent (FTE), DataQuest Staff Assignment Data: Total Teaching FTE: 6 Clear: 28.5% Out-of-Field: 47.8% Intern: 0.0% Ineffective: 16.5% Incomplete 0.0% Unknown: 7.2% N/A 0.0%	2022-23 Teaching Assignment Monitoring Outcomes by Full-TIme Equivalent (FTE), DataQuest Staff Assignment Data: Total Teaching FTE: 5.8 Clear: 28.2% Out-of-Field: 40.1% Intern: 0.0% Ineffective: 31.7% Incomplete 0.0% Unknown: 0.0% N/A 0.0%		2024-25 Teaching Assignment Monitoring Outcome Targets by Full-TIme Equivalent (FTE), DataQuest Staff Assignment Data: Total Teaching FTE: 6 Clear: 35.0% Out-of-Field: 35.0% Intern: 0.0% Ineffective: 0.0% Incomplete 0.0% Unknown: 0.0% N/A 0.0%	-0.3% A + means improvement. A - means decline.
4.4	College and Career Indicator	2023 CA Dashboard: 8.3% prepared (very low) 5% of Hispanic students prepared (very low) 6.9% of Socioeconomically Disadvantaged students prepared (very low)	2024 CA Dashboard: 5.0% prepared (very low) 4.8% of Hispanic students prepared (very low) 5.2% of Socioeconomically Disadvantaged students prepared (very low)		2026 CA Dashboard: 15% prepared 10% of Hispanic students prepared 12% of Socioeconomically Disadvantaged students prepared	-3.3% prepared +0.2% of Hispanic students prepared -1.7% of Socioeconomically Disadvantaged students prepared A + means improvement. A - means decline.

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.

TPHS did not implement Action 1, Capturing Kids' Hearts, because of a change in administration and low level of teacher interest in the program. Action 2, Site Planters and Gardens, was partially implemented and TPHS now has a garden club, even though it appears no funds were spent. Action 3, Group Session Room, has been in the planning stages but has not been implemented. Action 4, Lunch Time Activities, has been partially implemented. Action 5, Social Emotional Learning Curriculum, was not implemented as TPHS decided to wait until another professional was added to the team to help find the best curriculum.

A change in the interest level of Capturing Kids Hearts was a challenge. The site has removed this action from the 2025-26 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.

No money was spent on Action 1, Capturing Kids' Hearts, as a result of a change in interest level in the program. Action 2, Site Planters and Gardens, cost less than expected but was partially implemented. No money has been spent on Action 3, Group Session Room, as the site has been involved in planning for the room. Action 4, Lunch Time Activities, cost less than budgeted for as it was only partially implemented. Action 5, Social Emotional Curriculum, was not implemented, as TPHS was not ready to choose a new Social Emotional Curriculum.

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

Actions 1, 3, and 5 did not have an effect on SBAC ELA results, Graduation rate, Attendance rate, Chronic Absenteeism rate, High School Dropout rate, Pupil expulsion rate, Suspension rate, Student Survey results as these actions were not implemented.

The actions in this goal led to a slight improvement in TPHS:
SBAC Mathematics results (Actions 2, 4)
Pupil Suspension rates (Actions 2, 4)
Attendance rate (Actions 2, 4)
Student survey results (Action 2, 4)

The actions in this goal saw a decrease in TPHS:
SBAC ELA results (Actions 2. 4)
College / Career Readiness (Action 2, 4)
Graduation Rate (Actions 2, 4)
High school dropout rate (Actions 2, 4)
Pupil expulsion rate (Actions 2, 4)
PVUSD District administration will work with this school site to monitor progress on these actions monthly to strengthen achievement of these metrics. PVUSD District Administration will also closely monitor implementation of all 5 actions in this goal.

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.

This goal was amended to remove improvement of suspension rate and add improvement of graduation rate. Local data shows that the 2024-25 suspension rate is greatly improved. Graduation rate is now the site focus.

Even though not all actions were implemented as planned, TPHS will continue with Actions 2, 3, 4, 5, while adding a part-time social emotional counselor to Action 5.

Action 1, Capturing Kids' Hearts, is being removed from the 2025-26 LCAP and being replaced with a new Action 1, the hiring of a grant-funded science teacher.

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	Science teacher	Provide for a science teacher for the 2025-26 school year, as measured by Metrics 4.1, 4.2, 4.3, 4.4. This action will also provide specific support for Twin Palms students (2023) who have student groups in Red for: Suspension Rate- All students, Low-income students and Hispanic students. This action will provide specific support for Twin Palms students (2024) who have student groups in Red for: Graduation Rate- All students, Low-income students and Hispanic students. College and Career Readiness-All students, Low-income students and Hispanic students.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Site Planters and Gardens	Continue to install and use a school garden learning environment with our at-risk high school students, as measured by Metrics 4.1, 4.2.	$3,000.00	No
4.3	Group Session Room	Continue to create and utilize a welcoming group session room for student counseling space, as measured by Metrics 4.1, 4.2, 4.4. This action will also provide specific support for Twin Palms students (2023) who have student groups in Red for Suspension Rate: All students, Low-income students and Hispanic students. This action will provide specific support for Twin Palms students (2024) who have student groups in Red for Graduation Rate: All students, Low-income students and Hispanic students.	$43,000.00	No
4.4	Lunch Time Activities	Purchase and oversee the use of materials and supplies to encourage students to participate in positive activities during the lunch period, as measured by Metrics 4.1, 4.2. This action will also provide specific support for Twin Palms students (2023) who have student groups in Red for Suspension Rate: All students, Low-income students and Hispanic students. This action will provide specific support for Twin Palms students (2024) who have student groups in Red for Graduation Rate: All students, Low-income students and Hispanic students.	$3,000.00	No
4.5	Social Emotional Learning Curriculum	Explore and adopt a curriculum to support social emotional learning, to be utilized by a behavior counselor one day a week, as measured by Metrics 4.1, 4.2.	$17,000.00	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
$9,481,946	$1,135,573.00

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
33.883%	2.402%	$680,788.43	36.285%

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:** Lower class sizes, no combination classes **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard, English learners averaged 94.2 points below the standard, Foster Youth averaged 136.4 points	To address the needs of our low-income, English learner, and foster youth students, we will have lowered class sizes and no combination classes across all 3 TK-8 elementary schools allow teachers to focus on student needs better. The very low achievement and absenteeism results for our low-income, English learner, and foster youth students necessitates a schoolwide action to improve academic achievement and attendance for students.	Chronic absenteeism rates SBAC ELA and Math results STAR Reading and Math results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below the standard, and Homeless students averaged 139.1 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard, English learners averaged 140.4 points below the standard, Foster Youth averaged 159.2 points below the standard, and Homeless students averaged 149.9 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. **Scope:** Schoolwide	Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient	
1.2	**Action:** Additional time	To address the needs of our low-income, English learner, and foster youth students, we will have additional time to allow teachers to focus on	SBAC ELA and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard, English learners averaged 94.2 points below the standard, Foster Youth averaged 136.4 points below the standard, and Homeless students averaged 139.1 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard, English learners averaged 140.4 points below the standard, Foster Youth averaged 159.2 points below the standard, and Homeless students averaged 149.9 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent.	academic and attendance student needs better. The very low achievement and absenteeism results for our low-income, English learner, and foster youth students necessitates an LEA-wide action to improve academic achievement and attendance for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient	STAR Reading and Math results Chronic Absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.3	**Action:** Secondary teachers **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. 2024 College and Career Readiness CA Dashboard Results : 51.6% of all students were prepared.	To address the needs of our low-income and English learner students, we will have lowered class sizes and intervention support at PVHS to allow teachers to focus on student needs better. The very low achievement and suspension results for our low-income and English learner students necessitates a schoolwide action to improve academic achievement and suspension rates for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient	SBAC ELA and Math results STAR Reading and Math results Graduation rates College and Career Readiness AP Pass rate EAP results Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	15.8% of English Learners were prepared. 49.0% of Socioeconomically Disadvantaged students were prepared. AP Pass rate: All students: 0.0% English Learners 0.0% Socioeconomically Disadvantaged students: 0.0% EAP results: All students: 3.5% English Learners 0.0% Socioeconomically Disadvantaged students: 2.1% 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. 2024 Suspension rates: 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** Schoolwide		
1.4	**Action:** Upper elementary VAPA **Need:**	To address the needs of our low-income students, we will have an elementary Visual and Performing Arts (upper elementary band) teacher to provide opportunities for school engagement related to the	Chronic absenteeism rate Middle School dropout rates Student survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic absenteeism 2024 CA Dashboard Results: 39.0% of All students were chronically absent. 42.5% of Socioeconomically Disadvantaged students were chronically absent. **Scope:** Schoolwide	band program. The chronic absenteeism results for our low-income students and the middle school dropout rates and student survey results necessitates a schoolwide action to improve attendance achievement for students. Data for all students: 2024 Results per CALPADS 1.24 Dropouts Student List and number of students enrolled at PVUSD in 2023-24: Two students of 412 7th and 8th grade students, 0.4% Student survey results: The 7th grade target sample was 185 students. 74 students completed the CHKS (40.0%). Of these 74 students: 39% felt they had a School Connectedness. 51% felt that adults in school had high expectations for students. 37% felt safe or very safe at school.	
1.5	**Action:** Academic TOSA **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English	To address the needs of our low-income, English learner, and foster youth students, we will have support from an Academic TOSA to allow teachers to focus on student academic and school engagement needs better through the coaching cycle for Direct Instruction. The very low achievement and absenteeism results for our low-income, English learner, and foster youth students necessitates an LEA-wide action to improve academic achievement and attendance for students. Data for all students	SBAC ELA and Math results STAR Reading and Math results Student survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. **Scope:** LEA-wide	Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient 2025 California Healthy Kids Survey (CHKS) Results:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Elementary (5th grade) The 5th grade target sample was 218 students. 40 students completed the CHKS (18.3%). Of these 40 students: 58% felt they had a School Connectedness. 78% felt that adults in school had high expectations for students. 67% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was 185 students. 74 students completed the CHKS (40.0%). Of these 74 students: 39% felt they had a School Connectedness. 51% felt that adults in school had high expectations for students. 37% felt safe or very safe at school. The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students: 47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at 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
		The 11th grade Alt. Ed. (TPHS) target sample was 30 students. 30 students completed the CHKS (100.0%). Of these 30 students: 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students. 66% felt safe or very safe at school.	
1.6	**Action:** Freshman and Senior Seminar **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient.	To address the needs of our low-income, English learner students, and Foster youth, we will have Freshman and Senior Seminar at PVHS to allow teachers to focus on student academic and engagement needs better through targeted learning goals for students in these classes. The very low achievement and suspension results for our low-income, Foster youth, and English learner students necessitates a schoolwide action to improve academic achievement, graduation rates, student survey results, and high school dropout rate for students. Data for all students: 2024 Results per CALPADS 1.24 Dropouts Student List and number of students enrolled at PVUSD in 2023-24: Two students of 412 7th and 8th grade students, 0.4% Student survey results- 2025 California Healthy Kids Survey (CHKS) Results: The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students:	SBAC ELA and Math Results High school dropout rates Student survey results 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
	2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school.	
1.7	**Action:** Junior and Senior Leadership class **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results:	To address the needs of our low-income, English learner students, and Foster youth, we will have Junior and Senior Leadership class at PVHS to allow teachers to focus on student academic and engagement needs better through targeted learning and leadership skills for students in these classes. The very low achievement and suspension results for our low-income, Foster youth, and English learner students necessitates a schoolwide action to improve academic achievement, graduation rates, student survey results, and high school dropout rate for students. High School Dropout Rates- Data for all students: 2024 CA Dataquest Results: 23 / 221 students, 10.4% 2025 California Healthy Kids Survey (CHKS) Results: The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students:	SBAC ELA and Math Results High school dropout rates Student survey results 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
	English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school.	
1.8	**Action:** Journalism and Advanced Music Courses **Need:** 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	To address the needs of our low-income, English learner students, and Foster youth, we will have Journalism and Advanced Music courses at PVHS to allow teachers to focus on student engagement needs better through the use of music skills. The graduation rates of our low -income and English learner students as well as student survey results and high school dropout rate necessitates a schoolwide action to improve academic achievement, graduation rates, student survey results, and high school dropout rate for students. Data for all students: 2024 CA Dataquest Results: 23 / 221 students, 10.4% 2025 California Healthy Kids Survey (CHKS) Results: The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students:	Student survey results Graduation rate High school dropout rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school.	
1.9	**Action:** CTE Offerings **Need:** 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. 2024 CTE Completion rates: 33.3% all students. 15.8% English Learners. 32.0% Socioeconomically Disadvantaged students. Spring 2025 SIS data shows that 39.2% of PVHS Students with Disabilities (40 of 102 students) were enrolled in CTE classes. **Scope:**	To address the needs of our low-income and English learner students, we will we will offer CTE courses at PVHS to allow teachers to focus on student academic and career technical needs better. The graduation rates of our low -income and English learner students as well as student survey results, high school dropout rate, CTE completion rate, CTE enrollment of Students with Disabilities, and the A-G AND CTE Completion rate necessitates a schoolwide action to improve academic achievement, graduation rates, student survey results, and high school dropout rate for students. Data for all students: 2024 CA Dataquest Results: 23 / 221 students, 10.4% 2025 California Healthy Kids Survey (CHKS) Results: The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students:	Student survey results Graduation rate High school dropout rates CTE Completion rate CTE Enrollment of SWD A-G and CTE completion 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
	Schoolwide	47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school. 2024 CA Dashboard Results (Met UC/CSU Requirements AND Completed at Least One CTE Pathway) show 26 graduates who completed A-G requirements and were CTE completers out of a cohort graduation group of 222 students. 11.7%.	
1.10	**Action:** Professional Learning **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results	To address the needs of our low-income, English learner, and foster youth students, we will have professional learning on state standards and content specific learning which will allow teachers to focus on student academic needs better. The very low academic achievement for our low-income, English learner, and foster youth students and medium English Learner progress rate for our English learner students necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students: Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient	SBAC ELA and Math results STAR Reading and Math results English Learner Progress

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
	English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. English Learner Progress 2024 CA Dashboard Results: There were 151 English Learners. 35.1% of students are making progress towards English language proficiency. 24.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 39.6% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 0.7% of English Learners maintained ELPI level 4. 34.9% of English Learners progressed at least one ELPI level. **Scope:** LEA-wide	Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.11	**Action:** Data, Assessment, and Accountability support **Need:** Student academic needs:	To address the needs of our low-income, English learner, and foster youth students, we will have data, assessment, and accountability support, which will allows for a concerted focus on data to progress monitor timely and allows for focus on interventions based on Early Warning Systems.	Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results 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
	2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. English Learner Progress 2024 CA Dashboard Results: There were 151 English Learners. 35.1% of students are making progress towards English language proficiency. 24.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 39.6% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 0.7% of English Learners maintained ELPI level 4.	The very low academic achievement, chronic absenteeism rate, and graduation rate for our low-income, English learner, and foster youth students and medium English Learner progress rate for our English learner students as well as low STAR Reading and Math results necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient	English Learner Progress

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
	34.9% of English Learners progressed at least one ELPI level. Chronic absenteeism 2024 CA Dashboard Results: 39.0% of All students were chronically absent. 42.5% of Socioeconomically Disadvantaged students were chronically absent. **Scope:** LEA-wide	Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.12	**Action:** Technology positions **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results:	To address the needs of our low-income, English learner, and foster youth students, we will have school technology support, which will allows for a focus on student technology needs, as much of the supplemental learning has a technology component embedded. The very low academic achievement of low-income, English learner, and foster youth students and medium English Learner progress rate for our English learner students as well as low STAR Reading and Math results necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient	SBAC ELA and Math results STAR Reading and Math results English Learner Progress

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
	English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. English Learner Progress 2024 CA Dashboard Results: There were 151 English Learners. 35.1% of students are making progress towards English language proficiency. 24.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 39.6% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 0.7% of English Learners maintained ELPI level 4. 34.9% of English Learners progressed at least one ELPI level. **Scope:** LEA-wide	Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.13	**Action:** Chromebooks / instructional technology **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard.	To address the needs of our low-income, English learner, and foster youth students, we will purchase technology, which will allows for a focus on student technology learning needs, as much of the supplemental learning has a technology component embedded. The very low academic achievement of low-income students, English learner, and foster youth students and medium English Learner progress rate for our English learner students as well as low STAR Reading and Math results necessitates an LEA-wide action to	SBAC ELA and Math results STAR Reading and Math results English Learner Progress

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
	2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. English Learner Progress 2024 CA Dashboard Results: There were 151 English Learners. 35.1% of students are making progress towards English language proficiency. 24.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 39.6% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 0.7% of English Learners maintained ELPI level 4. 34.9% of English Learners progressed at least one ELPI level. **Scope:**	improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.14	**Action:** Director of Special Services **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent.	To address the needs of our low-income and foster youth students, we will fund the position of Director of Special Services which will allows for a focus on student academic achievement and attendance needs, as this position oversees Foster Youth and Homeless Youth programs and services across the District. The very low academic achievement of our low-income and foster youth students as well as low STAR Reading and Math results necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient	Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.15	**Action:** Curriculum and Instruction Support **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results:	To address the needs of our low-income, English learner, and foster youth students, we will have Curriculum and Instruction support, which will allows for a focus on student instructional and curriculum needs. The very low academic achievement of , English learner, and foster youth students as well as low STAR Reading and Math results necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient	SBAC ELA and Math results STAR Reading and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. **Scope:** LEA-wide	Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.18	**Action:** Online / alternative classes **Need:** 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	To address the needs of our low-income, English learner students, and Foster youth, we will have online / alternative courses at PVHS to allow teachers and other school personnel to focus on student academic needs better to meet graduation requirements. The graduation rates for low-income and English learner students necessitate a schoolwide action for students.	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
1.19	**Action:** Classroom intervention support **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. **Scope:** LEA-wide	To address the needs of our low-income, English learner, and foster youth students, we will have classroom intervention support which will allow teachers and other staff members to focus on student needs better by providing paraprofessional support in classrooms, targeted to student academic needs. The very low academic achievement for our low-income, English learner, and foster youth students necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient	SBAC ELA and Math results STAR Reading and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.21	**Action:** A-G Courses **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient.	To address the needs of our low-income and English learner students, we will offer A-G courses at PVHS to allow teachers to focus on student academic, graduation, and engagement needs better. The graduation rates of our low -income and English learner students, high school dropout rate, CTE completion rate, A-G rates and the A-G AND CTE Completion rate necessitates a schoolwide action to improve academic achievement, graduation rates, and high school dropout rate for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient	SBAC ELA and Math results STAR Reading and Math results Graduation rate High school dropout rates A-G rates A-G AND CTE completion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income students scores: 213 of 1217 (17.5%) students scored proficient. 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.22	**Action:** Teacher Induction Program **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard.	To address the needs of our low-income and English learner students we will we will offer a Teacher Induction Program to allow teachers to clear credentials and focus on student academic and engagement needs better through state and county Teacher Induction expectations to improve new teacher skills in the classrooms. The very low academic achievement for our low-income and English learner students necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report):	Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results Appropriately assigned teachers

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
	Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. **Scope:** LEA-wide	Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient Appropriately assigned teachers: 2024 Results: 73.0% of PVUSD teachers had Clear Teaching Credentials as shown on the CA Dashboard. The other teachers have Provisional Intern Permits, Short-Term Staff Permits, Intern Credentials, or Preliminary Credentials	

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
1.23	**Action:** Site and district licenses **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. **Scope:** LEA-wide	To address the needs of our low-income, English learner, and foster youth students, we will provide site and district licenses, which will allows for a focus on student technology learning needs, as many supplemental learning programs are offered through online avenues. The very low academic achievement of low-income students, English learner, and foster youth students as well as low STAR Reading and Math results necessitates an LEA-wide action to improve academic achievement and English Learner Progress for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient	SBAC ELA and Math results STAR Reading and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	
1.25	**Action:** Expanded elective programs **Need:** 2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.8% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	To address the needs of our low-income, Foster youth, and English learner students, we will we will offer A-G courses at PVHS to allow the site to focus on student graduation and engagement needs better by providing new classes to spark student interest. The graduation rates of our low - income and English learner students, high school dropout rate, and student survey results necessitates a schoolwide action to improve academic achievement, graduation rates, and high school dropout rate for students. Data for all students: 2025 CHKS Student survey results: The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students: 47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school.	Student survey results Graduation rate High school dropout rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school. The 11th grade Alt. Ed. (TPHS) target sample was 30 students. 30 students completed the CHKS (100.0%). Of these 30 students: 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students. 66% felt safe or very safe at school. 2024 CA Dataquest Results: 23 / 221 students, 10.4%	
2.1	**Action:** Security / surveillance equipment **Need:** Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** LEA-wide	To address the needs of our low-income and Foster youth, we will we will purchase, install and maintain security / surveillance equipment across the sites to provide for safe and secure campuses. The suspension rates of our low -income students and student survey results necessitates an LEA-wide action to improve perception of school safety among all students. Data for all students: 2025 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 218 students. 40 students completed the CHKS (18.3%). Of these 40 students:	Student survey results Suspension rates Facilities in good repair

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
		58% felt they had a School Connectedness. 78% felt that adults in school had high expectations for students. 67% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was 185 students. 74 students completed the CHKS (40.0%). Of these 74 students: 39% felt they had a School Connectedness. 51% felt that adults in school had high expectations for students. 37% felt safe or very safe at school. The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students: 47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school. The 11th grade Alt. Ed. (TPHS) target sample was 30 students. 30 students completed the CHKS (100.0%). Of these 30 students: 55% felt they had a School Connectedness. 66% felt that adults in school had high expectations for students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		66% felt safe or very safe at school. 2024-25 School facilities maintained in good repair: 100% of sites are in good repair as measured by FIT survey.	
2.2	**Action:** School Resource Officer **Need:** Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** Schoolwide	To address the needs of our low-income and Foster youth, we will we will utilize the School Resource Officer program to provide for safe and secure campuses. The suspension rates of our low -income students and student survey results necessitates a schoolwide action to improve perception of school safety among all students. Data for all students: 2024 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 194 students. 27 students completed the CHKS (13.9%). Of these 27 students: 52% felt they had a School Connectedness. 64% felt that adults in school had high expectations for students. 55% felt safe at school. Secondary (7th, 9th, and 11th grades) The 7th grade target sample was 203 students. 28 students completed the CHKS (13.8%). Of these 28 students: 37% felt they had a School Connectedness. 61% felt that adults in school had high expectations for students. 37% felt safe at school.	Student survey results Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The 9th grade target sample was 214 students. 91 students completed the CHKS (42.5%). Of these 91 students: 44% felt they had a School Connectedness. 52% felt that adults in school had high expectations for students. 48% felt safe at school. The 11th grade target sample was 187 students. 140 students completed the CHKS (74.9%). Of these 140 students: 35% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 47% felt safe at school.	
2.3	**Action:** Elementary certificated support **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient.	To address the needs of our low-income, English learner, and foster youth students, we will have elementary certificated support across all 3 TK-8 elementary schools to focus on student academic and positive behavior needs better through a focus on positive behavior and academic supports. The very low achievement and absenteeism results for our low-income, English learner, and foster youth students as well as suspension and expulsion rates necessitates a schoolwide action to improve academic achievement and attendance for student. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient	Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results Suspension rates Expulsion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income students scores: 442 of 1728 (26%)students scored proficient. Spring 2024 STAR Math results: English Learner scores: 13 of 149 (8%) EL students scored proficient. Low-income students scores: 210 of 1693 (13%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** Schoolwide	Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient Pupil expulsion rate: 0.00% Expulsion Rate	
2.4	**Action:** Positive behavior support **Need:** Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically	To address the needs of our low-income students, we will provide positive behavior support to our schools to focus on student attendance and positive behavior needs better. The very low achievement and absenteeism results for our low-income students as well as suspension rates	Chronic absenteeism rate Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** LEA-wide	necessitates an LEA-wide action to improve behavior and attendance for students.	
2.5	**Action:** Professional learning- positive behavior **Need:** Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once.	To address the needs of our English learners, low-income students, and Foster youth we will provide professional learning for positive behavior support to our schools to focus on student engagement and positive behavior needs better. The very low absenteeism results for our low-income students, Foster Youth, and English learners as well as suspension rates necessitates an LEA-wide action to improve behavior and attendance for students.	Chronic absenteeism rate Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Enhanced collaboration and support with local law enforcement **Need:** Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** LEA-wide	To address the needs of our low-income students, we will we will have enhanced collaboration and support with local law enforcement to provide for safe and secure campuses. The suspension rates of our low -income students and student survey results necessitates an LEA-wide action to improve perception of school safety among all students.	Chronic absenteeism rate Suspension rates
2.7	**Action:** Secondary counseling **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged	To address the needs of our low-income, English learner students, and Foster youth we will have secondary counseling support at PVHS to focus on student academic and engagement needs better. The very low achievement and suspension results for our low-income, foster youth, and English learner	Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results Student survey results 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
	81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once.	students necessitates a schoolwide action to improve academic achievement, student feeling connected to school, and suspension rates for students. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Appropriately assigned teachers- 2024 Results: 73.0% of PVUSD teachers had Clear Teaching Credentials as shown on the CA Dashboard. The other teachers have Provisional Intern Permits, Short-Term Staff Permits, Intern Credentials, or Preliminary Credentials. 2025 California Healthy Kids Survey (CHKS) Results The 9th grade target sample was 219 students. 75 students completed the CHKS (34.2%). Of these 75 students:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024 Graduation rate: All students: 83.8% graduated. Socioeconomically Disadvantaged students: 82.2% graduated. English Learners: 78.9% graduated. **Scope:** Schoolwide	47% felt they had a School Connectedness. 56% felt that adults in school had high expectations for students. 60% felt safe or very safe at school. The 11th grade target sample was 172 students. 97 students completed the CHKS (56%). Of these 172 students: 45% felt they had a School Connectedness. 53% felt that adults in school had high expectations for students. 54% felt safe or very safe at school.	
2.8	**Action:** Dropout Prevention Specialists **Need:** Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates (2024 CA Dashboard): 10.7% of all students were suspended at least once. 11.9% of Socioeconomically Disadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once. **Scope:** Schoolwide	To address the needs of our low-income, English learner students, and Foster youth we will have Dropout Prevention Specialists to focus on student engagement, positive behavior, and attendance needs better. The very low attendance and suspension results for our low-income, foster youth, and English learner students necessitates a schoolwide action to improve academic achievement, student feeling connected to school, and suspension rates for students. Attendance Rate: April 23, 2025, Year to Date PVUSD Student Information System Results through Schoolzilla: 92.4%	Chronic absenteeism rate Attendance rate Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Health Service Support **Need:** Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. **Scope:** LEA-wide	To address the health concerns of our low-income and Foster youth we will have LVNs at sites to focus on student attendance needs better. The very low attendance and suspension results for our low-income and foster youth students necessitates an LEA-wide action to improve academic achievement, student feeling connected to school, and suspension rates for students. Attendance Rate: April 23, 2025, Year to Date PVUSD Student Information System Results through Schoolzilla: 92.4%	Chronic absenteeism rate Attendance rate
3.1	**Action:** Student activity engagement **Need:** Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were chronically absent, and 42.5% of low-income students were chronically absent. Suspension rates: 2024 CA Dashboard Rates: 10.7% of all students were suspended at least once. 11.9% of Socioeconomically DIsadvantaged students were suspended at least once. 9.2% of English Learner students were suspended at least once.	To address the engagement concerns of our low-income, English learners, and Foster youth we will provide for student activities, including field trips, transportation for sports, and other extracurricular activities. The very low attendance and suspension results for our low-income, English learners, and foster youth student, as well as our middle school and high school dropout rates, necessitates an LEA-wide action to improve academic achievement, student feeling connected to school, and suspension rates for students. Data for all students: Middle School dropout rate: 2024 Results per CALPADS 1.24 Dropouts Student List and number of students enrolled at PVUSD in 2023-24: Two students of 412 7th and 8th grade students, 0.4% High School dropout rate:	Chronic absenteeism rate Middle School dropout rates High school dropout rates Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	2024 CA Dataquest Results: 23 / 221 students, 10.4%	
3.3	**Action:** Professional learning to parents **Need:** Student academic needs: 2024 CA Dashboard results in SBAC ELA showed that low-income students averaged 81.5 points below the standard and English learners averaged 94.2 points below the standard. 2024 CA Dashboard results in SBAC Math showed that low-income students averaged 128.2 points below the standard and English learners averaged 140.4 points below the standard. Spring 2025 STAR Reading results English Learners scores: 13 of 108 (12%) EL students scored proficient. Low-income students scores: 138 of 1253 (11%) students scored proficient. Spring 2025 STAR Math results: English Learner scores: 12 of 102 (11.8%) EL students scored proficient. Low-income students scores: 213 of 1217 (17.5%) students scored proficient. Attendance needs: 2024 CA Dashboard results showed that 31.6% of English learners were chronically absent, 45.5% of Foster Youth were	To address the engagement concerns of the parents and guardians of our low-income students and English learners, we will provide for learning to parents and guardians to support families in improving student academic and attendance needs. The very low attendance and academic achievement results for our low-income and foster youth students necessitates an LEA-wide action to improve academic achievement and attendance. Data for all students Spring 2025 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 36% proficient Grade 2: 31% proficient Grade 3: 25% proficient Grade 4: 38% proficient Grade 5: 23% proficient Grade 6: 29% proficient Grade 7: 33% proficient Grade 8: 39% proficient Grade 9: 36% proficient Grade 10: 52% proficient Grade 11: 50% proficient Grade 12: 60% proficient Overall: 36% proficient Spring 2025 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 27% proficient Grade 2: 32% proficient	Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	chronically absent, and 42.5% of low-income students were chronically absent. **Scope:** LEA-wide	Grade 3: 21% proficient Grade 4: 23% proficient Grade 5: 6% proficient Grade 6: 10% proficient Grade 7: 9% proficient Grade 8: 18% proficient Grade 9: 13% proficient Grade 10: 31% proficient Grade 11: 18% proficient Grade 12: 17% proficient Overall: 20% proficient	

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
1.17	**Action:** English Learner Consultants **Need:** Student academic needs The 2024 CA Dashboard SBAC ELA results showed that English learners scored 94.2 points below the standard, significantly below the All Students score of 70.3 points below the standard. English Learner English acquisition	This action will benefit English learners by providing supports including the monitoring of Designated and Integrated ELP programs which will improve ELA proficiency for these students.	ELPI data: English Learner Progress ELPAC data: Long-Term English Learner Progress CAASPP Data- SBAC ELA results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The 2024 CA Dashboard showed that 35.1% of English learners were making progress toward English Language proficiency. The 2024 Summative EPAC results showed no Long-Term English learners (LTELs) students scored a 4 on the Summative ELPAC and 12 LTEL students scored a 3. **Scope:** Limited to Unduplicated Student Group(s)		
1.24	**Action:** EL paraprofessionals **Need:** English Learner Reclassification Rates: 2023-24 (CalPADS EOY 3 report 8.1 showed 177 English Learners and EOY 3 report 2.16 showed 1 student reclassified) Results: 0.6% were reclassified. EL access to state and ELD standards: 2025 local administrator walk through results showed that EL students have access to state standards, including ELD standards, 98% of the time. English Learner Progress and Long-Term English Learner Progress: English Learner English acquisition The 2024 CA Dashboard showed that 35.1% of students are making progress towards English language proficiency. The 2024 Summative ELPAC results showed 0 Long-Term English learners (LTELs)	This action will benefit English learners by providing in-class supports for EL and LTEL students with a focus on increasing student academic achievement which will allow for better student engagement. This action will provide specific support for English Learners whose student group is in Red at the following schools: Appleby, for CAASPP ELA, CAASPP Math, Chronic Absenteeism, and Suspension Rate. Ruth Brown, for CAASPP ELA, CAASPP Math, and Suspension Rate. Margaret White, for Suspension Rate.	English Learner Reclassification Rates EL access to state and ELD standards ELPAC data: English Learner Progress ELPAC data: Long-Term English Learner Progress Chronic Absenteeism rate Suspension rate Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students scored a 4 on the Summative ELPAC and 16 LTEL students scored a 3. Chronic Absenteeism rate: The 2024 CA Dashboard showed the EL Chronic Absenteeism rate at 31.6%. Suspension rate: The 2024 Suspension rate showed the EL suspension rate at 9.2%. **Scope:** Limited to Unduplicated Student Group(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.

Not applicable

Additional Concentration Grant Funding

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

Additional concentration grant add-on funds are to be used for additional staff to support students by providing direct services to foster youth, English Learners, and low-income students. This includes additional staff for lowered class sizes (Action 1.1), CTE offerings (Action 1.9), classroom intervention support (Action 1.19), and EL paraprofessionals (Action 1.24).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 : 20.83
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 16.29

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$27,984,112.00	9,481,946	33.883%	2.402%	36.285%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,777,963.00	$1,951,183.00	$0.00	$833,770.00	$14,562,916.00	$12,842,710.00	$1,720,206.00

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	Lower class sizes, no combination classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Appleby, Ruth Brown, Margaret White TK - 8th	Ongoing	$1,839,620.00	$0.00	$1,839,620.00	$0.00	$0.00	$0.00	$1,839,620.00	
1	1.2	Additional time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	Ongoing	$606,782.00	$0.00	$606,782.00	$0.00	$0.00	$0.00	$606,782.00	
1	1.3	Secondary teachers	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Palo Verde High School 9th - 12th	Ongoing	$657,556.00	$0.00	$657,556.00	$0.00	$0.00		$657,556.00	
1	1.4	Upper elementary VAPA	Low Income	Yes	School wide	Low Income	Specific Schools: FJA, RB, MW 6th - 8th	Ongoing	$181,066.00	$40,000.00	$221,066.00	$0.00	$0.00	$0.00	$221,066.00	
1	1.5	Academic TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	Ongoing	$162,142.00	$0.00	$60,717.00	$39,009.00		$62,416.00	$162,142.00	
1	1.6	Freshman and Senior Seminar	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PVHS 8th, 11th	Ongoing	$231,279.00	$0.00	$231,279.00			$0.00	$231,279.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Junior and Senior Leadership class	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PVHS 11th, 12th	Ongoing	$78,254.00	$1,000.00	$79,254.00	$0.00	$0.00	$0.00	$79,254.00	
1	1.8	Journalism and Advanced Music Courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	Ongoing	$254,564.00	$3,000.00	$257,564.00			$0.00	$257,564.00	
1	1.9	CTE Offerings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: PVHS 9th - 12th	Ongoing	$376,405.00	$3,020.00	$379,425.00	$0.00	$0.00	$0.00	$379,425.00	
1	1.10	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$352,795.00	$0.00	$66,794.00	$286,001.00			$352,795.00	
1	1.11	Data, Assessment, and Accountability support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$497,790.00	$7,000.00	$494,071.00	$10,719.00			$504,790.00	
1	1.12	Technology positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$613,295.00	$5,000.00	$618,295.00	$0.00	$0.00	$0.00	$618,295.00	
1	1.13	Chromebooks / instructional technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$230,000.00	$100,000.00	$130,000.00	$0.00	$0.00	$230,000.00	
1	1.14	Director of Special Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$246,542.00	$0.00	$246,542.00	$0.00	$0.00	$0.00	$246,542.00	
1	1.15	Curriculum and Instruction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$392,706.00	$18,500.00	$351,605.00		$0.00	$59,601.00	$411,206.00	
1	1.16	New curriculum adoptions	All	No			Specific Schools: FJA, RB, MW K - 8th	Ongoing	$0.00	$174,000.00	$100,000.00	$74,000.00	$0.00	$0.00	$174,000.00	
1	1.17	English Learner Consultants	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	$25,209.00	$93,000.00	$118,209.00	$0.00	$0.00	$0.00	$118,209.00	

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
					cated Student Group(s)											
1	1.18	Online / alternative classes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PVHS, TPHSPVHS, TPHS 9th - 12th	Ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
1	1.19	Classroom intervention support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$800,545.00	$0.00	$644,329.00	$0.00	$0.00	$156,216.00	$800,545.00	
1	1.20	Summer Learning Academy	All Students with Disabilities ESY students	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.21	A-G Courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	Ongoing	$0.00	$49,000.00	$49,000.00	$0.00	$0.00	$0.00	$49,000.00	
1	1.22	Teacher Induction Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$138,364.00	$0.00	$106,736.00	$0.00	$0.00	$31,628.00	$138,364.00	
1	1.23	Site and district licenses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$123,000.00	$75,000.00	$0.00	$0.00	$48,000.00	$123,000.00	
1	1.24	EL paraprofessionals	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,935,455.00	$0.00	$650,587.00	$1,142,242.00	$0.00	$142,626.00	$1,935,455.00	
1	1.25	Expanded elective programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: PVHS 9th - 12th	Ongoing	$0.00	$55,000.00	$55,000.00	$0.00	$0.00	$0.00	$55,000.00	
1	1.26	Academic Coordinators-TOSAs	All	No			All Schools	2024-2025 school year	$384,544.00	$0.00	$134,590.00	$96,137.00		$153,817.00	$384,544.00	

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	1.27	IXL Licenses	All	No			All Schools	2024-2025 school year	$0.00	$52,386.00	$52,386.00				$52,386.00	
2	2.1	Security / surveillance equipment	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2025 school year	$0.00	$31,000.00	$31,000.00	$0.00	$0.00	$0.00	$31,000.00	
2	2.2	School Resource Officer	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools Primarily 9th - 12th	Ongoing	$0.00	$196,500.00	$196,500.00	$0.00	$0.00	$0.00	$196,500.00	
2	2.3	Elementary certificated support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: FJA, RB, MW	Ongoing	$1,028,985.00	$0.00	$1,028,985.00	$0.00		$0.00	$1,028,985.00	
2	2.4	Positive behavior support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$698,937.00	$176,400.00	$869,262.00	$6,075.00	$0.00	$0.00	$875,337.00	
2	2.5	Professional learning-positive behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,977.00	$0.00	$18,977.00	$5,000.00	$0.00	$0.00	$23,977.00	
2	2.6	Enhanced collaboration and support with local law enforcement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$214,600.00	$214,600.00	$0.00	$0.00	$0.00	$214,600.00	
2	2.7	Secondary counseling	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	Ongoing	$292,779.00	$0.00	$253,129.00	$0.00	$0.00	$39,650.00	$292,779.00	
2	2.8	Dropout Prevention Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: FJA, RB, MW, PVHS	Ongoing	$436,143.00	$0.00	$297,627.00	$0.00	$0.00	$138,516.00	$436,143.00	
2	2.9	Health Service Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$363,688.00	$0.00	$363,688.00	$0.00	$0.00	$0.00	$363,688.00	
2	2.10	Staff climate survey	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00	
2	2.11	Healthy Kids Survey	All	No			All Schools 5th,	Ongoing	$0.00	$1,300.00	$0.00	$0.00	$0.00	$1,300.00	$1,300.00	
2	2.12	Parent/guardian climate survey	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Student activity engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$73,288.00	$80,000.00	$153,288.00	$0.00	$0.00	$0.00	$153,288.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.2	Professional learning evaluation tool	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Professional learning to parents	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
4	4.1	Science teacher	All	No			Specific Schools: Twin Palms 10th - 12th	2025-26 school year	$150,000.00	$0.00	$54,000.00	$96,000.00			$150,000.00	
4	4.2	Site Planters and Gardens	All	No			Specific Schools: Twin Palms 10th-12rh	2025-26 school year	$0.00	$3,000.00		$3,000.00			$3,000.00	
4	4.3	Group Session Room	All	No			Specific Schools: Twin Palms 10th-12th	2025-26 school year	$0.00	$43,000.00		$43,000.00			$43,000.00	
4	4.4	Lunch Time Activities	All	No			Specific Schools: Twin Palms 10th - 12th	2025-26 school year	$0.00	$3,000.00		$3,000.00			$3,000.00	
4	4.5	Social Emotional Learning Curriculum	All	No			Specific Schools: Twin Palms 10th-12th	2025-26 school year	$0.00	$17,000.00		$17,000.00			$17,000.00	

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
$27,984,112.00	9,481,946	33.883%	2.402%	36.285%	$11,436,987.00	0.000%	40.870 %	**Total:**	$11,436,987.00
								LEA-wide Total:	$5,022,186.00
								Limited Total:	$768,796.00
								Schoolwide Total:	$5,646,005.00

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	Lower class sizes, no combination classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Appleby, Ruth Brown, Margaret White TK - 8th	$1,839,620.00	
1	1.2	Additional time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	$606,782.00	
1	1.3	Secondary teachers	Yes	Schoolwide	English Learners Low Income	Specific Schools: Palo Verde High School 9th - 12th	$657,556.00	
1	1.4	Upper elementary VAPA	Yes	Schoolwide	Low Income	Specific Schools: FJA, RB, MW 6th - 8th	$221,066.00	
1	1.5	Academic TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	$60,717.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Freshman and Senior Seminar	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 8th, 11th	$231,279.00	
1	1.7	Junior and Senior Leadership class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 11th, 12th	$79,254.00	
1	1.8	Journalism and Advanced Music Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	$257,564.00	
1	1.9	CTE Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: PVHS 9th - 12th	$379,425.00	
1	1.10	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,794.00	
1	1.11	Data, Assessment, and Accountability support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$494,071.00	
1	1.12	Technology positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$618,295.00	
1	1.13	Chromebooks / instructional technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.14	Director of Special Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$246,542.00	
1	1.15	Curriculum and Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,605.00	
1	1.17	English Learner Consultants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$118,209.00	
1	1.18	Online / alternative classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS, TPHS	$100,000.00	
1	1.19	Classroom intervention support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$644,329.00	

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	1.21	A-G Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	$49,000.00	
1	1.22	Teacher Induction Program	Yes	LEA-wide	English Learners Low Income	All Schools	$106,736.00	
1	1.23	Site and district licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.24	EL paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$650,587.00	
1	1.25	Expanded elective programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: PVHS 9th - 12th	$55,000.00	
2	2.1	Security / surveillance equipment	Yes	LEA-wide	Foster Youth Low Income	All Schools	$31,000.00	
2	2.2	School Resource Officer	Yes	Schoolwide	Foster Youth Low Income	All Schools Primarily 9th - 12th	$196,500.00	
2	2.3	Elementary certificated support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FJA, RB, MW	$1,028,985.00	
2	2.4	Positive behavior support	Yes	LEA-wide	Low Income	All Schools	$869,262.00	
2	2.5	Professional learning-positive behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,977.00	
2	2.6	Enhanced collaboration and support with local law enforcement	Yes	LEA-wide	Low Income	All Schools	$214,600.00	
2	2.7	Secondary counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	$253,129.00	
2	2.8	Dropout Prevention Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FJA, RB, MW, PVHS	$297,627.00	
2	2.9	Health Service Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$363,688.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Student activity engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,288.00	
3	3.3	Professional learning to parents	Yes	LEA-wide	English Learners Low Income	All Schools	$500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,048,155.00	$10,585,647.00

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	Lower class sizes, no combination classes	Yes	$1,810,974.00	$1,546,450
1	1.2	Additional time	Yes	$578,166	$566,076
1	1.3	Secondary teachers	Yes	$777,736	$404,116
1	1.4	Upper elementary VAPA	Yes	$162,930	$143,927
1	1.5	Academic TOSA	Yes	$305,048	$168,376
1	1.6	Freshman and Senior Seminar	Yes	$165,522	$184,671
1	1.7	Junior and Senior Leadership class	Yes	$55,913.00	$34,607
1	1.8	Journalism and Advanced Music Courses	Yes	$304,699.00	$53,052
1	1.9	CTE Offerings	Yes	$280,000.00	$260,857
1	1.10	Professional Learning	Yes	$213,470.00	$467,236
1	1.11	Data, Assessment, and Accountability support	Yes	$456,340.00	$390,640

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	1.12	Technology positions	Yes	$599,995.00	$378,186
1	1.13	Chromebooks / instructional technology	Yes	$300,000.00	$88,913
1	1.14	Director of Special Services	Yes	$244,375.00	$255,514
1	1.15	Curriculum and Instruction Support	Yes	$424,186.00	$240,420
1	1.16	New curriculum adoptions	No	$450,000.00	$0
1	1.17	English Learner Consultants	Yes	$120,286.00	$101,857
1	1.18	Online / alternative classes	Yes	$350,000.00	$70,460
1	1.19	Classroom intervention support	Yes	$725,162.00	$798,895
1	1.20	Summer Learning Academy	No	$0.00	$0
1	1.21	A-G Courses	Yes	$161,694.00	$132,775
1	1.22	Teacher Induction Program	Yes	$127,069.00	$40,172
1	1.23	Site and district licenses	Yes	$55,000.00	$7,065
1	1.24	EL paraprofessionals	Yes	$164,755.00	$190,801

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	1.25	Expanded elective programs	Yes	$25,000.00	$0
1	1.26	Academic Coordinators- TOSAs	No	$450,173.00	$295,620
1	1.27	IXL Licenses	No	$51,755.00	$56,696
2	2.1	Security / surveillance equipment	Yes	$450,000.00	$32,005
2	2.2	School Resource Officer	Yes	$194,040.00	$198,518
2	2.3	Elementary certificated support	Yes	$981,381.00	$1,003,645
2	2.4	Positive behavior support	Yes	$1,352,951.00	$1,160,951
2	2.5	Professional learning- positive behavior	Yes	$67,425.00	$2,068
2	2.6	Enhanced collaboration and support with local law enforcement	Yes	$214,600.00	$210,653
2	2.7	Secondary counseling	Yes	$325,656.00	$148,453
2	2.8	Dropout Prevention Specialists	Yes	$432,038.00	$471,685
2	2.9	Health Service Support	Yes	$328,267.00	$336,105
2	2.10	Staff climate survey	No	$0.00	$0
2	2.11	Healthy Kids Survey	No	$1,500.00	$0

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	2.12	Parent/guardian climate survey	No	$0.00	$0
3	3.1	Student activity engagement	Yes	$175,000.00	$131,186
3	3.2	Professional learning evaluation tool	No	$0.00	$0
3	3.3	Professional learning to parents	Yes	$4,000.00	$0
4	4.1	Capturing Kids' Hearts	No	$67,400.00	$0
4	4.2	Site Planters and Gardens	No	$20,500.00	$12,996
4	4.3	Group Session Room	No	$30,000.00	$0
4	4.4	Lunch Time Activities	No	$20,000.00	$0
4	4.5	Social Emotional Learning Curriculum	No	$23,149.00	$0

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)
9,644,001	$11,531,545.00	$9,928,102.00	$1,603,443.00	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	Lower class sizes, no combination classes	Yes	$1,810,974.00	$1,546,450		
1	1.2	Additional time	Yes	$578,166.00	$566,076		
1	1.3	Secondary teachers	Yes	$515,093.00	$404,116		
1	1.4	Upper elementary VAPA	Yes	$162,930.00	$143,927		
1	1.5	Academic TOSA	Yes	$136,100.00	$168,376		
1	1.6	Freshman and Senior Seminar	Yes	$165,522.00	$184,671		
1	1.7	Junior and Senior Leadership class	Yes	$55,913.00	$34,607		
1	1.8	Journalism and Advanced Music Courses	Yes	$287,699.00	$53,052		
1	1.9	CTE Offerings	Yes	$280,000.00	$260,857		
1	1.10	Professional Learning	Yes	$213,470.00	$467,236		
1	1.11	Data, Assessment, and Accountability support	Yes	$432,300.00	$390,640		
1	1.12	Technology positions	Yes	$599,995.00	$378,186		
1	1.13	Chromebooks / instructional technology	Yes	$300,000.00	$88,913		

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	1.14	Director of Special Services	Yes	$244,375.00	$255,514		
1	1.15	Curriculum and Instruction Support	Yes	$277,644.00	$240,420		
1	1.17	English Learner Consultants	Yes	$120,286.00	$101,857		
1	1.18	Online / alternative classes	Yes	$350,000.00	$70,460		
1	1.19	Classroom intervention support	Yes	$514,010.00	$798,895		
1	1.21	A-G Courses	Yes	$161,694.00	$132,775		
1	1.22	Teacher Induction Program	Yes	$102,069.00	$40,172		
1	1.23	Site and district licenses	Yes	$55,000.00	$7,065		
1	1.24	EL paraprofessionals	Yes	$130,113.00	$190,801		
1	1.25	Expanded elective programs	Yes	$25,000.00	$0		
2	2.1	Security / surveillance equipment	Yes	$450,000.00	$32,005		
2	2.2	School Resource Officer	Yes	$194,040.00	$198,518		
2	2.3	Elementary certificated support	Yes	$981,381.00	$1,003,645		
2	2.4	Positive behavior support	Yes	$1,244,044.00	$1,160,951		
2	2.5	Professional learning- positive behavior	Yes	$25,000.00	$2,068		
2	2.6	Enhanced collaboration and support with local law enforcement	Yes	$214,600.00	$210,653		
2	2.7	Secondary counseling	Yes	$134,333.00	$148,453		
2	2.8	Dropout Prevention Specialists	Yes	$262,527.00	$270,065		

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	2.9	Health Service Support	Yes	$328,267.00	$336,105		
3	3.1	Student activity engagement	Yes	$175,000.00	$40,573		
3	3.3	Professional learning to parents	Yes	$4,000.00	$0		

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)
28,345,753	9,644,001	3.404%	37.427%	$9,928,102.00	0.000%	35.025%	$680,788.43	2.402%

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:

  o 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]).

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

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

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

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

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

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

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

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

    o **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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o 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.

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

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

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

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

- **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.

  o 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.

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

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

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

- The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - 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:

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

  o Professional development for teachers.

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

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:

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

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

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.

  o 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).

o   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.

o   As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o   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:

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2024