



LCFF Budget Overview for Parents

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

CDS Code: 33-67181-0000000

School Year: 2024-25

LEA contact information:

Lois Shaffer

Director of Data, Assessment, and Accountability

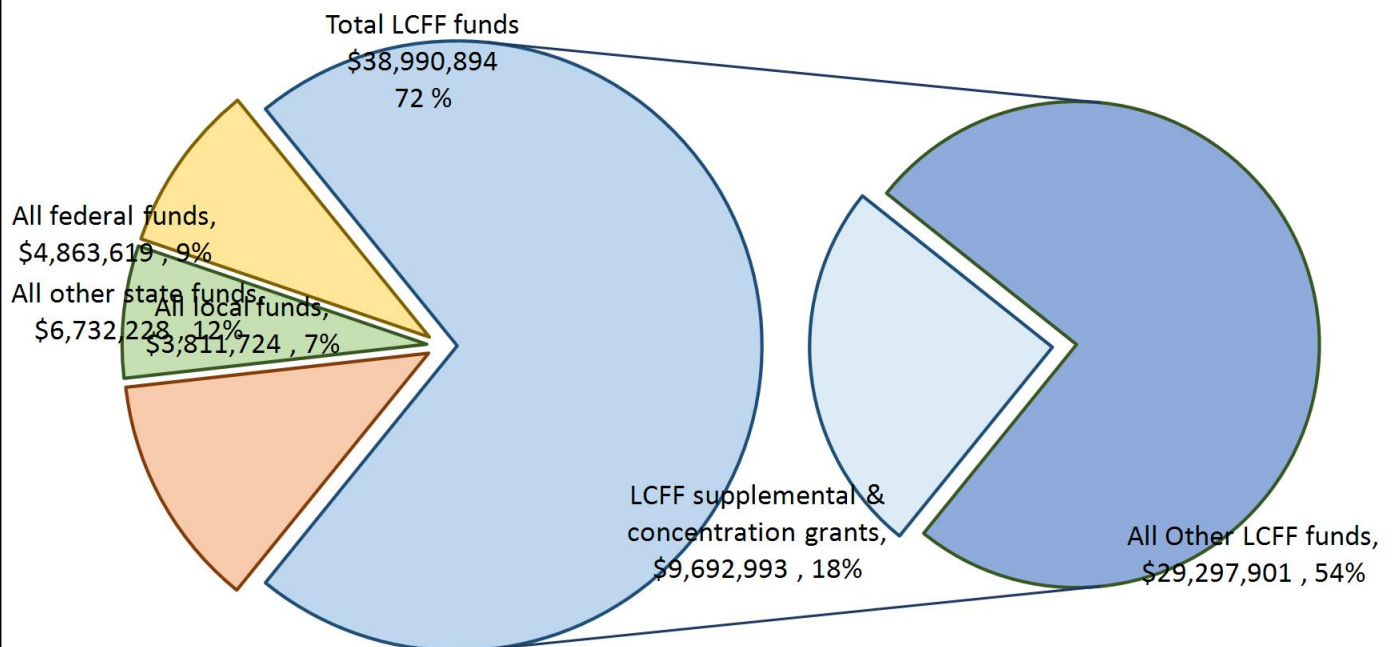
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

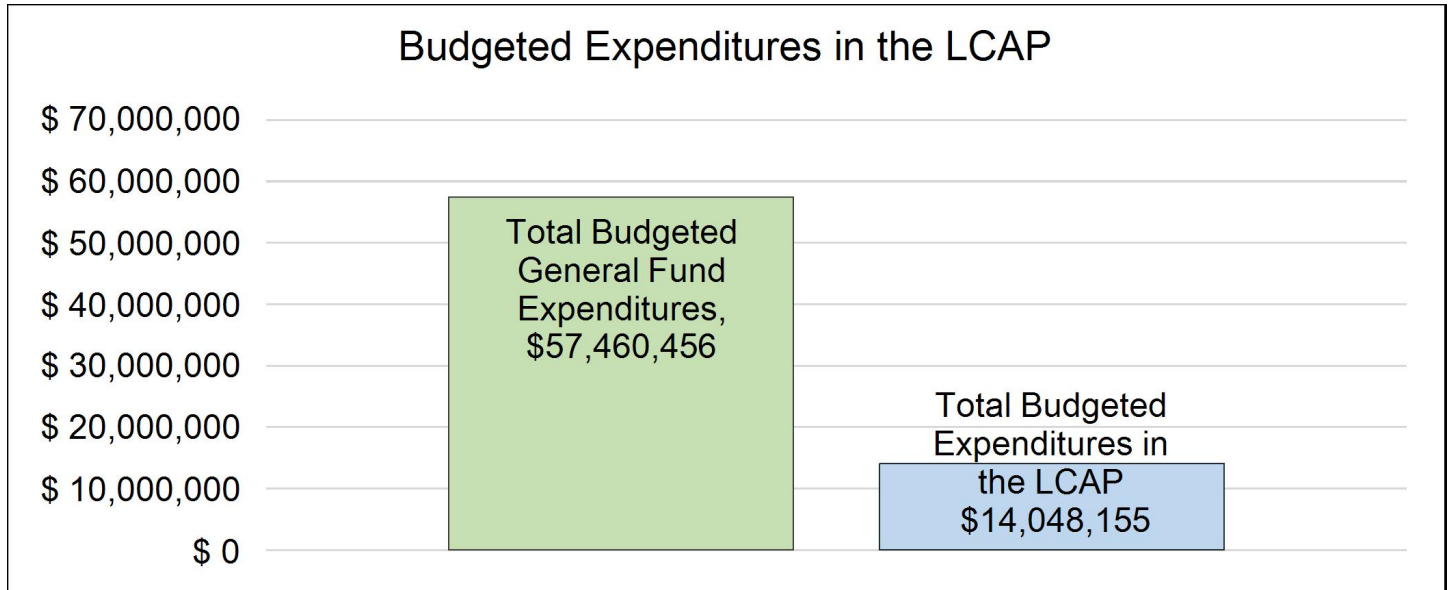


This chart shows the total general purpose revenue Palo Verde Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palo Verde Unified School District is \$54,398,465, of which \$38,990,894 is Local Control Funding Formula (LCFF), \$6,732,228 is other state funds, \$3,811,724 is local funds, and \$4,863,619 is federal funds. Of the \$38,990,894 in LCFF Funds, \$9,692,993 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palo Verde Unified School District plans to spend for 2024-25. 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 \$57,460,456 for the 2024-25 school year. Of that amount, \$14,048,155 is tied to actions/services in the LCAP and \$43,412,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

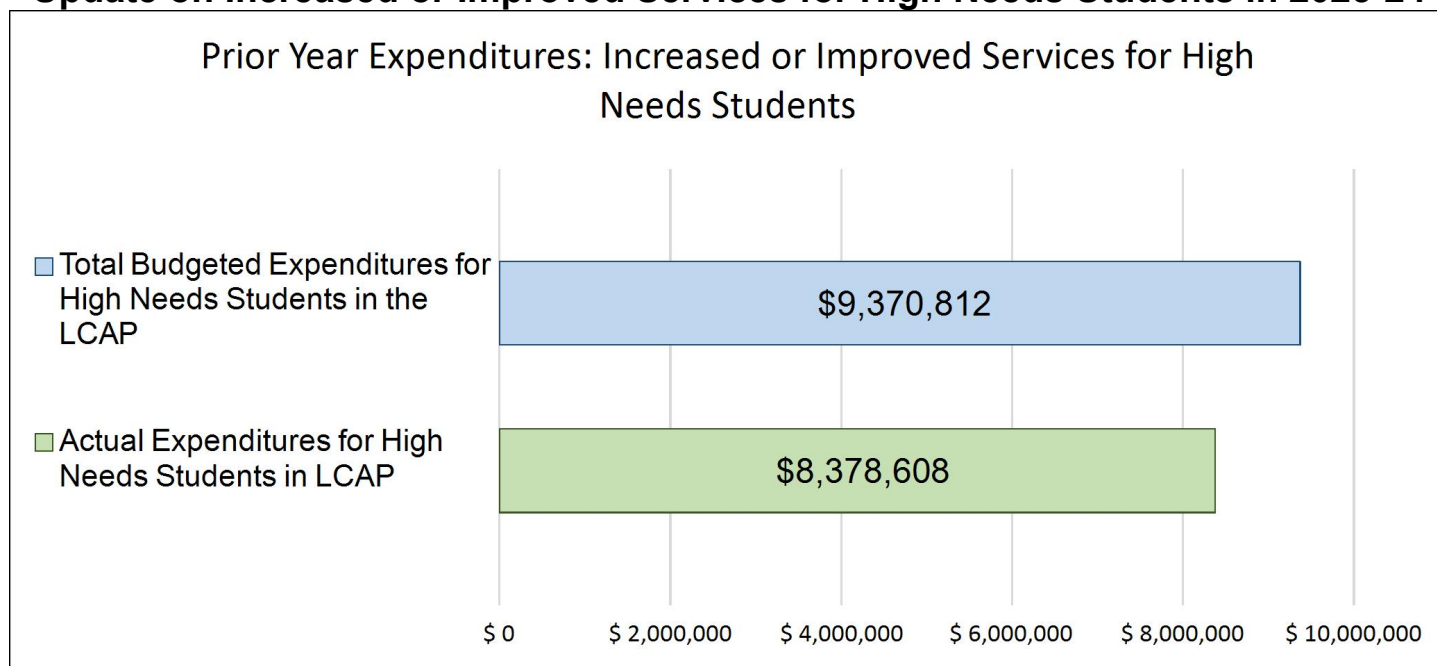
Certificated and classified salaries and benefits, capital outlay, materials and supplies, transportation services, maintenance, operational and basic services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Palo Verde Unified School District is projecting it will receive \$9,692,993 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 \$11,531,545 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 2023-24



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 2023-24, Palo Verde Unified School District's LCAP budgeted \$9,370,812 for planned actions to increase or improve services for high needs students. Palo Verde Unified School District actually spent \$8,378,608 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-992,204 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 for high needs students as follows: Fewer Chromebooks and other instructional technology (approximately \$480,000 less) was purchased for students from the Supplemental and Concentration grant. This did not have an impact on student learning in 2023-24, as other funds were available for these technology items. Online / alternative classes and site licenses (approximately \$265,000) were not purchased for students from the Supplemental and Concentration grant. This did not have an impact on student learning in 2023-24, as other funds were available for these actions. Only one of two Academic TOSAs (approximately \$118,000 less) was hired for the 2023-24 school year. This did impact services for high needs students as the second Academic TOSA was not there to provide instructional coaching for teachers. The new Science Curriculum (\$450,000) was not purchased during the 2023-24 school year as the Curriculum Committee had not made a decision on the chosen curriculum prior to the close of the 2023-24 purchasing window. This did not impact services for PVUSD high needs students as the curriculum is to be used for the 2024-25 school year, after professional development is received. The carryover obligation has been included in expenditures for the 2024-2025 school year.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Continue to develop and refine systems of support to increase student achievement to ensure all students will be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA results, inclusive of unduplicated pupils and pupils with exceptional needs.	2019 CA Dashboard Results: All students: 41.9 points below standard. African American students: 87 points below standard. Students with Disabilities: 110.1 points below standard. English Learners: 63.7 points below standard. Hispanic students: 44 points below standard. Socioeconomically Disadvantaged students: 52.4 points below standard. White students: 11.3 points below standard.	No CA Dashboard results as the Dashboard was not published for 2020 or 2021. PVUSD did not offer SBAC testing in 2020 (statewide) or 2021 (district decision). STAR Reading proficiency rates are listed below.	2022 CA Dashboard Results: All students: 60.2 points below standard. African American students: 99.6 points below standard. Students with Disabilities: 130.4 points below standard. English Learners: 88.4 points below standard. Hispanic students: 61.8 points below standard. Socioeconomically Disadvantaged students: 72.6 points below standard. White students: 45.2 points below standard.	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.	All Students' group increase by 25 points. All student groups below All Students' group increase by 50 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Mathematics results, inclusive of unduplicated pupils and pupils with exceptional needs.	2019 CA Dashboard Results: All students: 84.4 points below standard. African American students: 123.4 points below standard. Students with Disabilities: 142.5 points below standard. English Learners: 101.4 points below standard. Hispanic students: 87.3 points below standard. Socioeconomically Disadvantaged students: 91.4 points below standard. White students: 55.8 points below standard.	No CA Dashboard results as the Dashboard was not published for 2020 or 2021. PVUSD did not offer SBAC testing in 2020 (statewide) or 2021 (district decision). STAR Math proficiency rates are listed below.	2022 CA Dashboard Results: All students: 109.3 points below standard. African American students: 137.4 points below standard. Students with Disabilities: 167.3 points below standard. English Learners: 138.4 points below standard. Hispanic students: 112.4 points below standard. Socioeconomically Disadvantaged students: 115.7 points below standard. White students: 90.7 points below standard. Foster Youth: 147 points below standard.	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.	All Students' group increase by 45 points. All student groups below All Students' group increase by 60 points.
Graduation Rate, inclusive of unduplicated pupils and pupils with exceptional needs	Graduation rate 2019-20 for PVUSD was 84.2% (CDE Dataquest 4 year adjusted cohort graduation rate). All students: 84.2% graduated.	Graduation rate 2020-21 for PVUSD was 88.2% (CDE Dataquest 4 year adjusted cohort graduation rate). All students: 88.2% graduated.	Graduation rate 2021-22 for PVUSD was 87.4% (CDE Dataquest 4 year adjusted cohort graduation rate). All students: 87.4% graduated.	Graduation rate 2022-23 for PVUSD was 92.7% (CDE Dataquest 4 ar adjusted cohort graduation rate). All students: 92.7% graduated.	All Students' group increase by 6%. African American students and Students with Disabilities groups increase by 12%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American students: 78.3% graduated.</p> <p>Students with Disabilities: 63.3% graduated.</p> <p>Hispanic students: 84.2% graduated.</p> <p>Socioeconomically Disadvantaged students: 80.8% graduated.</p> <p>White students: 91.2% graduated.</p> <p>Foster Youth: No data on Dataquest.</p> <p>Homeless Youth: No data on Dataquest.</p>	<p>African American students: 73.7% graduated.</p> <p>Students with Disabilities: 84.4% graduated.</p> <p>Hispanic students: 88.1% graduated.</p> <p>Socioeconomically Disadvantaged students: 85.0% graduated.</p> <p>White students: 92.6% graduated.</p> <p>English Learners: 73.3%</p> <p>Foster Youth: No data on Dataquest.</p> <p>Homeless Youth: No data on Dataquest.</p> <p>Homeless Youth: No data on Dataquest.</p>	<p>African American students: 76.9% graduated.</p> <p>Students with Disabilities: 69.2% graduated.</p> <p>Hispanic students: 88.6% graduated.</p> <p>Socioeconomically Disadvantaged students: 84.7% graduated.</p> <p>White students: 85.7% graduated.</p> <p>Foster Youth: No data on Dataquest.</p> <p>Homeless Youth: 60.0% graduated.</p> <p>English Learners: 85.0% graduated.</p>	<p>African American students: 87.5% graduated.</p> <p>Students with Disabilities: 85.7% graduated.</p> <p>Hispanic students: 92.8% graduated.</p> <p>Socioeconomically Disadvantaged students: 91.0% graduated.</p> <p>White students: 95.0% graduated.</p> <p>Foster Youth: No data on Dataquest.</p> <p>Homeless Youth: No data on Dataquest.</p> <p>English Learners: 89.5% graduated.</p>	<p>White students group increase by 5%.</p>
English Learner reclassification rates	2019 CA DataQuest Results: 5.8% were reclassified.	2021 CA DataQuest Results: 2.8% were reclassified.	2021 CA DataQuest Results: 2.8% were reclassified.	2022-23 (CalPADS EOY 3 report 8.1 showed 246 English Learners and EOY 3 report 2.16 showed 7	Increase to 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Waiting for CDE to release 2022 Reclassification rates.	students reclassified) Results: 2.8% were reclassified.	
School facilities maintained in good repair	2020 Results: 100% of sites are in good repair as measured by FIT survey.	2021-22 Results: 100% of sites are in good repair as measured by FIT survey.	2022-23 Results: 100% of sites are in good repair as measured by FIT survey.	2023-24 Results: 100% of sites are in good repair as measured by FIT survey.	Remain at 100% in good repair.
Access to state standards-aligned materials	2020 Results: 100% of students have access to state aligned materials, as measured by Williams textbook survey/visit.	2022 Results: 100% of students have access to state aligned materials, as measured by Williams textbook survey/visit. All students have access to a broad course of study.	2022-23 Results: 100% of students have access to state aligned materials, as measured by Williams textbook survey/visit.	2023-24 Results: 100% of students have access to state aligned materials, as measured by Williams textbook survey/visit and local textbook visit.	Remain at 100% of students with access to state aligned materials.
Appropriately assigned teachers	2020 Results: 100% of PVUSD teachers were appropriately assigned as measured by CTC assignment monitoring data through CALSAAS.	2021 Results: 100% of PVUSD teachers were appropriately assigned as measured by CTC assignment monitoring data through CALSAAS.	2022 Results: 100% of PVUSD teachers were appropriately assigned as measured by CTC assignment monitoring data through CALSAAS.	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	Remain at 100% of teachers appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Preliminary Credentials	
Percent of pupils who demonstrate College/ Career Readiness	2020 CA Dashboard Results (College and Career Readiness Additional Reports): 40.3% of all students were prepared. 33.3% of African American students were prepared. 40.4% of Hispanic students were prepared. 44.6% of White students were prepared. 15.8% of English Learners were prepared. 38.9% of Socioeconomically Disadvantaged students were prepared. 9.7% of Students with Disabilities were prepared.	2021 CA Dashboard Results (College and Career Readiness Additional Reports): 40.3% of all students were prepared. 33.3% of African American students were prepared. 40.4% of Hispanic students were prepared. 44.6% of White students were prepared. 15.8% of English Learners were prepared. 38.9% of Socioeconomically Disadvantaged students were prepared. 9.7% of Students with Disabilities were prepared.	2022 CA Dashboard Results (College and Career Readiness Additional Reports): Not reported by CDE for 2022. 2021 CA Dashboard Results (College and Career Readiness Additional Reports): 40.3% of all students were prepared. 33.3% of African American students were prepared. 40.4% of Hispanic students were prepared. 44.6% of White students were prepared. 15.8% of English Learners were prepared. 38.9% of Socioeconomically Disadvantaged students were prepared.	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.	Increase all students preparedness rate by 15%. Increase English Learners and Students with Disabilities preparedness rate by 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			9.7% of Students with Disabilities were prepared.		
Percent of pupils who have successfully completed A-G (UC/CSU) requirements	2020 (CA DataQuest) Results: 22.8% of graduates successfully completed A-G requirements.	2021 (CA DataQuest) Results: 26.8% of graduates successfully completed A-G requirements.	2021-22 (CA DataQuest) Results: 27.8% of graduates successfully completed A-G requirements.	2022-23 (CA Dashboard) Results: 28.9% of graduates successfully completed A-G requirements.	Increase successful A-G completion by 15%.
STAR Reading results	Spring 2021 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 44% proficient Grade 2: 32% proficient Grade 3: 22% proficient Grade 4: 21% proficient Grade 5: 20% proficient Grade 6: 24% proficient Grade 7: 25% proficient Grade 8: 27% proficient	Spring 2022 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 28% proficient Grade 2: 23% proficient Grade 3: 27% proficient Grade 4: 22% proficient Grade 5: 26% proficient Grade 6: 23% proficient Grade 7: 34% proficient Grade 8: 31% proficient	Spring 2023 STAR Reading Results (Renaissance Consolidated State Performance Report): Grade 1: 28% proficient Grade 2: 24% proficient Grade 3: 20% proficient Grade 4: 21% proficient Grade 5: 23% proficient Grade 6: 20% proficient Grade 7: 28% proficient Grade 8: 31% proficient	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	Increase overall on target percentage by 9% (3% per year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 9: 31% proficient Grade 10: 30% proficient Grade 11: 25% proficient Grade 12: 40% proficient Overall: 27% proficient	Grade 9: 29% proficient Grade 10: 29% proficient Grade 11: 35% proficient Grade 12: 30% proficient Overall: 28% proficient	Grade 9: 31% proficient Grade 10: 40% proficient Grade 11: 43% proficient Grade 12: 51% proficient Overall: 29% proficient	Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Overall: 32% proficient	
STAR Math results	Spring 2021 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 24% proficient Grade 2: 18% proficient Grade 3: 16% proficient Grade 4: 10% proficient Grade 5: 6% proficient Grade 6: 19% proficient Grade 7: 10% proficient Grade 8: 13% proficient Grade 9: 18% proficient	Spring 2022 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 29% proficient Grade 2: 20% proficient Grade 3: 22% proficient Grade 4: 11% proficient Grade 5: 7% proficient Grade 6: 5% proficient Grade 7: 13% proficient Grade 8: 16% proficient Grade 9: 12% proficient Grade 10: 17% proficient	Spring 2023 STAR Math Results (Renaissance Consolidated State Performance Report): Grade 1: 31% proficient Grade 2: 19% proficient Grade 3: 24% proficient Grade 4: 15% proficient Grade 5: 7% proficient Grade 6: 7% proficient Grade 7: 7% proficient Grade 8: 14% proficient Grade 9: 4% proficient Grade 10: 9% proficient Grade 11: 13% proficient	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	Increase overall on target percentage by 9% (3% per year).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 10: 30% proficient Grade 11: 24% proficient Grade 12: 28% proficient Overall: 17% proficient	Grade 11: 20% proficient Grade 12: 32% proficient Overall: 15% proficient	Grade 12: 18% proficient Overall: 14% proficient	Grade 10: 7% proficient Grade 11: 12% proficient Grade 12: 18% proficient Overall: 6% proficient	
CTE Completers	2019 CA Dashboard Results: CTE Pathway Completion All students: 19.0% Hispanic students: 20.0% White students: 14.8% English Learners: 7.7% Socioeconomically Disadvantaged students: 15.4% Student with Disabilities: 12.5%	2021 CA Dashboard Results (College and Career Readiness Additional Reports-Completed at Least One CTE Pathway: 14.6% all students. 0.0% African American students. 12.6% Hispanic students. 28.3% White students. 0.0% English Learners. 12.2% Socioeconomically Disadvantaged students. 2.7% Students with Disabilities.	2022 CA Dashboard Results College and Career Readiness Additional Reports-Completed at Least One CTE Pathway: 4.7% all students. 0.0% African American students. 3.6% Hispanic students. 9.3% White students. 0.0% English Learners. 2.1% Socioeconomically Disadvantaged students. 4.9% Students with Disabilities. 0.0% Homeless students	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. 0.0% Students with Disabilities.	Increase All Students by 5%. Increase student groups below All Students' group average by 7.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress	2019 CA Dashboard Results: 43.1% of students are making progress towards English language proficiency	2021 Summative ELPAC Test Results at a Glance: 24.88% are minimally developed, Level 1. 31.92% are somewhat developed (Level 2). 34.74% are moderately developed (Level 3). 8.45% are well developed (Level 4).	2022 CA Dashboard Results: There were 171 English Learners. 35.7% of students are making progress towards English language proficiency. 28.1% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 36.3% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High. 2.3% of English Learners maintained ELPI level 4. 33.3% of English Learners progressed at least one ELPI level.	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 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.	Increase by 9%.
Advanced Placement Pass Rate	2019 CA Dashboard Results:	2021 CA Dashboard Results (2021 College	2022 CA Dashboard Results (College and	2023 CA Dashboard Results (College and	Increase by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students: 5.4% Hispanic students: 2.0% White students: 11.1% English Learners 0.0% Socioeconomically Disadvantaged students: 0.0% Students with Disabilities: 0.0%	and Career Measures Only Report) : All students: 2.3% Hispanic students: 0.9% White students: 4.5% English Learners 0.0% Socioeconomically Disadvantaged students: 0.0% Students with Disabilities: 0.0%	Career Readiness Report): All students: 0.9% African American students: 6.7% Hispanic students: 0.6% White students: 0.0% English Learners 0.0% Socioeconomically Disadvantaged students: 0.5% Students with Disabilities: 0.0% Homeless students: 0.0%	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%	
11th Grade Smarter Balanced Assessments (EAP)	2019 CA Dashboard Results: All students: 13.9% Hispanic students: 6.0% White students: 29.6% English Learners 0.0% Socioeconomically Disadvantaged students: 3.8% Students with Disabilities: 0.0%	No CA Dashboard results as the Dashboard was not published for 2020 or 2021. PVUSD did not offer SBAC testing in 2020 (statewide) or 2021 (district decision).	2022 CA Dashboard Results (CAASPP Assessment Reports): All students: 32.06% Hispanic students: 33.12% White students: 25.01% English Learners 6.25% Socioeconomically Disadvantaged students: 24.37% Students with Disabilities: 4.55%	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%	Increase by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Access to state and ELD standards	2019 local administrator walk through results showed that EL students have access to state standards, including ELD standards, 75% of the time.	2022 local administrator walk through results showed that EL students have access to state standards, including ELD standards, 70% of the time.	2023 local administrator walk through results showed that EL students have access to state standards, including ELD standards, 78.6% of the time.	2024 local administrator walk through results showed that EL students have access to state standards, including ELD standards, 74% of the time.	Increase to 95% of the time.
Implementation of state standards	2019 local administrator walk through results showed that students have access to state standards 75% of the time.	2022 local administrator walk through results showed that students have access to state standards 70% of the time.	2023 local administrator walk through results showed that students have access to state standards 81.8% of the time.	2024 local administrator walk through results showed that students have access to state standards 84% of the time.	Increase to 95% of the time.
Junior and Senior Leadership class enrollment provided to unduplicated pupils	2021 SIS data shows that 66% (25 of 38 students) of leadership class enrollment was unduplicated pupils.	2022 SIS data shows that 6% (7 of 114 students) of leadership class enrollment was unduplicated pupils.	2023 SIS data shows that 7% (9 of 123 students) of leadership class enrollment was unduplicated pupils.	January 2024 SIS data shows that 69% (83 of 120 students) of leadership class enrollment was unduplicated pupils.	Increase to 75%.
CTE enrollment as provided to Students with Disabilities	2021 SIS data shows that 79% of PVHS Students with Disabilities (93 of 117 students) were enrolled in CTE classes.	2022 SIS data shows that 50% of PVHS Students with Disabilities (65 of 130 students) were enrolled in CTE classes.	2023 SIS data shows that 44% of PVHS Students with Disabilities (42 of 95 students) were enrolled in CTE classes.	January 2024 SIS data shows that 23% of PVHS Students with Disabilities (26 of 113 students) were enrolled in CTE classes so far this school year.	Maintain 79%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduating seniors who successfully completed A-G requirements AND were CTE completers.	2020 graduation data from CALPADS and Aeries show two graduates who completed A-G requirements and were CTE completers out of a cohort graduation group of 233 students. 0.85%.	2021 graduation data from CALPADS and Aeries show three graduates who completed A-G requirements and were CTE completers out of a cohort graduation group of 237 students. 1.27%.	2022 graduation data from CALPADS and Aeries show one graduate who completed A-G requirements and were CTE completers out of a cohort graduation group of 223 students. 0.45%.	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%.	Increase to 6% (an additional 2% per year).

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in this goal were carried out in the 2023-24 school year, with the exception of Action 1.22 (Expanded Elective Programs) and the purchase of the Science curriculum (Action 1.28) for elementary students. These purchases will occur during the 2024-25 school year. For actions CTE Offerings (Action 1.26) and Academic TOSA (Action 1.21), PVUSD was unable to fill open positions.

Successes this year:

Professional Learning (Action 1.1) was carried out with a focus on teacher needs, which was successful, and the focus for the 2024-2025 will be the new Science curriculum. Lower class sizes (Action 1.2) was successful as there were no combination general education classes and many class sizes were lowered. The Director of Data, Assessment, and Accountability (Action 1.3), Director of Technology (Action 1.15), Director of Special Services (Action 1.18) and Curriculum and Instruction Support (Action 1.27) were successful as these departments provided vital services with a focus on our unduplicated pupils. Chromebooks and other instructional technology (Action 1.6) were successful in that all students had instructional technology available to use. Upper Elementary VAPA (Action 1.8) was successful as students enjoyed the band experience. English Learner Consultants (Action 1.9), English Learner Materials (Action 1.16), and EL Paraprofessionals (Action 1.17) were successful as EL students showed improvement in English Language Development. Online classes (Action 1.10), Summer Learning Academy (Action 1.11), A-G Courses (Action 1.13), Freshman and Senior Seminar (Action 1.23), Junior and Senior Leadership Class (Action 1.24), Journalism and AP Music Courses (Action 1.25) were successful in that these actions provided students with increased learning options. The Teacher Induction Program (Action 1.14) was successful in that teachers continue to pass through the program. The School Resource Officer (Action 1.19) was a successful action as it provided connections for our unduplicated pupils. Transitional Kindergarten (Action 1.20) was successful as it provided in-class learning for about 70 TK students.

Challenges this year:

Additional time (Action 1.4) and Classroom intervention support (Action 1.5) was successful in giving teachers collaboration time and giving students additional in-class support, but did not produce expected gains in student academic achievement. Secondary teachers (Action 1.7) did not provide for expected gains in academic achievement and attendance. Site licenses (Action 1.12) were a challenge in that the supplemental programs did not lead to increased academic achievement.

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

Action 1.1 (Professional Learning), cost was substantially more than anticipated as Federal one-time funds were utilized to supplement this action.

Action 1.3 (Director of Data, Assessment, and Accountability) and Action 1.15 (Director of Technology), cost was substantially more than anticipated as personnel for the department was more accurately added. Data, Assessment, and Accountability personnel included the Director and portions of the funding for the Student Data Systems Specialist and Fiscal Assistant. Technology personnel included the Director and portions of the funding for additional Technology Technicians.

Action 1.6 (Chromebooks / Instructional Technology), Action 1.10 (Online / Alternative Classes), Action 1.14 (Teacher Induction Program), and Action 1.16 (English Learner Materials) cost less than anticipated as the need was not as great as expected for these actions during this school year.

Action 1.13 (A-G Courses) cost was less than anticipated as fewer sections of A-G courses were added to the Master Schedule than expected.

Action 1.21 (Academic TOSA), and Action 1.26 (CTE Offerings), cost was less than anticipated as a position remained empty.

Action 1.23 (Freshman and Senior Seminar) cost less than anticipated as personnel costs were less than expected.

Action 1.28 (Science Curriculum), had no costs as the committee had not chosen the new curriculum and supplemental materials before the purchasing window had closed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 (Professional Learning), Action 1.3 (Director of Data, Assessment, and Accountability), Action 1.4 (Additional Time), Action 1.6 (Chromebooks / Instructional Technology), Action 1.7 (Secondary Teachers), Action 1.10 (Online / Alternative Classes), Action 1.11 (Summer Learning Academy), Action 1.12 (Site Licenses), Action 1.13 (A-G Courses), Action 1.14 (Teacher Induction Program), Action 1.15 (Director of Technology), Action 1.18 (Director of Special Services), Action 1.19 (School Resource Officer), Action 1.23 (Freshman and Senior Seminar), Action 1.24 (Junior and Senior Leadership Class), Action 1.26 (CTE Offerings), and Action 1.27 (Curriculum and Instruction Support) have been shown to be effective based on an improved graduation rate from 87.4% in 2021-22 to 92.7% in 2022-23 and an improved College and Career Readiness from 40.3% in 2022 to 46.3% in 2023.

Action 1.2 (Lower Class sizes, No Combos), Action 1.5 (After School Tutoring and Classroom Intervention Support), Action 1.20 (Universal Transitional Kindergarten), and Action 1.21 (Academic TOSA), have been shown to be effective based on the local indicator of STAR Reading results from 29% proficient in Spring 2023 to 32% in Fall 2023-24.

Action 1.8 (Upper Elementary VAPA) has been shown to be effective based on an improved attendance rate from 2022 of 84.94% to a mid-May 2024 attendance rate of 89.8%.

Action 1.9 (English Learner Consultants), Action 1.16 (English Learner Materials), and Action 1.17 (EL Paraprofessionals), have been shown to be effective based on English Learner Progress of 35.7% in 2022 to 41.3% in 2023.

Action 1.22 (Expanded Elective Programs) and Action 1.28 (Science Curriculum) did not have any effect on this goal as it was not put into action this year.

PVUSD has seen a decrease in many PVUSD metrics for this goal and these actions. The following metrics showed that these areas were a challenge for PVUSD:

SBAC ELA, SBAC Math, Appropriately assigned teachers (because of changes to the way California reports teaching credentials), 11th grade Smarter Balanced Assessments (EAP), and CTE enrollment as provided to Students with Disabilities.

PVUSD has seen improvement in many PVUSD metrics for this goal and these actions. The following metrics showed that these areas were a success for PVUSD:

Graduation rate, College and Career readiness, completion of A-G requirements, STAR Reading results, STAR math results, CTE completers, English Learner progress, Advanced Placement pass rate, Junior and Senior Leadership class enrollment provided to unduplicated pupils, and Graduating seniors who successfully completed A-G requirements AND were CTE completers.

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

Upon reflecting on this goal, metrics, desired outcomes, and actions, PVUSD has made the following changes:

The goal is a broad goal and has been rewritten as such: Increase student achievement to ensure all students will be college and career ready.

The metrics of SBAC ELA results, SBAC Mathematics results, Graduation rate, English Learner reclassification rates, Access to state standards-aligned materials, Appropriately assigned teachers, Percent of pupils who demonstrate College/ Career Readiness, Percent of pupils who have successfully completed A-G (UC/CSU) requirements, STAR Reading results, STAR Math results, CTE Completers, English Learner Progress, Advanced Placement Pass Rate, 11th Grade Smarter Balanced Assessments (EAP) , EL Access to State and ELD standards, Implementation of State Standards, CTE enrollment as provided to Students with Disabilities, Graduating seniors who successfully completed A-G requirements AND were CTE completers. and will remain the same.

The metric of Long-Term English Progress has been added to this goal.

The metric of School Facilities maintained in good repair has been removed from this goal as it fits better within the goal of a safe and healthful learning environment.

These actions will remain the same: Lower class sizes, no combination classes; Additional time; Secondary teachers; Upper elementary VAPA; Academic TOSA; Freshman and Senior Seminar; Junior and Senior leadership class; Journalism and AP Music Courses; CTE Offerings; Professional learning; Chromebooks / instructional technology; Director of Special Services; Curriculum and Instruction support; English Learner consultants; Online / alternative classes; Summer Learning Academy; A-G courses; Teacher Induction Program; EL paraprofessionals; and Expanded Electives program.

These actions have been amended: Data, Assessment, and Accountability support, to more accurately reflect support through the department; Technology positions, to more accurately reflect support through the department; New curriculum adoptions, to more accurately reflect that it is more than just one subject; Classroom intervention support, to more accurately reflect that the action occurs during the school day; and Site and District Licences, to more accurately reflect that some licenses are more economical when purchased at the district level.

These actions have been removed from this goal: English Learner materials, to more accurately reflect that materials are purchased through sites as needed; Universal Transition Kindergarten, as it is covered under the PVUSD UPK Plan.

This action is moved to another goal: School Resource Officer, as it fits better with the goal of a safe and healthful learning environment.

These actions are added to this goal: Academic Coordinators- TOSAS and IXL Licenses, as they are Districtwide actions supported through the LCAP with CSI funds.

To address the challenges in this goal and actions this year (Additional time (Action 1.4) and Classroom intervention support (Action 1.5) was successful in giving teachers collaboration time and giving students additional in-class support, but did not produce expected gains in student academic achievement. Secondary teachers (Action 1.7) did not provide for expected gains in academic achievement and attendance. Site licenses (Action 1.12) were a challenge in that the supplemental programs did not lead to increased academic achievement.), PVUSD is

hiring two Academic Coordinators- TOSAs for the 2024-2025 school year to work in collaboration with the Academic TOSA to provide to provide additional learning and teacher support with a focus on student achievement. Also, site and district licenses will be evaluated each semester (Secondary) and trimester (elementary) to determine whether the supplemental program is providing expected student academic gains. Also, PVUSD District Administration will be meeting with site administration monthly during the 2024-2025 school year.to review site achievement data and plan for providing supports to student groups as shown by the data.

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.

Goals and Actions

Goal

Goal #	Description
2	Continue to develop and refine systems of support to provide a safe and healthful learning environment for students, staff, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil suspension rates	<p>2019 CA Dashboard Results:</p> <p>7.3% of all students were suspended at least once.</p> <p>18.4% of African American students were suspended at least once.</p> <p>19% of Foster Youth students were suspended at least once.</p> <p>15.2% of students with Two or More Races students were suspended at least once.</p> <p>8.2% of Socioeconomically Disadvantaged students were suspended at least once.</p>	<p>No CA Dashboard results as the Dashboard was not published for 2020 or 2021.</p> <p>Dataquest shows the 2021 Suspension rates as 0.2% for the entire student body, with only 5 suspensions. This data is skewed, as students did distance learning through March 2021 then returned to school on a hybrid model.</p>	<p>2022 CA Dashboard Results:</p> <p>6.2% of all students were suspended at least once.</p> <p>13% of African American students were suspended at least once.</p> <p>10.6% of Foster Youth students were suspended at least once.</p> <p>8.6% of students with Two or More Races students were suspended at least once.</p> <p>6.6% of Socioeconomically Disadvantaged students were suspended at least once.</p>	<p>2023 CA Dashboard Results:</p> <p>12.2% of all students were suspended at least once.</p> <p>30.5% of African American students were suspended at least once.</p> <p>21.3% of Foster Youth students were suspended at least once.</p> <p>15.2% of students with Two or More Races students were suspended at least once.</p> <p>13.4% of Socioeconomically Disadvantaged students were suspended at least once.</p>	Lower suspension rate to less than 1% for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>6.1% of Hispanic students were suspended at least once.</p> <p>11.7% of Students with Disabilities were suspended at least once.</p> <p>5.7% of White students were suspended at least once.</p> <p>3.7% of English Learner students were suspended at least once.</p>		<p>5.4% of Hispanic students were suspended at least once.</p> <p>8.4% of Students with Disabilities were suspended at least once.</p> <p>6.1% of White students were suspended at least once.</p> <p>5.4% of English Learner students were suspended at least once.</p>	<p>10.1% of Hispanic students were suspended at least once.</p> <p>20.0% of Students with Disabilities were suspended at least once.</p> <p>10.0% of White students were suspended at least once.</p> <p>9.3% of English Learner students were suspended at least once.</p>	
Attendance rate	2020 PVUSD Student Information System Results: 92.74%	2021 PVUSD Student Information System Results: 88.79%	2022 PVUSD Student Information System Results: 84.94%	May 16, 2024, Year to Date PVUSD Student Information System Results through Schoolzilla: 89.8%	Increase attendance rate by 3%.
Chronic Absenteeism rate	<p>2019 CA Dashboard Results: 11.1% of All students were chronically absent.</p> <p>7.8% of English Learner students were chronically absent.</p>	<p>No CA Dashboard results as the Dashboard was not published for 2020 or 2021.</p> <p>2021 PVUSD Student Information System Results:</p>	<p>2022 CA Dashboard Results: 41.9% of All students were chronically absent.</p> <p>42.9% of English Learner students were chronically absent.</p>	<p>2023 CA Dashboard Results: 41.4% of All students were chronically absent.</p> <p>38.7% of English Learner students were chronically absent.</p>	Decrease chronic absenteeism rate to below 7% for all student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>11.8% of Foster Youth students were chronically absent.</p> <p>10.3% of Hispanic students were chronically absent.</p> <p>20% of students with two or more races were chronically absent.</p> <p>16.7% of African American students were chronically absent.</p> <p>13.6% of Students with Disabilities were chronically absent.</p> <p>12% of Socioeconomically Disadvantaged students were chronically absent.</p> <p>10.1% of White students were chronically absent.</p>	40.3%	<p>47.1% of Foster Youth students were chronically absent.</p> <p>41.5% of Hispanic students were chronically absent.</p> <p>46.7% of students with two or more races were chronically absent.</p> <p>52.5% of African American students were chronically absent.</p> <p>47.5% of Students with Disabilities were chronically absent.</p> <p>45.9% of Socioeconomically Disadvantaged students were chronically absent.</p> <p>35.3% of White students were chronically absent.</p>	<p>41.8% of Foster Youth students were chronically absent.</p> <p>41.1% of Hispanic students were chronically absent.</p> <p>49.0% of students with two or more races were chronically absent.</p> <p>48.6% of African American students were chronically absent.</p> <p>49.8% of Students with Disabilities were chronically absent.</p> <p>44.1% of Socioeconomically Disadvantaged students were chronically absent.</p> <p>36.2% of White students were chronically absent.</p>	
Middle School dropout rates	2020 Results per CALPADS 1.8 Dropouts Student List: Zero students, 0%	2021 Results per CALPADS 1.8 Dropouts Student List: Zero students, 0%	2022 Results per CALPADS 1.8 Dropouts Student List and number of students enrolled at	2023 Results per CALPADS 1.24 Dropouts Student List and number of students enrolled at PVUSD in 2022-23:	Maintain Middle School dropout rate at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			PVUSD in 2021-22 as of February 10, 2022: Two students of 400 students, 0.5%	Five students of 422 students, 1.18%	
High School dropout rates	2020 CA Dataquest Results: 19 /247 students, 7.7%	2021 CA Dataquest Results: 12 /237 students, 5.1%	2022 CA Dataquest Results: 20 / 222 students, 9.01%	2023 CA Dataquest Results: 18 / 245 students, 7.35%	Decrease High School dropout rate by 1.5% per year
Pupil expulsion rates	2020 CA Dataquest Results: 0.13% Expulsion Rate	2021 CA Dataquest Results: 0.00% Expulsion Rate	2022 CA Dataquest Results: 0.00% Expulsion Rate	2023 CA Dataquest Results: 0.00% Expulsion Rate	Decrease expulsion rate to 0%.
Parent survey results, inclusive of parents of unduplicated pupils and parents of pupils with exceptional needs, focusing on school safety	2019 Local Administered Parent Survey Results: Average of 3.61 of 5 on parent survey results.	2022 Local Administered Parent Survey Results: Average of 3.51 of 5 on parent survey results. Increasing Student Achievement average: 3.48 Providing a Safe and Healthy Learning Environment average: 3.45 Increasing Collaboration and	Spring 2023 Local Administered Parent Survey Results: Average of 3.35 of 5 on parent survey results. Increasing Student Achievement average: 3.27 Providing a Safe and Healthy Learning Environment average: 3.28 Increasing Collaboration and	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 Increasing Collaboration and	Average of 4 of 5 on parent survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Engagement average: 3.59 Top 3 parent concerns: 1. Physical Fighting Between Students 2. Bullying of Students 3. Student Drug Use	Engagement average: 3.49 Top 3 parent concerns: 1. Bullying of Students 2. Physical Fighting Between Students 3. Students Not Respecting Staff	Engagement average: 3.25 Top 3 parent concerns: 1. Student Alcohol Use 2. Student Tobacco Use 3. Vandalism, including graffiti	
Staff survey results, focusing on school safety.	2019 Locally Administered Staff Survey Results: Average of 3.58 of 5 on staff survey results	2022 Local Administered Staff Survey Results: Average of 3.40 of 5 on staff survey results. Increasing Student Achievement average: 3.49 Providing a Safe and Healthy Learning Environment average: 3.46 Increasing Collaboration and Engagement average: 3.24	2023 Local Administered Staff Survey Results: Average of 3.29 of 5 on parent survey results. Increasing Student Achievement average: 3.44 Providing a Safe and Healthy Learning Environment average: 3.15 Increasing Collaboration and Engagement average: 3.28	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 Engagement average: 3.05	Average of 4 of 5 on staff survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey results, inclusive of unduplicated pupils and pupils with exceptional needs that measure sense of safety.	<p>Spring 2017 Results:</p> <p>PVUSD elementary (grade 5) CA Healthy Kids Survey results: School Environment: Average is Yes, all the time (3)</p> <p>School Connectedness and Academic Motivation: Average is Yes, all the time (3)</p> <p>High Expectations: Average is Yes, all the time (3)</p> <p>PVUSD secondary (grades 7, 9, 11) CA Healthy Kids Survey results: School Environment: Average is Very much true (3)</p> <p>School Connectedness and Academic Motivation: Average is Strongly agree (3)</p> <p>High Expectations: Average is Very much true (3)</p>	<p>Spring 2022 Results (Please note that 2022 results are on a scale of 1 to 4 and by percentage):</p> <p>PVUSD elementary (grade 5) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (58%)</p> <p>School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (57%)</p> <p>High Expectations: Average is Yes, most of the time or Yes, all of the time (80%)</p> <p>PVUSD secondary (grades 7, 9, 11) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (40%)</p> <p>School Connectedness and Academic Motivation:</p>	<p>Spring 2022 Results (Please note that 2022 results are on a scale of 1 to 4 and by percentage and that the CA Healthy Kids Survey is administered every other year as of Spring 2023):</p> <p>PVUSD elementary (grade 5) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (58%)</p> <p>School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (57%)</p> <p>High Expectations: Average is Yes, most of the time or Yes, all of the time (80%)</p> <p>PVUSD secondary (grades 7, 9, 11) CA Healthy Kids Survey results: School Environment: Average is Yes, most</p>	<p>2024 California Healthy Kids Survey (CHKS) Results:</p> <p>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.</p> <p>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.</p>	Average of 3 of 3 on student survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CA Healthy Kids Survey is on a three point scale.</p> <p>The CA Healthy Kids Survey was not administered in 2020 or 2021 because of school closures and because the results would have been skewed.</p>	<p>Average is Yes, most of the time or Yes, all of the time (42.5%)</p> <p>High Expectations: Average is Yes, most of the time or Yes, all of the time (59%)</p>	<p>of the time or Yes, all of the time (40%)</p> <p>School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (42.5%)</p> <p>High Expectations: Average is Yes, most of the time or Yes, all of the time (59%)</p>	<p>61% felt that adults in school had high expectations for students.</p> <p>37% felt safe at school.</p> <p>The 9th grade target sample was 214 students. 91 students completed the CHKS (42.5%). Of these 91 students:</p> <p>44% felt they had a School Connectedness.</p> <p>52% felt that adults in school had high expectations for students.</p> <p>48% felt safe at school.</p> <p>The 11th grade target sample was 187 students. 140 students completed the CHKS (74.9%). Of these 140 students:</p> <p>35% felt they had a School Connectedness.</p> <p>53% felt that adults in school had high</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				expectations for students. 47% felt safe at school.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in this goal were completed with the exception of only partial completion of Action 2.4 (Dropout Prevention Specialists and Prevention Coordinators), as PVUSD was unable to fill the vacant Prevention Coordinator positions.

Successes this year:

Elementary certificated support (Action 2.1), Positive behavior support (Action 2.2), Secondary Counseling (Action 2.3), Dropout Prevention Specialists (Action 2.4) and Professional Learning- Positive Behavior (Action 2.5) were successful in that the supports were provided to students.

The Parent Climate Survey (Action 2.6) and Staff Climate Survey (Action 2.7) were successful in giving PVUSD much needed input from these educational partner groups. Enhanced collaboration with law enforcement (Action 2.8) was successful as much needed support was given to PVUSD. Health Service Support (Action 2.10) was successful in that students had access to health support at their school sites.

Challenges this year:

Elementary certificated support (Action 2.1), Positive behavior support (Action 2.2), Secondary Counseling (Action 2.3), Dropout Prevention Specialists (Action 2.4) and Professional Learning- Positive Behavior (Action 2.5) were also a challenge as student behavior has been on an uptick this year. The Healthy Kids Survey (Action 2.9), particularly at the elementary school levels, was a challenge as very few students participated.

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

Action 2.1, Elementary Certificated Support, cost substantially less than anticipated due to the lower costs of new personnel.

Action 2.4, Dropout Prevention Specialists and Prevention Coordinators, cost substantially less than anticipated as positions remained empty.

Action 2.5, Professional Learning- Positive Behavior, cost less than anticipated as fewer staff members participated in the offered professional development activities than was expected.

Action 2.9, Healthy Kids Survey, cost less than anticipated as the invoice had not been received at the time of this submission.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 (Elementary certificated support), Action 2.2 (Positive behavior support), Action 2.3 (Secondary counseling), Action 2.5 (Professional learning- positive behavior), Action 2.6 (Parent climate survey), Action 2.7 (Staff climate survey), Action 2.8 (Enhanced collaboration with local law enforcement), Action 2.9 (Healthy Kids Survey), and Action 2.10 (Health service support) are considered effective based on an increase in student attendance rate and a small increase in Chronic Absenteeism rate.

Action 2.4 (Dropout Prevention Specialists and Prevention Coordinators), was not effective in providing a safe and healthful learning environment as PVUSD was unable to replace the Prevention Coordinators that had resigned.

PVUSD has seen a decrease in many PVUSD metrics for this goal and these actions. The following metrics showed that these areas were a challenge for PVUSD:

Pupil suspension rate, Middle School dropout rate and Parent Survey results.

PVUSD has seen improvement in many PVUSD metrics for this goal and these actions. The following metrics showed that these areas were a success for PVUSD:

Student attendance rate, Chronic Absenteeism rate (half a percent improvement but still very high), and High School dropout rate.

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

Upon reflecting on this goal, metrics, desired outcomes, and actions, PVUSD has made the following changes:

The goal is a broad goal and has been rewritten as such: Provide a safe and healthful learning environment for students, staff, and parents / guardians.

The metrics of Pupil suspension rates, Attendance rate, Chronic Absenteeism rate, Middle school dropout rates, High school dropout rates, Pupil expulsion rates, Parent survey results, Staff survey results, and Student survey results will remain the same. The metric of School facilities maintained in good repair has been added to this goal as it fits better within the goal of a safe and healthful learning environment.

These actions will remain the same: Elementary certificated support, Positive behavior support, Professional learning- positive behavior, Enhanced collaboration and support with local law enforcement, Secondary counseling, Health Service support, Staff climate survey, Healthy Kids Survey, and Parent / Guardian Climate survey.

This action has been amended: Dropout Prevention Specialists, to remove the Prevention Coordinator positions.

This action is added to this goal: Security / surveillance equipment

This action is moved from another goal to this goal as it fits better with a safe and healthful learning environment: School Resource Officer.

To address the challenges in this goal and actions this year (Elementary certificated support (Action 2.1), Positive behavior support (Action 2.2), Secondary Counseling (Action 2.3), Dropout Prevention Specialists (Action 2.4) and Professional Learning- Positive Behavior (Action 2.5) were also a challenge as student behavior has been on an uptick this year. The Healthy Kids Survey (Action 2.9), particularly at the elementary school levels, was a challenge as very few students participated.), PVUSD District Administration will be meeting with site administration monthly during the 2024-2025 school year to review site behavior data and plan for providing supports to student groups as shown by the data.

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.

Goals and Actions

Goal

Goal #	Description
3	Continue to develop and refine systems of support to increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey results, inclusive of parents of unduplicated pupils and parents of pupils with exceptional needs	2019 Results: Average of 3.61 of 5 on parent survey results.	2022 Local Administered Parent Survey Results: Average of 3.51 of 5 on parent survey results. Increasing Student Achievement average: 3.48 Providing a Safe and Healthy Learning Environment average: 3.45 Increasing Collaboration and Engagement average: 3.59 Top 3 parent concerns: 1. Physical Fighting Between Students	Spring 2023 Local Administered Parent Survey Results: Average of 3.35 of 5 on parent survey results. Increasing Student Achievement average: 3.27 Providing a Safe and Healthy Learning Environment average: 3.28 Increasing Collaboration and Engagement average: 3.49 Top 3 parent concerns: 1. Bullying of Students	Spring 2024 Local 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 Increasing Collaboration and Engagement average: 3.25 Top 3 parent concerns: 1. Student Alcohol Use	Average of 4 of 5 on parent survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2. Bullying of Students 3. Student Drug Use	2. Physical Fighting Between Students 3. Students Not Respecting Staff	2. Student Tobacco Use 3. Vandalism, including graffiti	
Staff survey results	2019 Results: Average of 3.58 of 5 on staff survey results	2022 Local Administered Staff Survey Results: Average of 3.40 of 5 on parent survey results. Increasing Student Achievement average: 3.49 Providing a Safe and Healthy Learning Environment average: 3.46 Increasing Collaboration and Engagement average: 3.24	2023 Local Administered Staff Survey Results: Average of 3.29 of 5 on parent survey results. Increasing Student Achievement average: 3.44 Providing a Safe and Healthy Learning Environment average: 3.15 Increasing Collaboration and Engagement average: 3.28	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 Increasing Collaboration and Engagement average: 3.05	Average of 4 of 5 on staff survey results.
Student survey results, inclusive of unduplicated pupils and pupils with exceptional needs that measure school connectedness.	Spring 2017 Results: PVUSD elementary (grade 5) CA Healthy Kids Survey results: School Environment: Average is Yes, all the time (3)	Spring 2022 Results (Please note that 2022 results are on a scale of 1 to 4 and by percentage):	Spring 2022 Results (Please note that 2022 results are on a scale of 1 to 4 and by percentage and that the CA Healthy Kids Survey is administered every	2024 California Healthy Kids Survey (CHKS) Results: Elementary (5th grade) The 5th grade target sample was 194	Average of 3 of 3 on student survey results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School Connectedness and Academic Motivation: Average is Yes, all the time (3) High Expectations: Average is Yes, all the time (3) PVUSD secondary (grades 7, 9, 11) CA Healthy Kids Survey results: School Environment: Average is Very much true (3) School Connectedness and Academic Motivation: Average is Strongly agree (3) High Expectations: Average is Very much true (3)</p> <p>CA Healthy Kids Survey is on a three point scale.</p> <p>The CA Healthy Kids Survey was not administered in 2020 or 2021 because of school closures and because the results</p>	<p>PVUSD elementary (grade 5) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (58%) School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (57%) High Expectations: Average is Yes, most of the time or Yes, all of the time (80%)</p> <p>PVUSD secondary (grades 7, 9, 11) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (40%) School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (42.5%) High Expectations: Average is Yes, most</p>	<p>other year as of Spring 2023): PVUSD elementary (grade 5) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (58%) School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (57%) High Expectations: Average is Yes, most of the time or Yes, all of the time (80%)</p> <p>PVUSD secondary (grades 7, 9, 11) CA Healthy Kids Survey results: School Environment: Average is Yes, most of the time or Yes, all of the time (40%) School Connectedness and Academic Motivation: Average is Yes, most of the time or Yes, all of the time (42.5%)</p>	<p>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.</p> <p>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.</p> <p>The 9th grade target sample was 214</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	would have been skewed.	of the time or Yes, all of the time (59%)	High Expectations: Average is Yes, most of the time or Yes, all of the time (59%)	<p>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.</p> <p>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.</p>	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions in this goal were carried out as planned, with the exceptions of Action 3.1 (Professional Learning to Parents). PVUSD has decided to keep this action for the 2024-25 school year as the need is there.

Success this year:

Professional learning evaluation tool (Action 3.2) was successful in that administrators and teachers reviewed needs based on the evaluation tool results which allowed for enhanced collaboration. Professional development (Action 3.3) was successful as teachers and other staff received training on de-escalation skills.

Challenges this year:

Student activity engagement (Action 3.4) was a challenge as school did not utilize this action to its full potential.

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 3.3, Professional Development for the MTSS Model for Teachers in Tiers 2 and 3, cost substantially less than anticipated, as this action was carried out during staff hours at schools. Action 3.4, Student Activity Engagement, cost less than anticipated, as not as many field trips were scheduled as had been expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 2023-24 PVUSD Goal was "Continue to develop and refine systems of support to increase collaboration and engagement with all educational partners to advance learning and continuous improvement." Action 3.1, Professional Learning to Parents, did not occur so was not able to contribute to making progress toward this goal. PVUSD sees the need of this action and will include it in the 2024-25 LCAP. Action 3.2, Professional Learning Evaluation Tool, was utilized along with meetings and surveys with teachers to determine professional learning needs. This action did not show an increase in perceived collaboration and engagement. Action 3.3, Professional Development for the MTSS Model for teachers in Tiers 2 and 3, and Action 3.4, Student activity engagement, were both utilized during the 2023-24 school year but did not show an increase in perceived collaboration and engagement. The Staff survey results did show a perceived increase in Increasing Student Achievement (as based on staff responses to Student Achievement on the Staff survey) even though other metrics did not show an increase in Student Achievement.

PVUSD has seen a decrease in PVUSD metrics for this goal and these actions. The following metric showed that these areas were a challenge for PVUSD:

Parent Survey results and Staff survey results (with a slight increase in most areas but a decrease in Increasing Collaboration and Engagement),

PVUSD has seen improvement in PVUSD metrics for this goal and these actions. The following metric showed that these areas were a success for PVUSD:

Staff survey results (with a slight increase in most areas but a decrease in Increasing Collaboration and Engagement).

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

Upon reflecting on this goal, metrics, desired outcomes, and actions, PVUSD has made the following changes:

The goal is a broad goal and has been rewritten as such: Increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

The metrics of Parent survey results, Staff survey results, and Student survey results will remain the same.

These actions will remain the same: Student activity engagement, Professional learning to parents, and Professional learning evaluation tool.

This action is deleted as it is repetitive and covered under another action: Professional Development for the MTSS Model for teachers in Tiers 2 and 3.

To address the challenges in this goal and action this school year (Student activity engagement (Action 3.4) was a challenge as school did not utilize this action to its full potential), The PVUSD Fiscal Services Department will meet with site administration quarterly during the 2024-2025 school year to review site spending, including supplemental and concentration funds, to ensure students needs are being met and student activities are being funded appropriately.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Palo Verde Unified School District (PVUSD) serves approximately 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 2023 California Dashboard, 82.2% of PVUSD students are low income and 7.5% are identified as English Learners. The majority of PVUSD students live within the town of Blythe. Blythe's main employers are two state prisons twenty miles west of Blythe, retail stores, healthcare, hospitality and food service, and education. According to the 2023 CA Dashboard, 73.4% of PVUSD students are Hispanic, 14.2% are White, 8.3% are African American, 1.8% are Two or More Races, less than 1% American Indian, less than 1% Filipino, less than 1% Pacific Islander, and less than 1% Asian. 13% of our students are in Special Education. 82.2% of our students are considered Socioeconomically Disadvantaged. PVUSD has 54 Foster Youth and 76 Homeless Youth.

PVUSD employed 161 certificated employees and 176 classified employees during the 2023-2024 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.

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.

Reflections: Technical Assistance

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

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

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.

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 are eligible for Comprehensive Support and Improvement:

Felix J. Appleby Elementary School: Chronic absenteeism, Suspension Rate, and Mathematics are red (Very Low). English Language Arts is orange (low). English Learner Progress is yellow (medium).

Ruth Brown Elementary School: Chronic absenteeism, Suspension Rate, English Language Arts, and Mathematics are red (Very Low). English Learner Progress is yellow (medium).

Margaret White Elementary School: Suspension Rate, English Language Arts, and Mathematics are red (Very Low). Chronic Absenteeism is yellow (medium).

Palo Verde High School: Suspension Rate, English Language Arts, and Mathematics are red (Very Low). English Learner Progress is yellow (medium). Graduation Rate is blue (very high).

Twin Palms High School: Suspension Rate is red (very low). Graduation Rate is orange (low). The College and Career Indicator, which does not have a corresponding color on the 2023 California Dashboard, is very low.

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 through 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.

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 early June 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.
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 in put on the draft goals and actions in the LCAP. Met with principals as part of SSC meetings in late May to review and receive input on draft LCAP goals and actions.
Parents/Guardians	Met with parents as part of SSC meetings in late May to review and receive input on draft LCAP goals and actions.
SELPA	Shared draft LCAP with SELPA personnel for feedback
Teachers	Met with teachers as part of SSC meetings in late May to review and receive input on draft LCAP goals and actions.
Bargaining Units	Met with Bargaining Unit leaders in early June 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 late 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 late 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.
Ensured that PVUSD moves forward with an updated surveillance system, as student and staff safety was paramount.
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.
Created 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.

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.			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic students: 72.7 points below standard. Socioeconomically Disadvantaged students: 72.6 points below standard. White students: 49.1 points below standard.			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.	
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.			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White students: 86.2 points below standard. Foster Youth: 150.3 points below			Socioeconomically Disadvantaged students: 95.0 points below standard. White students: 25.0 points below standard. Foster Youth: 95.0 points below	
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 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%.	
1.4	English Learner reclassification rates	2022-23 (CaIPADS EOY 3 report 8.1 showed 246 English			2025-26 English Learner Reclassification	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners and EOY 3 report 2.16 showed 7 students reclassified) Results: 2.8% were reclassified.			Outcome Target (CALPADS): 11.0%	
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.			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.	
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			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 Permits, Intern Credentials, or Preliminary Credentials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percent of pupils who demonstrate College/ Career Readiness	<p>2023 CA Dashboard Results (College and Career Readiness Additional Reports).</p> <p>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.</p>			<p>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.</p>	
1.8	Percent of pupils who have successfully completed A-G (UC/CSU) requirements	<p>2022-23 (CA Dashboard) Results: 28.9% of graduates successfully completed A-G requirements.</p>			<p>2025-26 (CA Dashboard) Outcome Target: 34.9% of graduates will have successfully</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					completed A-G requirements.	
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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Overall: 32% 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 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Grade 11: 12% proficient Grade 12: 18% proficient Overall: 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 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	CTE Completers	<p>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. 0.0% Students with Disabilities.</p>			<p>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. 18.5% White students. 6.0% English Learners. 21.0% Socioeconomically Disadvantaged students. 6.0% Students with Disabilities.</p>	
1.12	English Learner Progress	<p>2023 CA Dashboard Results:</p> <p>There were 172 English Learners.</p> <p>41.3% of students are making progress towards English language proficiency.</p>			<p>2026 CA Dashboard Outcome Targets:</p> <p>56.3% of students are to make progress towards English language proficiency.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>18.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level.</p> <p>39.4% of English Learners maintained ELPI levels 1, 2 Low, 2 High, 3 Low, or 3 High.</p> <p>0.6% of English Learners maintained ELPI level 4.</p> <p>41.2% of English Learners progressed at least one ELPI level.</p>			<p>10.8% of English Learners are to have decreased at least one English Language Progress Indicator (ELPI) level.</p> <p>50.0% of English Learners are to have maintained ELPI levels 1, 2 Low, 2 High, 3 Low, 3 High, or 4.</p> <p>56.2% of English Learners are to have progressed at least one ELPI level.</p>	
1.13	Long-Term English Learner Progress	<p>2023 Summative ELPAC results of students enrolled in PVUSD Spring 2024:</p> <p>There are 46 Long-Term English Learners (LTELs):</p> <p>1 student was out of state during the 2023 Summative ELPAC testing window.</p>			<p>2026 Summative ELPAC Outcome Targets for LTELs:</p> <p>No LTELs score level one on the Summative ELPAC.</p> <p>25% LTELs score level two on the Summative ELPAC.</p> <p>50% of LTELs score level three</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>10 LTELs scored level one on the Summative ELPAC.</p> <p>20 LTELs scored level two on the Summative ELPAC.</p> <p>12 LTELs scored level three on the Summative ELPAC.</p> <p>3 LTELs scored level four on the Summative ELPAC.</p>			<p>on the Summative ELPAC.</p> <p>25% of LTELs score level four on the Summative ELPAC.</p>	
1.14	Advanced Placement Pass Rate	<p>2023 CA Dashboard Results (College and Career Readiness Report):</p> <p>All students: 7.1%</p> <p>African American students: 0.0%</p> <p>Hispanic students: 7.2%</p> <p>White students: 4.2%</p> <p>English Learners 0.0%</p> <p>Socioeconomically Disadvantaged students: 37.5%</p> <p>Students with Disabilities: 0.0%</p>			<p>2026 CA Dashboard Outcome Targets (College and Career Readiness Report):</p> <p>All students: 10.1%</p> <p>African American students: 3.0%</p> <p>Hispanic students: 10.1%</p> <p>White students: 7.2%</p> <p>English Learners 3.0%</p> <p>Socioeconomically Disadvantaged students: 40.5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 3.0%	
1.15	11th Grade Smarter Balanced Assessments (EAP)	<p>2023 CA Dashboard Results (CAASPP Assessment- Smarter Balanced Reports):</p> <p>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%</p>			<p>2026 CA Dashboard Outcome Targets (CAASPP Assessment- Smarter Balanced Reports):</p> <p>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%</p>	
1.16	EL Access to state and ELD standards	2024 local administrator walk through results showed that EL students have access to state standards, including ELD standards, 74% of the time.			The 2026 local administrator walk through Outcome Target is to show that students have access to state standards 95% of the time.	
1.17	Implementation of state standards	2024 local administrator walk through results showed that students have access to state			The 2026 local administrator walk through Outcome Target is to show	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards 84% of the time.			that EL students have access to state standards, including ELD standards, 95% of the time.	
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%.			2026 Outcome Target: Graduation data from CALPADS and Aeries are to show 13 graduates who completed A-G requirements and were CTE completers.	
1.19	CTE enrollment as provided to Students with Disabilities	2023 SIS data shows that 44% of PVHS Students with Disabilities (42 of 95 students) were enrolled in CTE classes.			2026 Outcome Target: SIS data is to show that 50% of PVHS Students with Disabilities are enrolled in CTE classes.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$1,810,974.00	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.	\$578,166.00	Yes
1.3	Secondary teachers	<p>Maintain the funding of one teacher 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, one math teacher to provide for math intervention and lower class sizes, and one-third 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.</p> <p>This action will provide specific support for those whose student group is in Red at Palo Verde High: CAASPP ELA for low-income students and Hispanic students.</p>	\$777,736.00	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.	\$162,930.00	Yes
1.5	Academic TOSA	<p>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.</p> <p>This action will also provide specific support for schools who have student groups in Red for CAASPP ELA: 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.</p>	\$305,048.00	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 exploration and planning and .5 FTE teacher to teach a Senior Seminar course, as measured by Metrics 1.3, 2.6, and 3.3.	\$165,522.00	Yes
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.	\$55,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$304,699.00	Yes
1.9	CTE Offerings	Provide for 2 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.	\$280,000.00	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, students with disabilities, African-American students, and Hispanic students (Technical Assistance for ELA and for Math) as measured by Metrics 1.1, 1.2, 1.9, 1.10, and 1.12.	\$213,470.00	Yes
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.	\$456,340.00	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.	\$599,995.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$300,000.00	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.	\$244,375.00	Yes
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.	\$424,186.00	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.	\$450,000.00	No
1.17	English Learner Consultants	<p>Provide English Learner Consultants through a contract to ensure EL students are receiving appropriate English Language Acquisition Program.</p> <p>The PVUSD English Language Acquisition Program:</p> <p>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</p>	\$120,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>Integrated ELD for TK-12 in all content areas:</p> <ol style="list-style-type: none"> 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 <p>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)</p> <p>Designated ELD: During the ELD instructional block, instruction is differentiated and scaffolded to meet the needs of students who are at various levels of</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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:</p> <ul style="list-style-type: none"> • Emerging • Expanding • Bridging <p>Elementary Program</p> <ul style="list-style-type: none"> • 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. <p>o Intensive support groups will be comprised of Emerging English Learners (EL) & Expanding - Low</p> <p>o Strategic groups will be comprised of Expanding ELs – Mid & Upper, with a focus on the EL instructional needs of LTELs</p> <p>o At Grade-level & Enrichment groups will be comprised of Bridging ELs</p> <ul style="list-style-type: none"> • Group composition should be reviewed at least monthly or more frequently monitoring students' progress allowing for grouping fluidity. <p>High School Program</p> <p>Students designated as English Learners will be placed in core ELA class with integrated ELD support in ELA and all subject matter areas.</p> <p>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.</p> <p>ELA Designated ELD - ELD Companion digital and blended English Language Development. English Learners at the Emerging, Expanding,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>EL Expanding Level 2 students are provided additional ELD instruction using ELD standards and supplementary ELD materials in the ELD Level 2 class.</p> <p>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).</p> <p>This action will be measured by Metrics 1.12 and 1.13.</p> <p>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.</p>		
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.	\$350,000.00	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	\$725,162.00	Yes

Action #	Title	Description	Total Funds	Contributing
		toward low-income students, English learners, students with disabilities, African-American students, and Hispanic students (PVUSD Technical 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.	\$161,694.00	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.	\$127,069.00	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.	\$55,000.00	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 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.	\$164,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.25	Expanded elective programs	Provide curriculum and classroom materials to expand elective programs, as measured by 1.3, 2.6, and 3.3.	\$25,000.00	Yes
1.26	Academic Coordinators- TOSAs	<p>Hire two to three Academic Coordinator- 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, and Hispanic students (PVUSD Technical Assistance for ELA and for Math) as measured by Metrics 1.1, 1.2, 1.9, 1.10, 2.2, and 2.4.</p> <p>This action will also provide specific support for schools who have one or indicators as Red (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.</p>	\$450,173.00	No
1.27	IXL Licenses	<p>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, and Hispanic students (PVUSD Technical Assistance for Math) as measured by Metrics 1.2 and 1.10.</p> <p>This action will also provide specific support for schools who have student groups in Red for CAASPP Math: Appleby, for low-income students, English learners, student with disabilities, and Hispanic students. Ruth Brown, for low-income students, English learners, students with disabilities, African American students, and Hispanic students.</p>	\$51,755.00	No

Action #	Title	Description	Total Funds	Contributing
		Margaret White, for low-income students, students with disabilities, African American students, and Hispanic students. Palo Verde High, for low-income students, Hispanic students.		

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.

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.			2026 Outcome Target: 100% of sites are to be in good repair as measured by FIT survey.	
2.2	Pupil suspension rates	2023 CA Dashboard Results: 12.2% of all students were suspended at least once.			2026 CA Dashboard Outcome Targets: Less than 4.6% of all students are to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>30.5% of African American students were suspended at least once.</p> <p>21.3% of Foster Youth students were suspended at least once.</p> <p>15.2% of students with Two or More Races students were suspended at least once.</p> <p>13.4% of Socioeconomically Disadvantaged students were suspended at least once.</p> <p>10.1% of Hispanic students were suspended at least once.</p> <p>20.0% of Students with Disabilities were suspended at least once.</p> <p>10.0% of White students were suspended at least once.</p> <p>9.3% of English Learner students were suspended at least once.</p>			<p>be suspended at least once.</p> <p>Less than 4.6% of African American students are to be suspended at least once.</p> <p>Less than 4.6% of Foster Youth students are to be suspended at least once.</p> <p>Less than 4.6% of students with Two or More Races students are to be suspended at least once.</p> <p>Less than 4.6% of Socioeconomically Disadvantaged students are to be suspended at least once.</p> <p>Less than 4.6% of Hispanic students are to be suspended at least once.</p> <p>Less than 4.6% of Students with Disabilities are to be suspended at least once.</p> <p>Less than 4.6% of White students are</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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%			End-of-Year 2026 Outcome Target: PVUSD Student Information System Attendance Rate through Schoolzilla: 95.5%	
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. 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.			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. 26.1% of Hispanic students. 34.0% of students with two or more races. 33.6% of African American students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			34.8% of Students with Disabilities. 29.1% of Socioeconomically Disadvantaged students. 21.2% of White students.	
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%			2026 Middle school dropout rate Outcome Target: 0.0%	
2.6	High School dropout rate	2023 CA Dataquest Results: 18 / 245 students, 7.35%			2026 High school dropout rate (CA Dataquest) Outcome Target: 1.35%	
2.7	Pupil expulsion rate	2023 CA Dataquest Results: 0.00% Expulsion Rate			2026 Expulsion rate (CA Dataquest) Outcome Target: 0.00%	
2.8	Parent survey results, inclusive of parents of unduplicated pupils and parents of pupils with	Spring 2024 Local Administered Parent Survey Results:			Spring 2027 Local Administered Parent Survey Outcome Target:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs, focusing on school safety	<p>Average of 3.12 of 5 on parent survey results.</p> <p>Increasing Student Achievement average: 3.07</p> <p>Providing a Safe and Healthy Learning Environment average: 3.04</p> <p>Increasing Collaboration and Engagement average: 3.25</p> <p>Top 3 parent concerns:</p> <ol style="list-style-type: none"> 1. Student Alcohol Use 2. Student Tobacco Use 3. Vandalism, including graffiti 			<p>Average of 4 of 5 on parent survey results.</p> <p>Increasing Student Achievement average: 4</p> <p>Providing a Safe and Healthy Learning Environment average: 4</p> <p>Increasing Collaboration and Engagement average: 4</p>	
2.9	Staff survey results, focusing on school safety	<p>2024 Local Administered Staff Survey Results:</p> <p>Average of 3.31 of 5 on parent survey results.</p> <p>Increasing Student Achievement average: 3.52</p> <p>Providing a Safe and Healthy Learning</p>			<p>2027 Local Administered Staff Outcome Target:</p> <p>Average of 4 of 5 on parent survey results.</p> <p>Increasing Student Achievement average: 4</p> <p>Providing a Safe and Healthy</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Environment average: 3.36</p> <p>Increasing Collaboration and Engagement average: 3.05</p>			<p>Learning Environment average: 4</p> <p>Increasing Collaboration and Engagement average: 4</p>	
2.10	Student survey results, inclusive of unduplicated pupils and pupils with exceptional needs that measure sense of safety	<p>2024 California Healthy Kids Survey (CHKS) Results:</p> <p>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.</p> <p>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:</p>			<p>2027 California Healthy Kids Survey (CHKS) Results:</p> <p>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.</p> <p>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</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>37% felt they had a School Connectedness. 61% felt that adults in school had high expectations for students. 37% felt safe at school.</p> <p>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.</p> <p>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.</p>			<p>expectations for students. 80% should feel safe at school.</p> <p>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.</p> <p>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.</p>	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$450,000.00	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.	\$194,040.00	Yes
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, *	\$981,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.		
2.4	Positive behavior support	<p>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.</p> <p>This action will also provide specific support for elementary students who have student groups in Red for Chronic Absenteeism or Suspension Rate:</p> <p>Chronic Absenteeism: Appleby: low-income students, English learners, students with disabilities, African American students, Hispanic students, white students. Ruth Brown: Hispanic students, white students</p> <p>Suspension Rate: 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.</p>	\$1,352,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$67,425.00	Yes
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	<p>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.</p> <p>This action will also provide specific support for Palo Verde High School students who have student groups in Red for Suspension Rate: Suspension Rate: low-income students, students with disabilities, African American students, and Hispanic students.</p>	\$325,656.00	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 Metrics 2.2, 2.3, and 2.4.	\$432,038.00	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.	\$328,267.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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.	\$1,500.00	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 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Increasing Collaboration and Engagement average: 3.25</p> <p>Top 3 parent concerns:</p> <ol style="list-style-type: none"> 1. Student Alcohol Use 2. Student Tobacco Use 3. Vandalism, including graffiti 			<p>Environment average: 4</p> <p>Increasing Collaboration and Engagement average: 4</p>	
3.2	Staff survey results	<p>2024 Locally Administered Staff Survey Results: Average of 3.31 of 5 on parent survey results.</p> <p>Increasing Student Achievement average: 3.52</p> <p>Providing a Safe and Healthy Learning Environment average: 3.36</p> <p>Increasing Collaboration and Engagement average: 3.05</p>			<p>2027 Local Administered Staff Outcome Target: Average of 4 of 5 on parent survey results.</p> <p>Increasing Student Achievement average: 4</p> <p>Providing a Safe and Healthy Learning Environment average: 4</p> <p>Increasing Collaboration and Engagement average: 4</p>	
3.3	Student survey results, inclusive of unduplicated pupils and pupils with	2024 California Healthy Kids Survey (CHKS) Results:			2027 California Healthy Kids	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs that measure school connectedness.	<p>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.</p> <p>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.</p> <p>The 9th grade target sample was 214 students. 91 students completed the CHKS</p>			<p>Survey (CHKS) Results:</p> <p>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.</p> <p>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. 80% should feel safe at school.</p> <p>9th grade: 80% should feel they have a School Connectedness.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>(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.</p> <p>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.</p>			<p>80% should feel that adults in school have high expectations for students. 80% should feel safe at school.</p> <p>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.</p>	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$175,000.00	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 2024, as measured by Metrics 1.9, 1.10, 2.3, 2.4, 2.8, and 3.1.	\$4,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Lower suspension rate at Twin Palms High School by providing meaning and purpose to students enrolled at the site. 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 low level. Teaching assignments for Twin Palms shows that only 28.5% 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 and lower suspension rate 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, the team considered the possibility of hiring additional staff but decided to wait one year before exploring further.
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Measuring and Reporting Results

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

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)			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)	
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)			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)	

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%			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%	
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)			2026 CA Dashboard: 15% prepared 10% of Hispanic students prepared 12% of Socioeconomically Disadvantaged students prepared	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Capturing Kids' Hearts	Provide professional development for staff in Capturing Kids' Hearts and support the implementation of the program, as measured by Metrics 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, and 2.10. This action will also provide specific support for Twin Palms students who have student groups in Red for Suspension Rate: All students, Low-income students and Hispanic students.	\$67,400.00	No
4.2	Site Planters and Gardens	Install and use a school garden learning environment with our at-risk high school students, as measured by Metrics 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, and 2.10. .	\$20,500.00	No
4.3	Group Session Room	Create and utilize a welcoming group session room for student counseling space, as measured by Metrics 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, and 2.10. This action will also provide specific support for Twin Palms students who have student groups in Red for Suspension Rate: All students, Low-income students and Hispanic students.	\$30,000.00	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	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		measured by Metrics 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, and 2.10. This action will also provide specific support for Twin Palms students who have student groups in Red for Suspension Rate: All students, Low-income students and Hispanic students.		
4.5	Social Emotional Learning Curriculum	Explore and adopt a curriculum to support social emotional learning, as measured by Metrics 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, and 2.10.	\$23,149.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$9,692,993.00	\$1,160,712.00

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
33.981%	3.404%	\$995,104.24	37.385%

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	<p>Action: Lower class sizes, no combination classes</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard.</p>	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
	<p>2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Scope: Schoolwide</p>	<p>Data for all students Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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</p>	
1.2	<p>Action: Additional time</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged</p>	<p>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 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</p>	<p>SBAC ELA and Math results STAR Reading and Math results Chronic Absenteeism rates</p>

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
	<p>72.6 points below the standard and English learners averaged 101.7 points below the standard.</p> <p>2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Scope: LEA-wide</p>	<p>action to improve academic achievement and attendance for students.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient Grade 12: 18% proficient</p>	

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
1.3	<p>Action: Secondary teachers</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>2023 College and Career Readiness CA Dashboard Results : 46.3% of all students were prepared. 21.1% of English Learners were prepared. 40.4% of Socioeconomically Disadvantaged students were prepared. AP Pass rate: All students: 7.1%</p>	<p>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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level Grade 9: 12% proficient Grade 10: 7% proficient Grade 11: 12% proficient Grade 12: 18% proficient</p>	<p>SBAC ELA and Math results STAR Reading and Math results Graduation rates College and Career Readiness AP Pass rate EAP results Suspension rates</p>

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
	<p>English Learners 0.0%</p> <p>Socioeconomically Disadvantaged students: 37.5%</p> <p>EAP results:</p> <p>All students: 14.2%</p> <p>English Learners 0.0%</p> <p>Socioeconomically Disadvantaged students: 8.8%</p> <p>Graduation rate:</p> <p>All students: 92.7% graduated.</p> <p>Socioeconomically Disadvantaged students: 91.0% graduated.</p> <p>English Learners: 89.5% graduated.</p> <p>Suspension rates:</p> <p>12.2% of all students were suspended at least once.</p> <p>13.4% of Socioeconomically Disadvantaged students were suspended at least once.</p> <p>9.3% of English Learner students were suspended at least once.</p> <p>Scope: Schoolwide</p>		
1.4	<p>Action: Upper elementary VAPA</p> <p>Need: Chronic absenteeism 2023 CA Dashboard Results: 41.4% of All students were chronically absent. 44.1% of Socioeconomically Disadvantaged students were chronically absent.</p>	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 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.	<p>Chronic absenteeism rate</p> <p>Middle School dropout rates</p> <p>Student survey results</p>

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
	<p>Scope: Schoolwide</p>	<p>Data for all students: Middle school dropout rate: Five students of 422 students, 1.18%</p> <p>Student survey results: 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.</p>	
1.5	<p>Action: Academic TOSA</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p>	<p>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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 1: 35% proficient Grade 2: 29% proficient Grade 3: 20% proficient Grade 4: 24% proficient Grade 5: 28% proficient Grade 6: 26% proficient</p>	<p>SBAC ELA and Math results STAR Reading and Math results Student survey results</p>

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
	<p>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.</p> <p>Scope: LEA-wide</p>	<p>Grade 7: 28% proficient Grade 8: 28% proficient Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient Grade 12: 18% proficient</p> <p>Student survey results- 2024 California Healthy Kids Survey (CHKS) Results:</p> <p>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.</p> <p>Secondary (7th, 9th, and 11th grades)</p>	

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
		<p>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.</p> <p>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.</p> <p>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.</p>	
1.6	<p>Action: Freshman and Senior Seminar</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard.</p>	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,	<p>SBAC ELA and Math Results</p> <p>High school dropout rates</p> <p>Student survey results</p> <p>Graduation rate</p>

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
	<p>2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Graduation rate: All students: 92.7% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>Scope: Schoolwide</p>	<p>student survey results, and high school dropout rate for students.</p> <p>Data for all students: High School dropout rate: 18 / 245 students, 7.35%</p> <p>Student survey results- 2024 California Healthy Kids Survey (CHKS) Results: 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.</p> <p>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.</p>	
1.7	<p>Action: Junior and Senior Leadership class</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English</p>	<p>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</p>	<p>SBAC ELA and Math Results High school dropout rates Student survey results Graduation rate</p>

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
	<p>learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Graduation rate: All students: 92.7% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Data for all students: High School dropout rate: 18 / 245 students, 7.35%</p> <p>2024 California Healthy Kids Survey (CHKS) Results: 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.</p> <p>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.</p>	
1.8	<p>Action: Journalism and Advanced Music Courses</p> <p>Need: Graduation rate: All students: 92.7% graduated.</p>	<p>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</p>	<p>Student survey results Graduation rate High school dropout rates</p>

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
	<p>Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Data for all students: High School dropout rate: 18 / 245 students, 7.35%</p> <p>2024 California Healthy Kids Survey (CHKS) Results: 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.</p> <p>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.</p>	
1.9	<p>Action: CTE Offerings</p> <p>Need: Graduation rate: All students: 92.7% graduated.</p>	<p>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</p>	<p>Student survey results Graduation rate High school dropout rates CTE Completion rate CTE Enrollment of SWD</p>

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
	<p>Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>CTE Completion rates: 13.3% all students. 0.0% English Learners. 15.0% Socioeconomically Disadvantaged students.</p> <p>CTE enrollment as provided to Students with Disabilities: 44% of PVHS Students with Disabilities (42 of 95 students) were enrolled in CTE classes.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Data for all students: High School dropout rate: 18 / 245 students, 7.35%</p> <p>2024 California Healthy Kids Survey (CHKS) Results: 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.</p> <p>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.</p> <p>Graduating seniors who successfully completed A-G requirements AND were CTE completers: 7 graduates who completed A-G requirements and were CTE completers out of a cohort graduation group of 246 students. 2.8%.</p>	<p>A-G and CTE completion rate</p>

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
1.10	<p>Action: Professional Learning</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level Grade 1: 46% proficient Grade 2: 22% proficient Grade 3: 22% proficient Grade 4: 19% proficient Grade 5: 10% proficient</p>	<p>SBAC ELA and Math results STAR Reading and Math results English Learner Progress</p>

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
	<p>39.4% of English Learners maintained 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.</p> <p>Scope: LEA-wide</p>	<p>Grade 6: 11% proficient Grade 7: 11% proficient Grade 8: 8% proficient Grade 9: 12% proficient Grade 10: 7% proficient Grade 11: 12% proficient Grade 12: 18% proficient</p>	
1.11	<p>Action: Data, Assessment, and Accountability support</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>Spring 2024 STAR Math results: English Learner scores: 13 of 149 (8%) EL students scored proficient.</p>	<p>To address the needs of our low-income, English learner, and foster youth students, we will have data, assessment, and accountability support, which will allow for a concerted focus on data to progress monitor timely and allow for focus on interventions based on Early Warning Systems. 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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 1: 35% proficient Grade 2: 29% proficient Grade 3: 20% proficient Grade 4: 24% proficient Grade 5: 28% proficient Grade 6: 26% proficient</p>	<p>Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results Graduation rate English Learner Progress</p>

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
	<p>Low-income students scores: 210 of 1693 (13%) students scored proficient.</p> <p>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 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.</p> <p>Chronic absenteeism 2023 CA Dashboard Results: 41.4% of All students were chronically absent. 44.1% of Socioeconomically Disadvantaged students were chronically absent.</p> <p>Scope: LEA-wide</p>	<p>Grade 7: 28% proficient Grade 8: 28% proficient Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient Grade 12: 18% proficient</p>	
1.12	<p>Action: Technology positions</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English</p>	<p>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</p>	<p>SBAC ELA and Math results STAR Reading and Math results English Learner Progress</p>

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
	<p>learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>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 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.</p>	<p>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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient</p>	

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 12: 18% proficient	
1.13	<p>Action: Chromebooks / instructional technology</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>English Learner Progress 2023 CA Dashboard Results: There were 172 English Learners. 41.3% of students are making progress towards English language proficiency.</p>	<p>To address the needs of our low-income, English learner, and foster youth students, we will purchase technology, which will allow 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 improve academic achievement and English Learner Progress for students.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level</p>	<p>SBAC ELA and Math results STAR Reading and Math results English Learner Progress</p>

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
	<p>18.8% of English Learners decreased at least one English Language Progress Indicator (ELPI) level. 39.4% of English Learners maintained 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.</p> <p>Scope: LEA-wide</p>	<p>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 Grade 11: 12% proficient Grade 12: 18% proficient</p>	
1.14	<p>Action: Director of Special Services</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p>	<p>To address the needs of our low-income and foster youth students, we will fund the position of Director of Special Services which will allow 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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 1: 35% proficient Grade 2: 29% proficient Grade 3: 20% proficient Grade 4: 24% proficient Grade 5: 28% proficient</p>	<p>Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results</p>

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
	<p>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.</p> <p>Chronic absenteeism 2023 CA Dashboard Results: 41.4% of All students were chronically absent. 44.1% of Socioeconomically Disadvantaged students were chronically absent.</p> <p>Scope: LEA-wide</p>	<p>Grade 6: 26% proficient Grade 7: 28% proficient Grade 8: 28% proficient Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level</p> <p>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 Grade 11: 12% proficient Grade 12: 18% proficient</p>	
1.15	<p>Action: Curriculum and Instruction Support</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English</p>	<p>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.</p> <p>Data for all students:</p>	<p>SBAC ELA and Math results STAR Reading and Math results</p>

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
	<p>learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level:</p> <p>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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level</p> <p>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 Grade 11: 12% proficient Grade 12: 18% proficient</p>	
1.18	<p>Action: Online / alternative classes</p> <p>Need: Graduation rate:</p>	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	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
	<p>All students: 92.7% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>Scope: Schoolwide</p>	<p>requirements. The graduation rates for low-income and English learner students necessitate a schoolwide action for students.</p>	
1.19	<p>Action: Classroom intervention support</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p>	<p>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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient</p>	<p>SBAC ELA and Math results STAR Reading and Math results</p>

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 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient Grade 12: 18% proficient	
1.21	Action: A-G Courses Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 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 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: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 1: 35% proficient Grade 2: 29% proficient Grade 3: 20% 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
	<p>Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>Spring 2024 STAR Math results: English Learner scores: 13 of 149 (8%) EL students scored proficient.</p> <p>Low-income students scores: 210 of 1693 (13%) students scored proficient.</p> <p>Graduation rate: All students: 92.7% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>Scope: Schoolwide</p>	<p>Grade 4: 24% proficient Grade 5: 28% proficient Grade 6: 26% proficient Grade 7: 28% proficient Grade 8: 28% proficient Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level</p> <p>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 Grade 11: 12% proficient Grade 12: 18% proficient</p> <p>High School dropout rate: 18 / 245 students, 7.35%</p> <p>Percent of pupils who have successfully completed A-G (UC/CSU) requirements: 28.9% of graduates successfully completed A-G requirements.</p> <p>Graduating seniors who successfully completed A-G requirements AND were CTE completers: 7 graduates who completed A-G requirements and</p>	

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
		were CTE completers out of a cohort graduation group of 246 students. 2.8%.	
1.22	<p>Action: Teacher Induction Program</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were</p>	<p>To address the needs of our low-income and English learner students 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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level Grade 1: 46% proficient Grade 2: 22% proficient</p>	<p>Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results Appropriately assigned teachers</p>

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
	<p>chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Scope: LEA-wide</p>	<p>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 Grade 11: 12% proficient Grade 12: 18% proficient</p> <p>Appropriately assigned teachers: 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</p>	
1.23	<p>Action: Site and district licenses</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results</p>	<p>To address the needs of our low-income, English learner, and foster youth students, we will provide site and district licenses, which will allow 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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 1: 35% proficient</p>	<p>SBAC ELA and Math results STAR Reading and Math results</p>

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
	<p>English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient Grade 12: 18% proficient</p>	
1.25	<p>Action: Expanded elective programs</p> <p>Need: Graduation rate: All students: 92.7% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p>	<p>To address the needs of our low-income, Foster youth, and English learner students, 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</p>	<p>Student survey results Graduation rate High school dropout rates</p>

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: Schoolwide	<p>academic achievement, graduation rates, and high school dropout rate for students.</p> <p>Data for all students: Student survey results: 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.</p> <p>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.</p> <p>High school dropout rate: Five students of 422 students, 1.18%</p>	
2.1	Action: Security / surveillance equipment <p>Need: Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once.</p> Scope:	<p>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.</p> <p>Data for all students: California Healthy Kids Survey (CHKS) Results:</p>	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
	LEA-wide	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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
		School facilities maintained in good repair: 100% of sites are in good repair as measured by FIT survey.	
2.2	<p>Action: School Resource Officer</p> <p>Need: Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Data for all students: 2024 California Healthy Kids Survey (CHKS) Results:</p> <p>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.</p> <p>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.</p>	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
		<p>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.</p> <p>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.</p>	
2.3	<p>Action: Elementary certificated support</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient.</p>	<p>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.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 1: 35% proficient Grade 2: 29% proficient Grade 3: 20% proficient</p>	<p>Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results Suspension rates Expulsion rates</p>

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
	<p>Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p> <p>Scope: Schoolwide</p>	<p>Grade 4: 24% proficient Grade 5: 28% proficient Grade 6: 26% proficient Grade 7: 28% proficient Grade 8: 28% proficient Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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 Grade 11: 12% proficient Grade 12: 18% proficient</p> <p>Pupil expulsion rate: 0.00% Expulsion Rate</p>	
2.4	<p>Action: Positive behavior support</p> <p>Need: Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were</p>	<p>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 necessitates an LEA-wide action to improve behavior and attendance for students.</p>	<p>Chronic absenteeism rate Suspension rates</p>

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
	<p>chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Professional learning- positive behavior</p> <p>Need: Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p>	<p>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.</p>	<p>Chronic absenteeism rate Suspension rates</p>

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	<p>Action: Enhanced collaboration and support with local law enforcement</p> <p>Need: Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p> <p>Scope: LEA-wide</p>	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	<p>Action: Secondary counseling</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English</p>	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 students necessitates a schoolwide action to	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
	<p>learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Graduation rate: All students: 92.7% graduated. Socioeconomically Disadvantaged students: 91.0% graduated. English Learners: 89.5% graduated.</p> <p>Scope:</p>	<p>improve academic achievement, student feeling connected to school, and suspension rates for students.</p> <p>Data for all students: Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: Grade 9: 36% proficient Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level Grade 9: 12% proficient Grade 10: 7% proficient Grade 11: 12% proficient Grade 12: 18% proficient</p> <p>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.</p> <p>Student survey results: 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.</p>	

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	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.	
2.8	<p>Action: Dropout Prevention Specialists</p> <p>Need: Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p> <p>Scope: Schoolwide</p>	<p>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.</p> <p>Data for all students: May 16, 2024, Year to Date PVUSD Student Information System Results through Schoolzilla: 89.8%</p>	<p>Chronic absenteeism rate</p> <p>Attendance rate</p> <p>Suspension rates</p>
2.9	<p>Action: Health Service Support</p> <p>Need:</p>	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	<p>Chronic absenteeism rate</p> <p>Attendance rate</p>

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
	<p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>Data for all students: May 16, 2024, Year to Date PVUSD Student Information System Results through Schoolzilla: 89.8%</p>	
3.1	<p>Action: Student activity engagement</p> <p>Need: Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p> <p>Suspension rates: 12.2% of all students were suspended at least once. 13.4% of Socioeconomically Disadvantaged students were suspended at least once. 9.3% of English Learner students were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>Data for all students: Middle School dropout rate: Five students of 422 students, 1.18%</p> <p>High School dropout rate: 18 / 245 students, 7.35%</p>	<p>Chronic absenteeism rate Middle School dropout rates High school dropout rates Suspension rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	<p>Action: Professional learning to parents</p> <p>Need: Student academic needs: 2023 CA Dashboard results in SBAC ELA showed that low-income students averaged 72.6 points below the standard and English learners averaged 101.7 points below the standard. 2023 CA Dashboard results in SBAC Math showed that low-income students averaged 130.4 points below the standard and English learners averaged 147.8 points below the standard.</p> <p>Spring 2024 STAR Reading results English Learners scores: 12 of 146 (8%) EL students scored proficient. Low-income students scores: 442 of 1728 (26%) students scored proficient.</p> <p>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.</p> <p>Attendance needs: 2023 CA Dashboard results showed that 38.7% of English learners were chronically absent, 41.8% of Foster Youth were chronically absent, and 44.1% of low-income students were chronically absent.</p>	<p>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.</p> <p>Fall 2023 STAR Reading results showed proficiency percentages for all students by grade level: 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 Grade 10: 41% proficient Grade 11: 39% proficient Grade 12: 47% proficient</p> <p>Fall Semester 2023-24 STAR Math Results showed proficiency percentages for all students by grade level 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</p>	<p>Chronic absenteeism rate SBAC ELA and Math results STAR Reading and Math results</p>

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 9: 12% proficient Grade 10: 7% proficient Grade 11: 12% proficient Grade 12: 18% 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	<p>Action: English Learner Consultants</p> <p>Need: Student academic needs The 2023 CA Dashboard SBAC ELA results showed that English learners scored 101.7 points below the standard, significantly below the All Students score of 72.4 points below the standard.</p> <p>English Learner English acquisition The 2023 CA Dashboard showed that 41.3% of English learners were making progress toward English Language proficiency. The 2023 Summative EPAC results showed 3 Long-Term English learners (LTELs) students scored a 4 on the Summative ELPAC and 12 LTEL students scored a 3.</p>	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
	Scope: Limited to Unduplicated Student Group(s)		
1.24	Action: EL paraprofessionals Need: English Learner Reclassification Rates: 2023 CalPADS showed that 2.8% of English Learners were reclassified. EL access to state and ELD standards: 2024 local administrator walk through data showed at EL student had access to state standards, including ELD standards, 74% of the time. English Learner Progress and Long-Term English Learner Progress: English Learner English acquisition The 2023 CA Dashboard showed that 41.3% of English learners were making progress toward English Language proficiency. The 2023 Summative ELPAC results showed 3 Long-Term English learners (LTELs) students scored a 4 on the Summative ELPAC and 12 LTEL students scored a 3. Chronic Absenteeism rate: The 2023 CA Dashboard showed the EL Chronic Absenteeism rate at 38.7%. Suspension rate: The 2023 Suspension rate showed the EL suspension rate at 9.3%. Scope: Limited to Unduplicated Student Group(s)	<p>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.</p> <p>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.</p>	English Learner Reclassification Rates EL access to state and ELD standards ELPA data: English Learner Progress ELPAC data: Long-Term English Learner Progress Chronic Absenteeism rate Suspension rate Suspension rate

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 EI 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	19.51
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17.36

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$28,524,605.00	\$9,692,993.00	33.981%	3.404%	37.385%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,144,094.00	\$402,837.00	\$0.00	\$1,501,224.00	\$14,048,155.00	\$11,070,810.00	\$2,977,345.00

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	\$1,810,974.00	\$0.00	\$1,810,974.00	\$0.00	\$0.00	\$0.00	\$1,810,974.00	
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	\$578,166.00	\$0.00	\$578,166.00	\$0.00	\$0.00	\$0.00	\$578,166.00	
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	\$777,736.00	\$0.00	\$515,093.00	\$0.00	\$0.00	\$262,643.00	\$777,736.00	
1	1.4	Upper elementary VAPA	Low Income	Yes	School wide	Low Income	Specific Schools: FJA, RB, MW 6th - 8th	Ongoing	\$137,430.00	\$25,500.00	\$162,930.00	\$0.00	\$0.00	\$0.00	\$162,930.00	
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	\$305,048.00	\$0.00	\$136,100.00	\$168,948.00	\$0.00	\$0.00	\$305,048.00	
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	\$165,522.00	\$0.00	\$165,522.00	\$0.00	\$0.00	\$0.00	\$165,522.00	

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	\$55,913.00	\$0.00	\$55,913.00	\$0.00	\$0.00	\$0.00	\$55,913.00	
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	\$287,699.00	\$17,000.00	\$287,699.00	\$17,000.00	\$0.00	\$0.00	\$304,699.00	
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	\$280,000.00	\$0.00	\$280,000.00	\$0.00	\$0.00	\$0.00	\$280,000.00	
1	1.10	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$143,255.00	\$70,215.00	\$213,470.00	\$0.00	\$0.00	\$0.00	\$213,470.00	
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	\$446,105.00	\$10,235.00	\$432,300.00	\$11,811.00		\$12,229.00	\$456,340.00	
1	1.12	Technology positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$599,995.00	\$0.00	\$599,995.00	\$0.00	\$0.00	\$0.00	\$599,995.00	
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	\$300,000.00	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00	
1	1.14	Director of Special Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$244,375.00	\$0.00	\$244,375.00	\$0.00	\$0.00	\$0.00	\$244,375.00	
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	\$371,186.00	\$53,000.00	\$277,644.00	\$53,746.00	\$0.00	\$92,796.00	\$424,186.00	
1	1.16	New curriculum adoptions	All	No			Specific Schools: FJA, RB, MW K - 8th	Ongoing	\$0.00	\$450,000.00	\$450,000.00	\$0.00	\$0.00	\$0.00	\$450,000.00	
1	1.17	English Learner Consultants	English Learners	Yes	Limited to Undupli	English Learners	All Schools	Ongoing	\$18,286.00	\$102,000.00	\$120,286.00	\$0.00	\$0.00	\$0.00	\$120,286.00	

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, TPHSPV HS, TPHS 9th - 12th	Ongoing	\$0.00	\$350,000.00	\$350,000.00	\$0.00	\$0.00	\$0.00	\$350,000.00	
1	1.19	Classroom intervention support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$725,162.00	\$0.00	\$514,010.00	\$0.00	\$0.00	\$211,152.00	\$725,162.00	
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	\$118,194.00	\$43,500.00	\$161,694.00	\$0.00	\$0.00	\$0.00	\$161,694.00	
1	1.22	Teacher Induction Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$102,069.00	\$25,000.00	\$102,069.00	\$0.00	\$0.00	\$25,000.00	\$127,069.00	
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	\$55,000.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00	
1	1.24	EL paraprofessionals	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$164,755.00	\$0.00	\$130,113.00	\$0.00	\$0.00	\$34,642.00	\$164,755.00	
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	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
1	1.26	Academic Coordinators-TOSAs	All	No			All Schools	2024-2025 school year	\$450,173.00	\$0.00				\$450,173.00	\$450,173.00	

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	\$51,755.00				\$51,755.00	\$51,755.00	
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	\$450,000.00	\$450,000.00	\$0.00	\$0.00	\$0.00	\$450,000.00	
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	\$194,040.00	\$194,040.00	\$0.00	\$0.00	\$0.00	\$194,040.00	
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	\$981,381.00	\$0.00	\$981,381.00	\$0.00		\$0.00	\$981,381.00	
2	2.4	Positive behavior support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,172,951.00	\$180,000.00	\$1,244,044.00	\$108,907.00	\$0.00	\$0.00	\$1,352,951.00	
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	\$42,425.00	\$25,000.00	\$25,000.00	\$42,425.00	\$0.00	\$0.00	\$67,425.00	
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	\$325,656.00	\$0.00	\$134,333.00	\$0.00	\$0.00	\$191,323.00	\$325,656.00	
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	\$432,038.00	\$0.00	\$262,527.00	\$0.00	\$0.00	\$169,511.00	\$432,038.00	
2	2.9	Health Service Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$328,267.00	\$0.00	\$328,267.00	\$0.00	\$0.00	\$0.00	\$328,267.00	
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	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	
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	\$0.00	\$175,000.00	\$175,000.00	\$0.00	\$0.00	\$0.00	\$175,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			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	\$4,000.00	\$4,000.00				\$4,000.00	
4	4.1	Capturing Kids' Hearts	All	No			Specific Schools: Twin Palms 10th - 12th	2024-2025 school year	\$2,400.00	\$65,000.00	\$67,400.00				\$67,400.00	
4	4.2	Site Planters and Gardens	All	No			Specific Schools: Twin Palms 10th-12rh	2024-2025 school year	\$500.00	\$20,000.00	\$20,500.00				\$20,500.00	
4	4.3	Group Session Room	All	No			Specific Schools: Twin Palms 10th-12th	2024-2025 school year	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
4	4.4	Lunch Time Activities	All	No			Specific Schools: Twin Palms 10th - 12th	2024-2025 school year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
4	4.5	Social Emotional Learning Curriculum	All	No			Specific Schools: Twin Palms 10th-12th	2024-2025 school year	\$3,149.00	\$20,000.00	\$23,149.00				\$23,149.00	

2024-25 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
\$28,524,605.00	\$9,692,993.00	33.981%	3.404%	37.385%	\$11,531,545.00	0.000%	40.427 %	Total:	\$11,531,545.00
								LEA-wide Total:	\$5,894,040.00
								Limited Total:	\$250,399.00
								Schoolwide Total:	\$5,387,106.00

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	\$1,810,974.00	
1	1.2	Additional time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	\$578,166.00	
1	1.3	Secondary teachers	Yes	Schoolwide	English Learners Low Income	Specific Schools: Palo Verde High School 9th - 12th	\$515,093.00	
1	1.4	Upper elementary VAPA	Yes	Schoolwide	Low Income	Specific Schools: FJA, RB, MW 6th - 8th	\$162,930.00	
1	1.5	Academic TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12th	\$136,100.00	

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	\$165,522.00	
1	1.7	Junior and Senior Leadership class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 11th, 12th	\$55,913.00	
1	1.8	Journalism and Advanced Music Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS 9th - 12th	\$287,699.00	
1	1.9	CTE Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: PVHS 9th - 12th	\$280,000.00	
1	1.10	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,470.00	
1	1.11	Data, Assessment, and Accountability support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$432,300.00	
1	1.12	Technology positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$599,995.00	
1	1.13	Chromebooks / instructional technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
1	1.14	Director of Special Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$244,375.00	
1	1.15	Curriculum and Instruction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$277,644.00	
1	1.17	English Learner Consultants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$120,286.00	
1	1.18	Online / alternative classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PVHS, TPHS	\$350,000.00	
1	1.19	Classroom intervention support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$514,010.00	

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	\$161,694.00	
1	1.22	Teacher Induction Program	Yes	LEA-wide	English Learners Low Income	All Schools	\$102,069.00	
1	1.23	Site and district licenses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
1	1.24	EL paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$130,113.00	
1	1.25	Expanded elective programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: PVHS 9th - 12th	\$25,000.00	
2	2.1	Security / surveillance equipment	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$450,000.00	
2	2.2	School Resource Officer	Yes	Schoolwide	Foster Youth Low Income	All Schools Primarily 9th - 12th	\$194,040.00	
2	2.3	Elementary certificated support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FJA, RB, MW	\$981,381.00	
2	2.4	Positive behavior support	Yes	LEA-wide	Low Income	All Schools	\$1,244,044.00	
2	2.5	Professional learning-positive behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
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	\$134,333.00	
2	2.8	Dropout Prevention Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: FJA, RB, MW, PVHS	\$262,527.00	
2	2.9	Health Service Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$328,267.00	

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	\$175,000.00	
3	3.3	Professional learning to parents	Yes	LEA-wide	English Learners Low Income	All Schools	\$4,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,532,915.00	\$10,110,983.00

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	Professional Learning	Yes	\$65,923.00	\$213,548.00
1	1.2	Lower class sizes, no combos	Yes	\$1,942,186.00	\$1,778,670.00
1	1.3	Director of Data, Assessment, and Accountability	Yes	\$280,296.00	\$402,176.00
1	1.4	Additional time	Yes	\$526,579.00	\$559,992.00
1	1.5	After school tutoring and classroom intervention support	Yes	\$429,299.00	\$430,466.00
1	1.6	Chromebooks / instructional technology	Yes	\$500,000.00	\$153,865.00
1	1.7	Secondary teachers	Yes	\$451,970.00	\$489,507.00
1	1.8	Upper elementary VAPA	Yes	\$175,362.00	\$151,112.00
1	1.9	English Learner Consultants	Yes	\$107,579.00	\$99,088.00
1	1.10	Online / alternative classes	No	\$210,000.00	\$164,438.00
1	1.11	Summer Learning Academy	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Site licenses	Yes	\$55,000.00	\$60,369.00
1	1.13	A-G Courses	Yes	\$159,059.00	\$109,109.00
1	1.14	Teacher Induction Program	Yes	\$133,109.00	\$74,259.00
1	1.15	Director of Technology	Yes	\$311,971.00	\$589,384.00
1	1.16	English Learner materials	Yes	\$10,000.00	\$71.00
1	1.17	EL paraprofessionals	Yes	\$138,352.00	\$138,801.00
1	1.18	Director of Special Services	Yes	\$238,058.00	\$244,246.00
1	1.19	School Resource Officer	Yes	\$183,500.00	\$183,500.00
1	1.20	Universal Transitional Kindergarten	Yes	\$179,176.00	\$184,783.00
1	1.21	Academic TOSA	No	\$254,606.00	\$136,809.00
1	1.22	Expanded elective programs	Yes	\$11,000.00	\$0.00
1	1.23	Freshman and Senior Seminar	Yes	\$223,421.00	\$189,080.00
1	1.24	Junior and Senior Leadership class	Yes	\$53,596.00	\$49,226.00

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	1.25	Journalism, and AP Music Courses	Yes	\$52,282.00	\$51,883.00
1	1.26	CTE Offerings	Yes	\$392,600.00	\$280,334.00
1	1.27	Curriculum and Instruction Support	Yes	\$383,868.00	\$376,968.00
1	1.28	Science curriculum	No	\$450,000.00	\$0.00
2	2.1	Elementary certificated support	Yes	\$639,479.00	\$574,366.00
2	2.2	Positive behavior support	Yes	\$1,074,458.00	\$1,057,428.00
2	2.3	Secondary counseling	Yes	\$498,857.00	\$453,306.00
2	2.4	Dropout Prevention Specialists and Prevention Coordinators	Yes	\$637,126.00	\$411,307.00
2	2.5	Professional learning- positive behavior	Yes	\$159,565.00	\$107,986.00
2	2.6	Parent climate survey	No	\$0.00	0.00
2	2.7	Staff climate survey	No	\$0.00	0.00
2	2.8	Enhanced collaboration and support with local law enforcement	Yes	\$185,000.00	\$186,638.00
2	2.9	Healthy Kids Survey	No	\$1,500.00	\$0.00
2	2.10	Health Service Support	Yes	\$158,138.00	\$165,884.00

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)
3	3.1	Professional learning to parents	No	\$0.00	0.00
3	3.2	Professional learning evaluation tool	No	\$0.00	0.00
3	3.3	Professional Development for the MTSS Model for teachers in Tiers 2 and 3.	No	\$10,000.00	0.00
3	3.4	Student activity engagement	Yes	\$250,000.00	\$42,384.00

2023-24 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)
\$9,154,439	\$9,370,812.00	\$8,378,608.00	\$992,204.00	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	Professional Learning	Yes	\$65,923.00	\$4,881.00		
1	1.2	Lower class sizes, no combos	Yes	\$1,942,186.00	\$1,778,670.00		
1	1.3	Director of Data, Assessment, and Accountability	Yes	\$268,385.00	\$367,526.00		
1	1.4	Additional time	Yes	\$526,579.00	\$559,992.00		
1	1.5	After school tutoring and classroom intervention support	Yes	\$429,299.00	\$430,466.00		
1	1.6	Chromebooks / instructional technology	Yes	\$500,000.00	\$20,615.00		
1	1.7	Secondary teachers	Yes	\$451,970.00	\$489,507.00		
1	1.8	Upper elementary VAPA	Yes	\$175,362.00	\$151,112.00		
1	1.9	English Learner Consultants	Yes	\$107,579.00	\$99,088.00		
1	1.12	Site licenses	Yes	\$55,000.00	\$43,794.00		
1	1.13	A-G Courses	Yes	\$159,059.00	\$109,109.00		
1	1.14	Teacher Induction Program	Yes	\$102,309.00	\$50,323.00		
1	1.15	Director of Technology	Yes	\$198,425.00	\$289,229.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	English Learner materials	Yes	\$10,000.00	\$71.00		
1	1.17	EL paraprofessionals	Yes	\$103,710.00	\$138,801.00		
1	1.18	Director of Special Services	Yes	\$238,058.00	\$244,246.00		
1	1.19	School Resource Officer	Yes	\$183,500.00	\$183,500.00		
1	1.20	Universal Transitional Kindergarten	Yes	\$179,176.00	\$184,783.00		
1	1.22	Expanded elective programs	Yes	\$11,000.00	\$0.00		
1	1.23	Freshman and Senior Seminar	Yes	\$223,421.00	\$189,080.00		
1	1.24	Junior and Senior Leadership class	Yes	\$53,596.00	\$49,226.00		
1	1.25	Journalism, and AP Music Courses	Yes	\$52,282.00	\$51,883.00		
1	1.26	CTE Offerings	Yes	\$392,600.00	\$280,334.00		
1	1.27	Curriculum and Instruction Support	Yes	\$193,679.00	\$225,038.00		
2	2.1	Elementary certificated support	Yes	\$482,164.00	\$574,366.00		
2	2.2	Positive behavior support	Yes	\$1,074,458.00	\$1,057,428.00		
2	2.3	Secondary counseling	Yes	\$307,534.00	\$232,476.00		
2	2.4	Dropout Prevention Specialists and Prevention Coordinators	Yes	\$173,380.00	\$175,033.00		
2	2.5	Professional learning- positive behavior	Yes	\$117,040.00	\$3,125.00		
2	2.8	Enhanced collaboration and support with local law enforcement	Yes	\$185,000.00	\$186,638.00		
2	2.10	Health Service Support	Yes	\$158,138.00	\$165,884.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Student activity engagement	Yes	\$250,000.00	\$42,384.00		

2023-24 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)
\$29,236,432	\$9,154,439	0.75%	32.062%	\$8,378,608.00	0.000%	28.658%	\$995,104.24	3.404%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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