LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Springs Unified School District

CDS Code: 33-67173-0000000

School Year: 2024-25

LEA contact information:

Simone Kovats, Ed.D.

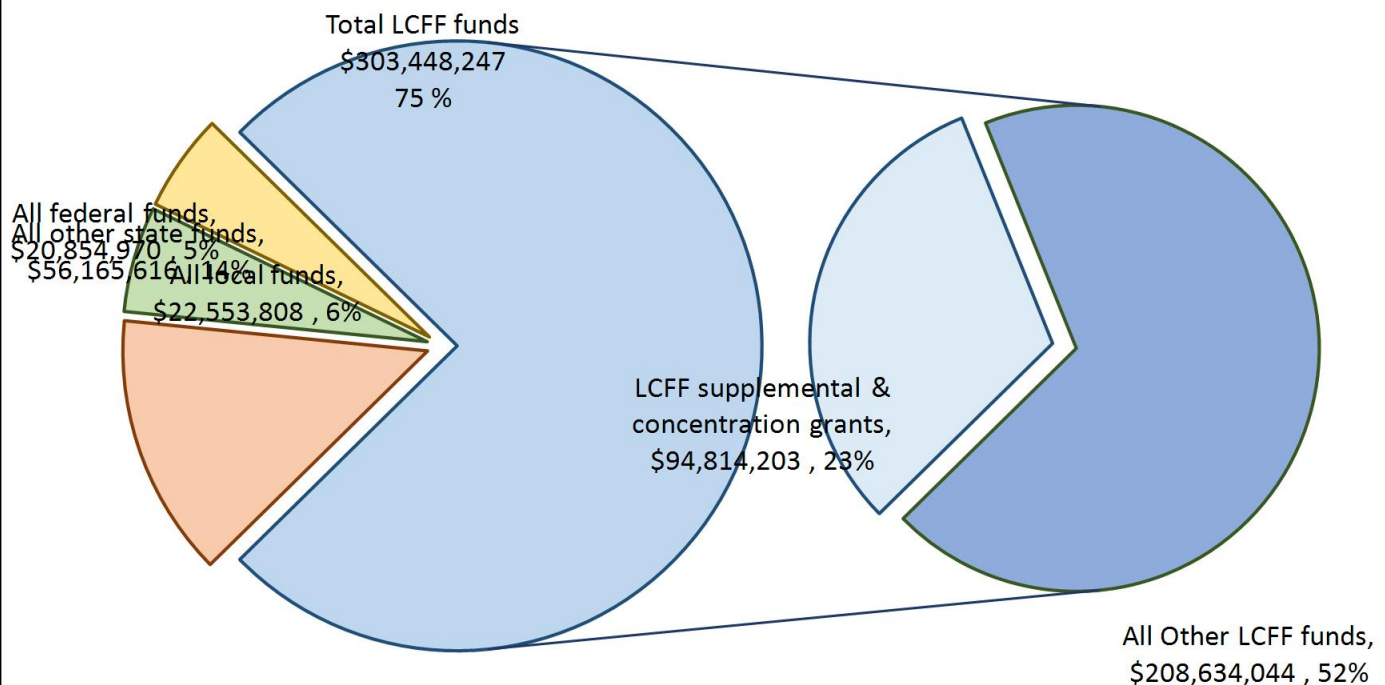Assistant Superintendent - Educational Services

skovats@psusd.us

(760) 883-2703

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

Total LCFF funds $303,448,247 75 %

All federal funds, $20,854,970 , 5%

All other state funds, $56,165,616 , 14%

All local funds, $22,553,808 , 6%

LCFF supplemental & concentration grants, $94,814,203 , 23%
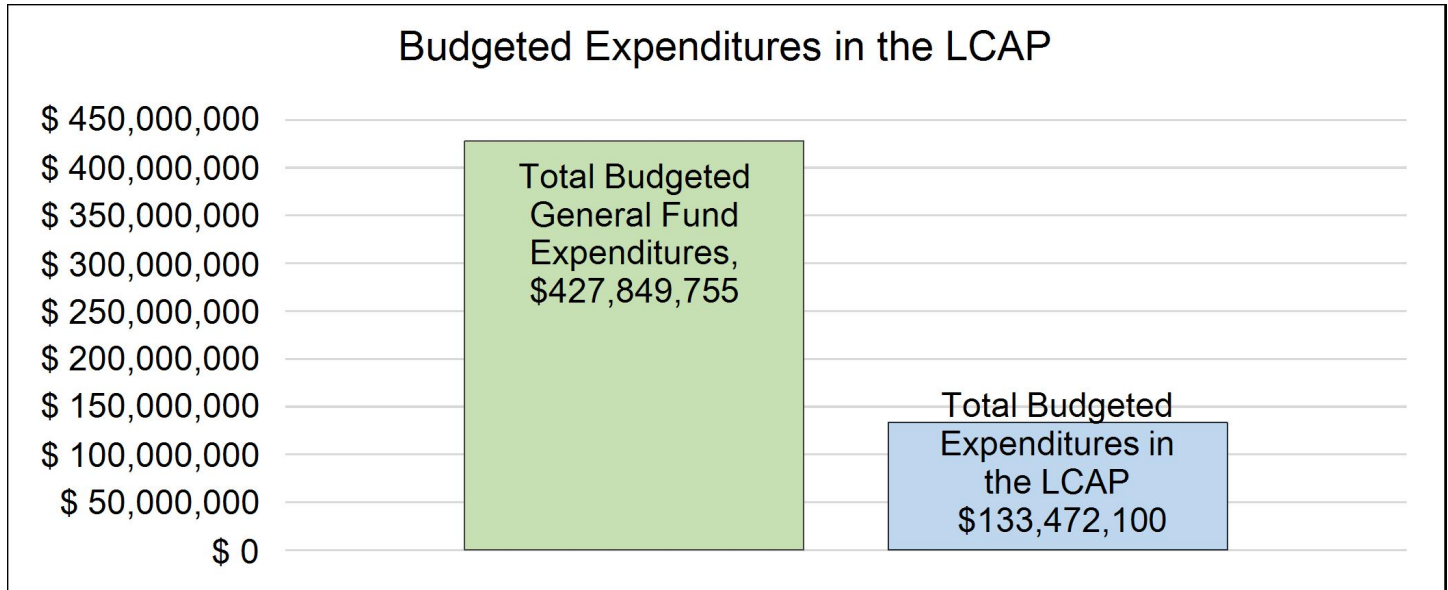
All Other LCFF funds, $208,634,044 , 52%

This chart shows the total general purpose revenue Palm Springs 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 Palm Springs Unified School District is $403,022,641, of which $303,448,247 is Local Control Funding Formula (LCFF), $56,165,616 is other state funds, $22,553,808 is local funds, and $20,854,970 is federal funds. Of the $303,448,247 in LCFF Funds, $94,814,203 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $427,849,755

Total Budgeted Expenditures in the LCAP $133,472,100

This chart provides a quick summary of how much Palm Springs 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: Palm Springs Unified School District plans to spend $427,849,755 for the 2024-25 school year. Of that amount, $133,472,100 is tied to actions/services in the LCAP and $294,377,655 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating costs are not included in the LCAP. The majority of general funds expenditures not included in the LCAP are comprised of certificated, classified, and administrative/supervisory salaries and benefits. Approved textbooks and core curriculum materials are also not included in the LCAP. Transportation, facilities, maintenance, and operations costs account for the remaining general fund budget.

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

In 2024-25, Palm Springs Unified School District is projecting it will receive $94,814,203 based on the enrollment of foster youth, English learner, and low-income students. Palm Springs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palm Springs Unified School District plans to spend $95,110,446 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

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

Total Budgeted Expenditures for High Needs Students in the LCAP $96,778,177

Actual Expenditures for High Needs Students in LCAP $98,313,462

$ 0 $ 50,000,000 $ 100,000,000 $ 150,000,000
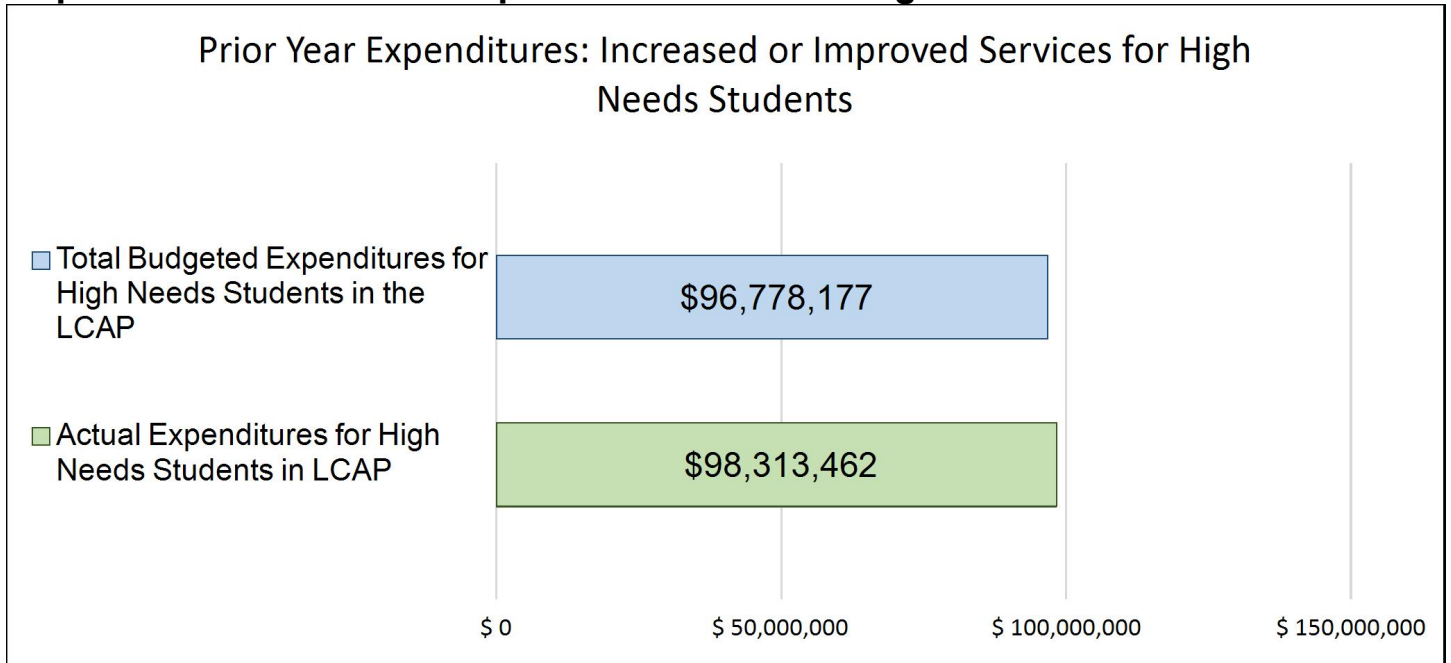
This chart compares what Palm Springs Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palm Springs Unified School District estimates it has spent on actions and services that contribute 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, Palm Springs Unified School District's LCAP budgeted $96,778,177 for planned actions to increase or improve services for high needs students. Palm Springs Unified School District actually spent $98,313,462 for actions to increase or improve services for high needs students in 2023-24.

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
Palm Springs Unified School District	Simone Kovats, Ed.D. Assistant Superintendent - Educational Services	skovats@psusd.us (760) 883-2703

Goals and Actions

Goal

Goal #	Description
1	All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A) California School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2019 CA School Dashboard All Students (ALL): 27.5 pts below (Yellow) English Learners (EL): 46.2 pts below (Yellow) Hispanic (Hisp): 33.6 pts below (Yellow) African American (AA): 61.2 pts below (Yellow) Socioeconomically Disadvantaged (SED): 33.1 pts below (Yellow) Students with Disabilities (SWD): 128.9 pts below (Orange) Foster Youth (FY): 64.5 pts below (Yellow)	Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. Therefore, progress is reported as the percentage of students projected to meet or exceed standard on CAASPP testing in ELA based on 2021-2022 Star mid-year test results. Mid-Year Star Reading CAASPP Projection 2021-2022 ALL: 28.9% EL: 7.8% Hisp: 25.9% AA: 23.8% SED: 28.7% SWD: 7.6%	The CA School Dashboard was updated in December 2022 with data from the 2021-22 academic year. Results are Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) is not reported. All students (ALL): 43.1 pts below (Low) English Learners (EL): 71.8 pts below (Very Low) Hispanic (Hisp): 49.5 pts below (Low) African American (AA): 65.8 pts below (Low)	Fall 2023 CA School Dashboard All Students (ALL): 46.7 pts below (Orange) English Learners (EL): 84.5 pts below (Red) Hispanic (Hisp): 53 pts below (Orange) African American (AA): 76 pts below (Red) Socioeconomically Disadvantaged (SED): 47.6 pts below (Orange) Students with Disabilities (SWD): 136.6 pts below (Red) Foster Youth (FY): 87 pts below (Red) American Indian (AI): 72.6 pts below (Red)	Fall 2023 Dashboard ALL: 18.5 pts below (avg +3 pts per year) EL: 37.2 pts below (avg +3 pts per year) Hisp: 24.6 pts below (avg +3 pts per year) AA: 40.2 pts below (avg +7 pts per year) SED: 24.1 pts below (avg +3 pts per year) SWD: 98.9 pts below (avg +10 pts per year) FY: 43.5 pts below (avg +7 pts per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	NOTE: Fall 2020 Dashboard results were not released due to COVID-19 related school closures and state testing waivers.	FY: 21.2%	Socioeconomically Disadvantaged (SED): 43.7 pts below (Low) Students with Disabilities (SWD): 131.4 pts below (Very Low) Foster Youth (FY): 83.3 pts below (Very Low) American Indian (AI): 70.1 pts below (Very Low)		
B) California School Dashboard Academic Indicator for Math - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2019 CA School Dashboard All Students (ALL): 70.1 pts below (Yellow) English Learners (EL): 81.3 pts below (Yellow) Hispanic (Hisp): 75.8 pts below (Yellow) African American (AA): 107.5 pts below (Orange) Socioeconomically Disadvantaged (SED): 75.8 pts below (Yellow) Students with Disabilities (SWD): 162.2 pts below (Red)	Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. Therefore, progress is reported as the percentage of students projected to meet or exceed standard on CAASPP testing in mathematics based on 2021-2022 mid-year Star test results. Mid-Year Star Math CAASPP Projection 2021-2022	The CA School Dashboard was updated in December 2022 with data from the 2021-22 academic year. Results are Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) is not reported. ALL: 90.5 pts below (Low) EL: 109.9 pts below (Very Low) Hisp: 95.8 pts below (Low)	Fall 2023 CA School Dashboard All Students (ALL): 88.2 pts below (Orange) English Learners (EL): 116.3 pts below (Red) Hispanic (Hisp): 94 pts below (Orange) African American (AA): 118.1 pts below (Orange) Socioeconomically Disadvantaged (SED): 89 pts below (Orange) Students with Disabilities (SWD): 166.5 pts below (Red)	Fall 2023 Dashboard ALL: 61.1 pts below (avg +3 pts per year) EL: 72.3 pts below (avg +3 pts per year) Hisp: 66.8 pts below (avg +3 pts per year) AA: 77.5 pts below (avg +10 pts per year) SED: 66.8 pts below (avg +3 pts per year) SWD: 132.2 pts below (avg +10 pts per year) FY: 75.6 pts below (avg +10 pts per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth (FY): 105.6 pts below (Red) NOTE: Fall 2020 Dashboard results were not released due to COVID-19 related school closures and state testing waivers.	ALL: 17.8% EL: 7.2% Hisp: 15.8% AA: 11.1% SED: 17.6% SWD: 5.2% FY: 13.5%	AA: 124.5 pts below (Low) SED: 91 pts below (Low) SWD: 168.6 pts below (Very Low) FY: 126.3 pts below (Very Low) AI: 104.6 pts below (Very Low)	Foster Youth (FY): 102.3 pts below (Orange) American Indian (AI): 128.4 pts below (Red)	
C) California Science Test (CAST) Percentage of Students Meeting or Exceeding Standard.	Spring 2019 Results All Students (ALL): 19.0% English Learners (EL): 1.3% Hispanic (Hisp): 16.6% African American (AA): 12.5% Socioeconomically Disadvantaged (SED): 17.7% Students with Disabilities (SWD): 3.4% NOTE: Spring 2020 CAST results are not available due to COVID-19 related school closures and state testing waivers.	Spring 2020 testing flexibility provided by the SBE resulted in only high school students completing CAST. Due to low participation rates and only one grade span in this report, this data is not considered comparable to results from other years. Spring 2020 High School CAST Results ALL: 17.5% EL: 0.0% Hisp: 13.7% AA: 9.1% SED: 17.0% SWD: 0.0%	Spring 2022 Results ALL: 17.8% EL: 1.4% Hisp: 15.1% AA: 12.8% SED: 18% SWD: 3.1% FY: 18.8% AI: 16.7%	Spring 2023 Results All Students (ALL): 18.7% English Learners (EL): 2.1% Hispanic (Hisp): 16% African American (AA): 10.2% Socioeconomically Disadvantaged (SED): 18.4% Students with Disabilities (SWD): 4.9% Foster Youth (FY): 11.8% American Indian (AI): 26.1%	Spring 2023 Results ALL: 25.0% (avg +2% per year) EL: 10.3% (avg +3% per year) Hisp: 22.6% (avg +2% per year) AA: 21.5% (avg +3% per year) SED: 23.7% (avg +2% per year) SWD: 12.4% (avg +3% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D) 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. Results displayed as percent meeting or exceeding standard.	Fall 2019 Results All Students (ALL): 43% English Learners (EL): 16% Hispanic (Hisp): 41% African American (AA): 28% Socioeconomically Disadvantaged (SED): 40% Students with Disabilities (SWD): 11% NOTE: Spring 2020 Smarter Balanced results are not available due to COVID-19 related school closures and state testing waivers.	Spring 2020 testing flexibility provided by the SBE resulted in third graders completing a local assessment rather than CAASPP. Therefore, progress is reported as the percentage of students projected to meet or exceed standard on CAASPP testing in ELA based on 2021-2022 mid-year Star test results. Mid-Year Star Reading CAASPP Projection 2021-2022 ALL: 26.5% EL: 14.1% Hisp: 23.3% AA: 16.7% SED: 26.3% SWD: 11.0% FY: 16.7%	Spring 2022 Results ALL: 29.2% EL: 14.5% Hisp: 26% AA: 17.2% SED: 28.6% SWD: 10.7% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results All Students (ALL): 27.0% English Learners (EL): 12.6% Hispanic (Hisp): 24.3% African American (AA): 22.7% Socioeconomically Disadvantaged (SED): 26.6% Students with Disabilities (SWD): 4.7% Foster Youth (FY): 9.1% American Indian (AI): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results ALL: 49% (avg +2% per year) EL: 24% (avg +3% per year) Hisp: 47%(avg +2% per year) AA: 37% (avg +3% per year) SED: 46% (avg +2% per year) SWD: 20% (avg +3% per year)
E) 8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results.	Fall 2019 Results All Students (ALL): 19% English Learners (EL): 1% Hispanic (Hisp): 18%	Spring 2020 testing flexibility provided by the SBE resulted in eighth graders completing a local assessment rather	Spring 2022 Results ALL: 15.1% EL: 1.5% Hisp: 12.8% AA: 10.9% SED: 15%	Spring 2023 Results All Students (ALL): 15.1% English Learners (EL): 1.2%	Spring 2023 Results ALL: 25% (avg +2% per year) EL: 10% (avg +3% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results displayed as percent meeting or exceeding standard.	African American (AA): 12% Socioeconomically Disadvantaged (SED): 18% Students with Disabilities (SWD): 1% NOTE: Spring 2020 Smarter Balanced results are not available due to COVID-19 related school closures and state testing waivers.	than CAASPP. Therefore, progress is reported as the percentage of students projected to meet or exceed standard on CAASPP testing in mathematics based on 2021-2022 mid-year Star test results. Mid-Year Star Math CAASPP Projection 2021-2022 ALL: 13.3% EL: 2.5% Hisp: 11.2% AA: 12.0% SED: 13.0% SWD: 5.8% FY: 25.0%	SWD: 3.3% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Hispanic (Hisp): 12.9% African American (AA): 6.1% Socioeconomically Disadvantaged (SED): 14.8% Students with Disabilities (SWD): 1.2% Foster Youth (FY): * American Indian (AI): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Hisp: 24% (avg +2% per year) AA: 21% (avg +3% per year) SED: 24% (avg +2% per year) SWD: 10% (avg +3% per year)
F) California School Dashboard English Learner Progress Indicator (ELPI) Results displayed as "Percentage of EL students making progress towards	Fall 2019 CA School Dashboard English Learners (EL): 42.0% (N/A) NOTE: ELPI Performance Levels were scheduled to begin for the Fall 2020 Dashboard release and were postponed	Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. Therefore, progress is reported as the percentage of students in each	Fall 2022 CA School Dashboard English Learners (EL): 44.2% (Low)	Fall 2023 CA School Dashboard English Learners (EL): 41.3% (Orange)	Fall 2023 Dashboard EL: 48.0% (avg +2% per year) Finalized targets pending release of 5x5 performance grid. Target will be finalized based on 3 years of "increased" change column results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency (Performance Level)"	due to COVID-19 related testing waivers.	performance level in ELPAC 2021 testing. 2021 Summative ELPAC results Level 4: 7.8% Level 3: 31.7% Level 2: 39.2% Level 1: 21.2%			
G) English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	CDE DataQuest 2019-2020: 13.2% Riverside County: 15.0%	CDE DataQuest 2020-2021: 11.1% Riverside County: 6.2%	CDE DataQuest 2021-2022: 3.5% (local calculation) Riverside County: 6.2% (2020-21 reported on DataQuest) As of time of writing, official RFEP rates had not yet been posted on DataQuest by the CDE.	2022-2023: 9.0% (local calculation) CDE no longer publishes official RFEP rates for district and counties. All reported RFEP rates moving forward will be locally calculated.	2023-2024 Results Target Reclassification Rate: Meet or Exceed Riverside County Rate
H) California School Dashboard Graduation Rate Indicator Results displayed as "Percentage of Adjusted 4-year	Class of 2020 Graduation Rates* All Students (ALL): 91.8% English Learners (EL): 85.3% Hispanic (Hisp): 92.1%	Class of 2021 Graduation Rates* ALL: 86.6% EL: 73.4% Hisp: 86.0% AA: 81.0% SED: 86.1% SWD: 68.9%	Class of 2022 Graduation Rates ALL: 89.4% (Medium) EL: 77.2% (Low) Hisp: 89.1% (Medium) AA: 93.4% (High) SED: 89.7% (Medium) SWD: 73.1% (Low) FY: 76.9% (N/A)	Class of 2023 Graduation Rates All Students (ALL): 89.3% (Yellow) English Learners (EL): 80.9% (Green) Hispanic (Hisp): 89.4% (Yellow)	Fall 2023 Dashboard ALL: Baseline status or higher EL: 88.3% (avg +1% per year) Hisp: Baseline status or higher AA: 90.5% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort plus 5th Year Graduates (Performance Level)"	African American (AA): 90.2% Socioeconomically Disadvantaged (SED): 92.0% Students with Disabilities (SWD): 78.9% *NOTE: Fall 2020 Dashboard results were not released due to COVID-19 related school closures and state testing waivers. Class of 2020 graduation rates are provided from the additional Dashboard reports released by CDE in lieu of normal reporting.	*NOTE: Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. Class of 2021 graduation rates are provided from the additional Dashboard reports released by CDE in lieu of normal reporting.	AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	African American (AA): 87.1% (Orange) Socioeconomically Disadvantaged (SED): 89.4% (Yellow) Students with Disabilities (SWD): 75% (Yellow) Foster Youth (FY): 72.2% (No color) American Indian (AI): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	SED: Baseline status or higher SWD: 81.9% ((avg +1% per year) Dashboard Target is 90.5%, therefore all groups with baseline rates higher than 90.5% are noted with a maintenance target.
I) California School Dashboard College/Career Indicator Reported as "Percentage of Graduates Meeting or Exceeding	Class of 2020 CCI Preparedness Rates* All Students (ALL): 41.7% English Learners (EL): 16.6% Hispanic (Hisp): 40.3% African American (AA): 36.1%	Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. Class of 2021 rates CCI preparedness rates were not made available in the additional Dashboard	The CCI was not reported on the 2022 Dashboard since the CDE was unable to determine which graduates in the 2021-22 school year met the prepared criteria. In 2023, the CCI will be reported using Status levels only. In	The CA School Dashboard was updated in December 2023 with data from the 2022-23 academic year. Results for CCI Preparedness Rates are Status Only, meaning change (comparison of previous year's results	Fall 2023 Dashboard ALL: 47.7% (avg +2% per year) EL: 25.6% (avg +3% per year) Hisp: 46.3% (avg +2% per year) AA: 45.1% (avg +3% per year) SED: 46.2% (avg +2% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Preparedness Criteria (Performance Level)"	Socioeconomically Disadvantaged (SED): 40.2% Students with Disabilities (SWD): 10.4% *NOTE: Fall 2020 Dashboard results were not released due to COVID-19 related school closures and state testing waivers. Class of 2020 rates CCI preparedness rates are provided from the additional Dashboard reports released by CDE in lieu of normal reporting.	reports released by CDE. Since Graduation Rate (Metric H), UC/CSU Eligibility Rate (Metric J), CTE Completion (Metric L), EAP Results (Metrics M & N), and AP Results (Metric O) are components of CCI calculations, no additional data is reported for this metric for the Class of 2021.	2024, the CCI will be reported using Status, Change (the difference from prior year), and performance colors.	indicating improvement or lack of improvement) is not reported. All Students (ALL): 35.5% (Medium) English Learners (EL): 12.7% (Low) Hispanic (Hisp): 34.9% (Low) African American (AA): 17.6% (Low) Socioeconomically Disadvantaged (SED): 35.7% (Medium) Students with Disabilities (SWD): 4.9% (Very Low) Foster Youth (FY): 5.6% (Very Low) American Indian (AI): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	SWD: 19.4% (avg +3% per year)
J) UC and/or CSU Entrance Requirement Completion Rate	CDE DataQuest 2019-2020	CDE DataQuest 2020-2021 ALL: 49.9%	CDE DataQuest 2021-2022 ALL: 45.4%	CDE DataQuest 2022-2023 ALL: 47.5%	Class of 2023 Results ALL: 48.9% (avg +2% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Graduates Meeting or Exceeding UC/CSU Entrance Requirements (A-G Criteria)	All Students (ALL): 42.9% English Learners (EL): 19.3% Hispanic (Hisp): 40.7% African American (AA): 40.0% Socioeconomically Disadvantaged (SED): 40.6% Students with Disabilities (SWD): 9.9%	EL: 26.1% Hisp: 48.8% AA: 47.1% SED: 86.1% SWD: 68.9%	EL: 22% Hisp: 43% AA: 34.3% SED: 45.4% SWD: 5.3% FY: 0% AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	EL: 26.8% Hisp: 45.9% AA: 35.1% SED: 47.5% SWD: 12.5% FY: 0% AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	EL: 28.3% (avg +3% per year) Hisp: 46.7% (avg +2% per year) AA: 46.0% (avg +2% per year) SED: 46.6% (avg +2% per year) SWD: 18.9% (avg +3% per year)
K) Career Technical Education (CTE) Program Completion Rate Percentage of CTE program students completing all academy/pathway required coursework with a C+ or better grade in each course	Local Calculation 2019-2020 All Students (ALL): 80.8%	Local Calculation 2020-2021 ALL: 70.1%	Local Calculation 2021-2022 ALL: 77.9%	Local Calculation 2022-2023 ALL: 53.7%	Class of 2022 Results ALL: 86.8% (avg +2% per year)
L) CTE Completers with UC/CSU Entrance Requirement Completion Rate	Local Calculation 2019-2020 (275 total CTE Completers) All Students (ALL): 62.2%	Local Calculation 2020-2021 (260 total CTE Completers) ALL: 75.2% EL: 50.0%	Local Calculation 2021-2022 (272 total CTE Completers) ALL: 59.8% EL: 20%	Local Calculation 2022-2023 (208 total CTE Completers) ALL: 74.0% EL: 70.6%	Class of 2023 Results ALL: 68.2% (avg +2% per year) EL: 36.6% (avg +3% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of CTE program completers (completed all academy/pathway required coursework with a C+ or better grade in each course) that also completed both UC/CSU Entrance Requirements	English Learners (EL): 27.6% Hispanic (Hisp): 62.1% African American (AA): 83.3% Socioeconomically Disadvantaged (SED): 60.4% Students with Disabilities (SWD): 45.5% Foster Youth (FY): N/A (n=0)	Hisp: 73.9% AA: 75.0% SED: 73.4% SWD: 45.5%	Hisp: 57.1% AA: * (n=8) SED: 60.5% SWD: 33.3% FY: N/A (n=0) AI: N/A (n=0) In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	Hisp: 70.3% AA: 36.4% SED: 74.0% SWD: 66.7% FY: N/A (n=0) AI: N/A (n=0)	Hisp: 68.1% (avg +2% per year) AA: 80% or higher SED: 66.6% (avg +2% per year) SWD: 54.5% (avg +3% per year) FY: Baseline to be set when n>0)
M) Early Assessment Program (EAP) for English Language Arts (ELA) Results Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC ELA results	Spring 2019 Results All Students (ALL): 49% English Learners (EL): 4% Hispanic (Hisp): 44% African American (AA): 37% Socioeconomically Disadvantaged (SED): 45% Students with Disabilities (SWD): 5% NOTE: Spring 2020 Smarter Balanced results are not available due to	Spring 2021 Results ALL: 46.1% EL: 7.2% Hisp: 42.6% AA: 42.3% SED: 46.6% SWD: 7.2% NOTE: Spring 2021 Smarter Balanced results are only available for 11th grade students due to testing flexibility provided by SBE. Participation rates were significantly lower than expected due in part to remote	Spring 2022 Results ALL: 45.3% EL: 6.2% Hisp: 43.2% AA: 34.2% SED: 46.7% SWD: 6.7% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results ALL: 47.2% EL: 11.0% Hisp: 45.2% AA: 29.3% SED: 47.3% SWD: 4.9% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results ALL: 55% (avg +2% per year) EL: 13% (avg +3% per year) Hisp: 50% (avg +2% per year) AA: 46% (avg +3% per year) SED: 51% (avg +2% per year) SWD: 14% (avg +3% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	COVID-19 related school closures and state testing waivers	test administration, therefore it is not advised to compare Spring 2021 data with results from other years.			
N) Early Assessment Program (EAP) for Mathematics Results Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC Math results	Fall 2019 Results All Students (ALL): 21% English Learners (EL): 2% Hispanic (Hisp): 18% African American (AA): 20% Socioeconomically Disadvantaged (SED): 20% Students with Disabilities (SWD): 0% NOTE: Spring 2020 Smarter Balanced results are not available due to COVID-19 related school closures and state testing waivers	Spring 2021 Results ALL: 21.3% EL: 2.8% Hisp: 17.3% AA: 9.3% SED: 21.7% SWD: 0.0% NOTE: Spring 2021 Smarter Balanced results are only available for 11th grade students due to testing flexibility provided by SBE. Participation rates were significantly lower than expected due in part to remote test administration, therefore it is not advised to compare Spring 2021 data with results from other years.	Spring 2022 Results ALL: 15.5% EL: 1.5% Hisp: 13.7% AA: 6.3% SED: 16.2% SWD: 0.7% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results ALL: 17.9% EL: 1.0% Hisp: 15.5% AA: 8.6% SED: 17.9% SWD: 1.4% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results ALL: 27% (avg +2% per year) EL: 11% (avg +3% per year) Hisp: 24% (avg +2% per year) AA: 26% (avg +2% per year) SED: 26% (avg +2% per year) SWD: 9% (avg +3% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
O) Advanced Placement (AP) Test Results Percent of students completing one or more AP exam with a score of 3 of higher on at least one exam.	Spring 2020 Results All Students (ALL): 63% English Learners (EL): 69% Hispanic (Hisp): 65% African American (AA): 40% Socioeconomically Disadvantaged (SED): 63%	Spring 2021 Results Locally Calculated from the Spring 2021 AP Results Data File ALL: 44% EL: 52% Hisp: 45% AA: 24% SED: 42%	Spring 2022 Results Locally Calculated from the Spring 2022 AP Results Data File ALL: 59% EL: 60% Hisp: 59% AA: 26% SED: 59% SWD: * FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results Locally Calculated from the Spring 2023 AP Results Data File ALL: 45% EL: 48% Hisp: 45% AA: 18% SED: 45% SWD: 46% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2023 Results ALL: 69% (avg +2% per year) EL: 75% (avg +2% per year) Hisp: 71% (avg +2% per year) AA: 52% (avg +4% per year) SED: 69% (avg +2% per year)
P) Williams Textbook/Materials Compliance	2020-2021: 100% Williams textbook/materials compliance per RCOE monitoring process	2021-2022: 100% Williams textbook/materials compliance per RCOE monitoring process	2022-2023: 100% Williams textbook/materials compliance per RCOE monitoring process	2023-2024: 100% Williams textbook/materials compliance per RCOE monitoring process	2023-2024: 100% Williams textbook/materials compliance per RCOE monitoring process
Q) Teachers in "misassigned" positions. Percentage of teachers "misassigned" due to	0% of teachers were in "misassigned" positions in 2020-2021 per Cal-SASS reporting	0% of teachers were in "misassigned" positions in 2021-2022 per Cal-SASS reporting	0% of teachers were in "misassigned" positions in 2022-2023 per Cal-SASS reporting	0.08% (1 of 1,196) of teachers were in "misassigned" positions in 2023-2024 per Cal-SASS reporting	2023-2024: 0% of teachers in "misassigned" positions per Cal-SASS reporting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
current credentials and teaching assignment mismatch.					
R) Teacher retention rates over three-year span by hiring-cohort. Percentage of teachers retained after three-year period.	72.1% of teachers from the 2017-2018 hiring cohort are assigned to positions in PSUSD for the 2020-2021 academic year.	66.5% of teachers from the 2018-2019 hiring cohort are assigned to positions in PSUSD for the 2021-2022 academic year.	64.9% of teachers from the 2019-2020 hiring cohort are assigned to positions in PSUSD for the 2022-2023 academic year.	73.3% of teachers from the 2020-2021 hiring cohort are assigned to positions in PSUSD for the 2023-2024 academic year.	75.0% of teachers from the 2020-2021 hiring cohort are assigned to positions in PSUSD for the 2023-2024 academic year.
S) Implementation of State Standards Ratings using the Priority 2 CA School Dashboard Reflection Tool.	2020-2021 Priority 2 Local Indicator Reflection Tool: 14 items at Full Implementation 8 items at Initial Implementation 1 item at Beginning Development	2021-2022 Priority 2 Local Indicator Reflection Tool: 15 items at Full Implementation 8 items at Initial Implementation	2022-2023 Priority 2 Local Indicator Reflection Tool: 1 Item at Full Implementation and Sustainability 15 items at Full Implementation 7 items at Initial Implementation	2023-2024 Priority 2 Local Indicator Reflection Tool: 1 Item at Full Implementation and Sustainability 16 items at Full Implementation 6 items at Initial Implementation	2023-2024: Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 2 Local Indicator Reflection Tool
T) Maintain broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students	2020-2021: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2021-2022: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2022-2023: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2023-2024: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2023-2024: Continued progress in eliminating barriers for student access to a broad course of study as indicated in the narrative entry within the Local Indicator Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs as noted by Priority 7 CA School Dashboard Reflection Tool.					

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.

PSUSD was able to implement all actions and services included in Goal 1 in the 2023-24 academic year. All actions within Goal 1 targeted improvements in academic achievement, primarily supporting low income (LI), English learner (EL), and foster youth (FY) students. Initial LCAP actions and budgets were designed to respond to needs identified through both state and local performance data, however changes in services during the school year responded to identified student needs determined through progress monitoring processes.

Successes were identified across many LCAP actions during the 2023-24 school year within Goal 1. The elementary STEAM program (Action 1.16) continued to generate very positive feedback from educational partners, with reports of students being excited and interested in the concepts and parents providing positive comments about the program content and structure. Instructional Coaches (Action 1.1) continue to generate positive feedback from teachers in supporting instructional strategy training and implementation. The district's MTSS model for academic support (Action 1.5) continues to support LI, EL, and FY students throughout the district. Elementary students participating in the Primary Reading Intervention program continue to show significant improvement in attaining reading foundational skills and fluency skills as measured on both Star and program based progress monitoring assessments, consistent with findings from the prior year. LI, EL, and FY students in secondary schools supported by the math intervention teachers have shown improvement in understanding of mathematical concepts in local measures and report course grade improvements. Although this has not yet impacted secondary math results on state level assessments, the positive trend of low performing student improvement has been reported from teachers noting that students are improving in their coursework after participating in math support programs. Other successes and general implementation information by action within Goal 1 are noted below.

In addition to successes as noted above and in the action information below, challenges continued to persist during the 2023-24 school year. Chronic absenteeism continued to be the single most significant performance issue across PSUSD during the 2023-24 year. Efforts to reduce chronic absenteeism are outlined in Goal 3 of the LCAP, however the impact of this metric is significant in Goal 1. Student chronic absenteeism issue directly impacted access academic programs and supports, creating both disconnected student experiences and inconsistent participation in both daily classroom instruction and MTSS systems for many LI, EL, and FY students in need of assistance.

Although local monitoring indicates significant improvement in chronic absenteeism rates at most school in 2023-24, rates still report as high or very high when compared to the California School Dashboard's performance grid for the chronic absenteeism indicator. Other challenges are included with the general implementation information by Goal 1 action as noted below.

Instructional Coaches and Teachers on Special Assignment (TOSAs) continued to support instruction in a multitude of subjects and instructional areas including ELA, science, mathematics, assessment, social science, and special education. 10 site based literacy coaches focused on building elementary teacher capacity in ELA and math using strategies and methods from both Universal Design for Learning and the Science of Reading. Secondary math and literacy coaches continued to provide professional development support to secondary teachers, including leading work with scope and sequence development aligned to Professional Learning Community structures and professional development topics via the Irvine Math Project. The NGSS coach and History/Social Science coach supported teachers in implementing instructional strategies and developing common assessments. The Collaboration and Assessment TOSA aided teacher teams and the other TOSAs in using data-driven decision making practices. (Action 1.1)

Professional development efforts in 2023-24 continued in Universal Design for Learning, elementary ELA and math instructional strategies, secondary math through the Irvine Math Project, and Professional Learning Community work in the secondary level (Action 1.2). Various district positions were funded focused on improving educational opportunities and outcomes for LI, EL, and FY students (Action 1.2), primarily supporting the implementation of strategies and developing systems around key initiatives within the district. Collaboration and professional development time continued to be provided in 2023-24 through the district's 2-1-2 weekly schedule and a professional development day continued to be funded (Action 1.3). One additional student instructional day was funded again in 2023-24 as part of the LCAP plan (Action 1.3). The technology budget continued to provide access to technology for LI, EL, and FY students (Action 1.4). This was accomplished through maintaining the district's 1:1 device program, continuing to support home wireless internet support for students via hotspots, and integrating technology into instruction which is supported by TOSAs and a coordinator. Esports programs and drone soccer continue to be expanded in the district, providing LI, EL, and FY students access to a variety of technology competitions at district, county, and state levels. E-sports programs were highly successful during the 2023-24 year, with teams receiving positive recognition during competition.

Implementation of the district's Multi-tiered systems of support (MTSS) for academics via Action 1.5 remained a focal point for the district during the 2023-24 academic year. This action is designed to provide layered support structures for LI, EL, and FY students in bridging skill acquisition gaps in ELA and mathematics through a system that responsive to student needs. The Primary Reading Intervention program continued implementation in elementary schools, providing timely intervention for both early literacy skills through the use of a research-based intervention curriculum and reading comprehension development for LI, EL, and FY students. Mathematics intervention teachers in secondary schools continued to provide Tier II intervention supports in both the middle and high school settings using models that were specifically designed for the needs of each school site. The Renaissance assessment system continues to be used as an interim assessment providing teachers with diagnostic results used to inform instructional planning and target student needs. Many schools used the tests more frequently than required to monitor student progress in intervention programs and make adjustments based on the results. The Freckle Math program was implemented for secondary school sites and the Expanded Learning Opportunities Program to add additional skill development in mathematics through an adaptive online program that integrates with Star results.

EL students continued to be supported by 8 community liaisons in the 2023-24 school year, providing language-based support sessions, family interactions, and access to additional academic resources (Action 1.6). Additional counselors continued to support LI, EL, and FY students with access to UC/CSU approved courses and supported student needs in completing both graduation and A-G requirements (Actions 1.6, 1.8). The Mission Graduate program continued to provide LI, EL, and FY students additional access to credit recovery and timely tutoring support at the high school level. The Mission Graduate program services exceeded the original planned budget and is in the process of being modified to better support student needs moving into the 24-25 academic year. CTE staff connected students with work based learning opportunities and supported CTE teachers with program implementation (Action 1.9). The district's HBCU and HSI College and Culture trips moved into the Additional A-G Support action in 2023-24, providing low income students with access to college visits on campuses highly attuned to diversity and racial equity initiatives (Action 1.8).

The dual immersion program continued to expand into the middle school level in 2023-24 (Action 1.7), with the lead cohort reaching eighth grade. The TK-8 continuum across Vista del Monte Elementary and Raymond Cree Middle School will be moving into the high school level in 2024-25 at Palm Springs High School. The positive feedback and academic results from the program will also result in expansion efforts at Two Bunch Palms Elementary in Desert Hot Springs starting in the 2024-25 academic year.

Inclusionary practices continued to be a focus for the Special Education department, expanding access to core and elective classes for LI, EL, and FY students also identified with disabilities to learn and interact with general education peers. Additional staff members continued to provide support and training for teachers, including collaboration with general education teachers on student needs and providing appropriate accommodations and supports (Actions 1.11, 1.12). Additional details are outlined in the district's Compliance and Improvement Monitoring (CIM) plan document.

All district schools were provided LCFF funding to support actions and services tied to specific identified needs of students at each school site (Action 1.13). Each school is required to document and monitor these funds through the School Plans for Student Achievement (SPSAs) process, clearly articulating how funds would be used in alignment with the LCAP goals to address identified student needs. Additional staff continued to be provided in an effort to support class size reduction in ELA and math classes at all middle and high schools and to reduce the need for combination classes in the elementary school level (Action 1.10). PSUSD's Induction Program continues to support new teachers through a Reflective Coach model, and additional human resources staffing provided support for the recruitment and retainment of high quality teachers in PSUSD. Funding was also provided as part of successfully launching the district's new Teacher Residency Program, operated in conjunction with grant funding from the California Commission on Teacher Credentialing (CTC) and grant funding through the connected partnership with Alder Graduate School was finalized (Action 1.14). PSUSD's had 19 residents complete the program in the 2023-24 cohort, and 26 participants scheduled for the 2024-25 cohort of the Teacher Residency Program.

Continuing actions in 2023-24 provided classroom aide support for kindergarten classes, additional music and physical education teachers at the elementary school level, and enrichment in the visual and performing arts across the district (Actions 1.15, 1.16, 1.17). The elementary school STEAM program continues to be successfully implemented, with a dedicated teacher at each site providing weekly lessons in science, technology, engineering, arts, and mathematics to each elementary classroom (Action 1.16). These supports were directed at LI, EL, and FY student groups, providing additional access and support to programs and curriculum topics. The Alternative Education Virtual School continued to provide services in 2023-24, providing online learning opportunities through a full-day instructional model for students whose families opted for a virtual option (Action 1.18). Supplemental educational opportunities, such as tutoring services and extended year learning

programs, were provided to LI, EL, and FY students in multiple models through Expanded Learning Opportunities program offerings (Action 1.19). The MyOn online reading program was implemented, providing an online resource for reading materials to students in elementary and middle school grades (Action 1.20).

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.

Additional supplemental and concentration funds in the amount of $1,535,285 were received from the state following the initial LCAP development and budgeting process. This increase was due to the final calculation structure of the state budget approved in June 2023 (e.g. COLA percentages, funding rates, actual ADA). These funds were utilized to balance budgets across actions due to increasing personnel and material costs, and provided additional resources to planned LCAP actions. Additional funds allocated within Goal 1 are indicated on the budget and estimated actuals values reported for each action on the 2023-24 Action Tables within this plan document.

Various differences between budgeted and actual expenditures during the 2023-24 school year occurred within Goal 1 actions. Although material differences aligned to programmatic cost were present, actions or services provided to LI, EL, and FY students during the school year were generally implemented as initially designed.

A 6.0% increase in combined salary and benefits for all staff was approved during the 2023-24 academic year, retroactive to the start of the 2023-24 academic year. This increase added cost to personnel expenditures in all action areas, most significant in actions with high staffing expenditures and actions involving significant numbers of timecards for professional development. Examples of these differences are most significantly noted within Action 1.2 (Staff Professional Development) and Action 1.3 (Additional Collaboration Time & Instructional Time), both of which featured significant staffing costs either through salaries or timecards. The district also noted cost increases related to continuing poor market and economic conditions, inflation, and increasing fuel prices among other factors. This impacted pricing in materials and supplies orders across many LCAP actions.

Material differences resulting in change of 10.0% or more between estimated actual and budgeted expenditures by action are explained as follows.

Action 1.2: Staff Professional Development
Budgeted Expenditures: $4,088,781
Estimated Actual Expenditures: $4,865,259
Material Difference: $776,478
Explanation: Increased staff costs for salaries and benefits; Increased timecard costs for PD attendance; Additional PD offerings throughout the academic year

Action 1.7: Dual Immersion Program
Budgeted Expenditures: $1,680,824

Estimated Actual Expenditures: $1,971,546
Material Difference: $290,722
Explanation: Increased staff costs for salaries and benefits; Additional transportation costs for participating LI, EL, and FY students in the middle school level

Action 1.8: Additional A-G Support
Budgeted Expenditures: $1,962,280
Estimated Actual Expenditures: $2,244,882
Material Difference: $282,602
Explanation: Additional costs for the Mission Graduate program due to expanded services; HBCU and HSI college and culture trip costs added to action

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

The combined impact of Goal 1 actions over the three year LCAP cycle has led to mixed results. During this cycle the district was impacted by pandemic related factors, resulting in decreased performance across most academic indicators following the distance learning period. Recovery efforts have proven to be successful in many areas, however results in many areas have not yet returned to pre-pandemic levels. In many cases, local progress monitoring measures are showing improvement in academic areas that have not yet resulted in state testing results. As time progresses and actions adjust dynamically to the needs of students, PSUSD projects that state accountability measure performance will improve for all student groups. As part of the Fall 2023 Dashboard release, PSUSD was identified for Differentiated Assistance (DA) based on the status reporting of four student groups. These student groups are EL students, FY students, students with disabilities (SWD), and African American students. The American Indian student group exited DA status according to the results of the Fall 2023 Dashboard release, with student groups results reporting improvement after being identified for DA in the Fall 2022 release of the Dashboard. PSUSD anticipates improvement for currently identified student groups as part of the Fall 2024 Dashboard release, as most key metrics are showing improvement during 2023-24 local progress monitoring.

PSUSD monitored progress and evaluated the effectiveness of actions using local data sources during the 2023-24 school year as part of the overall evaluation of actions over the three-year LCAP cycle. Monitoring systems were designed to align with calculation methods mirroring publicly reportable data from the CDE via the Dashboard and DataQuest. Other district-selected metrics outlined in the Measuring and Reporting Results section of each goal area continue to be used as part of evaluation, along with educational partner input and feedback. Additional evaluation of ongoing and new actions will continue to occur during the 2024-25 school year as outlined in the new LCAP, adjusting as appropriate to end-of-year reporting from the 2023-24 academic year to address newly identified or evolving student needs. Related actions that are expected to impact similar metrics are grouped together in this evaluation in order to increase transparency regarding how multiple actions are designed to work together to improve academic outcomes for LI, EL, and FY students.

As noted in previous years of the current LCAP cycle, actions related to Instructional Coaches (Action 1.1), Professional Development (Action 1.2), and Additional Collaboration Time & Instructional Time (Action 1.3) were designed to create a cohesive system of professional learning and coaching support for teachers and paraprofessionals in instructional strategies shown to improve academic outcomes for LI, EL, and FY students with time to collaborate around implementation and practice. Training, support, and collaboration efforts focused on MTSS systems building for Tier I supports, Universal Design for Learning, PLC practices, and instructional strategy implementation for ELA and mathematics among other topics. Although local benchmarking data indicates improvement in ELA and math results following implementation of training content, CAASPP proficiency rates and academic indicator data from the Dashboard indicate an ongoing need to close learning gaps while strengthening first instructional practices. Per educational partner feedback, instructional coaches provided quality support throughout the three year LCAP cycle to teachers in implementing strategies, analyzing student results to make adjustments to instructional plans, and assisting in making collaborative meetings with teacher teams more productive and aligned to the standards. Input from teachers continues to identify collaboration and planning time as being valuable for using student performance data for instructional planning.

Academic supports and interventions systems for LI, EL, and FY students continue to serve a key role within Goal 1, responding to student needs based on performance data with targeted programs and support structures. Multi-Tiered Systems of Support (MTSS) structures for academics (Action 1.5) were effectively implemented to support LI, EL, and FY student academic intervention needs, expanding and developing throughout the three year LCAP cycle. Local progress monitoring data consistently indicates that students participating in the Primary Reading Intervention and secondary math intervention structures improved on their Star screener results and on program-based progress monitoring assessments. In high school, participating students were reporting improved course grades in both Integrated Math I and II courses. Progress in CAASPP mathematics results from 2022 to 2023 is another indication of effective implementation of systems following adjustments made for the 2022-23 academic year. Similar adjustments were made for 2023-24, which are showing continued student progress in local progress monitoring measures. The implementation of the Primary Reading Intervention program continues to be positively acknowledged by educational partners. Instructional aides supporting Kindergarten LI, EL, and FY students (Action 1.15) have continued to show effective work with student groups in developing early reading and math skills as noted in local Star test result improvement over the year, extending the support provided through the Primary Reading Intervention program. The MyOn online program (Action 1.20) has allowed students access to digital books in the elementary and middle school levels, further supplementing literacy supports through the thousands of books accessed in the system annually. Student learning needs were further supported through teachers added for the purpose of class size reduction (Action 1.10) and actions implemented through school site allocations (Action 1.13). These actions are designed to provide additional academic services to support LI, EL, and FY student learning through the reduction of student to teacher ratios, reduction and/or elimination of combination classes in elementary schools where possible, and the ability for schools to implement strategies and actions to directly address needs specific to their school and students. Actions implemented and resulting outcomes related to school site allocations were monitored by principals through data analysis protocols following Star test administration windows, with adjustments made as needed to support newly identified student needs. Additional analysis of school-based action effectiveness can be reviewed through each school's School Plan for Student Achievement (SPSA).

Additional counselors continued to support LI, EL, and FY students with access to UC/CSU approved courses and supported student needs in completing both graduation and A-G requirements noted by increases in A-G completion rates over the three year LCAP cycle (Actions 1.6, 1.8). The Mission Graduate program provided LI, EL, and FY students additional access to credit recovery and timely tutoring support at the high school level leading to additional students graduating on time. CTE staff connected students with work based learning opportunities and supported CTE teachers with program implementation (Action 1.9). CTE completers continued to graduate at higher rates and have

higher rates of A-G completion than the overall rates, indicating that program goals to provide students with access to both college and career options following CTE program completion have been successfully met.

As noted in the 2023-24 LCAP, budgeting for LCFF supplemental and concentration funds for Supplemental Educational Services Program offerings (Action 1.19) have reduced significantly due to new state funding sources. This action evolved significantly over the three year LCAP cycle, shifting from a focus on after school programming and tutoring to the Expanded Learning Opportunities Program (ELOP) model of providing LI, EL, and FY students a wide variety of services and experiences in after school and school break windows. Dedicated ELOP funding from the state now provides services related to tutoring, after school programming, and intersession programming. The programs and services offered through ELO programming has been very positively received by educational partners, with parents and family members providing a wide variety of positive comments regarding program offerings throughout the year. Tutoring services have been effective for participating students, with reports of improved student grades in secondary schools, improved local assessment outcomes in elementary, and generally positive feedback from educational partners. Educational partners have requested additional tutoring services as part of LCAP input, which will be provided through ELOP plans moving forward. ELOP funds were also used to provide supplemental online academic support programs, such as Freckle in the elementary and middle school setting, allowing for students to practice skills aligned with local assessments. The small LCFF budget within Action 1.19 was provided to support operational costs in managing the full ELOP structure, which have been determined to no longer be needed moving forward based on the ongoing ELOP plan.

Technology implementation (Action 1.4) continues to be effective as noted in student access rates, device usage, and positive educational partner feedback. All LI, EL, and FY students have access to 1:1 devices, with devices serviced and repaired as needed to allow for continued access to online learning programs and resources. The funded Technology Coordinator, TOSAs and other support staff assist teachers in integrating technology in instruction at all sites. The expansion of home wireless access to LI, EL, and FY students through the use of hotspots throughout the three year LCAP cycle allowed students to continue to connect with online resources for learning. Combined with efforts to expand the district's LTE internet network coverage through ESSER funding, this action has been highly effective in providing access to digital learning materials while at home. The E-sports program has been very successful, with teams competing both within the district and in state level competitions. The drone soccer program was operated in 2022-23 and 2023-24, providing participating students with the opportunity to build, repair, configure, improve, and pilot drones in a competitive setting.

The Alternative Education Virtual School (Action 1.18) provided virtual learning and independent study programming opportunities for LI, EL, and FY students and families who opted for such programs following the pandemic school closure period. Results during the three year LCAP cycle were mixed for the virtual school program, as students who participate regularly appear to report results with similar improvement progress as peers participating in in-person learning, while other students do not show the same progress in local academic measures often due to disconnecting from program requirements. The program operates out of Desert Learning Academy, which is one of the PSUSD school sites without an accountability designation from the California School Dashboard indicating that progress is being made across multiple indicators. As of the Fall 2023 release, mathematics is the only indicator with student groups reporting in the Red performance level at the site. Support in this area will be a focal point for the use of Equity Multiplier funds starting in the 2024-25 academic year. The elementary virtual learning program was received well by participating families, with teachers interacting with students through video conferencing applications for the same length academic day as an in-person setting. The evaluation of the program from the 2023-24 academic year indicates less participant interest for the elementary virtual learning program, which will result in program reductions for 2024-25 while continuing to support learners in the middle and high school settings. Funding for the program has moved to the general fund for 2024-25 as

part of budget realignment following the expiration of pandemic-related emergency funding, resulting in the plan action within Goal 1 being removed from the 2024-25 LCAP and the addition of an Equity Multiplier Focus Goal reporting results for the school site and the corresponding Equity Multiplier actions (2024-25 LCAP Goal 5).

The three year LCAP cycle has consistently included Goal 1 actions and supports intended for specific student groups. Activities and expenditures regarding English Learner Supports (Action 1.6) increase and improve services for EL students and families. EL student results on the Fall 2022 and Fall 2023 Dashboard resulted in a Differentiated Assistance identification for the district, leading to improved data analysis processes and a focus on the responsive implementation of both integrated and designated ELD. The English Learner Liaison team provided services and supports to EL students throughout the cycle, connecting regarding academic progress and supporting newcomer EL needs. Educational partner input has been positive about these efforts, particularly from the DELAC group who identified the efforts of the current EL team as being very supportive of EL student needs. The district's reclassification rate improved in 2022-23 reporting, an indication that EL support work is moving students closer to English proficiency. ELPI performance on the CA School Dashboard has returned to similar levels as pre-pandemic rates even with a small decline from 2021-22 to 2022-23. The implementation of the ELLevation program combined with additional EL and RFEP student progress monitoring has provided EL specific progress monitoring structures and instructional resources for teachers to use in supporting EL needs within the classroom. Students participating in the Dual Immersion Program (Action 1.7) consistently reported results at or above peers in general education programs on state and local measures throughout the three year LCAP cycle, a signal that the program design supports the learning needs of both EL students and primarily English speaking students in the program. California Spanish Assessment results from both the 2022 and 2023 administrations indicate a need to continue to support Spanish literacy within the program.

Students with disabilities (SWD) continue to report significant performance gaps in all local and state academic measures, leading to the district being identified for Differentiated Assistance for this student group on both the 2022 and 2023 releases of the CA School Dashboard. Additional personnel added through the Inclusion Model Support Personnel (Action 1.11) expenditures support teachers in developing IEPs and/or intervention plans that appropriately address individualized learning needs, improve support systems for students with disabilities, and worked with school sites to increase student participation in general education activities and courses through inclusionary methods. Added staffing to further support inclusion model work (Action 1.12) supported LI, EL, and FY students with disabilities in providing services and instructional supports. Results for EL students, FY students, and African American students students also led to identification for Differentiated Assistance, with students within each of these groups showing a needs requiring an individualized approach. There has been significant transition in these positions throughout the three year LCAP cycle, leading to limited ability to evaluate the effectiveness of all of these supports due to timeline and programmatic interruptions. The district continues work with Riverside County SELPA and High Quality IEPs Project in the design and implementation of a Compliance and Improvement Monitoring (CIM) plan for special education programming and supports, with program monitoring and results being used to improve outcomes for all LI, EL, and FY students requiring individualized supports. During 2023-24, the PSUSD CIM plan and monitoring process has received positive feedback from both regional and CDE representatives, leading to state level presentation opportunities and indicating that the current support structures and practices are correctly targeting systemic improvement needs. Modifications to actions related to supporting SWDs and diverse LI, EL, and FY learners will be integrated into the 2024-25 LCAP to capitalize on these identified practices and improvement efforts.

Actions regarding the recruitment and retainment of highly qualified staff (Action 1.14) have been designed to hire and retain high quality teachers across the district through the three year LCAP cycle. Retention rates by cohort have improved over the three year period,

indicating that efforts to select and retain quality staff members have been effective. Educational partner feedback regarding the Reflective Coaches continues to be generally positive, with new teachers reporting that they feel supported in the district's induction program. The new Teacher Residency Program was launched in the 2023-24 academic year, providing a pathway for classified staff and community members to complete a credentialing program and become a teacher within PSUSD. There were 19 residents that successfully completed the program in the first cohort, and 26 participants scheduled for the 2024-25 academic year.

LCAP actions related to expanding and enriching educational offerings continue to be positively received according to educational partner feedback. Elementary LI, EL, and FY students continue to access high quality music and PE offerings through the additional staffing provided through the three year LCAP cycle (Action 1.16). The elementary STEAM program (Action 1.16), implemented for the first time in 2022-23, continues to be a resounding success. Educational partners from the elementary setting have provided very positive feedback in both years of implementation, noting the activities conducted and the excitement of their children to participate in the program. CAST results in the 5th grade are being monitored as part of determining effectiveness of the STEAM program, as each cohort of students moving through the program bring an additional year of hands-on STEAM related experiences leading to a more complete understanding of NGSS concepts through the close of the 5th grade year. This impact has not yet been apparent in CAST results, however it is expected to start improvement in the 2023-24 results. Schedules and PE minute documentation are used to monitor access and ensure that elementary students are participating in a broad course of study through certificated teachers with expertise in these subject areas. Additional collaboration opportunities created through these structures have allowed classroom teachers to continue to develop quality lessons and accelerate the implementation of strategies learned in professional development sessions. Similarly, additional arts education opportunities and enrichment opportunities (Action 1.17) provide LI, EL, and FY students access to offerings in music, visual arts, and performing arts that otherwise would not be available. These programs have included the Artist in Residence program, grade level specific arts interactions, and community partner involvement in providing a wide spectrum of arts access. These efforts act as part of the base program which Arts and Music in Schools (AMS) programming will expand upon over time.

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.

Changes for the 2024-25 LCAP within Goal 1 are centered on ongoing improvement efforts and systems adjustments based on outcomes. Actions have been designed to respond to the needs of students with adjustment based on changing student needs and progress monitoring data. Action funding levels have been adjusted for increasing costs related to staffing as well as costs of materials and supplies due to current economic conditions (e.g. inflation rates, market conditions).

PSUSD is projected to receive less LCFF funds in 2024-25, leading to reduced operational costs and moving some positions and programs to other resources. The personnel associated with the Primary Reading Intervention program (Action 1.5), secondary math intervention teachers (Action 1.5), MTSS coaches (Action 3.6), and staffing targeting improvement in chronic absenteeism (Action 3.11) were moved to the Learning Recovery Emergency Block Grant (LREBG). These positions are still reported in the LCAP in 2024-25 noting the LREBG funding resource. Operational costs cuts were also implemented as needed to cover reduced funding.

The Dual Immersion program (2024-25 Action 1.8) expands into the high school level in 2024-25, with the lead cohort reaching ninth grade at Palm Springs High School. The positive feedback and academic results from the program will also result in expansion efforts at Two Bunch Palms Elementary in Desert Hot Springs starting with TK and Kindergarten DI sections in the 2024-25 academic year.

The elementary virtual learning program was received well by participating families, with teachers interacting with students through video conferencing applications for the same length academic day as an in-person setting. The evaluation of the program from the 2023-24 academic year indicates less participant interest for the elementary virtual learning program, which will result in program reductions for 2024-25 while continuing to support learners in the middle and high school settings. Funding for the program has moved to the general fund for 2024-25 as part of budget realignment following the expiration of pandemic-related emergency funding, resulting in the plan action within Goal 1 being removed from the 2024-25 LCAP and the addition of an Equity Multiplier Focus Goal reporting results for the school site and the corresponding Equity Multiplier actions (2024-25 LCAP Goal 5).

Action 1.20 is being removed from the plan, as the program will be extended as part of the overall support system included within the MTSS Academic Supports action (Action 1.5). The online reading program integrates with local benchmarking data and other components of the overall MTSS system.

Goal 1 metrics will remain unchanged in the 2024-25 LCAP, with the exception of the teacher cohort retention rate metric (2023-24 Goal 1 Metric R). Monitoring processes for the Cal-SASS submission and the related Teaching Assignment Monitoring Outcomes report provided by the CDE have been determined to be better indicators of providing appropriately assigned teachers than a short segment retention rate measure.

New actions within Goal 1 of the 2024-25 LCAP include specific actions for Long Term English Learner (LTEL) support (2024-25 Action 1.7), a technical assistance action related to planning and implementation of literacy plans as part of the Literacy Coach and Reading Specialist (LCRS) grant (2024-25 Action 1.20), and an action related to the implementation of the Compliance and Improvement Monitoring (CIM) plan which supports SWDs (2024-25 Action 1.21).

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	Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A) Parent Participation in Stakeholder Input Processes	Winter 2021 LCAP Input Surveys Total Family Surveys Submitted: 2,986 Total Community Member Surveys Submitted: 692	Winter 2022 LCAP Input Surveys Total Family Surveys Submitted: 3,149 Total Community Member Surveys Submitted: 11	Winter 2023 LCAP Input Surveys Total Family Surveys Submitted: 2,503 Total Community Member Surveys Submitted: 19	Winter 2024 LCAP Input Surveys Total Family Surveys Submitted: 2,775 Total Community Member Surveys Submitted: 7	2023-2024 LCAP Input Surveys Maintain or increase family survey completion from 2022-2023.
B) Family Perception of School Connectedness via School Climate Survey Percentage of families reporting favorably regarding School Connectedness (Sense of Belonging)	Winter 2020* Sense of Belonging (School Connectedness) - 94% of families responded favorably (6,815 responses) *School Connectedness was not measured in Winter 2021, as item text design does not align with distance learning due to school closures.	Winter 2022 Sense of Belonging (School Connectedness) - 93% of families responded favorably (3,149 responses)	Winter 2023 Sense of Belonging (School Connectedness)- 94% of families responded favorably (2,503 responses)	Winter 2024 Sense of Belonging (School Connectedness)- 93% of families responded favorably (2,775 responses)	Winter 2024 Survey Maintain or increase the percentage of families responding favorably for Sense of Belonging (School Connectedness) from Winter 2023 levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C) Family Perception of School Safety via School Climate Survey Percentage of families reporting favorably regarding School Safety	Winter 2020* School Safety - 94% of families responded favorably (6,815 responses) *School Safety was not measured in Winter 2021, as item text design does not align with distance learning due to school closures.	Winter 2022 School Safety - 93% of families responded favorably (3,149 responses)	Winter 2023 School Safety- 92% of families responded favorably (2,503 responses)	Winter 2024 School Safety- 92% of families responded favorably (2,775 responses)	Winter 2024 Survey Maintain or increase the percentage of families responding favorably for School Safety from Winter 2023 levels.
D) Family Perception of School Climate of Support for Academic Learning via School Climate Survey Percentage of families reporting favorably regarding School Climate of Support for Academic Learning	Winter 2021 School Climate of Support for Academic Learning - 93% of families responded favorably (2,986 responses)	Winter 2022 School Climate of Support for Academic Learning - 93% of families responded favorably (3,149 responses)	Winter 2023 School Climate of Support for Academic Learning- 95% of families responded favorably (2,503 responses)	Winter 2024 School Climate of Support for Academic Learning- 93% of families responded favorably (2,775 responses)	Winter 2024 Survey Maintain or increase the percentage of families responding favorably for School Climate of Support for Academic Learning from Winter 2023 levels.
E) Number of PTA/PTO/PTG	2020-2021 14 active PTA/PTO/PTG groups at school sites.	2021-2022 13 active PTA/PTO/PTG groups at school sites.	2022-2023 13 active PTA/PTO/PTG groups at school sites.	2023-2024 12 active PTA/PTO/PTG groups at school sites.	2023-2024 Maintain or increase number of active PTA/PTO/PTG groups from 2022-2023 rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
F) Number of active district advisory/action committees managed by the Family Center	2020-2021 9 advisory groups involving parents were managed by the Family Center	2021-2022 10 advisory groups involving parents were managed by the Family Center	2022-2023 6 advisory groups involving parents were managed by the Family Center, and 4 were managed by the Diversity and Racial Equity team.	2023-2024 9 advisory groups involving parents were managed by the Family Center.	2023-2024 Maintain or increase number of active district advisory/action committees from 2022-2023 rate
G) Number of Family Center coordinated events (conferences, workshops, meetings)	2020-2021 739 total conference, workshops, and meeting events coordinated through the Family Center	2021-2022 958 total conference, workshops, and meeting events coordinated through the Family Center	2022-2023 204 total conference, workshops, and meeting events coordinated through the Family Center.	2023-2024 266 total conference, workshops, and meeting events coordinated through the Family Center.	2023-2024 Maintain or increase number of Family Center coordinated events from 2022-2023 rate
H) Number of parents/guardians attending one or more Family Center sponsored event	2020-2021 2,456 parents/guardians attended one or more Family Center sponsored events	2021-2022 3,118 parents/guardians attended one or more Family Center sponsored events	2022-2023 5,615 parents/guardians attended one or more Family Center sponsored events.	2023-2024 3,677 parents/guardians attended one or more Family Center sponsored events.	2023-2024 Maintain or increase number of parents attending one or more Family Center sponsored events from 2022-2023 rate

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.

PSUSD continued to prioritize parent engagement through Goal 2 actions during the 2023-24 academic year, with the Family Center going through a number of staffing and format transitions to better serve the needs of district families. The district's Parent Advisory Committee (PAC) structure continues to be a positive experience for participants, creating a forum to learn about the district and discuss topics of interest for each group. Parents continue to state that they feel supported and their input valued via these structures. The work of the

Diversity and Racial Equity (DRE) coordinated the district's second annual Equity Conference in the fall of 2023. The social worker team successfully expanded efforts in 2023-24, providing a wide variety of services to LI students and their families including over 1030 individual support sessions and over 1100 group sessions in the 2023-24 school year as of the time of plan writing. Planned actions and services designed in Goal 2 were fully implemented during the 2023-24 academic year. General implementation information is noted below for each Goal 2 action.

PSUSD continued to work to improve the alignment of communication systems in 2023-24, an on-going process throughout the three year LCAP cycle. The new Digital Media Specialist (Action 2.1) provided guidance and support to school sites on how to better utilize social media communication channels and improved the district's presence through these media. The ParentSquare program was also brought online to support communication with parents and families across the district. Parent training sessions were implemented across departments to support families with accessing the platform and understanding the format. Although ongoing training and support is needed, parents have generally noted a positive increase in communication flow from schools and the district through the system.

The Family Center and Diversity, Equity, and Inclusion teams continued to build around previous efforts to establish and facilitate a wide range of collaborative parent groups and advisory committees (Actions 2.1, 2.2). Both teams featured staffing transitions, leading to adjustments in services provided and new opportunities for connecting with families and community partners.

The Family Center operated multiple parent group meetings throughout the 2023-24 school year (Actions 2.1, 2.2). Active parent advisory committees (PACs) in the district include ongoing groups such as the African American Parent Advisory Committee (AAPAC), Latino Parent Advisory Committee (LPAC), the Native American Parent Advisory Committee (NAPAC), the LGBTQIA+ PAC, PTA Council, and the LCAP PAC among other groups meeting regularly throughout the year. PACs remained focused on providing input towards actions that the district could implement to best meet the needs of students, with a primary focus on the needs of LI, EL, and FY students within each focus group. Various educational opportunities were also offered for parents and families through the Family Center including topics such as reading strategies to use at home, internet safety, mental health workshops, English as a second language (ESL) classes, and STEAM topics. New for 2023-24 was the addition of citizenship classes in response to parent input. All offerings of the citizenship classes filled quickly once available, and positive feedback was consistently received from participants. Site-based in-person parent events provided opportunities to connect with families at multiple locations throughout the district in response to educational partner feedback. (Actions 2.1, 2.2)

PSUSD expanded the Diversity and Racial Equity (DRE) team connected with LI, EL, and FY students and families of color throughout the year discussing equity related topics and supporting staff in related topics. The DRE team also provided professional development opportunities to staff, families, and community members through the district's second annual Equity Conference, connecting diversity and equity topics with local context as part of improving outcomes for LI, EL, and FY students of color. (Actions 2.1, 2.2). The DRE team also facilitated the district's HBCU and HSI College and Culture Tours, providing opportunities for high school students to visit colleges focused on equitable opportunity as part of making the college pathway more accessible. These experiences continue to be highly praised in educational partner feedback.

Family and Community Engagement (FACE) specialists provided LI, EL, and FY families support at targeted schools support specific to the needs of schools and individual families. FACEs provided initial support in accessing school and community resources where needed and conducted family nights, workshops, and communicated with families about school events and engagement opportunities. Following Tropical

Storm Hilary in August of 2023, FACEs worked with impacted LI families to connect them with donated goods and community resources. Bilingual School Office Technicians continued to be provided at targeted high needs schools to support in home-school communication and parent needs. (Action 2.2)

The Social Worker team was fully implemented in the 2023-24 school year (Action 2.3). The social workers provided a variety of services to LI, EL, and FY students and families in targeted locations where needs were determined to be highest. As of time of plan writing, Social Workers conducted over 1100 group counseling sessions, over 1030 individual counseling sessions, and facilitated trainings for over 130 staff members in Youth Mental Health First Aid among other services.

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.

Additional supplemental and concentration funds in the amount of $1,535,285 were received from the state following the initial LCAP development and budgeting process. This increase was due to the final calculation structure of the state budget approved in June 2023 (e.g. COLA percentages, funding rates, actual ADA). These funds were utilized to balance budgets across actions due to increasing personnel and material costs, and provided additional resources to planned LCAP actions. Additional funds allocated within Goal 2 are indicated on the budget and estimated actuals values reported for each action on the 2023-24 Action Tables within this plan document.

All actions and services in Goal 2 were fully implemented, and few differences existed between budgeted and actual expenditures. A 6.0% increase in combined salary and benefits for all staff went into effect during the 2023-24 academic year. This increase added cost to personnel expenditures in all action areas, most significant in actions with high staffing expenditures and actions involving significant numbers of timecards for professional development or services.

Material differences resulting in change of 10.0% or more in estimated actual and budgeted expenditures by action are explained as follows.

Action 2.2: School Site Based Parent Support Staff
Budgeted Expenditures: $1,124,597
Estimated Actual Expenditures: $1,011,552
Material Difference: $113,045
Explanation: Reduction in home visits training budget; Staffing costs differentials due to employee transition timelines

Action 2.3: Social Workers
Budgeted Expenditures: $805,210
Estimated Actual Expenditures: $653,816
Material Difference: $151,394
Explanation: Staffing costs differentials due to employee transition timelines; Final costs from salaries and benefits lower than budgeted

Goal 2 metrics within the Measuring and Reporting Results section are generally not directly impacted by the Dashboard. Although actions in Goal 2 contribute in part to Dashboard outcomes, most measures used for Goal 2 relate directly to parent, family, and community perceptions of district services and offerings. Additional information related to LCFF Priority 3: Family Engagement can be viewed on the Dashboard as a local indicator via the CDE provided reflection tool. In addition to the listed metrics, educational partner input and feedback during the LCAP input collection process are also considered when determining whether progress is being made towards the district's goal of collaborating with families and communities to maintain positive involvement and engagement.

Family survey participation rates declined slightly over the course of the three year LCAP cycle, with 2,986 completed in the baseline year and 2,775 in the Winter 2024 administration. The rates indicate success in survey participation overall, as survey counts remain at similar levels even though the district has been experiencing declining enrollment over the three year period. PSUSD will continue to work to increase these rates as part of collecting as much educational partner input as possible during each year within the LCAP cycle. Survey results in areas of family sense of belonging (93% favorable), school safety (92%), and school climate of support for academic learning (93%) from the Winter 2024 surveys indicated similar levels of favorability as compared to prior years, continuing to report high favorability rates in these areas. Educational partner feedback during various parent meetings over the course of the three year period was generally positive about the district's efforts in these areas, which correspond with the survey results.

In response to parent input over the three year LCAP cycle, the district's communication systems have been evolving to improve connection with the work of the Digital Media Specialist (Action 2.1) has expanded the district's social media presence, with regular information being disseminated via Facebook, Instagram, and X. The ParentSquare program was also successfully launched, providing direct access to a unified communication system between families and schools. Feedback regarding the system has generally been positive, with parents commenting about receiving information frequently through the system and noting the ability to communicate directly with teachers. PSUSD is continuing to work with families to access the system and working to increase usage rates moving into year two of implementation.

The Family Center continues to receive positive feedback regarding offerings and services. During the three year LCAP cycle, strategic decision-making processes were used to align Family Center offerings to topics that are evidence-based as impactful for full family engagement. The Family Center continued this transition in 2023-24, focusing on implementing educational activities that have been requested by educational partners and align with building relationships with families, partnering towards improving student outcomes, and creating input structures for decision-making. Examples include the Parent Academy program, STEM-con events hosted at middle schools throughout the year, and on-going Parent Advisory Committee (PAC) structures which addresses a wide range of topics and resources identified as needed by parents and families. Educational partner input from both in-person feedback sessions and survey results indicate positive feedback regarding the offerings and supports provided by family engagement staff. Participation in events has remained consistent even though less events have been provided, indicating that the alignment of offerings to key topics and areas of need has improved. Requests for additional in-person parent workshops and events located at the individual school sites had been a long term trend in educational partner feedback, however feedback in 2023-24 identified that sessions had become more accessible. (Action 2.1)

Educational partner feedback regarding the work of the FACE Specialists continues to be positive in 2023-24, highlighting the quality of the workshops and resources provided to families at each target school. Multiple trainings, workshops, and engagement opportunities were provided by the FACE Specialists across the district, including both districtwide events (e.g. STEM-com, family reading nights) and school-specific events that met local needs as identified by school administration. Bilingual office specialists have also been positively acknowledged in educational partner input, particularly from Spanish-speaking families. Parent survey results continue to indicate high favorability rates in school connectedness and feel supported by school staff, and indication that the efforts of site-based support staff has been effective in connecting parents with schools. (Action 2.2)

School Social Workers (Action 2.3) provided a variety of services to LI, EL, and FY students and families in targeted locations where needs were determined to be highest. This action took some time to fully implement, however the full team was in place and actively providing services during the second half of the three year LCAP cycle. As of time of plan writing, Social Workers conducted over 1100 group counseling sessions, over 1030 individual counseling sessions, and facilitated trainings for over 130 staff members in Youth Mental Health First Aid among other services in the 2023-24 academic year. Educational partner input indicates that the services provided by the team have positively supported student and family needs and that these types of services should be continued moving forward.

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.

Goal 2 actions will be adjusted to allow for improved effectiveness monitoring and to further outline supports provided.

Action 2.1 services will continue to be implemented as a whole, however the 2024-25 LCAP will split the current action into three separate actions. The Family Center program will remain in Action 2.1, and new separate actions will be established for the communication services (new plan Action 2.3) and diversity and racial equity services (new Action 2.4) included in the current action language. This change will also show how funds are distributed across these three teams in a more transparent method.

Action 2.2 will remain mostly unchanged, replicating and expanding supports provided by FACE Specialists and additional staff provided to support schools with parent and family engagement.

School Social Workers provided in Action 2.3 will be moving into Goal 3 for 2024-25, with outcomes for the action aligned to chronic absenteeism improvement and services related to safe and healthy schools. School Social Workers will be found in Action 3.8 in the new 2024-25 LCAP plan.

Goal 2 metrics will be expanded to include the LCFF Priority 3 self reflection tool, focused on Parent Involvement and Family Engagement. The Measuring and Reporting Results section will now feature results across the three sections of the reflection tool: 1. Building Relationships Between School Staff and Families; 2. Building Partnerships for Student Outcomes; and 3. Seeking Input for Decision-Making.

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	Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A) CA School Dashboard Suspension Rate Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2019 CA School Dashboard All Students (ALL): 6.3% (Yellow) English Learners (EL): 5.1% (Orange) Hispanic (Hisp): 5.7% (Yellow) African American (AA): 15.0% (Red) Socioeconomically Disadvantaged (SED): 6.6% (Yellow) Students with Disabilities (SWD): 11.4% (Yellow) Foster Youth (FY): 19.8% (Orange) 2019-2020 data not publicly posted due to COVID-19 school closures. 2020-2021 rates are very low due to COVID-19 related	Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. As noted in the Baseline column, 2020-2021 rates were very low due to distance learning and can be viewed on DataQuest. Therefore, locally calculated 2021-2022 suspension rates as of April 30, 2022 are provided as a reference. These rates will differ from final 2021-2022 reporting as rates will change over the last month of the school year.	Fall 2022 CA School Dashboard All Students (ALL): 5.8% (High) English Learners (EL): 5.4% (High) Hispanic (Hisp): 5.6% (High) African American (AA): 12.1% (Very High) Socioeconomically Disadvantaged (SED): 5.9% (High) Students with Disabilities (SWD): 9% (Very High) Foster Youth (FY): 14.5% (Very High) American Indian (AI): 9.6% (Very High)	Fall 2023 CA School Dashboard All Students (ALL): 6.9% (Orange) English Learners (EL): 6.1% (Orange) Hispanic (Hisp): 6.6% (Orange) African American (AA): 15.4% (Red) Socioeconomically Disadvantaged (SED): 7% (Orange) Students with Disabilities (SWD): 9.1% (Red) Foster Youth (FY): 17.9% (Red) American Indian (AI): 7.1% (Yellow)	Fall 2023 Dashboard ALL: 5.4% (avg -0.3% per year) EL: 4.2% (avg -0.3% per year) Hisp: 4.8% (avg -0.3% per year) AA: 9.0% (avg -2.0% per year) SED: 5.7% (avg -0.3% per year) SWD: 5.4% (avg -2.0% per year) FY: 13.8% (avg -2.0% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school closures and non-comparable to full time in-person learning models.	2021-2022 Suspension Rates as of 4/30/22 (locally calculated) ALL: 4.9% EL: 4.9% Hisp: 4.8% AA: 10.7% SED: 4.8% SWD: 7.9%			
B) Expulsion Rates Percentage of students expelled during the school year.	CDE Dataquest 2019-2020 All Students (ALL): 0.09% English Learners (EL): 0.10% Hispanic (Hisp): 0.10% African American (AA): 0.09% Socioeconomically Disadvantaged (SED): 0.09% Students with Disabilities (SWD): 0.00% Foster Youth (FY): 0.52% 2020-2021 rates are very low due to COVID-19 related	In 2020-2021, PSUSD expelled zero (0) students. As noted previously, 2020-2021 rates are very low due to COVID-19 related school closures and non-comparable to full time in-person learning models. As of 4/30/22, 19 students in PSUSD had been expelled in 2021-2022. Locally calculated rates as of 4/30/22 are provided as a comparison to 2019-2020 rates, and are subject to change prior to public posting.	CDE DataQuest 2021-2022 ALL: 0.2% EL: 0.2% Hisp: 0.2% AA: 0.5% SED: 0.2% SWD: 0.3% FY: 0.4% AI: 0%	CDE DataQuest 2022-2023 ALL: 0.2% EL: 0.2% Hisp: 0.2% AA: 0.7% SED: 0.2% SWD: 0.1% FY: 0.6% AI: 1.2%	2023-2024 Results ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: maintain under 0.5% SED: maintain under 0.5% SWD: maintain under 0.5% FY: 0.5% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school closures and non-comparable to full time in-person learning models.	2021-2022 Expulsion Rates as of 4/30/22 (locally calculated) ALL: 0.1% EL: 0.0% Hisp: 0.1% AA: 0.5% SED: 0.1% SWD: 0.0%			
C) Student Attendance Rate Average percentage of students attending each school day.	Local Calculation 2018-2019 All Students (ALL): 94.2% English Learners (EL): 94.4% Hispanic (Hisp): 94.4% African American (AA): 91.6% Socioeconomically Disadvantaged (SED): 94.3% Students with Disabilities (SWD): 91.8% 2019-2020 Student Attendance Rates (locally calculated through school closure date of March 13, 2020)	Local Calculation 2020-2021 ALL: 90.5% EL: 89.2% Hisp: 90.3% AA: 85.8% SED: 90.6% SWD: 86.3% NOTE: 2020-2021 attendance rates were significantly impacted by pandemic-related distance learning for the majority of the academic year.	Local Calculation 2021-2022 ALL: 88.2% EL: 87.9% Hisp: 88.1% AA: 86.3% SED: 88.6% SWD: 84.9% FY: 84.3% AI: 84.3% NOTE: 2021-2022 attendance rates were significantly impacted by pandemic-related health guidance rules for the academic year.	Local Calculation 2022-2023 ALL: 88.2% EL: 88.4% Hisp: 88.3% AA: 84.7% SED: SWD: 86.3% FY: 83.8% AI: 83.8% NOTE: 2022-2023 attendance rates were significantly impacted by health guidance rules for the academic year.	2023-2024 Results ALL: 95.0% or higher EL: 95.0% or higher Hisp: 95.0% or higher AA: 95.0% or higher SED: 95.0% or higher SWD: 95.0% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL: 94.6% EL: 94.9% Hisp: 94.8% AA: 92.4% SED: 94.6% SWD: 92.4%				
D) CA School Dashboard Chronic Absenteeism Rate Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	Fall 2019 CA School Dashboard All Students (ALL): 14.9% (Yellow) English Learners (EL): 11.5% (Yellow) Hispanic (Hisp): 13.8% (Yellow) African American (AA): 27.7% (Orange) Socioeconomically Disadvantaged (SED): 15.5% (Yellow) Students with Disabilities (SWD): 22.9% (Orange) Foster Youth (FY): 33.3% (Red) 2019-2020 data not publicly posted due to COVID-19 school closures. 2020-2021 rates are higher than previously reported rates due to COVID-19 related school	Fall 2021 Dashboard results were not released due to COVID-19 related school closures and state testing flexibility. CDE publicly released chronic absenteeism rates only via DataQuest for 2020-2021. As noted in the Baseline column, 2020-2021 rates were very high due to pandemic-related distance learning for most of the academic year. 2020-2021 Chronic Absenteeism Rates per CDE DataQuest ALL: 28.9% EL: 31.0% Hisp: 29.0% AA: 42.5% SED: 29.0%	Fall 2022 CA School Dashboard ALL: 31.1% (Very High) EL: 28.8% (Very High) Hisp: 30.9% (Very High) AA: 41.8% (Very High) SED: 31.2% (Very High) SWD: 38.2% (Very High) FY: 40.2% (Very High) AI: 57.1% (Very High)	Fall 2023 CA School Dashboard ALL: 38.9% (Red) EL: 35.4% (Red) Hisp: 38.7% (Red) AA: 48.3% (Red) SED: 39.1% (Red) SWD: 46.7% (Red) FY: 44.1% (Red) AI: 54% (Orange)	Fall 2023 Dashboard ALL: 13.4% (avg - 0.5% per year) EL: 10.0% (avg -0.5% per year) Hisp: 12.3% (avg - 0.5% per year) AA: 21.7% (avg -2.0% per year) SED: 14.0% (avg - 0.5% per year) SWD: 16.9% (avg - 2.0% per year) FY: 27.3% (avg -2.0% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	closures and non-comparable to full time in-person learning models.	SWD: 38.9%			
E) High School 4-Year Adjusted Cohort Dropout Rate Percentage of students in the Adjusted 4-year Graduation Cohort reported as dropouts	CDE Dataquest 2019-2020 All Students (ALL): 5.4% English Learners (EL): 10.4% Hispanic (Hisp): 5.5% African American (AA): 7.9% Socioeconomically Disadvantaged (SED): 5.3% Students with Disabilities (SWD): 11.1%	CDE Dataquest 2020-2021 ALL: 5.1% EL: 8.5% Hisp: 4.6% AA: 12.4% SED: 5.2% SWD: 9.8%	CDE DataQuest 2021-2022 ALL: 7.3% EL: 14.5% Hisp: 7.8% AA: 2.7% SED: 7.2% SWD: 12.7% FY: 25% AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	CDE DataQuest 2022-2023 ALL: 7.9% EL: 13.2% Hisp: 7.6% AA: 9.4% SED: 7.8% SWD: 16.5% FY: 27.8% AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	2023-2024 Results ALL: 2.0% or lower EL: 2.0% or lower Hisp: 2.0% or lower AA: 2.0% or lower SED: 2.0% or lower SWD: 2.0% or lower
F) Middle School Dropout Rate Percentage of middle school students reported as dropouts	Local Calculation Middle School Dropout Rate 2019-2020 ALL: 0.21% (11 students) EL: 0.27% HIsp: 0.17% AA: 0.79% SED: 0.19%	Local Calculation Middle School Dropout Rate 2020-2021 ALL: 0.68% (23 students) EL: 0.27% HIsp: 0.17% AA: 0.79% SED: 0.19%	Local Calculation Middle School Dropout Rate 2021-2022 ALL: 0.51% (17 students) EL: 0.21% Hisp: 0.30% AA: 0.15% SED: 0.51%	Local Calculation Middle School Dropout Rate 2022-2023 ALL: 0.14% (4 students) EL: 0.07% Hisp: 0.10% AA: 0.03% SED: 0.14%	2023-2024 Results ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: maintain under 0.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 0.20%	SWD: 0.20%	SWD: 0.12% FY: NA (n=0) AI: NA (n=0) In order to protect student privacy, an asterisk (*) will be displayed instead of the data where 10 or fewer students were involved.	SWD: 0.03% FY: NA (n=0) AI: NA (n=0)	SED: maintain under 0.5% SWD: maintain under 0.5%
G) Student Perception of School Connectedness via School Climate Survey Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	School Connectedness 2019-2020 All students: Elementary 75%, Secondary 55% EL: Elem 75%, Sec 60% Hisp: Elem 75%, Sec 56% AA: Elem 67%, Sec 50% SED: Elem 75%, Sec 55% SWD: Elem 73%, Sec 56% *School Connectedness was not measured in Winter 2021, as item text design does not	School Connectedness 2021-2022 All students: Elementary 76%, Secondary 52% EL: Elem 75%, Sec 53% Hisp: Elem 76%, Sec 52% AA: Elem 72%, Sec 45% SED: Elem 76%, Sec 52% SWD: Elem 70%, Sec 52%	School Connectedness 2022-2023 ALL: Elementary (Elem) 73%, Secondary (Sec) 48% EL: Elem 72%, Sec 50% Hisp: Elem 74%, Sec 48% AA: Elem 65%, Sec 42% SED: Elem 72%, Sec 48% SWD: Elem 72%, Sec 49% FY: Elem 73%, Sec 39% AI: Elem 61%, Sec 43%	School Connectedness 2023-2024 ALL: Elementary (Elem) 73%, Secondary (Sec) 50% EL: Elem 77%, Sec 50% Hisp: Elem 73%, Sec 50% AA: Elem 65%, Sec 44% SED: Elem 75%, Sec 52% SWD: Elem 73%, Sec 48% FY: Elem 64%, Sec 43% AI: Elem 54%, Sec 40%	2023-2024 Survey Results ALL: Elem 78%, Sec 55% (avg +1.0% per year) EL: Elem 78%, Sec 63% (avg +1.0% per year) Hisp: Elem 78%, Sec 59% (avg +1.0% per year) AA: Elem 70%, Sec 53% (avg +1.0% per year) SED: Elem 78%, Sec 58% (avg +1.0% per year) SWD: Elem 76%, Sec 59% (avg +1.0% per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	align with distance learning due to school closures.				
H) Student Perception of School Safety via School Climate Survey Percentage of students reporting favorably regarding School Safety	Panorama Survey - Safety 2019-2020 All students: Elementary 65%, Secondary 65% EL: Elem 66%, Sec 66% Hisp: Elem 67%, Sec 67% AA: Elem 60%, Sec 60% SED: Elem 66%, Sec 66% SWD: Elem 65%, Sec 60% *School Safety was not measured in Winter 2021, as item text design does not align with distance learning due to school closures.	Panorama Survey - Safety 2021-2022 All students: Elementary 63%, Secondary 66% EL: Elem 64%, Sec 66% Hisp: Elem 63%, Sec 67% AA: Elem 59%, Sec 60% SED: Elem 63%, Sec 66% SWD: Elem 58%, Sec 61%	Safety 2022-2023 ALL: Elementary (Elem) 60%, Secondary (Sec) 63% EL: Elem 59%, Sec 62% Hisp: Elem 61%, Sec 64% AA: Elem 57%, Sec 54% SED: Elem 62%, Sec 63% SWD: Elem 56%, Sec 58% FY: Elem 51%, Sec 59% AI: Elem 58%, Sec 76%	Safety 2023-2024 ALL: Elementary (Elem) 59%, Secondary (Sec) 65% EL: Elem 66%, Sec 65% Hisp: Elem 60%, Sec 65% AA: Elem 55%, Sec 55% SED: Elem 61%, Sec 64% SWD: Elem 57%, Sec 59% FY: Elem 50%, Sec 54% AI: Elem 59%, Sec 73%	2023-2024 Survey Results ALL: Elem 68%, Sec 68% (avg +1.0% per year) EL: Elem 69%, Sec 69% (avg +1.0% per year) Hisp: Elem 70%, Sec 70% (avg +1.0% per year) AA: Elem 63%, Sec 63% (avg +1.0% per year) SED: Elem 69%, Sec 69% (avg +1.0% per year) SWD: Elem 68%, Sec 63% (avg +1.0% per year)
I) Williams Facilities Inspection Results	100% Williams Facilities Compliance for 2020-2021 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2021-2022 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2022-2023 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2023-2024 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2023-2024 per Riverside County Office of Education inspection results.

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.

Actions and services within Goal 3 were fully implemented with some modifications aligned with identified LI, EL, and FY student needs.

Goal 3 features a number of actions which were successfully implemented in an effort to support students' social-emotional, mental health, behavior, and physical health needs. Successful support structures provided by the additional counselors, mental health staff, and MTSS Coaches continued to provide layers of services to effectively meet the individualized needs of LI, EL, and FY students. The implementation of the Panorama system in monitoring student performance and providing timely support provided counselors information to proactively support students as needs arise. Positive educational partner input and feedback indicates successful efforts related to supporting individual student needs and providing multiple access points for counseling and mental health services, while local progress monitoring indicates decreases in suspension rates across most school sites.

Chronic absenteeism continued to be a significant issue across PSUSD during the 2023-24 school year. Fall 2023 Dashboard results indicated needs for significant improvement in chronic absenteeism rates districtwide, with nearly all student groups at both the district and school site levels reporting in the Red performance level. Efforts to reduce chronic absenteeism in 2023-24 appear to be successful, with local progress monitoring indicating significant improvement for most school sites. Related actions included specific Goal 3 actions noted below as well as additional professional development and improvement planning conducted throughout the school year. Even with indications of improvement during the school year, there remains a continuing need to further refine actions to continue to address high rates of chronic absenteeism. Educational partners continue to identify school safety and student behavior as concerns, albeit with acknowledgement that the district has worked to improve outcomes in these areas. Other successes, challenges, and general implementation information by Goal 3 action are noted below.

Additional counseling support continued to be offered for all grade levels across the district in 2023-24, maintaining systems that were started in the 2021-22 academic year and determined to be effective over the last two years in supporting students (Action 3.1). Mental health services (Action 3.2) continue to be a priority based on identified student needs and educational partner input. Services and staffing continued to be in place to address student needs. Services related to SEL and behavioral supports via the district's Multi-Tiered Systems of Support structure (Action 3.6) continued to be provided and refined to meet student needs. The MTSS Coaches at the secondary level continued to implement an integrated behavior, SEL, and academic support structure at schools which are designed to respond to both individual and student group needs. MTSS resources continue to include the Panorama system, providing a resource for staff to monitor student progress and intervene in a timely manner based on academic, behavior, and attendance needs. Foster youth community liaisons continued to provide additional supports and resources for foster youth and homeless students and families throughout the year (Action 3.3).

Behavior and SEL supports continue to be supported by additional Assistant Principals (Action 3.4) and Student Deans (Action 3.5) located at targeted high needs schools. School safety continued to be a focal topic from educational partners, therefore the continuing services of additional security staffing and support were provided through expenditures in the action related to Campus Safety and Security (Action 3.7).

On-going training and materials, including ALICE protocol training, were provided to support safety and security needs on campus in an effort to create a safe learning environment for LI, EL, and FY students. Campus safety officers continue to be provided professional development regarding recognizing and understanding the diverse needs of different student groups. Student Resource Officers (Action 3.8) continued to create positive relationships with students, provide strategies for problem resolution, and connect students and families to community resources.

Elementary schools continued to be provided support with organized recess activities and supervision in response to educational partner input. The Game On! Organized Recess program (Action 1.10) continued to provide students with structured play options during recess periods through the Playworks model, with recess coaches providing quality programming while building positive relationships with LI, EL, and FY students. Additional hours were added for supervision aides at the elementary and middle school levels, providing additional support for students during unstructured and/or recreational times of the day. Training and materials were provided to support the Playworks program for structured recess activities.

The additional resources and staffing for health services (Action 3.9) continued to be provided via the LCAP to support school sites in responding to health needs for LI, EL, and FY students in an effort to keep students healthy and attending school. Significant student health needs continue to persist in the community creating a need for additional support to be provided through the schools. Training in first aide and CPR is made available for staff members across PSUSD, adjusted as needed to incorporate AED training and NARCAN information.

Community Liaisons and Prevention Specialists (Action 3.11) continued to respond to LI, EL, FY students and families with supports and resources to keep students connected to school and learning. Bussing routes were added during 2022-23 as a result of student and family needs and changes in bell schedules as part of meeting requirements of Senate Bill 328 (Action 3.12). Both of these actions target chronic absenteeism and attendance rate improvements aligned with needs identified from educational partner input.

Interns noted within Action 3.13 provided services across the district in the 2023-24 school year, implemented as a limited action designed to increase the planned percentage of improved services for low income students. The intern program structure was modified from the original plan, resulting in expanded services throughout the district. In total, 8 social worker interns provided support to low income students, with two directly supporting sites, two supporting students through the ERMHS mental health program, and four coordinated through the mental health department. In total, 160 students received services during the year through the intern program at zero cost to the district. Of the eight student interns, seven were Masters degree program level interns and one was a Bachelors degree program level intern. The equivalent staffing cost for seven additional Social Worker II employees to provide similar services as the seven Masters degree program interns would be $829,255 (7 positions x $118,465 salary and benefits) and the equivalent staffing cost for a Social Worker I employees to provide similar services as the one Bachelors degree program intern would be $112,267 (1 position x $112,267 salary and benefits), resulting in a total equivalent staffing cost of $941,522 ($829,255 + $112,267). This equivalent cost results in a 0.443% improvement in services as a limited action for LI students in the district ($941,522 value/$212,616,226 base grant funding). This increased services percentage reported as higher than initially anticipated due to the district receiving services from eight interns instead of the planned five interns, value calculation changes due to salary and benefit increases, and an increase in base grant funding as compared to the value used in LCAP budget planning in spring of 2023. Successes in this year's implementation is leading to additional resources and service partnerships in 2024-25, further expanding the improved services provided for LI students at no cost to the district. The planned implementation of teletherapy services via the SBHIP program did not come to fruition in 2023-24 due to unexpected delays in processing and implementation timelines. These

services were provided to students in 2023-24 as planned using ESSER funding resources, therefore these services were not credited to the percentage of improved services for low income students as planned due to the incurred fiscal cost to the district for the contract.

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.

Additional supplemental and concentration funds in the amount of $1,535,285 were received from the state following the initial LCAP development and budgeting process. This increase was due to the final calculation structure of the state budget approved in June 2023 (e.g. COLA percentages, funding rates, actual ADA). These funds were utilized to balance budgets across actions due to increasing personnel and material costs, and provided additional resources to planned LCAP actions. Additional funds allocated within Goal 3 are indicated on the budget and estimated actuals values reported for each action on the 2023-24 Action Tables within this plan document.

Various differences exist between budgeted and actual expenditures within Goal 3, however the majority of the differences were minor. Actions with high staffing rates had cost increases related to a 6.0% salary and benefits increase provided during the 2023-24 school year. Most of the actions within Goal 3 have significant staffing expenses, therefore funding for materials and supplies associated with these positions were reduced or redistributed as necessary to cover these additional costs.

Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 3.9: Nursing Staff
Budgeted Expenditures: $402,173
Estimated Actual Expenditures: $484,744
Material Difference: $82,571
Explanation: Increased staffing costs

Action 3.10: Game On! Organized Recess
Budgeted Expenditures: $1,444,762
Estimated Actual Expenditures: $1,632,511
Material Difference: $187,749
Explanation: Increased staffing costs; additional playground supervision hours provided to schools during the 2023-24 academic year

Action 3.13: Mental Health Interns and Teletherapy
Planned Percentage of Improved Service: 0.383% ($802,560 value/$209,309,419 base grant funding at time of initial 2023-24 LCAP budgeting)
Estimated Actual Percentage of Improved Service: 0.443% ($941,522 value/$212,616,226 base grant funding at time of LCAP annual update)

Material Difference: 0.060%
Explanation: Valuation changes based on equivalent services cost changes and increases in LCFF base grant funding; eight interns provided services instead of the anticipated five interns; Teletherapy services not included due to change in funding source

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

Goal 3 actions over the three year LCAP cycle produces mixed results in similar ways as identified in Goal 1. During this cycle the district was impacted by pandemic related factors, resulting in decreased performance across most indicators following the distance learning period. Recovery efforts have proven to be successful in many areas, however results in many areas have not yet returned to pre-pandemic levels. The primary exception to this has been in rates of chronic absenteeism, where results did not report improvement in 2022-23. Local progress monitoring measures in 2023-24 for attendance and behavior related measures are showing improvement, which is an indication that state accountability results should be improved based on actions taken during the 2023-24 academic year. As part of the Fall 2023 Dashboard release, PSUSD was identified for Differentiated Assistance (DA) based on the status reporting of four student groups. These student groups are EL students, FY students, students with disabilities (SWD), and African American students. The American Indian student group exited DA status according to the results of the Fall 2023 Dashboard release, with student groups results reporting improvement after being identified for DA in the Fall 2022 release of the Dashboard. PSUSD anticipates improvement for currently identified student groups as part of the Fall 2024 Dashboard release, as most key metrics are showing improvement during 2023-24 local progress monitoring.

As part of analyzing Goal 3, educational partner input and local progress monitoring are two key factors in determining action effectiveness in Goal 3, as those data points are more timely in evaluating effectiveness of current actions than annual reporting at this phase of implementation. The district also considered continuing efforts related to LI, EL, and FY student SEL, mental health, and behavioral needs. Students continue to demonstrate quickly changing SEL, mental health, and behavioral needs and educational partners continue to stress a need for these support structures to continue. Related actions expected to impact similar metrics are grouped together in this evaluation in order to increase transparency regarding the systems created by multiple actions working together to improve outcomes for LI, EL, and FY students related to safe and heathy learning environments.

Public health conditions related to the pandemic during the 2021-22 academic year had an adverse effect on chronic absenteeism and attendance rates, which continued into the 2022-23 academic year. Attendance and chronic absenteeism were primary areas in need of improvement for all schools and student groups in 2023-24, with multiple actions targeting improvement in this area. Local progress monitoring indicates substantial improvement in 2023-24 for most school sites, indicating that actions are being effective in reducing these rates. Projections continue to indicate that chronic absenteeism rates continue to report at high or very high levels on the Dashboard, identifying this area as a continued focal point for improvement moving forward to ensure that students are accessing learning opportunities and support services through the school setting. Community Liaisons and Prevention Specialists (Action 3.11) provided attendance support services, adjusting supports and providing access to resources to return LI, EL, and FY students to campus as quickly as possible following any absence. Prevention Specialists focused efforts on addressing the needs of students and families in the School Attendance Review Board (SARB) process, improving attendance for these students as part of post-SARB interventions. The district continued to provide significant services from the expanded nursing staff (Action 3.9) in an effort to provide additional medical services and supports across the

district to keep students in school. Educational partner input regarding the work of nurses and related health services continues to be very positive with requests to continue these supports and expand offerings where possible.

Mental health support (Action 3.2) has been an area identified as a significant need by educational partners at every level throughout this three year LCAP cycle. Mental health services have expanded in the district over the three year LCAP cycle, providing additional access and services to LI, EL, and FY students. Educational partners continue to request additional supports in this area, while positively acknowledging the district's efforts in providing services. Services offered by the PSUSD Mental Health team have been identified as preferred by educational partners due to the in-person interactions, where district-supported virtual counseling options have declined in popularity over the last two years. While Mental Health Therapists support Tier II and III student needs, the additional counselors funded through the LCAP (Action 3.1) have continued to provide timely Tier I support both in individual sessions and in group settings. Reduction in individual behavioral incident rates and suspension rates has been noted in 2023-24 local progress monitoring data, indicating that these support structures have been effective in increasing student access to learning and improving behavior and social skills.

Specialized support provided to foster and homeless youth by the foster youth community liaisons (Action 3.3) continued to serve the needs of approximately 200 FY students and their caregivers throughout the 2023-24 year. Services offered this year include 76 EDGE coaching, 248 counseling sessions, and other supports to keep students connected to and participating in school on a daily basis. The support systems have evolved over the three year LCAP cycle, moving to a more individualized approach involving adjusted data collection and additional work with counselors to further support the needs of FY students. Additional adjustments in the services provided through the liaison positions are being planned for 2024-25 to coordinate support across district and community systems and leverage other supports to reduce chronic absenteeism and suspension rates for FY students.

Official suspension and expulsion rates as posted to the Dashboard and DataQuest reported similar to the three year LCAP cycle baseline values. Increases in rates in 2023-24 have been addressed through a variety of actions, which appear to be effective in 2023-24 due to declining suspension rates in progress monitoring reporting. This trend indicates that supports related to MTSS and SEL efforts (Action 3.6), Assistant Principals (Action 3.4), and Student Deans (Action 3.5) are supporting the vast majority of student behavioral needs. Similarly, the additional counselors provided through LCAP expenditures (Action 3.1) continue to support student needs at the Tier I level, using data from the Panorama systems to proactively identify and support students with SEL, academic, and behavioral needs. Tier II and Tier III supports, including the district's Mental Health team (Action 3.2), continue to provide supports at school sites through addressing needs such as grief, anger management, conflict resolution, and relationship skill building. Game On! recess coaches and supervision aides (Action 3.10) provide additional support during recess and lunch periods in interpersonal relationship building, positive behavioral interactions, and SEL areas. Extended time for recess coaches and supervision aides has allowed them to positively support and encourage students during passing periods and in classroom visits. PSUSD recognizes a continuing need to further reduce suspension rates, behavioral incident rates, and differences in rates between student groups. Efforts within behavior-related actions and supports will continue to evolve to address the varied needs of students and create more equitable outcomes for all students.

Student safety has been a consistent high priority topic for educational partners across the district throughout the three year LCAP cycle. PSUSD has worked to address educational partner concerns and identified needs via multiple actions working together. Campus security and safety staff (Action 3.7) provided rapid responses to a wide variety of safety concerns and supported daily routines such as traffic direction and both student arrival and dismissal timeframes. Additional use of cameras and access control hardware has enabled the security

team to better analyze and address campus security needs. Both campus security officers (Action 3.7) and Student Resource Officers (Action 3.8) continued to participate in training courses and workshops related to building positive relationships with a diverse population of students and other key topics related to supporting student needs. These methods were implemented across all school sites, working to create a culture where security officers and SROs are seen as trusted resources by students and families. Students have noted that they feel more secure with campus security staff present, and staff at some school campuses have been identified as mentors or trusted sources of assistance by students. Staff training in the ALICE protocol and Light Search and Rescue (LSAR) has been implemented over the three year LCAP cycle to install systems of preparedness and response across the district.

Interns (Action 3.13) served provided mental health services to approximately 120 students and conducted three parent workshops during the year. Eight interns provided services instead of the anticipated five interns, allowing for expanded services provided through the district mental health department, in conjunction with the School Social Workers team, and supporting SWDs via ERMHS. The intern program is expected to continue to effectively provide additional services to students moving forward, with progress monitoring and outcome tracking aligned to requirements noted within the SBHIP system.

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.

Specific changes made to Goal 3 for the 2023-24 academic year are aligned to continuous improvement in academic achievement and integrated into current action titles. Actions have been designed to respond to the needs of students with adjustment based on changing student needs and progress monitoring data. Action funding levels have been adjusted for increasing costs related to staffing as well as costs of materials and supplies due to current economic conditions (e.g. inflation rates, market conditions). Metric selection for Goal 3 was determined to be comprehensive and will be continued into the new three year LCAP starting in 2024-25.

Improvement in outcomes related to chronic absenteeism rates and attendance rates will continue to be monitored in 2024-25, as chronic absenteeism is a limiting factor to LI, EL, and FY access to instruction, intervention programs, mental health supports, and other services provided at schools. Although rates of chronic absenteeism appear to have improved in 2023-24 based on local progress monitoring, significant improvement is still needed to reduce rates to levels represented in the Medium, Low, and Very Low levels of the CA School Dashboard's 5x5 Performance Grid. Supports related to health and attendance related items will remain for the 2024-25 school year, adjusting to student needs based on progress monitoring and improved MTSS programs and services. An additional action related to School Attendance Plans (2024-25 LCAP Action 3.14) has been added as part of Differentiated Assistance work in addressing chronic absenteeism and daily attendance rates.

PSUSD is projected to receive less LCFF funds in 2024-25, leading to reduced operational costs and moving some positions and programs to other resources. The personnel associated with the Primary Reading Intervention program (Action 1.5), secondary math intervention teachers (Action 1.5), MTSS coaches (Action 3.6), and staffing targeting improvement in chronic absenteeism (Action 3.11) were moved to the Learning Recovery Emergency Block Grant (LREBG). These positions are still reported in the LCAP in 2024-25 noting the LREBG funding resource. Operational costs cuts were also implemented as needed to cover reduced funding.

SEL, mental health, and behavioral support resources will continue to be refined and adjusted through 2024-25. Mental health therapists (Action 3.2) will continue to provide services to mental health counseling and Tier II and III supports, with additional staffing added to the LCAP action that had been previously supported through ESSER funding. MTSS structures and supports continue to be refined to best support the SEL and behavioral needs of students (Action 3.6). Behavior Intervention Assistants who were provided via expiring pandemic-related funds have been added to this LCAP action for 2024-25. The ongoing supports from the MTSS program have also led to changes in other actions. The Dean program is being phased out over the course of the next two years (Action 3.5). Two positions were reduced for 2024-25, and the remaining Dean positions will be phased out following 2025-26.

Safety initiatives continue to evolve to meet student and district needs. Educational partners maintain that school safety is a priority and the supports provided by the district should continue. Campus security personnel and systems will continue in the 2024-25 LCAP (Action 3.7), with some operational budget reductions that are not expected to impact the services provided by the department. The funding for training in the ALICE protocol and Light Search and Rescue (LSAR) will continue to be provided through Action 3.7. Similarly, funding for staff professional development in the use of AEDs, NARCAN, first aid, and CPR training within Action 3.9 will be maintained as part of health response initiatives. Student Resource Officers (Action 3.8) are being moved to general fund and will no longer be an action in the LCAP plan document.

The School Social Workers are moving from Goal 2 to Goal 3, as duties and support structures are more intended to support student needs and address barriers and challenges related to chronic absenteeism (2024-25 Action 3.8). Community Liaisons and Prevention Specialists (Action 3.11) have traditionally been bundled into the same action within the LCAP, but will be split into two actions in the new plan as their efforts in supporting LI, EL, and FY have become more differentiated. Both groups will continue to focus on addressing absenteeism, with each group working to support different categories of need.

Educational partners continue to identify needs to support SEL and behavioral needs in the elementary and middle school levels, specifically during less structured times of the day (Action 3.10). Recess Coaches and supervision aides will continue to support LI, EL, and FY students in developing SEL skills and positively interacting with peers during additional portions of the school day. This system will be reviewed closely in the 2024-25 academic year to determine if changes are needed in following years.

For 2023-24, Action 3.13 (Mental Health Interns) was added to the LCAP plan as part of improved services for LI, EL, and FY students. This action will not be renewed in the 2024-25 LCAP, however interns will continue to be provided at no cost to the district through partnerships with institutions of higher learning, mostly supporting social work efforts.

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
Palm Springs Unified School District	Simone Kovats, Ed.D. Assistant Superintendent - Educational Services	skovats@psusd.us (760) 883-2703

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.

The Palm Springs Unified School District (PSUSD) serves the students and families in the communities of Palm Springs, Cathedral City, Desert Hot Springs, Palm Desert, Rancho Mirage and Thousand Palms. The District is comprised of fifteen elementary schools, one K-8 Charter school, five middle schools, four comprehensive high schools, and alternative education programs. Palm Springs Unified School District currently serves approximately 20,416 students. Of these students 81.9% are Hispanic, 8.5% White, 3.8% African American, 1.7% Filipino, 0.8% Asian, 0.4% American Indian, 0.2% Pacific Islander and 2.8% Two or More Races. Approximately 28.2% of PSUSD students are classified as English Learners. In 2023-24, 94.9% of students served in PSUSD qualified as socioeconomically disadvantaged. The district also served approximately 200 identified foster children and approximately 10.5% of students identified as homeless, with each group monitored by district staff to ensure they have the greatest opportunity for success. Two schools were identified in 2023-24 as Equity Multiplier eligible schools: Mt. San Jacinto High School and Desert Learning Academy.

The district's certificated staff, including teachers, administrators and support staff comprises 1,415 employees. Approximately 1,684 classified staff members provide additional support to school sites. Special Education services are provided to approximately 2,560 students. PSUSD offers 12 CTE academies and pathways, and seven schools operated AVID programs in 2023-24.

PSUSD's mission statement is "Lifelong Learning Starts Here." This mission statement was collaboratively developed with the PSUSD School Board, district administration, certificated and classified staff, parents, students, and community members during the 2017-18 school year.

The district's vision statement is "All members of Palm Springs Unified School District are united in our commitment to equity. We create deep, meaningful learning opportunities, build professionalism, and engage parents and community, to ensure success for all students. All students graduate with the skills, capacities and confidence needed to succeed in a rapidly changing world." PSUSD also operated under a set of belief statements which encompass topics such as: Student Success; Culture, Relationships, and Social Emotional Health; Professionalism, Communication, and Collaboration; Deep, Meaningful Learning Opportunities: and Community and Parent Engagement. The mission, vision, and guiding statements were utilized to create elementary and secondary instructional maps which outline the instruction

that all PSUSD students will receive as a student in our district. These instructional maps are periodically revised to reflect the current priorities of the district in response to changing student performance and needs.

PSUSD's commitment to equity resulted in the development of a district Equity Statement. The statement reads: "Palm Springs Unified School District is committed to an equitable, socially just, and anti-racist educational system that is based on fairness, dignity and democracy in order to foster student success. We serve and honor our diverse student body in regards to ethnicity, language, culture, national origin, socio-economic status, age, physical and mental ability, sexual orientation, gender identity, religious beliefs and family structure. We commit to be an anti-racist and anti-discriminatory learning community that creates safe learning spaces where all students are welcomed, included, and respected. Every student, every day."

PSUSD's LCAP encompasses the district's commitment to equity, principally directed towards English learners, low income students, and foster youth. All goals and actions are established through the lens of principally impacting the achievement of high needs students. PSUSD is committed to improving student achievement and ensuring that all students are college and career ready through working in partnership with our district community to share in the vision of providing students a safe, rigorous, and engaging environment with learning experiences from highly qualified staff. PSUSD uses data, including state and local assessments, to ensure the effectiveness of our instructional programs and to monitor the progress of students toward college and career readiness, with specific focus on supporting low income students, English learners, and foster youth.

Reflections: Annual Performance

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

Per the Fall 2023 release of the California School Dashboard, the "all students" group within PSUSD reported in the lowest performance level (Red) for Chronic Absenteeism. Results for the "all students" group reported in the Orange performance level in English Language Arts (ELA), Mathematics, and Suspension Rate. In addition, the "all students" group reported in the Yellow performance level for Graduation Rate and at a medium status level on the College/Career Indicator (CCI).

The district has been identified for Differentiated Assistance for four student groups based on the results of the Fall 2023 Dashboard. These student groups are Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), and African American (AA) students. All four groups reported chronic absenteeism rates in the Red performance level. Other indicators for these groups reporting in the Red performance level include suspension rate (SWD, FY, AA), Mathematics (EL, SWD, AI), and ELA performance (SWD, EL, FY). SWD and FY student groups reported in the Very Low status level for CCI.

The following districtwide student groups within PSUSD received the lowest performance level on one or more state indicators on the Fall 2023 release of the California School Dashboard.
- ELA: English Learners (EL), Foster Youth (FY), Students with Disabilities (SWD), African American (AA), American Indian (AI)
- Mathematics: EL, SWD, AI

- Chronic Absenteeism: EL, FY, Homeless, Socioeconomically Disadvantaged (SED), SWD, AA, Filipino, Hispanic, White, and Two or More Races (TOM)
- Suspension Rate: FY, SWD, AA
- CCI: FY, SWD

The following PSUSD schools received the lowest performance level on one or more state indicators for the "all students" group on the Fall 2023 release of the California School Dashboard.
- Agua Caliente Elementary: Chronic Absenteeism, ELA
- Bella Vista Elementary: Chronic Absenteeism, English Learner Progress Indicator (ELPI)
- Bubbling Wells Elementary: Chronic Absenteeism
- Cabot Yerxa Elementary: Chronic Absenteeism, ELA
- Cahuilla Elementary: Chronic Absenteeism
- Cathedral City Elementary: Chronic Absenteeism, ELA, ELPI
- Della S. Lindley Elementary: Chronic Absenteeism, ELPI
- Desert Hot Springs High: Suspension Rate
- Desert Springs Middle: Chronic Absenteeism, Suspension Rate, ELA, Mathematics
- James Workman Middle: Chronic Absenteeism, Suspension Rate
- Julius Corsini Elementary: Chronic Absenteeism, Suspension Rate, ELPI, ELA
- Katherine Finchy Elementary: Chronic Absenteeism
- Landau Elementary: Chronic Absenteeism, ELPI
- Mt. San Jacinto High: ELA, Mathematics, College/Career Indicator (CCI)
- Nellie N. Coffman Middle: Chronic Absenteeism, ELPI, Mathematics
- Painted Hills Middle: Chronic Absenteeism, Suspension Rate
- Rancho Mirage Elementary: Chronic Absenteeism
- Rancho Mirage High: Suspension Rate, ELPI
- Raymond Cree Middle: Chronic Absenteeism, Suspension Rate, ELPI
- Rio Vista Elementary: Chronic Absenteeism, ELPI
- Sunny Sands Elementary: Chronic Absenteeism
- Vista del Monte Elementary: Chronic Absenteeism

The following student groups within PSUSD schools received the lowest performance level on one or more state indicators on the Fall 2023 release of the California School Dashboard.
- Agua Caliente Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, ELA)
- Bella Vista Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism, ELA, Math), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism), TOM (Chronic Absenteeism)
- Bubbling Wells Elementary: EL (Chronic Absenteeism, ELA, Math), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA), Hispanic (Chronic Absenteeism)

- Cabot Yerxa Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, Suspension Rate, ELA), AA (Chronic Absenteeism, Suspension Rate), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Cahuilla Elementary: EL (Chronic Absenteeism), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Cathedral City Elementary: EL (Chronic Absenteeism, ELPI, ELA), Homeless (Chronic Absenteeism, ELA), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, ELA)
- Cathedral City High: EL (Suspension Rate)
- Della S. Lindley Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Desert Hot Springs High: FY (Suspension Rate), Homeless (Suspension Rate, Graduation Rate), SED (Suspension Rate), SWD (Suspension Rate, CCI), AA (Suspension Rate), White (Graduation Rate)
- Desert Learning Academy: EL (Math), Hispanic (Math)
- Desert Springs Middle: EL (Chronic Absenteeism, Suspension Rate, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Chronic Absenteeism, Suspension Rate, ELA, Math), SWD (Chronic Absenteeism, Suspension Rate, ELA, Math), AA (Chronic Absenteeism, Suspension Rate, ELA), Hispanic (Chronic Absenteeism, Suspension Rate, ELA, Math), White (Suspension Rate)
- James Workman Middle: EL (Chronic Absenteeism, Suspension Rate, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA, Math), Filipino (Suspension Rate), Hispanic (Chronic Absenteeism, Suspension Rate), White ((Chronic Absenteeism)
- Julius Corsini Elementary: EL (Chronic Absenteeism, ELPI, ELA, Math), SED (Chronic Absenteeism, Suspension Rate, ELA), SWD (Chronic Absenteeism), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism, ELA, Math), White (Chronic Absenteeism, Suspension Rate)
- Katherine Finchy Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism), TOM (Chronic Absenteeism)
- Landau Elementary: EL (Chronic Absenteeism, ELPI), SED (Chronic Absenteeism), SWD (ELA, Math), Hispanic (Chronic Absenteeism)
- Mt. San Jacinto High: EL (Math, CCI), Homeless (Suspension Rate, CCI), SED (ELA, Math, CCI), Hispanic (ELA, Math, CCI)
- Nellie N. Coffman Middle: EL (Chronic Absenteeism, ELPI, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Math, Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, Suspension Rate, Math), White (Chronic Absenteeism)
- Painted Hills Middle: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism, Suspension Rate, Math), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA), AA (Chronic Absenteeism, Suspension Rate, ELA), Hispanic (Chronic Absenteeism, Suspension Rate), White (Chronic Absenteeism, Math)
- Palm Springs High: EL (ELA, Math), AA (Suspension Rate)
- Rancho Mirage Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism)
- Rancho Mirage High: EL (ELPI, ELA), Homeless (Suspension Rate), SED (Suspension Rate), SWD (Suspension Rate), AA (Suspension Rate), Hispanic (Suspension Rate, Math), White (Suspension Rate)

- Raymond Cree Middle: EL (ELPI, Suspension Rate, ELA, Math), Homeless (Suspension Rate, Math), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, Suspension Rate, ELA), AA (Chronic Absenteeism, Math), Hispanic (Chronic Absenteeism, Suspension Rate), White (Chronic Absenteeism, Suspension Rate)
- Rio Vista Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Sunny Sands Elementary: Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Two Bunch Palms Elementary: Homeless (ELA), SWD (ELA, Math), White (Chronic Absenteeism)
- Vista del Monte Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism, Suspension Rate)

Based on the review of performance on state released data from the Dashboard, CDE's DataQuest reporting site, and local performance indicators, identified successes include:
1) Per the Fall 2023 Dashboard update, PSUSD is no longer identified for Differentiated Assistance for the American Indian student group due to improvements in outcomes for this student group.
2) Elementary reading intervention and secondary math intervention programs continue to be effective in supporting struggling students based on progress monitoring results. Star Early Literacy and Star Reading results have shown improvement for participating elementary students, and intervention curriculum-based progress monitoring results also show improvements in reading skills. Mathematics D-F rates continue to show declines for participating students in many secondary schools during the year. .
3) Mathematics results on the Fall 2023 Dashboard indicated an improvement of 2.2 points from the prior year, leading to an Orange indicator level. Although improvement is still needed, this rate represents positive momentum overall in mathematics which has been a challenge since the pandemic
4) California Science Test (CAST) results reporting an increase of approximately one percentage point from 2022 to 2023, nearly returning to pre-pandemic performance levels.
5) EL reclassification rates increased 5.5% based on local calculations from 2021-22 and 2022-23.
6) Local progress monitoring in 2023-24 indicate improvements in both suspension rates and chronic absenteeism rates for nearly all student groups and schools.
7) Graduation rates maintained between 2022 (89.4%) and 2023 (89.3%), continuing the positive trajectory following declines in 2021.
8) Rates of graduates meeting UC/CSU requirements reported as 47.5% in 2023, improving from 45.4% in 2022. These rates indicate continued successful efforts related to credit recovery, grade recovery, performance monitoring, and counseling services related to meeting A-G requirements.
9) Educational partner feedback regarding the new elementary STEAM program has been very favorable. Family survey results continue to report favorable ratings for district efforts in providing instruction and support for English learners (96% favorable), instruction and support in English Language Arts (95%), and equitable access to enrichment opportunities (94%). Results indicate improvement in providing students with mental health and counseling services (93%, +2% from prior year).

Based on the review of performance using state and local data sources, PSUSD will address the following indicators that reflect a need for improvement:
1) Chronic absenteeism rates are the most significant area for improvement for the district based on 2022-23 outcomes. Per the Fall 2023 Dashboard, PSUSD's "all students" group reported in the Red performance level for chronic absenteeism (38.9%). Ten district student

groups reported in the Red performance level for this indicator, and twenty schools reported in the Red performance level for the "all students" group.

2) Per the Fall 2023 Dashboard update, PSUSD has been identified for Differentiated Assistance for four student groups: Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), and African American (AA) students. Results indicate a need to provide supports for these groups across most Dashboard metric areas with chronic absenteeism, suspension rate, and academic indicator performance in both ELA and mathematics as priorities.

3) Although suspension rates are reporting at similar levels to prior year results, higher rates still exist for African American students (15.4%), foster youth (17.9%), and students with disabilities (9.1%) when compared to the overall district rate (6.9) based on the Fall 2023 Dashboard.

4) English Language Arts performance continues to reflect a need to close learning gaps and continue learning recovery efforts. Overall performance on the Fall 2023 Dashboard was in the Orange performance level, reporting at 46.7 points below standard and declining by 3.6 points from 2022 results. Five student groups reported in the Red performance level (AA, AI, EL, FY, SWD), and four student groups reported in the Orange performance level (Hispanic students, homeless students, multiple race/ethnicity, SED).

5) Student group performance in mathematics performance also continues to be and area for improvement. Three student groups reported in the Red performance level (AA, EL, SWD), and six student groups reported in the Orange performance level (AA, FY, Hispanic students, homeless students, multiple race/ethnicity, SED). Educational partner input and local assessment data both indicate a continuing need to support students in math-related skills, with needs most present in middle and high school settings.

6) Educational partner input reflects needs related to school safety, mental health services, social-emotional learning supports, and school climate improvements.

The district has been identified for Differentiated Assistance for four student groups based on the results of the Fall 2023 Dashboard. As noted above, identified student groups are Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), and African American (AA) students. All four groups reported chronic absenteeism rates in the Red performance level. As part of LCAP actions to address these areas of need, PSUSD will incorporate progress monitoring systems for each of these groups allowing for timely responses and adjustments to supports and services to improve outcomes for these groups. Actions within the 2024-25 LCAP are noted as addressing the needs of groups for which the district was identified for Differentiated Assistance (DA). Identified actions have been shown to be effective in addressing student needs within PSUSD, as previous iterations of these actions lead to making progress as measured by the California School Dashboard and local progress monitoring results.

PSUSD remains focused on continuing to improve performance for all student groups over time. The actions in the 2024-25 LCAP are designed to support a wide variety of identified student needs in the school setting. The Multi-Tiered System of Support (MTSS) model in the district is designed appropriately respond to needs through a wide variety of support structures that address academics, SEL, and mental health needs among others. Adjustments will be made to programs to respond to student needs in a timely manner, with local progress monitoring via universal screening, Star diagnostic testing, and common formative assessments guiding teams in targeting individual student and student group needs. Supports within the LCAP will continue to be supplemented by Expanded Learning Opportunities programs to create connected support structures that link the school day to before school, after school, and intersession offerings. PSUSD will continue to capitalize on successes from previously implemented Professional Learning Communities training and work with the Irvine Math Project in middle and high schools to refine course scope and sequence plans, create responsive support structures based on common assessment results, and improving pedagogical and conceptual knowledge of mathematics and related strategies. Training in the Science of Reading compliments literacy support structures in the elementary setting to address learning needs related to reading, writing, and literacy skills. Progress monitoring structures that have proven effective will continue to ensure students stay on track to meet UC/CSU requirements while

increasing graduation rates.

Reflections: Technical Assistance

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

PSUSD was identified for Differentiated Assistance (DA) for four student groups according to the Fall 2023 release of the California School Dashboard. These student groups and corresponding performance levels are:

- English Learners (EL): Red in ELA, Math, and Chronic Absenteeism; Orange in ELPI and Suspension Rate; Green indicator in Graduation Rate; Low in CCI
- Foster Youth (FY): Red in ELA, Suspension Rate, and Chronic Absenteeism; Orange in Math; Very Low in CCI
- Students with Disabilities (SWD): Red in ELA, Math, Suspension Rate, and Chronic Absenteeism; Yellow in Graduation Rate; Very Low in CCI
- African American (AA): Red in ELA, Suspension Rate, and Chronic Absenteeism; Orange in Math and Graduation Rate; Low in CCI

Multiple layers of technical assistance have been initiated as part of improving outcomes for students during the 2023-24 academic year, with continuing work extending into the 2024-25 academic year. Prior to the formal designation of Differentiated Assistance, PSUSD partnered with the Riverside County Office of Education (RCOE) for multiple support structures. This work included a transcript analysis process conducted at the high school level through the district's A-G Completion Improvement Plan. This analysis process provided insights regarding grading practices, internal barriers towards meeting course completion and various graduation requirements (inclusive of CCI components), and needs related to course counseling and scheduling practices. In addition, RCOE administrators conducted a workshop series during site administrator meetings regarding strategies and monitoring practices for addressing chronic absenteeism at the school level. RCOE administrators also worked with elementary school principals in the process of developing school site literacy plans as part of both improving reading and ELA outcomes and as part of implementation of the Learning Coaches and Reading Specialists grant program.

A formal technical assistance meeting was held between PSUSD administration, RCOE administration, and representatives of the California Collaborative for Educational Excellence (CCEE) on March 7, 2024. The meeting included a process of identifying district strengths and weaknesses, and consultation regarding current district practices and improvement efforts related to the needs of EL, FY, SWD, and AA students. Meeting outcomes indicated that current practices and planned actions were evidence-based and aligned with the identified needs of the targeted student groups. Additional technical assistance will be sought from RCOE and CCEE as appropriate based on internal progress monitoring of action effectiveness and any new needs identified through ongoing needs assessment processes.

Actions designed to support DA related student groups include:

- Goal 1 Action 5: MTSS Academic Supports
- Goal 1 Action 6: English Learner Support
- Goal 1 Action 7: Long Term English Learner (LTEL) Support
- Goal 1 Action 9: High School Graduation and A-G Support
- Goal 1 Action 12: Inclusion Instructional Model Support Personnel
- Goal 1 Action 13: Supplemental Inclusion Instructional Model Staffing
- Goal 1 Action 20: Technical Assistance - Academics

- Goal 1 Action 21: Compliance and Improvement Monitoring (CIM) Plan Implementation
- Goal 3 Action 1: Supplemental Counselors
- Goal 3 Action 2: Mental Health Support
- Goal 3 Action 6: MTSS SEL and Behavioral Supports
- Goal 3 Action 14: Technical Assistance - School Attendance Plans

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 PSUSD Schools were identified for Comprehensive Support and Improvement (CSI) based on the results of the Fall 2023 release of the California School Dashboard.
- Cathedral City Elementary School
- Julius Corsini Elementary School
- Desert Springs Middle School
- Nellie N. Coffman Middle School
- Raymond Cree Middle School

Support for Identified Schools

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

Members of the PSUSD Educational Services Department collaborated in conducting a needs assessment with the with the full staff from all five schools identified for CSI. Meetings were held with school principals to review CSI requirements, the schoolwide needs assessment process, and related documentation. This process included a review of the CSI identification process, an analysis of current performance data, reflections on contributing factors toward current performance, and resource inequities that may be barriers towards success at the schools. Information was shared regarding CSI project funding amounts and the ESSA evidence-based tiers to use in determining actions and services for these funds. Documentation of these findings were generated to guide improvement planning and School Plan for Student Achievement (SPSA) development. Each school used the results of these sessions to conduct a root cause analysis, and recommendations for action were made by the School Site Council based on the findings. Educational Services offered support to both sites in facilitating their planning requirements and the development of their new SPSA while ensuring that sites were addressing CSI requirements.

A Parent and Community CSI Meeting was held with each identified school during the spring of 2024. Educational Services staff presented and discussed the CSI identification process and procedures. CSI funding amounts and guidelines were discussed. A discussion was facilitated regarding possible resource inequities at the district and school level. Participants were able to identify resource inequities, provide evidence of those inequities, and suggest possible actions to address those inequities. Participants were also informed about the ESSA evidence tiers and provided resources regarding interventions and services aligned to the tiers. Educational partners present at the meeting

had the opportunity to provide input as to actions that they would like to see incorporated into the SPSA. Site principals presented the collected information and received feedback from various educational partners at their respective sites. Each CSI identified school discussed their CSI plans during School Site Council meetings as part of the SPSA development and approval process in April and/or May of 2024.

CSI schools submitted their 2024-25 SPSAs to the PSUSD State and Federal Programs office for review by members from Educational Services Department. CSI SPSA plans were reviewed to ensure full compliance with CSI requirements. Feedback was provided and modifications were made when appropriate. Final approval of SPSA plans by the Palm Springs School Unified School District's Board of Education occurred on June 25, 2024.

Monitoring and Evaluating Effectiveness

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

Each identified CSI school will monitor student progress through district diagnostic assessments, common formative assessments, and local data report analysis throughout the year. Monitoring measures are identified within each school's SPSA, with metrics aligned to actions in the documentation. Results will be disaggregated to ensure progress is being made by the "all student" group and other programmatic and racial/ethnic student groups as part of addressing student needs. Additional supports and interventions designed to meet student needs will be identified and offered to students in response to student progress. Educational Services team members will meet with site administrators and leadership team members throughout the 2024-25 academic year to review progress and assist in adjusting the implementation plan as needed based on performance data. Sites will utilize multiple tools to monitoring progress including test results reporting, district provided suspension and chronic absenteeism reports, and additional data reporting tools such as Renaissance Analytics, SchoolCity, and Panorama Student Success platforms. Student group progress will be monitored in an effort to avoid TSI/ATSI classification once each school is no longer identified for CSI. Educational Services site visits will include reviews of SPSA actions as evidenced by classroom walk through observation and data collection.

Parent groups at each school site including the School Site Council (SSC) and the English Language Advisory Committee (ELAC) will also review interim reports and progress data as a part of monitoring improvement and providing input for next steps. Survey results will also be used to collect information for use in developing plans and analyzing perspectives of educational partners.

All five CSI schools are supported in building capacity for continuous improvement by the district's Educational Services department. District Teachers on Special Assignment (TOSAs) will provide professional development and individualized support to teachers in instructional strategy implementation and assessment practices as appropriate for the needs of each content department. Support will be provided in the use of various assessment and data analysis platforms for measuring students' performance and progress. Directors and Coordinators within Educational Services will monitor progress, provide guidance to both site leadership and district TOSAs, and provide support to school staff throughout the year to address needs and remove barriers as they are identified during CSI project implementation.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	PSUSD utilizes multiple access points for engaging teachers in the LCAP development process. Teachers are included on the PSUSD LCAP District Advisory Team (DAT), providing classroom perspectives in the discussion of action effectiveness and student needs. The DAT team met four times during the 2023-24 academic year to review the current status of the district and offer input regarding the 2024-25 LCAP (8/28/23, 10/16/23, 1/22/24, 2/12/24, 4/15/24). In addition, the Superintendent's Certificated Forum group reviewed LCAP topics and provided input for the LCAP on 2/26/24. As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for teachers to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2024 and April 2024.
Principals and Administrators	Principals and administrators are included on the PSUSD LCAP District Advisory Team (DAT), providing input into actions to address needs. The DAT team met four times during the 2023-24 academic year to review the current status of the district and offer input regarding the 2024-25 LCAP (10/16/23, 1/22/24, 2/12/24, 4/15/24). Site administrators meet monthly with district administrators with meeting agendas often including opportunities to identify school or system needs to support students. Curriculum and Instruction Directors meet regularly with principals in "check-in" sessions to discuss needs and collect input in district actions. As in past years, two different survey systems (Panorama and ThoughtExchange) were

Educational Partner(s)	Process for Engagement
	provided for administrators to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2024 and April 2024.
Other School Personnel	The PSUSD District Advisory Team (DAT) includes various other school personnel, including but not limited to school administrative assistance, community liaisons, and prevention specialists. As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for all other school staff to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2024 and April 2024.
Local Bargaining Units	In addition to the noted engagement interactions for the above employee groups, the district provide opportunities for bargaining unit member engagement via the district's Superintendent's Forum meeting structure. The Superintendent's Classified Forum group and the Certificated Forum group reviewed LCAP topics and provided input for the LCAP in separate meetings on 2/26/24. The current Palm Springs Teacher's Association President is also a participating member of the PSUSD LCAP DAT group, which meets regularly throughout the year regarding LCAP development topics as noted above.
Parents and Families	Parent and family input was collected in multiple ways throughout the LCAP development window. PSUSD's two different survey systems (Panorama and ThoughtExchange) were also provided for parents to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2024 and April 2024. School Site Councils were consulted regarding LCAP input, providing an opportunity for parents at each school to participate in LCAP input processes. Parent Advisory Committee (PAC) meetings are held throughout the year via the PSUSD Family Center, allowing groups of parents to share their thoughts and discuss district needs in regular intervals. Although input collected from PAC meetings throughout the year was also considered, a dedicated LCAP input meeting was held with each PAC in order to allow for LCAP-specific updates and input collection in a protected timeframe. These PAC LCAP input meeting dates were as follows: Superintendent's PAC 2/21/24, Special Education PAC

Educational Partner(s)	Process for Engagement
	3/6/24, African American PAC 3/11/24, Native American PAC 3/14/24, Latino PAC 4/11/24.
PSUSD LCAP Parent Advisory Committee (LCAP Parent Ambassadors)	The LCAP Parent Ambassadors (LCAP PAC) group met five times during the 2023-24 academic year. Meeting dates were 8/28/23, 10/23/23, 1/29/24, 2/26/24, and 3/18/24. Each meeting featured an agenda that included data reviews, action reviews, discussion around LCAP related topics, and sharing of perceived needs and successes. The final three meetings focused primarily on the three main broad goals of the LCAP document structure, with deep discussions surrounding each topic and sharing ideas regarding priorities and possible actions. Survey participation was encouraged during the Spring 2024 sessions, with links and QR shared that could be distributed to other families at each school site.
District English Learner Advisory Committee (DELAC)	DELAC reviewed the LCAP and provided input in two separate sessions during the 2023-24 academic year. On 1/25/24, DELAC was presented with the current Dashboard status for the district, an outline of the state budget situation according to the Governor's January Budget, and details regarding current year LCAP actions in the LCAP. DELAC members collaborated on topics and actions that should be prioritized from their perspectives as part of developing the 2024-25 LCAP. On 3/21/24, an update was provided on the 2024-25 LCAP development, and DELAC members were asked to revisit their priority items and make additions or modifications to their recommendations. Public and written comments were collected in both sessions and responded to in writing. Survey participation was encouraged at both sessions, with links and QR shared that could be distributed to other families at each school site.
Students	As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for students to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2024 and April 2024. Student LCAP input meetings were held at each PSUSD high school in order to collect ideas and feedback from the perspective of students. The sessions were formatted to maximize student interaction, with small groups discussing LCAP related topics and documenting their conversations in group-developed poster format. Student groups represented a variety of

Educational Partner(s)	Process for Engagement
	student types, demographics, and program participation within each school. Meeting dates were as follows: Desert Hot Springs HS 2/12/24, Palm Springs HS 2/13/24, Mt. San Jacinto HS 2/13/24, Rancho Mirage HS 2/15/24, Cathedral City HS 2/15/24.
Equity Multiplier - Mt. San Jacinto High School and Desert Learning Academy	Input was collected regarding Equity Multiplier funded actions across multiple sessions, with qualifying schools supported by the district's Director of State and Federal Programs. Staff meetings were held at both school sites discussing student needs and areas identified by Red performance indicators on the Fall 2023 release of the California School Dashboard (MSJ 4/10/24, DLA 4/12/24). Each school site also held dedicated parent/family meetings in April to have dedicated discussions around the funding source, allowability, and identified needs. School Site Councils and ELAC membership were consulted regarding needs and possible actions. Input and findings collected through SPSA development process, including survey data and needs assessment outcomes, were also used to determine the best use of funds to provide evidence-based services targeting improvement in areas with Red performance indicators.
SELPA Consultation	The 2024-25 LCAP draft was presented to and discussed with the area SELPA Administrator on April 23, 2024. The discussion included how SWD are supported within the 2024-25 LCAP and the connections between LCAP actions and the district's Compliance and Improvement Monitoring (CIM) plan efforts.
Board of Education	The Mid-Year Report for the 2023-24 LCAP was presented to the Board of Education at the regularly scheduled meeting on February 27, 2024. The 2024-25 LCAP was presented at the regularly scheduled Board of Education meeting on June 11, 2024, for the Public Hearing. The 2024-25 LCAP was adopted at the regularly scheduled Board of Education meeting on June 25, 2024.

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

Based on data analysis and recommendations from educational partners, actions have been identified for the new three-year LCAP to support low income (LI), English learner (EL), and foster youth (FY) students. Due to current budget reduction conditions, most feedback and input meeting discussions were centered around prioritizing needs and services to support ongoing student needs and address newly

identified needs. Input collected through discussion-based sessions, such as those conducted through PAC and DAT meetings, were analyzed in conjunction with survey data to identify the main priorities across LCAP Goals 1, 2, and 3, with subsequent action development aligned to needs identified in the process. Similarly, input collected for the two Equity Multiplier eligible school sites were used in conjunction with actions already addressing needs through both the PSUSD LCAP and each school's SPSA to develop LCAP goals specific to each school to address Red performance levels on the California School Dashboard (Goals 4 and 5). The following actions and priorities were identified through the analysis of educational partner input and were expanded upon, modified, or added based on feedback and input as noted for the 2024-25 academic year:

Academic Achievement (Goal 1):
- Instructional coaches and systemic professional development opportunities will continue to provide certificated and classified staff strategies and support to meet the needs of students - Goal 1 Actions 1 and 2
- Universal Design for Learning Framework Professional Development training will continue to expand to all teachers and incorporated into the district MTSS model - Goal 1 Actions 2, 5, 12, and 13
- Continue to provide and expand access to technology and STEM related activities with improved technology and programs - Goal 1 Action 4
- Additional staffing for academic intervention programs and supports continue to be supported as part of the Multi-Tiered Systems of Supports (MTSS) Model to serve more LI, EL, and FY students - Goal 1 Action 5
- Primary reading intervention and secondary mathematics intervention programs will continue to support the needs of LI, EL, and FY students - Goal 1 Action 5
- Additional online resources will be purchased to support first instruction and learning needs targeting secondary mathematics and elementary reading as part of the MTSS model – Goal 1 Action 5
- In conjunction with grant funding, the Teacher Residency program continues full implementation, increasing potential teacher candidates in high need positions and provide support for classified staff to complete credentialing requirements – Goal 1 Action 15
- Elementary STEAM teachers will continue to provide interactive lessons to LI, EL, and FY students in the applied facets of science, technology, engineering, art, and mathematics – Goal 1 Action 17
- Various opportunities for LI, EL, and FY students are supported to ensure that high needs students have access to various arts programs and enrichment experiences - Goal 1 Action 18
- Various interventions and extended day opportunities including tutoring and extended school year opportunities will continue to be supported - Goal 1 Action 19

Parent and Community Partnerships (Goal 2):
- The Family Engagement Center will offer workshops, classes, and services targeting the needs of LI, EL, and FY student families throughout the district based on parent and family input - Goal 2 Action 1
- School-based parent liaisons, known as Family and Community Engagement (FACE) specialists, will support schools in encouraging the active engagement of parents in their students' learning and school community - Goal 2 Action 2
- Communications staff will continue to refine practices and systems in response to educational partner input about aligning communication systems – Goal 2 Action 3

Safe and Secure Environments (Goal 3):
- Additional counselors continue to be supported at targeted all schools - Goal 3 Action 1

- Mental health services will continue to be offered for LI, EL, and FY students in direct response to educational partner input - Goal 3 Action 2
- MTSS Coaches in the middle schools will continue to provide LI, EL, and FY students with SEL, behavioral, and academic supports – Goal 3 Action 6
- Safety initiatives will continue to be addressed through campus security personnel, staff training, and MTSS supports - Goal 3 Actions 6 and 7
- Social workers provide support, intervention, and resources to families and students - Goal 3 Action 8
- Health related services will continue to be offered at schools to address LI, EL, and FY student conditions and needs - Goal 3 Action 9
- Supervision aide hours continue to be supported to provide additional supervision, SEL, and behavior supports for LI, EL, and FY students - Goal 3 Action 10

Mt. San Jacinto Equity Multiplier Focus Goal (Goal 4):
- Expanded offerings for students to access CCI requirements, including Dual Enrollment opportunities - Goal 4 Actions 1 and 2
- Intervention and learning supports for students during and outside of the school day - Goal 4 Action 3
- Professional development in evidence-based practices designed to best support students in alternate education settings - Goal 4 Action 4

Desert Learning Academy Equity Multiplier Focus Goal (Goal 5):
- Expanded course offerings related to CCI - Goal 5 Action 1
- Additional mathematics course offerings in high school and evidence-based intervention supports - Goal 5 Action 2
- Support for improving attendance during in-person learning segments and reducing chronic absenteeism rates through family contact and supports - Goal 5 Action 3
- Additional supports within the school day and improvements to the site MTSS systems - Goal 5 Action 4

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.	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 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

PSUSD seeks to promote meaningful learning opportunities for students, building critical thinking skills and grade level content mastery through creative and innovative learning experiences. As noted in the district's mission and vision statements, PSUSD is focused on ensuring that "all students graduate with the skills, capacities, and confidence to succeed in a rapidly changing world."

The metrics listed under Goal 1, along with local measures and educational partner input, were used to develop the goal statement and develop a set of actions intended to increase and improve academic services for LI, EL, and FY students. PSUSD has identified a variety of needs, leading to a set of actions designed to provide high quality instruction and intervention programs, opportunities for professional development, and coaching in the use of instructional strategies that are effective for improving outcomes for high needs students, and preparing students for college and career opportunities.

The needs assessment conducted in preparation for the 2024-25 version of the LCAP identified the following:
1. The district has been identified for Differentiated Assistance for four student groups based on the results of the Fall 2023 Dashboard. As noted above, identified student groups are Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), and African American (AA) students. All four groups reported chronic absenteeism rates in the Red performance level. Other indicators reporting in the lowest performance level include suspension rate (SWD, FY, AA), Mathematics (EL, FY, SWD, AA), and ELA performance (SWD, EL, FY). SWD and FY student groups reported in the Very Low status level for CCI. Intervention supports and progress monitoring will be implemented to aide these groups, responding to student needs based on formative and interim assessment results in 2023-24.
2. The Fall 2023 CA School Dashboard (Dashboard) indicated district performance for the "all students" group was in the Orange performance level for both ELA and mathematics. In ELA, the all students distance from standard was 46.7 points below, indicating continuing improvement and various intervention supports are needed. In mathematics, the all students result was reported as 88.2 points

below standard, an improvement of 2.2 points from the prior year's results however this result still indicates a significant need to support student learning in mathematics to continue the improvement path.

3. ELPI results on the Fall 2023 Dashboard indicate that 41.3% of ELs made progress on the Spring 2023 ELPAC, reporting in the Orange performance level. Reclassification rates for EL students in 2022-23 increased to 9.0% due to improved performance on the ELPAC and other criteria. Support structures are needed to ensure that EL students are attaining English proficiency.

4. A-G completion rates for the class of 2023 reported at 47.5%, increasing by 2.1% from the prior year result and reporting an increase of 4.6% since 2020. Although this is a positive trend, strategic support and timely intervention practices related to A-G completion, including course scheduling and credit recovery practices, remains a need to support LI, EL, and FY students in meeting these requirements.

5. Elementary STEAM continues to generate positive feedback from educational partners, with indications that students are motivated to participate in this class structure.

6. Professional Development efforts continue to receive positive feedback from teachers. Continued strategic professional development is needed to address student learning needs and improve instruction.

The actions in Goal 1 are intended to develop instructional and intervention systems that meet the needs of all LI, EL, and FY students. These systems respond to changing student needs through quality tiered support systems and strategic use of multiple data sources. A wide variety of metrics are used to measure subject-based academic performance, outcomes related to college and career readiness, and programmatic effectiveness. Based on progress monitoring using the identified metrics for Goal 1, actions are adjusted to respond to the rapidly evolving needs of students. By improving student outcomes and serving individual and group needs, PSUSD will provide systems that assist students in meeting their full academic potential and provide the academic and technical skills needed for college and career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA- District Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -46.7 DfS (Orange) English Learners (EL): -84.5 DfS (Red) African American (AA): -76 DfS (Red) Socioeconomically Disadvantaged (SED): -47.6 DfS (Orange) Students with Disabilities (SWD): -136.6 DfS (Red)			Fall 2026 CA School Dashboard ALL: -37.7 DfS (Yellow, avg +3 pts per year) EL: -69.5 DfS (Orange, avg +5 pts per year) AA: -55 DfS (Yellow, avg +7 pts per year) SED: -38.6 DfS (Yellow, avg +3 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): -87 DfS (Red) American Indian (AI): -72.6 DfS (Red)			SWD: -106.6 DfS (Orange, avg +10 pts per year) FY: -66 DfS (Orange, avg +7 pts per year) AI: -60.6 DfS (Yellow, avg +4 pts per year)	
1.2	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente ALL: -72.5 DfS (Red) SED: -72.6 DfS (Red) EL: -84 DfS (Red) SWD: -137.1 DfS (Red) HI: -73.2 DfS (Red) Bella Vista HOM: -81.5 DfS (Red) Bubbling Wells EL: -91.2 DfS (Red) SWD: -152.2 DfS (Red) Cabot Yerxa ALL: -73.5 DfS (Red) SED: -73.5 DfS (Red) EL: -76 DfS (Red) SWD: -133.8 DfS (Red) Cathedral City ES ALL: -82.4 DfS (Red)			Fall 2026 CA School Dashboard Elementary Schools Agua Caliente ALL: -63.5 (Yellow, avg +3 pts per year) SED: -63.6 (Yellow, avg +3 pts per year) EL: -69 (Orange, avg +5 pts per year) SWD: -107.1 (Orange, avg +10 pts per year) HI: -64.2 (Yellow, avg +3 pts per year) Bella Vista HOM: -72.5 (Orange, avg +3 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -82.9 DfS (Red) EL: -100.7 DfS (Red) HOM: -95.8 DfS (Red) SWD: -184.4 DfS (Red) HI: -86.4 DfS (Red) Julius Corsini ALL: -100.6 DfS (Red) SED: -101.6 DfS (Red) EL: -107.6 DfS (Red) HI: -110.4 DfS (Red) Katherine Finchy EL: -72.2 DfS (Red) SWD: -147.6 DfS (Red) Landau SWD: -107.8 DfS (Red) Rancho Mirage ES EL: -74 DfS (Red) Rio Vista SWD: -119.1 DfS (Red) Sunny Sands SWD: -111.3 DfS (Red) Two Bunch Palms HOM: -74.7 DfS (Red) SWD: -135.2 DfS (Red) Middle Schools Desert Springs ALL: -83.7 DfS (Red) SED: -84.7 DfS (Red)			Bubbling Wells EL: -82.2 (Orange, avg +3 pts per year) SWD: -142.2 (Orange, avg +10 pts per year) Cabot Yerxa ALL: -64.5 (Yellow, avg +3 pts per year) SED: -64.5 (Yellow, avg +3 pts per year) EL: -67 (Yellow, avg +3 pts per year) SWD: -103.8 (Orange, avg +10 pts per year) Cathedral City ES ALL: -73.4 (Orange, avg +3 pts per year) SED: -73.9 (Orange, avg +3 pts per year) EL: -85.7 (Orange, avg +5 pts per year) HOM: -86.8 (Orange, avg +3 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -113.1 DfS (Red) SWD: -155.5 DfS (Red) AA: -85.3 DfS (Red) HI:-86.8 DfS (Red) James Workman EL: -89.6 DfS (Red) SWD: -154.8 DfS (Red) Nellie Coffman EL: -96.7 DfS (Red) SWD: -152.3 DfS (Red) Painted Hills EL: -97.1 DfS (Red) SWD: -146.4 DfS (Red) AA: -113.2 DfS (Red) Raymond Cree EL: -79.7 DfS (Red) SWD: -131.5 DfS (Red) High Schools Mt. San Jacinto ALL: -139.3 DfS (Red) SED: -139.9 DfS (Red) HI: -129.9 DfS (Red) Palm Springs EL: -76.5 DfS (Red) Rancho Mirage EL: -93.6 DfS (Red)			SWD: -154.4 (Orange, avg +10 pts per year) HI: -77.4 (Orange, avg +3 pts per year) Julius Corsini ALL: -91.6 (Orange, avg +3 pts per year) SED: -92.6 (Orange, avg +3 pts per year) EL: -98.6 (Orange, avg +3 pts per year) HI: -95.4 (Orange, avg +5 pts per year) Katherine Finchy EL: -63.2 (Yellow, avg +3 pts per year) SWD: -117.6 (Orange, avg +10 pts per year) Landau SWD: -98.8 (Orange, avg +3 pts per year) Rancho Mirage ES	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: -65 (Yellow, avg +3 pts per year) Rio Vista SWD: -89.1 (Orange, avg +10 pts per year) Sunny Sands SWD: -81.3 (Orange, avg +10 pts per year) Two Bunch Palms HOM: -65.7 (Yellow, avg +3 pts per year) SWD: -105.2 (Orange, avg +10 pts per year) Middle Schools Desert Springs ALL: -74.7 (Orange, avg +3 pts per year) SED: -75.7 (Orange, avg +3 pts per year) EL: -83.1 (Orange, avg +10 pts per year) SWD: -125.5 (Orange, avg +10 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					AA: -76.3 (Orange, avg +3 pts per year) HI: -77.8 (Orange, avg +3 pts per year) James Workman EL: -80.6 (Orange, avg +3 pts per year) SWD: -124.8 (Orange, avg +10 pts per year) Nellie Coffman EL: -87.7 (Orange, avg +3 pts per year) SWD: -132.3 (Orange, avg +10 pts per year) Painted Hills EL: -88.1 (Orange, avg +3 pts per year) SWD: -116.4 (Orange, avg +10 pts per year) AA: -83.2 (Orange, avg +10 pts per year) Raymond Cree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: -70.7 (Orange, avg +3 pts per year) SWD: -101.5 (Orange, avg +10 pts per year) High Schools Mt. San Jacinto ALL: -109.3 (Orange, avg +10 pts per year) SED: -109.9 (Orange, avg +10 pts per year) HI: -99.9 (Orange, avg +10 pts per year) Palm Springs EL: -67.5 (Orange, avg +3 pts per year) Rancho Mirage HS EL: -84.6 (Orange, avg +3 pts per year)	
1.3	CAASPP Math- District Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard All Students (ALL): -88.2 DfS (Orange) English Learners (EL): -116.3 DfS (Red)			Fall 2026 CA School Dashboard All Students (ALL): -79.2 DfS (Yellow, avg +3 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator for Mathematics - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Socioeconomically Disadvantaged (SED): -89 DfS (Orange) Students with Disabilities (SWD): -166.5 DfS (Red) Foster Youth (FY): -102.3 DfS (Orange) American Indian (AI): -128.4 DfS (Red)			English Learners (EL): -86.3 DfS (Orange, avg +10 pts per year) Socioeconomically Disadvantaged (SED): -80 DfS (Yellow, avg +3 pts per year) Students with Disabilities (SWD): -136.5 DfS (Orange, avg +10 pts per year) Foster Youth (FY): -90.2 DfS (Yellow, avg +4 pts per year) American Indian (AI): -98.4 DfS (Orange, avg +10 pts per year)	
1.4	CAASPP Math- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for Mathematics - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente SWD: -147.3 DfS (Red) Bella Vista: HOM: -99 DfS (Red) Bubbling Wells EL: -105.1 DfS (Red)			Fall 2026 CA School Dashboard Elementary Schools Agua Caliente SWD: -117.3 DfS (Orange, avg +10 pts per year) Bella Vista:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cathedral City ES SWD: -167.7 DfS (Red) Desert Learning Academy EL: -143 DfS (Red) HI: -106.2 DfS (Red) Julius Corsini EL: -100.6 DfS (Red) HI: -97 DfS (Red) Katherine Finchy SWD: -155.4 DfS (Red) Landau SWD: -114.6 DfS (Red) Rio Vista SWD: -129.8 DfS (Red) Sunny Sands SWD: -110 DfS (Red) Two Bunch Palms SWD: -145.4 DfS (Red) Middle Schools Desert Springs ALL: -83.7 DfS (Red) SED: -119 DfS (Red) EL: -144.4 DfS (Red) SWD: -192.2 DfS (Red) HI: -121.4 DfS (Red) James Workman			HOM: -90 DfS (Yellow, avg +3 pts per year) Bubbling Wells EL: -96.1 DfS (Orange, avg +3 pts per year) Cathedral City ES SWD: -137.7 DfS (Orange, avg +10 pts per year) Desert Learning Academy EL: -113 DfS (Orange, avg +10 pts per year) HI: -76.2 DfS (Yellow, avg +10 pts per year) Julius Corsini EL: -85.6 DfS (Yellow, avg +5 pts per year) HI: -88 DfS (Yellow, avg +3 pts per year) Katherine Finchy SWD: -125.4 DfS (Orange, avg +10 pts per year) Landau	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -136.1 DfS (Red) SWD: -207.5 DfS (Red) Nellie Coffman ALL: -107.7 DfS (Red) SED: -108.6 DfS (Red) EL: -146.4 DfS (Red) SWD: -195.7 DfS (Red) HI: -112.1 DfS (Red) Painted Hills HOM: -156.6 DfS (Red) WH: -97.7 DfS (Red) Raymond Cree EL: -126.8 DfS (Red) HOM: -139.8 DfS (Red) AA: -142.1 DfS (Red) High Schools Mt. San Jacinto ALL: -139.3 DfS (Red) SED: -191.1 DfS (Red) EL: -213 DfS (Red) HI: -129.9 DfS (Red) Palm Springs EL: -195.3 DfS (Red) Rancho Mirage HS HI: -121.4 DfS (Red)			SWD: -84.6 DfS (Yellow, avg +10 pts per year) Rio Vista SWD: -99.8 DfS (Orange, avg +10 pts per year) Sunny Sands SWD: -80 DfS (Orange, avg +10 pts per year) Two Bunch Palms SWD: -115.4 DfS (Orange, avg +10 pts per year) Middle Schools Desert Springs ALL: -74.7 DfS (Yellow, avg +3 pts per year) SED: -89 DfS (Orange, avg +10 pts per year) EL: -114.4 DfS (Orange, avg +10 pts per year) SWD: -162.2 DfS (Orange, avg +10 pts per year) HI: -91.4 DfS (Orange, avg +10 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					James Workman EL: -106.1 DfS (Orange, avg +10 pts per year) SWD: -177.5 DfS (Orange, avg +10 pts per year) Nellie Coffman ALL: -98.7 DfS (Orange, avg +3 pts per year) SED: -99.6 DfS (Orange, avg +3 pts per year) EL: -116.4 DfS (Orange, avg +10 pts per year) SWD: -165.7 DfS (Orange, avg +10 pts per year) HI: -97.1 DfS (Orange, avg +5 pts per year) Painted Hills HOM: -126.6 DfS (Orange, avg +10 pts per year) WH: -88.7 DfS (Yellow, avg +3 pts per year) Raymond Cree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: -117.8 DfS (Orange, avg +3 pts per year) HOM: -109.8 DfS (Orange, avg +10 pts per year) AA: -112.1 DfS (Orange, avg +10 pts per year) High Schools Mt. San Jacinto ALL: -109.3 DfS (Yellow, avg +10 pts per year) SED: -161.1 DfS (Orange, avg +10 pts per year) EL: -183 DfS (Orange, avg +10 pts per year) HI: -114.9 DfS (Yellow, avg +5 pts per year) Palm Springs EL: -165.3 DfS (Orange, avg +10 pts per year) Rancho Mirage HS HI: -91.4 DfS (Yellow, avg +10 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	California Science Test (CAST) Percentage of Students Meeting or Exceeding Standard.	Spring 2023 Results All Students (ALL): 18.7% English Learners (EL): 2.1% Hispanic (HI): 16.0% African American (AA): 10.2% Socioeconomically Disadvantaged (SED): 18.4% Students with Disabilities (SWD): 4.9% Foster Youth (FY): 11.8%			Spring 2026 Results All Students (ALL): 24.7% (avg +2% per year) English Learners (EL): 14.1% (avg +4% per year) Hispanic (HI): 22.0% (avg +2% per year) African American (AA): 19.2% (avg +3% per year) Socioeconomically Disadvantaged (SED): 24.4% (avg +2% per year) Students with Disabilities (SWD): 13.9% (avg +3% per year) Foster Youth (FY): 20.8% (avg +3% per year)	
1.6	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. Results displayed as percent meeting or exceeding standard.	Spring 2023 Results All Students (ALL): 27.0% English Learners (EL): 12.6% Hispanic (HI): 24.3% African American (AA): 22.7% Socioeconomically Disadvantaged (SED): 26.6%			Spring 2026 Results All Students (ALL): 33% (avg +2% per year) English Learners (EL): 27.6% (avg +5% per year) Hispanic (HI): 30.3% (avg +2% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SWD): 4.7% Foster Youth (FY): 9.1%			African American (AA): 31.7% (avg +3% per year) Socioeconomically Disadvantaged (SED): 32.6% (avg +2% per year) Students with Disabilities (SWD): 25.7% (avg +7% per year) Foster Youth (FY): 30.1% (avg +7% per year)	
1.7	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. Results displayed as percent meeting or exceeding standard.	Spring 2023 Results All Students (ALL): 15.1% English Learners (EL): 1.2% Hispanic (HI): 12.9% African American (AA): 6.1% Socioeconomically Disadvantaged (SED): 14.8% Students with Disabilities (SWD): 1.2% Foster Youth (FY): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.			Spring 2026 Results All Students (ALL): 21.1% (avg +2% per year) English Learners (EL): 16.2% (avg +5% per year) Hispanic (HI): 18.9% (avg +2% per year) African American (AA): 18.1% (avg +4% per year) Socioeconomically Disadvantaged (SED): 20.8% (avg +2% per year) Students with Disabilities (SWD): 19.2% (avg +6% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth (FY): 20% or higher	
1.8	English Learner Progress Indicator (ELPI)- District Source: 2023 CA School Dashboard Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"	Fall 2023 CA School Dashboard English Learners (EL): 41.3% (Orange)			Fall 2026 CA School Dashboard English Learners (EL): 47.3% (Green, avg +2% per year)	
1.9	English Learner Progress Indicator (ELPI)- School and Student Group Source: 2023 CA School Dashboard Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Bella Vista EL: 36.4% (Red) Cathedral City ES EL: 34% (Red) Della Lindley EL: 42.5% (Red) Julius Corsini EL: 34.4% (Red) Landau EL: 38.8% (Red)			Fall 2026 CA School Dashboard Elementary Schools Bella Vista EL: 42.4% (Yellow, avg +2% per year) Cathedral City ES EL: 40% (Yellow, avg +2% per year) Della Lindley EL: 48.5% (Green, avg +2% per year) Julius Corsini	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rio Vista EL: 36.2% (Red) Middle Schools Nellie Coffman EL: 35.3% (Red) Raymond Cree EL: 43.8% (Red) High Schools Rancho Mirage HS EL: 31% (Red)			EL: 40.4% (Yellow, avg +2% per year) Landau EL: 44.8% (Yellow, avg +2% per year) Rio Vista EL: 42.2% (Yellow, avg +2% per year) Middle Schools Nellie Coffman EL: 41.3% (Yellow, avg +2% per year) Raymond Cree EL: 49.8% (Green, avg +2% per year) High Schools Rancho Mirage HS EL: 37% (Yellow, avg +2% per year)	
1.10	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	Local Calculation 2022-2023: 9.0%			Local Calculation 2025-2026: 12.0% (avg +1% per year)	
1.11	Graduation Rate Indicator- District	Fall 2023 CA School Dashboard			Fall 2026 CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"	All Students (ALL): 89.3% (Yellow) English Learners (EL): 80.9% (Green) Hispanic (HI): 89.4% (Yellow) African American (AA): 87.1% (Orange) Socioeconomically Disadvantaged (SED): 89.4% (Yellow) Students with Disabilities (SWD): 75% (Yellow) Foster Youth (FY): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.			All Students (ALL): 92.3% (Green, avg +1% per year) English Learners (EL): 86.9% (Green, avg +1% per year) Hispanic (HI): 92.4% (Green, avg +1% per year) African American (AA): 90.1% (Green, avg +1% per year) Socioeconomically Disadvantaged (SED): 92.4% (Green, avg +1% per year) Students with Disabilities (SWD): 81% (Green, avg +2% per year) Foster Youth (FY): 90.5% or higher	
1.12	Graduation Rate Indicator- School and Student Group Source: 2023 CA School Dashboard Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th	Fall 2023 CA School Dashboard High Schools Desert Hot Springs HOM: 61.9% (Red) WH: 67.6% (Red)			Fall 2026 CA School Dashboard High Schools Desert Hot Springs HOM: 70.9% (Yellow, avg +3% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Year Graduates (Performance Level)"				WH: 73.6% (Yellow, avg +2% per year)	
1.13	College/Career Indicator- District Source: 2023 CA School Dashboard Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 35.5% (Medium) English Learners (EL): 12.7% (Low) Hispanic (Hisp): 34.9% (Low) African American (AA): 17.6% (Low) Socioeconomically Disadvantaged (SED): 35.7% (Medium) Students with Disabilities (SWD): 4.9% (Very Low) Foster Youth (FY): 5.6% (Very Low) *NOTE: Fall 2023 Dashboard results for CCI Preparedness Rates were reported as Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) was not reported.			Fall 2026 CA School Dashboard All Students (ALL): 41.5% (Green, avg +2% per year) English Learners (EL): 24.7% (Yellow, avg +4% per year) Hispanic (Hisp): 40.9% (Green, avg +2% per year) African American (AA): 29.6% (Yellow, avg +4% per year) Socioeconomically Disadvantaged (SED): 41.7% (Green, avg +2% per year) Students with Disabilities (SWD): 25.9% (Yellow, avg +7% per year) Foster Youth (FY): 26.6% (Yellow, avg +7% per year) *NOTE: The 2024 cut-scores for CCI have not been released. Target	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					rates are based upon the 2019 five-by-five colored table.	
1.14	College/Career Indicator- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	Fall 2023 CA School Dashboard High Schools Desert Hot Springs SWD: 2.7% (Very Low) Mt. San Jacinto ALL: 3% (Very Low) SED: 2.7% (Very Low) EL: 0% (Very Low) HOM: 2.2% (Very Low) HI: 3.1% (Very Low) *NOTE: Fall 2023 Dashboard results for CCI Preparedness Rates were reported as Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) was not reported.			Fall 2026 CA School Dashboard High Schools Desert Hot Springs SWD: 11.7% (Yellow, avg +3% per year) Mt. San Jacinto ALL: 12% (Yellow, avg +3% per year) SED: 11.7% (Yellow, avg +3% per year) EL: 12% (Yellow, avg +4% per year) HOM: 11.2% (Yellow, avg +3% per year) HI: 12.1% (Yellow, avg +3% per year) *NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	UC and/or CSU Entrance Requirement Completion Rate Percentage of Graduates Meeting or Exceeding UC/CSU Entrance Requirements (A-G Criteria)	CDE DataQuest 2022-2023 ALL: 47.5% EL: 26.8% Hisp: 45.9% AA: 35.1% SED: 47.5% SWD: 12.5% FY: 0%			Class of 2026 Results ALL: 53.5% (avg +2% per year) EL: 35.8% (avg +3% per year) Hisp: 51.9% (avg +2% per year) AA: 44.1% (avg +3% per year) SED: 53.5% (avg +2% per year) SWD: 21.5% (avg +3% per year) FY: 15% (avg +5% per year)	
1.16	Career Technical Education (CTE) Program Completion Rate Percentage of CTE program students completing all academy/pathway required coursework with a C+ or better grade in each course	Local Calculation 2022-2023 ALL: 53.7%			Class of 2026 Results ALL: 59.7% (avg +2% per year)	
1.17	CTE Completers with UC/CSU Entrance Requirement Completion Rate	Local Calculation 2022-2023 (208 total CTE Completers) ALL: 74.0% EL: 70.6% Hisp: 70.3%			Class of 2026 Results ALL: 80.0% (avg +2% per year) EL: 76.6% (avg +2% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of CTE program completers (completed all academy/pathway required coursework with a C+ or better grade in each course) that also completed both UC/CSU Entrance Requirements	AA: 36.4% SED: 74.0% SWD: 66.7% FY: N/A (n=0) AI: N/A (n=0)			Hisp: 76.3% (avg +2% per year) AA: 66.4% (avg +10% per year) SED: 80.0% (avg +2% per year) SWD: 75.7% (avg +3% per year) FY: Baseline to be set when n>0	
1.18	Early Assessment Program (EAP) for English Language Arts (ELA) Results Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC ELA results	Spring 2023 Results ALL: 47.2% EL: 11.0% Hisp: 45.2% AA: 29.3% SED: 47.3% SWD: 4.9% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.			Spring 2026 Results ALL: 53.2% (avg +2% per year) EL: 20.0% (avg +3% per year) Hisp: 51.2% (avg +2% per year) AA: 38.3% (avg +3% per year) SED: 53.3% (avg +2% per year) SWD: 13.9% (avg +3% per year)	
1.19	Early Assessment Program (EAP) for Mathematics Results Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC Math results	Spring 2023 Results ALL: 17.9% EL: 1.0% Hisp: 15.5% AA: 8.6% SED: 17.9% SWD: 1.4% FY: * AI: *			Spring 2026 Results ALL: 23.9% (avg +2% per year) EL: 10.0% (avg +3% per year) Hisp: 21.5% (avg +2% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.			AA: 17.6% (avg +3% per year) SED: 23.9% (avg +2% per year) SWD: 10.4% (avg +3% per year)	
1.20	Advanced Placement (AP) Test Results Percent of students completing one or more AP exam with a score of 3 of higher on at least one exam.	Spring 2023 Results Locally Calculated from the Spring 2023 AP Results Data File ALL: 45% EL: 48% Hisp: 45% AA: 18% SED: 45% SWD: 46% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.			Spring 2026 Results ALL: 51% (avg +2% per year) EL: 54% (avg +2% per year) Hisp: 51% (avg +2% per year) AA: 30% (avg +4% per year) SED: 51% (avg +2% per year) SWD: 52% (avg +2% per year)	
1.21	Williams Textbook/Materials Compliance	2023-2024: 100% Williams textbook/materials compliance per RCOE monitoring process			2026-2027: 100% Williams textbook/materials compliance per RCOE monitoring process	
1.22	Teachers in "misassigned" positions.	0.08% (1 of 1,196) of teachers were in			2026-2027:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of teachers "misassigned" due to current credentials and teaching assignment mismatch.	"misassigned" positions in 2023-2024 per Cal-SASS reporting			0% of teachers in "misassigned" positions per Cal-SASS reporting	
1.23	Implementation of State Standards Ratings using the Priority 2 CA School Dashboard Reflection Tool.	2023-2024 Priority 2 Local Indicator Reflection Tool: 1 Item at Full Implementation and Sustainability 20 items at Full Implementation 2 items at Initial Implementation			2026-2027: Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 2 Local Indicator Reflection Tool	
1.24	Maintain broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students and students with exceptional needs as noted by Priority 7 CA School Dashboard Reflection Tool.	2023-2024: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.			2026-2027: Continued progress in eliminating barriers for student access to a broad course of study as indicated in the narrative entry within the Local Indicator Reflection Tool.	

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	Instructional Coaches	Instructional Coaches focus on supporting teachers through building capacity in best first instruction in various curricular areas. The coaches provide development and coaching to support evidence-based practices in the classroom focused on improving academic outcomes for LI, EL, and FY students. Instructional Coaches support teachers through co-planning, co-teaching, demonstration lessons, and leading professional development opportunities. Instructional Coaches hired include: • 13 Elementary Instructional Coaches • 2 Secondary Math Coaches • 1 NGSS Coach • 1 Secondary Literacy Coach • 1 History/Social Science Coach • 1 Collaboration and Assessment TOSA This action is primarily focused on supporting the needs of LI, EL, and FY	$3,342,968.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, however the resources dedicated to this action are also expected to improve outcomes for Students with Disabilities (SWD) and African American (AA) student groups as well. As part of working with school sites, coaches working on ELA and math content will be assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.		
1.2	Staff Professional Development	Professional development funding supports systematic and systemic strategy implementation efforts through training opportunities targeted at addressing the needs of LI, EL, an FY students. At the elementary level the focus is on developing effective ELA and Math instructional strategies including early literacy initiatives such as science of reading strategies. At the secondary level, there is a continuing focus on the implementation of productive Professional Learning Communities, with additional training in conceptual mathematics and related instructional strategy implementation. Smaller subject specific professional development budgets support ELA, Advanced Placement, NGSS, and middle school math lesson studies. Leadership development training for administrators, teachers, and aspiring administrators will also be included to align efforts to improve outcomes for LI, EL, and FY students. Professional development will occur both within and outside the academic year calendar. This budget includes consultant fees, supplemental staff pay for time outside of academic school day/year, and related professional development materials. Various district positions are fully or partially funded, all focused on improving educational opportunities for students with an emphasis on English learners, low income students, and foster youth.	$4,503,660.00	Yes
1.3	Additional Collaboration & Instructional Time	School schedules will maintain the current format, maximizing the use of instructional minutes within each school day. Weekly two-hour collaboration time will continue to be provided, allowing all teachers to work in PLCs to best address the needs of LI, EL, and FY students. As part of this action, one additional day of professional development and one additional instructional day are also supported.	$22,020,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Implementation and Support Services	The technology budget remains focused on ensuring equitable access to 1:1 technology and interactive technology for all students with a specific focus on the needs of LI, EL, and FY students. Devices and home wireless access are supported to provide students with access to digital learning resources and curriculum both in school and at home. Technology support personnel and technology TOSAs are supported to assist staff and students with technology related instructional strategies and technical support needs. Technology-based programs, such as esports and drone soccer, are supported to provide LI, EL, and FY students with STEM focused enrichment activities via a competitive structure.	$3,912,717.00	Yes
1.5	MTSS - Academic Supports	PSUSD will continue operate and further development an effective Multi-Tiered System of Supports (MTSS) model. Professional development opportunities will continue to be provided to ensure that teachers have a strong understanding of Universal Design for Learning framework to optimize learning for all LI, EL, and FY students. Professional development will also be provided for classified staff working directly with students to provide them with successful strategies to address students' needs both in Tier I and Tier II instruction. Primary Reading Intervention Teachers funded through the Learning Recovery Emergency Block Grant (LREBG) will continue to serve each elementary school to implement a systematic Tier II reading intervention program targeted at ensuring all LI, EL, and FY students are reading at grade level by the time they leave 3rd grade. Additional instructional support staff will be provided through LREBG to continue expanded service to additional LI, EL, and FY students. Associated professional development will be provided for staff implementing the program. Additional materials for the program will be purchased as needed to continue to increase and improve services in the program. Also funded via the LREBG, math intervention teachers will continue to serve secondary sites to support Tier II intervention through co-teaching, station rotation model, or middle school electives with specific focus on addressing the needs of LI, EL and FY students. Each middle school will continue to receive an additional federally funded intervention teacher for	$5,790,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reading to address identified LI, EL, and FY student needs in ELA, Additional materials for the program will be purchased as needed to continue to increase and improve services in the program. Associated professional development will also be provided for staff implementing the program. The Renaissance Star Comprehensive assessment system will continue to be implemented as a benchmark assessment, diagnostic measure, and progress monitoring tool. The system provides associated data analysis tools, online intervention and support structures, and access to digital reading materials which support intervention and academic performance gap closure efforts. Additional online applications, including digital adaptive intervention for ELA and math and a digital reading platform, will supplement small group academic support with individualized learning support available both in school and at home. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for SWD and AA student groups across the district. District and school level student groups scoring in the Red performance level on ELA and mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.		
1.6	English Learner Support	English learners are supported by the English Learner Programs Office, a team which includes the Coordinator of English Language Learners, Community Liaisons, and a Teacher on Special Assignment (TOSA). The Coordinator oversees all program efforts and Title III actions, supporting schools with professional development and support services for ELs. Eight community liaisons who provide various support to EL students including weekly high school newcomer meetings and in-class high school support.	$2,129,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Counselors on Special Assignment are supported at each high school specifically to support English learners students with mentoring services, access to tutoring, A-G eligibility support, and goal setting. Although principally supporting EL students, COSAs will also provide targeted support to the individualized needs of LTELs. Title III actions supporting EL students include 1) effective professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel, 2) enhanced instructional opportunities for newly-arrived immigrant children and youth, 3) effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the state academic standards, and 4) assist English learners in achieving English proficiency based on the State's English language proficiency assessment. In addtion, Title III funds are providing schools with supplemental ELD program materials for LTEL status prevention, the ELLevation program used to monitor EL student progress, and a Teacher on Special Assignment supporting EL strategy training and implementation. PSUSD was identified for Differentiated Assistance for the EL student group based on the results of the Fall 2023 Dashboard. School level EL student groups scoring in the Red performance level on ELA and ELPI will also be served via this action, contributing to improvement within Academic Indicator and ELPI outcomes for all school-based EL student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.		
1.7	Long Term English Learner (LTEL) Support	The EL Programs Office will coordinate multiple support structures for Long Term English Learners (LTELs). Teacher professional development on the use of integrated ELD in core content to target the needs of LTELs in secondary classrooms will be a focal point for student group outcome improvement. A new ELD course is in development designed to support LTELs in improving language acquisition and development leading to increased reclassification from the LTEL group. Targeted intervention during the school day will be provided through Title III funds supporting	$365,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LTELs at high need schools. Progress montoring will be conducted through the use of the ELLevation platform, connecting student performance to strategy implementation. Family nights supporting LTEL students and families are planned to increase awareness around reclassification criteria and support LTEL family needs. PSUSD was identified for Differentiated Assistance for the EL student group based on the results of the Fall 2023 Dashboard. In addition to serving the needs of ideintified LTEL students, school level EL student groups scoring in the Red performance level on ELA and ELPI will be served via this action. Therefore this action will contribute to improvement within Academic Indicator and ELPI outcomes for all school-based EL student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.		
1.8	Dual Immersion Program	The Dual Immersion (DI) program continues to expand within the district. Participating LI, EL, and FY students in the DI program have the opportunity to learn academic content while acquiring the Spanish language. The DI program was in place at one elementary school and one middle school in 2023-24, and will be expanding to the feeder high school in 2024-25. In addition, a second elementary school will be starting the DI program in TK and Kindergarten in 2024-25. A federally funded TOSA will be provided to support the DI program, providing instructional supports and professional development for DI teachers. Transportation costs are included to provide program access to students who live outside of DI program host schools boundaries	$2,367,736.00	Yes
1.9	High School Graduation and A-G Support	An additional counselor is supported at each of the four comprehensive high schools to support LI, EL, and FY ninth and tenth grade students who have been identified as at-risk of not meeting A-G or UC/CSU entrance requirements based on number of credits earned, current course grades, and chronic absenteeism rates. The Edgenuity program is funded to support LI, EL, and FY students with credit recovery. The Mission Graduate program supports students in	$2,804,812.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduating high school and becoming A-G ready via work with a tutor and the Edgenuity system. Extended school year opportunities are funded to provide high needs students opportunities for credit recovery or credit acceleration. AVID programs continue to be supported, focused on an equitable, student-centered approach to college and career preparation for LI, EL, and FY students. Additional counselor time and AP/IB/PSAT exam fee support is also funded. PSUSD was identified for Differentiated Assistance EL, FY, SWD, and AA student group results on the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for SWD and AA student groups as well. Student groups reporting in the Red performance level in Graduation Rate and/or the Very Low performance level on the CCI at both the district and school levels are supported through this action.		
1.10	CTE Programs	Administrative, certificated, and classified personnel are fully or partially funded to support the Career and Technical Education Programs districtwide. Various professional development opportunities, programs, and supplies are also supported, along with a federally funded TOSA to support implementation. Work Based Learning teachers support students internship opportunities connected with CTE programs in local businesses. These programs serve significant numbers of LI, EI, and FY students and provide access to CCI qualification criteria to groups in reporting in the Very Low performance level.	$3,131,307.00	Yes
1.11	Broad Course of Study and Class Size Reduction	Additional teaching staff are hired to support class size reduction efforts at all middle and high schools so that staff can more effectively address the needs of LI, EL, and FY students, increase access to a broad course of study, and improve classroom climate. Additional staffing results in class size reductions from the district teacher allotment formula in primary courses (e.g. English 1, IM 1) while expanding course offerings during other daily periods as part of providing a broad course of study in the	$7,648,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
		secondary school setting. Additional elementary teachers are funded to reduce and/or eliminate combination classes.		
1.12	Inclusion Instructional Model Support Personnel	Coaches, an assistive technology TOSA, a program specialist, and a coordinator continue to provide support to elementary and secondary teachers in inclusive practices and instructional models effective for students with diverse learning needs. Supports include assistance with classroom management, technology support, lesson planning with integration of Universal Design for Learning concepts, and specific nuances focused on ensuring the varied support needs of LI, FY, and EL students are effectively met. PSUSD was identified for Differentiated Assistance EL, FY, SWD, and AA student group results on the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for SWDs as well. Student groups reporting in the Red performance level in the Academic Indicator at both the district and school levels are supported through this action.	$1,453,696.00	Yes
1.13	Supplemental Inclusion Instructional Model Staffing	To address the varied intervention needs of LI, EL, and FY students, partial salaries are funded to allow for the hiring of additional general education teachers and special education teachers to support the needs of LI, EL, and FY students through inclusion instructional models. These teachers work collaboratively to further develop inclusionary practices and implement Universal Design for Learning concepts, ensuring LI, EL, and FY student access to grade level standards content while receiving individualized support. Stipends are provided to special education teachers to support additional collaboration and consultation time with general education teachers in implementing systems and practices for inclusive classrooms to support LI, EL, and FY students with diverse learning needs. PSUSD was identified for Differentiated Assistance EL, FY, SWD, and AA student group results on the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to	$1,678,514.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this action are expected to improve outcomes for SWDs as well. Student groups reporting in the Red performance level in the Academic Indicator at both the district and school levels are supported through this action.		
1.14	School Site Allocations	School sites are allocated funds based on high needs student percentages. Each school site will receive LCFF funding to support actions that directly target school needs and student group needs as identified in the School Plan for Student Achievement (SPSA) needs assessment process. Annually, schools complete a thorough needs assessment which includes a review of LI, EL, and FY student performance. Based on the needs assessment each school site works with their school site council to develop a SPSA which includes targeted actions to address the needs of their targeted student groups including LI, EL, and FY. Actions commonly included in PSUSD SPSAs supported with LCFF funds include: intervention teachers, academic coaches, extended day interventions, bilingual aide support, and additional counselor or additional mental health support. All school SPSAs are reviewed by the Educational Services Department to ensure alignment with the district LCAP. Final approval of each school SPSA is granted by the PSUSD Board of Education. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on the needs of LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for SWD and AA student groups across the district. District and school level student groups scoring in the Red performance level on ELA and mathematics will also be served via this action, with specific actions, metrics, and desired outcomes noted within each school's SPSA.	$5,788,272.00	Yes
1.15	Recruit & Retain Highly Qualified Staff	Reflective Coaches continue to support primarily newly hired teachers in their first and second year in the profession, working to ensure that all students have equitable access to effective teachers. Directors of	$2,801,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Certificated Human Resources work to ensure the recruitment and retention of highly qualified certificated staff. Four classified HR specialists support recruiting and processes related to both certificated and classified staff. Professional development funds are provided to support staff training in topics including but not limited to leadership development, teacher induction training, and position specific training for certificated staff. In conjunction with funding via multiple grants, the district continues to operate a Teacher Residency program. This program creates a pipeline of teaching candidates through year-long residency placements in high need positions such as special education, mathematics, science, and transitional kindergarten.		
1.16	Kindergarten Support	LI, EL, and FY students in each full-day Kindergarten classroom receive support provided by paraprofessionals. These positions collaborate with the classroom teacher and provide support via small group work or individualized support depending on the needs of the students. PSUSD was identified for Differentiated Assistance EL, FY, SWD, and AA student group results on the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for SWD and AA student groups in early reading and mathematics skills as well.	$1,356,619.00	Yes
1.17	Enhanced Elementary Learning Opportunities	PSUSD continues to provide additional music teachers allowing all TK-5 LI, EL, and FY students to receive music instruction once a week by a certificated music teacher. Physical education teachers provide 200 minutes of physical education by a certificated P.E. teacher to LI, EL, and FY elementary students every ten days. Fifteen elementary STEAM Teachers continue to provide LI, EL, and FY students at every elementary school site with weekly instruction in applied lessons in topics of science, technology, engineering, arts, and mathematics. These staff members and their related programs create additional grade level collaboration opportunities for TK-5 teachers to plan around addressing the needs of LI,	$6,347,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL, and FY students. Funding for materials, supplies, and licenses for content related resources support these program. PSUSD was identified for Differentiated Assistance EL, FY, SWD, and AA student group results on the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for SWD and AA student groups as well.		
1.18	Arts Education and Enrichment	Various art enrichment opportunities and experiences are provided to LI, EL, and FY students throughout the district, organized by the Coordinator of Visuals and Performing Arts. Various enrichment opportunities for middle and high school students are supported to ensure that our LI, EL, and FY students have access to colleges and enrichment experiences. Secondary band and choir programs are provided additional supplies and materials to support effective implementation of these programs.	$807,549.00	Yes
1.19	Expanded Learning Program	The Director of Expanded Learning develops and supports academic and enrichment programs, integrating the Expanded Learning Opportunities Program (ELOP) and ASES learning programs to extend and expand learning opportunities for LI, EL, and FY students before school, after school, and during intersession periods. Program funded staff is provided to support program management. As of time of plan writing, the official 2024-25 funding results for ELOP and ASES were not yet available from the CDE, therefore initial 2024-25 program budgets are identified for this action within the LCAP plan document. Additional information regarding ELOP and ASES services can be found within the district's ELOP plan.	$15,243,371.00	No
1.20	Technical Assistance - Academics	PSUSD was identified for Differentiated Assistance EL, FY, SWD, and AA student group results on the Fall 2023 Dashboard. PSUSD has worked with Riverside County Office of Education on multiple structures as part of technical assistance in academics. This collaboration has included a transcript analysis process at the high school level and ongoing support for elementary school literacy plans through the Literacy Coach and Reading	$7,751,103.00	No

Action #	Title	Description	Total Funds	Contributing
		Specialist (LCRS) grant program. Implementation of planned system improvements resulting from the transcript analysis will be continued at high schools at no additional cost to the district, focusing on addressing barriers for students in meeting both graduation requirements and UC/CSU eligibility criteria. Ongoing support will occur in 2024-25 for literacy plan development in all elementary schools as an extension of implementing LCRS funded actions at no additional cost to the district, leading to improved results in state and local ELA performance. Funding noted represents the collective LCRS grant funding across eligible PSUSD elementary schools.		
1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	PSUSD has developed a Compliance and Improvement Monitoring (CIM) plan to address the needs of SWD and systemic program improvements across the district. The CIM Team, including support from Riverside County SELPA and the High Quality IEPs Project, reviews each action within the plan during regularly scheduled meetings, utilizing progress monitoring data to drive next steps in implementation. Data used in these reviews includes but is not limited to academic performance data, placement data to monitor least restrictive environment placement rates, and observational data regarding implementation of strategies across the system. Noted action funding includes Assistant Director and Program Specialist salaries for positions who are primarily responsible for implementation and monitoring progress of the CIM plan.

This action is primarily focused on improving performance for the SWD student group across academic measures, acting as a component of the DA process. Outcomes for this action are measured per CIM plan metrics, including but not limited to increasing the percentage of SWD participation in general education classrooms, improved monitoring of individualized performance levels, and the alignment of current performance levels in IEP goal development. Dashboard indicators reporting in the Red performance level for SWDs at both district and school site levels as identified in the Measuring and Reporting Results section of both Goal 1 and Goal 3 are expected to be positively impacted by this action. | $458,037.00 | No |

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

PSUSD is committed to community and parent engagement, valuing the ongoing relationships with our diverse local community and striving to connect with families, students, and community members in innovative, active, and responsive ways. It is our belief that all members of the learning community impact student success, and maintaining positive engagement with educational partners is a key aspect in providing successful programs that lead to improved student outcomes. We value the diverse cultures within our local communities, and strive to build positive relationships with families centered on trust, respect, and a focus on student success.

The metrics listed under Goal 2 were used to develop the goal statement and determine actions within the goal in an effort to continuously improve outcomes for LI, EL, and FY students. Actions are also intended to be responsive to family, student, and community needs based on educational partner input and feedback. The district continues to effectively implement the Parent Advisory Committee (PAC) model, and educational partner feedback regarding those meetings and input sessions have been positive. While educational partner feedback regarding the Family Center and participation rates in Family Center events continue to be positive, LCAP survey responses and educational partner meeting input identify an evolving need for various parent connection and family support services across a variety of education-related topics. These include a continuation of workshops, trainings, and parent courses. Parent and family feedback has been more positive about district communication systems, with feedback indicating a desire for the district to continue work to increase the quality and accessibility of communication between schools and parents.

The actions in Goal 2 are intended to support family and community involvement and engagement. This will be accomplished though various outreach efforts, services, and supports based on identified needs and educational partner input. Metrics within Goal 2, such as survey results and participation in Family Center events, allow the district to monitor progress throughout the year and make adjustments to services and programs in a responsive and timely manner. PSUSD has an ongoing focus on creating a set of resources, services, and programs that result in ongoing positive and collaborative relationships with families and local communities centered on student success in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Participation in Educational Partner Input Processes	Winter 2024 LCAP Input Surveys Total Family Surveys Submitted: 2,775 Total Community Member Surveys Submitted: 7			2025-2026 LCAP Input Surveys Maintain or increase family survey completion from 2024-2025.	
2.2	Family Perception of School Connectedness via School Climate Survey Percentage of families reporting favorably regarding School Connectedness (Sense of Belonging)	Winter 2024 Sense of Belonging (School Connectedness)- 93% of families responded favorably (2,775 responses)			Winter 2026 Survey Maintain or increase the percentage of families responding favorably for Sense of Belonging (School Connectedness) from Winter 2025 levels.	
2.3	Family Perception of School Safety via School Climate Survey Percentage of families reporting favorably regarding School Safety	Winter 2024 School Safety- 92% of families responded favorably (2,775 responses)			Winter 2026 Survey Maintain or increase the percentage of families responding favorably for School Safety from Winter 2025 levels.	
2.4	Family Perception of School Climate of Support for Academic	Winter 2024 School Climate of Support for Academic Learning- 93% of			Winter 2026 Survey Maintain or increase the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning via School Climate Survey Percentage of families reporting favorably regarding School Climate of Support for Academic Learning	families responded favorably (2,775 responses)			percentage of families responding favorably for School Climate of Support for Academic Learning from Winter 2025 levels.	
2.5	Number of PTA/PTO/PTG	2023-2024 12 active PTA/PTO/PTG groups at school sites.			2025-2026 Maintain or increase number of active PTA/PTO/PTG groups from 2024-2025 rate	
2.6	Number of active district advisory/action committees managed by the Family Center	2023-2024 9 advisory groups involving parents were managed by the Family Center.			2025-2026 Maintain or increase number of active district advisory/action committees from 2024-2025 rate	
2.7	Number of Family Center coordinated events (conferences, workshops, meetings)	2023-2024 266 total conference, workshops, and meeting events coordinated through the Family Center.			2025-2026 Maintain or increase number of Family Center coordinated events from 2024-2025 rate	
2.8	Number of parents/guardians	2023-2024			2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	attending one or more Family Center sponsored event	3,677 parents/guardians attended one or more Family Center sponsored events.			Maintain or increase number of parents attending one or more Family Center sponsored events from 2024-2025 rate	
2.9	Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 1

Building Relationships Between School Staff and Families | 2023-2024 Priority 3 Local Indicator Reflection Tool Section 1:
1 item in Full Implementation
3 items in Initial Implementation | | | 2025-2026
Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 1 | |
| 2.10 | Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 2

Building Partnerships for Student Outcomes | 2023-2024 Priority 3 Local Indicator Reflection Tool Section 2:
2 items in Full Implementation
2 items in Initial Implementation | | | 2025-2026
Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 2 | |
| 2.11 | Parental Involvement and Family Engagement (LCFF Priority 3 | 2023-2024 Priority 3 Local Indicator Reflection Tool Section 3: | | | 2025-2026
Full Implementation or Full | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reflection Tool) - Section 3 Building Seeking Input for Decision Making	4 items in Full Implementation			Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 3	

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	District Family Engagement Center	The PSUSD Family Engagement Center provides services to LI, EL, and FY student families and facilitates multiple committees and workshops. A Parent Engagement Coordinator and Family Engagement Center staff develop these engagement opportunities in response to educational	$522,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partner input and family needs. Funding is provided for these positions and operational funds to provide services and workshops.		
2.2	School Site Parent Support Staff	Coordinated through the Family Engagement Center, Family and Community Engagement (FACE) Specialists are assigned to support school sites in the active engagement of families and community partners. FACE Specialists focus on the active engagement of LI, EL, and FY families through direct family contact, messaging via ParentSquare and other communication methods, and holding site-based parent and family events and workshops. Bilingual office technicians have been provided at five high priority elementary schools to facilitate daily parent engagement though oral and written translation and support, primarily focused on supporting our EL families.	$1,254,001.00	Yes
2.3	Communication	In response to educational partner input, improvements will continue to be made to communication structures in order to develop a single cohesive communication system for district families. Ongoing use and training related to ParentSquare will be provided through the Family Engagement Center and school site personnel. The district's Digital Media Specialist is focused on expanding communications across platforms and improving accessibility for LI, EL, and FY parents and families particularly via social media channels. The Digital Media Specialist also supports school sites in further developing their online communications systems and social media footprint to further support two-way communication with parents and families.	$152,979.00	Yes
2.4	Diversity and Racial Equity	The district's Diversity and Racial Equity (DRE) team will continue to actively engage staff and district educational partners in developing and using culturally-responsive methodologies. The DRE team will support students and staff in equity driven initiatives to ensure that all district campuses are welcoming environments, broadening awareness and providing strategies for inclusion. Conscious Education training for staff	$509,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will continue to be provided by the DRE team, as well as the annual district Equity Conference which brings together educational partners to collaborate around equity topics.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

PSUSD believes that students are most successful in learning environments where their social-emotional needs are met and where they feel physically and emotionally safe. To that end, the district strives to create welcoming and inclusive environments where students are able to build strong interpersonal connections, mutually respectful relationships, and receive support as needed in order to be successful.

The metrics listed under Goal 3 were used to develop the goal statement and develop a set of actions that can support the social, behavioral, and mental health needs of each LI, EL, and FY student while providing access and promoting attendance at school. A variety of needs have been identified, indicating that the district must continue to provide a variety of services to support these needs and respond to the changing conditions in our students' lives.

The needs assessment conducted in preparation for the 2023-2024 version of the LCAP identified the following:
1. The district has been identified for Differentiated Assistance for four student groups based on the results of the Fall 2023 Dashboard. As noted above, identified student groups are Students with Disabilities (SWD), English Learners (EL), Foster Youth (FY), and African American (AA) students. All four groups reported chronic absenteeism rates in the Red performance level. Other indicators reporting in the lowest performance level include suspension rate (SWD, FY, AA), Mathematics (EL, FY, SWD, AA), and ELA performance (SWD, EL, FY). SWD and FY student groups reported in the Very Low status level for CCI. Targeted support is needed to meet the needs of each of these groups in connecting students with school on a daily basis and supporting behavioral needs during the school day.
2. Chronic absenteeism rates are the most significant area for improvement for the district based on 2022-23 outcomes. Per the Fall 2023 Dashboard, PSUSD's "all students" group reported in the Red performance level for chronic absenteeism (38.9%). Ten district student groups reported in the Red performance level for this indicator, and twenty schools reported in the Red performance level for the "all students" group.
3. Suspension rates on the Fall 2023 Dashboard reported at 6.9%, placing the district in the Orange performance level. Outcomes for student groups vary in this measure, indicating a continuing need for differentiated supports and MTSS structures to create equitable outcomes and address individual student needs.
4. Dropout rates maintained a similar rate in 2022-23 as compared to the 2021-22 school year. This rate continues to be higher than previous rates indicating a continued need to support struggling students.

5. Perceptions of school safety in the Winter 2024 student surveys were similar to Winter 2023 results. 59% of elementary students rated safety items favorably, within 1% of the prior year result. Secondary ratings increased 2%, from 63% in 2023 to 65% in 2024. Additional work is still needed in the area of school safety in order to increase positive survey response rates and leverage the improvement seen at the secondary level on the 2024 survey.

6. Student perceptions of school connectedness also reported similar levels in 2024. 73% of elementary students rated school connectedness items favorably, maintaining the prior year result. Secondary ratings increased 2%, from 48% in 2023 to 50% in 2024. Efforts have commenced to better connect students with schools, however continuing improvements are needed in creating welcoming, positive, and supportive environments at schools.

7. Educational partner input and feedback continues to prioritize a need for additional mental health and social-emotional learning support for LI, EL, and FY students while at school.

The actions in Goal 3 are intended to create learning safe and supporting environments and provide services to ensure LI, EL, and FY students are physically and emotionally healthy. Actions are adjusted during the school year to respond to the rapidly evolving needs of students based on progress monitoring measures associated with the metrics noted in Goal 3. By improving the LI, EL, and FY student experience and serving individual and group needs, PSUSD will create emotionally safe and inspiring learning environments where students can reach their fullest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate-District Source: 2023 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 6.9% (Orange) English Learners (EL): 6.1% (Orange) Hispanic (HI): 6.6% (Orange) African American (AA): 15.4% (Red) Socioeconomically Disadvantaged (SED): 7% (Orange) Students with Disabilities (SWD): 9.1% (Red)			Fall 2026 CA School Dashboard All Students (ALL): 6.0% (Yellow, -0.3% per year) English Learners (EL): 5.2% (Yellow, -0.3% per year) Hispanic (HI): 5.7% (Yellow, -0.3% per year) African American (AA): 9.4% (Yellow, -2.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): 17.9% (Red) American Indian (AI): 7.1% (Yellow)			Socioeconomically Disadvantaged (SED): 6.1% (Yellow, -0.3% per year) Students with Disabilities (SWD): 6.1% (Yellow, -1.0% per year) Foster Youth (FY): 11.9% (Yellow, -2.0% per year) American Indian (AI): 6.2% (Yellow, -0.3% per year)	
3.2	Suspension Rate- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Cabot Yerxa SWD: 10.8% (Red) AA: 8.5% (Red) Julius Corsini ALL: 3.3% (Red) SED: 3.5% (Red) WH: 7% (Red) Vista del Monte WH: 8.6% (Red) Middle Schools Desert Springs ALL: 18.2% (Red)			Fall 2026 CA School Dashboard Elementary Schools Cabot Yerxa SWD: 7.8% (Yellow, -1.0% per year) AA: 7.6% (Orange, -0.3% per year) Julius Corsini ALL: 2.4% (Green, -0.3% per year) SED: 2.6% (Green, -0.3% per year) WH: 4% (Orange, -1% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 18.4% (Red) EL: 15.7% (Red) HOM: 19.8% (Red) SWD: 21.8% (Red) AA: 28.6% (Red) HI: 17.5% (Red) WH: 16.7% (Red) James Workman ALL: 13.8% (Red) SED: 13.9% (Red) EL: 17.4% (Red) HOM: 12.5% (Red) FI: 15.2% (Red) HI: 14.1% (Red) Nellie Coffman SED: 12.2% (Red) HOM:13.9% (Red) HI: 12.1% (Red) Painted Hills ALL: 15.9% (Red) SED: 16.1% (Red) HOM: 26.8% (Red) AA: 26.9% (Red) HI: 15.1% (Red) Raymond Cree ALL: 17.7% (Red) SED: 17.3% (Red) EL: 18% (Red) HOM: 22.2% (Red) SWD: 20.7% (Red) HI: 16.2% (Red) WH: 14.4% (Red)			Vista del Monte WH: 5.6% (Yellow, -1% per year) Middle Schools Desert Springs ALL: 15.2% (Orange, -1% per year) SED: 15.4% (Orange, -1% per year) EL: 12.7% (Orange, -1% per year) HOM: 13.8% (Orange, -2% per year) SWD: 15.8% (Orange, -2% per year) AA: 13.6% (Yellow, -5% per year) HI: 11.5% (Yellow, -2% per year) WH: 13.7% (Orange, -1% per year) James Workman ALL: 7.8% (Green, -2% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High Schools Cathedral City HS EL: 10.1% (Red) Desert Hot Springs ALL: 10.5% (Red) SED: 10.6% (Red) FOS: 32.4% (Red) HOM: 15.3% (Red) SWD: 18.8% (Red) AA: 29.4% (Red) Mt. San Jacinto HOM: 13.6% (Red) Palm Springs AA: 11.9% (Red) Rancho Mirage HS ALL: 12.8% (Red) SED: 13% (Red) HOM: 17.2% (Red) SWD: 21.3% (Red) AA: 31.6% (Red) HI: 13% (Red) WH: 11.8% (Red)			SED: 7.9% (Green, -2% per year) EL: 11.4% (Yellow, -2% per year) HOM: 9.5% (Yellow, -1% per year) FI: 9.2% (Yellow, -2% per year) HI: 8.1% (Yellow, -2% per year) Nellie Coffman SED: 9.2% (Yellow, -1% per year) HOM:9.4% (Yellow, -1.5% per year) HI: 9.1% (Yellow, -1% per year) Painted Hills ALL: 12.9% (Orange, -2% per year) SED: 10.1% (Yellow, -2% per year) HOM: 11.8% (Yellow, -5% per year) AA: 11.9% (Yellow, -5% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HI: 12.1% (Orange, -1% per year)	
					Raymond Cree ALL: 11.7% (Yellow, -2% per year) SED: 11.3% (Yellow, -2% per year) EL: 12% (Yellow, -2% per year) HOM: 13.2% (Yellow, -3% per year) SWD: 11.7% (Yellow, -3% per year) HI: 13.2% (Orange, -1% per year) WH: 11.4% (Yellow, -1% per year)	
					High Schools	
					Cathedral City HS EL: 7.1% (Yellow, -1% per year)	
					Desert Hot Springs ALL: 7.5% (Yellow, -1% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 7.6% (Yellow, -1% per year) FOS: 11.4% (Orange, -7% per year) HOM: 12.3% (Orange, -1% per year) SWD: 12.8% (Orange, -2% per year) AA: 14.4% (Orange, -5% per year) Mt. San Jacinto HOM: 10.6% (Orange, -1% per year) Palm Springs AA: 8.9% (Yellow, -1% per year) Rancho Mirage HS ALL: 9.8% (Yellow, -1% per year) SED: 10% (Yellow, -1% per year) HOM: 14.2% (Orange, -1% per year) SWD: 15.3% (Yellow, -2% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					AA: 13.6% (Yellow, -6% per year) HI: 10% (Yellow, -1% per year) WH: 8.8% (Yellow, -1% per year)	
3.3	Expulsion Rates Source: CDE DataQuest Percentage of students expelled during the school year.	CDE DataQuest 2022-2023 ALL: 0.2% EL: 0.2% HI: 0.2% AA: 0.7% SED: 0.2% SWD: 0.1% FY: 0.6% AI: 1.2%			2026-2027 Results ALL: maintain under 0.5% EL: maintain under 0.5% HI: maintain under 0.5% AA: maintain under 0.5% SED: maintain under 0.5% SWD: maintain under 0.5% FY: 0.5% or less	
3.4	Student Attendance Rate Source: Local Calculation Average percentage of students attending each school day.	Local Calculation 2022-2023 ALL: 88.2% EL: 88.4% HI: 88.3% AA: 84.7% SED: SWD: 86.3% FY: 83.8% AI: 83.8% NOTE: 2022-2023 attendance rates were significantly impacted			ALL: 95.0% or higher EL: 95.0% or higher HI: 95.0% or higher AA: 95.0% or higher SED: 95.0% or higher SWD: 95.0% or higher FY: 95.0% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		by health guidance rules for the academic year.				
3.5	Chronic Absenteeism-District Source: 2023 CA School Dashboard Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	Fall 2023 CA School Dashboard ALL: 38.9% (Red) EL: 35.4% (Red) HI: 38.7% (Red) AA: 48.3% (Red) SED: 39.1% (Red) SWD: 46.7% (Red) FY: 44.1% (Red) HOM: 47.7% (Red) FI: 16.8% (Red) TOM: 41.1% (Red) WH: 41.5% (Red)			Fall 2026 CA School Dashboard ALL: 29.9% (Yellow, avg -3.0% per year) EL: 24.4% (Yellow, avg -3.0% per year) HI: 29.7% (Yellow, avg -3.0% per year) AA: 27.3% (Yellow, avg -7.0% per year) SED: 27.1% (Yellow, avg -4.0% per year) SWD: 25.7% (Yellow, avg -7.0% per year) FY: 26.1% (Yellow, avg -6.0% per year) HOM: 29.7% (Yellow, avg -6.0% per year) FI: 10.8% (Yellow, avg -2.0% per year) TOM: 29.1% (Yellow, avg -4.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					WH: 29.5% (Yellow, avg -4.0% per year)	
3.6	Chronic Absenteeism- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente ALL: 37.9% (Red) SED: 37.6% (Red) EL: 33.1% (Red) HOM: 38.7% (Red) SWD: 47.2% (Red) HI: 37.1% (Red) Bella Vista ALL: 49.5% (Red) SED: 50.8% (Red) EL: 48.3% (Red) HOM: 60.8% (Red) SWD: 51.1% (Red) HI: 50.8% (Red) TOM: 45.3% (Red) WH: 51.4% (Red) Bubbling Wells ALL: 43.7% (Red) SED: 43.6% (Red) EL: 41.5% (Red) SWD: 53.8% (Red) HI: 43.2% (Red) Cabot Yerxa ALL: 49.8% (Red) SED: 49.7% (Red)			Fall 2026 CA School Dashboard Elementary Schools Agua Caliente ALL: 28.9% (Yellow, avg -3.0% per year) SED: 28.6% (Yellow, avg -3.0% per year) EL: 24.1% (Yellow, avg -3.0% per year) HOM: 29.7% (Yellow, avg -3.0% per year) SWD: 26.2% (Yellow, avg -7.0% per year) HI: 28.1% (Yellow, avg -3.0% per year) Bella Vista ALL: 37.5% (Yellow, avg -4.0% per year) SED: 38.8% (Yellow, avg -4.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 41.6% (Red) HOM: 58.2% (Red) SWD: 10.8% (Red) AA: 8.5% (Red) HI: 49.9% (Red) WH: 38.1% (Red) Cahuilla ALL: 43.6% (Red) SED: 44.2% (Red) EL: 32.8% (Red) HOM: 61.9% (Red) SWD: 52.7% (Red) AA: 52.2% (Red) HI: 41.7% (Red) WH: 52.8% (Red) Cathedral City ES ALL: 38.9% (Red) SED: 39.3% (Red) EL: 32.1% (Red) HOM: 42.2% (Red) SWD:45.5% (Red) HI: 37.9% (Red) Della Lindley ALL: 34.8% (Red) SED: 35.4% (Red) EL: 30.2% (Red) HOM: 47.9% (Red) SWD: 47.7% (Red) HI: 34% (Red) WH: 46.5% (Red) Julius Corsini ALL: 56.8% (Red) SED: 56.7% (Red)			EL: 39.3% (Yellow, avg -3.0% per year) HOM: 45.8% (Yellow, avg -5.0% per year) SWD: 39.1% (Yellow, avg -4.0% per year) HI: 40.3% (Yellow, avg -3.5% per year) TOM: 36.3% (Yellow, avg -3.0% per year) WH: 39.4% (Yellow, avg -4.0% per year) Bubbling Wells ALL: 34.7% (Yellow, avg -3.0% per year) SED: 34.6% (Yellow, avg -3.0% per year) EL: 32.5% (Yellow, avg -3.0% per year) SWD: 41.8% (Yellow, avg -4.0% per year) HI: 34.2% (Yellow, avg -3.0% per year) Cabot Yerxa	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 51.9% (Red) SWD: 58% (Red) AA: 66.7% (Red) HI: 55.2% (Red) WH: 55.3% (Red) Katherine Finchy ALL: 35.6% (Red) SED: 35.6% (Red) EL: 28.3% (Red) HOM: 50% (Red) SWD: 54.9% (Red) AA: 53.8% (Red) HI: 35.8% (Red) TOM: 36.4% (Red) WH: 32% (Red) Landau ALL: 33.5% (Red) SED: 33.5% (Red) EL: 32.8% (Red) HI: 34.9% (Red) Rancho Mirage ES ALL: 38.6% (Red) SED: 39.6% (Red) EL: 34.2% (Red) HOM: 47.1% (Red) SWD: 53.8% (Red) HI: 41.7% (Red) Rio Vista ALL: 36.4% (Red) SED: 36% (Red) EL: 34.8% (Red) HOM: 49.1% (Red) SWD: 42.4% (Red)			ALL: 37.8% (Yellow, avg -4.0% per year) SED: 37.7% (Yellow, avg -4.0% per year) EL: 32.6% (Yellow, avg -3.0% per year) HOM: 43.2% (Yellow, avg -5.0% per year) SWD: 7.8% (Yellow, avg -1.0% per year) AA: 5.5% (Green, avg -1.0% per year) HI: 37.9% (Yellow, avg -4.0% per year) WH: 29.1% (Yellow, avg -3.0% per year) Cahuilla ALL: 31.6% (Yellow, avg -4.0% per year) SED: 32.2% (Yellow, avg -4.0% per year) EL: 23.8% (Yellow, avg -3.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 36.4% (Red) WH: 39.1% (Red) Sunny Sands ALL: 28% (Red) SED: 28% (Red) HOM: 35.4% (Red) SWD: 22.2% (Red) HI: 27.8% (Red) WH: 30.8% (Red) Two Bunch Palms WH: 65.4% (Red) Vista del Monte ALL: 35.4% (Red) SED: 35.5% (Red) EL: 29.1% (Red) SWD: 38.8% (Red) HI: 34.3% (Red) WH: 38.2% (Red) Middle Schools Desert Springs ALL: 47.1% (Red) SED: 47.1% (Red) EL: 41.6% (Red) HOM: 60.8% (Red) SWD: 53.8% (Red) AA: 61.5% (Red) HI: 46.6% (Red) James Workman ALL: 29% (Red) SED: 29.1% (Red) EL: 33.5% (Red)			HOM: 46.9% (Yellow, avg -5.0% per year) SWD: 40.7% (Yellow, avg -4.0% per year) AA: 40.2% (Yellow, avg -4.0% per year) HI: 32.7% (Yellow, avg -3.0% per year) WH: 40.8% (Yellow, avg -4.0% per year) Cathedral City ES ALL: 29.9% (Yellow, avg -3.0% per year) SED: 27.3% (Yellow, avg -4.0% per year) EL: 23.1% (Yellow, avg -3.0% per year) HOM: 30.2% (Yellow, avg -4.0% per year) SWD: 33.5% (Yellow, avg -4.0% per year) HI: 28.9% (Yellow, avg -3.0% per year) Della Lindley	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 37.8% (Red) SWD: 41% (Red) HI: 29.9% (Red) WH: 30.8% (Red) Nellie Coffman ALL: 35.8% (Red) SED: 35.6% (Red) EL: 35.3% (Red) HOM: 44.4% (Red) SWD: 48.5% (Red) HI: 35.2% (Red) WH: 54.5% (Red) Painted Hills ALL: 51.1% (Red) SED: 51.1% (Red) EL: 45.4% (Red) HOM: 56.7% (Red) SWD: 60% (Red) AA: 65.3% (Red) HI: 50.2% (Red) WH: 54.7% (Red) Raymond Cree ALL: 32% (Red) SED: 32.2% (Red) SWD: 48.2% (Red) AA: 41.3% (Red) HI: 32.1% (Red) WH: 34.7% (Red)			ALL: 25.8% (Yellow, avg -3.0% per year) SED: 26.4% (Yellow, avg -3.0% per year) EL: 21.2% (Yellow, avg -3.0% per year) HOM: 32.9% (Yellow, avg -5.0% per year) SWD: 32.7% (Yellow, avg -5.0% per year) HI: 25% (Yellow, avg -3.0% per year) WH: 31.5% (Yellow, avg -5.0% per year) Julius Corsini ALL: 41.8% (Yellow, avg -5.0% per year) SED: 41.7% (Yellow, avg -5.0% per year) EL: 42.9% (Yellow, avg -3.0% per year) SWD: 43% (Yellow, avg -5.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					AA: 45.7% (Yellow, avg -7.0% per year) HI: 43.2% (Yellow, avg -4.0% per year) WH: 43.3% (Yellow, avg -4.0% per year) Katherine Finchy ALL: 24.6% (Yellow, avg -3.0% per year) SED: 24.6% (Yellow, avg -3.0% per year) EL: 19.3% (Yellow, avg -3.0% per year) HOM: 38% (Yellow, avg -4.0% per year) SWD: 39.9% (Yellow, avg -5.0% per year) AA: 35.8% (Yellow, avg -6.0% per year) HI: 26.8% (Yellow, avg -3.0% per year) TOM: 27.4% (Yellow, avg -3.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					WH: 23% (Yellow, avg -3.0% per year) Landau ALL: 24.5% (Yellow, avg -3.0% per year) SED: 24.5% (Yellow, avg -3.0% per year) EL: 23.8% (Yellow, avg -3.0% per year) HI: 25.9% (Yellow, avg -3.0% per year) Rancho Mirage ES ALL: 29.6% (Yellow, avg -3.0% per year) SED: 30.6% (Yellow, avg -3.0% per year) EL: 25.2% (Yellow, avg -3.0% per year) HOM: 32.1% (Yellow, avg -5.0% per year) SWD: 38.8% (Yellow, avg -5.0% per year) HI: 32.7% (Yellow, avg -3.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Rio Vista ALL: 27.4% (Yellow, avg -3.0% per year) SED: 27% (Yellow, avg -3.0% per year) EL: 25.8% (Yellow, avg -3.0% per year) HOM: 34.1% (Yellow, avg -5.0% per year) SWD: 33.4% (Yellow, avg -3.0% per year) HI: 27.4% (Yellow, avg -3.0% per year) WH: 30.1% (Yellow, avg -3.0% per year) Sunny Sands ALL: 19% (Yellow, avg -3.0% per year) SED: 19% (Yellow, avg -3.0% per year) HOM: 20.4% (Yellow, avg -5.0% per year) SWD: 19.2% (Yellow, avg -1.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HI: 18.8% (Yellow, avg -3.0% per year) WH: 20.3% (Yellow, avg -3.5% per year) Two Bunch Palms WH: 44.4% (Yellow, avg -7.0% per year) Vista del Monte ALL: 26.4% (Yellow, avg -3.0% per year) SED: 26.5% (Yellow, avg -3.0% per year) EL: 20.1% (Yellow, avg -3.0% per year) SWD: 26.8% (Yellow, avg -4.0% per year) HI: 25.3% (Yellow, avg -3.0% per year) WH: 26.2% (Yellow, avg -4.0% per year) Middle Schools Desert Springs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ALL: 32.1% (Yellow, avg -5.0% per year) SED: 32.1% (Yellow, avg -5.0% per year) EL: 32.6% (Yellow, avg -3.0% per year) HOM: 39.8% (Yellow, avg -4.0% per year) SWD: 38.8% (Yellow, avg -5.0% per year) AA: 40.5% (Yellow, avg -7.0% per year) HI: 37.6% (Yellow, avg -3.0% per year) James Workman ALL: 20% (Yellow, avg -3.0% per year) SED: 20.1% (Yellow, avg -3.0% per year) EL: 24.5% (Yellow, avg -3.0% per year) HOM: 25.8% (Yellow, avg -4.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 26% (Yellow, avg -5.0% per year) HI: 20.9% (Yellow, avg -3.0% per year) WH: 21.8% (Yellow, avg -3.0% per year) Nellie Coffman ALL: 26.8% (Yellow, avg -3.0% per year) SED: 26.6% (Yellow, avg -3.0% per year) EL: 26.3% (Yellow, avg -3.0% per year) HOM: 32.4% (Yellow, avg -4.0% per year) SWD: 36.5% (Yellow, avg -4.0% per year) HI: 26.2% (Yellow, avg -3.0% per year) WH: 39.5% (Yellow, avg -5.0% per year) Painted Hills ALL: 36.1% (Yellow, avg -5.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 36.1% (Yellow, avg -5.0% per year) EL: 36.4% (Yellow, avg -3.0% per year) HOM: 38.7% (Yellow, avg -6.0% per year) SWD: 39% (Yellow, avg -7.0% per year) AA: 41.3% (Yellow, avg -8.0% per year) HI: 38.2% (Yellow, avg -4.0% per year) WH: 42.7% (Yellow, avg -4.0% per year) Raymond Cree ALL: 23% (Yellow, avg -3.0% per year) SED: 23.2% (Yellow, avg -3.0% per year) SWD: 30.2% (Yellow, avg -6.0% per year) AA: 29.3% (Yellow, avg -4.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					HI: 23.1% (Yellow, avg -3.0% per year) WH: 25.7% (Yellow, avg -3.0% per year)	
3.7	High School 4-Year Adjusted Cohort Dropout Rate Source: CDE DataQuest Percentage of students in the Adjusted 4-year Graduation Cohort reported as dropouts	CDE DataQuest 2022-2023 ALL: 7.9% EL: 13.2% HI: 7.6% AA: 9.4% SED: 7.8% SWD: 16.5% FY: 27.8%			2026-2027 Results ALL: 2.0% or lower EL: 2.0% or lower HI: 2.0% or lower AA: 2.0% or lower SED: 2.0% or lower SWD: 2.0% or lower FY: 2.0% or lower	
3.8	Middle School Dropout Rate Source: Local Calculation Percentage of middle school students reported as dropouts	Local Calculation Middle School Dropout Rate 2022-2023 ALL: 0.14% (4 students) EL: 0.07% HI: 0.10% AA: 0.03% SED: 0.14% SWD: 0.03% FY: NA (n=0) AI: NA (n=0)			2026-2027 Results ALL: maintain under 0.5% EL: maintain under 0.5% HI: maintain under 0.5% AA: maintain under 0.5% SED: maintain under 0.5% SWD: maintain under 0.5%	
3.9	Student Perception of School Connectedness via School Climate Survey	School Connectedness 2023-2024 ALL: Elementary (Elem) 73%, Secondary (Sec) 50%			School Connectedness 2026-2027 ALL: Elementary (Elem) 76%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Panorama Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	EL: Elem 77%, Sec 50% HI: Elem 73%, Sec 50% AA: Elem 65%, Sec 44% SED: Elem 75%, Sec 52% SWD: Elem 73%, Sec 48% FY: Elem 64%, Sec 43% AI: Elem 54%, Sec 40%			Secondary (Sec) 53% (avg +1.0% per year) EL: Elem 80%, Sec 53% (avg +1.0% per year) HI: Elem 76%, Sec 53% (avg +1.0% per year) AA: Elem 68%, Sec 47% (avg +1.0% per year) SED: Elem 78%, Sec 55% (avg +1.0% per year) SWD: Elem 76%, Sec 51% (avg +1.0% per year) FY: Elem , Sec (contacted Kanani) (avg +1.0% per year) AI: Elem 57%, Sec 43% (avg +1.0% per year)	
3.10	Student Perception of School Safety via School Climate Survey Source: Panorama Percentage of students reporting favorably regarding School Safety	Safety 2023-2024 ALL: Elementary (Elem) 59%, Secondary (Sec) 65% EL: Elem 66%, Sec 65% HI: Elem 60%, Sec 65% AA: Elem 55%, Sec 55% SED: Elem 61%, Sec 64%			Safety 2026-2027 ALL: Elementary (Elem) 62%, Secondary (Sec) 68% (avg +1.0% per year) EL: Elem 69%, Sec 68% (avg +1.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Elem 57%, Sec 59% FY: Elem 50%, Sec 54% AI: Elem 59%, Sec 73%			HI: Elem 63%, Sec 68% (avg +1.0% per year) AA: Elem 58%, Sec 58% (avg +1.0% per year) SED: Elem 64%, Sec 67% (avg +1.0% per year) SWD: Elem 60%, Sec 62% (avg +1.0% per year) FY: Elem , Sec (contacted Kanani) (avg +1.0% per year) AI: Elem 62%, Sec 76% (avg +1.0% per year)	
3.11	Williams Facilities Inspection Results	100% Williams Facilities Compliance for 2023-2024 per Riverside County Office of Education inspection results.			100% Williams Facilities Compliance for 2026-2027 per Riverside County Office of Education inspection results.	

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	Supplemental Counselors	Additional counselors serve elementary, middle, and high school levels, supporting social-emotional learning, bullying prevention, small group interventions, and 1:1 counseling opportunities for LI, EL, and FY students. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for SWD and AA student groups across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Dashboard outcomes for all school-based student groups performing in the Red performance level primarily in Suspension Rate and Graduation Rate. Groups scoring in the Very Low performance level in CCI are also expected to benefit from the additional high school counselors.	$3,963,013.00	Yes
3.2	Mental Health Support	Licensed mental health therapists and associated staff provide support to LI, EL, and FY students at school sites and at the district clinic. Mental health support continues to provide Tier II and Tier III supports through small group counseling and intensive social skills instruction. The Care Solace and Daybreak Health systems will provide additional support to LI,	$2,632,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL, and FY students through online mental health sessions and services to connect students and families to community mental health resources. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for SWD and AA student groups across the district.		
3.3	Foster Youth Community Liaisons	Two foster youth community liaisons coordinate individualized support services to district foster and homeless youth and their families.	$215,572.00	Yes
3.4	Assistant Principals	Additional assistant principals continue to serve at all middle schools and high schools and targeted elementary schools. These assistant principals are primarily focused on improving student connectedness, chronic absenteeism, and suspension rates for LI, EL, and FY students.	$5,687,577.00	Yes
3.5	Student Deans	Deans of Students are supported at priority middle and high schools focused on improving school climate, student connectedness, and suspension rates for LI, EL, and FY students. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for SWD and AA student groups across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Suspension Rate and Chronic Absenteeism outcomes for all school-based student groups performing in the Red performance level within the targeted schools.	$568,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	MTSS SEL and Behavioral Supports	The district's multi-tiered system of support (MTSS) structure provides support to Li, EL, and FY students in a proactive manner to assist in student success in school. Staffing funded to support MTSS programs in the area of behavior and social-emotional learning include a Behavioral TOSA, Behavioral Analysts, and Behavioral Paraprofessionals. Behavior paraprofessionals continue to support the Tier II intervention program for LI, EL, and FY students, supplemented with Behavior Intervention Specialists who are further trained to support the diverse needs LI, EL, and FY students who also have identified disabilities. Via the LREBG, MTSS Coaches continue to support MTSS efforts at middle schools and high schools. These coaches assist LI, EL, and FY students with SEL and behavior management supports, and support teachers with strategies that can be used in the classroom to support SEL and positive behavior. Programs supporting SEL and behavioral support systems continue to drive progress monitoring structures within the MTSS model. These include annual Panorama surveys to measure SEL ratings of LI, EL, and FY students, used by staff for aligning Tier 1 support for mentoring and counseling supports for LI, EL, and FY students. The embedded behavior analytics tool in the Panorama platform allows for timely support and intervention to occur. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for SWD and AA student groups across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Dashboard outcomes for all school-based student groups performing in the Red performance level as identified in the Measuring and Reporting Results section for Goal 3.	$4,245,781.00	Yes
3.7	Campus Safety and Security	The Executive Director of Security and Disaster Preparedness, district security team members, and campus safety officers provide support in	$1,623,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
		creating and maintaining safe schools for LI, EL, and FY students. Various materials, supplies, and professional development training systems are funded to support campus safety and security, including training in the ALICE protocol and Light Search and Rescue (LSAR) methods.		
3.8	School Social Workers	School social Workers will continue to provide support, interventions, and resources for LI, El, and FY families and students. The School Social Workers continue to provide Tier 2 and Tier 3 support for struggling students and families, including but not limited to providing support through the SARB process, The School Social Worker positions are supported through the LREBG. Youth Mental Health First Aid, SEL support, and access to additional community resources through referrals.	$750,559.00	Yes
3.9	Health Services and Nursing Staff	The Director of Health Services oversees the district's nursing department, providing health related services for LI, EL, and FY students through all school settings. Partial salaries for 4 LVNS are also supported to extend their day in providing additional resources. Health Services also conducts First Aid and CPR Training for district staff, which includes appropriate and effective use of AEDs and NARCAN to address LI, EL, and FY student medical needs in emergency situations.	$481,543.00	Yes
3.10	Organized Recess and Supervision	Recess coaches support and implement a structured recess program for LI, EL, and FY elementary school students, promoting active play, and building inclusion and positive interactions on the playground and during class time. Additional hours are provided to the recess coaches to expand support time during the school day. Supervision aides supervise students before school, at recess, and at lunch time. Additional hours are provided to expand support for LI, EL, and FY students during these times. PSUSD was identified for Differentiated Assistance for the EL, FY, SWD, and AA student group based on the results of the Fall 2023 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes	$2,437,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for SWD and AA student groups across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Suspension Rate outcomes for all school-based student groups performing in the Red performance level as identified in the Measuring and Reporting Results section for Goal 3.		
3.11	Community Liaisons	Community Liaisons work throughout the district to improve student attendance and chronic absenteeism rates through student and parent contacts, home visits, and resource support. These positions are supported through the LREBG targeting improvement in chronic absenteeism. Operational funds are supported through LCFF funds.	$387,240.00	Yes
3.12	Prevention Specialists	Prevention Specialists are assigned to each middle and high school to support high-risk students in order to reduce drop-out and suspension rates and to maintain students in class and school. Prevention Specialists have been previously trained in the Edge coaching model and will also be serving as adult mentors for targeted LI, EL, and FY students, assisting them in goal setting and providing regular check-ins and conferencing opportunities. These positions are supported through the LREBG targeting improvement in chronic absenteeism. Operational funds are supported through LCFF funds.	$1,208,031.00	Yes
3.13	Bus Transportation	Bus routes expanded service continues to targeted areas with high percentage of LI, EL, and FY students, providing daily access to the school campus as part of increasing student attendance and reducing chronic absenteeism.	$3,299,908.00	Yes
3.14	Technical Assistance - School Attendance Plans	Schools developed student attendance plans, specifically addressing the needs of the students at each school site, supplementing actions identified in each school's SPSA. Plans are aligned to technical assistance received from RCOE in the area of Chronic Absenteeism. Student Services staff support sites in monitoring improvement in attendance rates through	$367,675.00	No

Action #	Title	Description	Total Funds	Contributing
		monthly data reporting, strategy training, plan implementation, and consultation regarding best use of resources. Provided reporting is disaggregated by student group and uses the same calculation methodology as the California School Dashboard. This action is principally directed at supporting the needs of student groups reporting in the Red performance level for Chronic Absenteeism on the Fall 2023 release of the California School Dashboard at the district student group level, overall school level, and student group level within each school as identified in metrics 3.5 and 3.6. These plans are part of the district's efforts to address the needs of DA identified student groups at the district level (EL, FY, SWD, AA).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Mt. San Jacinto High School will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include: • Systemically improve CAASPP ELA results by a minimum average of 3 scale score points per year to address Red performance indicators for the All Students group, socioeconomically disadvantaged students, and Hispanic students. • Systemically improve CAASPP Math results by a minimum average of 3 scale score points per year to address Red performance indicators for the All Students group, English Learners, socioeconomically disadvantaged students, and Hispanic students. • Increase college and career readiness by a minimum of 2 percentage points annually as measured by the CCI for the All Students group, English Learners, homeless students, socioeconomically disadvantaged students, and Hispanic students. • Support student connectedness to campus to address Red performance indicator for homeless students resulting in reductions of at least 0.3 percentage points annually in Suspension Rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mt. San Jacinto High School (MSJ) was identified as eligible for Equity Multiplier funds in the 2023-24 academic year. MSJ is an alternative education high school within PSUSD operating across two campuses: the main MSJ campus in Cathedral City and the Edward Wenzlaff Education Center (EWEC) campus in Desert Hot Springs. MSJ was awarded $751,564 in Equity Multiplier funds in 2023-24, and a two-year plan was developed to expend these funds to address student and school needs.

The Fall 2023 Dashboard data indicated multiple improvement needs at MSJ. As noted in the goal statement, MSJ reported in the Red performance level in ELA and Math for the "all students" group, and in the Very Low status level in CCI. Additional student groups are reported in the Red level as noted above. MSJ was also identified for ATSI for the Homeless student group based on these results. Educational partner input noted needs related to increasing access to meeting CCI qualification measures, a need for additional academic

intervention supports during and outside of the school day, and professional development directly aligned to the needs of students participating in alternative education programs. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in CCI rates while also addressing needs in ELA and Math. Actions will also address needs related to suspension rates for homeless students, however the services will be provided to the whole school due to the high student non-stability rate at the site. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -139.3 DfS (Red) Socioeconomically Disadvantaged (SED): -139.9 DfS (Red) Hispanic (HI): -129.9 DfS (Red)			Fall 2023 CA School Dashboard All Students (ALL): -130.3 DfS (Orange, avg +3 pts per year) Socioeconomically Disadvantaged (SED): -130.9 DfS (Orange, avg +3 pts per year) Hispanic (HI): -120.9 DfS (Orange, avg +3 pts per year)	
4.2	CAASPP Math- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for Mathematics - Distance from Standard	Fall 2023 CA School Dashboard All Students (ALL): -192.2 DfS (Red) Socioeconomically Disadvantaged (SED): -191.1 DfS (Red) English Learner (EL): -213 DfS (Red)			Fall 2023 CA School Dashboard All Students (ALL): -183.2 DfS (Orange, avg +3 pts per year) Socioeconomically Disadvantaged (SED): -182.1 DfS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results displayed as "Average Distance from Standard (Performance Level)"	Hispanic (HI): -183.3 DfS (Red)			(Orange, avg +3 pts per year) English Learner (EL): -204 DfS (Orange, avg +3 pts per year) Hispanic (HI): -174.3 DfS (Orange, avg +3 pts per year)	
4.3	English Learner Progress Indicator (ELPI)- School and Student Group Source: 2023 CA School Dashboard Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 47.7% (Orange)			Fall 2023 CA School Dashboard All Students (ALL): 53.7% (Green, avg +2% pts per year)	
4.4	Graduation Rate Indicator- School and Student Group Source: 2023 CA School Dashboard Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th	Fall 2023 CA School Dashboard All Students (ALL): 80.9% (Yellow)			Fall 2023 CA School Dashboard All Students (ALL): 83.9% (Green, avg +1% pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Year Graduates (Performance Level)"					
4.5	College/Career Indicator- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 3% (Very Low) Socioeconomically Disadvantaged (SED): 2.7% (Very Low) English Learner (EL): 0% (Very Low) Homeless (HOM): 2.2% (Very Low) Hispanic (HI): 3.1% (Very Low)			Fall 2023 CA School Dashboard All Students (ALL): 12% (Yellow, avg +3% per year) Socioeconomically Disadvantaged (SED): 11.7% (Yellow, avg +3% per year) English Learner (EL): 12% (Yellow, avg +4% per year) Homeless (HOM): 11.2% (Yellow, avg +3% per year) Hispanic (HI): 12.1% (Yellow, avg +3% per year) *NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.	
4.6	Suspension Rate- School and Student Group	Fall 2023 CA School Dashboard All Students (ALL): 7.3% (Yellow)			Fall 2023 CA School Dashboard All Students (ALL): 6.4% (Yellow, avg -0.3% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA School Dashboard

Reported as "Percentage of students suspended one or more times during the school year (Performance Level)" | Homeless (HOM): 13.6% (Red) | | | Homeless (HOM): 7.6% (Yellow, avg -2.0% per year) | |

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	Arts Instruction Expansion	Funds will be provided to supplement Arts and Music in Schools (AMS) funding to provide MSJ with a dedicated full time dance teacher for the	$75,835.00	No

Action #	Title	Description	Total Funds	Contributing
		2024-25 and 2025-26 academic year. AMS funding at the current rate is insufficient for providing a full time teacher, needed to expand arts offerings necessary for meeting graduation requirements, possible A-G eligibility, and increasing readiness as measured by CCI.		
4.2	Dual Enrollment Course Expansion	Two Dual Enrollment teachers will be hired for the 2024-25 and 2025-26 academic years to expand course offerings that meet CCI readiness requirements. As meeting CCI requirements is a significant challenge for schools and students in the alternative education setting, providing additional dual enrollment teachers in high interest CTE fields allows additional access for meeting CCI requirements. Having two teachers will provide access to CTE dual enrollment courses at both the main MSJ campus and the satellite campus at EWEC.	$600,000.00	No
4.3	MTSS - ELA and Math Intervention Systems	MSJ will develop targeted intervention systems to improve student outcomes in ELA and mathematics. Funds will be used for tutoring and intervention services from MSJ teaching staff, responding to local progress monitoring results. Additional software will be purchased to support student skill development in meeting the standards as assessed on the 11th grade CAASPP tests. These systems will serve students in the 2024-25 and 2025-26 academic years.	$50,000.00	No
4.4	Alternative Education Professional Development	MSJ will contract with professional development providers who are experts in the alternative education setting, looking to create campus cultures that are supportive of all students and academically driven. This action will address both academic needs and school climate needs represented by suspension rates and referral rates. Services will be provided during the 2024-25 and 2025-26 academic years and will supplement professional development activities provided by PSUSD and through the MSJ SPSA.	$25,729.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Desert Learning Academy will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include: • Systemically improve CAASPP Math results by a minimum average of 3 scale score points per year to address Red performance indicators for English Learners and Hispanic students. • Increase college and career readiness by a minimum of 2 percentage points annually as measured by the CCI for the All Students group as part of ongoing school improvement efforts in this measure.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Desert Learning Academy (DLA) was identified as eligible for Equity Multiplier funds in the 2023-24 academic year. DLA is a virtual learning and hybrid learning school within PSUSD serving students in grades K through 12 in 2023-24. DLA was awarded $708,407 in Equity Multiplier funds in 2023-24, and a multi-year plan was developed to expend these funds to address student and school needs.

The Fall 2023 Dashboard data indicated improvement needs in mathematics at DLA, with English Learners and Hispanic students reporting in the Red performance level. DLA also has historical challenges with students meeting CCI requirements, as indicated by a 15.7% rate in 2022-23. Educational partner input noted needs related to expanding access to courses related to attaining CCI preparedness, increased mathematics course offerings, additional intervention supports across subjects but with particular focus on mathematics, and support for improving attendance for both virtual and in-person instructional segments of the school schedule. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in mathematics and CCI rates. Actions will also address needs related to suspension rates for homeless students, however the services will be provided to the whole school due to the high student non-stability rate at the site. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -21.4 DfS (Yellow)			Fall 2023 CA School Dashboard All Students (ALL): -12.4 DfS (Yellow, avg +3 pts per year)	
5.2	CAASPP Math- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for Mathematics - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -97.3 (Orange) English Learner (EL): -143 DfS (Red) Hispanic (HI): -106.2 (Red)			Fall 2023 CA School Dashboard All Students (ALL): -88.3 (Yellow, avg +3pts per year) English Learner (EL): -128 DfS (Orange, avg +5pts per year) Hispanic (HI): -89.2 (Yellow, avg +3pts per year)	
5.3	English Learner Progress Indicator (ELPI)- School and Student Group Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard All Students (ALL): 38.3% (Yellow)			Fall 2023 CA School Dashboard All Students (ALL): 44.3% (Yellow, avg +2% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"					
5.4	Graduation Rate Indicator- School and Student Group Source: 2023 CA School Dashboard Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 78.7% (Orange)			Fall 2023 CA School Dashboard All Students (ALL): 81.7% (Green, avg +1% per year)	
5.5	College/Career Indicator- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 15.7% (Low)			Fall 2023 CA School Dashboard All Students (ALL): 21.7% (Yellow, avg +2% per year) *NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Suspension Rate- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 0% (Blue)			Fall 2023 CA School Dashboard All Students (ALL): 0% (Blue, maintain avg 0% per year)	
5.7	Chronic Absenteeism- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 1.2% (Green)			Fall 2023 CA School Dashboard All Students (ALL): 1.2% (Blue, maintain avg 0% per year)	

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
5.1	Art Instruction Expansion	Funds will be provided to supplement Arts and Music in Schools (AMS) funding to provide DLA with a dedicated full time art teacher for the 2024-25 and 2025-26 academic year. AMS funding at the current rate is insufficient for providing a full time teacher, needed to expand arts offerings necessary for meeting graduation requirements, possible A-G eligibility, and increasing readiness as measured by CCI.	$74,110.00	No
5.2	Mathematics Course and Intervention Expansion	An additional mathematics teacher will be hired to expand high school course offerings to increase CCI eligibility rates, and will expand intervention support to high school students in mathematics. Due to the Red performance level on the Fall 2023 Dashboard, Hispanic students and English Learners will be prioritized in order to improve outcomes for these student groups, however other students at the school will also benefit from the intervention structure. This position will be funded for the 2024-25, and 2025-26 academic years as part of this action. Two Paraprofessional Bilingual positions will be provided for the 2024-25 academic year to assist in supporting students though small group and individualized learning support. These positions will work with students across multiple classrooms and settings, prioritizing mathematics support for students responding to needs identified through local progress monitoring results.	$430,120.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	School Community Outreach	A School Community Liaison will be provided to conduct outreach to students and families, increasing student attendance rates and providing resources to increase school connectedness. Improvements in student attendance will allow students to access coursework and support structures more frequently. This position will be provided for the 2024-25 and 2025-26 academic years.	$173,538.00	No
5.4	MTSS System Improvement	DLA has identified a need to improve school site MTSS support structures and practices. Although the program is designed to meet a variety of student needs, additional training is needed for staff to address SEL and mental health supports through virtual learning formats. Timecards will be provided to support additional data analysis and intervention planning for students, and to ensure equity in student outcomes. This funding is intended to support these efforts in the 2024-25 and 2025-26 academic years.	$30,639.00	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
$94,814,203.00	$12,754,584.00

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
46.275%	0.000%	$0.00	46.275%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Coaches **Need:** On the Fall 2023 Dashboard, the "all students" group reported an average score of 46.7 points below standard in ELA, reporting in the Orange performance level. LI students reported in the Orange performance level (47.6 points below standard), while EL (84.5 points below standard) and FY (87.0 points	Instructional coaches support teacher professional development in academic subjects primarily focused on the implementation of evidence-based strategies and scaffolds to address the academic needs of LI, EL, and FY students. Coaching, support, and strategy selection is determined by student needs represented in state and local assessment performance data, with differentiation by school and student group. Coaches continue to receive positive educational partner feedback in supporting the implementation of evidence-based	• ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard) reported in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district.

On the Fall 2023 Dashboard, the "all students" group reported an average score of 88.2 points below standard in mathematics, placing the district in the Orange performance level. LI students also reported in the Orange performance level (89.0 points below standard), while EL (116.3 points below standard) and FY (102.3 points below standard) reported in the Red performance level. This indicates a continuing need to support students in mathematics performance across all grade levels in the district.

FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard.

EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2023-24 than the overall student group in both reading and | instructional strategies (e.g. UDL, science of reading, conceptual mathematics) and assessment practices that identify the needs of LI, EL and FY students. This action is being provided in an LEA-wide basis as the supports provided will result in academic improvement for all students due to strategy implementation occurring during base first instruction within identified content area classrooms. | • Local progress monitoring assessments in ELA and math |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	mathematics, indicating a need for gap closure in student performance. **Scope:** LEA-wide		
1.2	**Action:** Staff Professional Development **Need:** Professional development efforts continue to receive positive feedback from educational partners, noting alignment to supporting the academic needs of LI, EL, and FY students. Topics and implementation methods continue to be strategically implemented to support student learning needs. Academic performance in ELA and math for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2023 Dashboard. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard.	Systemic professional development in conceptual mathematics, questioning strategies, Universal Design for Learning, and PLC practices have led to improvements in student academic performance over time. Professional development opportunities are targeted at supporting teachers in addressing the needs of the LI, EL and FY student groups. Systemic implementation of professional development content and strategies allows for consistent learning structures for all LI, EL, and FY students districtwide, ensuring high quality instructional practices are in place at each school. This is important in the context of PSUSD, as high student mobility rates often result in students moving between multiple district schools within the same school year. Various district positions are funded fully or partially and focused on supporting program implementation, supporting teachers and administrators in refining practice to respond to identified needs, and improving educational outcomes for LI, EL and FY student groups. This action is being provided in an LEA-wide basis to maximize impact of the provided professional development in improving academic outcomes for all students through strategy implementation within all district classrooms.	- ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) - EL performance on ELPI (Metric 1.8) - AP results (Metric 1.20) - LCFF Priority 2 Local indicator analysis (Metric 1.23) - Local progress monitoring assessments in ELA and math - Educational partner input regarding the impact of professional development time and related instructional

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
	EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2023-24 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance. **Scope:** LEA-wide		strategy implementation targeting the needs of LI, EL, and FY students
1.3	**Action:** Additional Collaboration & Instructional Time **Need:** Professional development efforts continue to receive positive feedback from educational partners, noting alignment to supporting the academic needs of LI, EL, and FY students. Topics and implementation methods continue to be strategically implemented to support student learning needs. Academic performance in ELA and math for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2023 Dashboard. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups	Implementation of PLC practices and professional development topics has led to improved student academic performance in local universal screening and intervention assessment results. Additional teacher collaboration time will be provided through a 2-1-2 weekly schedule model and an additional professional development day. Additional collaboration time is focused on collaborative learning and instructional planning related to evidence-based strategies effective for LI, EL, and FY student groups. The additional instructional day allows added opportunity for in-context coaching, training, and collaborative planning for teachers to best address the needs of LI, EL, and FY students. Although designed for meeting the needs of LI, EL, and FY students, this action is being provided LEA-wide to maximize the impact on improving academic outcomes for all students.	- ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) - EL performance on ELPI (Metric 1.8) - AP results (Metric 1.20) - Local progress monitoring assessments in ELA and math - Educational partner input regarding the impact of collaboration time for instructional planning in

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
	including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard. EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2023-24 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance. **Scope:** LEA-wide		response to the needs of LI, EL, and FY students
1.4	**Action:** Technology Implementation and Support Services **Need:** LCAP survey feedback indicates a continuing need for technology support, device access, internet access at school and at home, and further professional development opportunities in effectively using technology in instruction. Educational partner input continues to be positive regarding the district's efforts in providing and supporting instructional technology. Expanded technology is an ongoing need to ensure equitable access, with a specific focus placed on the LI, EL and FY student groups, to	Educational partner input continues to be positive regarding the district's efforts in providing and supporting instructional technology. Technology support for LI, EL, and FY students to access digital learning materials and online programs both in school at from home. Home wireless access is provided through hotspot devices, ensuring LI, EL, and FY students equitable access to online instructional resources and materials. Technology TOSAs support professional development and instructional strategy implementation using digital resources that assist LI, EL, and FY students in participating in learning and demonstrating understanding. E-sports provides an opportunity for LI, EL, and FY students to compete in technology-based events and accessing potential postsecondary scholarship opportunities. Drone soccer is the newest addition to the e-sports program, requiring LI, EL, and FY students to	• ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math • Educational partner input re: technology

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
	online instructional resources and materials both in school and at home. Differentials in student group ELA and Math performance are compounded by access issues to technology and internet access, especially for LI, EL, and FY families that may require additional resources to access online and/or digital learning materials. PSUSD has effectively mitigated these differentials due to previous technology related actions, seeking to continue to provide services to ensure equitable access to digital resources and educational technologies which develop skills represented in the current and projected future workplace. **Scope:** LEA-wide	develop future technology career skills related to building, maintaining, configuring, and piloting drones via a competitive format. This action is being provided in an LEA-wide basis to maximize the impact of increasing academic performance for all students.	access and implementation
1.5	**Action:** MTSS - Academic Supports **Need:** Academic performance in ELA and math for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2023 Dashboard. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating	The MTSS Academic Support action is designed to provide individualized support structures for LI, EL, and FY students throughout the district. Academic professional development and support will be provided to ensure that teachers have a strong understanding of the Universal Design for Learning framework to improve and optimize learning for all LI, EL, and FY students. Continued refinement in documentation and progress monitoring will be a focus in action implementation. Improvements to the district's SST systems better support students through the design of intervention plans. The STAR 360 assessment system will continue as the district's primary diagnostic measure and progress	• ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard.

EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2023-24 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.

Not all PSUSD students are reading at grade level by third grade. LI, EL, and FY students trail the performance of the corresponding non-group in both state and local measures.

State and local assessment results indicate a continued need to support learning through improved instructional support systems in mathematics in both the middle and high school levels, particularly in mathematics.

Educational partner feedback regarding elementary Primary Reading Intervention Teachers and secondary mathematics intervention teachers was very positive. Low performing LI, EL, and FY students participating in MTSS intervention structures have shown accelerated improvement rates in local progress monitoring.

Educational partner feedback continues to be positive regarding the implementation of the | monitoring tool. This system assesses students TK-12 in ELA and Math and provides extensive reporting of student strengths and needs. Reporting is able to be disaggregated by LI, EL, and FY student groups to allow for measuring growth and to inform intervention planning.

Via the Learning Recovery Emergency Block Grant (LREBG), Primary Reading Intervention Teachers will continue to serve each elementary school to implement a systematic Tier II reading intervention program with a goal of all LI, EL, and FY students reading at grade level by the time they leave 3rd grade. Instructional aides in the Primary Reading Intervention program increase the number of students served in the program, allowing for additional grouping options to meet student needs. Math teachers will continue to provide intervention within the school day for targeted middle and high schools. These intervention teachers provide support via co-teaching, the station rotation model, and/or through the middle school elective opportunities among other models. Reading intervention support is provided in the middle school level using federal funds based on identified needs. Associated and continuing professional development will be provided for staff to implement MTSS programs to best support LI, EL, and FY students. Although support systems are designed to support LI, EL, and FY students, this action is being implemented LEA-wide in order to maximize supports to all students as part of improving academic outcomes. | |

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
	Star tests. Data was used by teachers to inform instruction, monitor progress of LI, EL, and FY students, and provide targeted intervention in areas of need. **Scope:** LEA-wide		
1.8	**Action:** Dual Immersion Program **Need:** According to the Fall 2022 Dashboard, 41.3% of ELs made adequate progress towards English proficiency on the ELPI. This rate resulted in an Orange performance level for the district. EL student groups perform lower on state and local assessments than the "all students" group. LI students perform similarly with the "all students" group result, however status levels report in the low or very low levels on academic indicators. Educational partner input indicates positive feedback regarding the DI program and a continuing desire for a program to provide instruction in both English and Spanish. Research indicates that LI and EL students participating in multilingual programs receive language benefits in developing proficiency in both English and the other program language (Spanish in PSUSD). Research indicates	Students in the Dual Immersion Program learn academic content in both Spanish and English, supporting LI and EL linguistic and academic needs. Although the program has been hosted within Palm Springs schools, students throughout the district participate in the program via provided transportation routes. The DI program has received positive feedback from participating families in proving instructional and linguistic support in both English and Spanish. The elementary site housing the DI program has shown consistent improvement in ELA and math results since implementing the program, and a similar pattern has begun to be established at the host middle school. 2024-25 includes expansion of the program to the high school level and the start of a second DI program located within Desert Hot Springs. This program is being provided on an LEA-wide basis to maximize impact of the multi-lingual learning structure in improving academic outcomes and to provide access to the DI Program to all interested students through provided transportation services.	All metrics below will be analyzed at the DI program school level and DI participant group level as appropriate: • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • California Spanish Assessment (CSA) results • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	benefits are most present in literacy achievement through these programs. **Scope:** LEA-wide		
1.9	**Action:** High School Graduation and A-G Support **Need:** On the Fall 2023 Dashboard, the "all students" group reported a Graduation Rate of 89.3%, reporting in the Yellow performance level. LI students reported in the Yellow performance level (89.4%), while EL (80.9%) reported in the Green performance level. On the Fall 2023 Dashboard, the "all students" group reported a College Career Indicator (CCI) percentage of 35.5%, reporting in the Medium status level. LI students (35.7%) reported in the Medium status level, ELs (12.7%) reported in the Low status level, and FY (5.6%) reported in the Very Low status level. The traditional five-color system will return for CCI in the Fall 2024 Dashboard release. A-G completion rates for the class of 2023 reported at 47.5% of graduates meeting UC/CSU entrance requirements. LI students also reported at 47.5%, with both ELs (26.8%) and FY (0%) reporting significantly lower performance in preparedness rates for the class of 2023.	The district has been showing consistent improvement in graduation rates and percentage of students meeting UC/CSU entrance requirements over time. Continued support continues to be needed for LI, EL, and FY students to graduate and meet A-G requirements, with identified district needs including credit recovery and grade recovery options. Additional counselors continue to serve in the four comprehensive high schools to support LI, EL, and FY ninth and tenth grade students who have been identified as at-risk of not meeting A-G or UC/CSU entrance requirements based on number of credits earned, current course grades, and chronic absenteeism rate. The Mission Graduate program successfully supports LI, EL, and FY students in graduating high school and completing UC/CSU entrance requirements. In the current model, Mission Graduate support sessions with a dedicated tutor allow for individual student needs to be met in a timely manner. AVID programs continue to be supported, focused on an equitable, student-centered approach to college and career preparation with a focus on our EL, LI, and FY students. This action is provided LEA-wide to maximize impact on increasing graduation rates and A-G course completion across the district. LCAP actions related to A-G completion rates are	- Graduation Rate (Metric 1.11, 1.12) - CCI (Metrics 1.13, 1.14) - UC/CSU Entrance Requirement Completion Rate (Metric 1.15) - 11th grade CAASPP Results (Metrics 1.18, 1.19) - AP results (Metric 1.20) - LCFF Priority 7 analysis (Metric 1.24)

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
	Internal tracking of A-G completion continues to indicate a need for timely intervention from high school staff. Credit recovery, grade improvement, and other support structures are needed for many students to meet graduation requirements with completion of all A-G criteria. Educational partner feedback has been consistent regarding a need for support in various college preparedness areas, most significantly around UC/CSU entrance requirement completion, college acceptance and enrollment processes, and FAFSA completion. **Scope:** LEA-wide	supplemented by actions within the district's A-G Completion Improvement Grant plan.	
1.10	**Action:** CTE Programs **Need:** On the Fall 2023 Dashboard, the "all students" group reported a College Career Indicator (CCI) percentage of 35.5%, reporting in the Medium status level. LI students (35.7%) reported in the Medium status level, ELs (12.7%) reported in the Low status level, and FY (5.6%) reported in the Very Low status level. The traditional five-color system will return for CCI in the Fall 2024 Dashboard release.	The CTE program actions are continuing from the prior LCAP, connecting LI, EL, and FY students to college and career pathways in high school. CTE completers continue to report higher graduation rates and rates of meeting UC/CSU requirements than the general student population, showing the importance of relevant career based learning opportunities as a connection point to student success in school. Administrative, certificated, and classified personnel are fully or partially funded to support Career and Technical Education Programs districtwide. Work Based Learning teachers support student internship opportunities connected with CTE programs in local businesses. This provides LI, EL, and FY students experience in	• Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement Completion Rate (Metric 1.15) • CTE Program Completion (Metric 1.16) • CTE Completers also meeting A-G

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	CTE program completion continues to report at a high rate, as well as high rates of high school graduation for LI, EL, and FY students participating in CTE programs. This indicates that CTE programs have been effective in supporting students in completing programs and high school course requirements on time. CTE completers continue to report A-G completion rates that are higher than the "all students" rate. The class of 2023 reported an A-G completion rate of 47.5% while CTE completers in the class of 2023 reported an A-G completion rate of 74.0%. **Scope:** LEA-wide	local business sectors, increasing preparedness for college and/or career opportunities beyond high school. This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement graduation rates and CCI preparedness rates for all students.	requirements (Metric 1.17)
1.11	**Action:** Broad Course of Study and Class Size Reduction **Need:** On the Fall 2023 Dashboard, the "all students" group reported an average score of 46.7 points below standard in ELA, reporting in the Orange performance level. LI students reported in the Orange performance level (47.6 points below standard), while EL (84.5 points below standard) and FY (87.0 points below standard) reported in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district.	Additional teaching staff are hired above the normal staffing formula calculations to support class size reduction efforts at all middle and high schools so that staff can more effectively address the needs of LI, EL, and FY students in base program courses (e.g. English 1, IM 1). The additional staff also increases student access to additional course offerings, providing offerings that lead to a broad course of study as identified in LCFF Priority 7, resulting in more LI, EL, and FY student access to courses needed for graduation and CCI criteria completion. Additional elementary teachers are funded to reduce and/or eliminate combination classes, leading to increased instructional time for LI, EL, and FY students in single grade instructional placements as compared to multi-grade combination classrooms. This	• LCFF Priority 7 Local indicator analysis (Metric 1.24) • Local progress monitoring assessments in ELA and math • Educational partner input regarding impacts of class size reduction and broad course of study access

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	On the Fall 2023 Dashboard, the "all students" group reported an average score of 88.2 points below standard in mathematics, placing the district in the Orange performance level. LI students also reported in the Orange performance level (89.0 points below standard), while EL (116.3 points below standard) and FY (102.3 points below standard) reported in the Red performance level. This indicates a continuing need to support students in mathematics performance across all grade levels in the district. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard. Educational partner feedback indicates positive perceptions that lower class sizes increase differentiated learning and student support while in class. School connectedness data indicates an on-going need for improved connections between students and teachers, which is supported in part through smaller class sizes.	action is being provided LEA-wide as part of ensuring that all students have access to a broad course of study with appropriate supports for improving academic outcomes.	

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	Findings from the recent transcript analysis process and LCFF Priority 7 analysis regarding providing LI, EL, and FY students with a broad course of study indicate a need for diverse course offerings and additional class access opportunities. **Scope:** LEA-wide		
1.12	**Action:** Inclusion Instructional Model Support Personnel **Need:** Academic performance in ELA and math for LI, EL, and FY students who are also students with disabilities significantly trails the "all students" group and overall LI, EL, and FY student group results. LI, EL, and FY students continue to need support to close learning gaps meet learning goals. Various services within the district MTSS model have shown to be effective for learning gap improvement, however some students require more significant intervention that is individualized to student needs as identified through local progress monitoring and diagnostic tools. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups.	LI, EL, and FY performance on academic measures indicates that there is a wide variety of intervention needs and academic support levels, the scope of which requires individualized approaches for many students. Structural support is needed to provide timely individualized academic support for LI, EL, and FY students while providing access to the full curriculum in each area of need. Specialized TOSAs provide support to teachers across the district with inclusion classroom management strategies and methods of providing individualized student support. Using these supports, LI, EL, and FY students participate in learning with the general education classroom with grade level peers while being supported with individualized academic support services. A program specialist and a coordinator provide support to teachers regarding program implementation and learning outcomes related to student learning plans as needed to address identified needs. Feedback will be provided by these staff members to teachers in developing inclusive environments that incorporate tenets of Universal Design for Learning (UDL). This action is provided on an LEA-wide basis to	- ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) - EL performance on ELPI (Metric 1.8) - Local progress monitoring assessments in ELA and math

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	SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard. State and local assessment data continues to report significant needs to improve academic performance in ELA and mathematics for LI, EL, and FY students. Star diagnostic results identify a wide variety of intervention levels and support needs, requiring individualized support structures within the classroom setting to not limit access to grade level content and curriculum. **Scope:** LEA-wide	maximize the impact of UDL structures in increasing academic outcomes for all students.	
1.13	**Action:** Supplemental Inclusion Instructional Model Staffing **Need:** Academic performance in ELA and math for LI, EL, and FY students who are also students with disabilities significantly trails the "all students" group and overall LI, EL, and FY student group results. LI, EL, and FY students continue to need support to close learning gaps meet learning	LI, EL, and FY performance on academic measures indicates that there is a wide variety of intervention needs and academic support levels, the scope of which requires individualized approaches for many students. LI, EL, and FY students, including those dual identified as having special needs, require individualized support within an inclusive environment to access and be successful with the grade level curriculum. Partial staff salaries continue to be funded to allow for additional general and special education teachers to support the needs of LI, EL, and FY students, and work collaboratively with partner teachers to	• ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring

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	goals. Various services within the district MTSS model have shown to be effective for learning gap improvement, however some students require more significant intervention that is individualized to student needs as identified through local progress monitoring and diagnostic tools. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. All four student groups reported one or more academic indicators in the Red performance level on the Fall 2023 Dashboard. State and local assessment data continues to report significant needs to improve academic performance in ELA and mathematics for LI, EL, and FY students. Star diagnostic results identify a wide variety of intervention levels and support needs, requiring individualized support structures within the classroom setting to not limit access to grade level content and curriculum. **Scope:** LEA-wide	further develop inclusionary practices and the integration of Universal Design for Learning (UDL) practices specific to the needs if diverse learners. This action is provided on an LEA-wide basis to maximize the impact of UDL structures in increasing academic outcomes for all students.	assessments in ELA and math

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1.14	**Action:** School Site Allocations **Need:** LI, EL, and FY student group performance varies between school sites across academic and non-academic areas. Student performance variations are noted in Dashboard reporting and in local progress monitoring measures, with groups reporting in the Red performance level noted in the Measuring and Reporting Results sections for both Goal 1 and Goal 3. Per the Fall 2023 Dashboard results, five schools are identified for CSI and fifteen schools were identified for ATSI. School specific actions will be needed to support student group needs within each identified school. Per the Fall 2023 Dashboard results, two schools exited CSI status and three schools exited ATSI status, demonstrating that strategic use of LCFF funds within the SPSA contribute to a school's ability to address specific needs as part of improving outcomes for students. **Scope:** LEA-wide	PSUSD maintains a philosophy that each school site has differentiated needs that are best addressed through targeted supports at the site level. Each school is provided LCFF funds in order to address these differentiated needs via the SPSA process. SPSAs are reviewed by Educational Services in order to ensure that actions appropriately target identified needs and are likely to result in increases in school performance for LI, EL, and FY student groups. Adjustments to SPSAs are required in areas identified by site needs assessments, root cause analyses, and resource inequity analyses. Additional analyses and support are conducted in cases where the site is identified for CSI, TSI, or ATSI status. Site allocations are based on high needs student percentages and student counts, using a similar methodology as Title I allocations. These funds are used to increase offerings for intervention programs, supplemental support staff, and materials associated with these programs. PSUSD Educational Services supports school sites in monitoring progress in SPSA strategy implementation and effectiveness during the school year through various structures including data analysis protocols and progress reporting resources. This action is provided LEA-wide in order to maximize the impact of addressing differentiated school and student needs in improving academic outcomes.	Each school identifies metrics within the SPSA aligned with LCAP metrics and appropriate to the grade levels within the school. SPSAs can be viewed at www.psusd.us. District monitoring of this action includes: • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement Completion Rate (Metric 1.15) • CTE Program Completion (Metric 1.16) • CTE Completers also meeting A-G requirements (Metric 1.17)

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			- 11th grade CAASPP Results (Metrics 1.18, 1.19) - AP results (Metric 1.20) - Local progress monitoring assessments in ELA and math
1.15	**Action:** Recruit & Retain Highly Qualified Staff **Need:** PSUSD reported one teacher misassignments for the 2023-24 school year. This resulted in a reporting percentage of 0.08% of teachers misassigned (1 out of 1,196). Some sites with high LI, EL, and FY populations have a higher ratio of inexperienced teachers, however rates are relatively consistent across school sites and grade spans within PSUSD. Challenges continue to exist in hiring qualified and effective science, mathematics, and special education teachers. This presents an ongoing need to retain effective teachers within the district, support early career teachers in becoming effective teachers, and provide a local pathway for new teacher development.	Due to ongoing teacher shortages, PSUSD continues to focus on recruiting and retaining high quality educators for LI, EL, and FY students. Consistent equitable access to effective teachers continues to be maintained across the district based on local monitoring. Reflective coaches primarily support newly hired teachers in their first and second year in the profession, working to ensure that all LI, EL, and FY students have equitable access to effective teachers who use consistent districtwide practices. Directors of Certificated Human Resources work to ensure the recruitment and retention of certificated staff qualified to instruct and support LI, EL, and FY student learning. The Teacher Residency Program creates a pathway to recruit and train new teachers within the district, adding diversity to the teaching staff to better align with the diversity of the local community. This action is provided on an LEA-wide basis to maximize the impact of providing highly qualified staff in all classrooms as part of increasing academic outcomes for all students.	- Teacher misassignment rates (Metric 1.22) - Cal-SASS reporting outcomes as noted on the Teaching Assignment Monitoring Outcomes report on CDE DataQuest - Teacher Residency Program participation and completion rates

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	Educational partner input has indicated a desire for a diverse staff at school sites and across the district. This includes a desire to have teachers that represent the student groups within the district. Educational partner input has been very positive regarding the first cohort of the Teacher Residency Program. At time of plan writing, 19 participants are expected to complete the program in 2023-24 and become district teachers in 2024-25. **Scope:** LEA-wide		
1.16	**Action:** Kindergarten Support **Need:** Historically, not all PSUSD students are reading at grade level by third grade. LI, EL, and FY students trail the performance of the corresponding non-group in these measures. Local assessment results in 2023-24 indicate that early learning supports have been effective in supporting skill development improvement, however additional needed supports for students continue to be needed in developing early literacy and math skills in Kindergarten. The SED, EL, and FY student groups perform less successfully in CAASPP results than the "all students" group in elementary grade	Early learning support is critical in providing the foundation for success in school. TK classrooms prepare students for Kindergarten through a model including instructional aides. Kindergarten instructional aides in this action provide similar support to aides in TK classrooms, working with students on developing early literacy and mathematics skills. Small group instruction, individualized support, and primary language supports are used to help connect young students to content and skill development. Primary grade support as a contributing factor of local progress monitoring result improvement made by LI, EL, and FY students during the 2023-24 school year, which should lead to improvement over time in 3rd grade CAASPP results. This action is being provided LEA-wide as part of improving early literacy and math skill development for all students	- Local progress monitoring assessments in ELA and math in Kindergarten

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	levels. This indicates a continued need for early intervention and support in reading and math. **Scope:** LEA-wide	while implementing systems designed to address the needs of LI, EL, and FY students.	
1.17	**Action:** Enhanced Elementary Learning Opportunities **Need:** State and local performance data for LI, EL, and FY students indicate a need for additional supports in both ELA and math. This requires additional time for teachers to collaborate and plan for the implementation of instructional and intervention strategies that are most beneficial to the needs of students within these groups. Educational partner feedback continues to be exceptionally positive regarding the elementary STEAM program, noting the student excitement for the program and the content being learned. Positive feedback has been received regarding elementary music and PE as well. Local Indicator Priority 7 results indicate a continued need to provide access to a broad course of study for all students, requiring additional resources to provide equitable access to STEAM, music, and physical education instruction at the elementary level.	Enhanced elementary learning opportunities provide multiple layers of support to LI, EL, and FY students. Local Indicator Priority 7 data indicates this additional level of learning opportunities provides LI, EL, and FY elementary students with access to a broad course of study. Additional elementary music teachers allow all K-5 LI, EL, and FY students to receive music instruction once a week by a credentialled music teacher. Additional physical education teachers ensure all LI, EL, and FY elementary students receive 200 minutes of physical education by a credentialled P.E. teacher every 10 days in lieu of physical education lessons conducted by a general education teacher. Elementary STEAM teachers provide lessons to LI, EL, and FY students in the application of science, technology, engineering, arts, and mathematics. Materials and licenses will be purchased to support instruction and learning in STEAM areas. The learning opportunities within this action provide additional grade level collaboration opportunities for K-5 teachers to support implementation of evidence-based instructional strategies supporting LI, EL, and FY student groups. Collaboration and instructional time have allowed for coaching, training, and collaborative planning for teachers, leading to improved academic outcomes for students. These	- CAST results at the 5th grade level (Metric 1.5) - LCFF Priority 7 Local indicator analysis for the elementary school setting (Metric 1.24) - Educational partner input regarding the impact of collaboration time for instructional planning in response to the needs of LI, EL, and FY students

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	Scope: LEA-wide	actions are being implemented LEA-wide in order to maximize access to a broad course of study in the elementary grade span.	
1.18	**Action:** Arts Education and Enrichment **Need:** PSUSD is an "Arts Equity" district, prioritizing access to arts enrichment is a continuing priority per educational partner input. The LI, FY, and EL student groups are not often reached by community-based arts programs, so school-based programs are essential to provide these experiences. Educational partner input continues to identify arts enrichment as a desired area of activity for students. This input is consistent with statewide trends regarding increasing arts access in schools. UC/CSU entrance requirements include access to and completion of visual and performing arts coursework, therefore exposure to the arts is a need for elementary and middle school students in building familiarity for future coursework. **Scope:** LEA-wide	Arts educational and enrichment actions are provided to expand student exposure to and participation in arts related programming. Prior to the passing of Proposition 28 and the resulting Arts and Music in Schools funding resource, PSUSD identified a need to provide additional arts opportunities for LI, EL, and FY students. Various art enrichment opportunities and experiences continue to be provided to LI, EL, and FY students at all grade levels throughout the district organized by the Coordinator of Visual and Performing Arts. This includes the locally developed "Arts Partners" and "Artists in Residence" programs. Various enrichment opportunities for middle and high school students continue to be supported to ensure that high needs students have access to a broad course of study that includes arts exposures. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of on-going efforts to maximize access to a broad course of study and provide arts enrichment to all students. AMS funding will supplement efforts provided through the LCAP to further develop arts exposure and participation from LI, EL, and FY students.	• LCFF Priority 2 Local indicator analysis (Metric 1.23) • LCFF Priority 7 Local indicator analysis (Metric 1.24) • Educational partner input regarding the impact of collaboration time for instructional planning in response to the needs of LI, EL, and FY students

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2.1	**Action:** District Family Engagement Center **Need:** LCAP survey data and educational partner feedback indicate PSUSD parent needs include: • Clarity regarding academic standards addressed, current teaching methods, and how parents and family members can support learning at home • Availability of supplemental support including tutoring, after school activities, and mental health services • Workshops and other learning opportunities for parents to develop skills that will help in improving their child's education • Access to and support for technology and communication platforms • Courses for parents including English as a second language, citizenship classes, and classes related to parenting skills • Connections to community resources and supports **Scope:** LEA-wide	The PSUSD Family Engagement Center supports LI, EL, and FY families through parent outreach, parent advisory groups, and parent and family centered workshops. During 2023-24, the Family Center continued to revamp processes and offerings to better align with the evidence-based practices noted within the LCFF Priority 3 reflection tool. This work will continue in 2024-25 as part of providing services to all school sites across the district. Workshops and conference opportunities include English classes, citizenship classes, parenting classes, technology support, college readiness, and other topics identified by LI, EL, and FY parent input. Educational partner feedback continues to be very positive regarding the efforts of the Family Center. The Family Center also operated the Family Center Teacher Advisory Committee (FETAC), increasing site capacity in family engagement strategies through training and collaboration. The services within this action are being provided LEA-wide to increase overall family engagement, promote collaboration between schools and families, and to continue to generate high ratings of parent and family connectedness with their child's school.	• Parent perception of school connectedness (Metric 2.2) • Parent perception of school safety (Metric 2.3) • Parent perception of support for academic learning (Metric 2.4) • Number of active PTA/PTO/PTG (Metric 2.5) • Number of active district advisory/action committees (Metric 2.6) • Number of Family Center coordinated events (Metric 2.7) • Number of parents/guardians attending one or more Family Center sponsored events (Metric 2.8) • LCFF Priority 3 Local Indicator

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			analysis (Metrics 2.9, 2.10, 2,11) • Educational partner feedback regarding Family Center services
2.2	**Action:** School Site Parent Support Staff **Need:** Educational partner input continues to indicate a need for and appreciation of parent and family support at school sites, including Spanish-speaking support. Parents/guardians continue to respond favorably to items related to school connectedness in surveys. In the Winter 2024 survey, families reported an overall 93% favorable rating to items related to school connectedness. Educational partner input via surveys from parents and families identify favorable ratings that they feel respected (95%) and that there is a feeling of being welcome at their child's school (93%). Support staff and teachers are frequently noted as being responsive to concerns (92%), welcoming of suggestions (91%), and helpful (94%). These results have been reinforced by in-person educational partner input session comments.	Educational partner feedback historically identified a need for site-based parent support which addresses needs specific to the school and connected families. Family and Community Engagement Specialists (FACES) were added through the Family Center to support sites in encouraging the active engagement of parents in their students' learning, participating in education-based family events, and accessing resources in their school community. FACES focus on the active engagement of LI, EL, and FY families. Through this system, parents and families have identified significant improvement in school connecting to campus. FACES have been assigned to high priority sites in past years, however the system will be reconfigured for 2024-25 to provide similar services to all schools. Bilingual technicians continue to be provided at targeted sites with high LI and EL populations to facilitate parent engagement through translation and primary language communication services, directly in response to educational partner feedback regarding bilingual services at these locations. Although designed primarily to support the needs of LI, EL, and FY student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize the impact of services in addressing family support needs.	• Parent perception of school connectedness (Metric 2.2) • Parent perception of school safety (Metric 2.3) • Parent perception of support for academic learning (Metric 2.4) • Number of active PTA/PTO/PTG (Metric 2.5) • Number of active district advisory/action committees (Metric 2.6) • Number of Family Center coordinated events (Metric 2.7) • Number of parents/guardians attending one

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	FACE Specialists have been highlighted as positively impactful across multiple sources of educational partner input. **Scope:** LEA-wide		or more Family Center sponsored events (Metric 2.8) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2,11) • Educational partner feedback regarding Family Center services

2.3	**Action:**
	Communication
	
	Need:
	LCAP survey data and educational partner feedback indicate PSUSD parent needs include:
	  • Continue to improve communication processes at the school and district levels
	  • Opportunities for flexible communication with educators and school staff
	
	Educational partners have acknowledged that recent efforts to improve communication have been effective and should continue. This includes the use of ParentSquare as a consistent communication platform.
	
	Scope:
		Improving communication system improvements have been an ongoing effort in PSUSD. The ParentSquare system launched in 2023-24, providing a unified platform for parent and family communication with school staff. Educational partner input regarding the system has been positive, with participating families noting improvements in notification access and frequency. Educational partner input also identified a need to improve communication across social media platforms. The Digital Media Specialist position increased PSUSD's profile and provided school sites with resources and systems to improve their digital footprint. As communication methods evolve, efforts need to be made by the district to adjust to changing trends and provide information through a method that is effective in reaching the intended audience in a timely manner. The services within this action are being provided LEA-wide to maximize the effectiveness of communication systems for all student families through the use of consistent systems.	• Parent perception of school connectedness (Metric 2.2)
			• LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2,11)
			• Educational partner feedback regarding communication systems
			• Board of Education Operational Expectations report outcomes

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		
2.4	**Action:** Diversity and Racial Equity **Need:** LCAP survey data and educational partner feedback indicate PSUSD parent needs include: • Low percentages of favorable ratings for racial equity items and topics. This includes 68% of students favorably rating diversity and inclusion items, and 40% favorably rating sense of belonging items related to diversity and. equity topics. • SOGI ratings by students are low, with only 25% of students rating these items favorably. • Educational partner input indicates that the district is making progress in various groups being heard and part of decision making processes, however additional work is needed to include more diverse families in district activities. **Scope:** LEA-wide	The district's Diversity and Racial Equity (DRE) team actively engages staff and district educational partners in developing and using evidence-based culturally-responsive methodologies. LI, EL, and FY students and families represent a wide variety of backgrounds and cultures which requires the district to be responsive to cultural needs in addition to providing academic supports. The DRE team supports students and staff in ensuring that all district campuses are welcoming environments, broadening awareness and providing strategies for inclusion. Conscious Education training provides a framework for staff in understanding biases, cultural differences, and the need to support students and families of all varieties. The district's annual Equity Conference has been praised for bringing together educational partners across district communities to collaborate around equity topics focused on improving district systems and outcomes for students. This action will create opportunities for all cultures, ethnicities, and backgrounds to be connected to the district and schools, therefore this action is being implemented LEA-wide to maximize the impact on family and student connectedness ratings.	• Parent perception of school connectedness (Metric 2.2) • Number of active district advisory/action committees (Metric 2.6) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2,11) • Panorama survey results related to DRE and SOGI topics • Educational partner feedback regarding equity practices, welcoming environments, and representation
3.1	**Action:** Supplemental Counselors **Need:**	Additional counselors continue to serve all grade spans by supporting LI, EL, and FY students with academic and behavioral counseling services. Counseling support is a continued need based on	• Suspension Rates (Metrics 3.1, 3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Fall 2023 Dashboard reported chronic absenteeism rates for LI, EL, and FY students in the Red performance level, along with most other student groups at the district level. Nearly all PSUSD schools and student groups within schools also reported either Red performance levels or rates in the Very High status level. Progress monitoring in 2023-24 indicate improvement in chronic absenteeism rates for nearly all student groups, however rates continue to align with high and very high status levels. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.

SEL survey results continue to indicate that support is needed for LI, EL, and FY students across multiple focus topics. Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans. Secondary students showed increases in SEL ratings in the Winter 2024 results, however overall percentages sill fall below the 20th percentile when compared with national norms.

On the Fall 2023 Dashboard, the "all students" group reported a Graduation Rate of 89.3%, reporting in the Yellow performance level. LI students reported in the Yellow performance level (89.4%), while EL (80.9%) reported in the Green performance level.

On the Fall 2023 Dashboard, the "all students" group reported a College Career Indicator (CCI) percentage of 35.5%, reporting in the | educational partner input, prioritizing proactive responses to SEL and support needs. SEL survey data indicates a need to continue to support students across multiple topics, including but not limited to self-efficacy and self-management. Additional counselors allow for added 1:1 counseling sessions, MTSS services, and social-emotional needs at all grade spans for these student groups. Graduation rates and A-G completion rates are supported by academic counseling efforts at the secondary school levels, however work remains in closing performance gaps between groups. In high schools, the supplemental counselors also support LI, EL, and FY students with A-G coursework completion academic counseling. This action is provided LEA-wide as all students are likely to benefit from the additional counselors on campus, due in part to increased access to counseling supports with additional trained staff available on a daily basis. | • Attendance Rate (Metric 3.4)
• Chronic Absenteeism Rates (Metrics 3.5, 3.6)
• Dropout Rates (Metrics 3.7, 3.8)
• Panorama survey results related to student connectedness (Metric 3.9)
• Graduation Rate (Metrics 1.11, 1.12)
• CCI (Metrics 1.13, 1.14) |

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
	Medium status level. LI students (35.7%) reported in the Medium status level, ELs (12.7%) reported in the Low status level, and FY (5.6%) reported in the Very Low status level. The traditional five-color system will return for CCI in the Fall 2024 Dashboard release. **Scope:** LEA-wide		
3.2	**Action:** Mental Health Support **Need:** SEL survey results continue to indicate that support is needed for LI, EL, and FY students across multiple focus topics. Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans. Referral rates for LI and EL students are highest in areas of school-related defiance and anger management, anxiety, trauma, depression, and grief and loss. In addition, FY referrals from the county are one of the most frequent referral categories for services. Referral rates for services continue to increase over time for all three student groups. LCAP educational partner feedback regarding additional mental health services has been a consistent request from LI, EL, and FY parents/guardians. Feedback from educational partners has been positive regarding the	Mental Health therapists and associates provide Tier II and Tier III mental health support to LI, EL, and FY students and families. The most common services for these students include support for depression, anxiety, grief and loss, and trauma-related disorders. Mental health continues to be identified as a priority area in educational partner feedback along with positive ratings of current offerings. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide to maximize the availability of mental health services for all students.	- Suspension Rates (Metrics 3.1, 3.2) - Attendance Rate (Metric 3.4) - Chronic Absenteeism Rates (Metrics 3.5, 3.6) - Dropout Rates (Metrics 3.7, 3.8) - Panorama survey results related to student connectedness (Metric 3.9) - Educational partner feedback related to mental health services and supports

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
	district's efforts to provide mental health services. During the 2024-25 LCAP input process, parents and families requested that mental health supports continued to be offered by PSUSD in part due to alternate providers being limited in the geographic area. Requests for mental health services continue to increase, both from the home and school settings. **Scope:** 　LEA-wide		
3.4	**Action:** Assistant Principals **Need:** According to the Fall 2023 Dashboard, 6.9% of students in PSUSD were suspended one or more times in 2022-23, reporting in the Orange performance level. LI, EL, and FY students reported in the Orange or Red performance levels for the year. Student groups in the Red for suspension rate are noted in the Measuring and Reporting Results section of Goal 3. Rates in 2023-24 appear to be similar or declining at most schools according to local progress monitoring processes. Secondary school sites continue to report higher rates of suspension than elementary schools. Schools report varied levels of suspension incidents between sites, indicating differentiated needs for improvement.	Improvement in measures such suspension rate, chronic absenteeism rates, and graduation rates rates for LI, EL, and FY students continue to need improvement. Additional high school Assistant Principals are in place to support LI, EL, and FY students with attendance, SEL, school connectedness, and academic support towards graduation and A-G course completion throughout the year. Additional elementary and middle school Assistant Principals support LI, EL, and FY students with behavioral interventions, academic support, and addressing chronic absenteeism. These Assistant Principals also connect with LI, EL, and FY families to support students with individualized needs. Although primarily responsible for behavioral support and attendance improvement efforts for LI, EL, and FY students, the additional Assistant Principals provide additional instructional coaching for effective teaching practices targeting the needs of LI, EL, and FY students as part of classroom visitations. Assistant Principals continue to be positively	• Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Fall 2023 Dashboard reported chronic absenteeism rates for LI, EL, and FY students in the Red performance level, along with most other student groups at the district level. Nearly all PSUSD schools and student groups within schools also reported either Red performance levels or rates in the Very High status level. Progress monitoring in 2023-24 indicate improvement in chronic absenteeism rates for nearly all student groups, however rates continue to align with high and very high status levels. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs. A 7.9% dropout rate was reported for 2022-23 for the 4-year cohort, while middle school dropout rates reported at 0.14%. While LI high school dropout rates were approximately even with the "all students" group, EL and FY students reported significantly higher high school dropout rates, indicating a need for support and improved school connectedness. SEL survey results continue to indicate that support is needed for LI, EL, and FY students across multiple focus topics. Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans. Secondary students showed increases in SEL ratings in the Winter 2024 results, however overall percentages sill fall below the 20th percentile when compared with national norms.	received according to educational partner feedback, supporting students, parents, and staff across a variety of action areas. This action is provided LEA-wide as all students are likely to benefit from the activities of the Assistant Principals on campuses due to the resulting improvements to school climate.	

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	Scope: LEA-wide		
3.5	**Action:** Student Deans **Need:** One middle school site qualifies for Comprehensive Support and Improvement via the state's current accountability model. The site reported at the Red performance level in suspension rate, chronic absenteeism, ELA performance, and Math performance on the Fall 2023 Dashboard, and continues to indicate significant support needs in all areas in local calculations during 2023-24. Similar needs have been identified at another middle school and their feeder high school regarding support for behavioral intervention, SEL, and MTSS structures. Both schools exited CSI status per the Fall 2023 Dashboard release, with both sites now reporting in ATSI status for various student groups. This is an indication that supports are contributing to improved outcomes for students in Dashboard measures. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups	A Dean is assigned to a high priority high school location and two high priority middle school locations to assist LI, EL, and FY students with MTSS support, school connectedness initiatives, and social-emotional support. Student Deans are a continuing action in 2023-24 following the successful implementation of planned modifications in 2022-23. Although results in 2023-24 appear to be showing improvement in suspension rates and chronic absenteeism rates for LI, EL, and FY students, significant improvement is still needed at each of the targeted sites. Additional support continues to be needed to support MTSS, PBIS, and school connectedness efforts at each of the targeted school sites. The Deans will also work with LI and EL families and FY caregivers regarding individual student needs and supports. This action is provided LEA-wide as all students are likely to benefit from the activities of the Deans on campuses leading to improvements to school climate.	- Suspension Rates (Metrics 3.1, 3.2) - Attendance Rate (Metric 3.4) - Chronic Absenteeism Rates (Metrics 3.5, 3.6) - Panorama survey results related to student connectedness (Metric 3.9) - Panorama survey results related to student safety (Metric 3.10)

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
	including those students multiply identified as also LI, EL, and/or FY. The target schools also have LI, EL, and FY groups with Red performance levels in Goal 3 metrics, which indicate the need of ongoing targeted support. **Scope:** Schoolwide		
3.6	**Action:** MTSS SEL and Behavioral Supports **Need:** According to the Fall 2023 Dashboard, 6.9% of students in PSUSD were suspended one or more times in 2022-23, reporting in the Orange performance level. LI, EL, and FY students reported in the Orange or Red performance levels for the year. Student groups in the Red for suspension rate are noted in the Measuring and Reporting Results section of Goal 3. Rates in 2023-24 appear to be similar or declining at most schools according to local progress monitoring processes. Per educational partner feedback, SEL and behavior supports continue to be needed at most schools. SEL survey results continue to indicate that support is needed for LI, EL, and FY students across multiple focus topics. Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans. Secondary	Suspension rates, chronic absenteeism rates, educational partner input, and SEL survey results continue to identify needs for tiered supports that are responsive to student needs. PSUSD looks to address these needs through the district's MTSS model in multiple ways. The Behavior Intervention and Support team works with sites to target the specific needs of LI, EL, and FY students in the school setting, designing behavior plans as part of the Tier 2 level of the MTSS model. Behavior Intervention Specialists are further trained to support the diverse needs LI, EL, and FY students who also have disabilities. Tier 1 support for LI, EL, and FY students within the model includes social-emotional support programs which teach skills related to mindfulness and holistic wellness. Surveys are used to measure student SEL self-ratings, Tier 1 support for mentoring and counseling support, and monitoring systems for timely support for LI, EL, and FY students. MTSS Coaches provide SEL and behavioral support for LI, EL, and FY students through developing a site-based system responsive to student needs. The MTSS Coaches also work with teachers in implementing SEL and behavior management strategies that support the needs of LI, EL, and FY	• Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10)

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
	students showed increases in SEL ratings in the Winter 2024 results, however overall percentages sill fall below the 20th percentile when compared with national norms. **Scope:** LEA-wide	students in the classroom setting. Although these actions are designed for LI, EL, and FY student needs, the MTSS system is implemented LEA-wide to maximize supports for all students in improving both academic and behavioral outcomes.	
3.7	**Action:** Campus Safety and Security **Need:** Perceptions of school safety improved for secondary students and maintained past rates for elementary students according to the Winter 2024 school climate survey. Favorable ratings of school safety from students remain lower than desired, identifying safety as an ongoing need for the district. Family responses on the school climate surveys indicate a 92% favorable rating for school safety items in the Winter 2024 survey, a maintaining the prior year rating. Educational partner input in 2023-24 from LI, EL, and FY students and families has indicated a strong desire for continuing security and safety support during the school day. Parents and families noted a desire for visible security personnel on campus, noting that this provided a sense of safety and security for both them and their children. Feedback also noted that many students have positive relationships with district Security	The Executive Director of Security and Disaster Preparedness proactively leads district safety and security initiatives, training security staff in student-centered relationship-building practices, and linking local municipality resources to schools. Campus safety officers provide support in creating safe schools for LI, EL, and FY students and assist in student behavioral incidents as needed. Site-based safety officers also assist with traffic direction during student arrival and dismissal periods, a need historically identified by LI educational partner input. Professional development continues to be provided to campus safety officers in LI, El, and FY student support practices including but not limited to restorative practices and youth mental health first aid. Professional development for all staff is ongoing related to school safety protocols and emergency preparedness, including but not limited to the ALICE framework and Light Search and Rescue (LSAR) methods. This action is provided LEA-wide as all students are likely to benefit from this action due to increased school safety and resulting improvements to school climate.	• Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10) • Educational partner feedback related to school safety

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
	Officers, contributing to improved school connectedness and positive staff relationships. **Scope:** LEA-wide		
3.8	**Action:** School Social Workers **Need:** Educational partner feedback indicates evolving needs to remove a variety of barriers to school attendance and school connectedness for students and families. These needs appear to be most significant for LI and FY families, and differ by student group and individual student/family situation. According to the Fall 2023 Dashboard, 6.9% of students in PSUSD were suspended one or more times in 2022-23, reporting in the Orange performance level. LI, EL, and FY students reported in the Orange or Red performance levels for the year. Student groups in the Red for suspension rate are noted in the Measuring and Reporting Results section of Goal 3. Rates in 2023-24 appear to be similar or declining at most schools according to local progress monitoring processes. The Fall 2023 Dashboard reported chronic absenteeism rates for LI, EL, and FY students in the Red performance level, along with most other student groups at the district level.	School Social Workers provide support, intervention, and resources for at-risk LI, EL and FY students and families. These supports include providing solution-focused individual and group counseling services for LI, EL, and FY students and families, connecting families to community resources, and services related to SEL and youth mental health. School Social Workers provide staff development in the areas of child abuse and neglect, trauma-informed practices, crisis protocol, coping with grief and loss, and other areas as needed to support LI, EL, and FY students and families. School Social Workers will be used as Tier 3 support for LI, EL, and FY families through the SARB process, supporting students returning to school from incarceration or expulsion, and other appropriate referrals. This action is provided LEA-wide to maximize the impact of improving school attendance, reducing chronic absenteeism, and providing appropriate supports for all identified students in significant need.	• Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Panorama survey results related to student connectedness (Metric 3.9)

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
	Nearly all PSUSD schools and student groups within schools also reported either Red performance levels or rates in the Very High status level. Progress monitoring in 2023-24 indicate improvement in chronic absenteeism rates for nearly all student groups, however rates continue to align with high and very high status levels. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs. **Scope:** LEA-wide		
3.9	**Action:** Health Services and Nursing Staff **Need:** Health concerns continue to be a high priority topic in educational partner feedback. Identified needs include a wide range of services, from basic first aid assistance at school through complex individualized medical needs. The district continues to see increases in cases of ADHD, diabetes, life-threatening allergies, G-tube related care, and heart murmurs among other conditions in the student population. Students with these and other similar conditions need monitoring and ongoing communication with doctors by trained RNs and LVNs to make sure health	The Supervising Nurse and additional LVNs collaborate with families and school staff to ensure that health plans for LI, EL, and FY students are up-to-date, and related medical policies and procedures are implemented appropriately. These services respond to changes in student health patterns and provide resources for LI, EL, and FY students and families. Educational partner feedback continues to be positive regarding the district's health-related support provided at both the district and school site levels. Professional development and training for basic first aid, CPR, AEDs, and NARCAN will be provided to increase the number of staff able to respond to urgent medical needs of LI, EL, and FY students at schools. Although designed to support LI, EL, and FY students, this action is provided LEA-wide as all students are likely to benefit from health-related supports during the school day as part of	- Attendance Rate (Metric 3.4) - Chronic Absenteeism Rates (Metrics 3.5, 3.6) - Educational partner feedback related to health services needs

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
	plans are in place, in order for students to continue to regularly attend school. Regional access to medical support and services is an issue for portions of the district. Limited access to services primarily impacts the northern geographic area of the district and disproportionally impacts LI, EI, and FY students and families. **Scope:** LEA-wide	improving attendance and decreasing chronic absenteeism rates.	
3.10	**Action:** Organized Recess and Supervision **Need:** Elementary suspension rates continue to report at lower rates than middle and high schools. This is partially attributed to the initial implementation of the organized recess program and associated supervision coverage. According to the Fall 2023 Dashboard, 6.9% of students in PSUSD were suspended one or more times in 2022-23, reporting in the Orange performance level. LI, EL, and FY students reported in the Orange or Red performance levels for the year. Student groups in the Red for suspension rate are noted in the Measuring and Reporting Results section of Goal 3. Rates in 2023-24 appear to be similar or declining at most schools according to local progress monitoring processes.	The district's organized recess program, recess coaches, and supervision aides facilitate and implement a structured recess program for LI, EL, and FY elementary school students. This program promotes inclusion, students being physically active, and the development of social-emotional skills. Additional hours are provided for staff members to support students during a larger time segment of the school day. Program implementation is credited in part as limiting suspension rates at participating school sites by supporting LI, EL, and FY students during recess and lunch timeframes. Supervision Aides support LI, EL, and FY student needs and interactions before school, during recess, and during lunch periods. This action is provided LEA-wide as all students are likely to benefit from this action due to increased school safety and resulting improvements to school climate	- Suspension Rates (Metrics 3.1, 3.2) - Panorama survey results related to student connectedness (Metric 3.9) - Panorama survey results related to student safety (Metric 3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Elementary SEL and School Connectedness levels continue to indicate a need to support students through various social interactions at school. Student responses to safety-related items indicate support needs for appropriate student-to-student interactions during unstructured times on campus. **Scope:** LEA-wide		
3.11	**Action:** Community Liaisons **Need:** The Fall 2023 Dashboard reported chronic absenteeism rates for LI, EL, and FY students in the Red performance level, along with most other student groups at the district level. Nearly all PSUSD schools and student groups within schools also reported either Red performance levels or rates in the Very High status level. Progress monitoring in 2023-24 indicate improvement in chronic absenteeism rates for nearly all student groups, however rates continue to align with high and very high status levels. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for	Chronic absenteeism rates continue to report at very high levels for LI, EL, and FY student groups, indicating a continuing need to support students and families with attendance-related resources and services. Community Liaisons support LI, EL, and FY students and families with school attendance. Supports include home visits, SART meetings, and providing access to resources such as bus passes, food vouchers, and clothing as needed. Educational partner input indicates varied needs related to school attendance, requiring support systems that are responsive to family needs in improving student attendance. Although designed around the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of maximizing impact on decreasing chronic absenteeism rates and increasing student attendance.	• Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

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
	support in all areas for these student groups. SWD and the AA student group also led to Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. **Scope:** LEA-wide		
3.12	**Action:** Prevention Specialists **Need:** The Fall 2023 Dashboard reported chronic absenteeism rates for LI, EL, and FY students in the Red performance level, along with most other student groups at the district level. Nearly all PSUSD schools and student groups within schools also reported either Red performance levels or rates in the Very High status level. Progress monitoring in 2023-24 indicate improvement in chronic absenteeism rates for nearly all student groups, however rates continue to align with high and very high status levels. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs. FY and EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. SWD and the AA student group also led to	Chronic absenteeism rates continue to report at very high levels for LI, EL, and FY student groups, indicating a continuing need to support students and families with attendance-related resources and services. Prevention Specialists use the Edge coaching model in student interactions and continue to serve as adult mentors for targeted LI, EL, and FY students, assisting them in goal setting and providing regular check-ins and conferencing opportunities. Educational partner input indicates varied needs related to school attendance, requiring support systems that are responsive to family needs in improving student attendance. Although designed around the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of maximizing impact on decreasing chronic absenteeism rates and increasing student attendance.	• Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

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
	Differentiated Assistance status, indicating support needs for these student groups including those students multiply identified as also LI, EL, and/or FY. **Scope:** LEA-wide		
3.13	**Action:** Bus Transportation **Need:** Educational partner input indicates continuing needs to support LI, EL, and FY transportation. Educational partners consistently identify transportation needs as a contributing factor of chronic absenteeism and school attendance. **Scope:** LEA-wide	Additional transportation services to areas of the district with high percentages of LI, EL, and FY students to mitigate transportation barriers to and from school. Chronic absenteeism rates for LI, EL, and FY student groups have historically improved at sites supported with additional transportation services. Although this was not the trend in 2022-23, progress monitoring data indicates that improvement in attendance is partly attributed to increased transportation access in 2023-24. This action is provided LEA-wide as all bussing-eligible students are likely to benefit from this action, maximizing the impact of the action on increasing attendance rates and reducing chronic absenteeism rates.	• Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Transportation usage data

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
1.6	**Action:** English Learner Support	The EL Programs Office provides a range of services integrating a set of services through both	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: On the Fall 2023 Dashboard, the "all students" group reported an average score of 46.7 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Red performance level (84.5 points below standard). On the Fall 2023 Dashboard, the "all students" group reported an average score of 88.2 points below standard in mathematics, placing the district in the Orange performance level. EL students also reported in the Red performance level (116.3 points below standard). This indicates a continuing need to support students in mathematics performance across all grade levels in the district. On the Fall 2023 Dashboard, 41.3% of ELs were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Orange performance level. Nine schools reported in the Red performance level in ELPI on the Fall 2023 Dashboard, and another nine schools reported inthe Orange performance level. These results indicate a need for ongoing support in English language development at many sites. EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for these student groups. Schools reporting in the Red performance	LCFF and Title III funds. Support provided by EL Community Liaisons includes weekly high school newcomer meetings, family contacts, and in-class support. Counselors on Special Assignment (COSAs) are supported at each high school specifically to support English learners students with mentoring services, access to tutoring, A-G eligibility support, and goal setting. Although principally supporting EL students, COSAs will also provide targeted support to the individualized needs of LTELs. Title III actions supporting EL students include 1) effective professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel, 2) enhanced instructional opportunities for newly-arrived immigrant children and youth, 3) effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the state academic standards, and 4) assist English learners in achieving English proficiency based on the State's English language proficiency assessment. In addition, Title III funds are providing schools with the ELLevation program used to monitor EL student progress and support via a Teacher on Special Assignment supporting EL strategy training and implementation.	• ELA, Math and Science results on the CAASPP assessments for EL students (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Reclassification Rate (Metric 1.9) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	level for the EL student group are identified in the Measuring and Reporting Results sections of Goal 1 and Goal 3. EL student groups performed lower on local benchmarking and progress monitoring assessments in 2023-24 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance. **Scope:** Limited to Unduplicated Student Group(s)		
1.7	**Action:** Long Term English Learner (LTEL) Support **Need:** On the Fall 2023 Dashboard, the "all students" group reported an average score of 46.7 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Red performance level (84.5 points below standard). On the Fall 2023 Dashboard, the "all students" group reported an average score of 88.2 points below standard in mathematics, placing the district in the Orange performance level. EL students also reported in the Red performance level (116.3 points below standard). This indicates a continuing need to support students in mathematics performance across all grade levels in the district.	Long Term English Learners (LTELs) have been identified as an EL for seven or more years, indicating a need for additional targeted services to attain English language proficiency. The EL Programs Office will be providing professional development on the use of integrated ELD in core content to target the needs of LTELs. A new ELD course is designed to support LTELs in improving language acquisition and development leading to increased reclassification specifically from the LTEL group. Targeted intervention during the school day, progress monitoring, and family nights supporting LTELs are planned to address identified needs. Title III funds are providing schools with supplemental ELD program materials for LTEL status prevention.	- ELA, Math and Science results on the CAASPP assessments for EL students (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) - EL performance on ELPI (Metric 1.8) - Reclassification Rate (Metric 1.9) - Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	On the Fall 2023 Dashboard, 41.3% of ELs were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Orange performance level. Nine schools reported in the Red performance level in ELPI on the Fall 2023 Dashboard, and another nine schools reported inthe Orange performance level. These results indicate a need for ongoing support in English language development at many sites. EL performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for this student group. Schools reporting in the Red performance level for the EL student group are identified in the Measuring and Reporting Results sections of Goal 1 and Goal 3. EL student groups performed lower on local benchmarking and progress monitoring assessments in 2023-24 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Foster Youth Community Liaisons **Need:**	Two foster youth community liaisons coordinate individualized support services to district foster and homeless youth and their families. Services and processes in 2024-25 include identifying	• Suspension Rates (Metrics 3.1, 3.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	PSUSD serves approximately 200 FY students throughout the district. FY students have unique and individualized needs to connect to school, attend regularly, and succeed academically. FY student caregivers often need assistance in connecting to district and community resources as part of supporting FY students.

FY performance on the Fall 2023 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for support in all areas for this student group. FY students reported in the Red performance level in chronic absenteeism, suspension rate, and ELA results at the district level indicating the needs for a wide variety of supports. Schools reporting in the Red performance level for the FY student group are identified in the Measuring and Reporting Results sections of Goal 1 and Goal 3

Scope:
  Limited to Unduplicated Student Group(s) | specific supports and services needed for each student, improved school-based support systems, and high school counselor consultation to support FY students with post-secondary planning. Collaboration with Prevention Specialists will also occur to address additional needs and provide layered support to FY students. | - Expulsion Rate (Metric 3.3)
- Attendance Rate (Metric 3.4)
- Chronic Absenteeism Rates (Metrics 3.5, 3.6)
- Dropout Rates (Metrics 3.7, 3.8)
- Panorama survey results related to student connectedness (Metric 3.9)
- Panorama survey results related to student safety (Metric 3.10) |

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

N/A

Additional Concentration Grant Funding

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

In 2024-25, the district continues to be provided an additional LCFF concentration grant add-on funding in the amount of $12,754,584. This additional funding is being used to increase the number of staff providing direct services to students at schools with a percentage of unduplicated LI, EL, and FY students exceeding 55%. In PSUSD, all schools exceed the 55% threshold and therefore benefit from the additional 15% concentration grant funding.

PSUSD utilizes these funds to increase the number of both certificated and classified staff providing direct services to students in schools across the district. Additional staff was initially added for the 2022-23 school year based on student needs, educational partner input, and expanding and enhancing programs determined to be effective in improving outcomes for LI, EL, and FY students. Where appropriate, these staff members continued to be funded to support identified student needs. Analysis of the Fall 2023 Dashboard results, DataQuest reporting for 2022-23, local data from the 2023-24 academic year, and updated educational partner input indicates that most supplemental staffing has been effective and will continue into the 2024-25 school year. Since all PSUSD schools feature student populations over the 55% concentration threshold, schools and programs continue to be prioritized for support based on current performance measures, learning support and intervention needs, accountability status, and grade span.

Funded actions and programs which include additional staff providing direct services that support LI, EL, and FY students include:
*12 additional teachers in middle school for broad course of study and class size reduction efforts (Goal 1 Action 11 - Broad Course of Study and Class Size Reduction)
*Additional funding in school site allocations in order to avoid staffing reductions to school-based positions due to declining enrollment within the district (Goal 1 Action 14 - School Site Allocations)
*15 elementary STEAM teachers providing lessons in applied science, technology, engineering, arts, and mathematics to LI, EL, and FY students (Goal 1 Action 17 - Enhanced Elementary Learning Opportunities)
*15 elementary school counselors providing Tier I and Tier II supports for LI, EL, and FY students (Goal 3 Action 1 - Supplemental Counselors)
*11 additional mental health therapists supporting LI, EL, and FY student mental health needs (Goal 3 Action 2 - Mental Health Support)
*13 Behavior paraprofessionals providing Tier I and Tier II behavioral supports for LI, EL, and FY students (Goal 3 Action 6 - MTSS SEL and Behavior Supports)
*13 Behavior Intervention Assistants providing Tier I and Tier II behavioral supports for LI, EL, and FY students including those with identified disabilities (Goal 3 Action 6 - MTSS SEL and Behavior Supports)
*Additional hours provided to supervision aides at all school sites in order to provide SEL and behavior support to LI, EL, and FY students before school, during recess, and during lunch periods (Goal 3 Action 10 - Organized Recess and Supervision)
*Additional hours provided to Recess Coaches at elementary schools to allow for additional supports related to organized recess, SEL, and positive student interaction (Goal 3 Action 10 - Organized Recess and Supervision)

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	Elementary School - 1:28, Middle School - 1:37, High School - 1:30, Alternative - 1:41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School - 1:18, Middle School - 1:18, High School -1:18, Alternative - 1:14

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	$204,892,931.00	94,814,203.00	46.275%	0.000%	46.275%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$95,478,121.00	$30,626,416.00	$0.00	$7,367,563.00	$133,472,100.00	$99,628,697.00	$33,843,403.00

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	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,340,918.00	$2,050.00	$2,996,808.00			$346,160.00	$3,342,968.00	
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,111,216.00	$2,392,444.00	$3,492,944.00			$1,010,716.00	$4,503,660.00	
1	1.3	Additional Collaboration & Instructional Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$22,020,541.00	$0.00	$22,020,541.00				$22,020,541.00	
1	1.4	Technology Implementation and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,407,142.00	$1,505,575.00	$3,823,095.00			$89,622.00	$3,912,717.00	
1	1.5	MTSS - Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$5,565,708.00	$225,032.00	$225,032.00	$4,682,364.00		$883,344.00	$5,790,740.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$1,849,794.00	$280,061.00	$1,572,227.00			$557,628.00	$2,129,855.00	
1	1.7	Long Term English Learner (LTEL) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$0.00	$365,161.00	$20,000.00			$345,161.00	$365,161.00	

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	**1.8**	Dual Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High, Two Bunch Palms Elementary	on-going	$1,777,736.00	$590,000.00	$2,211,335.00			$156,401.00	$2,367,736.00	
1	**1.9**	High School Graduation and A-G Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	on-going	$1,634,110.00	$1,170,702.00	$2,804,812.00				$2,804,812.00	
1	**1.10**	CTE Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	on-going	$2,933,316.00	$197,991.00	$2,996,754.00			$134,553.00	$3,131,307.00	
1	**1.11**	Broad Course of Study and Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$7,648,717.00	$0.00	$7,648,717.00				$7,648,717.00	
1	**1.12**	Inclusion Instructional Model Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,453,696.00	$0.00	$1,156,216.00			$297,480.00	$1,453,696.00	
1	**1.13**	Supplemental Inclusion Instructional Model Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,678,514.00	$0.00	$1,678,514.00				$1,678,514.00	
1	**1.14**	School Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$4,169,694.00	$1,618,578.00	$5,626,825.00			$161,447.00	$5,788,272.00	
1	**1.15**	Recruit & Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,295,765.00	$506,068.00	$2,444,707.00	$92,843.00		$264,283.00	$2,801,833.00	

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	1.16	Kindergarten Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	on-going	$1,356,619.00	$0.00	$1,356,619.00				$1,356,619.00	
1	1.17	Enhanced Elementary Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	on-going	$6,210,150.00	$137,000.00	$6,347,150.00				$6,347,150.00	
1	1.18	Arts Education and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$379,984.00	$427,565.00	$807,549.00				$807,549.00	
1	1.19	Expanded Learning Program	All	No			Specific Schools: All district elementary and middle schools	on-going	$2,884,854.00	$12,358,517.00	$0.00	$12,309,578.00		$2,933,793.00	$15,243,371.00	
1	1.20	Technical Assistance - Academics	Students with Disabilities English Learners, Foster Youth, African American students	No			All Schools	on-going	$0.00	$7,751,103.00	$0.00	$7,751,103.00			$7,751,103.00	
1	1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	Students with Disabilities	No			All Schools	on-going	$458,037.00	$0.00		$458,037.00			$458,037.00	
2	2.1	District Family Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$467,131.00	$55,220.00	$522,351.00				$522,351.00	
2	2.2	School Site Parent Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,230,001.00	$24,000.00	$1,254,001.00				$1,254,001.00	
2	2.3	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$152,979.00	$0.00	$152,979.00				$152,979.00	

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
2	2.4	Diversity and Racial Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$409,104.00	$100,000.00	$509,104.00				$509,104.00	
3	3.1	Supplemental Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,955,313.00	$7,700.00	$3,963,013.00				$3,963,013.00	
3	3.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,497,510.00	$135,000.00	$2,632,510.00				$2,632,510.00	
3	3.3	Foster Youth Community Liaisons	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on-going	$210,572.00	$5,000.00	$105,597.00			$109,975.00	$215,572.00	
3	3.4	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$5,687,577.00	$0.00	$5,687,577.00				$5,687,577.00	
3	3.5	Student Deans	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	on-going	$568,893.00	$0.00	$568,893.00				$568,893.00	
3	3.6	MTSS SEL and Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,787,140.00	$458,641.00	$2,627,591.00	$1,541,190.00		$77,000.00	$4,245,781.00	
3	3.7	Campus Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,373,701.00	$250,000.00	$1,623,701.00				$1,623,701.00	
3	3.8	School Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$746,059.00	$4,500.00	$4,500.00	$746,059.00			$750,559.00	
3	3.9	Health Services and Nursing Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$452,536.00	$29,007.00	$481,543.00				$481,543.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	Organized Recess and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,404,433.00	$32,900.00	$2,437,333.00				$2,437,333.00	
3	3.11	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$382,240.00	$5,000.00	$5,000.00	$382,240.00			$387,240.00	
3	3.12	Prevention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,203,031.00	$5,000.00	$5,000.00	$1,203,031.00			$1,208,031.00	
3	3.13	Bus Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$202,688.00	$3,097,220.00	$3,299,908.00				$3,299,908.00	
3	3.14	Technical Assistance - School Attendance Plans	English Leaners, Foster Youth, Students with Disabilities, African American students	No			All Schools	on-going	$367,675.00	$0.00	$367,675.00				$367,675.00	
4	4.1	Arts Instruction Expansion	All	No			Specific Schools: Mt. San Jacinto High School	2024-25 and 2025-26	$75,835.00	$0.00		$75,835.00			$75,835.00	
4	4.2	Dual Enrollment Course Expansion	All	No			Specific Schools: Mt. San Jacinto High School	2024-25 and 2025-26	$600,000.00	$0.00		$600,000.00			$600,000.00	
4	4.3	MTSS - ELA and Math Intervention Systems	All	No			Specific Schools: Mt. San Jacinto High School	2024-25 and 2025-26	$0.00	$50,000.00		$50,000.00			$50,000.00	
4	4.4	Alternative Education Professional Development	All	No			Specific Schools: Mt. San Jacinto High	2024-25 and 2025-26	$0.00	$25,729.00		$25,729.00			$25,729.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
5	5.1	Art Instruction Expansion	All	No			Specific Schools: Desert Learning Academy	2024-25 and 2025-26	$74,110.00	$0.00		$74,110.00			$74,110.00	
5	5.2	Mathematics Course and Intervention Expansion	All	No			Specific Schools: Desert Learning Academy	2024-25 and 2025-26	$430,120.00	$0.00		$430,120.00			$430,120.00	
5	5.3	School Community Outreach	All	No			Specific Schools: Desert Learning Academy	2024-25 and 2025-26	$173,538.00	$0.00		$173,538.00			$173,538.00	
5	5.4	MTSS System Improvement	All	No			Specific Schools: Desert Learning Academy	2024-25 and 2025-26	$0.00	$30,639.00		$30,639.00			$30,639.00	

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
$204,892,931.00	94,814,203.00	46.275%	0.000%	46.275%	$95,110,446.00	0.000%	46.420 %	**Total:**	$95,110,446.00
								LEA-wide Total:	$92,843,729.00
								Limited Total:	$1,697,824.00
								Schoolwide Total:	$568,893.00

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	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,996,808.00	
1	1.2	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,492,944.00	
1	1.3	Additional Collaboration & Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,020,541.00	
1	1.4	Technology Implementation and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,823,095.00	
1	1.5	MTSS - Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,032.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,572,227.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Long Term English Learner (LTEL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
1	1.8	Dual Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High, Two Bunch Palms Elementary	$2,211,335.00	
1	1.9	High School Graduation and A-G Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	$2,804,812.00	
1	1.10	CTE Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	$2,996,754.00	
1	1.11	Broad Course of Study and Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,648,717.00	
1	1.12	Inclusion Instructional Model Support Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,156,216.00	
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,678,514.00	
1	1.14	School Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,626,825.00	
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,444,707.00	
1	1.16	Kindergarten Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	$1,356,619.00	
1	1.17	Enhanced Elementary Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	$6,347,150.00	

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	1.18	Arts Education and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$807,549.00	
2	2.1	District Family Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$522,351.00	
2	2.2	School Site Parent Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,254,001.00	
2	2.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,979.00	
2	2.4	Diversity and Racial Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$509,104.00	
3	3.1	Supplemental Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,963,013.00	
3	3.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,632,510.00	
3	3.3	Foster Youth Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$105,597.00	
3	3.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,687,577.00	
3	3.5	Student Deans	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$568,893.00	
3	3.6	MTSS SEL and Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,627,591.00	
3	3.7	Campus Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,623,701.00	
3	3.8	School Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	

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	3.9	Health Services and Nursing Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$481,543.00	
3	3.10	Organized Recess and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,437,333.00	
3	3.11	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.12	Prevention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.13	Bus Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,299,908.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$103,830,826.00	$105,366,111.00

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	Instructional Coaches	Yes	$3,059,018.00	$3,047,763.00
1	1.2	Staff Professional Development	Yes	$4,088,781.00	$4,865,259.00
1	1.3	Additional Collaboration Time & Instructional Time	Yes	$21,210,125.00	$21,363,340.00
1	1.4	Technology Implementation	Yes	$4,244,470.00	$4,288,894.00
1	1.5	Multi-Tiered Systems of Support - Academic Supports	Yes	$6,285,780.00	$6,336,779.00
1	1.6	English Learner Support	Yes	$1,962,594.00	$2,018,615.00
1	1.7	Dual Immersion Program	Yes	$1,680,824.00	$1,971,546.00
1	1.8	Additional A-G Support	Yes	$1,962,280.00	$2,244,882.00
1	1.9	CTE Program	Yes	$3,182,971.00	$3,342,868.00
1	1.10	Class Size Reduction	Yes	$8,564,998.00	$8,159,364.00
1	1.11	Inclusion Model Support Personnel	Yes	$1,380,622.00	$1,280,038.00

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	Supplemental Inclusion Model Staffing	Yes	$1,564,578.00	$1,539,974.00
1	1.13	School Site Allocations	Yes	$6,377,209.00	$6,391,531.00
1	1.14	Recruit and Retain Highly Qualified Staff	Yes	$3,603,663.00	$3,625,234.00
1	1.15	Primary Grade Support	Yes	$1,310,758.00	$1,268,867.00
1	1.16	Enhanced Elementary Learning Opportunities	Yes	$6,107,443.00	$6,144,944.00
1	1.17	Arts Education and Enrichment	Yes	$748,824.00	$792,280.00
1	1.18	Alternative Education Virtual School	Yes	$559,737.00	$520,221.00
1	1.19	Expanded Learning Program	Yes	$115,968.00	$115,968.00
1	1.20	Elementary Online Programs	Yes	$300,000.00	$290,000.00
2	2.1	District Parent Engagement Staffing and Supplies	Yes	$1,263,388.00	$1,154,522.00
2	2.2	School Site Based Parent Support Staff	Yes	$1,124,597.00	$1,011,552.00
2	2.3	Social Workers	Yes	$805,210.00	$653,816.00
3	3.1	Supplemental Counselors	Yes	$4,181,658.00	$4,198,599.00

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	3.2	Mental Health Support	Yes	$1,713,004.00	$1,767,894.00
3	3.3	Foster Youth Community Liaisons	Yes	$105,675.00	$106,558.00
3	3.4	Assistant Principals	Yes	$3,665,283.00	$3,810,782.00
3	3.5	Student Deans	Yes	$903,823.00	$843,122.00
3	3.6	Multi-Tiered Systems of Support - SEL and Behavioral Supports	Yes	$3,114,824.00	$3,158,828.00
3	3.7	Campus Safety and Security	Yes	$1,864,080.00	$1,934,020.00
3	3.8	School Resource Officers	No	$400,000.00	$400,000.00
3	3.9	Nursing Staff	Yes	$402,173.00	$484,744.00
3	3.10	Game On! Organized Recess	Yes	$1,444,762.00	$1,632,511.00
3	3.11	Community Liaisons & Prevention Specialists	Yes	$1,598,406.00	$1,548,509.00
3	3.12	Bus Transportation	Yes	$2,933,300.00	$3,052,287.00
3	3.13	Mental Health Interns and Teletherapy Services	Yes	$0.00	$0

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)
$98,713,462.00	$96,778,177.00	$98,313,462.00	($1,535,285.00)	0.383%	0.443%	0.060%

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	Instructional Coaches	Yes	$2,530,983.00	$2,519,728.00		
1	1.2	Staff Professional Development	Yes	$2,645,455.00	$3,421,933.00		
1	1.3	Additional Collaboration Time & Instructional Time	Yes	$21,210,125.00	$21,363,340.00		
1	1.4	Technology Implementation	Yes	$4,114,900.00	$4,159,324.00		
1	1.5	Multi-Tiered Systems of Support - Academic Supports	Yes	$5,174,453.00	$5,225,452.00		
1	1.6	English Learner Support	Yes	$1,390,127.00	$1,446,148.00		
1	1.7	Dual Immersion Program	Yes	$1,577,202.00	$1,867,924.00		
1	1.8	Additional A-G Support	Yes	$1,962,280.00	$2,244,882.00		
1	1.9	CTE Program	Yes	$3,003,212.00	$3,163,109.00		
1	1.10	Class Size Reduction	Yes	$7,838,705.00	$7,433,071.00		
1	1.11	Inclusion Model Support Personnel	Yes	$1,097,921.00	$997,337.00		
1	1.12	Supplemental Inclusion Model Staffing	Yes	$1,564,578.00	$1,539,974.00		
1	1.13	School Site Allocations	Yes	$6,160,556.00	$6,174,878.00		

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	1.14	Recruit and Retain Highly Qualified Staff	Yes	$2,725,735.00	$2,747,306.00		
1	1.15	Primary Grade Support	Yes	$1,310,758.00	$1,268,867.00		
1	1.16	Enhanced Elementary Learning Opportunities	Yes	$6,107,443.00	$6,144,944.00		
1	1.17	Arts Education and Enrichment	Yes	$748,824.00	$792,280.00		
1	1.18	Alternative Education Virtual School	Yes	$559,737.00	$520,221.00		
1	1.19	Expanded Learning Program	Yes	$5,000.00	$5,000.00		
1	1.20	Elementary Online Programs	Yes	$300,000.00	$290,000.00		
2	2.1	District Parent Engagement Staffing and Supplies	Yes	$1,263,388.00	$1,154,522.00		
2	2.2	School Site Based Parent Support Staff	Yes	$1,124,597.00	$1,011,552.00		
2	2.3	Social Workers	Yes	$805,210.00	$653,816.00		
3	3.1	Supplemental Counselors	Yes	$4,181,658.00	$4,198,599.00		
3	3.2	Mental Health Support	Yes	$1,713,004.00	$1,767,894.00		
3	3.3	Foster Youth Community Liaisons	Yes	$105,675.00	$106,558.00		
3	3.4	Assistant Principals	Yes	$3,665,283.00	$3,810,782.00		
3	3.5	Student Deans	Yes	$903,823.00	$843,122.00		
3	3.6	Multi-Tiered Systems of Support - SEL and Behavioral Supports	Yes	$2,744,824.00	$2,788,828.00		
3	3.7	Campus Safety and Security	Yes	$1,864,080.00	$1,934,020.00		
3	3.9	Nursing Staff	Yes	$402,173.00	$484,744.00		

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	3.10	Game On! Organized Recess	Yes	$1,444,762.00	$1,632,511.00		
3	3.11	Community Liaisons & Prevention Specialists	Yes	$1,598,406.00	$1,548,509.00		
3	3.12	Bus Transportation	Yes	$2,933,300.00	$3,052,287.00		
3	3.13	Mental Health Interns and Teletherapy Services	Yes	$0.00	$0.00	0.383%	0.443%

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)
$212,616,226.00	$98,713,462.00	0.095%	46.523%	$98,313,462.00	0.443%	46.683%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - 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.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

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

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

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

        ▪   The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o 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.

- o 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.

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

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.

  - o **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:

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

  - o Professional development for teachers.

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

- 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.

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

- 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%).

  o 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)**

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

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

  o 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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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