



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Patterson Joint Unified School District

CDS Code: 50-71217-0000000

School Year: 2024-25

LEA contact information:

Ryan R. Gonzales

Assistant Superintendent of Educational Services

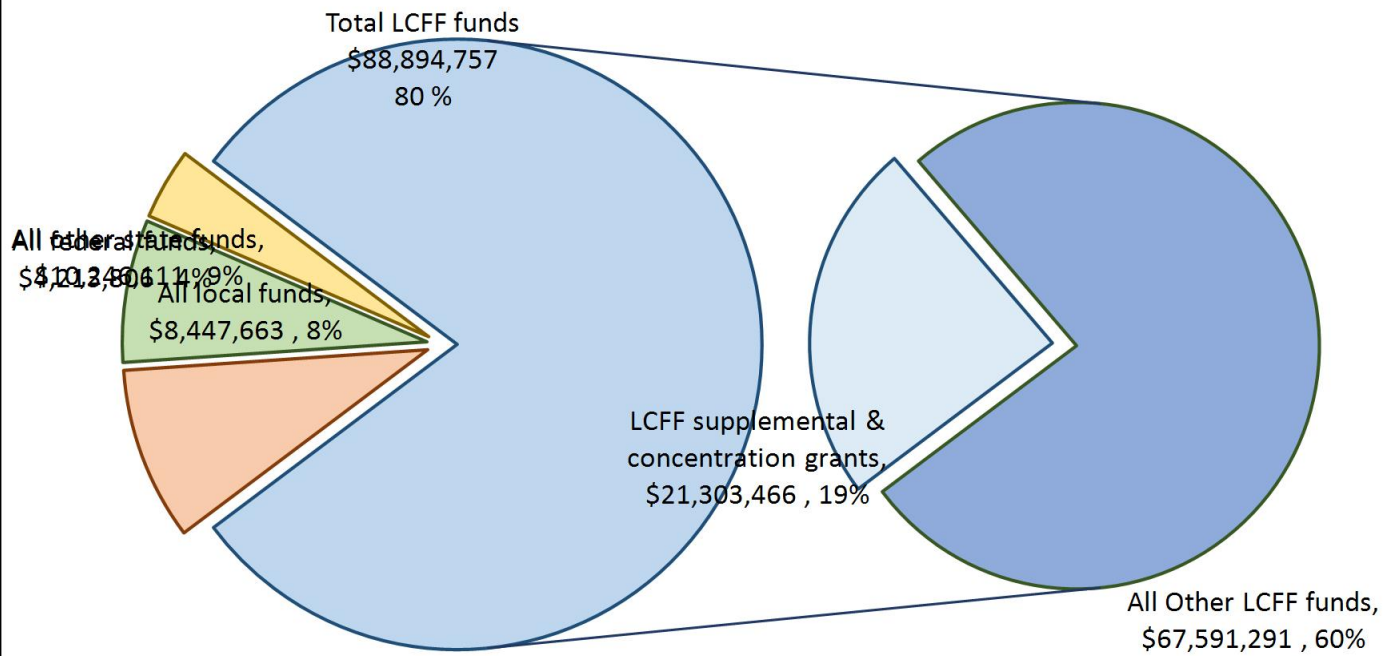
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

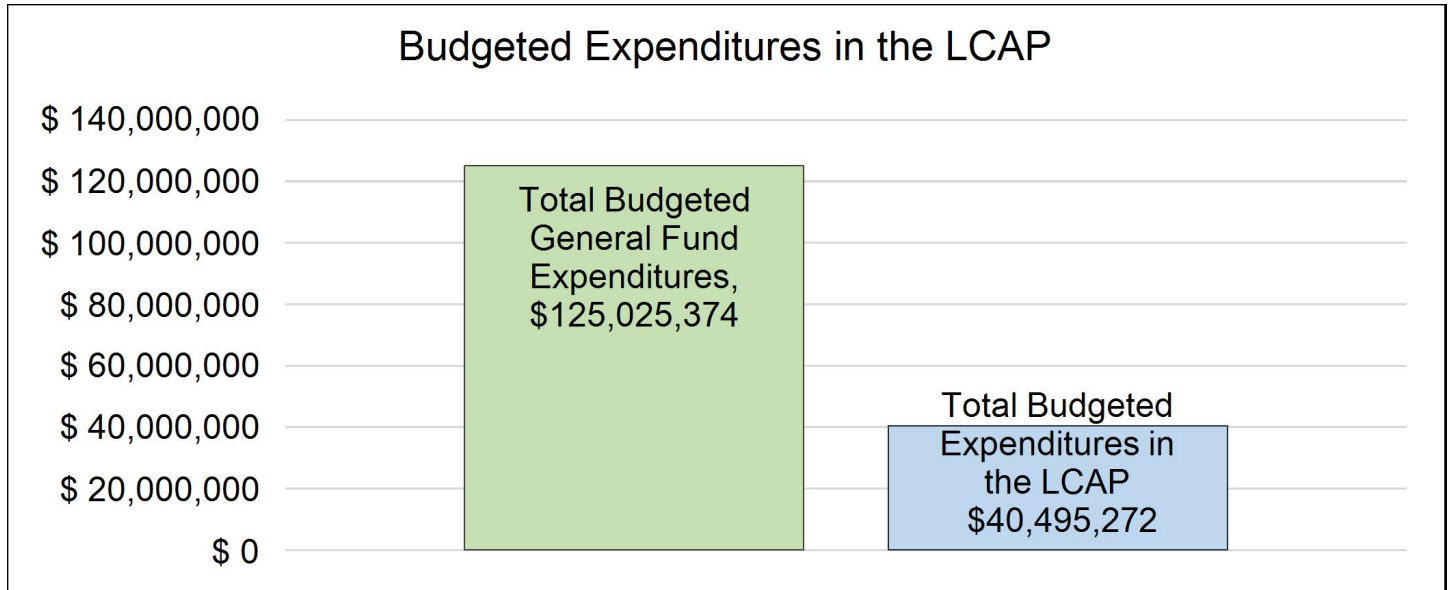


This chart shows the total general purpose revenue Patterson Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Patterson Joint Unified School District is \$111,802,337, of which \$88,894,757 is Local Control Funding Formula (LCFF), \$10,246,111 is other state funds, \$8,447,663 is local funds, and \$4,213,806 is federal funds. Of the \$88,894,757 in LCFF Funds, \$21,303,466 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Patterson Joint 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: Patterson Joint Unified School District plans to spend \$125,025,374 for the 2024-25 school year. Of that amount, \$40,495,272 is tied to actions/services in the LCAP and \$84,530,102 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) are as follows:

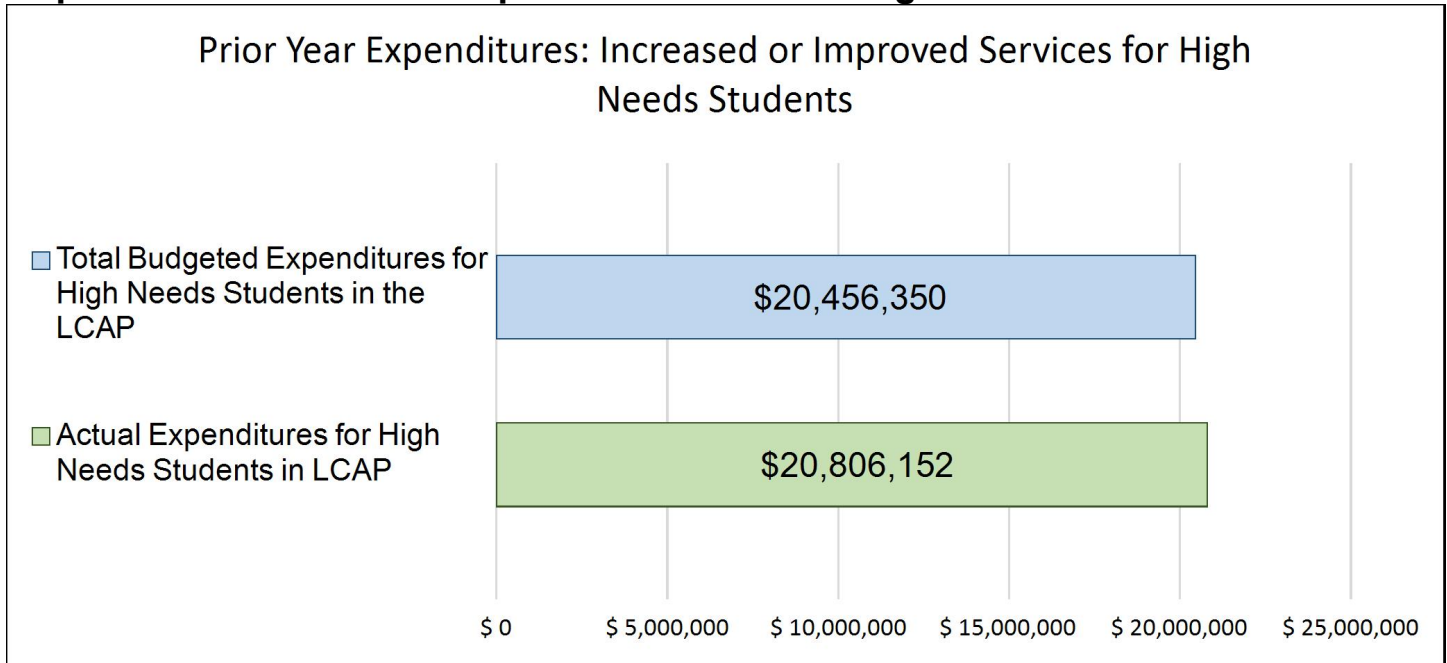
- additional salaries, supplies and professional services paid with General Fund and other funding sources
- expenditures for one time dollars not reflected in the LCAP
- construction expenditures not reflected in the LCAP

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

In 2024-25, Patterson Joint Unified School District is projecting it will receive \$21,303,466 based on the enrollment of foster youth, English learner, and low-income students. Patterson Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Patterson Joint Unified School District plans to spend \$28,738,125 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Patterson Joint 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 Patterson Joint 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, Patterson Joint Unified School District's LCAP budgeted \$20,456,350 for planned actions to increase or improve services for high needs students. Patterson Joint Unified School District actually spent \$20,806,152 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
Patterson Joint Unified School Distict	Ryan R. Gonzales Assistant Superintendent of Educational Services	rygonzales@patterson.k12.ca.us (209) 895-7700

Goals and Actions

Goal

Goal #	Description
1	PJUSD will prepare students to be college and/or career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Dataquest 2018-2019 Chronic Absenteeism Rate Report PJUSD Overall 12.0%	Dataquest 2020-21 Chronic Absenteeism Rate Report PJUSD Overall 28.4%	Dataquest 2021-22 Chronic Absenteeism Rate Report PJUSD Overall 35.3%	Dataquest 2022-23 Chronic Absenteeism Rate Report PJUSD Overall 24.3%	Decrease baseline by 3%
ELA Academic Progress broken out by subgroups for EL's, SPED and foster youth	CAASPP 18-19 Results Source Dataquest All - 51.10% EL - 12.81% SpEd. - 16.35% Foster - (*)	2021 Dataquest Not Available iReady Reading 2021-2022 EOY Diagnostic Tier 1 On or above grade level. EL - 17.92% SpEd. - 11.32% Foster - 25.71%	CAASPP 21-22 Results Source Dataquest All - 47.06% EL - 12.47% SpEd. - 15.61% Foster - 20.64%	CAASPP 2022/23 Results Source Dataquest All - 34.02% EL - 11.20% SpEd. - 6.34% Foster - 0.00%	Increase academic achievement by 10%
Math Academic Progress broken out by subgroups for EL's, SPED and foster youth	CAASPP 18-19 Results Source Dataquest All - 39.73% EL - 12.58%	2021 Dashboard Not Available iReady Math 2021-2022 EOY Diagnostic	CAASPP 21-22 Results Source Dataquest All - 33.38% EL - 9.71%	CAASPP 2022/23 Results Source Dataquest All - 18.56% EL - 8.14%	Increase academic achievement by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SpEd. - 12.61% Foster - (*)	Tier 1 On or above grade level. EL - 14.27% SpEd. - 7.31% Foster - 16.22%	SpEd. - 11.41% Foster - 10.30%	SpEd. - 3.90% Foster - 0.00%	
English Learner Progress	18-19 Dashboard 50.8% making progress towards English language proficiency ELPAC 2019 LEVEL 4 - 16.40% LEVEL 3 - 37.77%	2021 Dashboard Not Available 47.64% making progress towards language proficiency ELPAC 2021 Level 4 - 13.98% Level 3 - 33.66%	2021-22 Dashboard 50.5% making progress towards English language proficiency ELPAC 2022 LEVEL 4 - 15.57% LEVEL 3 - 35.23%	2023 Dashboard 48.2% making progress towards English language proficiency	Increase baseline by 15%
Graduation Rate broken out by subgroups as well for EL's, SPED and foster youth	2019 Dashboard Overall 89.8% EL 84.7% SWD/SPED 79.2% Foster (*)	2021 Dashboard Not Available 2020-21 Four-Year Adjusted Cohort Graduation Rate DataQuest Overall 85.2% Eng Learners 72% SWD/SPED 79.8% Foster Youth (*)	2022 Dashboard Overall 90.7% Eng Learners 82.3% SWD/SPED 75.9% Foster Youth (*)	2023 Dashboard Overall 86.5% Eng Learners 82.6% SWD/SPED 79.8% Foster Youth (*)	Increase baseline by 10%
EAP broken out by subgroups as well for	EAP are ELA CAASPP 2019	EAP are ELA CAASPP 2021	EAP are ELA CAASPP 2022	All 18% English Learners 0% SWD/SPED 0%	Increase baseline by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL's, SPED and foster youth	scores at Level 4 for 11th graders All 27.10% EL 0.77% SWD/SPED 4.12% Foster (*)	scores at Level 4 for 11th graders All 29.07% EL 1.11% SWD/SPED 3.93% Foster (*)	scores at Level 4 for 11th graders All 25.61% EL 0.53% SWD/SPED 3.53% Foster 6.31%	Foster 0%	
Increase the number of students who receive the Seal of Biliteracy	Baseline data will be set for 2021-22	Local Data from PHS 2021-22 Earning Biliteracy seal 33 students	Local Data from PHS 2022-23 Earning Biliteracy seal 32 students	Local Data from PHS 2023-24 69 students	Increase baseline by 10 students
A-G % broken out by subgroups as well for EL's, SPED and foster youth	CA Dashboard - AR College/Career Measures Report & Data 2019 Dashboard 18.6% 2020 Dashboard EL - 3.5% SWD - 6.3% Foster - (*)	CA Dashboard - AR College/Career Measures Only Report & Data - 2021 Patterson Joint Unified Data (Patterson High, Del Puerto and Open Valley) seniors All Students 92 (19.4%) Eng Learners 7 (5.9%) SWD 5 (5.6%) Foster (*)	California Dashboard - AR College/Career Measures Only Report & Data - 2022 Patterson Joint Unified Data (Patterson High, Del Puerto and Open Valley) seniors All Students 16.1% English Learners 5.4% SWD 2.5% Foster Students *	All Students: 24.7% EL: 2.9% SPED: 7.3% Foster: 0%	Increase baseline by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Earned Seal of Biliteracy 8.2% EL - 1.7% SWD - 1.1% Foster - 1.1%	Earning Biliteracy seal 33/497 6.64% EL - 2.3% SWD- 1.3% Foster - (*)		
AP testers scoring above 3 broken out by subgroups as well for EL's, SPED and foster youth	19-20 local data $192/482 = 39.8\%$	CA Dashboard - AR College/Career Measures Only Report & Data - 2021 Advanced Placement Exams All 7.4% Eng Learners 2.4% SWD/SPED 0.0% Foster *	California Dashboard College/Career Measures Only Report & Data - 2022 Advanced Placement Exams All 7.1% English Learners .8% SWD/SPED 0% Foster *	All Students: 257/1792= 14.34% English Learners: 7/10- 70% SWD/SPED: 2/3= 66.7% Foster: No students took the AP Exams.	Increase baseline by 10%
CTE Pathway Completion broken out by subgroups as well for EL's, SPED and foster youth	Contents of reports changed, Year 1 data will be used as baseline.	College/Career Measures Only Report & Data - 2021 Completed at Least One CTE Pathway All Students 12.2% Eng Learners 11.9% SWD 12.4% Foster *	College/Career Measures Only Report & Data - 2022 Completed at Least One CTE Pathway All Students 11.6% English Learners 10% SWD/SPED 10% Foster *	All Students: 20.5% English Learners: 17.2% SWD: 0.07% Foster: 0%	Increase baseline by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	RFEP Local Data 2020-2021 44/1883 (2.3%)	RFEP Local Data 2021-2022 81/2056 (3.9%)	RFEP Local Data 2022-2023 228/2173 (9.5%)	10.70%	Increase baseline by 10%

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.

Ten of the eleven actions in goal #1 were implemented as planned without any substantive differences. One action, 1.1, was partially implemented at elementary school sites but at none of the secondary school sites. Action 1.1 will not be included in the 2024/25 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.

Overall, there was a 6% difference between budgeted and estimated actual expenditures.
 Action 1.2 decreased due to sending less staff to AVID training. Action
 Action 1.3 increased due to the Ag and Logistics pathway moving to LCAP for improved services.
 Action 1.4 decreased due to tutoring classes being paid from other restricted funding
 Action 1.5 decreased due to early intervention being paid from Fund 12
 Action 1.7 decreased as Summer School was paid with other funding
 Action 1.8 decreased as i-Ready was paid two years ago with a 3-year agreement.
 Action 1.10 increased due to additional counselors being hired

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

After careful analysis and review of the actions in goal #1, the following were deemed effective:

Actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, and 1.11.

- The middle and high school worked towards school implementation of AVID. The district coordinator met with AVID teams to regularly provide feedback, observe AVID teachers, and monitor implementation.
- Realigning CTE to meet A-G requirements benefited all students by elevating the level of CTE to college-prep. CTE continues to elevate the curriculum to meet industry-standards for excellence in training preparation.
- Migrant tutoring provided intervention in ELA/English language acquisition (reading foundations, comprehension and vocabulary development, writing, listening, speaking) and Math.
- Tier 2/3 reading interventions were identified and a core replacement reading program, based on the Science of Reading, was also identified.
- A comprehensive music program was developed for the 24/25 school year and three additional music teachers were hired to provide K-6 music instruction for all students.
- PJUSD is offering both intervention and enrichment during summer school sessions located at five sites this year to expand access for students to attend.
- Data was used during collaboration, planning, cycles of inquiry, and was analyzed for reclassification of English Learner students to Fluent English Proficient (RFEP).
- Secondary sites have a college and career counselor that focuses on: graduation status meetings, FAFSA and college application support, and college and career searches.
- An academic counselor met with students and parents and provided academic support and tutoring information.

Action 1.1 was deemed ineffective and will not be included in the 2024/25 LCAP.

- No Excuses University (NEU) implementation was not focused directly on the institutionalization NEU's 6 Exceptional Systems. Furthermore, all secondary schools are no longer implementing NEU.

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.

The 2024/25 LCAP was re-written in order to align with the focus areas contained within the PJUSD Strategic Plan. As a result, the following changes were made to the goal, metrics/desired outcomes, and actions which are included in the 2024/25 LCAP:

Goal- The goal has been modified from College/Career Ready in the 2023/24 LCAP to Academic Achievement in the new, 2024/25 LCAP. This new goal aligns with focus area #1 of the PJUSD Strategic Plan.

Metrics & Desired Outcomes- As a result of the 2024/25 LCAP being re-written to align to the PJUSD Strategic Plan, metrics were revised, including desired outcomes, as listed below.

- Chronic Absenteeism: Moved to Goal #2 and desired outcome increased from a 3% reduction to a 19.3% reduction.
- ELA Academic Progress: Desired outcome increased 10% to 18%.
- Math Academic Progress: Desired outcome increased from 10% to 20.7%.
- English Learner Progress: Desired outcome decreased from 15% to 12%.

- Graduation Rate: Moved to Goal #2 and desired outcome revised from a 99.8% graduation rate to a 95% graduation rate.
- Early Assessment Program (EAP) changed to 11th Grade ELA and Math CAASPP Assessment results.
- Seal of Biliteracy: Desired outcome changed from 10 to 14 students.
- A-G Completion: Desired outcome increased from 10% to 25.9%.
- AP Tests: Desired outcome increased from 10% to 15.66%.

Actions- The actions in Goal #1 have been revised, as follows, to align with the new Actions contained in the 2024/25 LCAP:

- 1.1, No Excuses University: Action removed from the 2024/25 LCAP.
- 1.2, Expand AVID: Moved to Action 1.5, College & Career Readiness (A-G Completion).
- 1.3, Career Technical Education: Moved to Action 1.6, Career & Technical Education.
- 1.4, Tutoring: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 1.5, Early Intervention: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 1.6, Cross-Curricular and Extra Curricular Activities: Moved to Action 1.7, Visual and Performing Arts.
- 1.7, Summer School Programs: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 1.8, Academic Progress Monitoring: Moved to Action 1.2, PJUSD Benchmark Assessments.
- 1.9, College and Career: Moved to Action 1.5, College & Career Readiness (A-G Completion).
- 1.10, Counseling Services: Moved to Action 1.5, College & Career Readiness (A-G Completion).
- 1.11, Program Effectiveness Monitoring: Action removed from the 2024/25 LCAP.

The new actions for Goal #1, Academic Achievement, in the 2024/25 LCAP are, as follows:

- 1.1: Multi-tiered System of Support: Academics
- 1.2: PJUSD Benchmark Assessments
- 1.3: Professional Learning Communities
- 1.4: Equitable Grading Practices
- 1.5: College & Career Readiness (A-G Completion)
- 1.6: Career & Technical Education
- 1.7: Visual and Performing Arts
- 1.8: Designated & Integrated ELD

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	PJUSD will create conditions of learning that include implementation of academic content and performance standards for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 CA Dashboard PJUSD 10.6%	2021 Forecast 5 Analytics PJUSD 24.7%	2022 CA Dashboard PJUSD 31.7%	2023 CA Dashboard PJUSD 24.3%	Decrease by 3%
ELA CAASPP	DataQuest CAASPP 2019 51.10% Met or Exceeded Standard for ELA	DataQuest CAASPP 20-21 49.01% Met or Exceeded Standard for ELA	DataQuest CAASPP 21-22 47.06% Met or Exceeded Standard for ELA	DataQuest CAASPP 23-24 34.02% Met or Exceeded Standard for ELA	Increase Scores by 10%
Math CAASPP	Dataquest CAASPP 2019 39.73% Met or Exceeded Standard for Math	Dataquest CAASPP 20-21 33.76% Met or Exceeded Standard for Math	Dataquest CAASPP 21-22 33.38% Met or Exceeded Standard for Math	18.56% Met or Exceeded Standard for Math	Increase Scores by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress	<p>DataQuest 18-19 ELPAC Report</p> <p>Number of ELs who:</p> <p>scored 3 - 37.77% scored 4 - 16.40% Overall - 54.17%</p> <p>2019-2020 550/1927 ELs scored 3 or 4 on ELPAC 28.5%</p>	<p>DataQuest 20-21 ELPAC Report</p> <p>Number of ELs who:</p> <p>scored 3 - 33.66% scored 4 - 13.98% Overall - 47.64%</p>	<p>Dataquest 21-22 ELPAC report</p> <p>Number of ELs who:</p> <p>scored 3 - 35.23% scored 4 - 15.57% Overall = (50.8%)</p>	<p>Overall: 48.2% making progress on ELPAC</p>	Increase by 10%
College and Career Indicator	<p>College/Career Levels and Measures Report & Data - 2020 29.2% *This report changed after 2020.</p>	<p>College/Career Measures Only Report & Data - 2021</p> <p>AP Exams 7.4% Inter Bacc Exam 0% CTE Pathway Completion 12.2% A-G Requirements 19.4% A-G and 1+ CTE Pathway 4.2% State Seal of Biliteracy 8.2%</p> <p>College Credit 1 Semester 2.3% 2 Semesters 1.3%</p>	<p>College/Career Measures Only Report & Data - 2022</p> <p>AP Exams 7.1% Inter Bacc Exam 0% CTE Pathway Completion 11.6% A-G Requirements 16.1% A-G and 1+ CTE Pathway 2.8% State Seal of Biliteracy 6.5%</p> <p>College Credit 1 Semester 0.8% 2 Semesters 0.4%</p>	<p>2023 Dashboard</p> <p>19.9% of 2022/23 graduating seniors prepared for College and/or Career.</p>	Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP enrolled students	Aeries Local Data 2019-20 291/1711= 17.0%	Aeries Local Data 2020-21 297/1724=17.2%	Aeries Local Data 2021-22 239/1750=13.6%	257/1792 students= 14.34%	Increase by 10%
Highly Qualified Teachers	Local Data HR 2019-20 97%	Local Data HR 2020-21 98%	Local Data HR 2021-22 94%	95%	100% highly qualified
Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:	Baseline to be established 20-21	Local Data HR 2020-221 0 Teacher mis-assignments 4 Vacant teacher positions	Local Data HR 2021-22 2 Teacher mis-assignments (1 teacher for 2 courses) 4 Vacant teacher positions	3 Teacher mis-assignments 2 Vacant teacher positions	0% misassigned
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:	Baseline to be established 20-21	Textbook Sufficiency Forms 2020-21 0%	Textbook Sufficiency Forms 2021-22 0%	0%	0% without access
Number of identified instances where facilities do not meet	Baseline to be established 20-21	FIT Forms 2020-21 0 instances	FIT Forms 2021-22 0 instances	0 instances	0 instances

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the “good repair” standard (including deficiencies and extreme deficiencies):					
English Learner Reclassification Rate	CALPADS 2020-21 Students Redesignated FEP - 2.3 %	CALPADS 2021-22 Students Redesignated FEP - 3.9%	CALPADS 2022- 23 Students Redesignated FEP - 9.5%	EL Reclassification Rate: 10.7%	Increase by 10%

Goal Analysis

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

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

All sixteen of the actions in goal #2 were implemented as planned without any substantive differences.

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.

Overall, there was an 8% difference between budgeted and estimated actual expenditures.
 Action 2.1 was lower because the district did not have any textbook adoptions this year.
 Action 2.4 was lower due to fewer special education training opportunities through the year.
 Action 2.7 was higher due to additional TOSA's being hired for teacher coaching.
 Action 2.10 was lower because of less software costs this year.
 Action 2.11 was lower because the district did not have any new educational standards introduced.
 Action 2.12 was lower as we were unable to hire additional music teachers.
 Action 2.14 was estimated too high in the original LCAP.

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

After careful analysis and review of the actions in goal #2, the following were deemed effective:

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, and 2.16.

- All schools met the requirements for the Williams Act and have sufficient instructional materials.
- Teachers received bimonthly training at the district and site level focused on research-based instructional strategies, writing, SEL competencies, and teacher collective efficacy.
- A Coordinator of English Learners and Instructional Support position was developed to oversee implementation of designated and integrated ELD, professional development, and coaching.
- Ongoing professional development was provided to school staff including non-violent crisis prevention and intervention, mental health supports and services, classroom behavior management, and reading intervention.
- VAPA teachers provided access to training and attended the CASMEC conference in Spring, 2024.
- Staff provided professional development throughout the school year provided by district staff, the Stanislaus County Office of Education, and companies such as: Solution Tree, AVID, GDS, Creative Leadership, and Great Minds.
- PJUSD held annual hiring events on site and attended recruitments events in the surrounding areas, as these events proved to be the most effective way to reach out to potential new staff members.
- Dual immersion school sites received training and support from district staff and the Stanislaus County Office of Education.
- A 1:1 digital learning environment was provided to all students.
- All teachers were provided lessons on digital citizenship through Common Sense Media.
- Two additional days were added to provide full-day staff development before the school year in August and late Fall, on Nov. 1.
- All schools have a full time School Health Assistant to oversee immunization verification and provide first aid.
- 40% of meals were cooked from scratch this year and will continue to increase in the upcoming years.

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.

The 2024/25 LCAP was re-written in order to align with the focus areas contained within the PJUSD Strategic Plan. As a result, the following changes were made to the goal, metrics/desired outcomes, and actions which are included in the 2024/25 LCAP:

Goal- The goal has been modified from Conditions of Learning in the 2023/24 LCAP to Student and Staff Safety and Wellness in the new, 2024/25 LCAP. This new goal aligns with focus area #2 of the PJUSD Strategic Plan.

Metrics & Desired Outcomes- As a result of the 2024/25 LCAP being re-written to align to the PJUSD Strategic Plan, metrics were revised, including desired outcomes, as listed below.

- Chronic Absenteeism: Desired outcome increased from a 3% reduction to a 19.3% reduction.
- ELA Academic Progress: Moved to Goal #1 and desired outcome increased 10% to 18%.

- Math Academic Progress: Moved to Goal #1 and desired outcome increased from 10% to 20.7%.
- English Learner Progress: Moved to Goal #1 and desired outcome decreased from 15% to 12%.
- College and Career Indicator: Moved to Goal #1 and desired outcome increased from 10% to 20%.
- AP Enrolled Students: Metric removed and will not be included in the 2024/25 LCAP.
- Highly Qualified Teachers: Moved to Goal #5 and metric revised to Percentage of 1st and 2nd Year Teacher Retention Rate.
- Number/Percentage of Teach Misassignment: Moved to Goal #5.
- Number/Percentage of Students Without Textbooks: Moved to Goal #1 and metric revised to Number/Percentage of Students with Textbooks.
- Facilities not Meeting 'Good Repair' Standard: Moved to Goal #3 and metric revised to Percent of Facilities in Good Repair.
- English Learner Reclassification Rate: Moved to Goal #1 and desired outcome remains unchanged.

Actions- The actions in Goal #2 have been revised, as follows, to align with the new Actions contained in the 2024/25 LCAP:

- 2.1, Instructional Materials: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 2.2, Professional Development: Moved to Action 5.1, Comprehensive Professional Development Plan.
- 2.3, English Language Development: Moved to Action 1.8, Designated & Integrated ELD and Action 5.1, Comprehensive Professional Development Plan.
- 2.4, Special Education: Moved to Action 1.1, Multi-tiered System of Support: Academics and Action 5.1, Comprehensive Professional Development Plan.
- 2.5, VAPA Professional Development: Moved to Action 1.7, Visual and Performing Arts and Action 5.1, Comprehensive Professional Development Plan.
- 2.6, Release Time: Moved to Action 5.1, Comprehensive Professional Development Plan.
- 2.7, Certificated Staffing: Moved to Action 1.1, Multi-tiered System of Support: Academics, Action 1.2, PJUSD Benchmark Assessments, Action 1.5 College & Career Readiness (A-G Completion), Action 1.8, Designated & Integrated ELD, and Action 5.3, Instructional Coaching Support.
- 2.8, Recruitment Activities: Moved to Action 5.4, Staff Recruitment.
- 2.9, Dual Immersion Programs: Moved to Action 5.1, Comprehensive Professional Development Plan.
- 2.10, Technology: Moved to Action 3.4, Technology and 21st Century Learning.
- 2.11, Computer Science Standards: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 2.12, Music Teachers: Moved to Action 1.7, Visual and Performing Arts.
- 2.13, Class Size Reduction: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 2.14, Provide Teacher Preparation Days: Moved to Action 5.1, Comprehensive Professional Development Plan.
- 2.15, Classified Staff: Moved to Action 1.1, Multi-tiered System of Support: Academics, Action 1.2, PJUSD Benchmark Assessments, Action 2.3, Staff and Student Wellness, and Action 3.3, Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities.
- 2.16, Student Meals: Moved to Action 3.5, Nutritious, Appealing Meals.

The new actions for Goal #2, Student and Staff Safety and Wellness, in the 2024/25 LCAP are, as follows:

- 2.1: Site Safety
- 2.2: PBIS with Social Emotional Support

- 2.3: Staff and Student Wellness
- 2.4: Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance
- 2.5: Alcohol and Drug Prevention and Intervention

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	PJUSD will provide a safe and engaging environment where students attend and are connected to their schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate disaggregated by Foster Youth, EL's and Low-Income	CALPADS Data 19-20 All 6.63% EL 10.83% Foster 33.33% SED 6.59%	CALPADS Data 20-21 All 6.88% EL 9.92% Foster 25% SED 7.33%	CALPADS Data 21-22 All 6.24% EL 10.94% Foster 25% SED 7.38%	All 20.5% English Learner: 17.2% Foster: 0% SWD: 0.07%	0%
CTE Pathway completion disaggregated by Foster Youth, EL's and Low-Income	CA Dashboard - AR College/Career Levels and Measures Report & Data - 2019 All 6.8% Eng Learners 0% SED 7.5% Foster (*)	CA Dashboard - Additional Reports College/Career Measures Only Report & Data - 2021 All 12.2% Eng Learners 11.9% SED 12.9% Foster *	CA Dashboard - Additional Reports College/Career Measures Only Report & Data - 2022 All 11.6% Eng Learners 10% SED 11.4% Foster *	All Students: 81 students completed at least one CTE pathway. English Learners: 17.2% SWD/SPED: 0.07% Foster: No students	Increase by 10%
Chronic Absenteeism disaggregated by Foster Youth, EL's and Low-Income	DataQuest 18-19 All 28.4% EL 11.8% Foster 21.1% SED 13.1%	DataQuest 20-21 All 28.4% EL 34.6% Foster 38.3% SED 31.6%	DataQuest 21-22 All English Learners 36.3% Foster 37.2%	All: 24.3% English Learners: 24.90% Foster Youth: 20.60% Low Income: 26.20%	Decrease by 3% in each subgroup area

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SED 37.7%		
Suspension Rate disaggregated by Foster Youth, EL's and Low-Income	DataQuest 19-20 All 5.4% EL 4.5% Foster 16.7% SED 5.9%	DataQuest 20-21 All 0.4% EL 0.7% Foster 0% SED 0.4%	DataQuest 21-22 All 7.9% EL 8.6% Foster 23.1% SED 8.4%	All: 6.80% EL: 7.70% Foster Youth: 16.1% Low Income: 7.50%	Decrease by 3%
Expulsion Rate disaggregated by Foster Youth, EL's and Low-Income	DataQuest 18-19 All 0.3% EL 0.3% Foster 3.5% SED 0.3%	Dataquest 20-21 (Note Distance Learning) All 0% EL * Foster * SED *	DataQuest 21-22 All 0.2% EL 0.1% Foster 0.0% SED 0.2%	EL: 0.10% Foster Youth: 0% Low Income: 0.30%	Decrease to 0%
Ca Healthy Kids Survey - Student Response Rate	Baseline to be established 2021-22	Not administered in 2021-22	Local Data from Student Services California Healthy Kids Survey PJSD Main Report 2022-2023 Overall 65% Elementary 53% Grade 3 191/418 46% Grade 4 224/455 49%	Overall: 1,576/3,309 48% Elementary: 606/1,386 44% Grade 3: 177/377 47% Grade 4: 126/322 39% Grade 5: 158/346 46% Grade 6: 145/341 43%	85% Student Completion for Assigned Grades

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade 5 280/461 61% Grade 6 257/456 56% Middle School 63% Grade 7 317/457 69% Grade 8 278/482 58% Secondary 77% Grade 9 448/523 86% Grade 10 420/506 83% Grade 11 371/481 77% Grade 12 309/451 69% Non Traditional 49/114 43%	Middle School: No Reportable Scores Secondary: 910/1,921 47% Grade 9: 123/475 26% Grade 10: 350/498 70% Grade 11: 131/437 30% Grade 12: 226/419 54% NT: 80/94 85%	
Ca Healthy Kids Survey - Parent Response Rate	Baseline to be established 2021-22	Not administered in 2021-22	Local Data from Student Services California School Parent Survey PJUSD Main Report 2022-2023 District All 406 responses Elementary 364 Middle School --	PJUSD overall: 440 Responses <ul style="list-style-type: none"> Elementary- 275 Responses Middle School- 131 High School- 32 Responses 	Increase the response rate by 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			High School 39 Non Traditional Schools 3	<ul style="list-style-type: none"> Non-Traditional Schools- N/A (Less than 5) 	
Ca Healthy Kids Survey - Staff Response Rate	Baseline to be established 2021-22	Not administered in 2021-22	California School Staff Survey PJUSD Main Report 2022-2023 District All 329 responses Elementary Staff 216 Middle School Staff 37 High School 67 Non Traditional Schools 9	PJUSD overall: 304 Responses - Elementary Staff: 181 Responses <ul style="list-style-type: none"> Middle School Staff: 43 Responses High School Staff: 73 Responses Non-Traditional Schools: 7 Responses" 	Increase the response rate by 50%
Graduation Rate broken out by subgroups as well for EL's, SPED and foster youth	2021 Dashboard Not Available; Data from the 2019 Dashboard Overall 89.8% EL 84.7% SWD/SPED 79.2% Foster (*)	2020-21 Four-Year Adjusted Cohort Graduation Rate DataQuest Overall 85.2% Eng Learners 72% SWD/SPED 79.8% Foster Youth (*)	2022 Dashboard Overall 90.7% Eng Learners 82.3% SWD/SPED 75.9% Foster Youth (*)	Overall: 86.5% English Learners: 82.6% SWD/SPED: 79.8% Foster Youth (*)	Increase baseline by 10%
Attendance Rate disaggregated by	Baseline established 20-21	Aeries ADA Report 2021-2022	Aeries ADA Report 2022-2023	English Learners: 94.98%	100% attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth, EL's and Low-Income		English Learners- 92.32% Foster Youth- 66 93.41% SED- 92.51%	English Learners- 91% Foster- 93% SED- 90%	Foster Youth: 87.5% Low Income: 94.51%	

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.

Ten of the twelve actions in goal #3 were implemented as planned without any substantive differences. Two actions, 3.4 and 3.8, were not implemented during the 2023/24 school year. Both actions will not be included in the 2024/25 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.

Overall, there was a 30% increase between budgeted and estimated actual expenditures.
 Action 3.1 was lower because the Student Assistance Support position was paid with other funding.
 Action 3.5 is higher due to us adding more athletics to the middle school and additional supplies for PHS sports.
 Action 3.7 increased due to costs for the new Gym and Outdoor Learning Area for PHS.
 Action 3.8 new processes are being discussed to be implemented in 24-25.
 Action 3.9 new processes are being discussed to be implemented in 24-25.

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

After careful analysis and review of the actions in goal #3, the following were deemed effective:

Actions 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, and 3.12.

- The Director of Child Welfare and Attendance regularly met with site administrators to support plans to increase attendance and decrease suspension rates. A student assistance support position at every site has been very effective in providing more intensive support via small groups and individual sessions to provide support in the areas of academic planning, coping strategies, and other areas of competency.
- PJUSD implemented proactive programs to support mental wellness as well as social-emotional supports for students and staff via counselors, mental health clinicians, and social emotional learning coaches.
- Attendance liaisons and attendance campaigns significantly increased average daily attendance and reduced truancy and chronic absenteeism.
- School clubs promoted mental health and expanded opportunities to create a sense of belonging and supportive school climate for students.
- Staff were trained on instructional materials, strategies, and curriculum.
- PJUSD playgrounds were replaced based on their current conditions thereby improving safety for students.
- Three staff (1 school nurse, 1 mental health clinician, and 1 school counselor) were trained to implement Teen Intervene.
- Discovery Week was held the first week of the school year with teachers holding activities to create connections between staff and students.

Actions 3.4 and 3.8 were deemed ineffective and will not be included in the 2024/25 LCAP.

- Implementation of Paper.co was not implemented during the 2023/24 school year.
- A process to strengthen transitions between grade levels was not implemented during the 2023/24 school year.

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.

The 2024/25 LCAP was re-written in order to align with the focus areas contained within the PJUSD Strategic Plan. As a result, the following changes were made to the goal, metrics/desired outcomes, and actions which are included in the 2024/25 LCAP:

Goal- The goal has been modified from Safe and Engaging Environment in the 2023/24 LCAP to Facilities and Resources in the new, 2024/25 LCAP. This new goal aligns with focus area #3 of the PJUSD Strategic Plan.

Metrics & Desired Outcomes- As a result of the 2024/25 LCAP being re-written to align to the PJUSD Strategic Plan, metrics were revised, including desired outcomes, as listed below.

- High School Dropout Rate: Moved to Goal #2 and desired outcome revised from 0% to 4.75%.
- CTE Pathway Completion: Moved to Goal #1 and desired outcome remains unchanged.
- Chronic Absenteeism: Moved to Goal #2 and desired outcome increased from a 3% reduction to a 19.3% reduction.
- Suspension Rate: Moved to Goal #2 and desired outcome increased from a 3% reduction to a 5.3% reduction.
- Expulsion Rate: Moved to Goal #2 and desired outcome revised from 0% to 0.14%.

- CA Healthy Kids Survey- Student Response Rate: Moved to Goal #2 and metric revised from measuring the number of students who completed the survey to measuring students' responses on school connectedness, social and emotional learning supports, anti bullying climate, and alcohol and/or drug use.
- CA Healthy Kids Survey- Parent Response Rate: Moved to Goal #2 and metric revised from measuring the number of parents who completed the survey to measuring parents' responses on student learning environment and social and emotional supports. The metric was correctly renamed to the CA School Parent Survey.
- CA Healthy Kids Survey- Staff Response Rate: Moved to Goal #2 and metric revised from measuring the number of staff who completed the survey to measuring staff responses on staff working environment. The metric was correctly renamed to the CA School Staff Survey.
- Graduation Rate: Moved to Goal #2 and desired outcome revised from a 99.8% graduation rate to a 95% graduation rate.
- Attendance Rate: Moved to Goal #2 and metric revised from a 100% attendance rate to a realistic and attainable 95% attendance rate.

Actions- The actions in Goal #3 have been revised, as follows, to align with the new Actions contained in the 2024/25 LCAP:

- 3.1, Maintain Student Services Support: Moved to Action 2.2, PBIS with Social Emotional Support, and Action 2.4, Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance.
- 3.2, Mental Wellness: Moved to Action 2.3, Staff and Student Wellness.
- 3.3, Attendance: Moved to Action 2.4, Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance.
- 3.4, Access to Writing Support: Action removed from the 2024/25 LCAP.
- 3.5, Extracurricular Activities: Moved to Action 3.3, Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities.
- 3.6, Equity: Moved to Action 5.1, Comprehensive Professional Development Plan.
- 3.7, Outdoor Learning Spaces: Moved to Action 3.1, First Class Learning Facilities.
- 3.8, Transitions: Action removed from the 2024/25 LCAP.
- 3.9, At-Risk Students: Moved to Action 1.1, Multi-tiered System of Support: Academics.
- 3.10, Site Safety: Moved to Action 2.1, Site Safety.
- 3.11, Anti-drug/Alcohol Curriculum: Moved to Action 2.5, Alcohol and Drug Prevention and Intervention.
- 3.12, Discovery Week: Action removed from the 2024/25 LCAP.

The new actions for Goal #3, Facilities and Resources, in the 2024/25 LCAP are, as follows:

- 3.1: First Class Learning Facilities
- 3.2: Safe and Clean Facilities
- 3.3: Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities
- 3.4: Technology and 21st Century Learning
- 3.5: Nutritious, Appealing Meals

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
4	PJUSD will cultivate meaningful partnerships among families and community stakeholders in order to support student success in school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ca Healthy Kids Survey- Parent Completion	Baseline to be established 2021-22	Not administered this year. Baseline to be established in 2022-23.	Local Data from Student Services California School Parent Survey PJUSD Main Report 2022-2023 PJUSD - 406 responses Elementary - 364 responses Middle School -- High School 39 responses Non Traditional Schools 3 responses	PJUSD overall: 440 Responses <ul style="list-style-type: none"> Elementary- 275 Responses Middle School- 131 High School- 32 Responses Non-Traditional Schools- N/A (Less than 5) 	Increase the response rate by 50%
Contactable Parent through Parent Square	ParentSquare 2020-2021 92% parents are contactable district-wide on ParentSquare	ParentSquare 2021-2022 85% parents are contactable district-wide on ParentSquare	ParentSquare 2022-2023 88.6% parents are contactable district-wide on ParentSquare	90%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			1.6% parents are not contactable 9.8% parents have no contact information		
Parent Workshops/Events Offered	Local Site Data 2020-21 13 events	Local Site Data 2021-22 16 events	Local Site Data 2022-2023 66 events AVE - 7 CMS - PIQE (8 weeks) DP - 2 GY - 6 events LP - 18 NM - 9 OVIS - 2 PHS - 8 WG - 6	138 events AVE - 45 CMS - 16 DP - 4 GY - 9 LP - 15 NM - 13 OVIS - 2 PHS - 12 WG - 7 WVLC- 15	Increase the # of events offered by 50
Community (parent) Volunteers	Baseline to be established 2021-22	Local Site Data 2021-22 PJUSD - 35	Local Site Data 2022-23 PJUSD - 365 AVE - 52 CMS - 57 DP - 0 GY - 7 LP - 111 NM - 58 OVIS - 0	PJUSD - 166 AVE - 49 CMS - 6 DP - 0 GY - 8 LP - 9 NM - 30 OVIS - 0 PHS - 9 WG - 39 WVLC- 16	100 District Volunteers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			PHS - 0 WG - 80		
Active United Patterson Partners	Local Data Communications Dept. 2020 25 Active Members	Local Data Communications Dept. 2021-22 50 Active Members	Local Data Communications Dept. 2022-23 34 Active Members	22 Active Members	100 Active Members

Goal Analysis

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

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

All six of the actions in goal #4 were implemented as planned without any substantive differences.

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.

Overall, the change between budget and estimated actual expenditures was lower by 5%.
 Action 4.1 Parent engagement did not cost as much as originally budgeted.
 Action 4.2 Parent Institute and Parent Institute for Quality were not hosted in 23-24.
 Action 4.3 Communication supplies did not cost as much as originally budgeted.
 Action 4.5 Mentorship program for community volunteers was paid from other funding sources.
 Action 4.6 District Website was expense higher than originally budgeted and the district hired a Webmaster.

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

After careful analysis and review of the actions in goal #4, the following were deemed effective:

Actions 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6.

- The process for volunteering at school sites was improved which increased the number of parent and community volunteers in the 2023/24 school year.
- PJUSD hosted three family engagement events (Back to School Block Party, Without Permission - Human Trafficking 101 event, and PJUSD Special Olympics) and collaborated with educational partners and the community to provide service projects for the annual Love Patterson Community Volunteer Day.
- A Coordinator of Grants and Communications provided ongoing communication to parents and the community in order to increase parent and community involvement.
- Increased outreach increased the number of active United Patterson partners from 22 to 88.
- Parent access to information and engagement with the district increased through quarterly United Patterson partner meetings, updated PJUSD Website, ParentSquare, Facebook, and monthly community newsletters.

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.

The 2024/25 LCAP was re-written in order to align with the focus areas contained within the PJUSD Strategic Plan. As a result, the following changes were made to the goal, metrics/desired outcomes, and actions which are included in the 2024/25 LCAP:

Goal- The goal has been modified from Meaningful Partnerships in the 2023/24 LCAP to Communications and Collaboration in the new, 2024/25 LCAP. This new goal aligns with focus area #4 of the PJUSD Strategic Plan.

Metrics & Desired Outcomes- As a result of the 2024/25 LCAP being re-written to align to the PJUSD Strategic Plan, metrics were revised, including desired outcomes, as listed below.

- CA Healthy Kids Survey- Parent Completion: Moved to Goal #2 and metric revised from measuring the number of parents who completed the survey to measuring parents' responses on student learning environment and social and emotional supports. The metric was correctly renamed to the CA School Parent Survey.
- Contactable Parent Through Parent Square: Metric removed and will not be included in the 2024/25 LCAP.
- Parent Workshops/Events Offered: Metric revised to Parent Education Events and desired outcome revised from offering 50 events to offering 3-4 parent education events at every school site and at the district.
- Community (Parent) Volunteers: Desired outcome revised from 100 district volunteers to 305 volunteers.
- Active United Patterson Partners: Metric removed and will not be included in the 2024/25 LCAP.

Actions- The actions in Goal #4 have been revised, as follows, to align with the new Actions contained in the 2024/25 LCAP:

- 4.1, Parent Engagement: Moved to Action 4.5, Parent Engagement and Volunteer Opportunities.

- 4.2, Parent Educational Opportunities: Moved to Action 4.3, Parent Educational Events.
- 4.3, Communication Coordinator: Moved to Action 4.1, Comprehensive Communication Guide.
- 4.4, United Patterson Network: Moved to Action 4.2, Branding: The PJUSD Promise.
- 4.5, Mentorship: Moved to Action 4.6, Student Mentorship Opportunities.
- 4.6, New School Website: Moved to Action 4.4, District and School Websites.

The new actions for Goal #4, Communications and Collaboration, in the 2024/25 LCAP are, as follows:

- 4.1: Comprehensive Communication Guide
- 4.2: Branding: The PJUSD Promise
- 4.3: Parent Education Events
- 4.4: District and School Websites
- 4.5: Parent Engagement and Volunteer Opportunities
- 4.6: Student Mentorship Opportunities

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
5	PJUSD will sustain a multi-tiered system of support to support the social, emotional, and academic success of students experiencing homelessness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	DataQuest 2019-20 All 5.4% Homeless 13.2%	Goal developed in 2021-22	DataQuest 21-22 All 7.9% Homeless 11.3%	All Students: 6.8% Homeless: 11.9%	Decrease by 3%
# of Homeless Students Served by SAS	Student Services Local Data 2021-22 # of Homeless Students 2019 - 11 students 2020 - 28 students 2021 - 46 students 2022 - 61 students	Goal developed in 2021-22	Student Services Local Data 22-23 # of Homeless Students 2023 Year To Date - 80 students	2023/24 Year To Date - 75 students	Increase by 10
# of Students in Families Experiencing Homelessness Served by FSS	Student Services Local Data 21-22 # of Homeless Students: 49 Students	Goal developed in 2021-22	Student Services Local Data 22-23 # of Homeless Students: 71 Students	160 students	Increase by 5
Chronic Absenteeism	DataQuest 2020-21	Goal developed in 2021- 22	DataQuest 21-22	All Students: 24.3% Homeless: 36.0%	Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All 28.4% Homeless 50.0%		All 35.3% Homeless 51.1%		

Goal Analysis

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

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

All four of the actions in goal #5 were implemented as planned without any substantive differences.

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.

Overall variance of budget to estimated actual expenditures was lower by 50%.
 Action 5.1 Student Assistant Specialist were paid with one time funding rather than LCAP.
 Action 5.2 Family Support Specialist were paid with one time funding rather than LCAP.
 Action 5.3 No expenses were needed to identify our homeless students.
 Action 5.4 No additional conferences were needed to identify our homeless students.

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

After careful analysis and review of the actions in goal #5, the following were deemed effective:

Actions 5.1, 5.2, 5.3, and 5.4.

- An SAS at every site was very effective in providing more intensive support via small groups and individual sessions to support students in the areas of academic planning, coping strategies, and other areas of competency.
- Utilizing a questionnaire created awareness amongst the community about McKinney Vento qualifiers and was utilized to increase the number of appropriate referrals to the Family Support Specialists.
- Professional development created awareness amongst PJUSD staff about McKinney Vento qualifiers and was utilized to increase the number of appropriate referrals to our Family Support Specialists.

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.

The 2024/25 LCAP was re-written in order to align with the focus areas contained within the PJUSD Strategic Plan. As a result, the following changes were made to the goal, metrics/desired outcomes, and actions which are included in the 2024/25 LCAP:

Goal- The goal has been modified from MTSS: Homeless Students in the 2023/24 LCAP to Employee Success and Leadership Development in the new, 2024/25 LCAP. This new goal aligns with focus area #5 of the PJUSD Strategic Plan.

Metrics & Desired Outcomes- As a result of the 2024/25 LCAP being re-written to align to the PJUSD Strategic Plan, metrics were revised, including desired outcomes, as listed below.

- Suspension Rate: Moved to Goal #2 and desired outcome increased from a 3% reduction to a 5.3% reduction.
- Number of Homeless Students Served by SAS: Metric removed and will not be included in the 2024/25 LCAP.
- Number of Students in Families Experiencing Homelessness Served by FSS: Metric removed and will not be included in the 2024/25 LCAP.
- Chronic Absenteeism: Moved to Goal #2 and desired outcome increased from a 3% reduction to a 19.3% reduction.

Actions- The actions in Goal #5 have been revised, as follows, to align with the new Actions contained in the 2024/25 LCAP:

- 5.1, Student Assistant Specialist: Moved to Action 2.2, PBIS with Social Emotional Support.
- 5.2, Family Support Specialist: Moved to Action 2.4, Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance.
- 5.3, Homeless Identification: Action removed from the 2024/25 LCAP.
- 5.4, Professional Development: Moved to Action 5.1, Comprehensive Professional Development Plan.

The new actions for Goal #5, Employee Success and Leadership Development, in the 2024/25 LCAP are, as follows:

- 5.1: Comprehensive Professional Development Plan
- 5.2: Instructional Coaching Support
- 5.3: Leadership Opportunities
- 5.4: Staff Recruitment

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
Patterson Joint Unified School District	Ryan R. Gonzales Assistant Superintendent of Educational Services	rygonzales@patterson.k12.ca.us (209) 895-7700

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.

Patterson Joint Unified School District (PJUSD) is an educational community in California's Central Valley that offers a small-town atmosphere alongside world-class academics. PJUSD is committed to ensuring that all students graduate as resilient, confident innovators and contributing citizens. PJUSD strives to equip students with the knowledge, 21st-century skills, and experiences necessary to shape their own futures and pursue personal and professional fulfillment.

District Demographics:

Patterson Joint Unified School District (PJUSD) is located in Stanislaus County, at the heart of the great Central Valley, where agribusiness plays a significant role in the community. We proudly serve approximately 6,200 students, making us the 5th largest school district in Stanislaus County. Our district comprises 1 early learning center for preschool and transitional kindergarten, 5 elementary schools, 1 middle school, 1 comprehensive high school, 1 continuation high school, 1 independent study school, and 1 adult transition program. Approximately 79.1% of our students are eligible for the school lunch program. PJUSD embraces diversity with a student population consisting of 76.5% Latino, 8.7% White, 4.9% African American, 2.6% Asian, 1.7% Filipino, and 1.4% Pacific Islander. Students from other ethnic backgrounds make up the remaining enrollment. Furthermore, 35.2% of our students are designated as English learners (ELs). It is worth noting that all schools in our district receive Title I funding.

Equity Multiplier-Funded Schools:

Three PJUSD schools, Grayson Elementary School, Del Puerto High School, and Open Valley Independent School (OVIS), have been identified for additional equity multiplier funding as a result of all schools having a percentage of low income students exceeding 70% and a 2022/23 non-stability rate greater than 25%. All three schools are required to have an Equity Multiplier Focus Goal, including corresponding metrics and actions that address the needs of students based on the 2023 CA Dashboard. Grayson is included in Goal #6 and Del Puerto High School and OVIS are included in Goal #7 within the 2024/25 Local Control and Accountability Plan (LCAP).

PJUSD Strategic Plan:

On December 13, 2022, the Patterson Unified School District Board of Trustees adopted an updated Strategic Plan, with implementation beginning during the 2023/24 school year. This comprehensive plan encompasses five Focus Areas: (1) Academic Achievement, (2) Student and Staff Safety and Wellness, (3) Facilities and Resources, (4) Communication and Collaboration, and (5) Employee Success and Leadership Development. Each Focus Area is accompanied by four to six key initiatives which outline how the Patterson Joint Unified School District will work towards fulfilling its "Promise" over the next five years. These initiatives are the result of careful consideration and community input received during listening sessions with educational partners and form the basis for the development of the 2024/25 LCAP. For further information regarding the PJUSD Strategic Plan, please [click here](#).

Purpose Statement and Core Values:

At PJUSD, our Purpose Statement is "Unlocking Potential - Empowering Lives." We are dedicated to nurturing the potential within each individual and empowering them to lead fulfilling lives. Our Core Values, which guide our actions and decisions, include Integrity, Perseverance, Inclusivity, Innovation, and Excellence. These values shape our educational environment and foster a culture of integrity, continuous growth, and excellence in all aspects of our district.

Reflections: Annual Performance

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

Patterson Joint Unified School District has made great strides in achievement in the following areas based on comparisons of the 2022 and the 2023 CA Dashboard and local data.

- **Chronic Absenteeism:** The chronic absenteeism rate declined by 7.4%, from 31.7% in 2022 to 24.3% in 2023. The current chronic absenteeism rate for 2023/24 is 17.9% indicating District initiatives are having a positive impact on reducing chronic absenteeism. The 2024/25 LCAP will continue to prioritize reducing chronic absenteeism to a 2026/27 target of 5% for all PJUSD students.
- **Suspension Rate:** The suspension rate declined by 1.1%, from 7.9% in 2022 to 6.8% in 2023. The current suspension rate for 2023/24 is 5% indicating District initiatives are having a positive impact on reducing the suspension rate. The 2024/25 LCAP will continue to prioritize declines in the suspension rate to a 2026/27 target of 1.5% for all PJUSD students.
- **English Learner Reclassification Rate:** The reclassification rate increased by 6.2%, from 3.9% in 2022 to 10.1% in 2023. The 2024/25 LCAP will continue to prioritize increasing the reclassification rate to a 2026/27 target of 19% for all PJUSD students.

In addition to our areas of growth, there are several areas needing improvement listed below. These areas are addressed in the goals, metrics and actions in the 2024/25 LCAP.

- English Language Arts: The percentage of students scoring level 3- standard met, and level 4- standard exceeded, declined by 1.88%, from 35.90% in 2022 to 34.02% in 2023. The 2024/25 LCAP will continue to prioritize increasing the English language arts proficiency rates to a 2026/27 target of 52.02% for all PJUSD students. Goal #1, Actions 1.1, 1.2, 1.3, 1.4 and Goal #5, Actions 5.1 and 5.2 will address English language arts improvement in the 2024/25 LCAP.
- Math: The percentage of students scoring level 3- standard met, and level 4- standard exceeded, increased slightly by 0.73%, from 17.83% in 2022 to 18.56% in 2023. Furthermore, six student subgroups and two PJUSD schools scored very low on the 2023 CA Dashboard. The 2024/25 LCAP will continue to prioritize increasing math proficiency rates to a 2026/27 target of 39.26% for all PJUSD students. Goal #1, Actions 1.1, 1.2, 1.3, 1.4 and Goal #5, Actions 5.1 and 5.2 will address math improvement in the 2024/25 LCAP.
- English Learner Progress Indicator: The English learner progress indicator (ELPI) declined by 2.4%, from 50.6% in 2022 to 48.2% in 2023. The 2024/25 LCAP will continue to prioritize increasing the ELPI rate to a 2026/27 target of 60% for all PJUSD students. Goal #1, Action 1.8, and Goal #5, Actions 5.1 and 5.2 will address the ELPI rate in the 2024/25 LCAP.
- College/Career Readiness: The college and career readiness indicator (CCRI) was 19.9%, indicating low performance on the 2023 CA Dashboard. The 2024/25 LCAP will continue to prioritize increasing college and career readiness to a 2026/27 target of 40% for all PJUSD students. Goal #1, Actions 1.5, 1.6, and Goal #5, Actions 5.1 and 5.2 will address the CCRI rate in the 2024/25 LCAP.
- Graduation Rate: The graduation rate declined by 4.3%, from 90.8% in 2022 to 86.5% in 2023. The 2024/25 LCAP will continue to prioritize increasing the graduation rate to a 2026/27 target of 95% for all PJUSD students. Goal #1, Actions 1.4 and 1.5 will address the graduation rate in the 2024/25 LCAP.

Schools and Student Subgroups Scoring Very Low on the 2023 CA Dashboard

- Chronic Absenteeism: Asian, African American, English learners, Hispanic/Latino
- Suspension Rate: African American, English learners, Hispanic/Latino, Homeless, Low Income, Students with Disabilities, White
- English Learner Progress: Walnut Grove Elementary School
- Graduation Rate: Del Puerto High School, Open Valley Independent School, Hispanic/Latino, Low Income
- College and Career Readiness: Del Puerto High School, Open Valley Independent School, English learners, Hispanic/Latino, Low Income, Students with Disabilities
- English Language Arts: Open Valley Independent School, English Learners, Hispanic/Latino, Homeless, Low Income, Students with Disabilities
- Math: Creekside Middle School, Open Valley Independent School, African American, English learners, Hispanic/Latino, Low Income, Pacific Islander, Students with Disabilities

For more detailed information on each school and student subgroup performance data, including metrics and actions to address students' needs in the 2024/25 LCAP, please click the following link: [2023 CA Dashboard_Very Low Performance Indicators, LCAP Metrics and Actions](#).

Reflections: Technical Assistance

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

Based on the 2023 CA School Dashboard, PJUSD meets the eligibility criteria for Differentiated Assistance in the following three state priorities:

- Student Achievement: Very low achievement in ELA and mathematics for English Learners, students with disabilities, and homeless students.
- School Climate: A high suspension rate for homeless students.
- Outcomes in a Broad Course of Study: Very low percentage of English learners and students with disabilities 'prepared' on the College and Career Readiness Indicator.
- Local Indicators Report: Not met for two or more years.

PJUSD is working with the Stanislaus County Office of Education to support continuous improvement regarding the student groups and indicators listed above. Based on a collaborative review of data and systems strengths and challenges, Differentiated Assistance efforts will focus on:

Student Achievement & Outcomes in a Broad Course of Study:

- Support evidence-based practices for mathematics and literacy instruction. (Relates to Actions 1.1 and 5.1)

School Climate:

- Increasing student and family engagement to support outcomes for students experiencing homelessness. (Relates to Actions 1.1, 1.5, 1.6, and 5.1)
- Developing a Multi-Tiered System of Supports for positive school climate and student behavior. (Relates to Actions 2.2 and 2.3)

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.

Del Puerto High School and Open Valley Independent 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.

District staff will be assigned to support, monitor and co-facilitate the development and implementation of the SPSA/CSI Plan for Del Puerto High School and Open Valley Independent School. Staff will be hosting a variety of meetings/forums to complete a root cause analysis needs assessment that will then be shared with the site’s leadership team as they engage in the development of the SPSA/CSI Plan. Additionally, District staff will be sharing the “What Works Clearinghouse” as well as utilizing Dr. John Hattie’s research on effectiveness of particular

strategies that impact student achievement. Designated Educational Services staff are assigned to each CSI eligible school to review and provide feedback, ensuring that all strategies and actions recommended for inclusion in the SPSA/CSI Plan are evidence based practices and are fully aligned to the goals, actions and services in the district's Local Control and Accountability Plan. District representatives have also facilitated a review of district and school site budgeting practices with site administrators to reveal any inequities and support them in the best use of targeted funds to improve outcomes for marginalized students.

Monitoring and Evaluating Effectiveness

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

Each school's plan will be regularly monitored and evaluated through a quarterly Progress Review meeting, including school and Educational Services team members. In each meeting, current student outcomes will be collaboratively analyzed to determine the effectiveness of SPSA/CSI Plan activities and strategies designed to target and improve specific dashboard indicators and student achievement groups. Data analysis will include identified next steps as a part of the continuous improvement cycle, which will be revisited in the subsequent Review meeting. Monthly learning walks, incorporating feedback and coaching of administrators, will be conducted by the schools' assigned Educational Services staff. Educational services staff will be providing monthly professional development sessions for site administration that will include the modeling of data analysis protocols and implementing professional learning communities. School administrators will involve staff in appropriate data analysis and program evaluation activities through designated collaborative planning sessions each month.

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
District English Learner Advisory Committee (DELAC) District Advisory Committee (DAC) LCAP Advisory Committee Educational Services English Learner Committee Site and District Administrators Local Bargaining Units: PAT & CSEA Special Education Local Plan Area (SELPA)	<p>PJUSD employed a very robust engagement process to gather feedback from multiple educational partner groups, securing feedback from parents, students, and staff. Meetings were held to review the goals/actions/metrics from the 2023/24 LCAP, the 2023/24 Mid-Year LCAP Update, data from the 2023 CA Dashboard, and a review of the PJUSD Strategic Plan in order to gather feedback and recommendations on the development of the 2024/25 LCAP, including alignment of the new LCAP to the PJUSD Strategic Plan.</p> <p>The District English Learner Advisory Committee (DELAC), comprised of parents of English learner students, and the District Advisory Committee (DAC), comprised of parents of PJUSD students, met separately to provide input on metrics and actions to be included in the development of the 2024/25 LCAP.</p> <p>The LCAP Advisory Committee is comprised of parent leaders from each school, site administrators and district administrators, members of the Patterson Association of Teachers, California School Employee Association, and the Special Education Local Plan Area (SELPA) for our District. This advisory committee allowed the LCAP to be developed in consultation with local bargaining units and the SELPA. Similar to DELAC and DAC, the LCAP Advisory Committee met to provide input on metrics and actions to be included in the development of the 2024/25 LCAP.</p>

Educational Partner(s)	Process for Engagement
	<p>The Educational Services English Learner Committee, comprised of EL specialists, instructional coaches, and coordinators, met to provide feedback on the development of the LCAP, with a specific emphasis on supporting the needs of English learners and long-term English learners. Site and District administrators also met and provided feedback on metrics and actions in the LCAP, with a specific emphasis on student subgroups scoring very low on the 2023 CA Dashboard.</p> <p>LCAP Engagement Meetings DELAC: <ul style="list-style-type: none"> • 2/20/24, 3/19/24, 4/16/24, 5/9/24 DAC: <ul style="list-style-type: none"> • 3/26/24, 4/18/24, 5/10/24 LCAP Advisory Committee: <ul style="list-style-type: none"> • 2/21/24, 3/13/24, 4/8/24, 5/8/24 Educational Services English Learner Committee: <ul style="list-style-type: none"> • 2/16/24, 3/19/24 Site and District Administrators: <ul style="list-style-type: none"> • 1/23/24, 2/27/24, 3/26/24 </p>
<p>Teachers and Staff Site Leadership Teams School Site Council (SSC) ELAC (ELAC) Students Equity Multiplier Schools <ul style="list-style-type: none"> • Grayson Elementary School • Del Puerto High School • Open Valley Independent School </p>	<p>Educational partner feedback from school sites was obtained through meetings with each group to review site data from the 2023 CA Dashboard, including student subgroups scoring very low. Feedback from each group was gathered and used to assist with the development of the 2024/25 LCAP. Grayson, Del Puerto High School, and Open Valley Independent Study (OVIS) are identified as Equity Multiplier-Funded Schools. As such, feedback was provided by each schools' educational partners to assist with the development of the required equity multiplier focus goals within the LCAP.</p> <p>LCAP Engagement Meetings Teachers and Staff: <ul style="list-style-type: none"> • AVE: 4/24/24, CMS: 4/23/24, DP: 4/8/24, GY: 4/8/24, LP: 4/15/24; NM: 4/8/24; OVIS: 4/8/24; PHS: 4/9/24, WG: 4/8/24, WV: 4/22/24 Leadership Teams:</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • AVE: 4/25/24, CMS: 4/29/24, DP: 4/8/24, GY: 4/9/24 & 4/30/24, LP: 4/24/24; NM: 4/11/24; OVIS: 4/8/24; PHS: 4/17/24, WG: 4/29/24, WV: 4/22/24 <p>SSC:</p> <ul style="list-style-type: none"> • AVE: 4/18/24, CMS: 4/22/24, DP: 4/23/24, GY: 3/26/24 & 4/30/24, LP: 4/16/24; NM: 4/18/24; OVIS: 4/23/24; PHS: 4/25/24, WG: 4/22/24, WV: 4/25/24 <p>ELAC:</p> <ul style="list-style-type: none"> • AVE: 3/22/24, CMS: 4/16/24, DP: 4/23/24, GY: 3/26/24, LP: 4/29/24; NM: 4/18/24; OVIS: 4/23/24; PHS: 3/27/24 & 5/1/24, WG: 4/9/24, WV: 4/25/24 <p>Students:</p> <ul style="list-style-type: none"> • CMS: 4/22/24, DP: 4/25/24, OVIS: 4/17/24, PHS: 4/12

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

The feedback gathered from our educational partners affirmed the actions outlined in the LCAP. In addition, the feedback was used to guide which actions needed to have the greatest priority during the 2024/25 school. Below is how the LCAP was influenced by the feedback of educational partners.

Common feedback from DELAC, DAC, the LCAP Advisory Committee, Site and District Administrators, Leadership Teams, SSC, ELAC, and teachers includes:

- Provide parent education workshops so parents can assist their child in the home. Based on this feedback, Action 4.3 was included in the LCAP.
- Provide student tutoring, especially in math. Based on this feedback, Action 1.1 was included in the LCAP.
- Provide social-emotional learning supports for students and staff. Based on this feedback, Actions 2.2 and 2.3 were included in the LCAP.
- Increase communication so parents are informed and connected to their child's school. Based on this feedback, Actions 4.1, 4.2, and 4.4 were included in the LCAP.
- Increase students' awareness of college and career readiness, Career Technical Education (CTE) programs, and A-G courses. Based on this feedback, Actions 1.5 and 1.6 were included in the LCAP.
- Provide training, professional development, and coaching for all staff. Based on this feedback, Actions 5.1 and 5.2 were included in the LCAP.
- Provide additional math support for both students and parents. Math tutoring will be provided to students and is included in Action 1.1, and parent education events to support parents with math is included in Action 4.3 in the LCAP.
- Provide nutritious meals that students like and will eat at school. Based on this feedback, Action 3.5 was included in the LCAP.

Common feedback from DELAC and DAC includes:

- Provide opportunities for parents to volunteer at school, including information on how to volunteer and assistance with costs associated with the volunteer clearance process. Based on this feedback, Action 4.4 was included in the LCAP.

DELAC provided feedback to include customer service training for front office staff so schools are warm, inviting, and inclusive for parents. Based on this feedback, Action 4.5 was included in the LCAP.

Student feedback from CMS, DP, PHS, and OVIS is to provide students with more information on A-G, college and career, and understanding the courses they need to take, including the importance of the courses for their education. Based on this feedback, Actions 1.5 and 1.6 were included in the LCAP.

Feedback from the the Educational Services English Learner Committee was to develop a robust integrated and designated ELD program, along with professional development, coaching, and the use of curriculum designed to accelerate language acquisition. Based on this feedback, Action 1.8 was included in the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Fostering student achievement is a central focus of the PJUSD Strategic Plan to ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation. Educational partner feedback and student performance on 2023 CA Dashboard indicate a need to ensure academic achievement is top priority for PJUSD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Pupils with Access to Standards-aligned Instructional Materials Source: Williams Report, 2023	100%			100%	
1.2	Implementation of State Academic Standards-Instructional Materials	ELA: 3.5- Full Implementation ELD: 3.2- Initial Implementation			ELA: 5- Full Implementation & Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Implementation of State Academic Standards Local Survey, 2023/24	Math: 3.7- Full Implementation NGSS: 3.3- Initial Implementation History-Social Science: 3.3- Initial Implementation			ELD: 5- Full Implementation & Sustainability Math: 5- Full Implementation & Sustainability NGSS: 5- Full Implementation & Sustainability History-Social Science: 5- Full Implementation & Sustainability	
1.3	CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 CA Dashboard, 2023	All: 34.02% English Learners: 11.20% LTELs: 8.26% Homeless: 10.77% SWD: 6.34%			All: 52.02% English Learners: 33.7% LTELs: 30.76% Homeless: 33.27% SWD: 28.84%	
1.4	CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 CA Dashboard, 2023	All: 18.56% English Learners: 8.14% LTELs: 1.23% Homeless: 4.41% SWD: 3.90%			All: 39.26% English Learners: 34.03% LTELs: 27.13% Homeless: 30.3% SWD 29.79%	
1.5	CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4 ETS, 2023	All: 15.34% English Learners: 1.31% LTELs: 2.40%			All: 30.19% English Learners: 19.91% LTELs: 21.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	<p>i-Ready Reading: Percent of Students in Grades 3-8 Whose Winter Reading Score is Equivalent to a Level 3 or Higher on CAASPP</p> <p>Source: Winter i-Ready Reading, 2023</p>	<p>All: 28% English Learners: 4%</p>			<p>All: 46% English Learners: 26.5%</p>	
1.7	<p>i-Ready Math: Percent of Students in Grades 3-8 Whose Winter Math Score is Equivalent to a Level 3 or Higher on CAASPP</p> <p>Source: Winter i-Ready Math, 2023</p>	<p>All: 11% English Learners: 1%</p>			<p>All: 33% English Learners: 27%</p>	
1.8	<p>A-G Pathway Completion: Percent of Students Who Completed the A-G Pathway</p> <p>Source: AERIES Analytics, 2023</p>	<p>All: 24.1% English Learners: 2.6% LTEs: 3.2% Low Income: 14.3%</p>			<p>All: 50% English Learners: 28% LTEs: 29% Low Income: 40%</p>	
1.9	<p>CTE Completion: Percent of Students Who Completed a CTE Pathway</p> <p>Source: CA Dashboard, 2023</p>	<p>All: 14.2% English Learners: 12.5% Low Income: 16.4%</p>			<p>All: 25% English Learners: 25% Low Income: 25%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	A-G Completion + CTE Completion: Percent of Students Who Completed the A-G Pathway and a CTE Pathway Source: CA Dashboard, 2023	All: 10.6% English Learners: 7.4% Low Income: 9.7%			All: 25% English Learners: 22% Low Income: 25%	
1.11	English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 Source: CA Dashboard, 2023; LTEL ELlevation Growth Report, 2023	All: 48.2% LTELs: 14.7%			All: 60.0% LTELs: 30.74%	
1.12	English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) Source: CALPADS RFEP List, 2024	All: 9.5% LTELs: 2.5%			All: 19% LTELs: 14.4%	
1.13	Advanced Placement Test Scores: Percent of Students Who Pass an AP Exam with a Score of 3 or Higher	All: 14.34%			All: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: STATS, 2023					
1.14	<p>11th Grade ELA and Math CAASPP: Percent of 11th Grade Students Scoring a Level 3 or 4</p> <p>Source: ETS, 2023</p>	<p>ELA All: 48.66% English Learners: 16.80% LTEs: 22.97%</p> <p>Math All: 13.32% English Learners: 0.79% LTEs: 2.63%</p>			<p>ELA All: 66.66% English Learners: 39.3% LTEs: 45.47%</p> <p>Math All: 34.02% English Learners: 26.69% LTEs: 28.53% Low Income: 34.55%</p>	
1.15	<p>Course Access: Percent of High School Students Enrolled in College Prep English and Math, aligned to A-G, and Career Technical Education (CTE)</p> <p>Source: Broad Course of Study Local Survey, 2023/24</p>	<p>College Prep English Enrollment (A-G): All: 84.9% English Learners: 64.2% Low Income: 79.2% Foster Youth: 71.4% SWD: 55.1%</p> <p>College Prep Math Enrollment (A-G): All: 72.4% English Learners: 42% Low Income: 58.4% SWD: 44.9%</p> <p>CTE Enrollment: All: 40.3% English Learners: 27.9%</p>			<p>College Prep English Enrollment (A-G): All: 90% English Learners: 75% Low Income: 89% Foster Youth: 82% SWD: 75%</p> <p>College Prep Math Enrollment (A-G): All: 85% English Learners: 65% Low Income: 75% SWD: 65%</p> <p>CTE Enrollment: All: 50%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 31.5% SWD: 25.9%			English Learners: 42% Low Income: 45% SWD: 40%	
1.16	College and Career Readiness Indicator: Percent of Students Prepared Source: CA Dashboard, 2023	All: 19.9% English Learners: 5.6% SWD: 3.4%			All: 40% English Learners: 30.8% SWD: 28.6%	
1.17	D/F Grades for Secondary Students: Percent of Students with at Least One D/F Grade Annually Source: STATS, Spring 2023	All: 26%			All: 15%	
1.18	California State Seal of Biliteracy: Number of Students Earning the Seal of Biliteracy Source: PJUSD CA Seal of Biliteracy Data, 2024	55 Students			69 Students	

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	Multi-tiered System of Support: Academics	<p>Provide a coherent- multi-tiered system of support that focuses on academic success for all students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none">• Tier 1- Implement adopted instructional materials in core content areas, including identified supplemental curriculum for all students.• Tier 2/Tier 3- Implement Tier 2 & Tier 3 intervention curriculum and frequently monitor student progress for all students.• Tutoring - Provide intervention and enrichment tutoring opportunities for students.• Summer School - Extended school year to provide academic intervention and enrichment opportunities for students.	\$5,502,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	PJUSD Benchmark Assessments	<p>Commit with fidelity to utilize benchmarks and assessment tools to monitor student progress, set goals, align curriculum, and reflect to inform practice to meet the specific needs of all students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • Essential Standards/Curriculum Pacing Guides - Identify essential standards in grades TK-12 for all core content areas, develop curriculum and pacing guides. • Assessment Pacing - Identify when formative assessments will be administered and when the data will be analyzed. • Data Warehouse - Use a data warehouse system to monitor student progress. • Professional Development - Provide professional development on data warehouse system, essential standards, and how to administer district and state assessments. 	\$507,846.00	Yes
1.3	Professional Learning Communities	<p>Collaborate in data-driven decision-making teams to determine viable curriculum, create common formative assessments, and analyze results to inform and modify instruction for all students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • PLC Plan - Institutionalize Professional Learning Communities within PJUSD at all levels: district, site, and grade level/department. • PLC Professional Learning - Provide ongoing training and coaching around PLC implementation. • Implement PLCs district wide during Wednesday protected time 	\$196,525.00	Yes
1.4	Equitable Grading Practices	<p>Foster and support common, districtwide, equitable grading practices that focus on learning, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • Create a task force to determine next steps and implementation of equitable grading plan. • Include educational partners in the development and refinement of PJUSD grading practices, including professional development. 	\$20,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Update and revise report cards based on task force recommendations. 		
1.5	College & Career Readiness (A-G Completion)	<p>Prepare students to enter college and/or career opportunities upon graduation through rigorous and relevant coursework that fulfills the A-G requirements and all state standards, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> Determine root causes of low A-G completion and develop a plan to increase the number of students who graduate from high school having completed A-G requirements. AVID - Implement school wide AVID programs at CMS & PHS. College & Career - Maintain college & career counselor and academic counselors. Provide secondary instructional coach to increase A-G completion rates. 	\$1,394,448.00	Yes
1.6	Career & Technical Education	<p>Provide access to Career and Technical Education (CTE) programs for all secondary students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> Align CTE programs with A-G course requirements. Develop district wide plan to provide access and increase offerings to CTE programs for all secondary students. Market CTE programs to the Patterson community through promotional videos and resources. 	\$2,181,863.00	Yes
1.7	Visual and Performing Arts	<p>Develop a plan for a comprehensive music and arts program that increases offerings to all K-12 students.</p> <ul style="list-style-type: none"> Expand the elementary music and arts program, K-6. Expand the secondary music and arts program, 7-12. Purchase materials and supplies to expand the PJUSD music and arts program. 	\$1,932,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Designated & Integrated ELD	<p>Develop a robust integrated and designated ELD program that accelerates language acquisition for ELs and LTELs to ensure they are college and career ready upon graduation.</p> <ul style="list-style-type: none"> • Revise and implement the PJUSD EL Master Plan. • Purchase curriculum, materials, and supplies to support implementation of integrated & designated ELD. • Regularly progress monitor EL and LTEL language acquisition through local and state assessments. • Provide ongoing professional development and coaching to staff on effective integrated and designated ELD instruction (refer to Goal 5, Action 5.1). • Evaluate and support current dual immersion program effectiveness at Walnut Grove and Grayson and determine program needs. 	\$1,026,179.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Safety and wellness are essential components of an environment that is conducive to teaching and learning. PJUSD is committed to fostering a culture that promotes the emotional health, safety, and well-being of students and staff. PJUSD will cultivate an environment that fosters mutual respect among students, staff, and educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate: Percent of Students Attending School on a Daily Basis Source: AERIES ADA Report, 2024	All: 91.9% Homeless: 91.4%			All: 95% Homeless: 94.4%	
2.2	Chronic Absenteeism Rate: Percent of Students Chronically Absent from School Source: CA Dashboard, 2023	All: 24.3% Low Income: 26% Homeless: 36% Asian: 25.3%			All: 5% Low Income: 6.7% Homeless: 16.7% Asian: 6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Middle School Dropout Rate: Percent of 7th-8th Grade Students Who Dropout Source: CALPADS Report 15.1, 2023	All: 0%			All: 0%	
2.4	High School Dropout Rate: Percent of 9th-12th Grade Students Who Dropout Source: CALPADS Report 15.1, 2023	All: 7.74% English Learners: 9.09% Foster Youth: 75%			All: 4.75% English Learners: 5% Foster Youth: 25%	
2.5	High School Graduation Rate: Percent of Students Who Graduate Source: CA Dashboard, 2023	All: 86.5% English Learners: 82.6% Low Income: 85%			All: 95% English Learners: 95% Low Income: 95%	
2.6	Suspension Rate: Percent of Students Suspended at Least One Day Source: CA Dashboard, 2023	All: 6.8% English Learners: 7.7% Low Income: 7.5% Foster Youth: 16.15% Homeless: 11.9%			All: 1.5% English Learners: 2.4% Low Income: 2.2% Foster Youth: 4.7% Homeless: 6.6%	
2.7	Expulsion Rate:	All: 0.19% LTEs: 0.37%			All: 0.14% LTEs: 0.24%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of Students Expelled in Academic Year Source: AERIES, 2024					
2.8	California Healthy Kids Survey (CHKS): Percent of Students that 'Agree' or 'Strongly Agree' on School Connectedness, Social and Emotional Learning Supports, and Anti-Bullying Climate Percent of 5th-12th Grade Students Answering 'Yes' to Lifetime Alcohol or Drug Use Source: CHKS, 2024	School Connectedness: 64% Social and Emotional Learning Supports: 64% Anti Bullying Climate: 62% Alcohol or Other Drug Use: 22% Vape Use: 9%			School Connectedness: 75% Social and Emotional Learning Supports: 75% Anti Bullying Climate: 75% Alcohol or Other Drug Use: 15% Vape Use: 6%	
2.9	California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment Source: CSSS, 2024	Staff Working Environment: Supportive and inviting place for staff to work: 89% Promotes trust and collegiality among staff: 89% Is a safe place for staff: 93% Promotes personnel participation in decision-making that affects			Staff Working Environment: Supportive and inviting place for staff to work: 92% Promotes trust and collegiality among staff: 92% Is a safe place for staff: 95% Promotes personnel participation in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school practices and policies: 84%			decision-making that affects school practices and policies: 90%	
2.10	<p>California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports</p> <p>Source: CSPS, 2024</p>	<p>Student Learning Environment: This school is a supportive and inviting place for students to learn: 85% This school is a safe place for my child: 85%</p> <p>Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: 80%</p>			<p>Student Learning Environment: This school is a supportive and inviting place for students to learn: 90% This school is a safe place for my child: 90%</p> <p>Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: 87%</p>	
2.11	<p>Peer Leaders Uniting Students (PLUS) Survey: Percent of Students Responding with 'Yes' on Inclusion, School Connectedness, Staff/Student Relationships, and School Safety</p>	<p>Inclusion: At my school, no one cares about students who are considered 'the outsiders': 32%</p> <p>School Connectedness: I feel included in this school: 75%</p> <p>Staff/Student Relationships:</p>			<p>Inclusion: At my school, no one cares about students who are considered 'the outsiders': 20%</p> <p>School Connectedness: I feel included in this school: 85%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: PHS PLUS Survey, Fall 2023	I feel valued as an individual at my school: 70% School Safety: I feel safe on my campus: 75%			Staff/Student Relationships: I feel valued as an individual at my school: 85% School Safety: I feel safe on my campus: 85%	
2.12	Covitality Social Emotional Learning Universal Screener Source: Covitality Screener	Baseline to be established in the 2024/25 school year.			2026/27 Year 3 outcome to be determined when baseline is established.	
2.13	Tiered Fidelity Inventory (TFI) Source: TFI	Baseline to be established in the 2024/25 school year.			2026/27 Year 3 outcome to be determined when baseline is established.	

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	Site Safety	Systematically identify evolving security needs, enhance protocols, and allocate resources to enhance safety, including training and clear expectations for campus security. <ul style="list-style-type: none">• Provide ongoing professional development and coaching for security and yard duty staff (refer to Goal 5, Action 5.1).• Develop safety plans and conduct site safety audits.	\$1,211,885.00	Yes
2.2	PBIS with Social Emotional Support	Increase behavior support for students with a focus on restorative practices and targeted interventions for bullying for all students, with an emphasis on student subgroups and schools scoring very low in the on the 2023 CA Dashboard. <ul style="list-style-type: none">• Strengthen PBIS through the implementation of Tiers I, II and III.• Conduct regular Tiered Fidelity Inventories (TFI).• Implement Peer Leaders Uniting Students (PLUS) at PHS and CMS.• Implement programs that support student conflict resolution at elementary sites (Peacekeepers).• Utilize SEL coaches to provide ongoing coaching to staff on effective strategies.	\$1,388,621.00	Yes
2.3	Staff and Student Wellness	Provide comprehensive programs that meet the wellness needs of both students and staff, including timely access and opportunities for those supports. In addition to supporting all students, this action will emphasize	\$2,004,458.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supports for student subgroups and schools scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • Conduct the California Healthy Kids Survey(CHKS) in grades 3-12. • Conduct Covitality Survey in grades 4-12. • Maintain tiered mental health interventions for staff and students. • Explore and implement Wellness Centers. 		
2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	<p>Provide culturally relevant and inclusive classrooms to positively impact social emotional well-being, behavior and attendance for students and staff, for all students, with an emphasis on student subgroups scoring very low on the 2023 CA Dashboard.</p> <ul style="list-style-type: none"> • Sustain implementation of MTSS with integrated behavioral, social emotional, mental health and attendance supports. • Develop, implement, and clearly communicate site attendance action plans and goals. • Conduct SART site meetings and SARB hearings. • Explore and implement a parent ambassadors program. 	\$1,228,095.00	Yes
2.5	Alcohol and Drug Prevention and Intervention	<p>Review and expand K-12 anti-drug/alcohol curriculum and delivery models with a focus on targeted interventions.</p> <ul style="list-style-type: none"> • Implement and maintain PHAST and PHAST jv clubs. • Explore and implement Alcohol, Tobacco and Other Drugs (ATOD) curriculum. • Utilize Covitality and CHKS surveys to target risk factors and interventions. 	\$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Facilities and Resources: Maximize resources for students and staff to support educational excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

PJUSD is committed to ensuring excellence in every interaction and providing students and staff with the necessary resources to support every student's educational journey and to achieve the District's strategic plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in Good Repair: Percent of Facilities Maintained in Good Repair Source: Williams FIT Reports, 2023	Facilities in Good Repair: 100%			Facilities in Good Repair: 100%	
3.2	Clean and Well-Maintained Facilities and Properties: Percent of Students, Staff, and Parents that 'Agree' and 'Strongly Agree' on Clean and Well-Maintained Facilities and Properties	Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: 83% Staff:			Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Healthy Kids Survey, 2024; CA School Staff Survey, 2024; CA School Parent Survey, 2024	This school has clean and well-maintained facilities and property: 81% Parents: This school has clean and well-maintained facilities and property: 80%			Staff: This school has clean and well-maintained facilities and property: 90% Parents: This school has clean and well-maintained facilities and property: 90%	
3.3	Attendance Rate: Percent of Students Attending School on a Daily Basis Source: AERIES ADA Report, 2024	All: 91.9% Homeless: 91.4%			All: 95% Homeless: 94.4%	
3.4	PJUSD Technology Refresh Cycle: Annual Percent Refresh Rate to Maintain Access to New Technology for Students, Staff, and Classrooms Source: Asset Panda, 2024	Students: 25% Staff: 25% Classroom: 20%			Students: 25% Staff: 25% Classroom: 20%	
3.5	Meals Cooked from Scratch: Percent of Meals Cooked from Scratch	40%			65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Titan Meal Planning Software, 2024					

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	First Class Learning Facilities	Refine the Facilities Master Plan to reflect community growth and build new, first-class learning facilities that supports student achievement by creating inviting, well-resourced environments that foster engagement and reduce disparities for English learners, foster youth, and low-income students. PJUSD strives to ensure our students have the same opportunities to meals, extracurricular activities, and first-class learning areas comparable to students within Stanislaus County and districts with lower UPP rates.	\$8,260,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1. Patterson High Frontage - creating outdoor learning spaces where students can learn and interact with one another in an outdoor setting.</p> <p>2. Patterson High Pool - Utilized for daily PE and to host competitive events or for students to train.</p> <p>3. Creekside Multipurpose room - Provide for a safe place for students to eat shielded from the outdoor elements and to provide after school learning and interactive activities.</p> <p>4. New Gym at Patterson High School - Our current gym is over 50 years old and we are not able to hold competitive events in it. The district wants to make it equitable for our students to allow them the opportunities comparable to other Stanislaus County districts and to host enrichment events for students.</p> <p>5. Cosmetology Building (CTE) - This is a new CTE program to increase opportunities for students to complete a CTE pathway, complete A-G course requirements, and ensure students are college and career ready upon graduation.</p>		
3.2	Safe and Clean Facilities	<p>Continue to upgrade and maintain safe facilities that supports the educational environment for all students. A well-maintained and safe space promotes a sense of belonging and well-being, which is crucial for English learners, foster youth, and low-income students who may face additional challenges outside school.</p> <ul style="list-style-type: none"> • Replace outdated playgrounds not suitable for all our students, including students with disabilities. • Updating security cameras and intrusion systems to protect all students. 	\$1,985,132.00	Yes
3.3	Transportation Plan: Attendance and Access to Enrichment &	Develop and maintain a formal transportation plan to ensure students attend school daily and have access to enrichment and extracurricular activities.	\$4,044,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Extracurricular Activities	<ul style="list-style-type: none"> • Maintain a list of students receiving transportation and tag them in Aeries student information system. • Conduct a survey for communicating transportation issues. • Collaborate with a bus contractor to ensure all routes are within qualifying distances. • Determine the need and justification for the District to create its own home to school transportation fleet. 		
3.4	Technology and 21st Century Learning	<p>Develop an innovative and comprehensive technology master plan ensuring students and staff have access to advanced technology and professional development opportunities.</p> <ul style="list-style-type: none"> • Review and update established technology standards and evaluate their impact on student learning with the Educational Services Department. • Update, test and evaluate the Network Disaster Recovery Plan to address evolving threats and meet modern standards. • Determine improvements needed to cybersecurity for account authentication, data loss prevention, and secure network connectivity. • Prepare a plan to replace outdated technology so students and staff have access to new, advanced educational technology. 	\$3,051,549.00	Yes
3.5	Nutritious, Appealing Meals	<p>Continue to improve nutritious and appealing meal offerings that adhere to or exceed current state and federal guidelines.</p> <ul style="list-style-type: none"> • Utilize locally grown fruits and vegetables in newly created or upgraded recipes to increase the number of meals cooked from scratch. • Expand point of sales and mobile carts for Creekside Middle School and Patterson High School. • Complete an assessment of existing kitchen facilities and equipment and determine where upgrades are needed. • Implement cafeteria and student eating area design upgrades to create a more inviting environment. 	\$330,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none">Implement parent/student surveys to determine overall satisfaction with the meals program.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

PJUSD aims to provide effective, meaningful, and concise communication among our schools, parents, staff, and community. Such communication creates and maintains positive relationships both within and outside our district. PJUSD strives to provide its schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School Source: CSPS, 2024	Promotion of Parental Involvement: 84%- School encourages me to be an active partner with the school in educating my child. 69%- School actively seeks the input of parents before making important decisions. 75%- Parents feel welcome to participate at this school. Communication with Parents About School:			Promotion of Parental Involvement: 90%- School encourages me to be an active partner with the school in educating my child. 80%- School actively seeks the input of parents before making important decisions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90%- School keeps me well-informed about school activities.			90%- Parents feel welcome to participate at this school. Communication with Parents About School: 95%- School keeps me well-informed about school activities.	
4.2	<p>Parent Involvement and Family Engagement Survey (with emphasis on parents of students with disabilities and unduplicated students): Parent Rating, on a 1-5 Scale, on Building Relationships- Question 1, Building Partnerships- Question 6, and Seeking Input- Question 4</p> <p>Source: PJUSD Parent Involvement and Family Engagement Survey, Spring 2024</p>	<p>Building Relationships Between School Staff and Families: 3.4- Initial Implementation</p> <p>Building Partnerships for Student Outcomes: 3.4- Initial Implementation</p> <p>Seeking Input for Decision Making: 3.3- Initial Implementation</p>			<p>Building Relationships Between School Staff and Families: 5- Full Implementation and Sustainability</p> <p>Building Partnerships for Student Outcomes: 5- Full Implementation and Sustainability</p> <p>Seeking Input for Decision Making: 5- Full Implementation and Sustainability</p>	
4.3	Parent Education Events:	PJUSD & School Sites:			PJUSD & School Sites:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Parent Education Events per Year Source: PJUSD Parent Education Events List, 2023/24	35 Parent Education Events			33-44 Parent Education Events	
4.4	Parent and Community Volunteers: Number of Parent/Community Volunteers Source: PJUSD Parent Volunteer List, Spring 2024	265 Parent/Community Volunteers			305 Parent/Community Volunteers	

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	Comprehensive Communication Guide	<p>Establish and implement a cohesive and proactive internal and strategic communication plan to inform and engage our diverse educational partners.</p> <ul style="list-style-type: none"> • Assemble standardized communications guide based on identified practices, preferences, and procedures. • Present and publish communications guide to educational partners. • Evaluate and monitor effectiveness of the communications guide and make necessary adjustments. 	\$240,992.00	Yes
4.2	Branding: The PJUSD Promise	<p>Optimize communication efforts to improve and ensure consistency in promoting, messaging, and branding utilizing both traditional and modern communication platforms.</p> <ul style="list-style-type: none"> • Continue to implement and sustain the PJUSD Promise Campaign. • Train staff and educational partners on the PJUSD Promise Campaign. • Implement communications surveys to educational partners to evaluate the effectiveness of the communications practices and the PJUSD Promise Campaign; make adjustments, as necessary. 	\$69,000.00	Yes
4.3	Parent Educational Events	<p>Offer comprehensive parent education programs that provide essential tools to address the ever-changing needs of students.</p> <ul style="list-style-type: none"> • Collaborate with district staff and educational partners to provide parent education events and complementary programs, and parent/student resources. • Evaluate parent education event successes by gathering feedback to ensure they remain effective and relevant. 	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Update Students and Families tab on district website to incorporate relevant information and resources for parents. • Provide translation support for parents. 		
4.4	District and School Websites	<p>Evaluate and update PJUSD websites to ensure that district and educational partners' needs are adequately met.</p> <ul style="list-style-type: none"> • Utilize district webmaster to evaluate, monitor, and update district and school websites for effectiveness and user satisfaction. • Utilize analytics to regularly to monitor and analyze effectiveness of communication efforts. 	\$119,686.00	Yes
4.5	Parent Engagement and Volunteer Opportunities	<p>Provide opportunities for parents to participate in district and site engagement events and volunteer at school sites.</p> <ul style="list-style-type: none"> • Provide district and site parent engagement events. • Provide opportunities for parents to volunteer at school sites, including parent recognition events for parent volunteers. • Provide customer service professional development to staff to create warm and welcoming environments for parents and the community. • Provide translation support for parents. 	\$43,000.00	Yes
4.6	Student Mentorship Opportunities	<p>Provide, strengthen, and expand mentorship programs for community volunteers and staff to mentor students.</p>	\$84,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

PJUSD is committed to providing all staff with support and leadership opportunities. PJUSD will strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies Source: CalSAAS, 2022/23	Misassignment of Teachers of English Learners: 3/ 1% Total Teacher Misassignment: 2/ 1% Vacant Teacher Positions: 2/ 1%			Misassignment of Teachers of English Learners: 1/ 0.5% Total Teacher Misassignment: 1/ 0.5% Vacant Teacher Positions: 1/ 0.5%	
5.2	1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention Source: PJUSD Staff Retention Data, 2023/24	1st Year Retention: 80% 2nd Year Retention: 66%			1st Year Retention: 85% 2nd Year Retention: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	<p>Teachers Who Complete Induction Programs: Percent of Teachers Who Complete Induction Programs</p> <p>Source: PJUSD Induction/Intern Candidate Completion List, 2023</p>	100%			100%	
5.4	<p>Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching</p> <p>Source: PJUSD Professional Development & Coaching Calendar, 2023/24</p>	<p>Professional Development: 100%</p> <p>Coaching: 28%</p>			<p>Professional Development: 100%</p> <p>Coaching: 60%</p>	
5.5	Classified Staff Participation in Job-Specific Professional Development: Percent of Classified Staff Who Participate in PD	Baseline to be established in the 2024/25 school year.			2026/27 Year 3 outcome to be determined when baseline is established.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: PJUSD Classified Staff PD Participation Log					

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	Comprehensive Professional Development Plan	Develop and implement a comprehensive professional development plan for teachers, support staff, and administrators on district-wide initiatives in order to accelerate student achievement and reduce disparities in achievement for students scoring very low on the 2023 CA Dashboard. <ul style="list-style-type: none"> Provide ongoing professional development to staff on the following district initiatives: 	\$1,217,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Tier 1 adopted instructional materials in core content areas (ELA, Math, Science, Social Studies), including identified supplemental curriculum • Tier 2/Tier 3- ELA and Math intervention curriculum • Essential standards, formative assessments, and data warehouse platforms • Professional learning communities • Equitable grading practices • AVID, CTE, Music and Arts Programs • Integrated and designated ELD instruction, including professional development specific to dual immersion programs • Effective first instruction - gradual release; Walking and Talking Instruction • New Hire Academy, Blended Learning Academy • Positive Behavioral and Intervention Supports (PBIS), Social and Emotional Learning (SEL), restorative practices, homeless and foster youth trainings. 		
5.2	Instructional Coaching Support	<p>Provide instructional support at each school site to ensure teacher success and effectiveness through model lessons, non-evaluative feedback, and support in lesson development and planning.</p> <ul style="list-style-type: none"> • Develop and implement a PJUSD coaching model at elementary and secondary schools. • Utilize instructional coaches to provide ongoing professional development and coaching to staff. • Provide professional development to instructional coaches to implement the PJUSD coaching model. 	\$571,052.00	Yes
5.3	Leadership Opportunities	<p>Promote training and leadership opportunities for all staff, including underrepresented groups within the district.</p> <ul style="list-style-type: none"> • Provide and implement the Aspiring Teacher Program and the Aspiring Administrator Program. • Identify and expand professional development opportunities for classified staff. 	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide leadership coaching to district and site administrators. 		
5.4	Staff Recruitment	<p>Support recruitment activities in order to attract highly qualified PJUSD employees.</p> <ul style="list-style-type: none"> • Participate in regional, state, and out of state recruitment fairs to attract and hire highly qualified staff. • Implement Induction and the New Hire Academy for new certificated PJUSD Staff. 	\$448,195.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Grayson Elementary School will increase student achievement in ELA, Math, language acquisition, and reclassification and decrease chronic absenteeism annually as measured by the metrics within this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Grayson Elementary School was identified as a school receiving Equity Multiplier funding as a result of having a percentage of low income students exceeding 70% and a 2022/23 non-stability rate greater than 25%. Grayson educational partner feedback was used to develop this equity multiplier focus goal, associated metrics, and actions to support achievement for all student subgroups scoring low on the 2023 CA Dashboard. The actions within this goal are funded by Equity Multiplier, Title 1, and supplemental/concentration grant funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 CA Dashboard, 2023	All: 17% EL: 9.38% SWD: 0%			All: 35% EL: 27.38% SWD: 18%	
6.2	CAASPP Math: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 CA Dashboard, 2023	All: 13% EL: 12.37% SWD: 0%			All: 33.7% EL: 33.07% SWD: 20.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 Source: CA Dashboard, 2023	39.1%			51.1%	
6.4	English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) Source: ELlevation RFEP Report, 2023	6.3%			16.3%	
6.5	Chronic Absenteeism Rate: Percent of Students Chronically Absent from School Source: CA Dashboard, 2023	All: 19.3% H/L: 18.5% EL: 18.9% LI: 19.5%			All: 10.3% H/L: 8.5% EL: 8.9% LI: 9.5%	

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
6.1	ELA & Math Achievement	<p>Foster academic success for all Grayson students through a comprehensive multi-tiered system of support (MTSS).</p> <ul style="list-style-type: none">• Tier 1: Provide professional development, high-quality instruction, and resources to all students to establish a strong foundation for academic success.• Tier 2: Implement targeted reading and math interventions tailored to students' specific needs through small-group instruction, academic tutoring, and frequent progress monitoring.• Tier 3: Provide students with intensive, research-based reading interventions to significantly accelerate learning.• Utilize an assistant principal to support MTSS implementation, professional development, and coaching for teachers.	\$82,376.00	No
6.2	English Learner Progress & Reclassification	<p>Develop a robust integrated and designated ELD program that accelerates language acquisition for Grayson students.</p> <ul style="list-style-type: none">• Implement language acquisition goal setting with students.• Provide ongoing professional development and coaching to staff on effective integrated and designated ELD instruction.• Regularly progress monitor EL language acquisition through local and state assessments.	\$51,250.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Utilize assistant principal to oversee and monitor the integrated and designated ELD program. 		
6.3	Attendance & Chronic Absenteeism	<p>Develop a robust attendance plan through a comprehensive multi-tiered system of support (MTSS) to improve attendance and chronic absenteeism rates for Grayson students.</p> <ul style="list-style-type: none"> Tier 1: Develop an attendance plan, along with incentives, to improve attendance for all students. Tier 2: Implement targeted attendance interventions with the support of an assistant principal, counselor, and student support specialist, and regularly progress monitor students' attendance. Tier 3: Provide intensive attendance support to students and regularly progress monitor students' attendance. 	\$247,250.00	No
6.4	Parent Engagement Events	<p>Provide parent educational events to equip Grayson parents with how to support their students at home.</p> <ul style="list-style-type: none"> ELA & Math Achievement English Learner Progress & Reclassification Attendance & Chronic Absenteeism 	\$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Del Puerto and Open Valley Independent School (OVIS) will annually increase the graduation and college/career readiness rate as measured by the metrics within this goal. Del Puerto will annually decrease the suspension rate, and OVIS will annually increase achievement in ELA and math, as measured by the metrics within this goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Del Puerto High School and OVIS were identified as a school receiving Equity Multiplier funding as a result of having a percentage of low income students exceeding 70% and a 2022/23 non-stability rate greater than 25%. Del Puerto and OVIS educational partner feedback was used to develop this equity multiplier focus goal, associated metrics, and actions to support achievement for all student subgroups scoring very low on the 2023 CA Dashboard. The actions within this goal are funded by Equity Multiplier and Title 1 CSI funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA: Percent of Students in Grades 3-8 and Grade 11 Scoring a Level 3 or 4 CA Dashboard, 2023	OVIS: All: 31.58% H/L: 28.3% LI: 30.8%			OVIS: All: 46.58% H/L: 43.3% LI: 45.8%%	
7.2	CAASPP Math: Percent of Students in Grades 3-8 and Grade 11 Scoring a Level 3 or 4	OVIS: All: 10.53% H/L: 10% LI: 10.8%			OVIS: All: 25.53% H/L: 25% LI: 35.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard, 2023					
7.3	College and Career Readiness Indicator: Percent of Students Prepared Source: CA Dashboard, 2023	Del Puerto: All: 1.3% H/L: 1.6% LI: 1.4% OVIS: All: 0% H/L: 0% LI: 0%			Del Puerto: All: 11.3% H/L: 10% LI: 10% OVIS: All: 10% H/L: 10% LI: 10%	
7.4	High School Graduation Rate: Percent of Students Who Graduate Source: CA Dashboard, 2023	Del Puerto All: 66.7% LI: 67.1% OVIS: All: 50% H/L: 45.5% LI: 47.7%			Del Puerto All: 90% LI: 90% OVIS: All: 75% H/L: 70% LI: 70%	
7.5	Suspension Rate: Percent of Students Suspended at Least One Day Source: CA Dashboard, 2023	Del Puerto: All: 18.0% H/L: 17.8% EL: 16.0% LI: 18.9% SWD: 21.4%			Del Puerto: All: 9.0% H/L: 8.9% EL: 8.0% LI: 9.4% SWD: 10.7%	

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
7.1	ELA & Math Achievement	<p>OVIS is committed to fostering academic success for all students through a comprehensive multi-tiered system of support (MTSS) to provide targeted interventions and support services to meet the diverse needs of students.</p> <ul style="list-style-type: none">• Tier 1: Provide high-quality instruction and resources to all students to establish a strong foundation for academic success. This includes differentiated instruction, culturally responsive teaching practices, and access to rigorous curriculum aligned with state standards.• Tier 2: Implement targeted interventions tailored to students' specific needs through small-group instruction, academic tutoring, personalized learning plans, and progress monitoring to track student growth over time.• Tier 3: Provide students requiring more intensive intervention with individualized support from a dedicated team of educators and specialists.	\$290,638.00	No

Action #	Title	Description	Total Funds	Contributing
7.2	College & Career Readiness	<p>Enhance the educational experience for secondary students at Del Puerto High School and OVIS by providing access to Career and Technical Education (CTE) programs for all students.</p> <ul style="list-style-type: none"> • Incorporate an attendance liaison to support attendance and ensure students are college and career-ready. • Utilize an English learner and a math paraeducator to facilitate small-group instruction, allowing for personalized attention and targeted support in language acquisition and mathematics, respectively. 	\$131,187.00	No
7.3	Graduation Rate	<p>Provide targeted support by providing students at Del Puerto High School and OVIS with the resources and guidance needed to succeed academically and progress towards graduation.</p> <ul style="list-style-type: none"> • Provide an academic counselor to assist students with developing academic plans, setting goals, and accessing resources to overcome any academic challenges students may encounter. • Offer tutoring services before and after school to provide students with additional academic support and assistance with coursework. • Utilize counselors and the assistant principal to provide weekly check-in meetings with students to monitor their progress towards graduation. 	\$173,085.00	No
7.4	Suspension Rate	<p>Enhance behavior support for students at Del Puerto High School and promote a positive school culture.</p> <ul style="list-style-type: none"> • Assign assistant principal to focus on restorative practices and targeted interventions for bullying. • Utilize Social-Emotional Learning (SEL) coach to provide continuous coaching and training to staff on evidence-based strategies for promoting positive behavior and creating a supportive learning environment. 	\$218,327.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none">Sustain implementation of Multi-Tiered System of Supports (MTSS) with integrated behavioral, social, emotional, mental health, and attendance supports.		

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
\$21,303,466	\$2499398

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
32.820%	0.000%	\$0.00	32.820%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Multi-tiered System of Support: Academics</p> <p>Need: Academic performance in ELA, and especially in math, indicates 1. low academic performance for all students, 2. disparities and achievement gaps for student subgroups and specific schools, CMS and OVIS, and 3. the need to implement MTSS and a robust, tier 1/2/3 plan that utilizes research-based</p>	<p>A strong academic foundation of robust Tier 1 instruction, coupled with timely and targeted Tier 2 and 3 supports and interventions, will equip our ELs, foster youth, and low income students with the support necessary to accelerate their academic achievement.</p> <p>There is a need to align, on a districtwide basis, MTSS, with a focus on academics, and to ensure all students have access to good first instruction with Tier 1 and that Tier 2/3 interventions are</p>	<p>1.3- CAASPP ELA 1.4- CAASPP Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>programs to accelerate student achievement for unduplicated students.</p> <p>Scope: LEA-wide</p>	aligned districtwide and are research-based and proven to accelerate student achievement.	
1.2	<p>Action: PJUSD Benchmark Assessments</p> <p>Need: Currently, with the exception of the i-Ready diagnostic assessments and the Patterson Assessment of Writing (PAW), PJUSD does not have identified formative assessments in all content areas, essential standards identified within each grade level, and curriculum guides/pacing schedule have not yet been developed. Utilizing benchmark assessments will support achievement for unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>Utilizing standards-aligned formative assessments, aligned to grade level standards, will equip staff with the information necessary to implement a robust multi-tiered system of support for ELs, foster youth and low income students to meet their unique academic needs and accelerate their academic achievement.</p> <p>In order to accelerate student achievement in core content areas and reduce disparities and close achievement gaps, this action is on a LEA-wide basis as all PJUSD schools will teach to mastery the same essential standards, implement them on a common pacing schedule, and will implement common district formative assessments to determine students who need intervention and extension.</p>	<p>1.3- CAASPP ELA 1.4- CAASPP Math</p>
1.3	<p>Action: Professional Learning Communities</p> <p>Need: Current achievement in ELA (34.02%) and Math (18.56%) indicates low performance for students scoring at level 3 or higher. Disparities and achievement gaps exist for unduplicated students, especially in mathematics.</p>	Implementing PLCs will ensure ELs, foster youth, and low income students have access to a guaranteed and viable curriculum aligned to grade-level essential standards. Additionally, implementing PLCs ensures the robust implementation of multi-tiered system of supports which ensures students are provided the time necessary to master grade level standards which leads to accelerated learning and achievement.	<p>1.3- CAASPP ELA 1.4- CAASPP Math 5.4- Teacher Participation in PD and Coaching</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Research on PLCs indicates it has a positive impact on student achievement and contributes to fostering collective teacher efficacy. Given this, as well as current student achievement in ELA and math, PLCs will be implemented on an LEA-wide basis.	
1.4	Action: Equitable Grading Practices Need: Approximately 30-40% of PJUSD secondary students receive a D or an F in a math course or an ELA course. This results in middle school students taking math classes not A-G aligned when they enter high school, impacts A-G completion rates for secondary students, and contributes to lower graduation rates and college and career readiness for unduplicated students, including school and student subgroups scoring very low on the 2023 CA dashboard. Scope: LEA-wide	<p>Equitable grading practices support student achievement for ELs, foster youth, and low income students by ensuring that grades accurately reflect each student's knowledge and skills, fostering a sense of fairness and motivation to strive for academic success in a supportive learning environment. This approach helps minimize disparities and allows all students to focus on learning and growth rather than external factors that may impact their performance unfairly.</p> <p>Shifting from traditional grading practices to mastery-based, equitable grading practices as a district will shift the focus to teaching essential standards to mastery for all students and will positively impact student achievement, A-G completion rates, college and career readiness, and high school graduation rates.</p>	1.8- A-G Pathway Completion 1.16- College and Career Readiness 1.17- D/F Grades for Secondary Students 2.5- High School Graduation Rate
1.5	Action: College & Career Readiness (A-G Completion) Need: Currently, PJUSD has a low A-G completion rate of 24.1% for all students and there are disparities and achievement gaps for ELs, long-term English learners, and foster youth. Similarly, PJUSD has low college and career	Ensuring college and career readiness for ELs, foster youth, and low income students supports their achievement by equipping students with the necessary academic knowledge, skills, and practical experiences needed to succeed in higher education, vocational training, or the workforce, thereby empowering them to pursue their future goals effectively. This preparation enhances students' confidence, motivation, and readiness to	1.8- A-G Pathway Completion 1.16- College and Career Readiness 2.5- High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>readiness for students deemed 'prepared' at 19.9% and English learners, students with disabilities, and students attending Del Puerto and OVIS scored very low on the 2023 CA Dashboard.</p> <p>Scope: LEA-wide</p>	<p>meet the demands and challenges of their chosen paths after graduation.</p> <p>Determining root causes for low A-G completion and college and career readiness allows PJUSD to develop actions that will increase outcomes in each indicator and provide much-needed equitable supports for underserved student subgroups: AVID school-wide implementation, utilizing a college and career counselor, and utilizing and instructional coach to assist with increasing A-G completion rates.</p>	
1.6	<p>Action: Career & Technical Education</p> <p>Need: Currently, English learners and students with disabilities are deemed 'prepared' on the College and Career readiness indicator at 5.6% and 3.4%, respectively, Additionally, 27.9% of English learners and 25.9% of students with disabilities are enrolled in a CTE pathway. Increasing access to CTE programs is an identified need that also aligns with the PJUSD Strategic Plan.</p> <p>Scope: Schoolwide</p>	<p>Career technical education supports student achievement for ELs, foster youth, and low income students by providing them with practical skills and knowledge directly applicable to future careers, thus enhancing students' employability and readiness for the workforce upon graduation. This hands-on approach also fosters engagement and motivation among students by connecting classroom learning to real-world applications and career opportunities.</p> <p>Providing increased access to CTE pathways for all students, including ELs and SWD, at the secondary school sites will increase A-G completion rates, high school graduation rates, and college and career readiness 'prepared' rates.</p>	<p>1.8- A-G Pathway Completion 1.9- CTE Completion 1.10- A-G + CTE Completion 1.15- Course Access: CTE 1.16- College and Career Readiness Indicator</p>
1.7	<p>Action: Visual and Performing Arts</p> <p>Need:</p>	<p>Visual and performing arts support student achievement for English learners, foster youth, and low-income students by providing avenues for creative expression that can enhance communication skills, boost self-confidence, and</p>	<p>1.15- Course Access: VAPA</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Currently, not all K-6 students receive weekly instruction in music or the arts. Students in secondary grades are limited, especially if they are enrolled in designated ELD or an intervention course, in being able to access a music or art course. Expanding K-12 music and arts programs, along with course access for ELs, foster youth and low income students, is a priority to ensure PJUSD students graduate college and career ready.</p> <p>Scope: LEA-wide</p>	<p>improve overall academic engagement and retention. Engaging in arts education helps these students develop critical thinking, collaboration, and problem-solving abilities, fostering a more inclusive and supportive learning environment that nurtures their unique talents and perspectives.</p> <p>Expanding music and arts access to all students districtwide will ensure all students are provided with a well-rounded broad course of study and will ensure students have expanded opportunities to experience music and the arts which supports them graduating college and career ready.</p>	
2.1	<p>Action: Site Safety</p> <p>Need: Data from students, including unduplicated students, staff, and parent surveys (PLUS, CSPA, CSSS) indicate a need to improve safety on campus so both students and staff feel safe while on campus.</p> <p>Scope: LEA-wide</p>	<p>Safe schools ensure student achievement for English learners, foster youth, and low-income students by providing a supportive and secure environment where the students can focus on learning without fear of discrimination, bullying, or other barriers that may hinder their academic progress. This promotes a positive school climate that encourages engagement, participation, and a sense of belonging, ultimately enhancing their overall well-being and academic success.</p> <p>Enhancing safety and security by conducting site safety audits, developing robust site safety plans, upgrading facilities to enhance security and safety, and providing professional development to security staff will ensure safer and more secure school campuses. An improved sense of safety and security amongst students, staff, and parents across all PJUSD campuses will support increases in school connectedness, belonging, and academic achievement.</p>	<p>2.9- CA School Staff Survey 2.10- CA School Parent Survey 2.11- Peer Leaders Uniting Students (PLUS) Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: PBIS with Social Emotional Support</p> <p>Need: Suspension data, while declining, indicates a continued need to fully develop and implement robust MTSS with an emphasis on behavior and Tier 1 PBIS, and targeted Tier2/3 interventions and supports for unduplicated students. Reducing suspension rates is a focus for all PJUSD school sites.</p> <p>Scope: LEA-wide</p>	<p>PBIS and SEL support academic outcomes by creating a positive, consistent school climate that reduces behavioral issues and increases student engagement, crucial for English learners, foster youth, and low-income students. These frameworks help build essential social-emotional skills, such as emotional regulation and resilience, improving relationships and focus in the classroom. Together, they promote equity and access to educational opportunities, setting students up for long-term academic and personal success.</p> <p>Creating a robust MTSS model focused on PBIS and restorative practices will reduce suspension rates, thus keeping students in classrooms in order to learn and master essential standards. Additionally, this will improve overall attendance rates.</p>	<p>2.6- Suspension Rate 2.8- CA Healthy Kids Survey 2.11- Peer Leaders Uniting Students (PLUS) Survey 2.13- Tiered Fidelity Inventory (TFI)</p>
2.3	<p>Action: Staff and Student Wellness</p> <p>Need: Reducing suspensions, implementing alternatives to suspension, and providing social emotional supports for unduplicated students is a need when analyzing suspension data and data from the CA Healthy Kids Survey.</p> <p>Scope: LEA-wide</p>	<p>Staff and student wellness contribute to academic achievement by creating a supportive, stable, and engaging learning environment that reduces absenteeism and enhances focus and resilience. This nurturing atmosphere promotes a sense of belonging and motivation, essential for the success of English learners, foster youth, and low-income students.</p> <p>Implementing wellness centers and implementing programs that support social-emotional learning and well-being at all PJUSD campuses will reduce suspensions, increase school connectedness, and increase students' sense of connectedness and overall well-being.</p>	<p>2.6- Suspension Rate 2.8- CA Healthy Kids Survey 2.12- Covitality Social Emotional Learning Universal Screener</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	<p>Action: Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance</p> <p>Need: Improving attendance and school connectedness, along with decreasing chronic absenteeism, is a need when analyzing attendance and chronic absenteeism data for unduplicated students. While attendance is improving and chronic absenteeism is decreasing post-COVID, there is still a need districtwide to focus on these areas so students attend school regularly to learn and are connected to their school.</p> <p>Scope: LEA-wide</p>	<p>Implementing multi-tiered systems of support (MTSS) focusing on PBIS and SEL creates a structured, positive learning environment that addresses behavioral and emotional needs, enhancing engagement and reducing disruptions. This approach builds crucial social-emotional skills, such as resilience and emotional regulation, which help English learners, foster youth, and low-income students navigate academic and personal challenges more effectively. By promoting equity and access to resources, MTSS ensures that all students receive the support they need to achieve academic success and overall well-being.</p> <p>Implementing MTSS districtwide, with an emphasis on behavior and attendance at Tier 1, will ensure all students in PJUSD will receive the supports they need, when they need it, in order to attend school regularly. Implementing Tier 2/3 interventions will ensure targeted supports are needed for students struggling to attend school, especially students scoring very low on the 2023 CA Dashboard.</p>	<p>2.1- Attendance Rate 2.2- Chronic Absenteeism Rate</p>
2.5	<p>Action: Alcohol and Drug Prevention and Intervention</p> <p>Need: Data from the CA Healthy Kids Survey indicates that 22% of 5th-12th grade students have used alcohol or other drugs in their lifetime and 9% indicated vape use.</p> <p>Scope: LEA-wide</p>	<p>Drug and alcohol prevention and intervention programs support English learners, foster youth, and low-income students by providing education and resources that reduce substance abuse risks, promote healthier lifestyles, and support better academic focus. These programs create safer and more supportive school environments, which are crucial for the overall well-being and academic success of these vulnerable student populations.</p> <p>Implementing PHAST and PHASTjv clubs, along with implementing preventative Alcohol, Tobacco,</p>	<p>2.8- CA Healthy Kids Survey (CHKS) 2.12- Covitality Social Emotional Learning Universal Screener</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and Other Drugs (ATOD) curriculum, targeted interventions and programs will support decreases in ATOD use among PJUSD students.	
3.1	<p>Action: First Class Learning Facilities</p> <p>Need: Feedback from students, , including unduplicated students, staff, and parents on the CA Healthy Kids Survey, CA School Staff Survey, and the CA School Parent Survey indicates less than 85% believe schools are clean and well-maintained. Maintaining first-class learning facilities is important in order to ensure the academic success and well-being of PJUSD students.</p> <p>Scope: LEA-wide</p>	<p>Building new, first-class learning facilities supports student achievement by creating inviting, well-resourced environments that foster engagement and reduce distractions for English learners, foster youth, and low-income students. Modern facilities equipped with advanced technology and flexible learning spaces enhance instructional quality and provide equitable access to resources. Additionally, improved physical spaces contribute to a positive school climate, boosting motivation and overall academic performance for these students.</p> <p>Updating and building new facilities is crucial to ensure all PJUSD students have access to first class learning environments to reduce overcrowding, expand CTE programs, and provide expanded opportunities for students to participate in extracurricular activities.</p>	<p>3.1- Facilities in Good Repair</p> <p>3.2- Clean and Well-Maintained Facilities and Properties</p>
3.2	<p>Action: Safe and Clean Facilities</p> <p>Need: Feedback from students, including unduplicated students, staff, and parents on the CA Healthy Kids Survey, CA School Staff Survey, and the CA School Parent Survey indicates less than 85% believe schools are clean and well-maintained.</p>	<p>Safe and clean schools and facilities contribute to better academic outcomes by providing a healthy and secure environment that reduces stress and distractions, allowing students to focus on learning. A well-maintained and safe space promotes a sense of belonging and well-being, which is crucial for English learners, foster youth, and low-income students who may face additional challenges outside school. Moreover, a clean environment supports better attendance and engagement, further enhancing academic performance and achievement.</p>	<p>3.1- Facilities in Good Repair</p> <p>3.2- Clean and Well-Maintained Facilities and Properties</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Maintaining safe and clean facilities is important in order to ensure the academic success, safety, and well-being of all PJUSD students. Because of the age of PJUSD sites, this action will be provided on an LEA-wide basis.	
3.3	Action: Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities Need: Current data indicates an overall attendance rate of 91.9%, 91.4% for the homeless subgroup of students, and attendance rates for unduplicated students are lower than the 95% target. Also, educational partner feedback from PJUSD management was to provide transportation for students chronically absent from school. Scope: LEA-wide	<p>School transportation ensures that English learners, foster youth, and low-income students have reliable access to education, reducing barriers such as distance and transportation costs that could otherwise hinder their attendance and participation. Extracurricular activities provide opportunities for these students to engage in diverse interests, develop skills, and build social connections, contributing to their overall development and motivation. Together, accessible transportation and varied extracurriculars support a well-rounded education, enhancing academic performance and personal growth.</p> <p>Improving transportation to support students' attendance rates is a need within PJUSD, including students chronically absent from school. Improving and increasing transportation will also allow students more access to enrichment and extracurricular opportunities.</p>	3.3- Attendance Rate
3.4	Action: Technology and 21st Century Learning Need: Educational partner feedback from the LCAP Advisory Committee, DELAC, and school site councils indicate a need to ensure students and staff have the most up-to-date technology	21st-century learning and technology support academic achievement by offering personalized and interactive educational experiences that cater to the diverse needs of English learners, foster youth, and low-income students. Access to digital tools and resources enhances engagement, allows for differentiated instruction, and provides opportunities for skill development beyond	3.4- PJUSD Technology Refresh Cycle

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and resources to deliver high quality instruction and implement 21st Century Learning.</p> <p>Scope: LEA-wide</p>	<p>traditional methods. Additionally, technology can bridge gaps in resources and support, fostering greater equity and helping students achieve academic success in an increasingly digital world.</p> <p>Implementing a comprehensive technology plan with annual refresh rate targetes of 20-25% will ensure both students and staff have updated and necessary technology to support the educational program in PJUSD.</p>	
3.5	<p>Action: Nutritious, Appealing Meals</p> <p>Need: Feedback from the LCAP Advisory Committee indicated a need for increasing nutritious meals to all PJUSD students. This need also came from educational partners who assisted in the development of Focus Area 3 of the PJUSD Strategic Plan. While this action supports all PJUSD students, it will be principally directed towards unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>Nutritious and appealing meals support academic outcomes and well-being by ensuring that English learners, foster youth, and low-income students receive the essential nutrients needed for cognitive function and overall health. Additionally, providing meals that are both nutritious and enjoyable helps maintain regular attendance and focus, contributing to better engagement and performance in school.</p> <p>Providing all PJUSD students with nutritious, healthy meals cooked from scratch will ensure more students eat meals while at school. Additionally, eating healthy meals during school hours helps support all students' well-being, concentration in class, and academic success.</p>	3.5- Meals Cooked from Scratch
4.1	<p>Action: Comprehensive Communication Guide</p> <p>Need: Communicating with parents and the community to promote a strong home-school connection is a need from survey data and</p>	<p>A comprehensive communications plan supports families of English learners, foster youth, and low-income students by ensuring they receive timely and clear information about school resources, events, and their children's progress. Effective communication fosters stronger family-school partnerships, enhances engagement, and helps</p>	<p>4.1- CA School Parent Survey</p> <p>4.2- Parent Involvement and Family Engagement Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>feedback from educational partners. While the CA School Parent Survey indicates 90% of parents believe PJUSD schools keep them well-informed about school activities, the Parent Involvement and Family Engagement Survey indicates PJUSD is at the initial implementation in providing families with information and resources to support student learning and development in the home. This action will be principally directed towards unduplicated students to enhance a strong home-school connection.</p> <p>Scope: LEA-wide</p>	<p>address specific needs and barriers, ultimately supporting student success and well-being.</p> <p>Developing a comprehensive communications plan to increase outreach to families and the community districtwide will enhance the flow of information reaching parents and the community which will foster increased collaboration and partnerships to support student learning and development in the home.</p>	
4.2	<p>Action: Branding: The PJUSD Promise</p> <p>Need: Similar to Action 4.1, communicating with parents and the community to promote a strong home-school connection is a need from survey data and feedback from educational partners. The Parent Involvement and Family Engagement Survey indicates PJUSD is at the initial implementation in providing families with information and resources to support student learning and development in the home. This action will be principally directed towards unduplicated students to enhance a strong home-school connection.</p> <p>Scope:</p>	<p>School district branding and marketing support families of English learners, foster youth, and low-income students by increasing awareness of available resources and programs, ensuring they are informed about opportunities and support services. Effective branding and marketing help build trust and engagement, fostering a sense of community and inclusion for these families within the school system.</p> <p>Branding The PJUSD Promise (strategic plan) districtwide to parents and the community will ensure everyone understands the work underway within the district that supports academic achievement and student safety and wellness. It is provided on an LEA-wide basis to ensure the entire PJUSD community is kept informed of current district initiatives, and was part of educational partner feedback to ensure multiple ways to 'reach out' to parents and the community.</p>	<p>4.1- CA School Parent Survey 4.2- Parent Involvement and Family Engagement Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.3	<p>Action: Parent Educational Events</p> <p>Need: Providing more parent education events to support parents so they can support their children in the home was a consistent theme of educational partner feedback provided by DELAC, DAC, LCAP Advisory Committee, School Site Councils, and ELACs. It also appeared as a need in data collected from the Parent Involvement and Family Engagement Survey. This action will be principally directed towards unduplicated students to enhance a strong home-school connection via parent education events.</p> <p>Scope: LEA-wide</p>	<p>Parent education events support the families of English learners, foster youth, and low-income students by providing valuable information and skills to help them navigate the educational system and support their children's academic success. These events offer resources on topics such as academic support, language development, and accessing community services, which are crucial for families facing additional challenges. By empowering parents with knowledge and tools, these events strengthen family engagement and contribute to a more supportive learning environment for their children.</p> <p>Providing parent education events addresses the needs shared among various educational partners listed in 'Identified Needs' and, as such, is being provided on a district-wide basis. Enhancing parent education events will help to strengthen the home-school connection and addresses the results from the Parent Involvement and Family Engagement Survey indicating PJUSD is at the initial implementation stage in providing families with information and resources to support student learning and development in the home.</p>	<p>4.2- Parent Involvement and Family Engagement Survey</p> <p>4.3- Parent Education Events</p>
4.4	<p>Action: District and School Websites</p> <p>Need: Keeping parents and the community informed both at the school and district level is consistent with educational partner feedback from DELAC, DAC, the LCAP Advisory</p>	<p>School district and school site websites support families of English learners, foster youth, and low-income students by providing easy access to important information, resources, and updates about school programs, services, and events. These websites often include multilingual resources and tools to help families stay informed</p>	<p>4.1- CA School Parent Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Committee, and parents. Although PJUSD enjoys a 90% rating of parents who agree or strongly agree they are well-informed of school activities, there are still 10% that disagree or strongly disagree. This action will be principally directed towards unduplicated students to enhance a strong home-school connection.</p> <p>Scope: LEA-wide</p>	<p>and engaged, ensuring they can effectively support their children's education.</p> <p>Keeping information up to date and easily accessible on both school and district websites for parents and the community enhances two-way communication and keeps parent and the community connected to their schools. As such, this action will be addressed districtwide to engage the 10% of parents who disagree or strongly disagree they are not well-informed of school activities.</p>	
4.5	<p>Action: Parent Engagement and Volunteer Opportunities</p> <p>Need: Educational partner feedback from DELAC, DAC, and the LCAP Advisory Committee indicated a need for an easier process for parents to be engaged and volunteer at their child's school, including enhancing communication with parents on how to volunteer and supporting parents with the process of being cleared as a volunteer. Feedback also included a need for customer service training for front office staff so schools are more welcoming to parents. This action will be principally directed towards unduplicated students to enhance parent engagement and involvement at schools.</p> <p>Scope: LEA-wide</p>	<p>Parent engagement and volunteer opportunities at the school support families of English learners, foster youth, and low-income students by fostering a sense of community and inclusion, making families feel more connected and invested in their children's education. These opportunities also provide valuable support and resources to the school, enhancing the educational experience and creating a collaborative environment that benefits all students.</p> <p>Providing customer service professional development to front line staff will address feedback from educational partners and will be implemented district wide at all schools and the district office. Also, support and communication to parents on how to volunteer in their child's school will be provided in order to increase the number of parents volunteering across all PJUSD schools.</p>	<p>4.1- CA Schools Parent Survey 4.4- Parent and Community Volunteers</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.1	<p>Action: Comprehensive Professional Development Plan</p> <p>Need: PJUSD Walkthrough data indicates a need to support all staff with professional development on effective instruction and integrated and designated ELD instruction, to name a few, and on professional learning communities which will be implemented districtwide in 2024/25. Additionally, educational partner feedback from DELAC, DAC, and the LCAP Advisory Committee indicated a need to provide ongoing professional development to staff to support student achievement, including achievement for unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>A comprehensive professional development plan equips certificated and classified staff with the skills and knowledge needed to effectively support English learners, foster youth, and low-income students by enhancing their instructional and support practices. This ongoing training ensures that staff can address diverse student needs, implement best practices, and create an inclusive learning environment that fosters academic success for all students.</p> <p>Providing high-quality professional development to all staff district-wide will enhance and build the capacity of staff to deliver quality first instruction and interventions in order to increase student achievement for all PJUSD students.</p>	<p>5.4- Teacher Participation in Professional Development and Coaching 5.5- Classified Staff Participation in Job-Specific Professional Development</p>
5.2	<p>Action: Instructional Coaching Support</p> <p>Need: PJUSD Walkthrough data indicates a need to support all staff with capacity building through coaching. Also, data indicates a need to improve the frequency of coaching districtwide as 28% of teachers participated in coaching in 2023/24. Providing coaching will improve first instruction as support student achievement for unduplicated students.</p> <p>Scope:</p>	<p>Instructional coaching supports certificated and classified staff by providing personalized feedback and strategies to improve teaching practices, which directly enhances the learning experience for English learners, foster youth, and low-income students. Coaches work with educators to implement evidence-based techniques, address specific challenges, and refine instructional methods to better meet the diverse needs of students. This tailored support helps create more effective, engaging, and inclusive classrooms, ultimately increasing student achievement and success.</p>	<p>5.2- 1st and 2nd Year Teacher Retention 5.3- Teachers Who Complete Induction Programs 5.4- Teacher Participation in Professional Development and Coaching</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Providing ongoing coaching through demonstration lessons, co-planning and co-teaching, and observation and feedback will support the implementation of the professional development teachers receive which will improve instruction and student achievement. This action is being provided on an LEA-wide basis to support all teachers.	
5.3	<p>Action: Leadership Opportunities</p> <p>Need: There is a need to increase opportunities for classified staff to participate in training and leadership opportunities as most of the training and coaching is currently being provided for certificated staff. Professional development for classified staff on interventions and small group instruction will support student achievement for unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>Providing leadership opportunities for underrepresented certificated and classified staff supports the achievement of English learners, foster youth, and low-income students by ensuring diverse perspectives and experiences are included in decision-making and program development. This inclusivity helps create more responsive and culturally relevant educational practices, ultimately benefiting the academic success and well-being of these students.</p> <p>Classified staff provide direct support to the community and in-classroom classified staff support teachers with classroom instruction. Providing professional development and support to classified staff will build their capacity and enhance the support they provide to support student achievement.</p>	5.5- Classified Staff Participation in Job-Specific Professional Development
5.4	<p>Action: Staff Recruitment</p> <p>Need: While 100% of PJUSD teachers complete induction, only 66% of 2nd year teachers continue on to their third year as a teacher in PJUSD. Hiring and retaining highly qualified</p>	Recruiting highly qualified staff ensures that students receive instruction and support from skilled professionals who can effectively address their diverse needs and challenges. This high level of expertise contributes to more effective teaching practices and personalized support, which enhances the academic achievement and overall	5.2- 1st and 2nd Year Teacher Retention 5.3- Teachers Who Complete Induction Programs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and trained teachers will support student achievement for unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>success of English learners, foster youth, and low-income students.</p> <p>Recruiting highly-qualified staff and supporting them with professional development, coaching, and participation in the New Hire Academy will ensure PJUSD attracts, develops, and retains highly-qualified staff that will support district initiatives to increase student achievement. This action is being provided on an LEA-wide basis to support all new teachers hired in PJUSD.</p>	

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
1.8	<p>Action: Designated & Integrated ELD</p> <p>Need: The English learner progress indicator (ELPI) and reclassification rates for ELs is 48.2% and 9.5%, respectively, and, for long term ELs, 14.7% and 2.5%. Additionally, Walnut Grove scored very low on the 2023 CA Dashboard ELPI indicator with 37.9% of students increasing at least one ELPI level or already scoring at a Level 4 on the summative ELPAC test.</p>	<p>Designated and integrated ELD (English Language Development) supports student achievement and language acquisition for English learners by providing targeted language instruction that helps them develop proficiency in English, while integrated ELD ensures that language learning is reinforced across all content areas, facilitating deeper understanding of academic concepts and promoting overall academic success.</p> <p>Providing robust professional development on the ELA/ELD standards and frameworks, designated ELD instructional materials, and ongoing coaching</p>	<p>1.11- English Learner Progress Indicator</p> <p>1.12- English Learner Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	cycles on effective designated ELD instruction will ensure both ELPI and reclassification levels increase annually.	

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

Not Applicable

Additional Concentration Grant Funding

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

The current plan is to have the funds allocated to add 26.0 FTE which will increase the number of staff providing direct services across all PJUSD schools.

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	0	1 classified staff : 26.80 students
Staff-to-student ratio of certificated staff providing direct services to students	0	1 certificated staff: 18.81 students

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	64,911,001	21,303,466	32.820%	0.000%	32.820%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,885,375.00	\$10,035,557.00	\$0.00	\$1,575,111.00	\$40,496,043.00	\$19,159,840.00	\$21,336,203.00

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	Multi-tiered System of Support: Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,771,200.00	\$731,200.00	\$3,368,469.00	\$1,694,272.00		\$439,659.00	\$5,502,400.00	
1	1.2	PJUSD Benchmark Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$267,846.00	\$240,000.00	\$476,969.00			\$30,877.00	\$507,846.00	
1	1.3	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$196,525.00	\$30,525.00	\$166,000.00			\$196,525.00	
1	1.4	Equitable Grading Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,873.00	\$20,873.00				\$20,873.00	
1	1.5	College & Career Readiness (A-G Completion)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto High School; OVIS 7th-12th	Ongoing	\$1,303,848.00	\$90,600.00	\$960,898.00	\$433,550.00			\$1,394,448.00	
1	1.6	Career & Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto High School;	Ongoing	\$1,893,863.00	\$288,000.00	\$1,811,863.00	\$370,000.00			\$2,181,863.00	

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
							OVIS 9th-12th									
1	1.7	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,435,230.00	\$497,100.00	\$682,630.00	\$1,249,700.00			\$1,932,330.00	
1	1.8	Designated & Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$786,179.00	\$240,000.00	\$643,381.00	\$241,399.00		\$141,399.00	\$1,026,179.00	
2	2.1	Site Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,083,885.00	\$128,000.00	\$1,211,885.00				\$1,211,885.00	
2	2.2	PBIS with Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,336,621.00	\$52,000.00	\$127,431.00	\$933,690.00		\$327,500.00	\$1,388,621.00	
2	2.3	Staff and Student Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,799,957.00	\$204,501.00	\$647,907.00	\$1,273,981.00		\$82,570.00	\$2,004,458.00	
2	2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$901,463.00	\$326,632.00	\$835,114.00	\$362,981.00		\$30,000.00	\$1,228,095.00	
2	2.5	Alcohol and Drug Prevention and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
3	3.1	First Class Learning Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$360,436.00	\$7,900,000.00	\$8,260,436.00				\$8,260,436.00	
3	3.2	Safe and Clean Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,985,132.00	\$1,985,132.00				\$1,985,132.00	
3	3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$86,545.00	\$3,958,320.00	\$3,679,065.00	\$365,800.00			\$4,044,865.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.4	Technology and 21st Century Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,118,549.00	\$1,933,000.00	\$2,367,049.00	\$684,500.00			\$3,051,549.00	
3	3.5	Nutritious, Appealing Meals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$330,000.00	\$330,000.00				\$330,000.00	
4	4.1	Comprehensive Communication Guide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$176,992.00	\$64,000.00	\$240,992.00				\$240,992.00	
4	4.2	Branding: The PJUSD Promise	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$69,000.00	\$69,000.00				\$69,000.00	
4	4.3	Parent Educational Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$8,000.00	\$5,000.00			\$3,000.00	\$8,000.00	
4	4.4	District and School Websites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$105,686.00	\$14,000.00	\$119,686.00				\$119,686.00	
4	4.5	Parent Engagement and Volunteer Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$43,000.00	\$33,000.00			\$10,000.00	\$43,000.00	
4	4.6	Student Mentorship Opportunities	All	No			Specific Schools: Patterson High School, Del Puerto High School, OVIS 9th-11th	Ongoing	\$82,000.00	\$2,000.00	\$84,000.00				\$84,000.00	
5	5.1	Comprehensive Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,000.00	\$1,211,500.00	\$532,300.00	\$660,200.00		\$25,000.00	\$1,217,500.00	

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
5	5.2	Instructional Coaching Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$451,052.00	\$120,000.00	\$40,000.00	\$531,052.00			\$571,052.00	
5	5.3	Leadership Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$200,000.00	\$60,000.00	\$140,000.00			\$200,000.00	
5	5.4	Staff Recruitment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$288,695.00	\$159,500.00	\$168,520.00	\$149,500.00		\$130,175.00	\$448,195.00	
6	6.1	ELA & Math Achievement	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$10,000.00	\$72,376.00	\$0.00	\$82,376.00		\$0.00	\$82,376.00	
6	6.2	English Learner Progress & Reclassification	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$41,250.00	\$10,000.00		\$51,250.00			\$51,250.00	
6	6.3	Attendance & Chronic Absenteeism	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$170,500.00	\$76,750.00	\$63,250.00	\$159,000.00		\$25,000.00	\$247,250.00	
6	6.4	Parent Engagement Events	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$0.00	\$3,000.00				\$3,000.00	\$3,000.00	
7	7.1	ELA & Math Achievement	All	No			Specific Schools: OVIS	Ongoing	\$218,750.00	\$71,888.00		\$161,250.00		\$129,388.00	\$290,638.00	
7	7.2	College & Career Readiness	All	No			Specific Schools: Del Puerto High School; OVIS	Ongoing	\$131,187.00	\$0.00		\$102,687.00		\$28,500.00	\$131,187.00	
7	7.3	Graduation Rate	All	No			Specific Schools: Del Puerto High	Ongoing	\$173,085.00	\$0.00		\$88,542.00		\$84,543.00	\$173,085.00	

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; OVIS									
7	7.4	Suspension Rate	All	No			Specific Schools: Del Puerto High School	Ongoing	\$159,021.00	\$59,306.00		\$133,827.00		\$84,500.00	\$218,327.00	

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
64,911,001	21,303,466	32.820%	0.000%	32.820%	\$28,738,125.00	0.000%	44.273 %	Total:	\$28,738,125.00
								LEA-wide Total:	\$26,282,881.00
								Limited Total:	\$643,381.00
								Schoolwide Total:	\$1,811,863.00

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	Multi-tiered System of Support: Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,368,469.00	
1	1.2	PJUSD Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$476,969.00	
1	1.3	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,525.00	
1	1.4	Equitable Grading Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,873.00	
1	1.5	College & Career Readiness (A-G Completion)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto High School; OVIS 7th-12th	\$960,898.00	
1	1.6	Career & Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto	\$1,811,863.00	

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 (%)
						High School; OVIS 9th-12th		
1	1.7	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$682,630.00	
1	1.8	Designated & Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$643,381.00	
2	2.1	Site Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,211,885.00	
2	2.2	PBIS with Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,431.00	
2	2.3	Staff and Student Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$647,907.00	
2	2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$835,114.00	
2	2.5	Alcohol and Drug Prevention and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.1	First Class Learning Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,260,436.00	
3	3.2	Safe and Clean Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,985,132.00	
3	3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,679,065.00	
3	3.4	Technology and 21st Century Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,367,049.00	
3	3.5	Nutritious, Appealing Meals	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$330,000.00	

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 (%)
					Low Income			
4	4.1	Comprehensive Communication Guide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,992.00	
4	4.2	Branding: The PJUSD Promise	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,000.00	
4	4.3	Parent Educational Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.4	District and School Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$119,686.00	
4	4.5	Parent Engagement and Volunteer Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	
5	5.1	Comprehensive Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$532,300.00	
5	5.2	Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
5	5.3	Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
5	5.4	Staff Recruitment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,520.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,447,406.00	\$26,981,328.00

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	No Excuses University	Yes	\$123,400.00	\$94,384.00
1	1.2	Expand AVID (Achieving Via Individual Determination)	Yes	\$120,000.00	\$44,385.00
1	1.3	Career Technical Education	Yes	\$1,381,100.00	\$1,313,491.00
1	1.4	Tutoring	Yes	\$406,000.00	\$209,897.00
1	1.5	Early Intervention	Yes	\$300,000.00	\$48,882.00
1	1.6	Cross-Curricular and Extra Curricular Activities	Yes	\$279,796.00	\$323,381.00
1	1.7	Summer school programs	Yes	\$1,000,000.00	\$890,454.00
1	1.8	Academic Progress Monitoring	Yes	\$300,000.00	\$55,765.00
1	1.9	College and Career	Yes	\$243,628.00	\$170,000.00
1	1.10	Counseling Services	Yes	\$897,550.00	\$1,620,517.00
1	1.11	Program Effectiveness Monitoring	Yes	\$5,000.00	\$31,137.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Instructional Materials	Yes	\$2,573,500.00	\$233,845.00
2	2.2	Professional Development	Yes	\$687,000.00	\$765,911.00
2	2.3	English Language Development	Yes	\$441,954.00	\$468,376.00
2	2.4	Special Education	No	\$120,000.00	\$10,000.00
2	2.5	VAPA Professional Development	Yes	\$50,000.00	\$7,374.00
2	2.6	Release time	Yes	\$60,000.00	\$62,285.00
2	2.7	Certificated Staffing	Yes	\$2,299,541.00	\$3,605,102.00
2	2.8	Recruitment Activities	Yes	\$30,000.00	\$10,031.00
2	2.9	Dual Immersion Programs	Yes	\$50,000.00	\$2,491.00
2	2.10	Technology	Yes	\$2,800,000.00	\$2,591,245.00
2	2.11	Computer Science Standards	Yes	\$150,000.00	\$0.00
2	2.12	Music Teachers	Yes	\$720,000.00	\$441,847.00
2	2.13	Class Size Reduction	Yes	\$1,200,000.00	\$966,126.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Provide teacher preparation days	Yes	\$1,250,000.00	\$653,787.00
2	2.15	Classified Staff	Yes	\$2,018,513.00	\$3,229,778.00
2	2.16	Student Meals	Yes	\$500,000.00	\$390,000.00
3	3.1	Maintain Student Services Support	Yes	\$1,042,844.00	\$538,164.00
3	3.2	Mental Wellness	Yes	\$443,300.00	\$1,356,541.00
3	3.3	Attendance	Yes	\$195,000.00	\$101,367.00
3	3.4	Access to Writing Support	Yes	\$25,000.00	\$0.00
3	3.5	Extracurricular activities	Yes	\$578,388.00	\$983,199.00
3	3.6	Equity	Yes	\$20,000.00	\$403.00
3	3.7	Outdoor Learning Spaces	Yes	\$2,000,000.00	\$3,750,632.00
3	3.8	Transitions	Yes	\$25,000.00	\$158.00
3	3.9	At-Risk Students	Yes	\$50,000.00	\$240.00
3	3.10	Site Safety	Yes	\$1,230,000.00	\$1,317,747.00
3	3.11	Anti-drug/alcohol curriculum	Yes	\$5,000.00	\$4,524.00

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	3.12	Discovery Week	Yes	\$5,000.00	\$0.00
4	4.1	Parent Engagement	Yes	\$90,000.00	\$4,150.00
4	4.2	Parent Educational Opportunities	Yes	\$75,000.00	\$4,330.00
4	4.3	Communication Coordinator	Yes	\$195,000.00	\$107,306.00
4	4.4	United Patterson Network	No	\$1,000.00	\$75.00
4	4.5	Mentorship	Yes	\$10,000.00	\$0.00
4	4.6	New School Website	Yes	\$25,000.00	\$110,678.00
5	5.1	Student Assistant Specialist	Yes	\$193,000.00	\$332,626.00
5	5.2	Family Support Specialist	Yes	\$226,392.00	\$128,697.00
5	5.3	Homeless Identification	Yes	\$500.00	\$0.00
5	5.4	Professional Development	Yes	\$5,000.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$20,746,474.00	\$20,456,350.00	\$20,806,152.00	(\$349,802.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	No Excuses University	Yes	\$123,400.00	\$94,384.00		
1	1.2	Expand AVID (Achieving Via Individual Determination)	Yes	\$120,000.00	\$38,791.00		
1	1.3	Career Technical Education	Yes	\$581,100.00	\$1,313,491.00		
1	1.4	Tutoring	Yes	\$227,000.00	\$67,626.00		
1	1.5	Early Intervention	Yes	\$300,000.00	\$48,882.00		
1	1.6	Cross-Curricular and Extra Curricular Activities	Yes	\$279,796.00	\$317,121.00		
1	1.7	Summer school programs	Yes	\$500,000.00	\$226,126.00		
1	1.8	Academic Progress Monitoring	Yes	\$300,000.00	\$5,765.00		
1	1.9	College and Career	Yes	\$121,814.00	\$170,000.00		
1	1.10	Counseling Services	Yes	\$587,900.00	\$642,701.00		
1	1.11	Program Effectiveness Monitoring	Yes	\$5,000.00	\$31,137.00		
2	2.1	Instructional Materials	Yes	\$715,600.00	\$224,389.00		
2	2.2	Professional Development	Yes	\$100,000.00	\$156,567.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	English Language Development	Yes	\$441,954.00	\$468,376.00		
2	2.5	VAPA Professional Development	Yes	\$50,000.00	\$7,374.00		
2	2.6	Release time	Yes	\$60,000.00	\$62,285.00		
2	2.7	Certificated Staffing	Yes	\$2,299,541.00	\$2,638,140.00		
2	2.8	Recruitment Activities	Yes	\$30,000.00	\$10,031.00		
2	2.9	Dual Immersion Programs	Yes	\$50,000.00	\$1,261.00		
2	2.10	Technology	Yes	\$2,800,000.00	\$2,591,945.00		
2	2.11	Computer Science Standards	Yes	\$150,000.00	\$0.00		
2	2.12	Music Teachers	Yes	\$720,000.00	\$441,847.00		
2	2.13	Class Size Reduction	Yes	\$1,200,000.00	\$966,126.00		
2	2.14	Provide teacher preparation days	Yes	\$1,250,000.00	\$653,787.00		
2	2.15	Classified Staff	Yes	\$2,018,513.00	\$2,817,552.00		
2	2.16	Student Meals	Yes	\$100,000.00	\$0.00		
3	3.1	Maintain Student Services Support	Yes	\$1,042,844.00	\$200,379.00		
3	3.2	Mental Wellness	Yes	\$200,000.00	\$229,257.00		
3	3.3	Attendance	Yes	\$40,000.00	\$101,367.00		
3	3.4	Access to Writing Support	Yes	\$25,000.00	\$0.00		
3	3.5	Extracurricular activities	Yes	\$578,388.00	\$668,548.00		
3	3.6	Equity	Yes	\$20,000.00	\$403.00		

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	3.7	Outdoor Learning Spaces	Yes	\$1,600,000.00	\$3,750,632.00		
3	3.8	Transitions	Yes	\$25,000.00	\$158.00		
3	3.9	At-Risk Students	Yes	\$50,000.00	\$240.00		
3	3.10	Site Safety	Yes	\$1,080,000.00	\$1,067,153.00		
3	3.11	Anti-drug/alcohol curriculum	Yes	\$5,000.00	\$4,524.00		
3	3.12	Discovery Week	Yes	\$5,000.00	\$0.00		
4	4.1	Parent Engagement	Yes	\$90,000.00	\$4,150.00		
4	4.2	Parent Educational Opportunities	Yes	\$25,000.00	\$4,330.00		
4	4.3	Communication Coordinator	Yes	\$195,000.00	\$207,306.00		
4	4.5	Mentorship	Yes	\$10,000.00	\$0.00		
4	4.6	New School Website	Yes	\$25,000.00	\$110,678.00		
5	5.1	Student Assistant Specialist	Yes	\$178,000.00	\$332,626.00		
5	5.2	Family Support Specialist	Yes	\$125,000.00	\$128,697.00		
5	5.3	Homeless Identification	Yes	\$500.00	\$0.00		
5	5.4	Professional Development	Yes	\$5,000.00	\$0.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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)
\$64,517,200	\$20,746,474.00	0%	32.157%	\$20,806,152.00	0.000%	32.249%	\$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.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023

	Patterson USD	Apricot Valley	Creekside MS	Del Puerto HS	Grayson	Las Palmas	Northmead	Open Valley	Patterson HS	Walnut Grove	Metric to Measure Progress	Action(s) to Address Need
Chronic Absenteeism	Asian- 25.3%	A/A- 31.3% Asian- 41% EL- 26.8%								H/L- 29.4%	2.2	2.4
Suspension Rate	Homeless- 11.9%	A/A- 11% SWD- 6.2%		Del Puerto- EL- 16% H/L- 17.8% LI- 8.9%		WH- 7.6%	Homeless- 9.5%		EL- 10.1%	WH- 7.1%	2.6	2.2, 2.3
English Learner Progress										Walnut Grove-37.9%	1.11	1.8, 5.1
Graduation Rate				Del Puerto- 66.7% LI- 67.1%				Open Valley- 50% H/L- 45.5% LI- 47.7%			2.5	1.4, 1.5
College/Career	EL- 5.6% SWD- 3.4%			Del Puerto- 1.3% H/L- 1.6% LI- 1.4%				Open Valley- 0% H/L- 0% LI- 0%	EL- 7.7% LI- 4.8%		1.16	1.5, 1.6, 5.1
ELA	Homeless- 10.77% SWD- 6.34%	SWD- 6.45%	EL- 6.58% SWD-7.64%			SWD- 29.68%		Open Valley- 31.58% H/L- 28.33% LI- 30.77%		EL-10.81% SWD-5.0%	1.3	1.1, 5.1
Mathematics	A/A- 19.53% EL- 8.14% H/L- 15.93% PI- 10.41% LI- 15.41% SWD- 3.90% Homeless- 4.41%	SWD- 4.92%	Creekside MS- 12.39% A/A- 15.79% EL- 2.98% H/L- 9.56% LI- 8.74%			SWD- 20.07%		Open Valley- 10.53% H/L-10.00% LI-10.77%	H/L-9.18% SWD-0%	SWD-3.34%	1.4	1.1, 5.1
Key	A/A- African American	PI- Pacific Islander										
	EL- English Learner	SWD- Students with Disabilities										
	H/L- Hispanic Latino	WH- White										
	LI- Low Income											