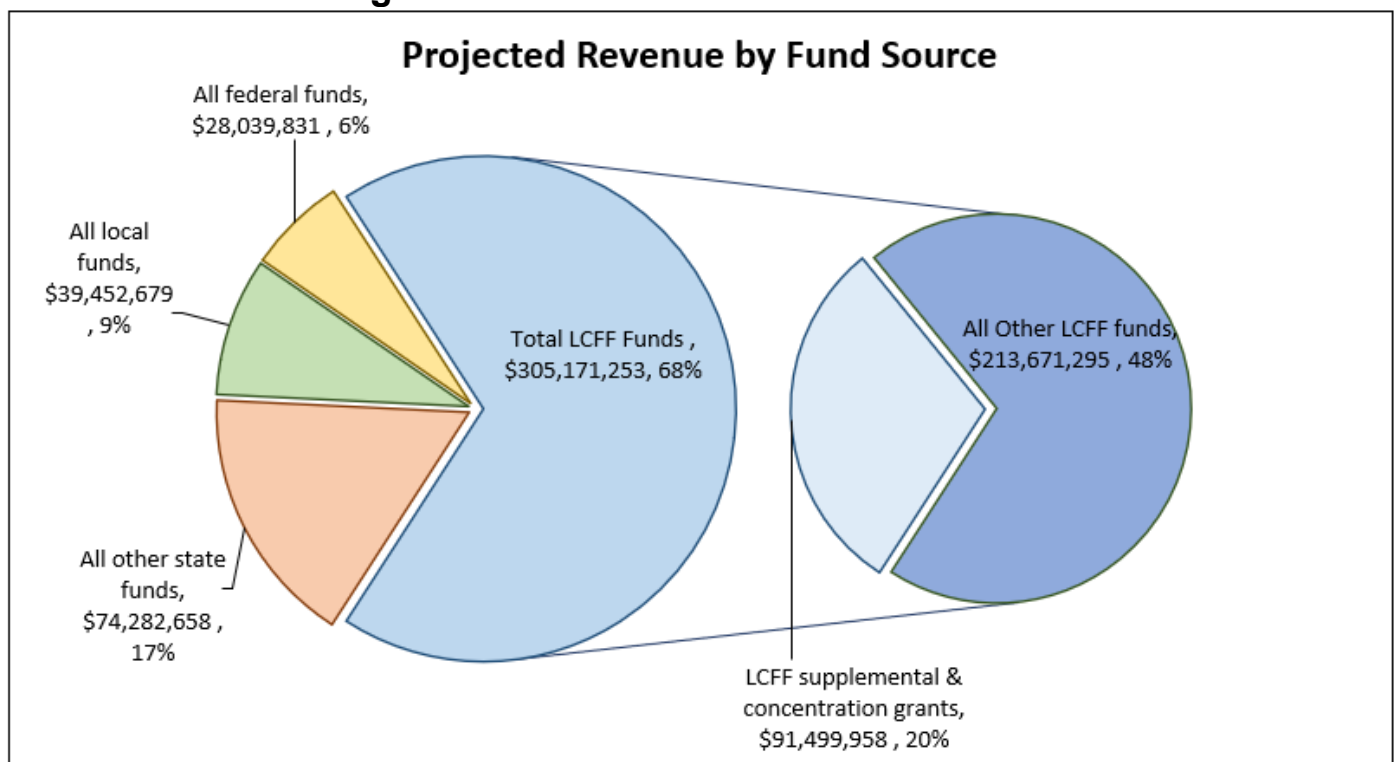


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Springs Unified School District
 CDS Code: 33-67173-0000000
 School Year: 2026-27
 LEA contact information:
 Simone Kovats, Ed.D.
 Assistant Superintendent - Educational Services
 skovats@psusd.us
 (760) 883-2703

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

Budget Overview for the 2026-27 School Year

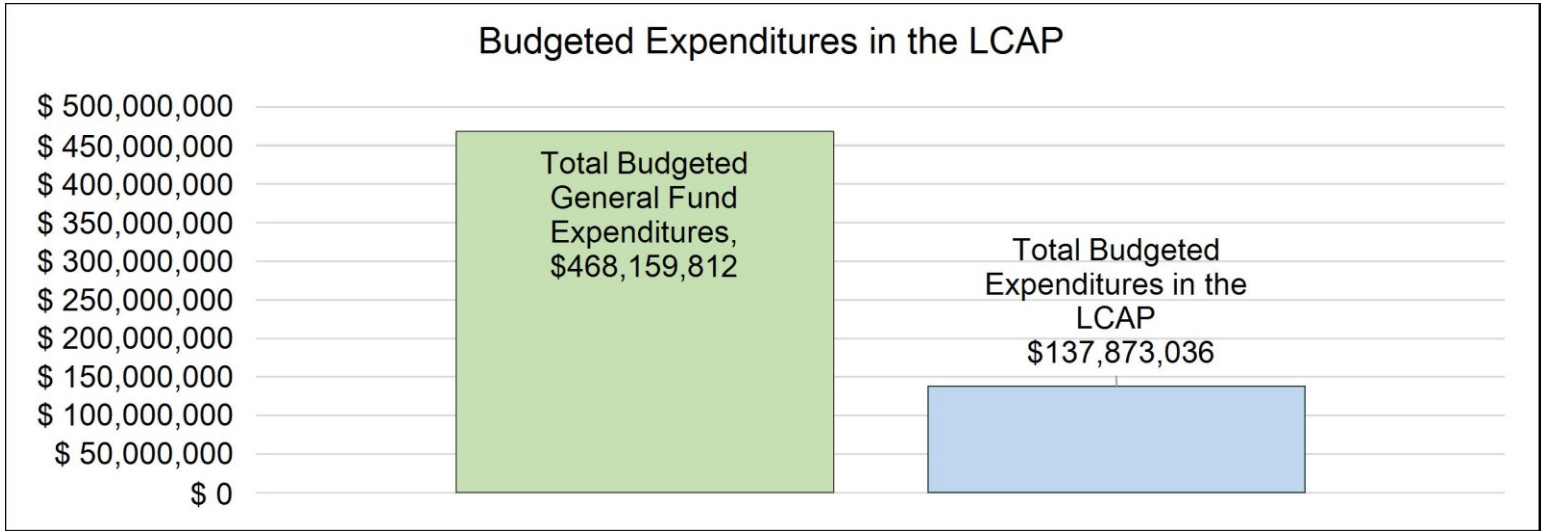


This chart shows the total general purpose revenue Palm Springs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palm Springs Unified School District is \$446,946,421, of which \$305,171,253 is Local Control Funding Formula (LCFF), \$74,282,658 is other state funds, \$39,452,679 is local funds, and \$28,039,831 is federal funds. Of the \$305,171,253 in LCFF Funds, \$91,499,958 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 Palm Springs Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palm Springs Unified School District plans to spend \$468,159,812 for the 2026-27 school year. Of that amount, \$137,873,036 is tied to actions/services in the LCAP and \$330,286,776 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

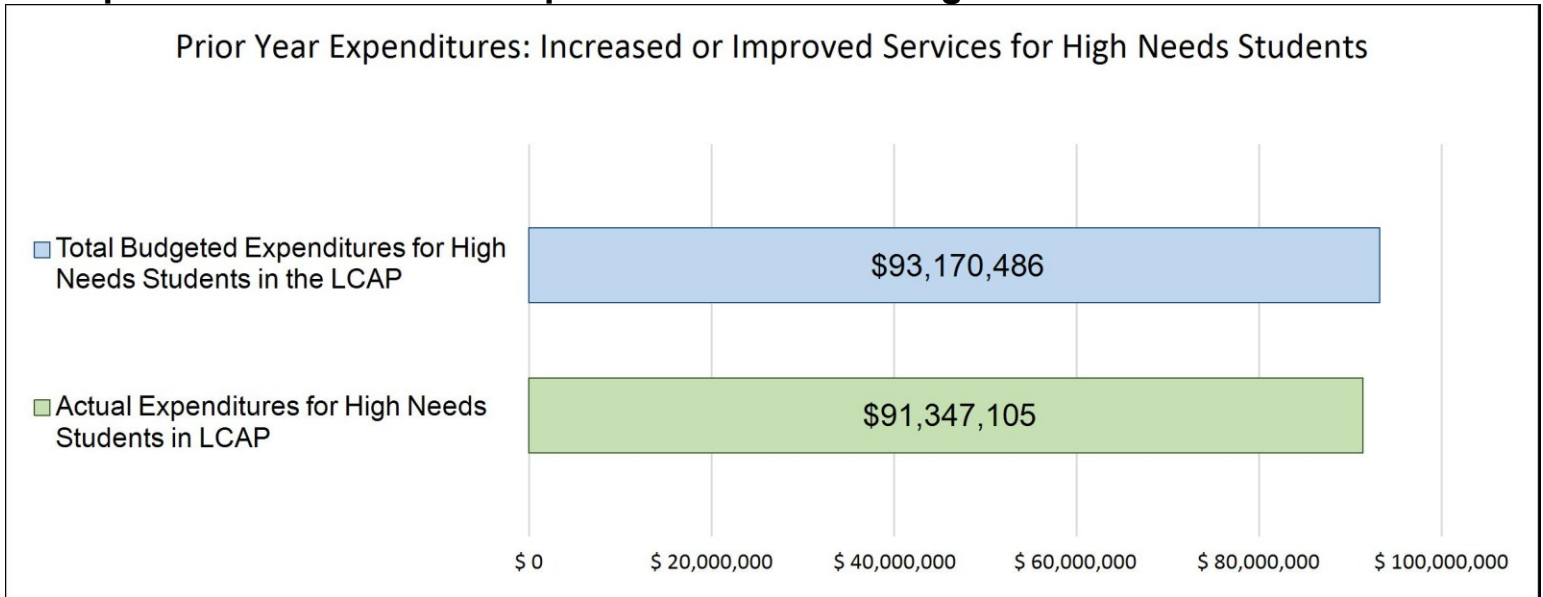
General operating costs are not included in the LCAP. The majority of general funds expenditures not included in the LCAP are comprised of certificated, classified, and administrative/supervisory salaries and benefits. Approved textbooks and core curriculum materials are also not included in the LCAP.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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Palm Springs Unified School District is projecting it will receive \$91,499,958 based on the enrollment of foster youth, English learner, and low-income students. Palm Springs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palm Springs Unified School District plans to spend \$93,494,820 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 2025-26



This chart compares what Palm Springs Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palm Springs Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Palm Springs Unified School District's LCAP budgeted \$93,170,486 for planned actions to increase or improve services for high needs students. Palm Springs Unified School District actually spent \$91,347,105 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$1,823,381 had the following impact on Palm Springs Unified School District's ability to increase or improve services for high needs students:

PSUSD received \$1,883,838 less LCFF Supplemental and Concentration funds in 2025-26 as budgeted at time of LCAP writing due to declining enrollment and changing demographics in the district. Strategic actions were taken to reduce budgets during the year, with a focus on minimizing impact on services for high needs students. Through these actions, all services were able to be provided with minimal impact to students.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palm Springs Unified School District	Simone Kovats, Ed.D. Assistant Superintendent - Educational Services	skovats@psusd.us (760) 883-2703

Plan Summary [2026-27]

General Information

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

The Palm Springs Unified School District (PSUSD) serves the students and families in the communities of Palm Springs, Cathedral City, Desert Hot Springs, Palm Desert, Rancho Mirage and Thousand Palms. The district is comprised of fifteen elementary schools, one K-8 Charter school, five middle schools, four comprehensive high schools, and alternative education programs. Palm Springs Unified School District currently serves approximately 19,184 students. Of these students 82.3% are Hispanic, 8.2% White, 3.9% African American, 1.6% Filipino, 0.8% Asian, 0.4% American Indian, 0.2% Pacific Islander and 2.7% Two or More Races. Approximately 26.5% of PSUSD students are classified as English Learners. In 2025-26, 94.9% of students served in PSUSD qualified as socioeconomically disadvantaged. The district also served approximately 200 identified foster children and approximately 13.1% of students identified as homeless, with each group monitored by district staff to ensure they have the greatest opportunity for success. Two schools were identified in 2025-26 as Equity Multiplier eligible schools: Mt. San Jacinto High School and Desert Learning Academy. Julius Corsini Elementary School was identified in 2024-25 as eligible for Equity Multiplier funds, however they were not identified as eligible for additional funds in 2025-26 due to declines in the student non-stability rate.

The district’s certificated staff, including teachers, administrators and support staff comprises 1,285 employees. Approximately 1,409 classified staff members provide additional support to school sites. Special Education services are provided to approximately 2,525 students. PSUSD offers 12 CTE academies and pathways, and seven schools operated AVID programs in 2025-26.

PSUSD's mission statement is "Lifelong Learning Starts Here." This mission statement was collaboratively developed with the PSUSD School Board, district administration, certificated and classified staff, parents, students, and community members during the 2017-18 school year and continues to be utilized. During the 2025-26 academic year, efforts began on creating a new multi-year vision for the district. Additional information regarding this project will be shared during the 2026-27 academic year.

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

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

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

Reflections: Annual Performance

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

Fall 2023 California School Dashboard Information

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

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

The following districtwide student groups within PSUSD received the lowest performance level on one or more state indicators on the Fall 2023 release of the California School Dashboard.

- ELA: English Learners (EL), Foster Youth (FY), Students with Disabilities (SWD), African American (AA), American Indian (AI)
- Mathematics: EL, SWD, AI
- Chronic Absenteeism: EL, FY, Homeless, Socioeconomically Disadvantaged (SED), SWD, AA, Filipino, Hispanic, White, and Two or More Races (TOM)
- Suspension Rate: FY, SWD, AA
- CCI: FY, SWD

The following PSUSD schools received the lowest performance level on one or more state indicators for the "all students" group on the Fall 2023 release of the California School Dashboard.

- Agua Caliente Elementary: Chronic Absenteeism, ELA
- Bella Vista Elementary: Chronic Absenteeism, English Learner Progress Indicator (ELPI)
- Bubbling Wells Elementary: Chronic Absenteeism
- Cabot Yerxa Elementary: Chronic Absenteeism, ELA
- Cahuilla Elementary: Chronic Absenteeism
- Cathedral City Elementary: Chronic Absenteeism, ELA, ELPI
- Della S. Lindley Elementary: Chronic Absenteeism, ELPI
- Desert Hot Springs High: Suspension Rate
- Desert Springs Middle: Chronic Absenteeism, Suspension Rate, ELA, Mathematics
- James Workman Middle: Chronic Absenteeism, Suspension Rate
- Julius Corsini Elementary: Chronic Absenteeism, Suspension Rate, ELPI, ELA
- Katherine Finchy Elementary: Chronic Absenteeism
- Landau Elementary: Chronic Absenteeism, ELPI
- Mt. San Jacinto High: ELA, Mathematics, College/Career Indicator (CCI)
- Nellie N. Coffman Middle: Chronic Absenteeism, ELPI, Mathematics
- Painted Hills Middle: Chronic Absenteeism, Suspension Rate
- Rancho Mirage Elementary: Chronic Absenteeism
- Rancho Mirage High: Suspension Rate, ELPI
- Raymond Cree Middle: Chronic Absenteeism, Suspension Rate, ELPI
- Rio Vista Elementary: Chronic Absenteeism, ELPI
- Sunny Sands Elementary: Chronic Absenteeism
- Vista del Monte Elementary: Chronic Absenteeism

The following student groups within PSUSD schools received the lowest performance level on one or more state indicators on the Fall 2023 release of the California School Dashboard.

- Agua Caliente Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, ELA)
- Bella Vista Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism, ELA, Math), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism), TOM (Chronic Absenteeism)
- Bubbling Wells Elementary: EL (Chronic Absenteeism, ELA, Math), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA), Hispanic (Chronic Absenteeism)
- Cabot Yerxa Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, Suspension Rate, ELA), AA (Chronic Absenteeism, Suspension Rate), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Cahuilla Elementary: EL (Chronic Absenteeism), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Cathedral City Elementary: EL (Chronic Absenteeism, ELPI, ELA), Homeless (Chronic Absenteeism, ELA), SED (Chronic Absenteeism, ELA), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, ELA)
- Cathedral City High: EL (Suspension Rate)
- Della S. Lindley Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Desert Hot Springs High: FY (Suspension Rate), Homeless (Suspension Rate, Graduation Rate), SED (Suspension Rate), SWD (Suspension Rate, CCI), AA (Suspension Rate), White (Graduation Rate)
- Desert Learning Academy: EL (Math), Hispanic (Math)
- Desert Springs Middle: EL (Chronic Absenteeism, Suspension Rate, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Chronic Absenteeism, Suspension Rate, ELA, Math), SWD (Chronic Absenteeism, Suspension Rate, ELA, Math), AA (Chronic Absenteeism, Suspension Rate, ELA), Hispanic (Chronic Absenteeism, Suspension Rate, ELA, Math), White (Suspension Rate)
- James Workman Middle: EL (Chronic Absenteeism, Suspension Rate, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA, Math), Filipino (Suspension Rate), Hispanic (Chronic Absenteeism, Suspension Rate), White ((Chronic Absenteeism)
- Julius Corsini Elementary: EL (Chronic Absenteeism, ELPI, ELA, Math), SED (Chronic Absenteeism, Suspension Rate, ELA), SWD (Chronic Absenteeism), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism, ELA, Math), White (Chronic Absenteeism, Suspension Rate)
- Katherine Finchy Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), AA (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism), TOM (Chronic Absenteeism)
- Landau Elementary: EL (Chronic Absenteeism, ELPI), SED (Chronic Absenteeism), SWD (ELA, Math), Hispanic (Chronic Absenteeism)
- Mt. San Jacinto High: EL (Math, CCI), Homeless (Suspension Rate, CCI), SED (ELA, Math, CCI), Hispanic (ELA, Math, CCI)

- Nellie N. Coffman Middle: EL (Chronic Absenteeism, ELPI, ELA, Math), Homeless (Chronic Absenteeism, Suspension Rate), SED (Math, Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism, Suspension Rate, Math), White (Chronic Absenteeism)
- Painted Hills Middle: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism, Suspension Rate, Math), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, ELA), AA (Chronic Absenteeism, Suspension Rate, ELA), Hispanic (Chronic Absenteeism, Suspension Rate), White (Chronic Absenteeism, Math)
- Palm Springs High: EL (ELA, Math), AA (Suspension Rate)
- Rancho Mirage Elementary: EL (Chronic Absenteeism, ELA), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism)
- Rancho Mirage High: EL (ELPI, ELA), Homeless (Suspension Rate), SED (Suspension Rate), SWD (Suspension Rate), AA (Suspension Rate), Hispanic (Suspension Rate, Math), White (Suspension Rate)
- Raymond Cree Middle: EL (ELPI, Suspension Rate, ELA, Math), Homeless (Suspension Rate, Math), SED (Chronic Absenteeism, Suspension Rate), SWD (Chronic Absenteeism, Suspension Rate, ELA), AA (Chronic Absenteeism, Math), Hispanic (Chronic Absenteeism, Suspension Rate), White (Chronic Absenteeism, Suspension Rate)
- Rio Vista Elementary: EL (Chronic Absenteeism, ELPI), Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Sunny Sands Elementary: Homeless (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism, ELA, Math), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism)
- Two Bunch Palms Elementary: Homeless (ELA), SWD (ELA, Math), White (Chronic Absenteeism)
- Vista del Monte Elementary: EL (Chronic Absenteeism), SED (Chronic Absenteeism), SWD (Chronic Absenteeism), Hispanic (Chronic Absenteeism), White (Chronic Absenteeism, Suspension Rate)

Fall 2025 California School Dashboard Information Update

The Fall 2025 Dashboard release indicated improvement in many areas. Similar to the Fall 2024 Dashboard results, the "all students" group did not have any areas reporting in the lowest performance level (Red), indicating either maintained or improved outcomes in all Dashboard indicator areas with the exception of ELPI. Fall 2025 results for the "all students" group reported in the Orange performance level in English Language Arts (ELA), Mathematics, and English Learner Performance Indicator (ELPI). The "all students" group reported in the Yellow performance level for Chronic Absenteeism Rate and the new Science indicator which is for information only and not currently used in accountability status calculations. The "all students" group reported in the Green performance level for Suspension Rate, Graduation Rate, and the College/Career Indicator (CCI) on the Fall 2025 Dashboard.

Similar to prior year results, outcomes related to Differentiated Assistance improved based on the Fall 2025 Dashboard release. Zero student groups reported results that would newly qualify for a Differentiated Assistance designation on the Fall 2025 Dashboard. PSUSD was identified for Differentiated Assistance for the Foster Youth (FY) and American Indian (AI) student groups based on the Fall 2024 Dashboard and maintains a "Year 2" status for both groups based on the status term rules for Differentiated Assistance. Both groups reported in the Red performance level for Mathematics in the Fall 2025 release, with FY students also reporting in the Red for ELA. PSUSD will exit Differentiated Assistance in full following the Fall 2026 Dashboard release if each of these groups continue to display improved results and no other student group reports with qualifying results.

The following districtwide student groups within PSUSD received the lowest performance level on one or more state indicators on the Fall 2025 release of the California School Dashboard.

- ELA: Long-Term English Learners (LTEL), FY
- Mathematics: SWD, LTEL, FY, Homeless, AI
- Suspension Rate: Two or More Races (TOM)
- Science (informational only in 2025): LTEL

Similar data for school sites and school level student groups can be viewed in each school's 2026-27 School Plan for Student Achievement (SPSA).

Based on the review of performance on state released data from the Dashboard, CDE's DataQuest reporting site, and local performance indicators, identified successes include:

- 1) Per the Fall 2025 Dashboard update, PSUSD had no groups newly identified for Differentiated Assistance and both FY and AI student groups met Year 1 criteria for exiting this status.
- 2) ELA and Mathematics results on the Fall 2025 Dashboard indicated maintained results from the prior year, leading to an Orange indicator level for both measures. Most student groups either maintained the results from the prior year or showed improvements. Examples of increases in ELA include results for the AA (+13.5 pts), EL (+9.9 pts), and SWD (+9.4 pts) groups in ELA. Groups increasing in mathematics include AA (+9.0 pts) and TOM (+8.6 pts).
- 3) Elementary reading intervention and secondary math intervention programs continue to be effective in supporting struggling students based on progress monitoring results. Star Early Literacy, Star Reading, and universal literacy screener results continue to report improvement for participating elementary students, and intervention curriculum-based progress monitoring results also show improvements in reading skills.
- 4) California Science Test (CAST) results as noted on the information-only Science indicator reported nearly all student groups in maintained or improved statuses. Although performance varied, 11 of 12 significant student groups reported increases from the prior year on this measure.
- 5) Graduation rates increased 1.2 percentage points from 2024 to 2025, continuing the positive trajectory from the last three years. This resulted in a rate of 91.4% and a Green performance level for the district on the Fall 2025 Dashboard.
- 6) Rates of graduates meeting UC/CSU requirements increased from 47.5% in 2024 to 52.9% in 2025, closing to within 0.7% of the overall state percentage for this measure. These rates indicate continued successful efforts related to credit recovery, grade recovery, performance monitoring, and counseling services related to meeting A-G requirements.
- 7) For the second year in a row, significant improvement was reported for chronic absenteeism on the Fall 2025 Dashboard. PSUSD improved by 7.9% from the prior year, reducing the rate to 27.3%. Most student groups also reported declines in rates, with twelve student groups reporting improvements of 3.5% or higher. Although rates are still very high, this improvement is an indication that continuing efforts to engage students in school and improve attendance are significantly improving outcomes.
- 8) Suspension rates continue to show improvement on the Fall 2025 Dashboard. The district reported a rate of 4.4% in 2024-25, resulting in a Green performance level and an improvement of 1.0% from the prior year. Most student groups reported declines in suspension rates, ranging from 0.6% improvement for the Homeless student group to 3.5% improvement for the FY student group.
- 9) Local progress monitoring in 2025-26 continues to indicate improvements in both suspension rates and chronic absenteeism rates for many student groups and schools, continuing an improvement trend noted on the Fall 2025 Dashboard.

10) Educational partner input continues to be generally positive and highlights many areas of success. Family survey results continue to report favorable ratings for district efforts in providing instruction and support for English learners (98% favorable), instruction and support in Mathematics (96%), and equitable access to enrichment opportunities (95%). An area that declined was the favorability of instruction and support in Reading and English (92%, -5.0% from the prior year). Results indicate continued improvement in providing students with mental health and counseling services (96%, +1.0% from prior year).

Based on the review of performance using state and local data sources, PSUSD will address the following indicators that reflect a need for improvement:

- 1) Although improving as reported on the Fall 2025 Dashboard, chronic absenteeism rates continue to be the most significant area for improvement due to performance in the Very High status level for nearly all student groups.
- 2) PSUSD maintains a Year 2 status for Differentiated Assistance for two student groups: Foster Youth (FY) and American Indian (AI) students. Results on the Fall 2025 Dashboard indicate both groups no longer meet criteria, however support is still needed for these groups to ensure that results continue to show improvement.
- 3) Although suspension rates are improved overall as compared to prior year results, higher rates still exist for AI students (9.2%), African American (AA) students (8.6%), FY (9.9%), LTELs (8.5%), and the Two or More Races/Ethnicities group (TOM, 8.9%) when compared to the overall district rate (4.4%) based on the Fall 2025 Dashboard. All five of these groups reported with a Very High status in this metric.
- 4) English Language Arts performance continues to reflect a need to close learning gaps and improve performance outcomes for most student groups. Overall performance on the Fall 2025 Dashboard was in the Orange performance level, reporting at 43.6 points below standard. Two student groups reported in the Red performance level (FY, LTEL), and five student groups reported in the Orange performance level (AI, SED, Hispanic, EL, and SWD). Although these results are improved from the prior year, additional work is still needed to improve ELA outcomes for all groups.
- 5) Student group performance in mathematics performance also continues to be an area for improvement. Five student groups reported in the Red performance level (AI, FY, SWD, LTEL, Homeless), and five student groups reported in the Orange performance level (Asian, SED, Hispanic, AA, and EL). Educational partner input and local assessment data both indicate a continuing need to support students in math-related skills, with needs most present in middle and high school settings.
- 6) Educational partner input has identified ongoing needs and continues refinement to services related to school safety, mental health services, and school climate improvements.

The district was identified for Differentiated Assistance for two student groups based on the results of the Fall 2024 Dashboard. As noted above, the identified student groups were Foster Youth (FY) and American Indian (AI) students. Both groups reported chronic absenteeism rates in the Red performance level, with FY students also reporting in the Red performance level in mathematics, and AI students reporting in the Red performance level in suspension rate. The Fall 2025 Dashboard indicates that these two groups made improvement and no longer meet Differentiated Assistance criteria, leading to a Year 2 designation for Differentiated Assistance support as part of the current requirements related to status exit timelines. Zero additional groups were identified based on the Fall 2025 Dashboard, therefore PSUSD can fully exit Differentiated Assistance status pending the results of the Fall 2026 Dashboard if student group performance continues to display improvement across multiple metrics. To address these areas of need, PSUSD will continue to implement successful progress monitoring systems to provide timely supports and services to improve outcomes for these groups. Actions within the 2026-27 LCAP are noted as addressing the needs of groups for which the district maintained Differentiated Assistance Year 2 status. Identified actions have been shown to be effective in addressing student needs within PSUSD, as previous iterations of these actions successfully led to progress as measured by the California School Dashboard and local progress monitoring results both for the district as a whole and for previously identified student groups.

PSUSD remains focused on consistently improving performance for all student groups over time. The actions in the 2026-27 LCAP are designed to support a wide variety of identified student needs across multiple school settings and learning structures. PSUSD's Multi-Tiered System of Support (MTSS) model is designed to appropriately respond to needs in areas including academics, SEL, and mental health via various support programs. Timely adjustments will be made to programs in response to changing student needs, with local progress monitoring via universal screening, diagnostic testing, benchmark testing, and common formative assessments guiding teams in targeting the needs of individual students and student groups. Supports within the LCAP will continue to be supplemented by Expanded Learning Opportunities programs to create connected support structures that link the school day to before school, after school, and intersession offerings. PSUSD will continue to leverage successes from Universal Design for Learning structures, Professional Learning Communities collaborative models, and training in subject-specific evidence-based strategies to create responsive support structures and improve student academic performance. Implementation of Science of Reading strategies continue to complement literacy support structures in the elementary setting to address learning needs related to reading, writing, and literacy skills. Progress monitoring structures that have proven effective will continue to support students in maintaining on-track status to meet UC/CSU requirements, increase the number of students identified as "prepared" via the CCI, and increase graduation rates.

Learning Recovery Emergency Block Grant (LREBG) Actions

Aligned with the outcomes of the local LREBG needs assessment conducted during the 2024-25 academic year and supported by progress monitoring findings within the 2025-26 academic year, PSUSD will continue to utilize LREBG funds to address areas of need in English Language Arts performance, mathematics performance, and addressing needs related to chronic absenteeism. The rationale for the use of LREBG funds in these supporting actions can be found in each action description within the Goal sections of the LCAP. Rationales include the alignment with allowable uses of LREBG funds and information regarding how the action addresses areas of need identified in the LREBG needs assessment. Services provided in the 2026-27 LCAP, funded in whole or in part with LREBG funds, are located in the following actions.

- Goal 1, Action 5: MTSS Academic Supports
- Goal 3, Action 6: MTSS SEL and Behavioral Supports
- Goal 3, Action 8: School Social Workers
- Goal 3, Action 11: Community Liaisons
- Goal 3, Action 12: Prevention Specialists

Reflections: Technical Assistance

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

PSUSD was identified for Differentiated Assistance (DA) for two student groups according to the Fall 2024 release of the California School Dashboard. These student groups and corresponding performance levels on the Fall 2024 Dashboard were:

- Foster Youth (FY): Red in Chronic Absenteeism and Mathematics; Orange in ELA; Yellow in CCI, Graduation Rate, and Suspension Rate
- American Indian (AI): Red in Chronic Absenteeism and Suspension Rate; Orange in Mathematics; Yellow in ELA

Results for both student groups reported as improved on the Fall 2025 Dashboard, no longer meeting the criteria for Differentiated Assistance status. No new groups were identified for this accountability status based on the Fall 2025 Dashboard. Although PSUSD is not eligible for Year 1 Differentiated Assistance based on the Fall 2025 Dashboard, the district is eligible for Year 2 Differentiated Assistance support based on the Fall 2024 Dashboard for FY and AI students.

Multiple layers of technical assistance were initiated as part of improving outcomes for students starting in the 2023-24 academic year and continued through both the 2024-25 and 2025-26 academic years. In 2025-26, PSUSD continued to partner with the Riverside County Office of Education (RCOE) for multiple support structures. This work included an ongoing transcript analysis process conducted at the high school level through the district's A-G Completion Improvement Plan. This analysis process provided insights regarding grading practices, internal barriers towards meeting course completion and various graduation requirements (inclusive of CCI components), and needs related to course counseling and scheduling practices. Revisions in these processes continue to be made in response to progress monitoring practices. RCOE provided consultative work with elementary school principals in the process of implementing school site literacy plans as part of both improving reading and ELA outcomes and as part of implementation of the Learning Coaches and Reading Specialists grant program. As an extension of this technical assistance work, significant training was conducted in the Language Essentials for Teachers of Reading and Spelling (LETRS) methodology related to the Science of Reading. Efforts to further implement these practices continued through the 2025-26 academic year. PSUSD continued to partner with RCOE in 2025-26, extending to work with English and science teachers in improving writing in both subjects at the secondary level as well as improving instructional alignment specifically to NGSS crosscutting concepts with science teachers.

A formal Differentiated Assistance meeting was held between PSUSD administration and RCOE administration on December 3, 2024, following the district's initial identification for Differentiated Assistance. The meeting included district strengths and weaknesses, discussion around successful actions which led to improvement in results, and consultation regarding current district practices and improvement efforts related to the needs of FY and AI students. Meeting outcomes indicated that current practices and planned actions were evidence-based, aligned with the identified needs of the targeted student groups, and successful in improving outcomes. Additional technical assistance will be sought from RCOE and the California Collaborative for Educational Excellence (CCEE) as appropriate, based on internal progress monitoring of action effectiveness and any new needs identified through ongoing needs assessment processes. In addition, PSUSD staff continues to participate in RCOE network meetings and trainings, supporting the district through collaborative structures and professional learning opportunities.

Actions designed to support DA-related student groups include:

- Goal 1 Action 5: MTSS Academic Supports
- Goal 1 Action 9: High School Graduation and A-G Support
- Goal 1 Action 20: Technical Assistance - Academics
- Goal 3 Action 1: Supplemental Counselors
- Goal 3 Action 2: Mental Health Support
- Goal 3 Action 6: MTSS SEL and Behavioral Supports
- Goal 3 Action 10: Organized Recess and Supervision
- Goal 3 Action 14: Technical Assistance - School Attendance Plans

Comprehensive Support and Improvement

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

Schools Identified

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

PSUSD has zero schools eligible for CSI for the 2026-27 academic year.

Support for Identified Schools

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

PSUSD has zero schools eligible for CSI for the 2026-27 academic year. Support will continue to be provided to school sites to address student and school needs, including for schools eligible for Additional Technical Support and Improvement (ATSI) and Technical Support and Improvement (TSI) statuses. If PSUSD sites become eligible for CSI during the next identification window (based on the Fall 2026 California School Dashboard), Educational Services will implement support processes for improvement plan development, implementation, and monitoring.

Monitoring and Evaluating Effectiveness

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

PSUSD has zero schools eligible for CSI for the 2026-27 academic year. Monitoring and evaluating effectiveness efforts will continue to be provided to school sites to address student and school needs, including for schools eligible for Additional Technical Support and Improvement (ATSI) and Technical Support and Improvement (TSI) statuses. If PSUSD sites become eligible for CSI during the next identification window (based on the Fall 2026 California School Dashboard), Educational Services will implement support processes for monitoring and evaluating effectiveness of planned and implemented improvement actions.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>PSUSD engages teachers through multiple pathways in the LCAP development process. Teachers are included on the PSUSD LCAP District Advisory Team (DAT), providing classroom-based perspectives in the discussion of action effectiveness and student needs. The DAT team met four times during the 2025-26 academic year to review the current status of the district and offer input regarding the 2025-26 LCAP (10/20/25, 1/12/26, 2/2/26, 3/16/26). As in past years, two different survey systems (Panorama and ThoughtExchange) were provided for teachers to add their perspectives regarding LCAP actions and overall school and district needs. These surveys were available in stages between January 2026 and April 2026.</p>
Principals and Administrators	<p>Principals and administrators are included on the PSUSD LCAP District Advisory Team (DAT), providing input into actions to address needs. The DAT team met four times during the 2025-26 academic year to review the current status of the district and offer input regarding the 2025-26 LCAP (10/20/25, 1/12/26, 2/2/26, 3/16/26). Site administrators continue to meet monthly with district administrators with meeting agendas often including opportunities to identify school or system needs to better support students in attaining improved academic outcomes. Curriculum and Instruction Directors meet regularly with principals in "check-in" sessions to discuss needs and collect input on district actions. Consistent with prior years, two different survey systems (Panorama and ThoughtExchange) were provided for administrators to add their perspectives regarding LCAP</p>

Educational Partner(s)	Process for Engagement
	actions and overall school and district needs. These surveys were available in stages between January 2026 and April 2026.
Other School Personnel	The PSUSD District Advisory Team (DAT) includes various other school personnel, including but not limited to school administrative assistants, community liaisons, and prevention specialists. Consistent with prior years, two different survey systems (Panorama and ThoughtExchange) were provided allowing other school staff to provide input regarding LCAP actions and district needs. These surveys were available in stages between January 2026 and April 2026.
Local Bargaining Units	The current PSUSD LCAP District Advisory Team (DAT) includes members of all local bargaining units, ensuring that the perspectives of these groups are represented in input sessions. In addition, all staff members are included in annual survey windows, allowing additional opportunities for local bargaining unit members to participate in the processes. The current Palm Springs Teacher's Association President continues to be a participating member of the PSUSD LCAP DAT group.
Parents and Families	Parent and family input was collected in multiple ways throughout the LCAP development window. PSUSD's two different survey systems (Panorama and ThoughtExchange) were provided for parents to add their perspectives regarding LCAP actions and district needs. These surveys were available in stages between January 2026 and April 2026. School Site Councils were consulted regarding school SPSA input, which was collected and reviewed as part of LCAP development. Parent Advisory Committee (PAC) meetings are held throughout the year via the PSUSD Family Center, allowing groups of parents to share their thoughts and discuss district needs in regular intervals. Although input collected from PAC meetings throughout the year was also considered, a dedicated LCAP input meeting was held with each PAC in order to allow for LCAP-specific updates and input collection in a protected timeframe. These PAC LCAP input meeting dates were as follows: Superintendent's PAC 2/25/26, African American PAC 3/9/26, Special Education PAC 3/11/26, and the Family Engagement District Advisory Committee (FEDAC) 3/26/26.

Educational Partner(s)	Process for Engagement
PSUSD LCAP Parent Advisory Committee (LCAP Parent Ambassadors)	The LCAP Parent Ambassadors (LCAP PAC) group met five times during the 2025-26 academic year. Meeting dates were 8/26/25, 10/6/25, 1/26/26, 2/23/26, and 3/23/26. Each meeting featured an agenda that included data reviews, discussion regarding federal Title fund usage, action reviews, discussion around LCAP related topics, and sharing of perceived needs and successes. As in past years, the final three meetings focused primarily on the three main broad goals of the LCAP document structure, with deep discussions surrounding each topic and sharing ideas regarding priorities and possible actions. Survey participation was encouraged during the Spring 2026 sessions, with links and QR codes shared that could be further distributed to other families at each school site.
District English Learner Advisory Committee (DELAC)	Similar to previous years, DELAC reviewed the LCAP and provided input in two separate sessions during the 2025-26 academic year. On January 29, 2026, DELAC was presented with the current Dashboard status for the district, an outline of the 2026-27 state budget according to the Governor's January Budget Proposal, and details regarding current year LCAP actions. DELAC members identified successes and areas in need of improvement from their perspective that would support EL student needs. On March 26, 2026, an update was provided on the 2026-27 LCAP development, and DELAC members were asked to identify priorities and action recommendations. Public and written comments were collected in both sessions and responded to in writing. Survey participation was encouraged at both sessions, with links and QR codes shared that could be further distributed to other families at each school site.
Students	PSUSD continued to use two different survey systems (Panorama and ThoughtExchange) for students to add their perspectives regarding LCAP actions and overall school and district needs. Surveys were available in stages between January 2026 and April 2026. The LCAP Student Ambassadors group, serving the functions of the required student advisory committee for the LCAP, met throughout the year to provide input and share perspectives regarding district LCAP actions and needs at schools. The LCAP Student Ambassadors group included students from each high school and represented a variety of student types, demographics, and program participation. The sessions were formatted to maximize student

Educational Partner(s)	Process for Engagement
	interaction, with small groups discussing LCAP related topics and documenting their conversations in group-developed poster formats. Feedback was collected from participating students and used to improve the process throughout the year. Meeting dates for the Student LCAP Ambassadors were as follows: 9/24/25, 11/19/25, 2/4/26, 3/4/26.
Equity Multiplier - Mt. San Jacinto High School, Desert Learning Academy, and Julius Corsini Elementary	Input was collected regarding Equity Multiplier funded actions across multiple sessions, with qualifying schools supported by the district's Director of State and Federal Programs. Staff meetings were held at all three school sites discussing student needs and areas identified by Red performance indicators on the Fall 2025 release of the California School Dashboard (MSJ 2/25/26, JC 3/18/26, DLA 3/20/26). Each school collected input from parents/families through dedicated discussions around the funding source, allowability, and identified needs. School Site Councils and ELAC membership were consulted regarding needs and possible actions. Input and findings collected through SPSA development process, including survey data and needs assessment outcomes, were also used to determine the best use of funds to provide evidence-based services primarily targeting improvement in areas with Red performance indicators, addressing TSI or ATSI student group needs, or low performance on the California School Dashboard.
SELPA Consultation	The 2026-27 LCAP draft was presented to and discussed with the area SELPA Administrator on April 28, 2026. The discussion included how SWD are supported within the 2026-27 LCAP and the connections between LCAP actions and the district's Compliance and Improvement Monitoring (CIM) plan efforts.
Board of Education	The Mid-Year Report for the 2025-26 LCAP was presented to the Board of Education at the regularly scheduled meeting on February 24, 2026. The 2026-27 LCAP was presented at the regularly scheduled Board of Education meeting on June 9, 2026, for the Public Hearing. The 2026-27 LCAP was adopted at the regularly scheduled Board of Education meeting on June 23, 2026.

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

Based on data analysis and recommendations from educational partners, actions have been updated for the 2026-27 version of the current three-year LCAP to support low income (LI), English learner (EL), and foster youth (FY) students. Due to current budget reduction conditions, most feedback and input meeting discussions centered around prioritizing needs and services to support ongoing student needs and sourcing recommendations to address newly identified needs. Input collected through discussion-based sessions, such as those conducted through PAC and DAT meetings, were analyzed in conjunction with survey data to identify priorities for LCAP Goals 1, 2, and 3, with actions aligned to needs identified in the process. Similarly, input collected for the three Equity Multiplier eligible school sites were used in conjunction with actions in both the PSUSD LCAP and each school's SPSA to develop goals and actions specific to each school to address Red performance levels and low performance areas on the California School Dashboard (Goals 4, 5, and 6). The following actions and priorities were identified through the analysis of educational partner input and were expanded upon, modified, or added based on feedback and input as noted for the 2026-27 academic year:

Academic Achievement (Goal 1):

- Instructional coaches and systemic professional development opportunities will continue to provide certificated and classified staff strategies and support to meet the needs of students - Goal 1 Actions 1 and 2
- Continued development of data-driven instructional planning and decision making with the Professional Learning Communities model will be prioritized at all sites - Goal 1 Action 2
- Academic intervention programs and supports continue to be supported as part of the Multi-Tiered Systems of Supports (MTSS) Model to serve the needs of LI, EL, and FY students - Goal 1 Action 5
- Primary reading intervention and secondary mathematics intervention programs will continue to support the needs of LI, EL, and FY students via LREBG funds - Goal 1 Action 5
- Services will continue to be provided to EL and LTEL students in language acquisition skill development and academic intervention support - Goal 1 Actions 6 and 7
- Elementary STEAM teachers will continue to provide interactive lessons to LI, EL, and FY students – Goal 1 Action 17
- Ensuring that high needs students have access to various arts programs and enrichment experiences - Goal 1 Action 18
- Various interventions and extended day opportunities including tutoring and extended school year opportunities will continue to be supported - Goal 1 Action 19

Parent and Community Partnerships (Goal 2):

- The Family Engagement Center will offer diverse services targeting the needs of LI, EL, and FY student families based on ongoing parent and family input - Goal 2 Action 1
- Family and Community Engagement (FACE) specialists will continue to support schools in actively engaging parents in their children's learning and building school community - Goal 2 Action 2
- Communications staff will continue to refine practices and systems in response to educational partner input about aligning communication systems and broadening outreach – Goal 2 Action 3

Safe and Secure Environments (Goal 3):

- Additional counselors continue to be provided as support to LI, EL, and FY students - Goal 3 Action 1
- A range of mental health services will continue to be offered for LI, EL, and FY students - Goal 3 Action 2
- The district MTSS structure will continue to evolve in providing LI, EL, and FY students with SEL, behavioral, and academic supports – Goal 3 Action 6
- Safety initiatives will continue to be a priority in supporting schools and students through supporting a safe learning environment - Goal 3 Actions 6, 7, and 10
- Social workers will continue to provide support, intervention, and resources to families and students via LREBG funds - Goal 3 Action 8
- Health related services will continue to be offered at schools to address LI, EL, and FY student conditions and needs - Goal 3 Action 9

Mt. San Jacinto High School Equity Multiplier Focus Goal (Goal 4):

- Expanded offerings for students to access CCI requirements, including additional arts and dual enrollment course offerings - Goal 4 Actions 1 and 2
- Intervention and learning supports for students during and outside of the school day - Goal 4 Action 3
- Professional development in evidence-based practices designed to best support students in alternate education settings through improved implementation of Professional Learning Communities structures - Goal 4 Action 4
- SEL and behavioral supports for students through the school's wellness center and related services - Goal 4 Action 5

Desert Learning Academy Equity Multiplier Focus Goal (Goal 5):

- Expanded course offerings related to CCI and elective options - Goal 5 Action 1
- Integrated academic supports for students and targeted additional support for English Learners to improve academic outcomes - Goal 5 Action 2
- Support for attendance improvement and removal of barriers through family contact and targeted supports - Goal 5 Action 3
- Realignment and development of site MTSS systems - Goal 5 Action 4

Julius Corsini Elementary School Equity Multiplier Focus Goal (Goal 6):

- Professional development and coaching related to the school's Professional Learning Community structures - Goal 6 Action 1
- Outreach to support students and families identified as chronically absent to remove barriers to school attendance - Goal 6 Action 2
- Additional intervention supports for both academics and behavior within the school's MTSS model - Goal 6 Action 3
- Additional mathematics professional development - Goal 6 Action 4

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

The needs assessment conducted in preparation for the 2026-27 version of the LCAP identified the following:

1. The district has no student groups identified for Differentiated Assistance based on the results of the Fall 2025 Dashboard.
2. The Fall 2025 CA School Dashboard (Dashboard) indicated district performance for the "all students" group was in the Orange performance level for both ELA and mathematics. In ELA, the "all students" group distance from standard was 43.6 points below, an increase of 2.5 pts from the prior year's results, indicating continuing improvement and various intervention supports are needed. In mathematics, the "all students" group result was reported as 87.9 points below standard, an increase of 0.9 points from the prior year's results, indicating a significant need to support student learning in mathematics to continue the improvement path.
3. ELPI results on the Fall 2025 Dashboard indicate that 39.4% of ELs made progress on the Spring 2025 ELPAC, reporting in the Orange performance level. Reclassification rates for EL students in 2024-25 declined to 8.0%. Support structures are needed to ensure that EL students are attaining English proficiency.

4. A-G completion rates for the class of 2025 reported at 52.9%, which is a 5.4% increase from the prior year's result and an overall increase of 10.0% since 2020. This is a positive trend that shows strategic support and timely intervention practices related to A-G completion, including course scheduling and credit recovery practices, remain necessary to support LI, EL, and FY students in meeting these requirements.
5. Professional Development efforts continue to receive positive feedback from teachers. Continued strategic professional development is needed to address student learning needs and improve instruction.
6. Educational partner input continues to identify needs related to individualized and group academic intervention, supports for EL students in language acquisition skills, support for students to graduate on-time, and a wide variety of learning experiences that provide students with content in areas of interest.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA- District Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -46.7 DfS (Orange) English Learners (EL): -84.5 DfS (Red) African American (AA): -76 DfS (Red) Socioeconomically Disadvantaged (SED): -47.6 DfS (Orange) Students with Disabilities (SWD): -136.6 DfS (Red) Foster Youth (FY): -87 DfS (Red)	Fall 2024 CA School Dashboard ALL: -46.1 DfS (Orange) EL: -88.4 DfS (Red) AA: -76.9 DfS (Red) SED: -46.9 DfS (Orange) SWD: -131.9 DfS (Orange) FY: -71.5 DfS (Orange) Al: -44.3 DfS (Yellow)	Fall 2025 CA School Dashboard ALL: -43.6 DfS (Orange) EL: -78.5 DfS (Orange) AA: -63.4 DfS (Yellow) SED: -44.3 DfS (Orange) SWD: -122.5 DfS (Orange) FY: -74.3 DfS (Red) Al: -61.6 DfS (Orange)	Fall 2026 CA School Dashboard ALL: -37.7 DfS (Yellow, avg +3 pts per year) EL: -69.5 DfS (Orange, avg +5 pts per year) AA: -55 DfS (Yellow, avg +7 pts per year) SED: -38.6 DfS (Yellow, avg +3 pts per year)	Fall 2025 CA School Dashboard, Change Results: ALL: +3.1 pts EL: +6.0 pts AA: +12.6 pts SED: +3.3 pts SWD: +14.1 pts FY: +12.7 pts Al: +11.0 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian (AI): -72.6 DfS (Red)			SWD: -106.6 DfS (Orange, avg +10 pts per year) FY: -66 DfS (Orange, avg +7 pts per year) AI: -60.6 DfS (Yellow, avg +4 pts per year)	
1.2	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente ALL: -72.5 DfS (Red) SED: -72.6 DfS (Red) EL: -84 DfS (Red) SWD: -137.1 DfS (Red) HI: -73.2 DfS (Red) Bella Vista HOM: -81.5 DfS (Red) Bubbling Wells EL: -91.2 DfS (Red) SWD: -152.2 DfS (Red) Cabot Yerxa ALL: -73.5 DfS (Red) SED: -73.5 DfS (Red) EL: -76 DfS (Red) SWD: -133.8 DfS (Red) Cathedral City ES ALL: -82.4 DfS (Red) SED: -82.9 DfS (Red)	Fall 2024 CA School Dashboard Elementary Schools Agua Caliente ALL: -72.5 DfS (Red) SED: -71.7 DfS (Red) EL: -91.4 DfS (Red) Bella Vista SWD: -153.2 DfS (Red) HI: -74.4 DfS (Red) Bella Vista HOM: -68.4 DfS (Yellow) Bubbling Wells EL: -95.4 DfS (Red) SWD: -145.4 (Orange)	Fall 2025 CA School Dashboard Elementary Schools Agua Caliente ALL: -52.9 DfS (Yellow) SED: -51.5 DfS (Yellow) EL: -64.2 DfS (Yellow) Bella Vista HOM: -73.5 (No color) Bubbling Wells EL: -78.6 DfS (Orange) SWD: -128.6 DfS (Orange)	Fall 2026 CA School Dashboard Elementary Schools Agua Caliente ALL: -63.5 (Yellow, avg +3 pts per year) SED: -63.6 (Yellow, avg +3 pts per year) EL: -69 (Orange, avg +5 pts per year) SWD: -107.1 (Orange, avg +10 pts per year) HI: -64.2 (Yellow, avg +3 pts per year) Bella Vista HOM: -72.5 (Orange, avg +3 pts per year)	Fall 2025 CA School Dashboard, Change Results: Elementary Schools Agua Caliente ALL: +19.6 pts SED: +21.1 pts EL: +19.8 pts SWD: -+38.8 pts HI: +16.7 pts Bella Vista HOM: +8.0 pts Bubbling Wells EL: +12.6 pts SWD: +23.6 pts Cabot Yerxa ALL: +17.2 pts SED: +18.2 pts EL: -0.1 pt SWD: +8.3 pts Cathedral City ES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -100.7 DfS (Red) HOM: -95.8 DfS (Red) SWD: -184.4 DfS (Red) HI: -86.4 DfS (Red)	Cabot Yerxa ALL: -78.6 DfS (Red) SED: -78.2 DfS (Red)	Cabot Yerxa ALL: -56.3 DfS (Yellow) SED: -55.3 DfS (Yellow)	Bubbling Wells EL: -82.2 (Orange, avg +3 pts per year) SWD: -142.2 (Orange, avg +10 pts per year)	ALL: +29.4 pts SED: +29.9 pts EL: +38.2 pts HOM: +28.4 pt SWD: +37.1 pts HI: +33.9 pts
		Julius Corsini ALL: -100.6 DfS (Red) SED: -101.6 DfS (Red) EL: -107.6 DfS (Red) HI: -110.4 DfS (Red)	EL: -88.7 DfS (Red) SWD: -135.5 DfS (Red)	EL: -76.1 DfS (Orange) SWD: -125.5 DfS (Orange)	Cabot Yerxa ALL: -64.5 (Yellow, avg +3 pts per year)	Julius Corsini ALL: +26.7 pts SED: +25.3 pts EL: +2.2 pts HI: +28.5 pts
		Katherine Finchy EL: -72.2 DfS (Red) SWD: -147.6 DfS (Red)	Cathedral City ES ALL: -68.8 DfS (Yellow) SED: -68.1 DfS (Yellow)	Cathedral City ES ALL: -53.0 DfS (Yellow) SED: -53.0 DfS (Yellow)	SED: -64.5 (Yellow, avg +3 pts per year)	Katherine Finchy EL: +28.5 pts SWD: +41.8 pts
		Landau SWD: -107.8 DfS (Red)	EL: -86.5 DfS (Orange) HOM: -96.2 DfS (Red)	EL: -62.5 DfS (Yellow) HOM: -67.4 DfS (Yellow)	EL: -67 (Yellow, avg +3 pts per year) SWD: -103.8 (Orange, avg +10 pts per year)	Landau SWD: -27.6 pts
		Rancho Mirage ES EL: -74 DfS (Red)	SWD: -162 DfS (Orange) HI: -71.3 DfS (Orange)	SWD: -147.3 DfS (Orange) HI: -52.5 DfS (Yellow)		Rancho Mirage ES EL: +17.5 pts
		Rio Vista SWD: -119.1 DfS (Red)	HI: -71.3 DfS (Orange)	HI: -52.5 DfS (Yellow)	Cathedral City ES ALL: -73.4 (Orange, avg +3 pts per year) SED: -73.9 (Orange, avg +3 pts per year)	Rio Vista SWD: +12.9 pts
		Sunny Sands SWD: -111.3 DfS (Red)	Julius Corsini ALL: -86.7 DfS (Orange) SED: -86.8 DfS (Orange)	Julius Corsini ALL: -73.9 DfS (Orange) SED: -76.3 DfS (Orange)		Sunny Sands SWD: +17.7 pts
		Two Bunch Palms HOM: -74.7 DfS (Red) SWD: -135.2 DfS (Red)	EL: -114.5 DfS (Red) HI: -93.9 DfS (Orange)	EL: -105.4 DfS (Orange) HI: -81.9 DfS (Orange)	EL: -85.7 (Orange, avg +5 pts per year) HOM: -86.8 (Orange, avg +3 pts per year)	Two Bunch Palms HOM: +6.0 pts SWD: -1.1 pts
		Middle Schools	HI: -93.9 DfS (Orange)	HI: -81.9 DfS (Orange)		Middle Schools
		Desert Springs ALL: -83.7 DfS (Red) SED: -84.7 DfS (Red) EL: -113.1 DfS (Red)	Katherine Finchy EL: -64.2 DfS (Yellow)	Katherine Finchy EL: -43.7 DfS (Yellow)		Desert Springs ALL: -2.8 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -155.5 DfS (Red) AA: -85.3 DfS (Red) HI: -86.8 DfS (Red)	SWD: -125.4 DfS (Orange)	SWD: -105.8 DfS (Orange)	SWD: -154.4 (Orange, avg +10 pts per year)	SED: -0.8 pt EL: -2.6 pts SWD: +4.3 pts AA: -4.1 pts HI: -1.3 pts
	James Workman	EL: -89.6 DfS (Red) SWD: -154.8 DfS (Red)	Landau SWD: -129.2 DfS (Red)	Landau SWD: -135.4 DfS (Red)	HI: -77.4 (Orange, avg +3 pts per year)	James Workman EL: +31.7 pts SWD: +25.2 pts
	Nellie Coffman	EL: -96.7 DfS (Red) SWD: -152.3 DfS (Red)	Rancho Mirage ES EL: -57.3 DfS (Yellow)	Rancho Mirage ES EL: -56.5 DfS (Orange)	Julius Corsini ALL: -91.6 (Orange, avg +3 pts per year)	Nellie Coffman EL: +9.3 pts SWD: +8.1 pts
	Painted Hills	EL: -97.1 DfS (Red) SWD: -146.4 DfS (Red) AA: -113.2 DfS (Red)	Rio Vista SWD: -107.8 DfS (Orange)	Rio Vista SWD: -106.2 DfS (Red)	SED: -92.6 (Orange, avg +3 pts per year)	Painted Hills EL: -1.3 pts SWD: +3.0 pts AA: +42.7 pts
	Raymond Cree	EL: -79.7 DfS (Red) SWD: -131.5 DfS (Red)	Sunny Sands SWD: -87.7 DfS (Orange)	Sunny Sands SWD: -93.6 DfS (Red)	EL: -98.6 (Orange, avg +3 pts per year)	Raymond Cree EL: +5.0 pts SWD: +21.9 pts
	High Schools		Two Bunch Palms HOM: -70.7 DfS (Orange) SWD: -132.1 DfS (Orange)	Two Bunch Palms HOM: -80.7 DfS (Red) SWD: -136.3 DfS (Red)	HI: -95.4 (Orange, avg +5 pts per year)	High Schools
	Mt. San Jacinto	ALL: -139.3 DfS (Red) SED: -139.9 DfS (Red) HI: -129.9 DfS (Red)	Middle Schools	Middle Schools	Katherine Finchy EL: -63.2 (Yellow, avg +3 pts per year)	Mt. San Jacinto ALL: +33.3 pts SED: +38.2 pts HI: +22.4 pts
	Palm Springs	EL: -76.5 DfS (Red)	Desert Springs ALL: -79.9 DfS (Orange) SED: -80.5 DfS (Orange)	Desert Springs ALL: -86.5 DfS (Red) SED: -85.5 DfS (Red)	SWD: -117.6 (Orange, avg +10 pts per year)	Palm Springs EL: -11.7 pts
	Rancho Mirage	EL: -93.6 DfS (Red)	EL: -119.6 DfS (Red) SWD: -163.2 DfS (Red)	EL: -115.7 DfS (Orange) SWD: -151.2 DfS (Orange)	Landau SWD: -98.8 (Orange, avg +3 pts per year)	Rancho Mirage EL: +10.0 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AA: -102 DfS (No color) HI: -82.9 DfS (Orange)	AA: -89.4 DfS (No color) HI: -88.1 DfS (Red)	EL: -65 (Yellow, avg +3 pts per year)	
			James Workman EL: -82.5 DfS (Orange) SWD: -138.6 DfS (Orange)	James Workman EL: -57.9 DfS (Yellow) SWD: -129.6 (Orange)	Rio Vista SWD: -89.1 (Orange, avg +10 pts per year)	
			Nellie Coffman EL: -101.8 DfS (Red) SWD: -155.7 DfS (Red)	Nellie Coffman EL: -87.4 DfS (Orange) SWD: -144.2 DfS (Orange)	Sunny Sands SWD: -81.3 (Orange, avg +10 pts per year)	
			Painted Hills EL: -101.4 DfS (Red) SWD: -155.1 DfS (Red) AA: -82.3 DfS (Orange)	Painted Hills EL: -98.4 DfS (Orange) SWD: -143.4 DfS (Orange) AA: -70.5 DfS (No color)	Two Bunch Palms HOM: -65.7 (Yellow, avg +3 pts per year) SWD: -105.2 (Orange, avg +10 pts per year)	
			Raymond Cree EL: -80.7 DfS (Red) SWD: -119.3 DfS (Orange)	Raymond Cree EL: -74.7 DfS (Orange) SWD: -109.6 DfS (Orange)	Middle Schools Desert Springs ALL: -74.7 (Orange, avg +3 pts per year) SED: -75.7 (Orange, avg +3 pts per year)	
			High Schools	High Schools	EL: -83.1 (Orange, avg +10 pts per year)	
			Mt. San Jacinto ALL: -131.8 DfS (Orange)	Mt. San Jacinto ALL: -106.0 DfS (Orange)	SWD: -125.5 (Orange, avg +10 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: -130.8 DfS (Orange) HI: -135.1 DfS (Red) Palm Springs EL: -109.4 DfS (Red) Rancho Mirage EL: -100.6 DfS (Red)	SED: -101.1 DfS (Orange) HI: -107.5 DfS (Orange) Palm Springs EL: -88.2 DfS (Orange) Rancho Mirage EL: -83.6 DfS (Orange)	AA: -76.3 (Orange, avg +3 pts per year) HI: -77.8 (Orange, avg +3 pts per year) James Workman EL: -80.6 (Orange, avg +3 pts per year) SWD: -124.8 (Orange, avg +10 pts per year) Nellie Coffman EL: -87.7 (Orange, avg +3 pts per year) SWD: -132.3 (Orange, avg +10 pts per year) Painted Hills EL: -88.1 (Orange, avg +3 pts per year) SWD: -116.4 (Orange, avg +10 pts per year) AA: -83.2 (Orange, avg +10 pts per year)	Raymond Cree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: -70.7 (Orange, avg +3 pts per year) SWD: -101.5 (Orange, avg +10 pts per year) High Schools Mt. San Jacinto ALL: -109.3 (Orange, avg +10 pts per year) SED: -109.9 (Orange, avg +10 pts per year) HI: -99.9 (Orange, avg +10 pts per year) Palm Springs EL: -67.5 (Orange, avg +3 pts per year) Rancho Mirage HS EL: -84.6 (Orange, avg +3 pts per year)	
1.3	CAASPP Math- District Source: 2023 CA School Dashboard Academic Indicator for Mathematics - Distance from Standard	Fall 2023 CA School Dashboard All Students (ALL): -88.2 DfS (Orange) English Learners (EL): -116.3 DfS (Red)	Fall 2024 CA School Dashboard ALL: -88.8 DfS (Orange) EL: -118.4 DfS (Red) SED: -89.6 DfS (Orange)	Fall 2025 CA School Dashboard ALL: -87.9 DfS (Orange) EL: -113.6 DfS (Orange) SED: -88.8 DfS (Orange)	Fall 2026 CA School Dashboard All Students (ALL): -79.2 DfS (Yellow, avg +3 pts per year) English Learners (EL): -86.3 DfS	Fall 2025 CA School Dashboard, Change Results: ALL: +0.3 pt EL: +2.7 pts SED: +0.2 pt SWD: +3.6 pts FY: -12.0 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results displayed as "Average Distance from Standard (Performance Level)"	Socioeconomically Disadvantaged (SED): -89 DfS (Orange) Students with Disabilities (SWD): -166.5 DfS (Red) Foster Youth (FY): -102.3 DfS (Orange) American Indian (AI): -128.4 DfS (Red)	SWD: -162.5 DfS (Orange) FY: -112.6 DfS (Red) AI: -97.9 DfS (Orange)	SWD: -162.9 DfS (Red) FY: -114.3 DfS (Red) AI: -120.5 DfS (Red)	(Orange, avg +10 pts per year) Socioeconomically Disadvantaged (SED): -80 DfS (Yellow, avg +3 pts per year) Students with Disabilities (SWD): -136.5 DfS (Orange, avg +10 pts per year) Foster Youth (FY): -90.2 DfS (Yellow, avg +4 pts per year) American Indian (AI): -98.4 DfS (Orange, avg +10 pts per year)	AI: +7.9 pts
1.4	CAASPP Math- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for Mathematics - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente SWD: -147.3 DfS (Red) Bella Vista: HOM: -99 DfS (Red) Bubbling Wells EL: -105.1 DfS (Red) Cathedral City ES SWD: -167.7 DfS (Red)	Fall 2024 CA School Dashboard Elementary Schools Agua Caliente SWD: -143.8 DfS (Orange) Bella Vista HOM: -100.2 DfS (Red) Bubbling Wells EL: -99.9 DfS (Orange)	Fall 2025 CA School Dashboard Elementary Schools Agua Caliente SWD: -125.8 DfS (Orange) Bella Vista HOM: -102.4 DfS (No color) Bubbling Wells EL: -99.7 DfS (Red)	Fall 2026 CA School Dashboard Elementary Schools Agua Caliente SWD: -117.3 DfS (Orange, avg +10 pts per year) Bella Vista: HOM: -90 DfS (Yellow, avg +3 pts per year) Bubbling Wells	Fall 2025 CA School Dashboard, Change Results: Elementary Schools Agua Caliente SWD: +21.5 pts Bella Vista HOM: -3.4 pts Bubbling Wells EL: +5.4 pts Cathedral City ES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Desert Learning Academy EL: -143 DfS (Red) HI: -106.2 DfS (Red)	Cathedral City ES SWD: -156.7 DfS (Orange)	Cathedral City ES SWD: -159.1 DfS (Red)	EL: -96.1 DfS (Orange, avg +3 pts per year)	SWD: +8.6 pts Desert Learning Academy
		Julius Corsini EL: -100.6 DfS (Red) HI: -97 DfS (Red)	Desert Learning Academy EL: -83.7 DfS (Yellow) HI: -88.6 DfS (Yellow)	Desert Learning Academy EL: -104.7 DfS (Red) HI: -104.6 DfS (Red)	Cathedral City ES SWD: -137.7 DfS (Orange, avg +10 pts per year)	EL: +38.3 pts HI: +1.6 pts Julius Corsini
		Katherine Finchy SWD: -155.4 DfS (Red)			Desert Learning Academy EL: -113 DfS (Orange, avg +10 pts per year) HI: -76.2 DfS (Yellow, avg +10 pts per year)	HI: -10.1 pts Katherine Finchy SWD: +15.7 pts
		Landau SWD: -114.6 DfS (Red)	Julius Corsini EL: -126 DfS (Red) HI: -106.7 DfS (Red)	Julius Corsini EL: -118.5 DfS (Orange) HI: -107.1 DfS (Red)		Landau SWD: -14.8 pts
		Rio Vista SWD: -129.8 DfS (Red)			Julius Corsini EL: -85.6 DfS (Yellow, avg +5 pts per year) HI: -88 DfS (Yellow, avg +3 pts per year)	Rio Vista SWD: +7.7 pts Sunny Sands SWD: +3.0 pts
		Sunny Sands SWD: -110 DfS (Red)	Katherine Finchy SWD: -128.3 DfS (Orange)	Katherine Finchy SWD: -139.7 DfS (Red)		Two Bunch Palms SWD: -6.4 pts
		Two Bunch Palms SWD: -145.4 DfS (Red)	Landau SWD: -124.3 DfS (Red)	Landau SWD: -129.4 DfS (Red)		Middle Schools SWD: -6.4 pts
		Middle Schools	Rio Vista SWD: -127.7 DfS (Red)	Rio Vista SWD: -122.1 DfS (Orange)		Middle Schools SWD: -6.4 pts
		Desert Springs ALL: -118.1 DfS (Red) SED: -119 DfS (Red) EL: -144.4 DfS (Red) SWD: -192.2 DfS (Red) HI: -121.4 DfS (Red)	Sunny Sands SWD: -105.8 DfS (Orange)	Sunny Sands SWD: -107.0 DfS (Red)	Katherine Finchy SWD: -125.4 DfS (Orange, avg +10 pts per year)	Desert Springs ALL: -9.5 pts SED: -8.2 pts EL: -10.8 pts SWD: -5.7 pts HI: -6.9 pts
		James Workman EL: -136.1 DfS (Red) SWD: -207.5 DfS (Red)	Two Bunch Palms SWD: -137.7 DfS (Orange)	Two Bunch Palms SWD: -151.8 DfS (Red)	Landau SWD: -84.6 DfS (Yellow, avg +10 pts per year)	James Workman EL: +29.8 pts
					Rio Vista	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nellie Coffman ALL: -107.7 DfS (Red) SED: -108.6 DfS (Red) EL: -146.4 DfS (Red) SWD: -195.7 DfS (Red) HI: -112.1 DfS (Red)	Middle Schools	Middle Schools	SWD: -99.8 DfS (Orange, avg +10 pts per year)	SWD: +23.0 pt
		Painted Hills HOM: -156.6 DfS (Red) WH: -97.7 DfS (Red)	Desert Springs ALL: -128.2 DfS (Red) SED: -128.4 DfS (Red) EL: -159.4 DfS (Red) SWD: -203.7 DfS (Red)	Desert Springs ALL: -127.6 DfS (Red) SED: -127.2 DfS (Red) EL: -155.2 DfS (Orange) SWD: -197.9 DfS (Orange)	Sunny Sands SWD: -80 DfS (Orange, avg +10 pts per year)	Nellie Coffman ALL: +3.1 pts SED: +3.0 pts EL: +11.6 pts SWD: +2.3 pts HI: +2.1 pts
		Raymond Cree EL: -126.8 DfS (Red) HOM: -139.8 DfS (Red) AA: -142.1 DfS (Red)	HI: -132.1 DfS (Red)	HI: -128.3 DfS (Orange)	Two Bunch Palms SWD: -115.4 DfS (Orange, avg +10 pts per year)	Painted Hills WH: +6.7 pts HOM: +23.5 pts
		High Schools	James Workman EL: -127.1 DfS (Orange) SWD: -206.8 DfS (Red)	James Workman EL: -106.3 DfS (Orange) SWD: -184.5 DfS (Orange)	Middle Schools	Raymond Cree EL: +5.0 pts HOM: +12.4 pts AA: +20.4 pts
		Mt. San Jacinto ALL: -192.2 DfS (Red) SED: -191.1 DfS (Red) EL: -213 DfS (Red) HI: -183.3 DfS (Red)	Nellie Coffman ALL: -107.9 DfS (Red) SED: -108.7 DfS (Red) EL: -138.1 DfS (Orange)	Nellie Coffman ALL: -104.6 DfS (Orange) SED: -105.6 DfS (Orange) EL: -134.8 DfS (Orange)	Desert Springs ALL: -74.7 DfS (Yellow, avg +3 pts per year) SED: -89 DfS (Orange, avg +10 pts per year) EL: -114.4 DfS (Orange, avg +10 pts per year) SWD: -162.2 DfS (Orange, avg +10 pts per year)	High Schools
		Palm Springs EL: -195.3 DfS (Red)	EL: -138.1 DfS (Orange) SWD: -192.3 DfS (Orange) HI: -110.9 DfS (Red)	EL: -134.8 DfS (Orange) SWD: -193.4 DfS (Red) HI: -110.0 DfS (Red)	(Orange, avg +10 pts per year) HI: -91.4 DfS (Orange, avg +10 pts per year)	Mt. San Jacinto ALL: +20.3 pts SED: +23.4 pts EL: +10.9 pts HI: +16.3 pts
		Rancho Mirage HS HI: -121.4 DfS (Red)	SWD: -192.3 DfS (Orange) HI: -110.9 DfS (Red)	SWD: -193.4 DfS (Red) HI: -110.0 DfS (Red)	Palm Springs EL: +23.4 pts	Rancho Mirage HI: +31.3 pts
			Painted Hills WH: -91.7 DfS (Yellow) HOM: -132.8 DfS (Orange)	Painted Hills WH: -91.0 DfS (Orange)	James Workman EL: -106.1 DfS (Orange, avg +10 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Raymond Cree EL: -133 DfS (Red) HOM: -104.7 DfS (Orange) AA: -154.4 DfS (Red) High Schools Mt. San Jacinto ALL: -195.3 DfS (Red) SED: -199.2 DfS (Red) EL: -216.5 DfS (Red) HI: -195.6 DfS (Red) Palm Springs EL: -182.1 DfS (Orange) Rancho Mirage HI: -111.0 DfS (Yellow)	HOM: -133.1 DfS (Red) Raymond Cree EL: -121.8 DfS (Orange) HOM: -127.4 DfS (Red) AA: -121.7 DfS (Orange) High Schools Mt. San Jacinto ALL: -171.9 DfS (Orange) SED: -167.7 DfS (Orange) EL: -202.1 DfS (No color) HI: -167.0 DfS (Orange) Palm Springs EL: -171.9 DfS (Orange) Rancho Mirage HI: -90.1 DfS (Yellow)	SWD: -177.5 DfS (Orange, avg +10 pts per year) Nellie Coffman ALL: -98.7 DfS (Orange, avg +3 pts per year) SED: -99.6 DfS (Orange, avg +3 pts per year) EL: -116.4 DfS (Orange, avg +10 pts per year) SWD: -165.7 DfS (Orange, avg +10 pts per year) HI: -97.1 DfS (Orange, avg +5 pts per year) Painted Hills HOM: -126.6 DfS (Orange, avg +10 pts per year) WH: -88.7 DfS (Yellow, avg +3 pts per year) Raymond Cree EL: -117.8 DfS (Orange, avg +3 pts per year) HOM: -109.8 DfS (Orange, avg +10 pts per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					AA: -112.1 DfS (Orange, avg +10 pts per year) High Schools Mt. San Jacinto ALL: -109.3 DfS (Yellow, avg +10 pts per year) SED: -161.1 DfS (Orange, avg +10 pts per year) EL: -183 DfS (Orange, avg +10 pts per year) HI: -114.9 DfS (Yellow, avg +5 pts per year) Palm Springs EL: -165.3 DfS (Orange, avg +10 pts per year) Rancho Mirage HS HI: -91.4 DfS (Yellow, avg +10 pts per year)	
1.5	California Science Test (CAST) Percentage of Students Meeting or Exceeding Standard.	Spring 2023 Results All Students (ALL): 18.7% English Learners (EL): 2.1% Hispanic (HI): 16.0% African American (AA): 10.2%	Spring 2024 Results ALL: 19.4% EL: 1.8% HI: 17.1% AA: 14.0% SED: 19.1% SWD: 4.5%	Spring 2025 Results ALL: 18.6% EL: 1.8% HI: 15.9% AA: 13.5% SED: 18.5% SWD: 5.7%	Spring 2026 Results All Students (ALL): 24.7% (avg +2% per year) English Learners (EL): 14.1% (avg +4% per year)	Spring 2025 Change Results ALL: -0.1% pt EL: -0.3% pt HI: -0.1% pt AA: +3.3% pts SED: +0.1% pt SWD: +0.8% pt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 18.4% Students with Disabilities (SWD): 4.9% Foster Youth (FY): 11.8%	FY: 0.0%	FY: 20.0%	Hispanic (HI): 22.0% (avg +2% per year) African American (AA): 19.2% (avg +3% per year) Socioeconomically Disadvantaged (SED): 24.4% (avg +2% per year) Students with Disabilities (SWD): 13.9% (avg +3% per year) Foster Youth (FY): 20.8% (avg +3% per year)	FY: +8.2% pts
1.6	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. Results displayed as percent meeting or exceeding standard.	Spring 2023 Results All Students (ALL): 27.0% English Learners (EL): 12.6% Hispanic (HI): 24.3% African American (AA): 22.7% Socioeconomically Disadvantaged (SED): 26.6% Students with Disabilities (SWD): 4.7% Foster Youth (FY): 9.1%	Spring 2024 Results ALL: 30.4% EL: 15.5% HI: 27.5% AA: 22.6% SED: 29.4% SWD: 9.5% FY: 13.3%	Spring 2025 Results ALL: 34.0% EL: 15.6% HI: 31.5% AA: 20.4% SED: 33.0% SWD: 10.3% FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2026 Results All Students (ALL): 33% (avg +2% per year) English Learners (EL): 27.6% (avg +5% per year) Hispanic (HI): 30.3% (avg +2% per year) African American (AA): 31.7% (avg +3% per year) Socioeconomically Disadvantaged (SED): 32.6% (avg +2% per year) Students with Disabilities (SWD):	Spring 2025 Change Results ALL: +7.0% pts EL: +3.0% pts HI: +7.2% pts AA: -2.3% pts SED: +6.4% pts SWD: +5.6% pts FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					25.7% (avg +7% per year) Foster Youth (FY): 30.1% (avg +7% per year)	
1.7	8th Grade Smarter Balanced Assessment Consortium Mathematics (SBAC Math) Results. Results displayed as percent meeting or exceeding standard.	Spring 2023 Results All Students (ALL): 15.1% English Learners (EL): 1.2% Hispanic (HI): 12.9% African American (AA): 6.1% Socioeconomically Disadvantaged (SED): 14.8% Students with Disabilities (SWD): 1.2% Foster Youth (FY): * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2024 Results ALL: 17.7% EL: 1.4% HI: 15.7% AA: 9.4% SED: 17.8% SWD: 0.7% FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2025 Results ALL: 19.0% EL: 0.9% HI: 16.9% AA: 10.2% SED: 18.9% SWD: 5.1% FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2026 Results All Students (ALL): 21.1% (avg +2% per year) English Learners (EL): 16.2% (avg +5% per year) Hispanic (HI): 18.9% (avg +2% per year) African American (AA): 18.1% (avg +4% per year) Socioeconomically Disadvantaged (SED): 20.8% (avg +2% per year) Students with Disabilities (SWD): 19.2% (avg +6% per year) Foster Youth (FY): 20% or higher	Spring 2025 Change Results ALL: +3.9% pts EL: -0.3% pt HI: +4.0% pts AA: +4.1% pts SED: +4.1% pts SWD: +3.9% pts FY: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.
1.8	English Learner Progress Indicator (ELPI)- District Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard English Learners (EL): 41.3% (Orange)	Fall 2024 CA School Dashboard English Learners (EL): 42.0% (Orange)	Fall 2025 CA School Dashboard English Learners (EL): 39.4% (Orange)	Fall 2026 CA School Dashboard English Learners (EL): 47.3% (Green, avg +2% per year)	Fall 2025 CA School Dashboard, Change Results English Learners (EL): -1.9% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"					
1.9	English Learner Progress Indicator (ELPI)- School and Student Group Source: 2023 CA School Dashboard Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Bella Vista EL: 36.4% (Red) Cathedral City ES EL: 34% (Red) Della Lindley EL: 42.5% (Red) Julius Corsini EL: 34.4% (Red) Landau EL: 38.8% (Red) Rio Vista EL: 36.2% (Red) Middle Schools Nellie Coffman EL: 35.3% (Red) Raymond Cree EL: 43.8% (Red)	Fall 2024 CA School Dashboard Elementary Schools Bella Vista EL: 56.7% making progress (Blue) Cathedral City Elementary EL: 45.5% making progress (Green) Della Lindley EL: 48.7% making progress (Green) Julius Corsini EL: 45.3% making progress (Green) Landau EL: 50.6% making progress (Green) Rio Vista EL: 67.5% making progress (Blue)	Fall 2025 CA School Dashboard Elementary Schools Bella Vista EL: 37.6% making progress (Red) Cathedral City Elementary EL: 43.3% making progress (Orange) Della Lindley EL: 38.0% making progress (Red) Julius Corsini EL: 34.3% making progress (Red) Landau EL: 40.3% making progress (Red) Rio Vista EL: 41.3% making progress (Red)	Fall 2026 CA School Dashboard Elementary Schools Bella Vista EL: 42.4% (Yellow, avg +2% per year) Cathedral City ES EL: 40% (Yellow, avg +2% per year) Della Lindley EL: 48.5% (Green, avg +2% per year) Julius Corsini EL: 40.4% (Yellow, avg +2% per year) Landau EL: 44.8% (Yellow, avg +2% per year) Rio Vista EL: 42.2% (Yellow, avg +2% per year)	Fall 2025 CA School Dashboard, Change Results Elementary Schools Bella Vista EL: +1.2% pts Cathedral City Elementary EL: +9.3% pts Della Lindley EL: -4.5% pts Julius Corsini EL: -0.1% pt Landau EL: +1.5% pts Rio Vista EL: +5.1% pts Middle Schools Nellie Coffman EL: +1.5% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High Schools Rancho Mirage HS EL: 31% (Red)	Middle Schools Nellie Coffman EL: 38.0% making progress (Yellow) Raymond Cree EL: 37.1% making progress (Orange) High Schools Rancho Mirage High EL: 38.7% making progress (Yellow)	Middle Schools Nellie Coffman EL: 36.8% making progress (Orange) Raymond Cree EL: 37.8% making progress (Orange) High Schools Rancho Mirage High EL: 41.0% making progress (Yellow)	Middle Schools Nellie Coffman EL: 41.3% (Yellow, avg +2% per year) Raymond Cree EL: 49.8% (Green, avg +2% per year) High Schools Rancho Mirage HS EL: 37% (Yellow, avg +2% per year)	Raymond Cree EL: -6.0% pts High Schools Rancho Mirage High EL: +10.0% pts
1.10	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	Local Calculation 2022-2023: 9.0%	Local Calculation 2023-2024: 9.6%	Local Calculation 2024-2025: 8.0%	Local Calculation 2025-2026: 12.0% (avg +1% per year)	Local Calculation, Change Results 2024-2025: -1.0% pt
1.11	Graduation Rate Indicator- District Source: 2023 CA School Dashboard Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 89.3% (Yellow) English Learners (EL): 80.9% (Green) Hispanic (HI): 89.4% (Yellow) African American (AA): 87.1% (Orange) Socioeconomically Disadvantaged (SED): 89.4% (Yellow)	Fall 2024 CA School Dashboard ALL: 90.3% (Green) EL: 84.1% (Green) HI: 90.3% (Yellow) AA: 86.2% (Yellow) SED: 90.4% (Green) SWD: 73.1% (Orange)	Fall 2025 CA School Dashboard ALL: 91.4% (Green) EL: 88.2% (Green) HI: 92.7% (Green) AA: 86.4% (Yellow) SED: 91.7% (Green) SWD: 75.3% (Yellow) FY: 90.3% (Green)	Fall 2026 CA School Dashboard All Students (ALL): 92.3% (Green, avg +1% per year) English Learners (EL): 86.9% (Green, avg +1% per year) Hispanic (HI): 92.4% (Green, avg +1% per year)	Fall 2025 CA School Dashboard, Change Results ALL: +2.1% pts EL: +7.3% pts HI: +3.3% pts AA: -0.7% pt SED: +2.3% pts SWD: +0.3% pt FY: No baseline data due to privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities (SWD): 75% (Yellow) Foster Youth (FY): *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	FY: 77.4% (Yellow)		<p>African American (AA): 90.1% (Green, avg +1% per year) Socioeconomically Disadvantaged (SED): 92.4% (Green, avg +1% per year) Students with Disabilities (SWD): 81% (Green, avg +2% per year) Foster Youth (FY): 90.5% or higher</p>	
1.12	<p>Graduation Rate Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 61.9% (Red) WH: 67.6% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 75.0% (Yellow) WH: 83.3% (No color, 24 students)</p>	<p>Fall 2025 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 80.4% (Green) WH: 82.4% (No color)</p>	<p>Fall 2026 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs HOM: 70.9% (Yellow, avg +3% per year) WH: 73.6% (Yellow, avg +2% per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>High Schools</p> <p>Desert Hot Springs HOM: +18.5% pts WH: +13.8% pts</p>
1.13	<p>College/Career Indicator- District</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of Graduates Meeting or Exceeding</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 35.5% (Medium) English Learners (EL): 12.7% (Low) Hispanic (Hisp): 34.9% (Low) African American (AA): 17.6% (Low)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 36.9% (Yellow) EL: 14.8% (Yellow) HI: 35.5% (Yellow) AA: 25.0% (Yellow) SED: 36.9% (Yellow)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 48.1% (Green) EL: 30.1% (Yellow) HI: 48.5% (Green) AA: 21.0% (Orange) SED: 48.2% (Green)</p>	<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 41.5% (Green, avg +2% per year) English Learners (EL): 24.7% (Yellow, avg +4% per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>ALL: +12.6% pts EL: +17.4% pts HI: +13.6% pts AA: +3.4% pts SED: +12.5% pts SWD: +10.0% pts FY: +21.1% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Preparedness Criteria (Performance Level)"	<p>Socioeconomically Disadvantaged (SED): 35.7% (Medium)</p> <p>Students with Disabilities (SWD): 4.9% (Very Low)</p> <p>Foster Youth (FY): 5.6% (Very Low)</p> <p>*NOTE: Fall 2023 Dashboard results for CCI Preparedness Rates were reported as Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) was not reported.</p>	<p>SWD: 5.3% (Red)</p> <p>FY: 16.1% (Yellow)</p>	<p>SWD: 14.9% (Yellow)</p> <p>FY: 26.7% (Yellow)</p> <p>The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with the 2023 and 2024 data.</p>	<p>Hispanic (Hisp): 40.9% (Green, avg +2% per year)</p> <p>African American (AA): 29.6% (Yellow, avg +4% per year)</p> <p>Socioeconomically Disadvantaged (SED): 41.7% (Green, avg +2% per year)</p> <p>Students with Disabilities (SWD): 25.9% (Yellow, avg +7% per year)</p> <p>Foster Youth (FY): 26.6% (Yellow, avg +7% per year)</p> <p>*NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.</p>	<p>The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with the 2023 and 2024 data.</p>
1.14	<p>College/Career Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of</p>	<p>Fall 2023 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 2.7% (Very Low)</p> <p>Mt. San Jacinto</p>	<p>Fall 2024 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 6.5% prepared (Orange)</p>	<p>Fall 2025 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 8.2% prepared (Red)</p>	<p>Fall 2026 CA School Dashboard</p> <p>High Schools</p> <p>Desert Hot Springs SWD: 11.7% (Yellow, avg +3% per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>High Schools</p> <p>Desert Hot Springs SWD: +5.5% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	<p>ALL: 3% (Very Low) SED: 2.7% (Very Low) EL: 0% (Very Low) HOM: 2.2% (Very Low) HI: 3.1% (Very Low)</p> <p>*NOTE: Fall 2023 Dashboard results for CCI Preparedness Rates were reported as Status Only, meaning change (comparison of previous year's results indicating improvement or lack of improvement) was not reported.</p>	<p>Mt. San Jacinto ALL: 3.7% prepared (Red) SED: 3.7% prepared (Red) EL: 1.1% prepared (Red) HOM: 2.9% prepared (Red) HI: 4.3% prepared (Red)</p>	<p>Mt. San Jacinto ALL: 3.3% prepared (Red) SED: 3.4% prepared (Red) EL: 2.8% prepared (Red) HOM: 0.0% prepared (No color) HI: 4.1% prepared (Red)</p> <p>The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with the 2023 and 2024 data.</p>	<p>Mt. San Jacinto ALL: 12% (Yellow, avg +3% per year) SED: 11.7% (Yellow, avg +3% per year) EL: 12% (Yellow, avg +4% per year) HOM: 11.2% (Yellow, avg +3% per year) HI: 12.1% (Yellow, avg +3% per year)</p> <p>*NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.</p>	<p>Mt. San Jacinto ALL: +0.3% pt SED: +0.7% pt EL: +2.8% pts HOM: -2.2% pt HI: +1.0% pt</p> <p>The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with the 2023 and 2024 data.</p>
1.15	<p>UC and/or CSU Entrance Requirement Completion Rate</p> <p>Percentage of Graduates Meeting or Exceeding UC/CSU Entrance Requirements (A-G Criteria)</p>	<p>CDE DataQuest 2022-2023 ALL: 47.5% EL: 26.8% Hisp: 45.9% AA: 35.1% SED: 47.5% SWD: 12.5% FY: 0%</p>	<p>CDE DataQuest 2023-2024 ALL: 47.5% EL: 29.1% HI: 44.4% AA: 43.6% SED: 47.1% SWD: 11.8% FY: 33.3%</p>	<p>CDE DataQuest 2024-2025 ALL: 52.9% EL: 36.7% HI: 52.5% AA: 30.0% SED: 52.6% SWD: 19.2% FY: 37.0%</p>	<p>Class of 2026 Results ALL: 53.5% (avg +2% per year) EL: 35.8% (avg +3% per year) Hisp: 51.9% (avg +2% per year) AA: 44.1% (avg +3% per year) SED: 53.5% (avg +2% per year) SWD: 21.5% (avg +3% per year)</p>	<p>CDE DataQuest, Change Results 2024-2025 ALL: +5.4% pts EL: +9.9% pts HI: +6.6% pts AA: -5.1% pts SED: +5.1% pts SWD: +6.7% pts FY: +37.0% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					FY: 15% (avg +5% per year)	
1.16	<p>Career Technical Education (CTE) Program Completion Rate</p> <p>Percentage of CTE program students completing all academy/pathway required coursework with a C+ or better grade in each course</p>	<p>Local Calculation 2022-2023 ALL: 53.7%</p>	<p>Local Calculation 2023-2024 ALL: 53.1%</p>	<p>Local Calculation 2024-2025 ALL: 52.0%</p>	<p>Class of 2026 Results ALL: 59.7% (avg +2% per year)</p>	<p>Local Calculation, Change Results 2024-2025 ALL: -1.7% pts</p>
1.17	<p>CTE Completers with UC/CSU Entrance Requirement Completion Rate</p> <p>Percentage of CTE program completers (completed all academy/pathway required coursework with a C- or better grade in each course) that also completed both UC/CSU Entrance Requirements</p>	<p>Local Calculation 2022-2023 (208 total CTE Completers) ALL: 74.0% EL: 70.6% Hisp: 70.3% AA: * SED: 74.0% SWD: 66.7% FY: N/A (n=0) AI: N/A (n=0)</p>	<p>Local Calculation 2023-2024 (226 total CTE Completers) ALL: 80.1% EL: 56.5% HI: 76.7% AA: * SED: 80.0% SWD: * FY: N/A (n=0) AI: N/A (n=0)</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the results where there are 10 or fewer students.</p>	<p>Local Calculation 2024-2025 (298 total CTE Completers) ALL: 78.3% EL: 46.4% HI: 77.1% AA: * SED: 78.3% SWD: * FY: N/A (n=0) AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the results where there are 10 or fewer students.</p>	<p>Class of 2026 Results ALL: 80.0% (avg +2% per year) EL: 76.6% (avg +2% per year) Hisp: 76.3% (avg +2% per year) AA: 66.4% (avg +10% per year) SED: 80.0% (avg +2% per year) SWD: 75.7% (avg +3% per year) FY: Baseline to be set when n>0</p>	<p>Local Calculation, Change Results 2024-2025 (90 more total CTE Completers) ALL: +4.3% pts EL: -24.2% pts HI: +6.8% pts AA: * SED: +4.3% pts SWD: * FY: N/A (n=0) AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the results where there are 10 or fewer students.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	<p>Early Assessment Program (EAP) for English Language Arts (ELA) Results</p> <p>Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC ELA results</p>	<p>Spring 2023 Results ALL: 47.2% EL: 11.0% Hisp: 45.2% AA: 29.3% SED: 47.3% SWD: 4.9% FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2024 Results ALL: 49.3% EL: 8.0% HI: 47.6% AA: 27.9% SED: 50.3% SWD: 6.4% FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2025 Results ALL: 46.2% EL: 8.4% HI: 44.6% AA: 38.3% SED: 46.6% SWD: 15.1% FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2026 Results ALL: 53.2% (avg +2% per year) EL: 20.0% (avg +3% per year) Hisp: 51.2% (avg +2% per year) AA: 38.3% (avg +3% per year) SED: 53.3% (avg +2% per year) SWD: 13.9% (avg +3% per year)</p>	<p>Spring 2025 Results, Change Results ALL: -1.0% pt EL: -2.6% pts HI: -0.6% pt AA: +9.0% pts SED: -0.7% pt SWD: +10.2% pts FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>
1.19	<p>Early Assessment Program (EAP) for Mathematics Results</p> <p>Percentage of 11th graders reported as "Ready" or "Conditionally Ready" from SBAC Math results</p>	<p>Spring 2023 Results ALL: 17.9% EL: 1.0% Hisp: 15.5% AA: 8.6% SED: 17.9% SWD: 1.4% FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2024 Results ALL: 18.9% EL: 1.5% HI: 17.3% AA: 1.6% SED: 19.0% SWD: 1.6% FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2025 Results ALL: 15.4% EL: 1.9% HI: 13.4% AA: 10.0% SED: 15.4% SWD: 2.6% FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>	<p>Spring 2026 Results ALL: 23.9% (avg +2% per year) EL: 10.0% (avg +3% per year) Hisp: 21.5% (avg +2% per year) AA: 17.6% (avg +3% per year) SED: 23.9% (avg +2% per year) SWD: 10.4% (avg +3% per year)</p>	<p>Spring 2025 Results, Change Results ALL: -2.5% pts EL: +0.9% pt HI: -2.1% pts AA: +1.4% pts SED: -2.5% pts SWD: +1.2% pts FY: * AI: *</p> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						where 10 or fewer students tested.
1.20	Advanced Placement (AP) Test Results Percent of students completing one or more AP exam with a score of 3 or higher on at least one exam.	Spring 2023 Results Locally Calculated from the Spring 2023 AP Results Data File ALL: 45% EL: 48% HI: 45% AA: 18% SED: 45% SWD: * FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2024 Results Locally Calculated from the Spring 2024 AP Results Data File ALL: 48% EL: 56% HI: 47% AA: 33% SED: 48% SWD: * FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2025 Results Locally Calculated from the Spring 2025 AP Results Data File ALL: 57% EL: 49% HI: 58% AA: 34% SED: 57% SWD: 36% FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.	Spring 2026 Results ALL: 51% (avg +2% per year) EL: 54% (avg +2% per year) Hispanic: 51% (avg +2% per year) AA: 30% (avg +4% per year) SED: 51% (avg +2% per year) SWD: 52% (avg +2% per year)	Spring 2025 Results, Change Results Locally Calculated from the Spring 2025 AP Results Data File ALL: +12.0% pts EL: +1.0% pts HI: +13.0% pts AA: +16.0% pts SED: +12.0% pts SWD: No baseline data due to privacy FY: * AI: * In order to protect student privacy, an asterisk (*) will be displayed instead of the test results where 10 or fewer students tested.
1.21	Williams Textbook/Materials Compliance	2023-2024: 100% Williams textbook/materials compliance per RCOE monitoring process	2024-2025: 100% Williams textbook/materials compliance per RCOE monitoring process	2025-2026: 100% Williams textbook/materials compliance per RCOE monitoring process	2026-2027: 100% Williams textbook/materials compliance per RCOE monitoring process	2025-2026 Change Results Zero change from baseline.
1.22	Teachers in "misassigned" positions. Percentage of teachers "misassigned" due to	0.08% (1 of 1,196) of teachers were in "misassigned" positions in 2023-2024 per Cal-SAAS reporting	0.17% (2 of 1,169) of teachers were in "misassigned" positions in 2024-	0.08% (1 of 1,252) of teachers were in "misassigned" positions in 2025-	2026-2027: 0% of teachers in "misassigned" positions per Cal-SAAS reporting	2025-2026 Change Results Zero change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	current credentials and teaching assignment mismatch.		2025 per Cal-SAAS reporting	2026 per Cal-SAAS reporting		
1.23	Implementation of State Standards Ratings using the Priority 2 CA School Dashboard Reflection Tool. This tool measures multiple areas in standards access, including access for ELs to the state standards and the ELD standards.	2023-2024 Priority 2 Local Indicator Reflection Tool: 1 Item at Full Implementation and Sustainability 20 items at Full Implementation 2 items at Initial Implementation	2024-2025 Priority 2 Local Indicator Reflection Tool: 2 Items at Full Implementation and Sustainability 21 items at Full Implementation	2025-2026 Priority 2 Local Indicator Reflection Tool: 5 Items at Full Implementation and Sustainability 18 items at Full Implementation	2026-2027: Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 2 Local Indicator Reflection Tool	2025-2026 Change Results Improvement led to all aspects being scored at either a 4 or 5 on the self reflection tool, with an increase in areas scoring at a level 5.
1.24	Maintain broad course of study including courses described under sections 51210 and 51220 (a)-(i) as applicable and ensure broad course of study access for unduplicated students and students with exceptional needs as noted by Priority 7 CA School Dashboard Reflection Tool.	2023-2024: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2024-2025: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2025-2026: Refer to the Local Indicator Reflection Tool narratives regarding progress in monitoring access and removing barriers.	2026-2027: Continued progress in eliminating barriers for student access to a broad course of study as indicated in the narrative entry within the Local Indicator Reflection Tool.	2025-2026 Change Results Improvements have been made in increasing access to a broad course of study due in part to increases in arts offerings and implementation of Equity Multiplier actions at designated schools.

Goal Analysis [2025-26]

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.

PSUSD was able to implement all actions and services included in Goal 1 in the 2025-26 academic year. All actions within Goal 1 continued to target improvements in academic achievement, primarily supporting low income (LI), English Learner (EL), and Foster Youth (FY) students. Initial LCAP actions and budgets were designed to respond to needs identified through both state and local performance data; however, changes in services during the school year responded to identified student needs determined through internal progress monitoring and needs assessment processes.

Many Goal 1 LCAP actions reflected successes during the 2025-26 school year. The combination of actions with Goal 1 reflect many district initiatives to support student academic achievement, working in concert to provide a well-rounded learning experience while supporting individual academic needs. Efforts continued to refine the district's MTSS model for academic support (Action 1.5) targeting the individualized needs of LI, EL, and FY students throughout the district. District benchmarking and progress monitoring measures continue to indicate that elementary students participating in the Primary Reading Intervention program show significant improvement in attaining reading foundational skills and fluency skills, consistent with findings from the prior years of implementation. As in past years, programs such as the elementary STEAM program (Action 1.17), technology-related activities and resources (Action 1.4), EL supports (Actions 1.6 and 1.7), and CTE programs (Action 1.10) continued to generate very positive feedback from educational partners. Arts programs (Action 1.18) continue to be a positively received set of activities and services, with diverse offerings through the LCAP that are supplemented by state Arts and Music in Schools (AMS) funding. Other successes and general implementation information by action within Goal 1 are noted further in the below descriptions.

Various challenges also occurred during the 2025-26 school year. Although continuing to improve, chronic absenteeism continues to be the single most significant performance issue across PSUSD, with very high statuses being reported for nearly all student groups on the Fall 2025 California School Dashboard. Efforts to reduce chronic absenteeism are outlined in Goal 3 of the LCAP, however, the impact of this metric continues to be significant in Goal 1. Chronic absenteeism directly impacted access to academic programs and supports, creating both disconnected student experiences and inconsistent participation in both daily classroom instruction and MTSS systems for many LI, EL, and FY students in need of assistance. Consistent with the trend over the last couple of years, local monitoring indicates improvement in chronic absenteeism rates in 2025-26, however, rates still report as high or very high when compared to the California School Dashboard's performance grid for the chronic absenteeism indicator. Other challenges are included with the general implementation information by Goal 1 action are as noted below.

Instructional Coaches and Teachers on Special Assignment (TOSAs) continues to support instruction throughout 2025-26, focusing on content areas including ELA, science, mathematics, assessment, and special education. Elementary TOSAs focused on building teacher capacity in ELA and mathematics using evidence-based strategies related to conceptual mathematics and the Science of Reading. Secondary coaches continued to provide professional development support to secondary teachers, including with ongoing professional learning in Professional Learning Community (PLC) structures and the Irvine Math Project. The Collaboration and Assessment TOSA aided teacher teams and the other TOSAs in using data-driven decision-making practices, including supporting teams in PLC related work. (Action 1.1)

Professional development in 2025-26 continued to focus on district priorities including Professional Learning Communities structures, common assessment development and related data analysis, further implementation of Science of Reading related instructional strategies, elementary ELA and mathematics instructional strategies, and secondary math through the Irvine Math Project (Action 1.2). District positions continued to focus on improving educational opportunities and outcomes for LI, EL, and FY students (Action 1.2), primarily supporting the implementation of instructional strategies and systems. Continuing successful work from prior years, collaboration and professional development time continued to be provided via the district's 2-1-2 weekly schedule and the dedicated professional development day created time for teams across the district to collaborate on implementation of professional learning topics related to their subject matter (Action 1.3). One additional student instructional day continued to be provided as part of the LCAP plan (Action 1.3).

In continued response to educational partner input, technology expenditures and programs continued to provide LI, EL, and FY students access to digital learning platforms and programs (Action 1.4). Ongoing technology activities include maintaining the district's 1:1 device program, continuing to support home wireless internet support for students via hotspots, and integrating technology into instruction supported by TOSAs and a coordinator. E-sports programs and drone soccer continue to be successfully implemented and expanded in the district, providing LI, EL, and FY students access to a variety of technology competitions at district, county, and state levels. E-sports and drone soccer programs were highly successful again during the 2025-26 year, with teams capturing victories across multiple competitive settings.

PSUSD continued to refine the Multi-tiered Systems of Support (MTSS) for academics via Action 1.5 during the 2025-26 academic year. This action is designed to respond to LI, EL, and FY student needs by providing layered support structures in bridging skill acquisition gaps, with the goal of timely and effective responses occurring to address student needs as soon as they are identified. The Primary Reading Intervention program continues to be successfully implemented across all elementary schools, with progress monitoring data continuing to indicate rapid growth in reading skills for participating students due to effective use of strategies and intervention tools aligned with the Science of Reading. Mathematics intervention teachers in secondary schools continued to provide Tier II intervention supports in middle and high school settings, adjusting supports to meet the needs of students based on common assessment results. PSUSD continues to use a diagnostic, benchmarking, and formative assessment system to inform instructional planning and target student needs, with refinements being made through PLC structures and professional development support sessions.

During the 2025-26 academic year, EL and LTEL students continued to be supported through services coordinated by the English Learner Programs team. EL Community Liaisons provided language-based support sessions, family interactions, and access to additional academic resources with particular attention paid to newcomer students (Action 1.6). Additional Counselors on Special Assignment continued to support ELs and LTELs to ensure access to UC/CSU approved courses and supported student needs in completing both graduation and A-G requirements (Actions 1.6). Support was provided for LTELs in 2025-26 through additional support opportunities and course offerings, however these supports did not add additional costs to the overall EL program (Action 1.6), so the LTEL set-aside funds were not used to provide added supports during the year as planned (Action 1.7). The ELLevation program continued to be effectively utilized to track the progress of ELs and LTELs, acting as both a planning resource and an evaluative tool of action effectiveness.

The Dual Immersion (DI) program continued to expand in 2025-26 (Action 1.8), with the lead cohort reaching tenth grade and further expanding into the high school level. The Palm Springs area DI program spans across three sites (Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High), allowing interested students and families to participate in the program throughout their TK-12 educational sequence. The second DI program cohort group in Desert Hot Springs at Two Bunch Palms Elementary continues to grow as well, with

planned expansion over time to create a second TK-12 sequence in that region of the district. Similar to the rollout in the Palm Springs area, this program will continue to expand along with the eldest cohort as they move through their schooling. The program continued to be supported by a TOSA and educational partner feedback continues to be positive regarding the program.

The district continued to provide additional academic counselors and course recovery programs at high schools in an effort to continue increasing high school graduation rates and A-G completion rates (Action 1.9). LI, EL, and FY students were provided additional access to credit recovery and timely tutoring support at the high school level. AVID programs and support for AP and IB testing continued to be provided, ensuring support and access for students. The district's College and Culture trip continued to be a highly successful program, providing low income students with access to college visits on campuses serving diverse populations (Action 1.9). CTE program staff connected students with work-based learning opportunities and supported CTE teachers with program implementation (Action 1.10).

Inclusionary practices and supplemental supports continued to be focal points for the Special Education department. Actions focused on expanding access to core and elective classes and content for LI, EL, and FY students, also identified with disabilities. Additional staff members provided through LCAP resources collaborated with general education teachers on student needs, aligning and implementing appropriate accommodations, services, and supports (Actions 1.12, 1.13). Additional details regarding strategic improvement efforts for the district's Special Education services are outlined in the district's Compliance and Improvement Monitoring (CIM) plan document noted in Action 1.21 of the LCAP.

All district schools continued to be provided LCFF funding to support actions and services tied to specific identified needs of students at each school site (Action 1.14). Each school documented and monitored these funds through the School Plans for Student Achievement (SPSAs) process, clearly articulating how funds would be used to address student needs specific to the school in alignment with the LCAP goals. Details regarding each school's use of these funds are available within the school's SPSA. Additional staff continued to be provided in an effort to support class size reduction in ELA and mathematics classes at all middle and high schools (Action 1.11). This additional staffing also allowed for expanded access to a broad course of study, adding sections and course options to the master schedule.

PSUSD's Induction Program continues to support new teachers through a reflective coaching model, providing timely support for new teachers as they develop their instructional skills. Additional human resources staffing supported recruitment and retention of high-quality teachers in PSUSD, meeting an ongoing need for the district to locate and retain highly qualified staff (Action 1.15). The district's Teacher Residency Program continued to be a highly successful program, operating in conjunction with grant funding from the California Commission on Teacher Credentialing (CTC). PSUSD has effectively maintained the program at approximately 25 residents each year, with nearly all program completers successfully continuing on to permanent positions within the district.

Additional supports provided via Goal 1 included classroom aide support for kindergarten classes, additional music and physical education teachers at the elementary school level, and enrichment in the visual and performing arts across the district (Actions 1.16, 1.17, 1.18). The elementary school STEAM program continues to be well received based on educational partner feedback. The program features a dedicated teacher at each site providing weekly lessons in science, technology, engineering, arts, and mathematics to each elementary classroom (Action 1.17). The elementary STEAM program was supplemented by arts instruction through Arts and Music in Schools (AMS) funding, further increasing access to arts-related activities for LI, EL, and FY students across multiple topic domains. Tutoring services and extended year learning programs, were provided to LI, EL, and FY students in multiple models through Expanded Learning Opportunities program offerings (Action 1.20).

PSUSD continued to implement actions connected with technical assistance initiatives within Actions 1.20 and 1.21. Transcript analysis protocols and practices continued to be refined to identify barriers to accessing a broad course of study and A-G coursework, increasing course access and completion through eliminating barriers within the system. Activities related to the Literacy Coaches and Reading Specialists grant were implemented across qualifying schools, providing support and intervention with reading skills development aligned with the Science of Reading. The district continued to implement and refine the Compliance and Improvement Monitoring (CIM) plan, with adjustments being made during 2025-26 to improve outcomes for students with disabilities.

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.

PSUSD received \$1,883,838 less in supplemental and concentration funds in 2025-26 than originally budgeted in the LCAP due to declining enrollment and shifts in population demographics. This significant budgetary change mid-year had some impact on the overall plan, however programs were not adversely impacted during the school year due to precautionary budgetary steps taken throughout the 2025-26 academic year. Various expiring funding resources were maximized and budgets adjusted as needed to continue to support program continuity and ensure that LI, EL, and FY services were generally uninterrupted.

Various differences between budgeted and actual expenditures did occur during the 2025-26 school year within Goal 1 actions as services adjusted to changing student needs. Although material differences aligned to programmatic cost were present, actions or services provided to LI, EL, and FY students during the school year were generally implemented as initially designed. All shifts in funding within Goal 1 actions due to program adjustments and changes in costs are indicated on the budget and estimated actuals values reported for each action on the 2025-26 Action Tables within this plan document. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 1.2: Staff Professional Development

Budgeted Expenditures: \$2,606,298

Estimated Actual Expenditures: \$2,207,644

Material Difference: \$398,654

Explanation: Professional development costs were distributed across Educator Effectiveness funds and other resources outside of the LCAP. No services were reduced due to less LCAP expenditures than budgeted.

Action 1.7: Long Term English Learner (LTEL) Support

Budgeted Expenditures: \$125,604

Estimated Actual Expenditures: \$105,604

Material Difference: \$20,000

Explanation: Programmatic services changes resulted in less cost during the year than initially planned, as most LTEL services were provided through EL programs and services; Title III carryover will be used in 2026-27

Action 1.16: Kindergarten Support

Budgeted Expenditures: \$1,348,094

Estimated Actual Expenditures: \$1,197,047

Material Difference: \$151,047

Explanation: Positions were reduced due to less Kindergarten sections across the district than originally projected; Position transitions led to less salary and benefits expenditures than originally budgeted.

Action 1.20: Technical Assistance - Academics

Budgeted Expenditures: \$4,370,079

Estimated Actual Expenditures: \$2,264,542

Material Difference: \$2,105,537

Explanation: This action reported the full amount of the LCRS grant available in 2025-26, with a multi-year implementation period planned. Expenditures are aligned with expected Year 2 budgeted implementation and remaining funds are carried over in 2026-27.

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

As part of the Fall 2024 Dashboard release, PSUSD was identified for Differentiated Assistance (DA) based on the status reporting of two student groups: Foster Youth (FY) and American Indian (AI) students. The Fall 2025 Dashboard indicated improvement for these groups, leading to a "Year 2" designation for DA and potential exit following the release of the Fall 2026 Dashboard. PSUSD continues to support student groups with improvement initiatives to ensure results continue to show growth over time.

Goal 1 implementation resulted in a range of outcomes in 2025-26. PSUSD continued to implement systems of progress monitoring and evaluations of the effectiveness of actions using local data sources during the 2025-26 school year, continuously refining practices developed over the last few years. As in past years, monitoring systems continue to align with calculation methods mirroring publicly reportable data from the California Department of Education (CDE) via the Dashboard and DataQuest. Other district-selected metrics outlined in the Measuring and Reporting Results section of each goal area continue to be used as part of evaluation, along with educational partner input and feedback. Progress monitoring and evaluation of ongoing and new actions will continue through the 2026-27 school year as outlined in the updated LCAP. Targets will be adjusted as appropriate to end-of-year reporting from the 2025-26 academic year to address newly identified student needs. As in past years, related actions that are expected to impact similar metrics are grouped together in this evaluation in order to increase transparency regarding how multiple actions are designed to work together to improve academic outcomes for LI, EL, and FY students.

Actions related to Instructional Coaches (Action 1.1), Professional Development (Action 1.2), and Additional Collaboration Time & Instructional Time (Action 1.3) were designed at the beginning of the LCAP 3-year cycle to create a cohesive system of professional learning and coaching support for teachers and paraprofessionals in instructional strategies shown to improve academic outcomes for LI, EL, and FY students. This system incorporates time to collaborate around strategy implementation, data analysis in monitoring results, and making adjustments through instructional coaching and peer support models. Training, support, and collaboration efforts continued to refine instructional systems across the district, targeting improvement in both primary instruction and MTSS systems. Support and development provided through these actions in 2025-26 included Universal Design for Learning, PLC practices, Science of Reading methods, common assessment building and analysis, and instructional strategy implementation across core subject areas. These efforts have contributed to a 3.1 point increase in overall ELA results and 0.3 point increase in math on the Dashboard since baseline values were established for the three-year cycle. Student group results have shown improvement in both ELA (AA +12.6 pts, SWD +14.1 pts, FY +12.7 pts, EL +6.0 pts) and math (EL +2.7 pts, SWD +3.6 pts, AI +7.9 pts). Local benchmarking data indicates continued improvement in ELA and mathematics results

during the 2025-26 year with continuing needs identified throughout the system. CAASPP proficiency rates and academic indicator data from the Fall 2025 Dashboard continue to indicate improving but ongoing needs to close learning gaps while strengthening first instructional practices. Educational partner feedback continues to identify positive support from instructional coaches across topics such as implementing instructional strategies and analyzing student results to help drive instructional planning. As in past years, input from teachers continues to identify collaboration and planning time as being valuable for using student performance data for instructional planning.

Academic supports and interventions systems for LI, EL, and FY students continue to serve a key role within Goal 1. Multi-Tiered Systems of Support (MTSS) structures continue to be refined to better respond to student needs based on progress monitoring data. Academic services in the district's MTSS model (Action 1.5) were effectively implemented to support LI, EL, and FY student academic intervention needs during 2025-26. Similar to prior years, local progress monitoring data in 2025-26 continued to indicate that students in the Primary Reading Intervention and secondary mathematics intervention structures improved on local assessments and screening tools. In high school, successes continue to be more varied, with some sites showing stronger improvement in addressing Integrated Math I skills and results and others seeing improvement in addressing student skills related to multiple course settings. As CAASPP mathematics results continue to indicate that systemwide improvements are needed at the secondary level, the mathematics intervention structure continues to be addressed to appropriately target student needs and improve outcomes. The LREBG funded Primary Reading Intervention program in elementary schools continues to be positively acknowledged by educational partners. Instructional aides supporting Kindergarten LI, EL, and FY students (Action 1.16) continued to support development of early reading and math skills through small group and individualized support structures. These efforts have contributed to a 3.1 point increase in overall ELA results and 0.3 point increase in math on the Dashboard since baseline values were established for the three-year cycle. Student group results have shown improvement in both ELA (AA +12.6 pts, SWD +14.1 pts, FY +12.7 pts, EL +6.0 pts) and math (EL +2.7 pts, SWD +3.6 pts, AI +7.9 pts). Increases in CAASPP proficiency rates in third grade reading (+7.0% from baseline) and 8th grade mathematics (+3.9% from baseline) are also indications of improvement due in part to these efforts. Student learning needs were further supported through teachers added for the purpose of class size reduction and expanding LI, EL, and FY student access to a broad course of study (Action 1.11), and actions implemented through school site allocations (Action 1.14) as outlined in each school's SPSA. These actions were designed to provide additional academic services to support LI, EL, and FY student learning through adding diverse section offerings to the master schedule, reducing classrooms ratios, and for schools to implement strategies directly addressing specific needs to their school and students. This has led to successful transitions in state accountability statuses at the school level, moving from 6 CSI sites and 15 ATSI sites in 2023 to zero CSI sites, one ATSI site, and one TSI site based on Fall 2025 reporting. Actions implemented and resulting outcomes related to school site allocations were monitored by principals through data analysis protocols, discussed with School Site Councils, and adjustments were made to support newly identified student needs throughout the year. Additional analysis of school-based action effectiveness can be reviewed through each school's School Plan for Student Achievement (SPSA).

In continued efforts to increase graduation rates and A-G completion rates, additional counselors continued to support LI, EL, and FY students with access to UC/CSU approved courses and supported student needs in completing requirements (Actions 1.6, 1.9). LI, EL, and FY students continue to be provided with additional access to credit recovery and timely tutoring support with the goal of increasing students being on track for graduation by the end of 12th grade. Dashboard graduation rates have reported an overall increase of 2.1% since baseline, with multiple student groups reporting improved outcomes (ELs +7.3%, SED +2/3%). CTE staff continues to provide services and programs that connect students with work-based learning opportunities producing similar rates of CTE completion during each year of the 3-year LCAP cycle (Action 1.10). CTE completers continue to graduate with A-G completion status at higher rates than the overall district rates (78.3% vs. 52.9% in 2025), indicating that program goals to provide students with access to both college and career options following CTE

program completion continue to be successfully met. CCI has also reported significant increases in results, with an increase of 12.6% since baseline due both to improved efforts in preparedness and changes in the CCI calculation formula that identified more students in PSUSD as prepared. ELs (+17.4%), SED (+12.5%), and FY students (+21.1%) have shown some of the strongest gains in this measure, indicating that the design of the program has been particularly effective in supporting these groups.

Continuing the pattern from the last few years, the district's Expanded Learning Opportunities Program (ELOP) model of providing LI, EL, and FY students a wide variety of services and experiences in after school and school break windows continues to be received well by all educational partners (Action 1.19). Dedicated ELOP funding provides services related to tutoring, after school programming, and intersession programming. Parents and family members provided a wide variety of positive comments and feedback in 2025-26 regarding program offerings throughout the year, often noting the quality of programming and how services have evolved over time. Tutoring services continue to be effective for participating students, with reports of improved student grades and local assessment outcomes. Tutoring models have diversified over time and have contributed to increases in performance on assessments as described above. Educational partners continue to request additional tutoring services as part of ongoing program offerings.

Technology implementation (Action 1.4) effectively addressed on student access rates to online services and hardware, device usage rates, and connectivity. District technology initiatives continue to receive positive educational partner feedback, although feedback has evolved to include a desire for students to have additional off-line learning experiences to balance online or digital assignment tasks. PSUSD continues to ensure that all LI, EL, and FY students have access to internet-capable devices. The funded Technology Coordinator, TOSAs, and other support staff continue to provide training and support to teachers in effective technology-based practices for learning and instruction. Home wireless access to LI, EL, and FY students with hotspots continues to be provided, supplemented by recent expansions to the district's LTE network which allow many students to connect from home through signals originating from a school campus in their neighborhood. These efforts to provide access to digital resources and train staff in implementing technology-based instructional strategies have contributed to a 3.1 point increase in overall ELA results and 0.3 point increase in math on the Dashboard since baseline values were established for the three-year cycle. The E-sports program continues to be very successful, with teams competing both within the district and at state-level competitions. The drone soccer program provides participating students with the opportunity to build, repair, configure, improve, and pilot drones in a competitive setting, which benefited qualifying participating students for international-level competition again in 2025-26.

Featured actions and supports intended for specific student groups continue to be provided and refined to support student needs. English Learner Supports (Action 1.6) increase and improve services for EL students and families, supplemented with activities for Long-Term English Learners (LTELs) that support their specific language development needs (Action 1.7). PSUSD's DELAC continues to positively acknowledge the work of the EL Programs team, noting that the staff members are very supportive of EL students' needs. The district's reclassification rate reported a slight decline in 2024-25 as compared to the prior year, an indication that EL support work is continuing to move students closer to English proficiency, but improvements are still needed to expand the number of students attaining a qualifying ELPAC score. All students with 2024-25 ELPAC scores at Level 4 were able to reclassify across the district during the 2025-26 academic year, indicating that the reclassification system is both responsive to student performance indicators and calibrated well to provide students opportunities to meet reclassification requirements. Although ELPI results have reported a slight decrease since baseline (-1.9%), the percentage of students meeting Level 4 on the summative assessment increased from 9.6% in 2024 to 10.3% in 2025. In addition, 79.5% of ELs in 2025 either maintained or increased their ELPAC level per the Fall 2025 Dashboard, indicating progress being made in acquiring English language skills. Students participating in the Dual Immersion Program (Action 1.8) continued to report results at or above peers in

general education programs in 2025-26. DI implementation and expansion continue to be successfully implemented, report quality academic results for participating students, and well-received by educational partners.

Improvement was reported across multiple areas for Students with Disabilities (SWD) on the Fall 2025 Dashboard, with maintained or improved results in all academic indicator areas resulting in four Yellow performance levels (Suspension Rate, Chronic Absenteeism Rate, Graduation Rate, and CCI), two Orange performance levels (ELA and Science), and one Red performance level (Math). Although improving, SWD results continue to report significant performance gaps in all local and state academic measures, which require continued efforts in closing achievement gaps for these students. Additional personnel added through the Inclusion Model Support Personnel action (Action 1.12) continues to support teachers in developing IEPs and intervention plans addressing individualized learning needs. Added staffing to further support inclusion model work (Action 1.13), supported LI, EL, and FY students with disabilities continued to provide targeted services aligned with individualized needs and support plans. Results for FY students and American Indian (AI) students led to identification for DA status on the Fall 2024 Dashboard, and students within each of these groups demonstrated needs requiring an individualized approach. Efforts made in 2024-25 resulted in improvements for FY and AI students that resulted in a "Year 2" DA status following the Fall 2025 Dashboard, therefore those effective systems were continued into 2025-26 to replicate improvement across time with results pending summative results available in late summer 2026.

Actions regarding the recruitment and retention of highly qualified staff (Action 1.15) continue to focus on hiring and retaining high-quality teachers across the district, a consistent need both in our local context and within the geographic region. The Reflective Coach model continues to be generally positive in feedback, with new teachers reporting that they feel supported in the district's induction program. The Teacher Residency Program successfully provided a pathway for classified staff and community members to complete a credentialing program and become teachers within PSUSD. Nineteen residents successfully completed the program in the first cohort, and 25 participants are scheduled to complete the program following the 2024-25 academic year. Twenty-six new participants are currently scheduled to participate in the program in 2025-26, with partnerships strengthening between the district, schools, and our Institution of Higher Education (IHE) partner. Actions have contributed to maintaining high rates of appropriately credentialed teachers per the CDE Teaching Assignment Monitoring Outcomes report. Posted 2023-24 data indicates 86.1% of teachers meet all placement criteria with 6.7% in out of field placements, which is improved by 1.3% from the prior year. As noted in the Measuring and Reporting Results table, a rate of less than 0.2% of teaching assignments being misassigned has been maintained since baseline indicating positive outcomes related to this action.

Another program set that continues to be effective are LCAP actions related to expanding and enriching educational offerings. Elementary LI, EL, and FY students continue to access high-quality music and PE offerings through the additional staffing provided by subject-specific credentialed teachers (Action 1.17). The elementary STEAM program (Action 1.17) continues to be successful, with students highly engaged in a variety of activities throughout the year. The STEAM program was further supplemented again in 2025-26 by the services of additional AMS-funded art teachers, who rotated through STEAM classes and provided more in-depth art opportunities in collaboration with the STEAM-focused program teacher. Educational partners from the elementary setting continue to provide very positive feedback in both years of implementation, noting the activities conducted and the excitement of their children to participate in the program, further supported by student feedback as being a favorite part of school. The informational Science indicator on the Fall 2025 Dashboard indicated a Yellow performance level based on CAST results, with placement in the center square of the CDE's 5x5 performance grid for this indicator. This result indicates that scores have been effectively maintained between years, and additional adjustments are being planned to further enhance programs to lead to further improvement in science results. Schedules and PE minute documentation continue to monitor access and ensure that elementary students are participating in a broad course of study through certificated teachers with expertise in these subject

areas. Additional collaboration opportunities created through these structures allowed classroom teachers to continue to develop quality lessons and accelerate the implementation of strategies learned in professional development sessions. Expanded with supplemental Arts and Music in Schools (AMS) funded staffing and resources, LCAP funded additional arts education opportunities and enrichment opportunities (Action 1.18), provided LI, EL, and FY students access to offerings in music, visual arts, and performing arts. Continuing programs included the Artist in Residence program, grade-level specific arts interactions, and community partner involvement in providing a wide spectrum of arts access.

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

Action changes for the 2026-27 LCAP in Goal 1 are focused on continuous improvement efforts and systems adjustments based on outcomes. Due to positive improvement trends over time in both state and local results, nearly all Goal 1 actions will continue into the 2026-27 academic year with minor programmatic adjustments based on changing student needs and progress monitoring outcomes. Action funding levels have been adjusted as appropriate to account for overall budget reductions due to declining enrollment and changing student demographics at the time of plan writing. Also factored in are increasing costs for both staffing and related program materials. All significant planned changes in actions, services, metrics, outcomes are noted below.

Staffing changes are reflected for 2026-27 in the language of Action 1.1. The History/Social Science TOSA position was vacant for the opening segment of the 2025-26 academic year and has been eliminated. Also, the number of Elementary Instructional Coaches has reduced from 13 to 11 for the 2026-27 academic year. In both cases, support continues to be provided for staff with adjusted systems.

Action 1.5 features multiple LREBG funded components within the district's MTSS model. Language in the action description has been updated to reflect updated budget allocations for 2026-27 for these programs. Also, minor language adjustments have been made to describe related assessment system implementation in this action.

Services for LTELs within Action 1.7 are more clearly defined in new action description language for 2026-27. These services continue to supplement activities within Action 1.6 that service all ELs within the district.

The Dual Immersion program (Action 1.8) expands again for 2026-27. An additional teacher will be added at Two Bunch Palms Elementary for 2026-27 to expand the Desert Hot Springs based program to second grade, with plans to continue with grade-level expansion each year as the lead Desert Hot Springs-based cohort progresses. Programmatic costs will also be noted as additional students participate within the program.

Language changes to the description of Action 1.15 added detail regarding the role of the TOSA in the Teacher Residency Program operated through Human Resources.

Updated language was also added to Action 1.20 regarding technical assistance related to the district's Differentiated Assistance (DA) status. Language was added noting the district's transition to "Year 2" DA status due to improvement in outcomes for FY and AI student groups.

Action 1.21 continues to center on implementation of the district's Compliance and Improvement Monitoring (CIM) plan. Language was updated to note the completion of the internal program study during the 2025-26 academic year, reference to pending departmental structural changes for 2026-27, and information regarding the revision of the CIM plan for 2026-27 implementation.

All actions relate to Differentiated Assistance were updated to reflect "Year 2" status in serving FY and AI student group populations. Actions within Goal 1 that are designated as supporting FY and AI result improvement efforts are:

- Action 1.5 (MTSS - Academic Support)
- Action 1.9 (High School Graduation and A-G Support)
- Action 1.12 (Inclusion Instructional Model Support Personnel)
- Action 1.13 (Supplemental Inclusion Instructional Model Staffing)
- Action 1.14 (School Site Allocations)
- Action 1.16 (Kindergarten Support)
- Action 1.17 (Enhanced Elementary Learning 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaches	<p>Instructional Coaches focus on supporting teachers through building capacity in best first instruction in various curricular areas. The coaches provide development and coaching to support evidence-based practices in the classroom focused on improving academic outcomes for LI, EL, and FY students. Instructional Coaches support teachers through co-planning, co-teaching, demonstration lessons, and leading professional development opportunities. Instructional Coaches hired include:</p> <ul style="list-style-type: none"> • 11 Elementary Instructional Coaches • 1 Secondary Math Coach • 1 NGSS Coach • 1 Secondary Literacy Coach • 1 Collaboration and Assessment TOSA <p>This action is primarily focused on supporting the needs of LI, EL, and FY students, however, the resources dedicated to this action are also expected to improve outcomes for the American Indian (AI) student group as well. As part of working with school sites, coaches working on ELA and mathematics content will be assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level, as noted in the Measuring and Reporting Results section for Goal 1.</p>	\$2,930,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Staff Professional Development	Professional development funding supports systematic and systemic strategy implementation efforts through training opportunities targeted at addressing the needs of LI, EL, and FY students. Elementary level focus is on developing effective ELA and mathematics instructional strategies, including early literacy initiatives such as the science of reading strategies. At the secondary level, there is a continuing focus on the implementation of productive Professional Learning Communities, with additional training in conceptual mathematics and related instructional strategy implementation. Smaller subject-specific professional development budgets support ELA, Advanced Placement, NGSS, and middle school mathematics lesson studies. Leadership development training for administrators, teachers, and aspiring administrators will also be included to align efforts to improve outcomes for LI, EL, and FY students. Professional development will occur both within and outside the academic year calendar. This budget includes consultant fees, supplemental staff pay for time outside of the academic school day/year, and related professional development materials. Various district positions are fully or partially funded, all focused on improving educational opportunities for students with an emphasis on English learners, low income students, and foster youth.	\$3,561,210.00	Yes
1.3	Additional Collaboration & Instructional Time	School schedules will maintain the current format, maximizing the use of instructional minutes within each school day. Weekly two-hour collaboration time will continue to be provided, allowing all teachers to work in PLCs to best address the needs of LI, EL, and FY students. As part of this action, one additional day of professional development and one additional instructional day are also supported.	\$22,913,502.00	Yes
1.4	Technology Implementation and Support Services	Technology services remain focused on ensuring equitable access to 1:1 technology and interactive technology for all students with a specific focus on the needs of LI, EL, and FY students. Devices and home wireless access are supported to provide students with access to digital learning resources and curriculum both in school and at home. Technology support personnel and technology TOSAs are supported to assist staff and students with technology related instructional strategies and technical support needs. Technology-based programs, such as E-sports and drone soccer, are supported to provide LI, EL, and FY students with STEM focused enrichment activities via a competitive structure.	\$3,709,055.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	MTSS - Academic Supports	<p>PSUSD will continue to operate and further refine an effective Multi-Tiered System of Supports (MTSS) model. Professional development opportunities will continue to be provided to ensure that teachers have a strong understanding of the Universal Design for Learning framework to optimize learning for all LI, EL, and FY students. Professional development will also be provided for classified staff working directly with students to provide them with successful strategies to address students' needs in both Tier I and Tier II instruction.</p> <p>Primary Reading Intervention Teachers funded through the Learning Recovery Emergency Block Grant (LREBG) will continue to serve each elementary school to implement a systematic Tier II reading intervention program targeted at ensuring all LI, EL, and FY students are reading at grade level by the time they leave 3rd grade. Additional paraprofessionals will be provided through LREBG to continue expanding the Primary Reading Intervention services to additional LI, EL, and FY students. This program is budgeted at \$3,685,756 in LREBG funds for 2026-27. This portion of the MTSS model targets improvement in early literacy through a small group intervention model using evidence-based strategies designed to accelerate reading skill development. Efforts incorporate tenets of the Science of Reading, which research indicates as being highly effective in improving reading skills in developmental years. The LREBG needs assessment identified primary ELA performance as a need at most elementary schools, one of the root causes of the district reporting in the Low status level on the Fall 2024 Dashboard, along with the eleven elementary schools reporting in the Low status level and the three reporting in the Very Low status level. Improvements were noted on the Fall 2025 Dashboard, influenced by results from third graders who participated in early literacy intervention programming in prior years. Local progress monitoring data identifies primary literacy as a need for LI, EL, FY, and AA students. Associated professional development will be provided for staff implementing the program. Additional materials for the program will be purchased as needed to continue to increase and improve services in the program. As an extension of these supports into the middle school grade span, each middle school will continue to receive an additional federally funded intervention teacher for reading to address identified LI, EL, and FY student needs in ELA. This portion of the action will be monitored through program embedded local reading assessments</p>	\$6,705,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and districtwide benchmark assessments in ELA, with improvement over time expected in CAASPP ELA results at the elementary level as these students progress to intermediate grade levels.</p> <p>Also funded via the LREBG, mathematics intervention teachers will continue to serve secondary sites to support Tier II intervention through co-teaching, station rotation model, and/or support periods with a specific focus on addressing the needs of LI, EL, and FY students via evidence-based strategies and systems. This program is budgeted at \$1,436,506 in LREBG funds for 2026-27. This portion of the MTSS model targets improvement in secondary school mathematics through evidence-based intervention supports that involve both push-in and pull-out models. Research indicates that targeted and timely support in mathematics increases student performance when it is responsive to individualized identified needs and differentiated in support models. The LREBG needs assessment identified secondary mathematics performance as a need across the district due to low proficiency rates on the CAASPP results, and all district secondary schools reporting in the Low or Very Low status levels on the Fall 2024 Dashboard. Although improvement was reported on the Fall 2025 Dashboard, these school placements remained in the low and very low status levels. Additional materials for the program will be purchased as needed to continue to increase and improve services in the program. Associated professional development will also be provided for staff implementing the program. This portion of the action will be monitored through progress monitoring assessments within the program, improved course grades in mathematics for participating students, improvement in districtwide benchmark assessments in mathematics, and improvement in CAASPP Math results at the secondary level.</p> <p>PSUSD's use of LREBG funds for the Primary Reading Intervention program and secondary mathematics intervention program as described above aligns with allowable uses under EC Section 32526(c)(2). Specifically, these activities align with subsection B(i) through providing small group learning supports by certificated and classified staff and subsection B(ii) through using strategies that accelerate pupil academic proficiency. Further, the Primary Reading Intervention Program specifically meets allowable use language in subsection B(iii) as an early intervention literacy program for students in TK through grade 3. Subsection (E) also</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>applies as both programs are academic services which utilize diagnostic and progress monitoring assessments to direct services and determine pupil learning performance outcomes.</p> <p>The district's assessment systems include benchmark assessments, diagnostic measures, common assessments, and progress monitoring tools. The systems provide results that allow for progress monitoring and data-driven planning that supports intervention and academic performance gap closure efforts. Online applications, including digital adaptive intervention for ELA and mathematics, and a digital reading platform, will supplement small group academic support with individualized learning support available both in school and at home.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however, the resources dedicated to this action are also expected to improve outcomes for the AI student group across the district. District and school-level student groups scoring in the Red performance level on ELA and mathematics will be served via this action, therefore assisting in improving Academic Indicator outcomes for all school-based student groups performing in the Red performance level, as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.6	English Learner Support	English learners are supported by the English Learner Programs Office, a team which includes the Coordinator of English Language Learners, Community Liaisons, and a Teacher on Special Assignment (TOSA). The Coordinator oversees all program efforts and Title III actions, supporting schools with professional development and support services for ELs. EL Community Liaisons provide various support to EL students including weekly high school newcomer meetings and in-class high school support.	\$2,411,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Counselors on Special Assignment are supported at each high school specifically to support English learners students with mentoring services, access to tutoring, A-G eligibility support, and goal setting. Although principally supporting EL students, COSAs will also provide targeted support to the individualized needs of LTELs.</p> <p>Title III actions supporting EL and LTEL students include 1) effective professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel, 2) enhanced instructional opportunities for newly-arrived immigrant children and youth, 3) effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the state academic standards, and 4) assist English learners in achieving English proficiency based on the state’s English language proficiency assessment. In addition, Title III funds are providing schools with supplemental ELD program materials for LTEL status prevention, the ELLevation program used to monitor EL student progress, and a Teacher on Special Assignment supporting EL strategy training and implementation.</p> <p>School level EL student groups scoring in the Red performance level on ELA and ELPI will also be served via this action, contributing to improvement within Academic Indicator and ELPI outcomes for all school-based EL student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.7	Long Term English Learner (LTEL) Support	<p>The EL Programs Office will coordinate multiple support structures for Long Term English Learners (LTELs). Teacher professional development on the use of integrated ELD in core content to target the needs of LTELs in secondary classrooms will be a focal point for student group outcome improvement. Targeted intervention during the school day will be provided through Title III funds supporting LTELs at high need schools. Progress monitoring will be conducted through the use of the ELLevation platform, connecting student performance to strategy implementation. Family nights supporting LTEL students and families are planned to increase awareness around reclassification criteria and support LTEL family needs.</p>	\$34,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In addition to serving the needs of identified LTEL students, school level EL student groups scoring in the Red performance level on ELA and ELPI will be served via this action. Therefore this action will contribute to improvement within Academic Indicator and ELPI outcomes for all school-based EL student groups performing in the Red performance level as noted in the Measuring and Reporting Results section for Goal 1.</p>		
1.8	Dual Immersion Program	<p>The Dual Immersion (DI) program continues to expand within the district. Participating LI, EL, and FY students in the DI program have the opportunity to learn academic content while acquiring the Spanish language. The DI program was in place at one elementary school and one middle school in 2023-24, and expanded to the feeder high school in 2024-25. In addition, a second elementary school started the DI program in TK and Kindergarten in 2024-25. 2026-27 will continue program expansion to an additional grade level of students in each feeder program. A federally funded TOSA will be provided to support the DI program, providing instructional supports and professional development for DI teachers. Transportation costs are included to provide program access to students who live outside of DI program host schools boundaries.</p>	\$3,386,502.00	Yes
1.9	High School Graduation and A-G Support	<p>An additional counselor is supported at each of the four comprehensive high schools to support LI, EL, and FY ninth and tenth grade students who have been identified as at-risk of not meeting A-G or UC/CSU entrance requirements based on number of credits earned, current course grades, and chronic absenteeism rates.</p> <p>The Edgenuity program is funded to support LI, EL, and FY students with credit recovery. The Mission Graduate program supports students in graduating high school and becoming A-G ready via work with a tutor and the Edgenuity system. Extended school year opportunities are funded to provide high needs students opportunities for credit recovery or credit acceleration.</p>	\$3,379,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>AVID programs continue to be supported, focused on an equitable, student-centered approach to college and career preparation for LI, EL, and FY students. Additional counselor time and AP/IB/PSAT exam fee support is also funded.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for the AI student group as well. Student groups reporting in the Red performance level in Graduation Rate and/or the Very Low performance level on the CCI at both the district and school levels are supported through this action.</p>		
1.10	CTE Programs	<p>Administrative, certificated, and classified personnel are fully or partially funded to support the Career and Technical Education Programs districtwide. Various professional development opportunities, programs, and supplies are also supported, along with a federally funded TOSA to support implementation. Work Based Learning teachers support students internship opportunities connected with CTE programs in local businesses. These programs serve significant numbers of LI, EI, and FY students and provide access to CCI qualification criteria.</p>	\$2,916,296.00	Yes
1.11	Broad Course of Study and Class Size Reduction	<p>Additional teaching staff are hired to support class size reduction efforts at middle and high schools so that staff can more effectively address the needs of LI, EL, and FY students, increase access to a broad course of study, and improve classroom climate. Additional staffing results in class size reductions from the district teacher allotment formula in core courses (e.g. English 1, IM 1) while expanding course offerings during other daily periods as part of providing a broad course of study in the secondary school setting. Additional elementary teachers are funded to reduce and/or eliminate combination classes.</p>	\$7,177,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Inclusion Instructional Model Support Personnel	<p>Coaches, an assistive technology TOSA, a program specialist, and a coordinator continue to provide support to elementary and secondary teachers in inclusive practices and instructional models effective for students with diverse learning needs. Supports include assistance with classroom management, technology support, lesson planning with integration of Universal Design for Learning concepts, and specific nuances focused on ensuring the varied support needs of LI, FY, and EL students are effectively met.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for the AI student group as well. Student groups reporting in the Red performance level in the Academic Indicator at both the district and school levels are supported through this action.</p>	\$1,291,973.00	Yes
1.13	Supplemental Inclusion Instructional Model Staffing	<p>To address the varied intervention needs of LI, EL, and FY students, partial salaries are funded to allow for the hiring of additional general education teachers and special education teachers to support the needs of LI, EL, and FY students through inclusion instructional models. These teachers work collaboratively to further develop inclusionary practices and implement Universal Design for Learning concepts, ensuring LI, EL, and FY student access to grade level standards content while receiving individualized support. Stipends are provided to special education teachers to support additional collaboration and consultation time with general education teachers in implementing systems and practices for inclusive classrooms to support LI, EL, and FY students with diverse learning needs.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the</p>	\$1,719,686.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are expected to improve outcomes for the AI student group as well. Student groups reporting in the Red performance level in the Academic Indicator at both the district and school levels are supported through this action.</p>		
1.14	School Site Allocations	<p>School sites are allocated funds based on high needs student percentages. Each school site will receive LCFF funding to support actions that directly target school needs and student group needs as identified in the School Plan for Student Achievement (SPSA) needs assessment process. Annually, schools complete a thorough needs assessment which includes a review of LI, EL, and FY student performance. Based on the needs assessment each school site works with their school site council to develop a SPSA which includes targeted actions to address the needs of their targeted student groups including LI, EL, and FY. Actions commonly included in PSUSD SPSAs supported with LCFF funds include: intervention teachers, academic coaches, extended day interventions, bilingual aide support, and additional counselor or additional mental health support. All school SPSAs are reviewed by the Educational Services Department to ensure alignment with the district LCAP. Final approval of each school SPSA is granted by the PSUSD Board of Education.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on the needs of LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. District and school level student groups scoring in the Red performance level on ELA and mathematics will also be served via this action, with specific actions, metrics, and desired outcomes noted within each school's SPSA.</p>	\$5,421,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Recruit & Retain Highly Qualified Staff	<p>Reflective Coaches continue to support primarily newly hired teachers in their first and second year in the profession, working to ensure that all students have equitable access to effective teachers. Human Resources (HR) administrators work to ensure the recruitment and retention of highly qualified certificated staff. Classified HR specialists support recruiting and processes related to both certificated and classified staff. Professional development funds are provided to support staff training in topics including but not limited to leadership development, teacher induction training, and position-specific training for certificated staff.</p> <p>In conjunction with funding via multiple grants and federal funds, the district continues to operate a Teacher Residency Program. Supported by a program dedicated Teacher on Special Assignment (TOSA), the Teacher Residency Program creates a pipeline of teaching candidates through year-long residency placements in high need positions such as special education, mathematics, science, and transitional kindergarten.</p>	\$2,851,058.00	Yes
1.16	Kindergarten Support	<p>LI, EL, and FY students in each full-day Kindergarten classroom receive support provided by paraprofessionals. These positions collaborate with the classroom teacher and provide support via small group work or individualized support, depending on the needs of the students.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the Fall 2024 Dashboard results. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however, the resources dedicated to this action are expected to improve outcomes for AI students in early reading and mathematics skills as well.</p>	\$1,298,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Enhanced Elementary Learning Opportunities	<p>PSUSD continues to provide additional music teachers, allowing all TK-5 LI, EL, and FY students to receive music instruction once a week by a certificated music teacher. Physical education teachers provide 200 minutes of physical education by a certificated P.E. teacher to LI, EL, and FY elementary students every ten days. Fifteen elementary STEAM Teachers continue to provide LI, EL, and FY students at every elementary school site with weekly instruction in applied lessons in topics of science, technology, engineering, arts, and mathematics. These staff members and their related programs create additional grade-level collaboration opportunities for TK-5 teachers to plan around addressing the needs of LI, EL, and FY students. Funding for materials, supplies, and licenses for content-related resources support these programs.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however, the resources dedicated to this action are expected to improve outcomes for AI students in early reading and mathematics skills as well.</p>	\$6,564,552.00	Yes
1.18	Arts Education and Enrichment	<p>Various art enrichment opportunities and experiences are provided to LI, EL, and FY students throughout the district, organized by the Coordinator of Visual and Performing Arts. Various enrichment opportunities for middle and high school students are supported to ensure that our LI, EL, and FY students have access to a broad course of study that includes arts exposures. Secondary band and choir programs are provided with additional supplies and materials to support the effective implementation of these programs.</p>	\$922,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Expanded Learning Program	<p>The Director of Expanded Learning develops and supports academic and enrichment programs, integrating the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) learning programs to extend and expand learning opportunities for LI, EL, and FY students before school, after school, and during intersession periods. Program funded staff are provided to support program management. As of the time of plan writing, the official 2026-27 funding results for ELOP and ASES were not yet available from the CDE, therefore, initial 2026-27 program budgets are identified for this action within the LCAP plan document. Additional information regarding ELOP and ASES services can be found within the district's ELOP plan.</p>	\$25,370,340.00	No
1.20	Technical Assistance - Academics	<p>PSUSD was identified for Differentiated Assistance (DA) for the FY and AI student group based on the Fall 2024 Dashboard results. Due to improvement in results for the FY and AI student groups on the Fall 2025 Dashboard, PSUSD moved to a "Year 2" status for DA in the 2025-26 academic year. PSUSD has worked with the Riverside County Office of Education (RCOE) on multiple structures as part of technical assistance in academics. This collaboration has included a transcript analysis process at the high school level and ongoing support for elementary school literacy plans through the Literacy Coach and Reading Specialist (LCRS) grant program. Implementation of planned system improvements resulting from the transcript analysis will be continued at high schools at no additional cost to the district, focusing on addressing barriers for students in meeting both graduation requirements and UC/CSU eligibility criteria. Ongoing support will occur in 2025-26 for literacy plan development in all elementary schools as an extension of implementing LCRS-funded actions at no additional cost to the district, leading to improved results in state and local ELA performance. Funding noted represents the remaining collective LCRS grant funding across eligible PSUSD elementary schools.</p>	\$2,148,213.00	No

Action #	Title	Description	Total Funds	Contributing
1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	<p>PSUSD has developed a Compliance and Improvement Monitoring (CIM) plan to address the needs of SWD and systemic program improvements across the district. The CIM Team, including support from Riverside County SELPA and the System Improvement Leads Project, reviews each action within the plan during regularly scheduled meetings, utilizing progress monitoring data to drive next steps in implementation. Data used in these reviews includes, but is not limited to, academic performance data, placement data to monitor least restrictive environment placement rates, and observational data regarding implementation of strategies across the system. Noted action funding includes Assistant Director and Program Specialist salaries for positions that are primarily responsible for implementation and monitoring progress of the CIM plan. An internal program study was conducted in 2025-26, resulting in structural changes to the Special Education Department which will aide in plan implementation and additional programmatic improvements through CIM planning and progress monitoring processes.</p> <p>This action is primarily focused on improving performance for the SWD student group across academic measures. Outcomes for this action are measured per CIM plan metrics, including but not limited to increasing the percentage of SWD participation in general education classrooms, improving monitoring of individualized performance levels, and the alignment of current performance levels in IEP goal development. Dashboard indicators reporting in the Red performance level for SWDs at both district and school site levels, as identified in the Measuring and Reporting Results section of both Goal 1 and Goal 3, are expected to be positively impacted by this action.</p>	\$466,141.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Goal 2 metrics are used to guide actions to continuously improve outcomes for LI, EL, and FY students through supporting family and community engagement. Actions are responsive to family, student, and community needs based on regular and ongoing educational partner input and feedback. The district continues to effectively implement the Parent Advisory Committee (PAC) model, with educational partner feedback continuing to be positive regarding these meetings and input sessions. Educational partner input continues to identify the Family Center as a positive support within the district, providing a variety of services and adjusting programming to meet every-changing families needs. Services within the Family Center include a continuation of workshops, trainings, and parent courses across a variety of topics and areas of interest that support their children's learning. Parent and family perceptions of the district's communication systems have continued to improve over time, however input continues to identify a need for the district to increase the quality and accessibility of communication between schools and parents.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Participation in Educational Partner Input Processes	Winter 2024 LCAP Input Surveys Total Family Surveys Submitted: 2,775 Total Community Member Surveys Submitted: 7	Winter 2025 LCAP Input Surveys Total Family Surveys Submitted: 2,755 Total Community Member Surveys Submitted: 1	Winter 2026 LCAP Input Surveys Total Family Surveys Submitted: 2,791 Total Community Member Surveys Submitted: 0	2026-2027 LCAP Input Surveys Maintain or increase family survey completion from 2024-2025.	Change Results 16 more total responses for Family Surveys since baseline, with continued minimal community participation.
2.2	Family Perception of School Connectedness via School Climate Survey Percentage of families reporting favorably regarding School Connectedness (Sense of Belonging)	Winter 2024 Sense of Belonging (School Connectedness)- 93% of families responded favorably (2,775 responses)	Winter 2025 Sense of Belonging (School Connectedness)- 95% of families responded favorably (2,755 responses)	Winter 2026 Sense of Belonging (School Connectedness)- 95% of families responded favorably (2,791 responses)	Winter 2027 Survey Maintain or increase the percentage of families responding favorably for Sense of Belonging (School Connectedness) from Winter 2024 levels.	Change Results +2.0 points increase since baseline.
2.3	Family Perception of School Safety via School Climate Survey Percentage of families reporting favorably regarding School Safety	Winter 2024 School Safety- 92% of families responded favorably (2,775 responses)	Winter 2025 School Safety- 94% of families responded favorably (2,755 responses)	Winter 2026 School Safety- 96% of families responded favorably (2,791 responses)	Winter 2027 Survey Maintain or increase the percentage of families responding favorably for School Safety from Winter 2024 levels.	Change Results +4.0 points increase since baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Family Perception of School Climate of Support for Academic Learning via School Climate Survey Percentage of families reporting favorably regarding School Climate of Support for Academic Learning	Winter 2024 School Climate of Support for Academic Learning- 93% of families responded favorably (2,775 responses)	Winter 2025 School Climate of Support for Academic Learning- 95% of families responded favorably (2,755 responses)	Winter 2026 School Climate of Support for Academic Learning- 96% of families responded favorably (2,791 responses)	Winter 2027 Survey Maintain or increase the percentage of families responding favorably for School Climate of Support for Academic Learning from Winter 2024 levels.	Change Results +3.0 points increase since baseline.
2.5	Number of PTA/PTO/PTG	2023-2024 12 active PTA/PTO/PTG groups at school sites.	2024-2025 11 active PTA/PTO/PTG groups at school sites.	2025-2026 12 active PTA/PTO/PTG groups at school sites.	2026-2027 Maintain or increase number of active PTA/PTO/PTG groups from 2024-2025 rate	Change Results The number of PTA/PTO/PTG groups remained the same from baseline.
2.6	Number of active district advisory/action committees managed by the Family Center	2023-2024 9 advisory groups involving parents were managed by the Family Center.	2024-2025 3 advisory groups involving parents were managed by the Family Center.	2025-2026 4 advisory groups involving parents were managed by the Family Center.	2026-2027 Maintain or increase number of active district advisory/action committees from 2024-2025 rate	Change Results There was a restructuring of the parent groups, which accounts for the difference in the total number of groups.
2.7	Number of Family Center coordinated events (conferences, workshops, meetings)	2023-2024 266 total conference, workshops, and meeting events coordinated through the Family Center.	2024-2025 190 total conference, workshops, and meeting events coordinated through the Family Center.	2025-2026 18 total conference, workshops, and meeting events coordinated through the Family Center.	2026-2027 Maintain or increase number of Family Center coordinated events from 2024-2025 rate	Change Results Family Center focus narrowed in 2025-26 due to leadership changes, more accurate services counting, and work

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						alignment towards site support.
2.8	Number of parents/guardians attending one or more Family Center sponsored event	2023-2024 3,677 parents/guardians attended one or more Family Center sponsored events.	2024-2025 5,093 parents/guardians attended one or more Family Center sponsored events.	2025-2026 1,867 parents/guardians attended one or more Family Center sponsored events.	2026-2027 Maintain or increase number of parents attending one or more Family Center sponsored events from 2024-2025 rate	Change Results Declines in attendance in 2025-26 were due to multiple factors, including a reduction in Family Center events and focus transition to site support.
2.9	Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 1 Building Relationships Between School Staff and Families	2023-2024 Priority 3 Local Indicator Reflection Tool Section 1: 1 item in Full Implementation 3 items in Initial Implementation	2024-2025 Priority 3 Local Indicator Reflection Tool Section 1: 2 item in Full Implementation 2 items in Initial Implementation	2025-2026 Priority 3 Local Indicator Reflection Tool Section 1: 2 item in Full Implementation 2 items in Initial Implementation	2026-2027 Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 1	Change Results LEA's efforts towards 2-way communication moved from a 3 to a 4 in the reflection tool during the three year period.
2.10	Parental Involvement and Family Engagement (LCFF Priority 3 Reflection Tool) - Section 2 Building Partnerships for Student Outcomes	2023-2024 Priority 3 Local Indicator Reflection Tool Section 2: 2 items in Full Implementation 2 items in Initial Implementation	2024-2025 Priority 3 Local Indicator Reflection Tool Section 2: 4 items in Full Implementation	2025-2026 Priority 3 Local Indicator Reflection Tool Section 2: 3 items in Full Implementation 1 items in Initial Implementation	2026-2027 Full Implementation or Full Implementation and Sustainability ratings in all areas on the Priority 3 Local Indicator Reflection Tool for Section 2	Change Results Progress with families and parent training in legal rights increased scores to 4, reporting overall improvement since baseline year.
2.11	Parental Involvement and Family Engagement	2023-2024 Priority 3 Local Indicator	2024-2025 Priority 3 Local Indicator	2025-2026 Priority 3 Local Indicator	2026-2027	Change Results

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

Goal Analysis [2025-26]

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.

PSUSD has a long history of prioritizing parent engagement through providing services and supports based on educational partner input. Goal 2 actions continue to address changing student and family needs, adjusting as needed throughout the year to address newly identified needs while maintaining effective practices. Planned actions and services designed in Goal 2 were fully implemented during the 2025-26 academic year. General implementation information is noted below for each Goal 2 action.

The district's Family Center continued to provide a range of interactive engagement activities, including collaborative parent groups, advisory committees, workshops, classes, and services for parents and families of LI, EL, and FY students (Actions 2.1). Centralized workshops continued to be provided, including citizenship classes, English as a second language courses, parenting classes, and nutrition workshops. Active parent advisory committees (PACs) coordinated by the Family Center include ongoing groups such as the African American Parent Advisory Committee (AAPAC), Special Education PAC, and the LCAP Parent Ambassadors. PACs remained focused on providing input towards actions that the district could implement to best meet the needs of students, with a primary focus on the needs of LI, EL, and FY students within each focus group. The Family Center also provided larger scale events, partnering with community agencies and other PSUSD departments to connect families to a wide variety of services in our local communities.

Services from the Family and Community Engagement (FACE) Specialists continued through the 2025-26 school year (Action 2.2). FACE Specialists continued to provide direct support to parents and families, collaborated with school staff to conduct family events at the school sites, and assisted with centralized services and workshops throughout the year.

PSUSD continued to improve districtwide communication systems in 2025-26 (Action 2.3). The Digital Media Specialist continued to provide guidance and support to school sites on how to better utilize social media communication channels and improved the district's presence through these communication channels. The ParentSquare program continued to be used as the primary communication tool connecting

families with the district and school sites. Parent training sessions continued to be offered to support families in accessing the platform and understanding the format. Parents continued to identify a positive increase in communication flow from schools and the district through the use of the system and a desire for diversified communication opportunities such as traditional flyers and phone calls in addition to digital correspondence.

Diversity and equity work continued through the 2025-26 academic year (Action 2.4). The Conscious Education program continued to provide training in bias and understanding cultural differences. Equity leads at each school site met throughout the year to discuss equity-related topics and support staff in addressing related topics. The PSUSD Equity Conference was also successfully held in November 2025, connecting diversity and equity topics with local context as part of improving outcomes for LI, EL, and FY students of all backgrounds.

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.

PSUSD received \$1,883,838 less in supplemental and concentration funds in 2025-26 than originally budgeted in the LCAP due to declining enrollment and shifts in population demographics. This significant budgetary change mid-year had some impact on the overall plan, however programs were not adversely impacted during the school year due to precautionary budgetary steps taken throughout the 2025-26 academic year. Various expiring funding resources were maximized and budgets adjusted as needed to continue to support program continuity and ensure that LI, EL, and FY services were generally uninterrupted.

Various differences between budgeted and actual expenditures did occur during the 2025-26 school year within Goal 2 actions as services adjusted to changing student needs. Although material differences aligned to programmatic cost were present, actions or services provided to LI, EL, and FY students during the school year were generally implemented as initially designed. All shifts in funding within Goal 2 actions due to program adjustments and changes in costs are indicated on the budget and estimated actuals values reported for each action on the 2025-26 Action Tables within this plan document. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 2.1: District Parent Engagement Center

Budgeted Expenditures: \$494,531

Estimated Actual Expenditures: \$639,390

Material Difference: \$144,859

Explanation: Additional funds from positional changes in Action 2.2 were moved to Action 2.1 to support additional family engagement programming costs

Action 2.2: School Site Parent Support Staff

Budgeted Expenditures: \$1,234,978

Estimated Actual Expenditures: \$1,046,849

Material Difference: \$188,129

Explanation: Positional transitions within the Family Center team resulted in less salary and benefits expenditures than originally budgeted

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

Although actions in Goal 2 contribute to Dashboard outcomes, most measures used for Goal 2 relate directly to parent, family, and community perceptions of district services and offerings. Additional information related to LCFF Priority 3: Family Engagement can be viewed on the California School Dashboard as a local indicator via the CDE-provided reflection tool. In addition to the listed metrics, educational partner input and feedback during the LCAP input collection process are also considered when determining whether progress is being made towards the district's goal of collaborating with families and communities to maintain positive involvement and engagement.

Winter 2026 family survey participation rates continued to be at a similar rate as compared to prior years, with 2,775 completed in the baseline Winter 2024 administration, 2,755 in the Winter 2025 survey, and 2,791 in 2026. As noted in past years, these participation rates continue to indicate success in survey participation overall, as survey counts continue to remain steady even though the district has been experiencing declining enrollment over multiple years. Survey results in areas of family sense of belonging (95% favorable, +2.0% since baseline), school safety (96% favorable, +4.0% since baseline), and school climate of support for academic learning (96% favorable, +3.0% since baseline) from the Winter 2026 surveys report improved results from both the prior year and from baseline. These results continue to indicate a pattern of effectiveness in maintaining positive family perception of schools, which Goal 2 actions directly impact. Educational partner feedback during parent meetings over the course of the year continues to be generally positive about the district's efforts in these areas, which align with the survey results.

The Family Center continues to receive positive feedback regarding programs and services (Action 2.1). Participation in Family Center events continued to be high throughout the year, with filled workshop sessions and large attendance numbers at various resource events. Examples include the citizenship classes, ESL classes, ongoing Parent Advisory Committee (PAC) structures, and the Community Giving Day event which featured over 1,000 attendees. Educational partner input from both in-person feedback sessions and survey results indicate positive feedback regarding the offerings and supports provided by family engagement staff and excitement about potential future offerings. Family Center activities and efforts have led to improvement in the LCFF Priority 3 local indicator reflection tool results related to family engagement, increasing results from seven areas noted as fully implemented in 2023-24 to nine in 2025-26. Recent improvements in LCFF Priority 3 local indicator ratings noted effective 2-way communication and effective support with parent training in legal rights.

Educational partner feedback regarding the work of the FACE Specialists and bilingual office technicians also continued to be positive through 2025-26 (Action 2.2). Spanish-speaking families indicated that Spanish-speaking staff in the office increases the feeling of being welcomed at the school site and being supported with any needs. Parent survey results continue to indicate high favorability rates in school connectedness (95% favorable in Winter 2026) indicating effectiveness in providing parent support at the school level by FACE Specialists. FACE Specialist and bilingual office technician work also contributes to high ratings of survey results related to staff treating parents with respect (97% favorable), feeling that school staff is helpful (96% favorable), and feeling welcome to participate at school (95% favorable) per Winter 2026 survey results.

Communication efforts continued to improve and evolve throughout the 2025-26 academic year (Action 2.3). The district's communication systems via social media channels have continued to improve through the work of the Digital Media Specialist, with regular information continuing to be disseminated via Facebook, Instagram, and X. ParentSquare continues to act as the district's unified communication system between families and schools, and has generally been well received by families. Feedback noted that information is received frequently through the system and positively noting the ability to communicate directly with teachers. Some inconsistencies were reported in different levels of usage between school sites, identifying a need for continued improvement along with more varied approaches to communication. As

noted previously, ratings for quality 2-way communication increased to a full implementation status in 2025-26 for the LCFF Priority 3 local indicator report, directly connected to effective communication systems developed through this action.

District equity initiatives continued to be positively received throughout the 2025-26 academic year. The Equity Conference featured multiple sessions and community partner participation, allowing the 400 attendees to discuss topics and hear perspectives from multiple viewpoints. Equity leads worked together to analyze school results and programs to identify and address performance gaps and experience differences between student groups. Conscious Education training continued throughout the year, continuing to support staff in confronting their own biases as part of providing students with a more equitable school experience. Winter 2026 parent survey results indicate that 96% responded favorably regarding their child's background being valued at school, an increase of 1% from the prior year and an indication of continued improvement in creating equitable and welcoming environments that serve the needs of students from all backgrounds. Winter 2026 equity and inclusion results reported increases in favorability scores as compared to the prior year for all categories, indicating effective outcomes related to diversity and equity activities. Survey items related to Diversity and Equity resulted in a 1% increase, Cultural Awareness and Action items reported a 4% increase, and the SOGI Awareness and Action cluster reported a 2% increase from the prior year.

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.

Goal 2 actions continue to be adjusted for improved effectiveness in providing supports to parents. In all cases, action funding levels have been adjusted as appropriate to account for overall budget reductions due to declining enrollment and changing district demographics. Also factored in are increasing costs for both staffing and related program materials.

Action 2.1 (District Parent Engagement Center) will remain mostly unchanged for the 2026-27 academic year, with the Family Center continuing to provide resources and workshops for families to support their children's learning. Action 2.2 (School Site Parent Support Staff) will also remain unchanged, with the FACE Specialists and bilingual support staff continuing to provide services at their assigned locations.

Action 2.3 (Communication) will also continue to operate in the 2026-27 academic year. This action will report an increase in funding due to the renewal of the contract for the district's centralized communication platform, previously funded through other expiring resources.

Action 2.4 (Diversity and Racial Equity) will feature some adjustment including a title change to "Diversity and Equity". Services in this area are becoming more embedded into the systems and processes of the district, therefore the action focus will adjust to represent support for on-going initiatives. The previously implemented Equity Conference will no longer be offered through these resources, however trainings including the Conscious Education program will continue.

An error was identified in the Target for Year 3 Outcome column of the Monitoring and Reporting Results section. Dates for these targets indicated the 2025-26 academic year results as year three rather than the 2026-27 results. Dates were updated to 2026-27 in this column as a correction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Family Engagement Center	The PSUSD Family Engagement Center provides services to LI, EL, and FY student families and facilitates multiple committees and workshops. A Parent Engagement Coordinator and Family Engagement Center staff develop these engagement opportunities in response to educational partner input and family needs. Funding is provided for these positions and operational funds to provide services and workshops.	\$523,972.00	Yes
2.2	School Site Parent Support Staff	Coordinated through the Family Engagement Center, Family and Community Engagement (FACE) Specialists are assigned to support school sites in the active engagement of families and community partners. FACE Specialists focus on the active engagement of LI, EL, and FY families through direct family contact, messaging via ParentSquare and other communication methods, and holding site-based parent and family events and workshops. Bilingual office technicians are provided at five high priority elementary schools to facilitate daily parent engagement through oral and written translation and support, primarily focused on supporting our EL families.	\$1,051,030.00	Yes
2.3	Communication	In response to educational partner input, improvements will continue to be made to communication structures in order to develop a single cohesive communication system for district families. The district's communications team is focused on expanding communications across platforms including improving accessibility for LI, EL, and FY parents and families. Support is also provided to school sites in further developing their online communications systems and social media footprint to further support two-way communication with parents and families. Ongoing use and training related to ParentSquare will be provided through the Family Engagement Center and school site personnel.	\$788,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Diversity and Equity	Under the direction of the Director of Title IX and Compliance, the district's diversity and equity initiatives will continue to focus on the active engagement of staff and district educational partners in developing and using culturally-responsive methodologies. These activities will focus on ensuring that all district campuses are welcoming environments, broadening awareness, and providing strategies for inclusion. Specialists will act as direct contact for this work, supporting LI, EL, and FY students, families, and staff, in exploring related topics through various initiatives. Conscious Education training for staff will continue to be provided as part of building awareness of biases and cultural differences.	\$463,724.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- The needs assessment conducted in preparation for the 2025-2026 version of the LCAP identified the following:
1. The district has no student groups identified for Differentiated Assistance based on the results of the Fall 2025 Dashboard.
 2. Chronic absenteeism rates saw the most improvement for the district based on 2024-25 outcomes. Per the Fall 2025 Dashboard, PSUSD's "all students" group reported in the Yellow performance level for chronic absenteeism (27.3%). Ten district student groups reported in the Yellow performance level for this indicator, and seventeen schools reported in the Yellow performance level, with one school reporting in the Blue performance level, for the "all students" group.
 3. Suspension rates on the Fall 2025 Dashboard reported at 4.4%, placing the district in the Green performance level. Outcomes for student groups vary in this measure, indicating a continuing need for differentiated supports and MTSS structures to create equitable outcomes and address individual student needs.
 4. Dropout rates declined in 2024-25 compared to the 2023-24 school year. This rate has improved since the pandemic, indicating that support for struggling students has been successful.
 5. Perceptions of school safety in the Winter 2026 student surveys were similar to Winter 2025 results. 61% of elementary students rated safety items favorably, declining 3% points from the prior year's result. Secondary ratings increased 3%, from 69% in 2025 to 72% in 2026. Additional work is still needed in school safety to increase positive survey response rates and leverage the improvement seen at both the elementary and secondary levels on the 2026 survey.

6. Student perceptions of school connectedness also reported similar levels in 2025. 72% of elementary students rated school connectedness items favorably, which is no change from the prior year's result. Secondary ratings increased 4%, from 54% in 2025 to 58% in 2026. Efforts have commenced to better connect students with schools, however, continuing improvements are needed in creating welcoming, positive, and supportive environments.
7. Educational partner input and feedback continue to prioritize a need for additional mental health, physical health, and social-emotional learning support for LI, EL, and FY students while at school.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate-District Source: 2023 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 6.9% (Orange) English Learners (EL): 6.1% (Orange) Hispanic (HI): 6.6% (Orange) African American (AA): 15.4% (Red) Socioeconomically Disadvantaged (SED): 7% (Orange) Students with Disabilities (SWD): 9.1% (Red) Foster Youth (FY): 17.9% (Red) American Indian (AI): 7.1% (Yellow)	Fall 2024 CA School Dashboard ALL: 5.3% (Yellow) EL: 4.9% (Yellow) HI: 5.2% (Yellow) AA: 9.3% (Yellow) SED: 5.5% (Yellow) SWD: 7.9% (Yellow) FY: 13.5% (Yellow) AI: 12.6% (Red)	Fall 2025 CA School Dashboard ALL: 4.4% (Green) EL: 4.2% (Green) HI: 4.1% (Green) AA: 8.6% (Orange) SED: 4.5% (Green) SWD: 5.9% (Yellow) FY: 9.9% (Yellow) AI: 9.2% (Orange)	Fall 2026 CA School Dashboard All Students (ALL): 6.0% (Yellow, -0.3% per year) English Learners (EL): 5.2% (Yellow, -0.3% per year) Hispanic (HI): 5.7% (Yellow, -0.3% per year) African American (AA): 9.4% (Yellow, -2.0% per year) Socioeconomically Disadvantaged (SED): 6.1% (Yellow, -0.3% per year)	Fall 2025 CA School Dashboard, Change Results ALL: -2.5% pts EL: -1.9% pts HI: -2.5% pts AA: -6.8% pts SED: -2.5% pts SWD: -3.2% pts FY: -8.0% pts AI: +2.1% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities (SWD): 6.1% (Yellow, -1.0% per year) Foster Youth (FY): 11.9% (Yellow, -2.0% per year) American Indian (AI): 6.2% (Yellow, -0.3% per year)	
3.2	Suspension Rate- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2023 CA School Dashboard Elementary Schools Cabot Yerxa SWD: 10.8% (Red) AA: 8.5% (Red) Julius Corsini ALL: 3.3% (Red) SED: 3.5% (Red) WH: 7% (Red) Vista del Monte WH: 8.6% (Red) Middle Schools Desert Springs ALL: 18.2% (Red) SED: 18.4% (Red) EL: 15.7% (Red) HOM: 19.8% (Red) SWD: 21.8% (Red) AA: 28.6% (Red) HI: 17.5% (Red)	Fall 2024 CA School Dashboard Elementary Schools Cabot Yerxa SWD: 12.0% (Red) AA: 6.3% (Orange) Julius Corsini ALL: 3.0% (Green) SED: 3.0% (Green) WH: 9.1% (Red) Vista del Monte WH: 7.5% (Orange) Middle Schools Desert Springs ALL: 10.2% (Yellow) SED: 10.6% (Yellow)	Fall 2025 CA School Dashboard Elementary Schools Cabot Yerxa SWD: 8.3% (Orange) AA: 14.5% (Red) Julius Corsini ALL: 1.3% (Green) SED: 1.4% (Green) WH: 4.9% (Yellow) Vista del Monte WH: 12.5% (Red) Middle Schools Desert Springs ALL: 8.9% (Yellow) SED: 8.9% (Yellow) EL: 7.3% (Green)	Fall 2026 CA School Dashboard Elementary Schools Cabot Yerxa SWD: 7.8% (Yellow, -1.0% per year) AA: 7.6% (Orange, -0.3% per year) Julius Corsini ALL: 2.4% (Green, -0.3% per year) SED: 2.6% (Green, -0.3% per year) WH: 4% (Orange, - 1% per year) Vista del Monte WH: 5.6% (Yellow, -1% per year) Middle Schools	Fall 2025 CA School Dashboard, Change Results Elementary Schools Cabot Yerxa SWD: -1.7% pts AA: +6.0% pts Julius Corsini ALL: -2.0% pts SED: -2.1% pts WH: -2.1% pts Vista del Monte WH: +3.9% pts Middle Schools Desert Springs ALL: -9.3% pts SED: -9.5% pts EL: -8.4% pts HOM: -8.5% pts SWD: -9.1% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
		WH: 16.7% (Red) James Workman ALL: 13.8% (Red) SED: 13.9% (Red) EL: 17.4% (Red) HOM: 12.5% (Red) FI: 15.2% (Red) HI: 14.1% (Red)	EL: 8.1% (Yellow) HOM: 11.6% (Yellow) SWD: 18.8% (Orange) AA: 20.0% (Orange) HI: 9.7% (Yellow) WH: 7.1% (Green)	HOM: 11.3% (Yellow) SWD: 12.7% (Orange) AA: 22.5% (Red) HI: 7.8% (Green) WH: 9.8% (Orange) James Workman ALL: 8.6% (Yellow) SED: 8.8% (Yellow) EL: 11.0% (Yellow) HOM: 13.4% (Orange) FI: 2.4% (Green) HI: 9.2% (Yellow)	Desert Springs ALL: 15.2% (Orange, -1% per year) SED: 15.4% (Orange, -1% per year) EL: 12.7% (Orange, -1% per year) HOM: 13.8% (Orange, -2% per year) SWD: 15.8% (Orange, -2% per year) AA: 13.6% (Yellow, -5% per year) HI: 11.5% (Yellow, -2% per year) WH: 13.7% (Orange, -1% per year)	AA: -6.1% pts HI: -9.7% pts WH: -6.9% pts James Workman ALL: -5.2% pts SED: -5.1% pts EL: -6.4% pts HOM: +0.9% pt FI: -12.8% pts HI: -4.9% pts Nellie Coffman SED: -5.0% pts HOM: -8.4% pts HI: -4.7% pts Painted Hills ALL: -4.2% pts SED: -4.3% pts HOM: -11.3% pts AA: -6.4% pts HI: -4.5% pts Raymond Cree ALL: -11.5% pts SED: -11.3% pts EL: -11.5% pts HOM: -14.4% pts SWD: -12.4% pts HI: -10.8% pts WH: -8.7% pts				
		Nellie Coffman SED: 12.2% (Red) HOM: 13.9% (Red) HI: 12.1% (Red)	James Workman ALL: 12.9% (Orange) SED: 13.1% (Orange) EL: 12.4% (Yellow) HOM: 14.9% (Red) FI: 9.8% (Yellow) HI: 12.9% (Orange)	Nellie Coffman SED: 7.2% (Green) HOM: 5.5% (Green) HI: 7.4% (Green)	James Workman ALL: 7.8% (Green, -2% per year) SED: 7.9% (Green, -2% per year) EL: 11.4% (Yellow, -2% per year) HOM: 9.5% (Yellow, -1% per year)	High Schools Cathedral City HS EL: 10.1% (Red)	Painted Hills ALL: 10.4% (Yellow) SED: 10.1% (Yellow) HOM: 16.5% (Orange) AA: 13.5% (Orange)	Painted Hills ALL: 11.7% (Orange) SED: 11.8% (Orange) HOM: 15.5% (Orange) AA: 20.5% (Red) HI: 10.6% (Orange)	James Workman ALL: 7.8% (Green, -2% per year) SED: 7.9% (Green, -2% per year) EL: 11.4% (Yellow, -2% per year) HOM: 9.5% (Yellow, -1% per year)	Raymond Cree ALL: -11.5% pts SED: -11.3% pts EL: -11.5% pts HOM: -14.4% pts SWD: -12.4% pts HI: -10.8% pts WH: -8.7% pts High Schools Cathedral City High
		Raymond Cree ALL: 17.7% (Red) SED: 17.3% (Red) EL: 18% (Red) HOM: 22.2% (Red) SWD: 20.7% (Red) HI: 16.2% (Red) WH: 14.4% (Red)	Nellie Coffman SED: 9.5% (Yellow) HOM: 9.8% (Yellow) HI: 9.2% (Yellow)	Painted Hills ALL: 10.4% (Yellow) SED: 10.1% (Yellow) HOM: 16.5% (Orange) AA: 13.5% (Orange)	James Workman ALL: 7.8% (Green, -2% per year) SED: 7.9% (Green, -2% per year) EL: 11.4% (Yellow, -2% per year) HOM: 9.5% (Yellow, -1% per year)	Raymond Cree ALL: -11.5% pts SED: -11.3% pts EL: -11.5% pts HOM: -14.4% pts SWD: -12.4% pts HI: -10.8% pts WH: -8.7% pts				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 10.5% (Red) SED: 10.6% (Red) FY: 32.4% (Red) HOM: 15.3% (Red) SWD: 18.8% (Red) AA: 29.4% (Red) Mt. San Jacinto HOM: 13.6% (Red) Palm Springs AA: 11.9% (Red) Rancho Mirage HS ALL: 12.8% (Red) SED: 13% (Red) HOM: 17.2% (Red) SWD: 21.3% (Red) AA: 31.6% (Red) HI: 13% (Red) WH: 11.8% (Red)	HI: 10.3% (Yellow) Raymond Cree ALL: 8.0% (Green) SED: 8.0% (Green) EL: 6.8% (Green) HOM: 5.5% (Green) SWD: 10.7% (Yellow) HI: 7.2% (Green) WH: 7.1% (Green) High Schools Cathedral City High EL: 8.3% (Yellow) Desert Hot Springs ALL: 7.4% (Yellow) SED: 7.4% (Yellow) FY: 17.4% (No color, 23 students) HOM: 8.7% (Yellow) SWD: 12.1% (Yellow) AA: 10.9% (Orange) Mt. San Jacinto HOM: 17.9% (Red) Palm Springs High	Raymond Cree ALL: 6.2% (Green) SED: 6.0% (Green) EL: 6.5% (Yellow) HOM: 7.8% (Orange) SWD: 8.3% (Yellow) HI: 5.4% (Green) WH: 5.7% (Green) High Schools Cathedral City High EL: 8.3% (Orange) Desert Hot Springs ALL: 5.5% (Green) SED: 5.6% (Green) FY: 13.6% (No color) HOM: 8.2% (Yellow) SWD: 6.5% (Yellow) AA: 13.1% (Red) Mt. San Jacinto HOM: 2.9% (Green) Palm Springs High AA: 6.5% (Yellow)	FI: 9.2% (Yellow, -2% per year) HI: 8.1% (Yellow, -2% per year) Nellie Coffman SED: 9.2% (Yellow, -1% per year) HOM: 9.4% (Yellow, -1.5% per year) HI: 9.1% (Yellow, -1% per year) Painted Hills ALL: 12.9% (Orange, -2% per year) SED: 10.1% (Yellow, -2% per year) HOM: 11.8% (Yellow, -5% per year) AA: 11.9% (Yellow, -5% per year) HI: 12.1% (Orange, -1% per year) Raymond Cree ALL: 11.7% (Yellow, -2% per year)	EL: -1.8% pts Desert Hot Springs ALL: -5.0% pts SED: -5.0% pts FY: -18.8% pts HOM: -7.1% pts SWD: -12.3% pts AA: -16.3% pts Mt. San Jacinto HOM: -10.7% pts Palm Springs High AA: -5.4% pts Rancho Mirage High ALL: -6.1% pts SED: -6.3% pts HOM: -5.9% pts SWD: -6.9% pts AA: -31.6% pts HI: -6.0% pts WH: -7.5% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AA: 9.8% (Yellow) Rancho Mirage High ALL: 9.8% (Yellow) SED: 10.0% (Yellow) HOM: 8.3% (Yellow) SWD: 20.4% (Orange) AA: 16.7% (Orange) HI: 10.2% (Yellow) WH: 6.1% (Yellow)	Rancho Mirage High ALL: 6.7% (Yellow) SED: 6.7% (Yellow) HOM: 11.3% (Red) SWD: 14.4% (Yellow) AA: 0.0% (No color) HI: 7.0% (Yellow) WH: 4.3% (Green)	SED: 11.3% (Yellow, -2% per year) EL: 12% (Yellow, -2% per year) HOM: 13.2% (Yellow, -3% per year) SWD: 11.7% (Yellow, -3% per year) HI: 13.2% (Orange, -1% per year) WH: 11.4% (Yellow, -1% per year) High Schools Cathedral City HS EL: 7.1% (Yellow, -1% per year) Desert Hot Springs ALL: 7.5% (Yellow, -1% per year) SED: 7.6% (Yellow, -1% per year) FY: 11.4% (Orange, -7% per year) HOM: 12.3% (Orange, -1% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 12.8% (Orange, -2% per year) AA: 14.4% (Orange, -5% per year) Mt. San Jacinto HOM: 10.6% (Orange, -1% per year) Palm Springs AA: 8.9% (Yellow, -1% per year) Rancho Mirage HS ALL: 9.8% (Yellow, -1% per year) SED: 10% (Yellow, -1% per year) HOM: 14.2% (Orange, -1% per year) SWD: 15.3% (Yellow, -2% per year) AA: 13.6% (Yellow, -6% per year) HI: 10% (Yellow, -1% per year) WH: 8.8% (Yellow, -1% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Expulsion Rates Source: CDE DataQuest Percentage of students expelled during the school year.	CDE DataQuest 2022-2023 ALL: 0.2% EL: 0.2% HI: 0.2% AA: 0.7% SED: 0.2% SWD: 0.1% FY: 0.6% AI: 1.2%	CDE DataQuest 2023-2024 ALL: 0.1% EL: 0.1% HI: 0.1% AA: 0.1% SED: 0.1% SWD: 0.0% FY: 0.6% AI: 0.0%	CDE DataQuest 2024-2025 ALL: 0.1% EL: 0.1% HI: 0.1% AA: 0.4% SED: 0.1% SWD: 0.0% FY: 0.0% AI: 0.0%	2026-2027 Results ALL: maintain under 0.5% EL: maintain under 0.5% HI: maintain under 0.5% AA: maintain under 0.5% SED: maintain under 0.5% SWD: maintain under 0.5% FY: 0.5% or less	CDE DataQuest, Change Results ALL: -0.1% pt EL: -0.1% pt HI: -0.1% pt AA: -0.3% pt SED: -0.1% pt SWD: -0.1% pt FY: -0.6% pt AI: -1.2% pts
3.4	Student Attendance Rate Source: Local Calculation Average percentage of students attending each school day.	Local Calculation 2022-2023 ALL: 88.2% EL: 88.4% HI: 88.3% AA: 84.7% SED: 89.4% SWD: 86.3% FY: 83.8% AI: 83.8% NOTE: 2022-2023 attendance rates were significantly impacted by health guidance rules for the academic year.	Local Calculation 2023-2024 ALL: 90.4% EL: 91.3% HI: 90.6% AA: 87.5% SED: 90.4% SWD: 88.9% FY: 87.8% AI: 88.0%	Local Calculation 2024-2025 ALL: 90.5% EL: 91.2% HI: 90.7% AA: 86.4% SED: 91.1% SWD: 88.5% FY: 85.9% AI: 86.0%	ALL: 95.0% or higher EL: 95.0% or higher HI: 95.0% or higher AA: 95.0% or higher SED: 95.0% or higher SWD: 95.0% or higher FY: 95.0% or higher	Local Calculation, Change Results ALL: +2.3% pts EL: +2.8% pts HI: +2.4% pts AA: +1.7% pts SED: +1.7% pts SWD: +2.2% pts FY: +2.1% pts AI: +2.2% pts
3.5	Chronic Absenteeism-District Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard ALL: 38.9% (Red) EL: 35.4% (Red) HI: 38.7% (Red) AA: 48.3% (Red)	Fall 2024 CA School Dashboard ALL: 35.2% (Yellow) EL: 30.1% (Yellow) HI: 34.7% (Yellow)	Fall 2025 CA School Dashboard ALL: 27.3% (Yellow) EL: 22.7% (Yellow) HI: 27.1% (Yellow)	Fall 2026 CA School Dashboard ALL: 29.9% (Yellow, avg -3.0% per year)	Fall 2025 CA School Dashboard, Change Results ALL: -11.6% pts EL: -12.7% pts HI: -11.6% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	SED: 39.1% (Red) SWD: 46.7% (Red) FY: 44.1% (Red) HOM: 47.7% (Red) FI: 16.8% (Red) TOM: 41.1% (Red) WH: 41.5% (Red)	AA: 47.0% (Yellow) SED: 35.6% (Yellow) SWD: 42.2% (Yellow) FY: 47.0% (Red) HOM: 38.3% (Yellow) FI: 14.0% (Yellow) TOM: 41.5% (Red) WH: 37.2% (Yellow)	AA: 39.5% (Yellow) SED: 27.5% (Yellow) SWD: 33.5% (Yellow) FY: 42.3% (Yellow) HOM: 30.1% (Yellow) FI: 7.9% (Green) TOM: 32.0% (Yellow) WH: 26.9% (Yellow)	EL: 24.4% (Yellow, avg -3.0% per year) HI: 29.7% (Yellow, avg -3.0% per year) AA: 27.3% (Yellow, avg -7.0% per year) SED: 27.1% (Yellow, avg -4.0% per year) SWD: 25.7% (Yellow, avg -7.0% per year) FY: 26.1% (Yellow, avg -6.0% per year) HOM: 29.7% (Yellow, avg -6.0% per year) FI: 10.8% (Yellow, avg -2.0% per year) TOM: 29.1% (Yellow, avg -4.0% per year) WH: 29.5% (Yellow, avg -4.0% per year)	AA: -8.8% pts SED: -11.6% pts SWD: -13.2% pts FY: -1.8% pts HOM: -17.6% pts FI: -8.9% pts TOM: -9.1% pts WH: -14.6% pts
3.6	Chronic Absenteeism-School and Student Group Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard Elementary Schools Agua Caliente ALL: 37.9% (Red)	Fall 2024 CA School Dashboard Elementary Schools Agua Caliente	Fall 2025 CA School Dashboard Elementary Schools Agua Caliente	Fall 2026 CA School Dashboard Elementary Schools Agua Caliente	Fall 2025 CA School Dashboard, Change Results Elementary Schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"	<p>SED: 37.6% (Red) EL: 33.1% (Red) HOM: 38.7% (Red) SWD: 47.2% (Red) HI: 37.1% (Red)</p> <p>Bella Vista ALL: 49.5% (Red) SED: 50.8% (Red) EL: 48.3% (Red) HOM: 60.8% (Red) SWD: 51.1% (Red) HI: 50.8% (Red) TOM: 45.3% (Red) WH: 51.4% (Red)</p> <p>Bubbling Wells ALL: 43.7% (Red) SED: 43.6% (Red) EL: 41.5% (Red) SWD: 53.8% (Red) HI: 43.2% (Red)</p> <p>Cabot Yerxa ALL: 49.8% (Red) SED: 49.7% (Red) EL: 41.6% (Red) HOM: 58.2% (Red) SWD: 43.5% (Red) AA: 50.0% (Red) HI: 49.9% (Red) WH: 38.1% (Red)</p> <p>Cahuilla ALL: 43.6% (Red) SED: 44.2% (Red) EL: 32.8% (Red)</p>	<p>ALL: 24.7% (Yellow) SED: 24.9% (Yellow) EL: 21.5% (Yellow) HOM: 20.9% (Orange) SWD: 32.8% (Orange) HI: 23.9% (Yellow)</p> <p>Bella Vista ALL: 48.2% (Orange) SED: 48.7% (Orange) EL: 42.9% (Yellow) HOM: 48.5% (Orange) SWD: 48.3% (Orange) HI: 49.0% (Orange) TOM: 46.5% (Red) WH: 44.9% (Orange)</p> <p>Bubbling Wells ALL: 37.6% (Yellow) SED: 37.6% (Yellow) EL: 34.3% (Yellow) SWD: 56.4% (Red) HI: 38.0% (Yellow)</p> <p>Cabot Yerxa</p>	<p>ALL: 19.8% (Yellow) SED: 19.9% (Yellow) EL: 14.6% (Yellow) HOM: 21.9% (Red) SWD: 25.9% (Orange) HI: 19.7% (Yellow)</p> <p>Bella Vista ALL: 24.0% (Yellow) SED: 24.7% (Yellow) EL: 17.6% (Yellow) HOM: 24.0% (Orange) SWD: 27.0% (Yellow) HI: 24.2% (Yellow) TOM: 17.8% (Yellow) WH: 20.0% (Yellow)</p> <p>Bubbling Wells ALL: 29.6% (Yellow) SED: 28.5% (Yellow) EL: 24.9% (Yellow) SWD: 41.5% (Orange) HI: 29.5% (Yellow)</p> <p>Cabot Yerxa</p>	<p>ALL: 28.9% (Yellow, avg -3.0% per year) SED: 28.6% (Yellow, avg -3.0% per year) EL: 24.1% (Yellow, avg -3.0% per year) HOM: 29.7% (Yellow, avg -3.0% per year) SWD: 26.2% (Yellow, avg -7.0% per year) HI: 28.1% (Yellow, avg -3.0% per year)</p> <p>Bella Vista ALL: 37.5% (Yellow, avg -4.0% per year) SED: 38.8% (Yellow, avg -4.0% per year) EL: 39.3% (Yellow, avg -3.0% per year) HOM: 45.8% (Yellow, avg -5.0% per year) SWD: 39.1% (Yellow, avg -4.0% per year)</p>	<p>Agua Caliente ALL: -18.1% pts SED: -17.7% pts EL: -18.5% pts HOM: -16.8% pts SWD: -21.3% pts HI: -17.4% pts</p> <p>Bella Vista ALL: -25.5% pts SED: -26.1% pts EL: -30.7% pts HOM: -36.8% pts SWD: -24.1% pts HI: -26.6% pts TOM: -27.5% pts WH: -31.4% pts</p> <p>Bubbling Wells ALL: -14.1% pts SED: -15.1% pts EL: -16.6% pts SWD: -12.3% pts HI: -13.7% pts</p> <p>Cabot Yerxa ALL: -5.4% pts SED: -5.2% pts EL: -1.2% pts HOM: -12.3% pts SWD: -0.6% pt AA: -7.6% pts HI: -5.2% pts WH: -2.6% pts</p> <p>Cahuilla ALL: -13.7% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 61.9% (Red) SWD: 52.7% (Red) AA: 52.2% (Red) HI: 41.7% (Red) WH: 52.8% (Red) Cathedral City ES ALL: 38.9% (Red) SED: 39.3% (Red) EL: 32.1% (Red) HOM: 42.2% (Red) SWD: 45.5% (Red) HI: 37.9% (Red) Della Lindley ALL: 34.8% (Red) SED: 35.4% (Red) EL: 30.2% (Red) HOM: 47.9% (Red) SWD: 47.7% (Red) HI: 34% (Red) WH: 46.5% (Red) Julius Corsini ALL: 56.8% (Red) SED: 56.7% (Red) EL: 51.9% (Red) SWD: 58% (Red) AA: 66.7% (Red) HI: 55.2% (Red) WH: 55.3% (Red) Katherine Finchy ALL: 35.6% (Red) SED: 35.6% (Red) EL: 28.3% (Red) HOM: 50% (Red)	ALL: 48.0% (Orange) SED: 47.8% (Orange) EL: 39.5% (Orange) HOM: 43.1% (Orange) SWD: 52.2% (Red) AA: 48.4% (Orange) HI: 47.0% (Orange) WH: 54.5% (Red) Cahuilla ALL: 38.7% (Yellow) SED: 39.9% (Yellow) EL: 28.4% (Orange) HOM: 41.7% (Orange) SWD: 49.2% (Orange) AA: 56.3% (Red) HI: 36.2% (Yellow) WH: 56.3% (Red) Cathedral City Elementary ALL: 32.5% (Yellow) SED: 32.3% (Yellow) EL: 23.2% (Yellow)	ALL: 44.4% (Yellow) SED: 44.5% (Yellow) EL: 40.4% (Red) HOM: 45.9% (Red) SWD: 44.1% (Orange) AA: 42.4% (Orange) HI: 44.7% (Orange) WH: 35.5% (Orange) Cahuilla ALL: 29.9% (Yellow) SED: 30.5% (Yellow) EL: 24.4% (Orange) HOM: 33.3% (Orange) SWD: 40.0% (Orange) AA: 41.7% (Orange) HI: 28.7% (Yellow) WH: 28.6% (Orange) Cathedral City Elementary ALL: 13.2% (Yellow)	HI: 40.3% (Yellow, avg -3.5% per year) TOM: 36.3% (Yellow, avg -3.0% per year) WH: 39.4% (Yellow, avg -4.0% per year) Bubbling Wells ALL: 34.7% (Yellow, avg -3.0% per year) SED: 34.6% (Yellow, avg -3.0% per year) EL: 32.5% (Yellow, avg -3.0% per year) SWD: 41.8% (Yellow, avg -4.0% per year) HI: 34.2% (Yellow, avg -3.0% per year) Cabot Yerxa ALL: 37.8% (Yellow, avg -4.0% per year) SED: 37.7% (Yellow, avg -4.0% per year) EL: 32.6% (Yellow, avg -3.0% per year)	SED: -13.7% pts EL: -8.4% pts HOM: -28.6% pts SWD: -12.7% pts AA: -10.5% pts HI: -13.0% pts WH: -24.2% pts Cathedral City Elementary ALL: -25.7% pts SED: -26.0% pts EL: -22.9% pts HOM: -29.8% pts SWD: -27.3% pts HI: -25.1% pts Della Lindley ALL: -10.8% pts SED: -11.1% pts EL: -7.8% pts HOM: -22.9% pts SWD: -23.0% pts HI: -11.0% pts WH: -14.0% pts Julius Corsini ALL: -9.6% pts SED: -8.9% pts EL: -10.8% pts SWD: -2.2% pts AA: No change HI: -11.0% pts WH: -12.8% pts Katherine Finchy ALL: -11.8% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 54.9% (Red) AA: 53.8% (Red) HI: 35.8% (Red) TOM: 36.4% (Red) WH: 32% (Red) Landau ALL: 33.5% (Red) SED: 33.5% (Red) EL: 32.8% (Red) HI: 34.9% (Red) Rancho Mirage ES ALL: 38.6% (Red) SED: 39.6% (Red) EL: 34.2% (Red) HOM: 47.1% (Red) SWD: 53.8% (Red) HI: 41.7% (Red) Rio Vista ALL: 36.4% (Red) SED: 36% (Red) EL: 34.8% (Red) HOM: 49.1% (Red) SWD: 42.4% (Red) HI: 36.4% (Red) WH: 39.1% (Red) Sunny Sands ALL: 28% (Red) SED: 28% (Red) HOM: 35.4% (Red) SWD: 22.2% (Red) HI: 27.8% (Red) WH: 30.8% (Red)	HOM: 31.4% (Orange) SWD: 43.4% (Orange) HI: 30.0% (Yellow) Della Lindley ALL: 32.3% (Orange) SED: 32.6% (Orange) EL: 27.9% (Orange) HOM: 39.7% (Orange) SWD: 37.7% (Orange) HI: 31.1% (Orange) WH: 39.0% (Orange) Julius Corsini ALL: 53.6% (Yellow) SED: 54.2% (Orange) EL: 43.4% (Orange) SWD: 60.6% (Red) AA: 62.3% (Orange) HI: 52.3% (Yellow) WH: 47.6% (Orange) Katherine Finchy	SED: 13.3% (Yellow) EL: 9.2% (Green) HOM: 12.4% (Yellow) SWD: 18.2% (Yellow) HI: 12.8% (Yellow) Della Lindley ALL: 24.0% (Orange) SED: 24.3% (Yellow) EL: 22.4% (Yellow) HOM: 25.0% (Orange) SWD: 24.7% (Orange) HI: 23.0% (Yellow) WH: 32.5% (Orange) Julius Corsini ALL: 47.2% (Yellow) SED: 47.8% (Yellow) EL: 41.1% (Orange) SWD: 55.8% (Orange) AA: 66.7% (Red) HI: 44.2% (Yellow) WH: 42.5% (Orange)	HOM: 43.2% (Yellow, avg -5.0% per year) SWD: 7.8% (Yellow, avg -1.0% per year) AA: 5.5% (Green, avg -1.0% per year) HI: 37.9% (Yellow, avg -4.0% per year) WH: 29.1% (Yellow, avg -3.0% per year) Cahuilla ALL: 31.6% (Yellow, avg -4.0% per year) SED: 32.2% (Yellow, avg -4.0% per year) EL: 23.8% (Yellow, avg -3.0% per year) HOM: 46.9% (Yellow, avg -5.0% per year) SWD: 40.7% (Yellow, avg -4.0% per year) AA: 40.2% (Yellow, avg -4.0% per year)	SED: -10.9% pts EL: -14.6% pts HOM: -8.1% pts SWD: -20.9% pts AA: -8.0% pts HI: -13.7% pts TOM: -15.3% pts WH: -8.2% pts Landau ALL: -7.6% pts SED: -7.9% pts EL: -11.2% pts HI: -8.7% pts Rancho Mirage Elementary ALL: -13.2% pts SED: -12.3% pts EL: -17.0% pts HOM: -16.9% pts SWD: -15.6% pts HI: -14.5% pts Rio Vista ALL: -21.8% pts SED: -20.9% pts EL: -25.8% pts HOM: -27.7% pts SWD: -18.8% pts HI: -20.7% pts WH: -28.5% pts Sunny Sands ALL: -13.6% pts SED: -12.8% pts HOM: -16.3% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Two Bunch Palms WH: 65.4% (Red)		ALL: 28.2% (Yellow) SED: 30.3% (Yellow)	Katherine Finchy ALL: 23.8% (Yellow) SED: 24.7% (Yellow)	HI: 32.7% (Yellow, avg -3.0% per year) WH: 40.8% (Yellow, avg -4.0% per year)	SWD: -3.8% pts HI: -11.4% pts WH: -25.0% pts
	Vista del Monte ALL: 35.4% (Red) SED: 35.5% (Red) EL: 29.1% (Red) SWD: 38.8% (Red) HI: 34.3% (Red) WH: 38.2% (Red)		EL: 16.5% (Yellow) HOM: 37.5% (Orange) SWD: 39.6% (Orange) AA: 36.6% (Orange) HI: 28.3% (Yellow) TOM: 38.7% (Red) WH: 24.1% (Orange)	EL: 13.7% (Yellow) HOM: 41.9% (Red) SWD: 34.0% (Orange) AA: 45.8% (Red) HI: 22.1% (Yellow) TOM: 21.1% (No color) WH: 23.8% (Red)	Cathedral City ES ALL: 29.9% (Yellow, avg -3.0% per year) SED: 27.3% (Yellow, avg -4.0% per year) EL: 23.1% (Yellow, avg -3.0% per year) HOM: 30.2% (Yellow, avg -4.0% per year) SWD: 33.5% (Yellow, avg -4.0% per year) HI: 28.9% (Yellow, avg -3.0% per year)	Two Bunch Palms WH: -9.3% pts Vista del Monte ALL: -9.6% pts SED: -9.9% pts EL: -10.0% pts SWD: -6.6% pts HI: -10.0% pts WH: -7.2% pts Middle Schools Desert Springs ALL: -5.3% pts SED: -5.3% pts EL: -1.3% pts HOM: -3.0% pts SWD: -9.5% pts AA: -10.2% pts HI: -5.7% pts
	Desert Springs ALL: 47.1% (Red) SED: 47.1% (Red) EL: 41.6% (Red) HOM: 60.8% (Red) SWD: 53.8% (Red) AA: 61.5% (Red) HI: 46.6% (Red)		Landau ALL 33.1% (Red) SED: 33.0% (Orange) EL: 30.2% (Orange) HI: 33.1% (Orange)	Landau ALL 25.9% (Yellow) SED: 25.6% (Yellow) EL: 21.6% (Yellow) HI: 26.2% (Yellow)		Middle Schools Desert Springs ALL: -5.3% pts SED: -5.3% pts EL: -1.3% pts HOM: -3.0% pts SWD: -9.5% pts AA: -10.2% pts HI: -5.7% pts
	James Workman ALL: 29% (Red) SED: 29.1% (Red) EL: 33.5% (Red) HOM: 37.8% (Red) SWD: 41% (Red) HI: 29.9% (Red) WH: 30.8% (Red)		Rancho Mirage Elementary ALL: 33.3% (Yellow) SED: 36.8% (Orange) EL: 34.9% (Red) HOM: 46.3% (Orange) SWD: 44.9% (Orange)	Rancho Mirage Elementary ALL: 25.4% (Yellow) SED: 27.3% (Yellow) EL: 17.2% (Yellow) HOM: 30.2% (Orange) SWD: 38.2% (Orange) HI: 27.2% (Yellow)	Della Lindley ALL: 25.8% (Yellow, avg -3.0% per year) SED: 26.4% (Yellow, avg -3.0% per year) EL: 21.2% (Yellow, avg -3.0% per year)	James Workman ALL: -0.9% pt SED: -1.1% pts EL: -7.2% pts HOM: +0.1% pt SWD: -3.8% pts HI: -0.7% pt WH: -5.1% pts
	Nellie Coffman ALL: 35.8% (Red) SED: 35.6% (Red) EL: 35.3% (Red) HOM: 44.4% (Red) SWD: 48.5% (Red)					Nellie Coffman ALL: -4.7% pts
				Rio Vista		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 35.2% (Red) WH: 54.5% (Red) Painted Hills ALL: 51.1% (Red) SED: 51.1% (Red) EL: 45.4% (Red) HOM: 56.7% (Red) SWD: 60% (Red) AA: 65.3% (Red) HI: 50.2% (Red) WH: 54.7% (Red) Raymond Cree ALL: 32% (Red) SED: 32.2% (Red) SWD: 48.2% (Red) AA: 41.3% (Red) HI: 32.1% (Red) WH: 34.7% (Red)	HI: 40.3% (Orange) Rio Vista ALL: 31.5% (Yellow) SED: 31.6% (Yellow) EL: 30.1% (Yellow) HOM: 41.7% (Orange) SWD: 36.3% (Yellow) HI: 33.5% (Yellow) WH: 27.8% (Orange) Sunny Sands ALL: 18.8% (Yellow) SED: 19.0% (Yellow) HOM: 21.4% (Orange) SWD: 16.7% (Yellow) HI: 20.4% (Yellow) WH: 2.0% (Blue) Two Bunch Palms WH: 64.8% (Orange) Vista del Monte ALL: 32.4% (Yellow)	ALL: 14.6% (Yellow) SED: 15.1% (Yellow) EL: 9.0% (Green) HOM: 21.4% (Orange) SWD: 23.6% (Orange) HI: 15.7% (Yellow) WH: 10.6% (Yellow) Sunny Sands ALL: 14.4% (Yellow) SED: 15.2% (Yellow) HOM: 19.1% (Yellow) SWD: 18.4% (Orange) HI: 16.4% (Yellow) WH: 5.8% (Orange) Two Bunch Palms WH: 56.1% (Orange) Vista del Monte ALL: 25.8% (Yellow) SED: 25.6% (Yellow) EL: 19.1% (Yellow)	HOM: 32.9% (Yellow, avg -5.0% per year) SWD: 32.7% (Yellow, avg -5.0% per year) HI: 25% (Yellow, avg -3.0% per year) WH: 31.5% (Yellow, avg -5.0% per year) Julius Corsini ALL: 41.8% (Yellow, avg -5.0% per year) SED: 41.7% (Yellow, avg -5.0% per year) EL: 42.9% (Yellow, avg -3.0% per year) SWD: 43% (Yellow, avg -5.0% per year) AA: 45.7% (Yellow, avg -7.0% per year) HI: 43.2% (Yellow, avg -4.0% per year) WH: 43.3% (Yellow, avg -4.0% per year)	SED: -4.5% pts EL: -6.8% pts HOM: -15.8% pts SWD: -7.8% pts HI: -4.3% pts WH: -18.3% pts Painted Hills ALL: -6.4% pts SED: -6.2% pts EL: -6.6% pts HOM: -2.4% pts SWD: -4.9% pts AA: -17.6% pts HI: -6.7% pts WH: -0.3% pt Raymond Cree ALL: -9.0% pts SED: -9.6% pts SWD: -15.8% pts AA: -21.7% pts HI: -8.6% pts WH: -10.3% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 32.6% (Orange) EL: 25.8% (Yellow) SWD: 37.5% (Orange) HI: 32.6% (Orange) WH: 28.2% (Orange)	SWD: 32.2% (Orange) HI: 24.3% (Yellow) WH: 31.0% (No color)	ALL: 24.6% (Yellow, avg -3.0% per year) SED: 24.6% (Yellow, avg -3.0% per year) EL: 19.3% (Yellow, avg -3.0% per year) HOM: 38% (Yellow, avg -4.0% per year) SWD: 39.9% (Yellow, avg -5.0% per year) AA: 35.8% (Yellow, avg -6.0% per year) HI: 26.8% (Yellow, avg -3.0% per year) TOM: 27.4% (Yellow, avg -3.0% per year)	
			Middle Schools Desert Springs ALL: 42.6% (Yellow) SED: 43.4% (Yellow) EL: 34.3% (Yellow) HOM: 42.4% (Orange) SWD: 49.5% (Orange) AA: 43.9% (Orange) HI: 41.9% (Yellow)	Middle Schools Desert Springs ALL: 41.8% (Orange) SED: 41.8% (Orange) EL: 40.3% (Red) HOM: 57.8% (Red) SWD: 44.3% (Orange) AA: 51.3% (Red) HI: 40.9% (Orange)	Landau ALL: 24.5% (Yellow, avg -3.0% per year) SED: 24.5% (Yellow, avg -3.0% per year)	
			James Workman ALL: 30.0% (Red) SED: 29.9% (Red) EL: 30.7% (Orange) HOM: 39.4% (Red) SWD: 45.7% (Red) HI: 29.9% (Red) WH: 40.8% (Red)	James Workman ALL: 28.1% (Orange) SED: 28.0% (Orange) EL: 26.3% (Yellow) HOM: 37.9% (Orange) SWD: 37.2% (Orange) HI: 29.2% (Orange) WH: 25.7% (Orange)		
			Nellie Coffman	Nellie Coffman		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ALL: 35.5% (Red) SED: 35.6% (Red) EL: 32.4% (Orange) HOM: 30.4% (Orange) SWD: 47.1% (Orange) HI: 34.8% (Red) WH: 53.3% (Orange)	ALL: 31.1% (Yellow) SED: 31.1% (Yellow) EL: 28.5% (Yellow) HOM: 28.6% (Orange) SWD: 40.7% (Orange) HI: 30.9% (Yellow) WH: 36.2% (Orange)	EL: 23.8% (Yellow, avg -3.0% per year) HI: 25.9% (Yellow, avg -3.0% per year) Rancho Mirage ES ALL: 29.6% (Yellow, avg -3.0% per year) SED: 30.6% (Yellow, avg -3.0% per year) EL: 25.2% (Yellow, avg -3.0% per year) HOM: 32.1% (Yellow, avg -5.0% per year) SWD: 38.8% (Yellow, avg -5.0% per year) HI: 32.7% (Yellow, avg -3.0% per year)	
			Painted Hills ALL: 46.6% (Yellow) SED: 46.7% (Yellow) EL: 44.1% (Orange) HOM: 41.0% (Orange) SWD: 55.5% (Orange) AA: 53.2% (Orange) HI: 45.8% (Yellow) WH: 48.8% (Orange)	Painted Hills ALL: 44.7% (Orange) SED: 44.9% (Orange) EL: 38.8% (Yellow) HOM: 54.3% (Red) SWD: 55.1% (Red) AA: 47.7% (Orange) HI: 43.5% (Orange) WH: 54.4% (Red)	Rio Vista ALL: 27.4% (Yellow, avg -3.0% per year) SED: 27% (Yellow, avg -3.0% per year) EL: 25.8% (Yellow, avg -3.0% per year)	
			Raymond Cree ALL: 29.5% (Orange) SED: 29.3% (Orange) SWD: 35.5% (Orange)	Raymond Cree ALL: 23.0% (Yellow) SED: 22.6% (Yellow) SWD: 32.4% (Orange) AA: 19.6% (Yellow) HI: 23.5% (Yellow)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AA: 30.6% (Orange) HI: 29.1% (Yellow) WH: 33.7% (Orange)	WH: 24.4% (Orange)	HOM: 34.1% (Yellow, avg -5.0% per year) SWD: 33.4% (Yellow, avg -3.0% per year) HI: 27.4% (Yellow, avg -3.0% per year) WH: 30.1% (Yellow, avg -3.0% per year) Sunny Sands ALL: 19% (Yellow, avg -3.0% per year) SED: 19% (Yellow, avg -3.0% per year) HOM: 20.4% (Yellow, avg -5.0% per year) SWD: 19.2% (Yellow, avg -1.0% per year) HI: 18.8% (Yellow, avg -3.0% per year) WH: 20.3% (Yellow, avg -3.5% per year) Two Bunch Palms WH: 44.4% (Yellow, avg -7.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Vista del Monte ALL: 26.4% (Yellow, avg -3.0% per year) SED: 26.5% (Yellow, avg -3.0% per year) EL: 20.1% (Yellow, avg -3.0% per year) SWD: 26.8% (Yellow, avg -4.0% per year) HI: 25.3% (Yellow, avg -3.0% per year) WH: 26.2% (Yellow, avg -4.0% per year)</p> <p>Middle Schools</p> <p>Desert Springs ALL: 32.1% (Yellow, avg -5.0% per year) SED: 32.1% (Yellow, avg -5.0% per year) EL: 32.6% (Yellow, avg -3.0% per year) HOM: 39.8% (Yellow, avg -4.0% per year)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 38.8% (Yellow, avg -5.0% per year) AA: 40.5% (Yellow, avg -7.0% per year) HI: 37.6% (Yellow, avg -3.0% per year) James Workman ALL: 20% (Yellow, avg -3.0% per year) SED: 20.1% (Yellow, avg -3.0% per year) EL: 24.5% (Yellow, avg -3.0% per year) HOM: 25.8% (Yellow, avg -4.0% per year) SWD: 26% (Yellow, avg -5.0% per year) HI: 20.9% (Yellow, avg -3.0% per year) WH: 21.8% (Yellow, avg -3.0% per year) Nellie Coffman ALL: 26.8% (Yellow, avg -3.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 26.6% (Yellow, avg -3.0% per year) EL: 26.3% (Yellow, avg -3.0% per year) HOM: 32.4% (Yellow, avg -4.0% per year) SWD: 36.5% (Yellow, avg -4.0% per year) HI: 26.2% (Yellow, avg -3.0% per year) WH: 39.5% (Yellow, avg -5.0% per year) Painted Hills ALL: 36.1% (Yellow, avg -5.0% per year) SED: 36.1% (Yellow, avg -5.0% per year) EL: 36.4% (Yellow, avg -3.0% per year) HOM: 38.7% (Yellow, avg -6.0% per year) SWD: 39% (Yellow, avg -7.0% per year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					AA: 41.3% (Yellow, avg -8.0% per year) HI: 38.2% (Yellow, avg -4.0% per year) WH: 42.7% (Yellow, avg -4.0% per year) Raymond Cree ALL: 23% (Yellow, avg -3.0% per year) SED: 23.2% (Yellow, avg -3.0% per year) SWD: 30.2% (Yellow, avg -6.0% per year) AA: 29.3% (Yellow, avg -4.0% per year) HI: 23.1% (Yellow, avg -3.0% per year) WH: 25.7% (Yellow, avg -3.0% per year)	
3.7	High School 4-Year Adjusted Cohort Dropout Rate Source: CDE DataQuest Percentage of students in the Adjusted 4-year	CDE DataQuest 2022-2023 ALL: 7.9% EL: 13.2% HI: 7.6% AA: 9.4% SED: 7.8% SWD: 16.5%	CDE DataQuest 2023-2024 ALL: 5.4% EL: 8.2% HI: 5.2% AA: 6.3% SED: 5.4% SWD: 9.1%	CDE DataQuest 2024-2025 ALL: 4.3% EL: 5.1% HI: 3.4% AA: 8.6% SED: 4.2% SWD: 7.7%	2026-2027 Results ALL: 2.0% or lower EL: 2.0% or lower HI: 2.0% or lower AA: 2.0% or lower SED: 2.0% or lower	CDE DataQuest, Change Results ALL: -3.6% pts EL: -8.1% pts HI: -4.2% pts AA: -0.8% pts SED: -3.6% pts SWD: -8.8% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduation Cohort reported as dropouts	FY: 27.8%	FY: 16.1%	FY: 6.9%	SWD: 2.0% or lower FY: 2.0% or lower	FY: -20.9% pts
3.8	Middle School Dropout Rate Source: Local Calculation Percentage of middle school students reported as dropouts	Local Calculation Middle School Dropout Rate 2022-2023 ALL: 0.14% (4 students) EL: 0.07% HI: 0.10% AA: 0.03% SED: 0.14% SWD: 0.03% FY: NA (n=0) AI: NA (n=0)	Local Calculation Middle School Dropout Rate 2023-2024 ALL: 0.03% (1 student) EL: 0.0% HI: 0.03% AA: 0.0% SED: 0.03% SWD: 0.0% FY: NA (n=0) AI: NA (n=0)	Local Calculation Middle School Dropout Rate 2024-2025 ALL: 0.23% (7 students) EL: 0.41% HI: 0.24% AA: NA (n=0) SED: 0.21% SWD: NA (n=0) FY: NA (n=0) AI: NA (n=0)	2026-2027 Results ALL: maintain under 0.5% EL: maintain under 0.5% HI: maintain under 0.5% AA: maintain under 0.5% SED: maintain under 0.5% SWD: maintain under 0.5% FY: maintain under 0.5% AI: maintain under 0.5%	Local Calculation, Change Results ALL: +0.09% pt EL: +0.34% pts HI: +0.14% pt AA: NA (n=0) SED: +0.07% pt SWD: NA (n=0) FY: NA (n=0) AI: NA (n=0)
3.9	Student Perception of School Connectedness via School Climate Survey Source: Panorama Percentage of students reporting favorably regarding School Connectedness (Sense of Belonging)	School Connectedness 2023-2024 ALL: Elementary (Elem) 73%, Secondary (Sec) 50% EL: Elem 77%, Sec 50% HI: Elem 73%, Sec 50% AA: Elem 65%, Sec 44% SED: Elem 75%, Sec 52% SWD: Elem 73%, Sec 48% FY: Elem 64%, Sec 43% AI: Elem 54%, Sec 40%	School Connectedness 2024-2025 ALL: Elementary (Elem) 72%, Secondary (Sec) 54% EL: Elem 71%, Sec 52% HI: Elem 73%, Sec 54% AA: Elem 65%, Sec 47% SED: Elem 71%, Sec 54% SWD: Elem 72%, Sec 51%	School Connectedness 2025-2026 ALL: Elementary (Elem) 72%, Secondary (Sec) 58% EL: Elem 71%, Sec 56% HI: Elem 72%, Sec 58% AA: Elem 66%, Sec 48% SED: Elem 71%, Sec 57% SWD: Elem 68%, Sec 53%	School Connectedness 2026-2027 ALL: Elementary (Elem) 76%, Secondary (Sec) 53% (avg +1.0% per year) EL: Elem 80%, Sec 53% (avg +1.0% per year) HI: Elem 76%, Sec 53% (avg +1.0% per year) AA: Elem 68%, Sec 47% (avg +1.0% per year)	School Connectedness, Change Results ALL: Elem -1.0% pts, Sec +8.0% pts EL: Elem -6.0% pts, Sec +6.0% pts HI: Elem -1.0% pt, Sec +8.0% pts AA: Elem +1.0% pt, Sec +4.0% pt SED: Elem -4.0% pts, Sec +5.0% pts SWD: Elem -5.0% pts, Sec +5.0% pts FY: Elem +13.0% pts, Sec +7.0% pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: Elem 65%, Sec 46% AI: Elem 74%, Sec 42%	FY: Elem 77%, Sec 50% AI: Elem *, Sec 51% In order to protect student privacy, an asterisk (*) will be displayed instead of the results where 10 or fewer students surveyed.	SED: Elem 78%, Sec 55% (avg +1.0% per year) SWD: Elem 76%, Sec 51% (avg +1.0% per year) FY: Elem 67%, Sec 46% (avg +1.0% per year) AI: Elem 57%, Sec 43% (avg +1.0% per year)	AI: Elem *, Sec +11.0% pts *No change results reported due to privacy.
3.10	Student Perception of School Safety via School Climate Survey Source: Panorama Percentage of students reporting favorably regarding School Safety	Safety 2023-2024 ALL: Elementary (Elem) 59%, Secondary (Sec) 65% EL: Elem 66%, Sec 65% HI: Elem 60%, Sec 65% AA: Elem 55%, Sec 55% SED: Elem 61%, Sec 64% SWD: Elem 57%, Sec 59% FY: Elem 50%, Sec 54% AI: Elem 59%, Sec 73%	Safety 2024-2025 ALL: Elementary (Elem) 64%, Secondary (Sec) 69% EL: Elem 61%, Sec 67% HI: Elem 65%, Sec 70% AA: Elem 58%, Sec 63% SED: Elem 61%, Sec 69% SWD: Elem 63%, Sec 66% FY: Elem 56%, Sec 51% AI: Elem 66%, Sec 68%	Safety 2025-2026 ALL: Elementary (Elem) 61%, Secondary (Sec) 72% EL: Elem 58%, Sec 69% HI: Elem 62%, Sec 72% AA: Elem 57%, Sec 64% SED: Elem 60%, Sec 71% SWD: Elem 57%, Sec 64% FY: Elem 65%, Sec 70% AI: Elem *, Sec 63% In order to protect student privacy, an asterisk (*) will be displayed instead of the results	Safety 2026-2027 ALL: Elementary (Elem) 62%, Secondary (Sec) 68% (avg +1.0% per year) EL: Elem 69%, Sec 68% (avg +1.0% per year) HI: Elem 63%, Sec 68% (avg +1.0% per year) AA: Elem 58%, Sec 58% (avg +1.0% per year) SED: Elem 64%, Sec 67% (avg +1.0% per year) SWD: Elem 60%, Sec 62% (avg +1.0% per year) FY: Elem , Sec (contacted Kanani) (avg +1.0% per year)	Safety, Change Results ALL: Elem +2.0% pts, Sec +7.0% pts EL: Elem -8.0% pts, Sec +4.0% pts HI: Elem +2.0% pts, Sec +7.0% pts AA: Elem +2.0% pt, Sec +9.0% pt SED: Elem -1.0% pt, Sec +7.0% pts SWD: Elem 0.0% pts, Sec +5.0% pts FY: Elem +15.0% pts, Sec +16.0% pts AI: Elem *, Sec -10.0% pts *No change results reported due to privacy.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				where 10 or fewer students surveyed.	AI: Elem 62%, Sec 76% (avg +1.0% per year)	
3.11	Williams Facilities Inspection Results	100% Williams Facilities Compliance for 2023-2024 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2024-2025 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2025-2026 per Riverside County Office of Education inspection results.	100% Williams Facilities Compliance for 2026-2027 per Riverside County Office of Education inspection results.	2025-2026 Change Results Consistent result of 100% compliance since baseline year.

Goal Analysis [2025-26]

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.

Goal 3 actions and services were successfully implemented during the 2025-26 academic year, supporting LI, EL, and FY students' social-emotional, mental health, behavior, and physical health needs. Services provided by additional counselors, mental health staff, and MTSS Coaches continued to effectively meet the individualized support needs of LI, EL, and FY students. Educational partner input and feedback continues to be positive regarding the district's approach to providing multiple access points for counseling and mental health services, while local progress monitoring continues to indicate decreases in suspension rates across most school sites.

Chronic absenteeism continued to be a significant issue during the 2025-26 school year, continuing a trend over the last five years. Fall 2025 Dashboard results indicated significant improvement in chronic absenteeism rates, with an overall decline of 7.9% from the prior year. Although improving, significant needs persist districtwide as rates continue to in the Very High status level for all student groups. Local progress monitoring indicates continued improvement during 2025-26, however improvement is not expected to be as significant as the prior year and rates continue to routinely report in equivalent rates to the High and Very High status levels. Related actions included specific Goal 3 actions noted below, as well as strategic attendance improvement planning and strategic support implemented throughout the school year. Other successes, challenges, and general implementation information by Goal 3 action are noted below.

Additional counseling support continued to be offered for all grade levels across the district in 2025-26, maintaining systems that have been determined to be effective over the last few years in supporting students (Action 3.1). Mental health services (Action 3.2) continue to be a priority, responding to identified student needs and consistently received educational partner input with individualized services. Services related to SEL and behavioral supports via the district's Multi-Tiered Systems of Support structure (Action 3.6) continued to evolve to address changes in student needs, both to support group needs and individualized supports. The MTSS Coaches at the secondary level continued to support systems to address behavior, SEL, and academic support structures. MTSS resources continue to include tools for staff to monitor student progress and intervene as appropriate based on identified academic, behavioral, and attendance needs. Monitoring systems

continue to evolve to incorporate additional data to expedite response times for support. Community liaisons specifically assigned to foster youth and homeless students continued to provide additional supports and resources throughout the year (Action 3.3). Student behavior and SEL supports continued to be supported by additional Assistant Principals (Action 3.4), reducing response times to support and adding layers to support systems at the school level. The LREBG funded School Social Worker team continued to provide wrap-around services and various other supports to address student needs related to attendance and SEL support while increasing access to community resources (Action 3.8).

In response to ongoing educational partner input, school safety continued to be a focal topic from educational partners throughout the 2025-26 academic year. Services of additional security staffing and support were provided to mitigate and respond to significant safety-related incidents (Action 3.7). On-going training and materials, including ALICE protocol training and support for school response protocols, were provided again in 2025-26 to create a responsive and safe learning environment for LI, EL, and FY students. The Driving Achievement, Resilience, and Transformation (DART) Counselor (Action 3.5) added for 2025-26 worked to target students with potential gang affiliation to connect them to school, stabilizing their attendance and increasing their school connectedness in an effort to increase engagement.

Also assisting with safety needs, elementary schools continued to be provided support with organized recess activities and campus supervision. The organized recess program (Action 3.10) continued to provide students with structured play options during recess periods. Recess coaches provided programming while and built positive relationships with LI, EL, and FY students. Materials and supplies continued to be provided to support structured recess programming. Additional hours continued to be provided for supervision aides at the elementary and middle school levels, assisting with creating a positive school campus climate through supporting student needs during recesses, lunch periods, and passing periods.

Health related services (Action 3.9) continued to be a need area for LI, EL, and FY students, supported through continuing requests from educational partners. Services were once again provided via the LCAP in 2025-26 to support school sites in responding to individualized health needs for LI, EL, and FY students. A wide variety of significant student health needs continue to persist in the community, creating an ongoing need for additional support to be provided within PSUSD. Training in first aid and CPR was available for staff members and students, with an expected final count of over 130 students and over 490 staff members training during the 2025-26 school year.

School attendance plans (Action 3.14) were merged into the SPSA process at the school level for 2025-26. Support continued to be provided by PSUSD Student Services through reporting and outreach assistance to address attendance needs. Centralized supports continued to address both systemic needs and individualized cases through a tiered approach. LREBG funded Community Liaisons and Prevention Specialists (Action 3.11, 3.12) continued to be a vital resource in addressing chronic absenteeism and keeping LI, EL, FY students connected to school and learning. Each group continued to provide layered supports based on individualized case needs and removed barriers related to student attendance. Additional bussing routes (Action 3.13) continued to be provided to remove transportation barriers for high needs areas of the district.

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.

PSUSD received \$1,883,838 less in supplemental and concentration funds in 2025-26 than originally budgeted in the LCAP due to declining enrollment and shifts in population demographics. This significant budgetary change mid-year had some impact on the overall plan, however programs were not adversely impacted during the school year due to precautionary budgetary steps taken throughout the 2025-26 academic year. Various expiring funding resources were maximized and budgets adjusted as needed to continue to support program continuity and ensure that LI, EL, and FY services were generally uninterrupted.

Various differences between budgeted and actual expenditures did occur during the 2025-26 school year within Goal 3 actions as services adjusted to changing student needs. Although budgetary differences aligned to programmatic cost were present, actions or services provided to LI, EL, and FY students during the school year were generally implemented as initially designed. All shifts in funding within Goal 3 actions due to program adjustments and changes in costs are indicated on the budget and estimated actuals values reported for each action on the 2025-26 Action Tables within this plan document. In 2025-26, there were no material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures.

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

Goal 3 actions are monitored throughout the year to ensure effective implementation using a variety of local reporting systems. Educational partner input and local progress monitoring data continue to be key factors in determining action effectiveness, as those data points continue to be timelier in evaluating the effectiveness of current actions than annual reporting in Goal 3 target areas. Similar to past years, students continue to demonstrate evolving SEL, mental health, and behavioral needs throughout the district. Educational partners also continue to stress the need for support structures to continue to address needs in these areas. Chronic absenteeism continues to be an area of significant focus for the district. Although rates significantly improved on the Fall 2025 Dashboard and are showing improvement in local progress monitoring throughout the 2025-26 academic year, rates continue to report in the Very High and High status levels for accountability. PSUSD was identified for Differentiated Assistance (DA) based on the status reporting of two student groups based on the Fall 2024 Dashboard: FY and AI students. Both groups reported in the Red performance level for the Chronic Absenteeism Indicator as part of the Fall 2024 DA identification, however improvement in results in Fall 2025 Dashboard reporting transitioned the district to a "Year 2" DA status due to a Yellow performance level for FY students and an Orange performance level for the AI student group. Although improvement has been made in this measure, continued work is necessary to address persistently high rates of chronically absent students. In summary, the actions within Goal 3 work in combination to address a wide variety of factors involved with student engagement, safety, and well-being in school. Therefore, related actions expected to impact similar metrics are grouped in this evaluation to increase transparency regarding the systems created by multiple actions working together to improve outcomes for LI, EL, and FY students related to safe and healthy learning environments.

PSUSD continued to support multiple actions targeting improvement for student attendance and chronic absenteeism rates. School attendance plans (Action 3.14) were integrated into each school's SPSA to address needs specific to each school site. Consultative and support services for attendance are provided by the district's Student Services Department through reporting structures, attendance support meetings, and a variety of centralized supports outlined in Goal 3. LREBG funded Community Liaisons (Action 3.11) and Prevention Specialists (Action 3.12) provided attendance support services, adjusting supports, and providing access to resources to effectively reengage

LI, EL, and FY students on campus. LREBG funded School Social Workers (Action 3.8) provided substantial support to LI, EL, and FY students through over 1,200 individual counseling sessions and over 2,461 counseling and support sessions over the 2025-26 school year. The School Social Worker team also continued providing support via Youth Mental Health First Aid trainings and provided a variety of wrap-around services for chronically absent students. The expanded Health Services team and nursing staff (Action 3.9) provided medical services and supports to allow students with significant and/or chronic medical conditions to safely attend school regularly. The additional bussing routes provided through Action 3.13 allow additional LI, EL, and FY students to safely attend school and related programs throughout the year, increasing attendance rates for those with transportation barriers. Collectively, these actions have proven effective in reducing chronic absenteeism rates (-11.6% since baseline) and increasing attendance rates (+2.3% since baseline) since the start of the LCAP three-year cycle. Projections of final 2025-26 rates indicate that chronic absenteeism continues to report at the High or Very High levels based on the Dashboard performance grid cut scores, identifying this area as a continued focal point for improvement moving forward. Efforts in addressing attendance have been effective in generating positive outcomes, with the district receiving a State Model SARC award for best practices across MTSS tiers during the 2025-26 academic year. Other examples of absenteeism related outcomes attributed to the combined impact of these actions include internal data from 2025-26 noting 10 schools above a 92% attendance rate, 15 schools below a 30% chronic absenteeism rate, and 100% of schools implementing the district-designed attendance team model designed to proactively address attendance issues.

Consistent with findings over the last few years, mental health support (Action 3.2) continues to be identified as a significant need by educational partners across the district. District mental health services continued to provide additional access and services to LI, EL, and FY students that otherwise are difficult for youth to access in our regional area. Services offered by the PSUSD Mental Health team continue to be preferred by educational partners due to the in-person interactions embedded into the district. A mental health screener was used with secondary students, with over 6,650 responses recorded in the system in 2025-26. Following this screener, 20% of students were identified in the therapeutic range for services, triggering multiple group counseling and support structures to be provided to address common needs. Online teletherapy services and referral services, with 74% of participants showing improved depression scores and 79% improving results related to anxiety screening. While Mental Health Therapists continue to focus on Tier II and III student needs, the additional counselors funded through the LCAP (Action 3.1) continued to provide timely Tier I support both in individual sessions and in group settings. Reduction in individual behavioral incident rates and suspension rates continue to be reported through local progress monitoring data, attributed in part to increasing student access to learning and improving behavior and social skills through this action. These actions have contributed to a 2.5% reduction districtwide in suspension rates on the CA School Dashboard since plan inception, with local progress monitoring data in 2025-26 indicating ongoing reductions in suspension rate (3.0% at time of plan writing indicating a 1.2% reduction from the prior year), and a decrease of 41% in days lost to suspension and/or disciplinary action due to counseling and mental health supports in 2025-26.

Foster and homeless youth continue to receive specialized support from the Foster Youth Community Liaisons (Action 3.3) continued to serve the needs of approximately 200 FY students across the district. Significant differentials still exist between the FY student group and the overall results of the district in most measures, particularly evident in large gaps in suspension rates and chronic absenteeism, however overall performance is improving on state and local measures. Examples of effective outcomes related to this action for the FY student group include a reduction of 8.0% in suspension rate since the 2023-24 baseline, an increase of 2.1% in attendance rate since baseline, and a reduction of 8.9% in chronic absenteeism rates since baseline.

The Fall 2025 Dashboard reported improvement in suspension rates for most student groups, and local progress monitoring in 2025-26 continues to report further reductions in suspension and chronic absenteeism rates overall. MTSS efforts supporting SEL and behavioral support (Action 3.6) and Assistant Principals (Action 3.4) combined to address most student behavioral needs. Recess coaches and supervision aides (Action 3.10) and campus security staff (Action 3.7) work to build good relationships with the students and are trusted to address issues when they arise. These actions have contributed to a 2.5% reduction districtwide in suspension rates on the CA School Dashboard since plan inception, with local progress monitoring data in 2025-26 indicating ongoing reductions in suspension rate (3.0% at time of plan writing indicating a 1.2% reduction from the prior year). Student input and feedback indicate these safety initiatives have been effective due to relationship building at the site and supporting students with addressing behavioral needs, supported by student survey results in safety at the elementary level and an increase of 8.0% in favorability rates in the secondary since baseline.

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.

Specific changes made to Goal 3 for the 2026-27 academic year are aligned to continuous improvement in academic achievement and integrated into current action titles. Most Goal 3 actions will continue into the 2026-27 academic year with minor adjustments based on changing student needs, progress monitoring data, and educational partner feedback. Action funding levels have been adjusted as appropriate to account for overall budget reductions due to declining enrollment and changes in district population demographics. Also factored in are increasing costs for both staffing and related program materials. In addition, many Goal 3 actions are now supplemented by additional grant funding that has been received to provide a variety of services even with budgetary reductions.

Due to program changes and budget reductions, positions in multiple Goal 3 actions are not continued into the 2026-27 version of the LCAP. Behavior Paraprofessionals in Action 3.6 and Recess Coaches in Action 3.10 have been reduced for the 2026-27 school year, which is reflected in action language changes and budgeting.

Action 3.14 (Technical Assistance - School Attendance Plans) has also been updated to include language that reflect changes in support and processes. A similar minor language change was made to Action 3.5 (Driving Achievement, Resilience, and Transformation [DART] Team), identifying the action as continuing into the 2026-27 academic year.

Language updates have been provided to all Goal 3 actions funded with LREBG. The updated changes note the 2026-27 budget for LREBG funded activities within each supported action. LREBG funded actions that have been updated include:

- Action 3.6 (MTSS - SEL and Behavioral Supports)
- Action 3.8 (School Social Workers)
- Action 3.11 (Community Liaisons)
- Action 3.12 (Prevention Specialists)

All actions relate to Differentiated Assistance were updated to reflect "Year 2" status in serving FY and AI student group populations. Actions within Goal 3 that are designated as supporting FY and AI result improvement efforts are:

- Action 3.1 (Supplemental Counselors)
- Action 3.2. (Mental Health Support)
- Action 3.6 (MTSS - SEL and Behavioral Supports)

- Action 3.10 (Organized Recess and Supervision)
- Action 3.14 (Technical Assistance - School Attendance Plans)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Counselors	<p>Additional counselors will continue to serve elementary, middle, and high school levels, supporting social-emotional learning, bullying prevention, small group interventions, and 1:1 counseling opportunities for LI, EL, and FY students.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiates Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Dashboard outcomes for all school-based student groups performing in the Red performance level primarily in Suspension Rate and Graduation Rate. Groups scoring in the Very Low performance level in CCI are also expected to benefit from the additional high school counselors.</p>	\$3,900,170.00	Yes
3.2	Mental Health Support	<p>Licensed mental health therapists and associated staff will continue to provide support to LI, EL, and FY students at school sites and at the district clinic. Mental health support continues to provide Tier II and Tier III supports through small group counseling and intensive social skills instruction.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated</p>	\$2,705,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement for FY and AI students, resulting in a "Year 2" Differentiates Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district.		
3.3	Foster Youth Community Liaisons	Two community liaisons coordinate individualized support services to district foster and homeless youth and their families.	\$244,342.00	Yes
3.4	Assistant Principals	Additional assistant principals continue to serve at all middle schools and high schools and targeted elementary schools. These assistant principals are primarily focused on improving student connectedness, chronic absenteeism, and suspension rates for LI, EL, and FY students.	\$4,076,310.00	Yes
3.5	Driving Achievement, Resilience and Transformation (DART) Team	In response to educational partner input, the Driving Achievement, Resilience, and Transformation (DART) team structure focused on supporting disengaged and justice-involved youth and associated prevention-based services for LI, EL, and FY students. As part of this action, a DART Counselor is being added to provide services related to supporting justice-involved youth and gang prevention for LI, EL, and FY students. Services include but are not limited to reentry transition plans for justice-involved youth and gang intervention and prevention counseling, professional development services for counselors to identify potential gang affiliations and interactions, and wrap-around services for impacted students and families to support restorative justice efforts and school success.	\$112,248.00	Yes
3.6	MTSS SEL and Behavioral Supports	The district's Multi-Tiered System of Support (MTSS) structure continues to provide support to LI, EL, and FY students in a proactive manner to assist in student success in school. Staffing funded to support MTSS programs in the area of behavior and social-emotional learning includes a Behavioral TOSA, Behavioral Analysts, and Behavioral Interventionists trained to	\$3,741,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support the diverse needs of LI, EL, and FY students inclusive of those who also have identified disabilities.</p> <p>Via LREBG funds, MTSS Coaches continue to support MTSS efforts at middle schools and high schools. These coaches assist LI, EL, and FY students with SEL and behavior management supports, and provide teachers with evidence-based strategies that can be used in the classroom to support SEL and positive behavior. This program is budgeted at \$1,663,966 in LREBG funds for 2026-27. This work is intended to address barriers to learning and increase access to instruction through timely and appropriate intervention across multiple MTSS tiers, which research indicates requires a differentiated approach based on each student's individualized needs while also working within a schoolwide system of support. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the Red performance level (FY, AI, Two or More Races), and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. A contributing factor in this is suspension rates, as three student groups reported in the Very High status level (LTEL, FY, AI) and eight secondary schools reported in either the High or Very High status levels on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates and suspension rates through addressing the individualized root causes related to SEL and behavioral needs.</p> <p>PSUSD's use of LREBG funds for MTSS Coaches supporting MTSS programming as described above aligns with allowable uses under EC Section 32526(c)(2). Specifically, these activities align with subsection C through integrating evidence-based pupil supports to address barriers to learning, including but not limited to support for counseling, social-emotional learning, and supporting referrals to additional mental health resources. Further, MTSS Coach activities also apply to subsection (E) also as MTSS Coaches assist in leading data analysis efforts utilizing diagnostic and progress monitoring assessments to direct services and determine pupil learning performance outcomes.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Programs supporting SEL and behavioral support systems continue to drive progress monitoring structures within the MTSS model. These include annual Panorama surveys to measure SEL ratings of LI, EL, and FY students, used by staff for aligning Tier 1 support for mentoring and counseling supports for LI, EL, and FY students. The embedded behavior analytics tool in the Panorama platform allows for timely support and intervention to occur.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiates Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. School-level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Dashboard outcomes for all school-based student groups performing in the Red performance level as identified in the Measuring and Reporting Results section for Goal 3.</p>		
3.7	Campus Safety and Security	The Director of Security and Disaster Preparedness, district security team members, and campus safety officers provide support in creating and maintaining safe schools for LI, EL, and FY students. Various materials, supplies, and professional development training systems are funded to support campus safety and security, including but not limited to training in the ALICE protocol.	\$1,536,226.00	Yes
3.8	School Social Workers	School Social Workers will continue to provide support, interventions, and resources for LI, EI, and FY families and students to address chronic absenteeism and remove barriers to accessing learning at school. The School Social Workers continue to provide Tier 2 and Tier 3 support for struggling students and families, including but not limited to providing support through the SARB process, Youth Mental Health First Aid, SEL support, and access to additional community resources through referrals.	\$999,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>These positions and related services are primarily supported through LREBG funds, targeting improvement in chronic absenteeism rates through evidence-based coaching and intervention services addressing individualized barriers to learning and increasing access to instruction. This program is budgeted at \$998,805 in LREBG funds for 2026-27. Research indicates that wrap-around services combined with a tiered support approach is effective in meeting diverse student needs related to school connectedness and a sense of belonging, both of which are factors in school attendance. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the Red performance level (FY, AI, Two or More Races) and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates through targeting students with significant needs impacting their attendance and addressing the individualized root causes of their absenteeism. Operational funds are also provided through LCFF funds. PSUSD's use of LREBG funds for School Social Workers as described above aligns with allowable uses under EC Section 32526(c)(2). Specifically, School Social Worker activities align with subsection C through integrating evidence-based pupil supports to address barriers to learning, including but not limited to support for health, counseling, addressing student trauma and social-emotional learning needs, and supporting referrals to additional mental health resources.</p>		
3.9	Health Services and Nursing Staff	<p>The Director of Health Services and members of the district's nursing department continue to provide health related services for LI, EL, and FY students through all school settings. Partial salaries for four LVNs are supported to provide additional resources. Health Services also conducts First Aid and CPR Training for district staff, which includes appropriate and effective use of AEDs and NARCAN to address LI, EL, and FY student medical needs in emergency situations.</p>	\$498,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Organized Recess and Supervision	<p>Supervision aides supervise students before school, at recess, and at lunch time. Supervision aides support both structured and unstructured recess activities for LI, EL, and FY elementary school students, promoting active play while building inclusion and positive interactions on the playground and during class time. Additional hours are provided to expand support during the school day.</p> <p>PSUSD was identified for Differentiated Assistance for the FY and AI student groups based on the results of the Fall 2024 Dashboard. The Fall 2025 Dashboard did not identify any new groups and indicated improvement for FY and AI students, resulting in a "Year 2" Differentiated Assistance designation with a potential of exiting this status following the release of the Fall 2026 Dashboard. This action is primarily focused on LI, EL, and FY students, however the resources dedicated to this action are also expected to improve outcomes for AI students across the district. School level student groups scoring in the Red performance level will be served via this action, therefore assisting in improving Suspension Rate outcomes for all school-based student groups performing in the Red performance level as identified in the Measuring and Reporting Results section for Goal 3.</p>	\$1,593,173.00	Yes
3.11	Community Liaisons	<p>Community Liaisons work throughout the district to improve student attendance and chronic absenteeism rates through student and parent contacts, home visits, and resource support.</p> <p>These positions and related services are primarily supported through LREBG funds, targeting improvement in chronic absenteeism rates through evidence-based family and student outreach services addressing individualized barriers to learning and increasing access to instruction. This program is budgeted at \$424,037 in LREBG funds for 2026-27. Research indicates that the proactive removal of attendance barriers increases student daily attendance and decreases chronic absenteeism rates over time. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the Red performance level (FY, AI, Two or More Races) and another nine</p>	\$427,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student groups reported in the Very High status level on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates through targeting students with significant needs impacting their attendance and addressing the individualized root causes of their absenteeism. Operational funds are also provided through LCFF funds. PSUSD's use of LREBG funds for Community Liaisons as described above aligns with allowable uses under EC Section 32526(c)(2). Specifically, Community Liaison activities align with subsection C through providing referrals and ongoing support for services related to evidence-based pupil supports that address barriers to learning such as district services for health, counseling, social-emotional learning, and mental health.</p>		
3.12	Prevention Specialists	<p>Prevention Specialists support high-risk students in order to reduce chronic absenteeism rates, drop-out rates, and suspension rates while maintaining students in class and school. Prevention Specialists have been trained in the Edge coaching model and serve as adult mentors for targeted LI, EL, and FY students, assisting them in goal setting and providing regular check-ins and conferencing opportunities.</p> <p>These positions and related services are primarily supported through LREBG funds, targeting improvement in chronic absenteeism rates through evidence-based coaching and intervention services addressing individualized barriers which research indicates leads to improved learning through increasing access to instruction. This program is budgeted at \$1,208,653 in LREBG funds for 2026-27. The LREBG needs assessment identified chronic absenteeism as a significant need, with four schools reporting in the Red performance level and another 16 schools reporting in the Very High status level on the Fall 2024 Dashboard. In addition, three district student groups reported in the Red performance level (FY, AI, Two or More Races) and another nine student groups reported in the Very High status level on the Fall 2024 Dashboard. Improvement in this action will be measured through decreased chronic absenteeism rates through targeting students with significant needs impacting their attendance and addressing the individualized root causes of their absenteeism. Operational funds are also provided through LCFF funds. PSUSD's use of LREBG funds for Prevention Specialists as described above aligns with allowable uses</p>	\$1,213,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
		under EC Section 32526(c)(2). Specifically, Prevention Specialist activities align with subsection C through directly addressing barriers to learning through targeted and individualized coaching and referrals to district services for health, counseling, social-emotional learning, and mental health.		
3.13	Bus Transportation	Bus routes expanded service continues to targeted areas with high percentage of LI, EL, and FY students, providing daily access to the school campus as part of increasing student attendance and reducing chronic absenteeism.	\$4,107,750.00	Yes
3.14	Technical Assistance - School Attendance Plans	<p>Schools developed student attendance plans for the 2024-25 school year, specifically addressing the needs of the students at each school site. These plans were refined for 2025-26 and integrated into each school's SPSA. This integration continues into the 2026-27 academic year. Attendance actions are aligned to technical assistance received previously from RCOE in the area of Chronic Absenteeism and best practices in promoting attendance. Student Services staff support sites in monitoring improvement in attendance rates through monthly data reporting, strategy training, plan implementation, and consultation regarding best use of resources. Provided reporting is disaggregated by student group and uses the same calculation methodology as the California School Dashboard.</p> <p>This action is principally directed at supporting the needs of student groups reporting in the Red performance level for Chronic Absenteeism on both the Fall 2023 and 2024 releases of the California School Dashboard at the district student group level, overall school level, and student group level within each school as identified in metrics 3.5 and 3.6. Although improvement has been made in this metric per the Fall 2025 Dashboard, additional support is still needed to address high and very high status levels in this indicator. These plans are also part of the district's efforts to address the needs of DA identified student groups with "Year 2" designation at the district level (FY and AI).</p>	\$357,353.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Mt. San Jacinto High School will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include:</p> <ul style="list-style-type: none"> • Per the 2025 CA School Dashboard, the lowest performing groups at MSJ in ELA are in the Orange performance level (SED, Hisp) and students with disabilities due to low performance but no indicated performance level color. Therefore the goal for ELA is to systemically improve CAASPP ELA results by a minimum average of three scale score points to continue the improvement made resulting in the current Orange performance for the school and all student groups. Although not identified with a performance indicator color due to student population size, systemic improvement in ELA results targeting more than ten scale score points for performance gap closure for students with disabilities due to low performance. • Per the 2025 CA School Dashboard, the lowest performing groups at MSJ in mathematics are in the Orange performance level (SED, Hisp) and students with disabilities due to low performance but no indicated performance level color. Therefore the goal for mathematics is to systemically improve CAASPP Math results by a minimum average of 3 scale score points to continue the improvement made resulting in the current Orange performance for the school and all student groups. Although not identified with a performance indicator color due to student population size, systemic improvement in mathematics results targeting more than ten scale score points for performance gap closure for students with disabilities due to low performance. • Per the 2025 CA School Dashboard, the lowest performing groups at MSJ in ELPI are the in the Yellow performance level (EL and LTEL). Therefore the goal for ELPI is to improve outcomes for language acquisition by at least two percentage points as measured by the English Learner Progress Indicator (ELPI) to continue the improvement made resulting in the current Yellow performance for both English Learners and Long-Term ELs. • Per the 2025 CA School Dashboard, the lowest performing groups at MSJ in graduation rate are LTELs in the Orange performance level and students with disabilities due to low performance but no indicated performance level color. Therefore the goal is to increase graduation rate by 1.0% overall and all students groups, with increased focus on improving outcomes for Long-term English Learners to address an Orange performance level. Although not identified with a performance indicator color due to student population size, improvement in graduation rate targeting more than 2.0% for performance gap closure for homeless students due to rates lower than other student groups. 	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	<ul style="list-style-type: none"> • Per the 2025 CA School Dashboard, the lowest performing groups at MSJ in CCI are in the Red performance level (EL, LTEL, SED, Hisp) and multiple groups due to low performance but no indicated performance level color (FY, Homeless, SWD, AA). Therefore the goal for CCI is to increase college and career readiness by a minimum of two percentage points annually as measured by the CCI to address Red performance levels for the All Students group, English Learners, Long-Term ELs, socioeconomically disadvantaged students, and Hispanic students. Although not identified with a performance indicator color due to student population size, systemic improvement in CCI results targeting more than two scale score points for performance gap closure for homeless students, students with disabilities, and the African American student group due to low preparedness rates commensurate with the performance of the identified Red groups. • Per the 2025 CA School Dashboard, the lowest performing groups at MSJ in Suspension Rate are Hispanic students reporting in the Orange performance level and multiple groups due to low performance but no indicated performance level color (TOM). Therefore the goal for Suspension Rate improvement is to support student connectedness to campus to continue the improvement made resulting in a Green performance level for homeless youth, a Yellow performance level for the All Students group, English Learners, Long-Term ELs, homeless students, socioeconomically disadvantaged students, and students with disabilities, and an Orange performance level for Hispanic students on the Suspension Rate Indicator. Actions target reductions of at least 0.3 percentage points annually for student groups in Suspension Rate. Although not identified with a performance indicator color due to student population size, systemic improvement in suspension rate targeting more than 1% for performance gap closure for the Two or More Race (TOM) student group due to rates higher than other student groups. • Per the CDE's Teaching Assignment Monitoring Outcomes report for 2023-24, Mt. San Jacinto High School had 69.6% of teachers properly credentialed, and 27.4% out of field. Although MSJ has 27.4% of teachers working out of field, all teachers are fully credentialed and are assigned as part of the local assignment option at an alternate education school site. PSUSD supports out of field teachers with significant professional development in instructional strategies and PLC systems specific to each teacher's current assignment. Combined with additional intervention resources through Equity Multiplier funds, district-provided structured collaboration time, site-based initiatives through the SPSA, and instructional coaching from district specialists, teachers are fully equipped to provide high quality instruction in the assigned subject matter and students are supported with academic intervention systems to address learning needs. 	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Mt. San Jacinto High School (MSJ) was initially identified as eligible for Equity Multiplier funds in the 2023-24 academic year, and qualified again for Equity Multiplier funding in both the 2024-25 and 2025-26 academic years. MSJ is an alternative education high school within PSUSD operating across two campuses: the main MSJ campus in Cathedral City and the Edward Wenzlaff Education Center (EWEC) campus in Desert Hot Springs. MSJ was awarded \$751,564 in Equity Multiplier funds in 2023-24, and a two-year plan was developed to expend these funds to address student and school needs. In 2024-25, MSJ was awarded \$565,309 in Equity Multiplier funding, allowing for an extension of the plan timeline and additional resources to be added to the school. In 2025-26, MSJ was awarded \$594,942 in Equity Multiplier funding, allowing for program refinement and additional services to be added starting in the 2026-27 academic year through this resource. The action budgets in Goal 4 represent a blending of remaining prior allocations and the new 2025-26 allocation.

The Fall 2023 Dashboard data indicated multiple improvement needs at MSJ. As noted in the goal statement, MSJ reported in the Red performance level in ELA and Math for the "all students" group, and in the Very Low status level in CCI. Additional student groups are reported in the Red level as noted in the Measuring and Reporting Results table. MSJ was also identified for ATSI for the Homeless student group based on these results. Educational partner input noted needs related to increasing access to meeting CCI qualification measures, a need for additional academic intervention supports during and outside of the school day, and professional development directly aligned to the needs of students participating in alternative education programs. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in CCI rates while also addressing needs in ELA and Math.

The Fall 2024 Dashboard results indicate mixed outcomes following the 2023-24 academic year. MSJ reported in the Red performance level in Mathematics, Suspension Rate, and CCI for the "all students" group and in ELPI for both EL and LTEL groups. Student groups reporting in the Red performance level are identified in the Year 1 Outcome column of the Goal 4 Measuring and Reporting Results table. MSJ continued to be identified for ATSI for the Homeless student group, and both the Socioeconomically Disadvantaged (SED) and Hispanic student groups were newly identified based on the Fall 2024 Dashboard. Improvement on the Dashboard is noted in ELA, with an overall increase of 7.5 points and an Orange performance level. Also, Graduation Rates improved by 4.2% for the "all students" group, resulting in a Green performance level overall and for all student groups. Both needs assessment outcomes and educational partner input continue to identify that CCI and Mathematics are areas in need of improvement at the school. In addition, the increases in suspension rates on the Fall 2024 Dashboard and local progress monitoring throughout the 2024-25 academic year indicate a need to address student behavioral needs and provide related supports to remove barriers to accessing learning within the classroom. Actions will also address needs related to the three ATSI student groups, however the services will be provided to the whole school due to the high student non-stability rate at the site. Educational partner input consistently noted a desire to continue implementation of efforts started in 2024-25, refinement of the MTSS model including targeted supports for ELs and LTELs, and support for student social-emotional needs as part of addressing behavioral concerns.

The Fall 2025 Dashboard reported positive improvement in most areas from the 2024-25 academic year. Most indicators reported improvements in results, with significant improvement reported in ELA (Orange, increased 25.8 pts) and mathematics (Orange, increased 23.4 pts) for the "all students" group and all significant student group populations (Hisp and SED). The ELPI reported a 4.2% increase, for a total of 36.3% of EL students making progress on the 2025 ELPAC. MSJ saw a decline in their Suspension Rates for the "all students" group and most significant student group populations (SED, SWD, EL, LTEL, and Homeless). MSJ reported in the Red performance level in CCI for the "all students" group and all significant student group populations (EL, LTEL, SED, Hisp) with most groups reporting maintained performance from the prior year indicating ongoing needs related to meeting college and career readiness metrics within the alternative education setting. As a result of the improvements made in most of the indicators, MSJ exited ATSI status. Improvement efforts need to continue in order to replicate results and improve outcomes reliably over time. Educational partner input in 2025-26 indicated ongoing needs to support student SEL and behavioral needs and continued improvement on MTSS structures with particular focus on intervention services during the school day. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -139.3 DfS (Red) Socioeconomically Disadvantaged (SED): -139.9 DfS (Red) Hispanic (HI): -129.9 DfS (Red)	Fall 2024 CA School Dashboard ALL: -131.8 DfS (Orange) SED: -130.8 DfS (Orange) HI: -135.1 DfS (Red)	Fall 2025 CA School Dashboard ALL: -106.0 DfS (Orange) SED: -101.1 DfS (Orange) HI: -107.5 DfS (Orange) SWD: -172.3 DfS (no color due to population size)	Fall 2026 CA School Dashboard All Students (ALL): -130.3 DfS (Orange, avg +3 pts per year) Socioeconomically Disadvantaged (SED): -130.9 DfS (Orange, avg +3 pts per year) Hispanic (HI): -120.9 DfS (Orange, avg +3 pts per year)	Fall 2025 CA School Dashboard, Change Results ALL: +33.3 pts SED: +38.8 pts HI: +22.4 pts
4.2	CAASPP Math- School and Student Group Source: 2023 CA School Dashboard	Fall 2023 CA School Dashboard All Students (ALL): -192.2 DfS (Red)	Fall 2024 CA School Dashboard ALL: -195.3 DfS (Red)	Fall 2025 CA School Dashboard ALL: -171.9 DfS (Orange)	Fall 2026 CA School Dashboard All Students (ALL): -183.2 DfS	Fall 2025 CA School Dashboard, Change Results ALL: +20.3 pts SED: +23.4 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Academic Indicator for Mathematics - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>Socioeconomically Disadvantaged (SED): -191.1 DfS (Red)</p> <p>English Learner (EL): -213 DfS (Red)</p> <p>Hispanic (HI): -183.3 DfS (Red)</p>	<p>SED: -199.2 DfS (Red)</p> <p>EL: -216.5 DfS (Red)</p> <p>HI: -195.6 DfS (Red)</p> <p>LTEL: -216.7 DfS (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.</p>	<p>SED: -167.7 DfS (Orange)</p> <p>EL: -202.1 DfS (No color)</p> <p>HI: -167.0 DfS (Orange)</p> <p>LTEL: -183.2 DfS (No color)</p> <p>SWD: -255.5 DfS (no color due to population size)</p>	<p>(Orange, avg +3 pts per year)</p> <p>Socioeconomically Disadvantaged (SED): -182.1 DfS (Orange, avg +3 pts per year)</p> <p>English Learner (EL): -204 DfS (Orange, avg +3 pts per year)</p> <p>Hispanic (HI): -174.3 DfS (Orange, avg +3 pts per year)</p>	<p>EL: +10.9 pts</p> <p>HI: +16.3 pts</p> <p>LTEL: +33.5 pts (Change from 2024)</p>
4.3	<p>English Learner Progress Indicator (ELPI)- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 47.7% (Orange)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 32.0% making progress (Red)</p> <p>LTEL: 32.3% making progress (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 36.3% making progress (Yellow)</p> <p>LTEL: 37.9% making progress (Yellow)</p>	<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 53.7% (Green, avg +2% pts per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>ALL: -11.4% pts</p> <p>LTEL: +5.6 pts (Change from 2024)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Baseline section if continued in the Year 2 Outcome.			
4.4	<p>Graduation Rate Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of Adjusted 4-year Cohort plus 5th Year Graduates (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard All Students (ALL): 80.9% (Yellow)</p>	<p>Fall 2024 CA School Dashboard ALL: 85.1% (Green)</p>	<p>Fall 2025 CA School Dashboard ALL: 85.2% (Yellow) LTEL: 85.7% (Orange) Homeless: 77.3% (no color due to population size)</p>	<p>Fall 2026 CA School Dashboard All Students (ALL): 83.9% (Green, avg +1% pts per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results ALL: +4.3% pts</p>
4.5	<p>College/Career Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard All Students (ALL): 3% (Very Low) Socioeconomically Disadvantaged (SED): 2.7% (Very Low) English Learner (EL): 0% (Very Low) Homeless (HOM): 2.2% (Very Low) Hispanic (HI): 3.1% (Very Low)</p>	<p>Fall 2024 CA School Dashboard ALL: 3.7% prepared (Red) SED: 3.7% prepared (Red) EL: 1.1% prepared (Red) HOM: 2.9% prepared (Red) HI: 4.3% prepared (Red) LTEL: 1.2% prepared (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025</p>	<p>Fall 2025 CA School Dashboard ALL: 3.3% prepared (Red) SED: 3.4% prepared (Red) EL: 2.8% prepared (Red) HOM: 0.0% prepared (no color due to population size) AA: 0.0% (no color due to population size) HI: 4.1% prepared (Red) LTEL: 1.4% prepared (Red) SWD: 0.0% (no color due to population size)</p>	<p>Fall 2026 CA School Dashboard All Students (ALL): 12% (Yellow, avg +3% per year) Socioeconomically Disadvantaged (SED): 11.7% (Yellow, avg +3% per year) English Learner (EL): 12% (Yellow, avg +4% per year) Homeless (HOM): 11.2% (Yellow, avg +3% per year) Hispanic (HI): 12.1% (Yellow, avg +3% per year)</p> <p>*NOTE: The 2024 cut-scores for CCI</p>	<p>Fall 2025 CA School Dashboard, Change Results ALL: +0.3% pt SED: +0.7% pt EL: +2.8% pts HOM: -2.2% pts HI: +1.0% pt LTEL: +0.2 pt (Change from 2024)</p> <p>The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with 2023 or 2024 data.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Difference from Baseline section if continued in the Year 2 Outcome.	The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with 2023 or 2024 data.	have not been released. Target rates are based upon the 2019 five-by-five colored table.	
4.6	<p>Suspension Rate-School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 7.3% (Yellow)</p> <p>Homeless (HOM): 13.6% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 10.3% (Red)</p> <p>HOM: 17.9% (Red)</p> <p>EL: 12.7% (Red)*</p> <p>LTEL: 13.1% (Red)*</p> <p>SED: 10.3% (Red)*</p> <p>SWD: 13.0% (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025</p> <p>Difference from Baseline section if continued in the Year 2 Outcome.</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 9.9% (Yellow)</p> <p>HOM: 2.9% (Green)</p> <p>EL: 7.2% (Yellow)</p> <p>LTEL: 7.6% (Yellow)</p> <p>SED: 9.7% (Yellow)</p> <p>SWD: 9.3% (Yellow)</p>	<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 6.4% (Yellow, avg -0.3% per year)</p> <p>Homeless (HOM): 7.6% (Yellow, avg -2.0% per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>ALL: +2.6% pts</p> <p>HOM: -10.7% pts</p> <p>EL: -5.5% pts (Change from 2024)</p> <p>LTEL: -5.5% pts (Change from 2024)</p> <p>SED: -0.6% pt (Change from 2024)</p> <p>SWD: -3.7% pts (Change from 2024)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	<p>Teacher Assignment Monitoring Outcomes (TAMO)</p> <p>Source: CDE Teacher Assignment Monitoring Outcomes (TAMO) report</p> <p>Reported as "Percentage of teachers with a clear status based on alignment of teaching credential and assignment"</p>	<p>TAMO 2021-22</p> <p>76.8% Clear</p>	<p>TAMO 2022-23</p> <p>74.9% Clear</p>	<p>TAMO 2023-24</p> <p>69.6% Clear</p>	<p>MSJ will meet statewide average in TAMO reporting of clear credential percentage.</p>	<p>Most current data posted is 2023-24 data. Although there has been a reduction of 7.2% in clear credentials since 2021-22, local data in 2024-25 indicates improved alignment of credential with assignments.</p>

Goal Analysis [2025-26]

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.

The 2025-26 LCAP noted that all Equity Multiplier actions were designed to be conducted over a multi-year timeline. In all cases, implementation timelines and continued planning focused on responding to student needs via end of year 2024-25 data and progress monitoring data throughout the 2025-26 academic year.

Action 4.1 (Arts Expansion) continued to be implemented as planned during the 2025-26 academic year, supplementing Arts and Music in Schools (AMS) funding via Proposition 28 to expand arts offerings at MSJ. A dance teacher was hired in response to student input regarding arts course types of interest, and dance sections were able to be provided at both MSJ campus locations due to the supplemental funding through Equity Multiplier funds. Student enrollment in the dance program has met expectations and attendance in the program has been consistent, which is an indication that the program is being received positively in the alternative education setting. This allowed participating alternative education students additional access to a broad course of study.

Action 4.2 (CTE Program Expansion) was implemented as planned in 2025-26. CTE program offerings were available in every enrollment quarter through two different course offerings. Attendance and enrollment in the program has been positive, bringing students to school regularly to participate and benefitting their attendance in other course sessions during the day. MSJ has started planning for internship and job shadow opportunities in the hospitality sector aligned with goals for high quality CTE programs.

Action 4.3 (MTSS ELA and Intervention Systems) efforts featured challenges with implementation. The additional paraprofessional position experienced challenges in the hiring process and was not implemented as planned in 2025-26. The position is in the process of being filled for 2026-27 targeting a start-of-year implementation timeline. Intervention and tutoring did occur, with targeted support based on identified student needs throughout the year. The system is being refined for 2026-27 to provide additional targeted support during the day and outside of the school day to increase student participation in support structures.

Action 4.4 (Alternative Education Professional Development) featured professional development through Solution Tree and extended training through alternative education content conferences and workshops. Solution Tree consultant support started with analysis of instructional strategy implementation, development of a walkthrough observation tool, and development of a dashboard for analysis of observational findings. Work with Solution Tree in 2025-26 will link with Professional Learning Community systems development and improvement work in 2026-27, targeting increased effectiveness in data-driven instructional planning systems.

Action 4.5 (MTSS- SEL and Behavioral Supports for Alternative Education Students) was a new action for 2025-26. The Wellness Centers at both the Cathedral City and Desert Hot Springs locations were fully staffed and provided a variety of SEL and behavioral support services for students throughout the year. Additional materials were purchased to provide resources for students and to conduct Tier II and Tier III supports as needed to address individualized student needs. Educational partner input indicates that this structure has been well received by students and has had a beneficial impact on both attendance and referral rates for behavioral issues.

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.

All Equity Multiplier funded actions are designed to be implemented over multiple years. The posted budgets in the 2025-26 LCAP report the total budget from this multiple year period, therefore material differences appear for all Goal 4 actions as 2025-26 (Year 2) expenditures only constitute a portion of the overall action budget. Differences in expenditures and estimated actuals are noted for all Goal 4 actions as part of describing overall action implementation. Unexpended funding will be carried over into the 2026-27 LCAP budgets within Goal 4. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 4.1: Arts Instruction Expansion

Budgeted Expenditures (Total multi-year action budget): \$150,214

Estimated Actual Expenditures (2025-26): \$51,697

Material Difference: \$98,517

Explanation: Staffing costs were lower than initial budgeted estimates for 2025-26 and position was budgeted for a two-year period. Budget for 2026-27 will be recalculated based on actual costs and ongoing service needs.

Action 4.2: Dual Enrollment Course Expansion

Budgeted Expenditures (Total multi-year action budget): \$426,179

Estimated Actual Expenditures (2025-26): \$166,255

Material Difference: \$259,924

Explanation: Program costs were slightly lower than anticipated for 2025-26 implementation. Updated Action 4.2 for 2026-27 factors in new needs and updated budget using the carryover funds.

Action 4.3: MTSS ELA and Intervention Systems

Budgeted Expenditures (Total multi-year action budget): \$167,800

Estimated Actual Expenditures (2025-26): \$10,624

Material Difference: \$157,176

Explanation: Significant hiring difficulties resulted in a position not being filled in 2025-26 as anticipated, resulting in less expenditures than budgeted for both position costs and resulting lags in program implementation.

Action 4.4: Alternative Education Professional Development

Budgeted Expenditures (Total multi-year action budget): \$25,000

Estimated Actual Expenditures (2025-26): \$15,754

Material Difference: \$9,246

Explanation: Professional development costs were primarily covered through the SPSA in 2025-26, with supplemental attendance provided through Equity Multiplier funds. Solution Tree work started later in the academic year, limiting costs for 2025-26.

Action 4.5: MTSS - SEL and Behavioral Supports for Alternative Education Students

Budgeted Expenditures (Total multi-year action budget): \$385,049

Estimated Actual Expenditures (2025-26): \$200,323

Material Difference: \$184,726

Explanation: Expenditures in 2025-26 were as anticipated to complete Year 1 activities for this multi-year funded action. Remaining funds support 2026-27 activities within this action.

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

Action 4.1 (Arts Expansion) has been effective during the 2025-26 academic year. The planned increase in arts instructional sections, enrollment, and course completion due to this action has continued to result in an increase in access to a broad course of study for alternative education students at both the main MSJ campus and the satellite EWEC campus. The site has also noted an increase in students meeting graduation requirements due to increased participation in the dance courses, with the school projected to improve upon the 85.2% graduation rate posted for the class of 2025. Educational partner input collected in 2025-26 indicates positive feedback regarding the expanded offerings, with students requesting to continue making these additional sections available moving forward. The WASC review completed in March 2026 identified this action as an area of strength for the school site in supporting the mission, culture, and learner outcomes, contributing to an effective rating in this area.

Action 4.2 (CTE Course Expansion) was adjusted to a CTE program expansion during the opening phases of the 2024-25 academic year, with implementation occurring in full in the 2025-26 academic year. Similar to initial indications during the latter stages of 2024-25, the CTE program offerings in 2025-26 filled quickly and attendance in the courses has been at a higher level than some other elective options. Attendance rates appear to be increasing based on available 2025-26 data, pending completion of positive attendance credits for work completion. Students report positive perspectives regarding the course and content. The WASC review completed in March 2026 identified

this action as an area of strength for the school site in supporting the mission, culture, and learner outcomes, contributing to an effective rating in this area. Although these CTE course offerings assisted with access to a broad course of study and another potential pathway to CCI preparedness, this has not yet led to increases in CCI rates due to limited ability to complete the full pathway for some students as they transition back to the comprehensive high school. As part of program evaluation, MSJ has determined that the impact on college and career readiness would be improved through additional dual enrollment options at the school site in conjunction with the operating CTE courses. Additional dual enrollment options will be provided in 2026-27 along with a continuation of the CTE course expansion efforts, and the action will be adjusted to support this change in approach.

Action 4.3 (MTSS ELA and Intervention Systems) had limited effectiveness on outcomes during 2025-26 due to challenges in implementation. Delays in hiring a paraprofessional limited the scope of during the day services available through this action and will not be fully resolved until the 2026-27 academic year. Tutoring and intervention supports were provided outside of the school day, however attendance was minimal and too inconsistent to properly monitor progress for effectiveness. Local reading benchmark assessments in 2025-26 showed minimal growth in CAASPP predictability for 11th-grade students, with the percentage projected to score proficient or advanced increasing from 22.2% in the fall to 23.7% in the winter. This minimal improvement further supports the need for MTSS intervention services during the school day. Due to ineffective implementation and lack of related progress made in 2025-26, changes to MTSS structures are reflected in the 2026-27 version of the action.

Action 4.4 (Alternative Education Professional Development) was effective in multiple ways. Additional conference and workshop attendance allowed for collaboration between teaching team members in analyzing practices and implementing strategies to improve instruction. Significant progress was made through the work with the Solution Tree consultant, providing the school with a new observational walkthrough structure to provide targeted feedback regarding instruction and systems to analyze instructional observation data in targeted next steps in improvement. The WASC review in March 2026 indicated PLC implementation and work with Solution Tree as an area of strength in improving data-driven collaboration with staff and in the curriculum summary element, contributing to effective ratings in these areas.

Action 4.5 (MTSS SEL and Behavioral Supports for Alternative Education Students) was implemented in full and provided effective support for student SEL and tiered behavioral needs. Suspensions have significantly reduced in 2025-26, with a 7.7% suspension rate at time of plan writing as compared to a rate of 9.9% in 2024-25. This decline is directly attributed to supports and school climate initiatives tied to this action. Student survey data collected in Winter 2026 indicates increases in rates of school connectedness (86% favorable, increased 6% from prior year) climate and support for academic learning (76%, increased 6%). Students also reported improved ratings in SEL areas such as perseverance (52%, increased 11%), self-efficacy (44%, increased 8%), and self-management (55%, increased 6%). Educational partner input noted that the wellness center on each campus had a positive impact on student ability to address minor behavioral interruptions and SEL needs, often resulting in returning to class quickly rather than other potential outcomes. The March 2026 WASC review identified supports related to this action as contributing to effective ratings in multiple categories: Mission, Culture, Learner Outcomes; Teaching and Learning; and Faculty & Staff.

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

The Goal 4 focus goal language was updated with targeting based on Fall 2025 Dashboard results. This update clarifies progress made and the intended outcome for continuing efforts maintain an improvement trajectory.

The metrics table was updated for 2026-27 to include groups identified as lowest performing based on the Fall 2025 Dashboard results. Language was also added to report the percentage of teachers properly credentialed at the school as reported on the CDE Teaching Assignment Monitoring Outcomes report, which most recently reported results for the 2023-24 academic year at time of plan writing.

Action 4.1 (Arts Expansion) will continue into the 2026-27 and related services will remain unchanged overall. An additional year will be added via the funding from a second year of Equity Multiplier eligibility identification during the 2025-26 academic year, extending the action through the 2027-28 academic year at a minimum. An additional materials and supplies budget will be added to provide arts offerings with resources to improve and diversify program offerings.

Action 4.2 (CTE Course Expansion) will be adjusted to reflect the addition of dual enrollment course offerings to the school site. Start-up costs and planning time will be provided to launch and calibrate the new dual enrollment offerings into the site. The CTE program will also be extended through the 2027-28 academic year due to the third round of Equity Multiplier funding as noted previously. The budget for this action will be adjusted to include additional resources, materials, and supplies needed to operate the program and provide opportunities for interactions with local industry partners and resources associated with the hospitality and tourism industry. The action will be retitled "CTE Program and Dual Enrollment Expansion" to reflect this change.

Action 4.3 (MTSS ELA and Intervention Systems) will continue into the 2026-27 academic year, with significant modifications. The bilingual paraprofessional planned for 2025-26 will be implemented for 2026-27, allowing for small group and individualized support throughout the day. An Intervention Teacher will be added to this action starting in 2026-27, providing a variety of MTSS services including intervention instruction, coordination of intervention programming, and data analysis to determine alignment of efforts. Funding will also be provided for supplies, additional intervention materials, and licenses to support students in closing performance gaps. This action will be closely evaluated to determine effectiveness and whether the action should continue into the 2027-28 academic year.

Action 4.4 (Alternative Education Professional Development) is being extended into the 2026-27 with modification. Continued work with Solution Tree is planned for the site, with Equity Multiplier providing supplemental development opportunities focused on increasing PLC effectiveness and building quality instructional systems at the school. On-site training will be provided to maximize impact with teacher development and adjust to newly identified needs rapidly.

Action 4.5 (MTSS - SEL and Behavioral Supports for Alternative Education Students) will continue as planned with little modification. The two Wellness Coaches that support students through the Wellness Centers will be extended through 2027-28, and funding provided to expand SEL instructional materials and supplies that support students in managing behavior and developing various SEL-related skills.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Arts Instruction Expansion	Funds will continue to be provided to supplement Arts and Music in Schools (AMS) funding to provide MSJ with a dedicated full time dance teacher for the 2025-26 academic year. AMS funding at the current rate is insufficient for providing a full time teacher, needed to expand arts offerings necessary for meeting graduation requirements, student access to a broad course of study, possible A-G eligibility, and increasing readiness as measured by CCI. The 2025-26 allocation will allow this action to extend through 2027-28 and provide additional funding for supplemental materials for the arts department.	\$186,487.00	No
4.2	CTE Program and Dual Enrollment Expansion	A CTE teacher for the hospitality economic sector will continue to be funded through the 2027-28 academic year to expand course offerings that meet CCI readiness requirements. As meeting CCI requirements is a significant challenge for schools and students in the alternative education setting, providing additional CTE options in high interest fields allows additional access for meeting CCI requirements. Additional budget is being added for programmatic costs related to course activities, such as work experience and industry partner interactions. Also provided is funding to increase dual enrollment course opportunities, implemented in conjunction with the local community college to provide access to additional college and career options.	\$217,901.00	No
4.3	MTSS - ELA and Math Intervention Systems	MSJ will continue to evolve the MTSS targeted intervention system to improve student outcomes in ELA and mathematics. As part of addressing the needs of ELs and LTELs, a Bilingual Paraprofessional will be added to provide push-in support and to support the planned support class for these students. An Intervention Teacher will be added to coordinate and implement MTSS structures, working to target and address student needs through evidence-based intervention practices. Supplemental licenses and intervention materials will also be provided to support intervention and skills development within course content areas, primarily targeting English and mathematics skills. Progress will be monitored through site common assessment results, benchmark testing, and improvement on CAASPP and ELPAC results.	\$306,900.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Alternative Education Professional Development	MSJ will provide additional professional development related to the alternative education setting, looking to create campus cultures that are supportive of all students and academically driven. This action will address both academic needs and school climate needs represented by suspension rates and referral rates. The school will add training in instructional strategies targeting the needs of ELs and LTELs in conjunction with the expanded intervention services within the MTSS model. Services through this action will be professional development activities provided by PSUSD and through the MSJ SPSA. For 2026-27, professional development sessions will include development of Professional Learning Communities structures with a consultant that specializes in the alternative education setting.	\$111,228.00	No
4.5	MTSS - SEL and Behavioral Supports for Alternative Education Students	MSJ will provide SEL, mental health services, check-in check-out programs, drug intervention, group counseling, and self-regulation supports through a school site Wellness Center that was started in 2024-25 via Equity Multiplier funds to address behavioral needs and school connectedness. Two Wellness Coaches were hired in 2024-25 to establish the program, with one located at each of the two campuses. A set of wrap-around services and a mentoring program will be designed specific to the needs of alternative education students, targeting improvements in suspension rates and attendance through the removal of barriers to accessing learning. Implementation will be in partnership with district level Student Services staff to ensure a continuity of services as students transition into and out of the alternative education setting. Parent and family outreach will also be a component of the program, building a partnership for success between home and school settings for identified students. Funding is also provided for related materials and supplies for the program. Services will be provided for through the 2026-27 academic year.	\$380,146.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>Desert Learning Academy will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include:</p> <ul style="list-style-type: none"> • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in ELA are in the Orange performance level (EL, SED, Hisp) and students with disabilities due to low performance but no indicated performance level color. Therefore the goal for ELA is to continue to improve CAASPP ELA results by a minimum average of three scale score points for all student groups as part of ongoing improvement in this area. Although not identified with a performance indicator color due to student population size, systemic improvement in ELA results targeting more than ten scale score points for performance gap closure for Long-term English Learners and students with disabilities due to low performance. • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in mathematics are in the Red performance level (EL, SED, Hisp) and multiple groups due to low performance but no indicated performance level color (LTEL, SWD). Therefore the goal for mathematics is to continue to improve CAASPP Math results by a minimum average of three scale score points for all student groups as part of ongoing improvement in this area. Although not identified with a performance indicator color due to student population size, systemic improvement in math results targeting more than ten scale score points for performance gap closure for Long-term English Learners and students with disabilities due to low performance. • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in ELPI are ELs in the Orange performance level. Therefore the goal for ELPI is to improve performance in the ELPI percentage as measured by the CA School Dashboard by 2% for both the EL student group and the LTEL student group. • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in graduation rate are in the Orange performance level overall and White students due to low performance but no indicated performance level color. Therefore the goal for graduation rate is to increase graduation rate by 1.0% or more to address an overall Orange performance level for the all student group and similar increases for all individual student groups. Although not identified with a performance indicator color due to student population size, increase of graduation rate for the White student group by more than 2.0% for performance gap closure due to a reported rate lower than other student groups. • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in CCI are SED students in the Yellow performance level and White students due to low performance but 	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	<p>no indicated performance level color. Therefore the goal for CCI is to increase college and career readiness by a minimum of two percentage points annually as measured by the CCI for the All Students group as part of ongoing school improvement efforts in this measure. Although not identified with a performance indicator color due to student population size, increase of CCI preparedness percentage for the White student group by more than four percentage points for performance gap closure due to a reported rate lower than other student groups.</p> <ul style="list-style-type: none"> • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in chronic absenteeism are in the Green performance level (EL) and LTEL due to moderate performance with no indicated performance level color. Therefore the goal for chronic absenteeism is to maintain chronic absenteeism rates as measured by the CA School Dashboard Chronic Absenteeism Indicator to maintain Blue and Green performance levels for all student groups. Although not identified with a performance indicator color due to student population size, reduction of chronic absenteeism rate for the African American student group by more than two percentage points for performance gap closure due to rates higher than other student groups. • Per the 2025 CA School Dashboard, the lowest performing groups at DLA in suspension rate are in the Blue performance level with Hispanic students posting the highest rate in the school at 0.3%. Therefore the goal for suspension rate is continued support for student behavior to maintain suspension rates below 1.0% for all student groups, as performance rates are consistent across groups in this measure. • Per the CDE's Teaching Assignment Monitoring Outcomes report for 2023-24, Desert Learning Academy had 48.9% of teachers properly credentialed and 40.0% out of field. Although DLA had 40.0% of teachers working out of field, all teachers were fully credentialed and assigned as part of the local assignment option at an alternate education school site including teacher-facilitated course assignments where curriculum is primarily delivered via an online platform. PSUSD supports out of field teachers with significant professional development in instructional strategies and PLC systems specific to each teacher's current assignment. Students are supported through Equity Multiplier funds and site-based initiatives through the SPSA. Out-of-field teachers are supported through district-provided structured collaboration time and instructional coaching from district specialists, teachers are fully equipped to provide high quality instruction in the assigned subject matter. Human Resources and Curriculum and Instruction staff review assignments and CALPADS coding to address misassignments or incomplete data submissions. 	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Desert Learning Academy (DLA) was first identified as eligible for Equity Multiplier funds in the 2023-24 academic year and qualified again for funding in both the 2024-25 academic year and 2025-26 academic year. DLA is a virtual learning and hybrid learning school within PSUSD serving students in grades K through 12. DLA was awarded \$708,407 in Equity Multiplier funds in 2023-24, and an initial multi-year plan was developed to expend these funds to address student and school needs. In 2024-25, DLA was awarded \$543,711 in Equity Multiplier funding. An additional \$557,133 was awarded following eligibility identification in 2025-26. This repeated funding eligibility has allowed for the continuation of successful Equity Multiplier actions into the multi-year plan while modifying and adding additional services to address identified needs. The action budgets in Goal 5 represent a blending of remaining 2024-25 allocations and the new 2025-26 allocation.

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

The Fall 2024 Dashboard showed improvements in mathematics, with results increasing by 14.3 points for the "all students" group and all significant sized student groups reporting in the Yellow performance level. Although improvements have been made in these initial results, the needs assessment continues to indicate that mathematics supports are needed for students to continue to improve performance. As noted previously, CCI performance has been an area in need of improvement at DLA throughout the history of the metric. DLA reported an overall improvement of 1.8% in this measure on the Fall 2024 Dashboard, improving the "all students" performance level to Orange. CCI continues to be a targeted need area, with only 17.5% of graduates meeting the preparedness metrics. Chronic absenteeism reported with significant increases on the Fall 2024 Dashboard, with all student groups reporting in the Red performance level. This was the only metric with any Red performance levels reported on the Fall 2024 Dashboard. SPSA actions and Equity Multiplier funds will be used in 2025-26 to address chronic absenteeism at the school as a course correction. Educational partner input indicated that there was a continuing need to support students with mathematics, increase awareness of A-G requirements, and to continue to provide additional support to students targeting their individualized needs. In addition, educational partners would like to see continued arts offerings as part of the school offerings.

The Fall 2025 Dashboard continued to report improvements across multiple LCFF priority areas, but also reported declines in academic indicators. Significant declines in chronic absenteeism resulted in a Blue performance level for the "all students" group, SED student group, and Hispanic student group. Similar declines led to a Green performance level for the EL student group in chronic absenteeism. All student groups reported in the Blue performance level in suspension rate, with groups noting declines in rates from the prior year. CCI results also reported improvement, with an increase of 8.8% for the "all students" group and similar significant gains for SED and Hispanic student groups (6% and 17.9% respectively). Declines were reported in ELPI (-3.6%) and mathematics (-10.7 points), with ELA maintaining a similar level from the prior year (+2 points). All three indicators reported in the Orange performance level for the "all students" group. In ELA, all student groups also reported in the Orange performance levels with most reporting declines in performance. Declines in mathematics were more substantial, with multiple groups reporting significant declines and all significant sized student groups reporting in the Red performance level (EL, SED, Hispanic). These results indicate a clear need to address academic needs and instructional systems while continuing to implement successful practices related to attendance and behavioral supports. In addition, educational partner input identified needs for additional tutoring and resources related to academic supports, which are addressed in actions related to this goal. Educational partner input also identified a need to support EL students in language acquisition, academic supports, and with developing skills needed to be successful in ELPAC testing. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA- School and Student Group Source: 2023 CA School Dashboard Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): -21.4 DfS (Yellow)	Fall 2024 CA School Dashboard ALL: -20.5 DfS (Orange)	Fall 2025 CA School Dashboard ALL: -18.5 DfS (Orange) LTEL: -97.6 DfS (no color due to population size) SWD: -89.9 DfS (no color due to population size)	Fall 2026 CA School Dashboard All Students (ALL): -12.4 DfS (Yellow, avg +3 pts per year)	Fall 2025 CA School Dashboard, Change Results ALL: +2.9 pts
5.2	CAASPP Math- School and Student Group	Fall 2023 CA School Dashboard All Students (ALL): -97.3 (Orange)	Fall 2024 CA School Dashboard ALL: -83.0 DfS (Yellow)	Fall 2025 CA School Dashboard ALL: -93.6 DfS (Orange)	Fall 2026 CA School Dashboard	Fall 2025 CA School Dashboard, Change Results ALL: +3.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: 2023 CA School Dashboard</p> <p>Academic Indicator for Mathematics - Distance from Standard</p> <p>Results displayed as "Average Distance from Standard (Performance Level)"</p>	<p>English Learner (EL): -143 DfS (Red)</p> <p>Hispanic (HI): -106.2 (Red)</p>	<p>EL: -83.7 DfS (Yellow)</p> <p>HI: -88.6 DfS (Yellow)</p>	<p>EL: -104.7 DfS (Red)</p> <p>LTEL: -215.2 DfS (no color due to population size)</p> <p>HI: -104.6 DfS (Red)</p> <p>SED: -98.0 DfS (Red)</p> <p>SWD: -169.7 DfS (no color due to population size)</p>	<p>All Students (ALL): -88.3 (Yellow, avg +3pts per year)</p> <p>English Learner (EL): -128 DfS (Orange, avg +5pts per year)</p> <p>Hispanic (HI): -89.2 (Yellow, avg +3pts per year)</p>	<p>EL: +38.3 pts</p> <p>HI: +1.6 pts</p>
5.3	<p>English Learner Progress Indicator (ELPI)- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of EL students making progress towards English Language Proficiency (Performance Level)"</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 38.3% (Yellow)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 44.4% (Yellow)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 40.8% (Orange)</p>	<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 44.3% (Yellow, avg +2% per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>ALL: +2.5% pts</p>
5.4	<p>Graduation Rate Indicator- School and Student Group</p> <p>Source: 2023 CA School Dashboard</p> <p>Results displayed as "Percentage of Adjusted</p>	<p>Fall 2023 CA School Dashboard</p> <p>All Students (ALL): 78.7% (Orange)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 82.8% (Green)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 80.7% (Orange)</p> <p>White: 69.2% (no color due to population size)</p>	<p>Fall 2026 CA School Dashboard</p> <p>All Students (ALL): 81.7% (Green, avg +1% per year)</p>	<p>Fall 2025 CA School Dashboard, Change Results</p> <p>ALL: +2.0% pts</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4-year Cohort plus 5th Year Graduates (Performance Level)"					
5.5	College/Career Indicator- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of Graduates Meeting or Exceeding Preparedness Criteria (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 15.7% (Low)	Fall 2024 CA School Dashboard ALL: 17.5% (Orange)	Fall 2025 CA School Dashboard ALL: 31.6% (Yellow) White: 23.1% (no color due to population size) The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with 2023 or 2024 data.	Fall 2026 CA School Dashboard All Students (ALL): 21.7% (Yellow, avg +2% per year) *NOTE: The 2024 cut-scores for CCI have not been released. Target rates are based upon the 2019 five-by-five colored table.	Fall 2025 CA School Dashboard, Change Results ALL: +15.9% pts The criteria for CCI were updated with the 2025 Dashboard, so status and change numbers for the current 2025 data will not align with 2023 or 2024 data.
5.6	Suspension Rate- School and Student Group Source: 2023 CA School Dashboard Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"	Fall 2023 CA School Dashboard All Students (ALL): 0% (Blue)	Fall 2024 CA School Dashboard ALL: 0.9% (Green)	Fall 2025 CA School Dashboard ALL: 0.2% (Blue)	Fall 2026 CA School Dashboard All Students (ALL): 0% (Blue, maintain avg 0% per year)	Fall 2025 CA School Dashboard, Change Results ALL: +0.2% pt
5.7	Chronic Absenteeism- School and Student Group	Fall 2023 CA School Dashboard All Students (ALL): 1.2% (Green)	Fall 2024 CA School Dashboard ALL: 28.9% (Red) EL: 31.1% (Red)*	Fall 2025 CA School Dashboard ALL: 1.0% (Blue) EL: 2.9% (Green)	Fall 2026 CA School Dashboard All Students (ALL): 1.2% (Blue,	Fall 2025 CA School Dashboard, Change Results ALL: -0.2% pt

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: 2023 CA School Dashboard</p> <p>Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"</p>		<p>HI: 26.1% (Red)* SED: 29.4% (Red)* WH: 27.8% (Red)*</p> <p>*New student groups in the Red were added to the Year 1 Outcome. They will be monitored and added to the 2025 Difference from Baseline section if continued in the Year 2 Outcome.</p>	<p>AA: 6.7% (no color due to population size) HI: 0.6% (Blue) SED: 1.0% (Blue) WH: 0.0% (Blue)</p>	maintain avg 0% per year)	<p>EL: -28.2% pts (Change from 2024) HI: -25.5% pts (Change from 2024) SED: -28.4% pts (Change from 2024) WH: -27.8% pts (Change from 2024)</p>
5.8	<p>Teacher Assignment Monitoring Outcomes (TAMO)</p> <p>Source: CDE Teacher Assignment Monitoring Outcomes (TAMO) report</p> <p>Reported as "Percentage of teachers with a clear status based on alignment of teaching credential and assignment"</p>	<p>TAMO 2021-22</p> <p>77.3% Clear</p>	<p>TAMO 2022-23</p> <p>56.8% Clear</p>	<p>TAMO 2023-24</p> <p>48.9% Clear</p>	DLA will meet or exceed statewide averages for the percentage of teachers with a clear designation.	<p>Most current data posted is 2023-24 data, reporting a reduction of 28.4% in clear credentials since 2021-22. Local assignment options are in place for the 40.0% out-of-field teachers.</p>

Goal Analysis [2025-26]

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.

The 2025-26 LCAP noted that all Equity Multiplier actions were designed to be conducted over a multi-year timeline. In all cases, implementation timelines and continued planning focused on responding to student needs via end of year 2024-25 data and progress monitoring data throughout the 2025-26 academic year.

Action 5.1 (Art Instruction Expansion) continued to be effectively implemented as designed at Desert Learning Academy (DLA). The expansion of arts offerings allowed for additional options for students to access a broad course of study and increased access for the arts requirement as part of A-G requirement completion at the high school level. Educational partner input continues to be positive about arts related offerings, and attendance in art sessions continued to be at a high level.

Action 5.2 (Mathematics Course and Intervention Expansion) was intended to provide targeted intervention at the high school level, however implementation of the planned structure varied during the year. The school utilized quarterly assessments to identify student needs in mathematics, responding to the results through cyclical intervention supports that were included within the daily master schedule. Support was flexed to other grade spans by the provided math teacher, which led to gaps in support. Progress monitoring data indicated inconsistency throughout the program. Similarly, the use of the paraprofessional support varied throughout the year, with needed increases in time spent supporting small groups and individual students. Due to variance in effectiveness outcomes, this action is being changed for the 2026-27 academic year.

Significant successes continued to result from activities through Action 5.3 (School Community Outreach) during the 2025-26 academic year. The Community Liaison conducted outreach for attendance, continued to build positive relationships with families, and effectively addressed barriers to attendance. Both CA School Dashboard results from 2024-25 and local progress monitoring during 2025-26 indicate improvement in attendance rates overall and significant improvement for students participating in the school's reengagement meeting structures. Educational partner input has identified the Community Liaison as a vital connection point for students and families to the school, being a trusted source of information and support for individual needs.

Action 5.4 (MTSS System Improvement) supported student needs through a process of data analysis, student intervention, and progress monitoring. Timecard expenditures were made for additional data analysis and planning time to support the program and a prep buy-out for MTSS coordination. The coordination of this system allowed for increased attendance, academic accountability, and course completion. Effectiveness of implementation varied across grade span levels, with mixed outcomes indicating that some systems improvements and continued development are needed to target and address student needs in a timely manner.

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.

All Equity Multiplier funded actions are designed to be implemented over multiple years. The posted budgets in the 2025-26 LCAP report the total budget from this multiple year period, therefore materials differences appear for all Goal 5 actions as 2025-26 (Year 2) expenditures only constitute a portion of the overall action budget. Differences in expenditures and estimated actuals are noted for all Goal 5 actions as part of describing overall action implementation. Unexpended funding will be carried over into the 2026-27 LCAP budgets within Goal 5. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 5.1: Arts Instruction Expansion

Budgeted Expenditures (Total multi-year action budget): \$140,379

Estimated Actual Expenditures (2025-26): \$81,555

Material Difference: \$58,824

Explanation: Action was extended to a two-year implementation timeline with additional funding for 2025-26. Staffing costs were within estimated target for 2025-26, with remaining funds supporting 2026-27.

Action 5.2: Mathematics Course and Intervention Expansion

Budgeted Expenditures (Total multi-year action budget): \$366,968

Estimated Actual Expenditures (2025-26): \$323,041

Material Difference: \$43,927

Explanation: Expenditures were on target for anticipated 2025-26 expenditures, with a position having been budgeted for a two-year period. Additional funds are supplementing continuing activities for 2026-27 as noted in the updated language for Action 5.2.

Action 5.4: MTSS System Improvement

Budgeted Expenditures (Total multi-year action budget): \$166,889

Estimated Actual Expenditures (2025-26): \$94,788

Material Difference: \$72,101

Explanation: MTSS system improvements were not all implemented as initially designed, leading to less than expected expenditures in 2025-26. Budgeting for 2026-27 has been updated to account for balance and address new needs for MTSS structural improvement.

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

Action effectiveness in 2025-26 was significantly impacted by multiple leadership transitions at Desert Learning Academy during the academic year. Although some actions were implemented and progress tracked as planned, other actions were inconsistently implemented or progress monitoring data collection was incomplete leading to inconclusive results in some areas.

Action 5.1 (Art Instruction Expansion) was effectively implemented during the 2025-26 academic year, supplementing AMS funding efforts and expanding program offerings related to A-G completion and access to a broad course of study. The first year of implementation of Action 5.1 in 2024-25 contributed to an increase in CCI preparedness of 8.8% from the prior year due in part to increased access to F category course options for fine arts within the A-G requirement criteria. 2025-26 monitoring data projects increases in students meeting the F category course requirement for high school students, with final outcomes pending summative reporting available in the fall of 2026. All elementary students benefit from art instruction by a credentialed art teacher rather than a general education teacher, improving access to quality broad course of study requirements as outlined in LCFF Priority 7 local indicator evaluations. Educational partner feedback at the site continues to be positive regarding arts offerings, identifying arts instruction at the school as an area of strength in many input and feedback discussions. Increases in attendance for the in-person day segments continued to be attributed in part to connectivity between students and the arts programs.

Action 5.2 (Mathematics Course and Intervention Expansion) resulted in improved mathematics scores on progress monitoring assessment results during 2024-25, however state testing results and Fall 2025 CA School Dashboard results indicated a decline of 10.7 scale score points overall and similar declines across student groups as compared to the prior year. Although designed initially to address these needs, the math intervention program during 2025-26 was determined to be ineffective due to a lack of consistent implementation and inconsistent progress monitoring results. Local math benchmark assessments indicate a need for additional support due to declines in the percentage of students scoring proficient from the fall to winter testing windows. 47.7% of students scored proficient on math benchmark assessments in the fall compared with 45.4% in the winter. Performance varied by grade span. Results in elementary grades reported declines in proficiency, with 40.0% scoring proficient in the fall and 30.6% in the winter. Middle school students reported the largest decline, decreasing from 66.7% proficient in the fall to 52.2% in the winter. In contrast, high school students demonstrated growth, with proficiency rates increasing from 40.2% in the fall to 46.1% in the winter. This action is being changed for 2026-27 to provide more consistent support structures across grade levels and improve effectiveness of supports.

The most effective action in Goal 5 continues to be Action 5.3 related to School Community Outreach. Systemic improvement in outreach and improved attendance tracking began in 2024-25, leading to an overall decline of 28% in the school's overall chronic absenteeism rates per the Fall 2025 Dashboard as compared to the prior year. The Community Liaison duties combined with improved positive attendance tracking and an active reengagement protocol at the school site continued to proactively address attendance issues in 2025-26. As of time of plan writing, 98% of students with complete positive attendance reporting records indicate a translated attendance rate of 95% or better with some students pending attendance record updating from independent study work at time of plan writing. Educational partner feedback identified the Community Liaison's role and efforts as critical to successes during the 2025-26 academic year, as families see the Community Liaison as a trusted source of support.

Activities related to Action 5.4 (MTSS System Improvement) varied in effectiveness in 2025-26. The system of identifying students promptly after progress monitoring assessments are completed, addressing student needs through a tiered MTSS structure, and evaluating effectiveness was noted as having positive outcomes in local progress monitoring data and impacting attendance and student performance in some grade levels. A positive impact can be seen in the growth of literacy skills in grades two through five on the mClass DIBELS assessment, with overall proficiency increasing from 43.0% in the fall to 50.0% in the winter. However, results from the local benchmark reading assessments showed mixed outcomes depending on the grade span. Overall reading proficiency schoolwide increased slightly from 57.9% in the fall to 58.8% in the winter. Elementary students demonstrated the largest increase in reading proficiency, increasing from 40.9% in the fall to 56.3% in the winter. In contrast, middle school student results reported a decline in proficiency, with 68.3% scoring proficient in the fall compared with 59.7% in the winter. High school students showed a slight increase in proficiency, with rates improving from 57.3% in the fall to 59.1% in the winter. Winter 2026 student survey results in the Climate of Support for Academic Learning indicate similar mixed outcomes, with elementary results reporting at 76% favorable but a decline of 15% from the prior year while secondary results reported a 85% favorable rate and an increase of 5% from the prior year. Similarly, elementary results reported significant declines in SEL ratings (growth mindset declined 23%, self-efficacy declined 19%, perseverance declined 18%) and secondary students reported increases in the same areas (growth mindset increased 7%, self-efficacy increased 5%, perseverance increased 2%). These ranges indicate mixed effectiveness of the MTSS structure based on grade span.

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

The focus goal language has been updated for 2026-27 to reflect the adjusted improvement targets via Equity Multiplier funding based on the Fall 2025 Dashboard and local progress monitoring during the 2025-26 academic year.

Action 5.1 (Art Instruction Expansion) continues to be effectively implemented and well received based on educational partner feedback. Therefore, this action will continue in 2026-27 and with additional funding added to provide supplemental materials and supplies for the program activities. The action has been extended into 2027-28 in the plan due to additional Equity Multiplier funding received when DLA qualified for funding again during the 2026-27 academic year.

Action 5.2 (Mathematics Course and Intervention Expansion) has been sunsetted and will be replaced. The new Action 5.2 is titled "Integrated Academic Support", focusing on providing small group support to students through multiple evidence-based practices. The two previous paraprofessional positions will be extended through the 2026-27 year due to the new round of Equity Multiplier funding, with one additional paraprofessional added for 2026-27. This will allow small group support to be provided via a dedicated paraprofessional in each of the school's three grade span settings (elementary, middle, and high school grades).

Action 5.3 (School Community Outreach) has been successful in addressing attendance concerns and will continue as previously implemented through the 2026-17 academic year. The Community Liaison position is also now budgeted for an additional year using the new round of funding.

Action 5.4 (MTSS System Improvement) will again have an increased budget for 2026-27 to address intervention support needs throughout the school. Structural changes to the MTSS model will be made to provide supports to low performing students. Supplemental funding is being added to the MTSS program to provide additional resources for tutoring, data analysis and planning, online support programs, and

supplemental materials specifically targeting mathematics and English language development. The site will also be addressing SEL and behavioral needs through a wellness center model utilizing Equity Multiplier funding to provide materials for related services. Action 5.4 will be evaluated closely during the 2026-27 year to determine whether the program is more effective in targeting and addressing student needs.

The metrics table was updated for 2026-27 to include groups identified as lowest performing based on the Fall 2025 Dashboard results. Language was also added to report the percentage of teachers properly credentialed at the school as reported on the CDE Teaching Assignment Monitoring Outcomes report, which most recently reported results for the 2023-24 academic year at time of plan writing.

Two new actions are being added for 2026-27. Action 5.5 will add resources to expand professional development opportunities for instructional practices, Professional Learning Community work, and best practices for hybrid and online learning models. Action 5.6 is being added to further expand student access to a broad course of study and reinforce current instructional offerings through supplemental materials to support learning. Additional details of these actions is available in the corresponding action descriptions below.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Art Instruction Expansion	Funds will continue to supplement Arts and Music in Schools (AMS) funding to provide DLA with a dedicated full time art teacher for the 2026-27 school year, and will be extended through 2027-28 with the most recent additional Equity Multiplier allocation. AMS funding at the current rate is insufficient for providing a full time teacher, needed to expand arts offerings necessary for meeting graduation requirements, possible A-G eligibility, and increasing readiness as measured by CCI. A supplemental budget has been added for arts consumable supplies to ensure materials are available to facilitate additional standards-based projects across grade spans.	\$181,119.00	No
5.2	Mathematics Course and Intervention Expansion	Three Paraprofessional Bilingual positions will be provided for the 2026-27 academic year to assist in supporting students through small group and individualized learning support. These positions will work with students across multiple classrooms and settings, prioritizing support for struggling students and responding to needs identified through local progress monitoring results.	\$220,681.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	School Community Outreach	A School Community Liaison will be provided to conduct outreach to students and families, increasing student attendance rates and providing resources to increase school connectedness. Improvements in student attendance will allow students to access coursework and support structures more frequently. Due to the effectiveness of this action to date, this position and related activities have been budgeted for a two year period spanning the 2026-27 and 2027-28 academic years.	\$188,643.00	No
5.4	MTSS System Improvement	DLA will provide quality school site MTSS support structures and practices through additional analysis work, added intervention opportunities, and supplemental resources to provide MTSS services both during and outside of the school day. Services within this action include extra duty for tutoring sessions, funding for data analysis and MTSS planning, and funding for licensing and materials to support academic performance improvement. SEL and behavioral supports within the MTSS model are being added to address related student needs through a site wellness center structure. Progress will be monitored through local assessment results, referral rates, and attendance rates leading to improved outcomes in CA School Dashboard metrics.	\$132,384.00	No
5.5	Professional Development	DLA will continue to improve instruction through systematic professional development targeting research-based practices that are tailored to in-person, hybrid, and online learning environments. Professional development efforts will focus on improving academic outcomes in ELA, math, ELD, and other core content areas. Additional development related to data-driven decision making structures and collaborative planning, Professional Learning Communities or similar formats, will also be used to improve instruction at the school site. Funding may also provide for side-by-side coaching opportunities and classroom observations during the school year.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Broad Course of Study Improvements	Supplementing efforts with the School Plan for Student Achievement (SPSA), DLA will continue to expand course offerings and improve instructional implementation to ensure students access to a broad course of study. Within this action, DLA will provide supplemental elective course offerings at both the middle and high school levels, including providing expanded access to courses as part of meeting A-G requirements. Due to the nature of the instructional program at DLA, technology purchases are budgeted to allow access to additional coursework access within both hybrid and online settings which will reinforce current course structures and further access to diverse course content for students.	\$65,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	<p>Julius Corsini Elementary (JC) will improve student outcomes as reported on the California School Dashboard through continued development of systems of excellence within the alternative education setting. This focused improvement will include:</p> <ul style="list-style-type: none"> Per the 2025 CA School Dashboard, the lowest performing groups at JC in ELA are in the Orange performance level (EL, SED, Hisp) and students with disabilities due to low performance but no indicated performance level color. Therefore the goal for ELA is to systemically improve CAASPP ELA results by a minimum average of three scale score points to address Orange performance indicators for the All Students group, socioeconomically disadvantaged students, English Learners, and Hispanic students. Although not identified with a performance indicator color due to student population size, systemic improvement in ELA results targeting more than ten scale score points for performance gap closure for students with disabilities due to low performance. Per the 2025 CA School Dashboard, the lowest performing groups at JC in mathematics are in the Red performance level (SED, Hisp) and students with disabilities due to low performance but no indicated performance level color. Therefore the goal for mathematics is to systemically improve CAASPP Math results by a minimum average of three scale score points to address Red performance indicators for the All Students group, socioeconomically disadvantaged students, and Hispanic students. Systemic improvement by more than ten scale score points for the English Learners student group to address low performance in math. Although not identified with a performance indicator color due to student population size, systemic improvement in math results targeting more than ten scale score points for performance gap closure for students with disabilities due to low performance. Per the 2025 CA School Dashboard, the lowest performing groups at JC in ELPI are ELs in the Red performance level. Therefore the goal for ELPI is to provide targeted support for English Learner students to address the Red performance level in ELPI, resulting in improved ELPAC results by a minimum of two percentage points. Per the 2025 CA School Dashboard, the lowest performing groups at JC in chronic absenteeism are African American students in the Red performance level and students of Two or More Races due to low performance but no indicated performance level color. Therefore the goal for chronic absenteeism is to decrease chronic absenteeism rates by a minimum of two percentage points as measured by the CA School Dashboard Chronic Absenteeism Indicator to maintain improvement from the prior year and as part of addressing Red performance levels for African American students. Although not identified with a performance indicator color due to student population size, reduction of chronic 	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	<p>absenteeism rate for the Two or More Races (TOM) student group by more than four percentage points for performance gap closure due to rates higher than other student groups.</p> <ul style="list-style-type: none"> Per the 2025 CA School Dashboard, the lowest performing groups at JC in suspension rate are White students in the Yellow performance level and Foster Youth due to low performance but no indicated performance level color. Therefore the goal for suspension rate improvement is to support student behavioral needs through addressing barriers to accessing learning resulting in continued overall decreases in suspension rates, resulting in a rate below 1% for all groups. Although not identified with a performance indicator color due to student population size, systemic improvement in suspension rate targeting more than 2% for performance gap closure for Foster Youth due to rates higher than other student groups. Per the CDE's Teaching Assignment Monitoring Outcomes report for 2023-24, JC had 90.7% of teachers properly credentialed, 4.7% out of field, and 4.7% are interns. All teachers in self-contained classes were either fully credentialed or were interns supported by coaching and program elements needed to complete the credential process in 2023-24. The one out-of-field teacher assignment in 2023-24 was noted as an "other instruction-related assignment", supporting the intervention program at the school site. The out-of-field teacher is supported through district provided coaching, a scripted evidence-based intervention program, and professional development to ensure that the intervention services are effectively targeting student needs. In 2023-24, the rate of clear credential teachers exceeded the statewide average of 82.5% and the county average of 86.0%. 	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Julius Corsini Elementary (JC) was identified as eligible for Equity Multiplier funds during the 2024-25 academic year, adding Goal 6 as new for the 2025-26 version of the LCAP. JC was awarded \$467,648 in Equity Multiplier funds in 2024-25, and a multi-year plan was developed to expend these funds to address student and school needs. No new funds were issued in 2025-26 due to a reduced student non-stability rate, therefore the use of remaining funds following the 2025-26 academic year is outlined in Goal 6 for the 2026-27 LCAP.

The Fall 2024 Dashboard data indicated improvement needs in mathematics at JC, with the "all students" group and every significant sized student groups reporting in the Red performance level in that metric. Although all other Fall 2024 Dashboard indicators indicated improvement, there were multiple student groups reporting in the Red performance level as identified in the Measuring and Reporting Results table for Goal 6. JC exited CSI status following the release of the Fall 2024 Dashboard, moving to TSI status for three student groups: African

American (AA) students, White students, and Students with Disabilities (SWD). In each case, the TSI qualification involved a Red performance level in either Suspension Rate (AA, White) or Chronic Absenteeism Rate (SWD). Although overall results in these two indicators improved for the school overall, chronic absenteeism rates are in the Very High status level for all groups indicating a systemic need to address barriers to student attendance and access to learning within the classroom. Educational partner input indicated a need to address ELA and mathematics and conduct additional outreach to parents and families. Educational partners also requested that some of the effective initiatives started through the schools CSI process in 2024-25 be continued, such as the work in further developing and refining Professional Learning Community (PLC) practices. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in mathematics while supporting improvement efforts in ELA, suspension rate, and chronic absenteeism to address the needs of Red performance level groups and TSI eligible student groups. Most services will be provided to the whole school due to the high student non-stability rate at the site, however the design of the actions will center on the needs of student groups with TSI designations of Red performance levels. Based on the available accountability data, local progress monitoring data, educational partner input, and a review of programs offered through the SPSA, a plan was developed prioritizing improvement in mathematics while also addressing needs in ELA, chronic absenteeism, and suspension rates.

The Fall 2025 Dashboard indicated improvement needs in mathematics and EL student progress on the ELPAC, with the "all students" groups reporting in the Red performance levels for those metrics. The "all students" group showed improvements in the ELA (with a 12.8 point increase), Suspension Rate (with a 1.7% decrease), and Chronic Absenteeism (with a 6.5% decrease) indicators for JC. With improvements in these indicators, JC had two student groups (SWD and White) exit TSI status. However, the African American student group remains in TSI due to the Chronic Absenteeism indicator remaining in the Red performance level. Although Chronic Absenteeism significantly improved, it remains in the Very High status level for all student groups, indicating a continued need to address barriers to student attendance and access to learning within the classroom. Improvement efforts need to continue to show positive outcomes over time while targeted support is still needed to drive academic improvement for all student groups. Educational partner input during 2025-26 indicated a need to improve mathematics instruction, continue to develop PLC structures, and continue to provide supports for student behavior and attendance. Progress will be measured by all metrics identified in the Measuring and Reporting Results section of this goal, local progress monitoring metrics (Star results, suspension reports, etc.), and educational partner input regarding addressing school and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA- School and Student Group Source: 2024 CA School Dashboard	Fall 2024 CA School Dashboard All Students (ALL): -86.7 DfS (Orange) English Learner (EL): -114.5 DfS (Red)	Fall 2024 CA School Dashboard ALL: -86.7 DfS (Orange) EL: -114.5 DfS (Red)	Fall 2025 CA School Dashboard ALL: -73.9 DfS (Orange) EL: -105.4 DfS (Orange)	Fall 2026 CA School Dashboard ALL: -80.7 DfS (Orange, +3 pts per year)	Fall 2025 CA School Dashboard ALL: +12.8 pts EL: +9.1 pts Current Difference from Baseline is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator for English Language Arts - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"			Hisp: -81.9 DfS (Orange) SED: -76.3 DfS (Orange) SWD: -122.7 DfS (no color due to student group size)	EL: -94.5 DfS (Orange, +10 pts per year)	the change in Year 2 Outcomes from Year 1, since the school site became eligible for the Equity Multiplier in the 2024-25 school year.
6.2	CAASPP Math- School and Student Group Source: 2024 CA School Dashboard Academic Indicator for Mathematics - Distance from Standard Results displayed as "Average Distance from Standard (Performance Level)"	Fall 2024 CA School Dashboard All Students (ALL): -96.9 DfS (Red) English Learner (EL): -126 DfS (Red) Hispanic (HI): -106.7 (Red) Socioeconomically Disadvantaged (SED): -96.7 (Red)	Fall 2024 CA School Dashboard ALL: -96.9 DfS (Red) EL: -126 DfS (Red) HI: -106.7 (Red) SED: -96.7 (Red)	Fall 2025 CA School Dashboard ALL: -100.3 DfS (Red) EL: -118.5 DfS (Orange) HI: -107.1 DfS (Red) SED: -102.4 DfS (Red) EL: -118.5 DfS (Orange) SWD: -12.9 DfS (no color due to student group size)	Fall 2026 CA School Dashboard ALL: -90.9 DfS (Yellow, +3 pts per year) EL: -106 DfS (Orange, +10 pts per year) HI: -96.7 (Orange, +5 pts per year) SED: -90.7 (Yellow, + 3 pts per year)	Fall 2025 CA School Dashboard ALL: -3.4 pts EL: +7.5 pts HI: -0.4 pt SED: -5.7 pts Current Difference from Baseline is the change in Year 2 Outcomes from Year 1, since the school site became eligible for the Equity Multiplier in the 2024-25 school year.
6.3	English Learner Progress Indicator (ELPI)- School and Student Group Source: 2024 CA School Dashboard Results displayed as "Percentage of EL	Fall 2024 CA School Dashboard All Students (ALL): 45.3% making progress (Green)	Fall 2024 CA School Dashboard ALL: 45.3% making progress (Green)	Fall 2025 CA School Dashboard ALL: 34.3% making progress (Red)	Fall 2026 CA School Dashboard ALL: 49.3% making progress (Green, +2.0% pts per year)	Fall 2025 CA School Dashboard ALL: -11.0% pts Current Difference from Baseline is the change in Year 2 Outcomes from Year 1, since the school site

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students making progress towards English Language Proficiency (Performance Level)"					became eligible for the Equity Multiplier in the 2024-25 school year.
6.4	<p>Suspension Rate-School and Student Group</p> <p>Source: 2024 CA School Dashboard</p> <p>Reported as "Percentage of students suspended one or more times during the school year (Performance Level)"</p>	<p>Fall 2024 CA School Dashboard</p> <p>All Students (ALL): 3% (Green)</p> <p>African American (AA): 6.8% (Red)</p> <p>White (WH): 9.1% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 3.0% (Green)</p> <p>AA: 6.8% (Red)</p> <p>WH: 9.1% (Red)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 1.3% (Green)</p> <p>AA: 2.7% (Green)</p> <p>WH: 4.9% (Yellow)</p> <p>FY: 9.5% (no color due to student group size)</p>	<p>Fall 2026 CA School Dashboard</p> <p>ALL: 2.4% (Green, -0.3% pts per year)</p> <p>AA: 2.8% (Green, -2.0% pts per year)</p> <p>WH: 3.1% (Yellow, -3.0% pts per year)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: -1.7% pts</p> <p>AA: -4.1% pts</p> <p>WH: -4.2% pts</p> <p>Current Difference from Baseline is the change in Year 2 Outcomes from Year 1, since the school site became eligible for the Equity Multiplier in the 2024-25 school year.</p>
6.5	<p>Chronic Absenteeism-School and Student Group</p> <p>Source: 2024 CA School Dashboard</p> <p>Reported as "Percentage of students absent for 10% or more of enrolled days during the school year (Performance Level)"</p>	<p>Fall 2024 CA School Dashboard</p> <p>All Students (ALL): 53.6% (Yellow)</p> <p>Homeless (HOM): 68.8% (Red)</p> <p>Students with Disabilities (SWD): 60.6% (Red)</p>	<p>Fall 2024 CA School Dashboard</p> <p>ALL: 53.6% (Yellow)</p> <p>HOM: 68.8% (Red)</p> <p>SWD: 60.6% (Red)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: 47.2% (Yellow)</p> <p>HOM: 48.1% (No color)</p> <p>SWD: 55.8% (Orange)</p> <p>AA: 66.7% (Red)</p> <p>Two or More Races (TOM): 65.4% (no color due to student group size)</p>	<p>Fall 2026 CA School Dashboard</p> <p>ALL: 33.6% (Yellow, -10.0% pts per year)</p> <p>HOM: 38.8% (Yellow, -15.0% pts per year)</p> <p>SWD: 30.6% (Yellow, -15.0% pts per year)</p>	<p>Fall 2025 CA School Dashboard</p> <p>ALL: -6.4% pts</p> <p>HOM: -20.7% pts</p> <p>SWD: -4.8% pts</p> <p>Current Difference from Baseline is the change in Year 2 Outcomes from Year 1, since the school site became eligible for the Equity Multiplier in the</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2024-25 school year.
6.6	<p>Teacher Assignment Monitoring Outcomes (TAMO)</p> <p>Source: CDE Teacher Assignment Monitoring Outcomes (TAMO) report</p> <p>Reported as "Percentage of teachers with a clear status based on alignment of teaching credential and assignment"</p>	<p>TAMO 2021-22</p> <p>85.5% Clear</p>	<p>TAMO 2022-23</p> <p>90.8% Clear</p>	<p>TAMO 2023-24</p> <p>90.7% Clear</p>	<p>JC will meet or exceed the statewide average for teachers identified in the clear status. (82.5% in 2023-24)</p>	<p>Most current data posted is 2023-24 data, reporting an improvement of 5.2% in clear credentials since 2021-22.</p>

Goal Analysis [2025-26]

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.

The 2025-26 LCAP noted that all Equity Multiplier actions were designed to be conducted over a multi-year timeline. In all cases, implementation timelines and continue planning focused on responding to student needs via end of year 2024-25 data and progress monitoring data throughout the 2025-26 academic year.

Action 6.1 (Professional Learning Communities Professional Development) was implemented in full in 2025-26. A consultant from Solution Tree provided professional development at the site, focused on increasing the effectiveness of PLC work through structural refinement and targeted planning. Topics covered included meeting structure mechanics, agenda development using the four critical questions, unpacking standards, essential standard identification, and common assessment building or selection.

Action 6.2 (School Community Outreach) was also fully implemented as planned during the 2025-26 academic year. The School Community Liaison was hired and provided support to students and families targeting attendance improvement. Efforts included home visits, parent contact and outreach, removing barriers to attendance via resource referral, providing check-ins and motivation for school attendance, family event planning, and communication with families to connect them to the school site.

Action 6.3 (MTSS - Intervention Expansion) provided a variety of resources to students in both academic and behavioral services. The additional time added to the existing Behavior Paraprofessional allowed for increased support for SEL and behavioral supports across the campus. Services included check-in/check-out, individualized supports, small group mini-lessons, and behavior goal setting. The Lexia program was also provided to support reading skill development, with all classrooms implementing the program through the year. Goal setting and progress monitoring occurred within the program implementation. A math progress monitoring tool was piloted during the year to improve targeting of mathematics skill development needs.

Action 6.4 (ELA and Mathematics Professional Development) was implemented over the course of the school year. "Coaching Corners" were held to support mathematics, with specific feedback and support provided for implementing instructional strategies targeting conceptual mathematics and skills. Additional planning time and professional development related to more effective use of Designated ELD structures was also implemented during the year, addressing the needs of ELs through targeted support structures.

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.

All Equity Multiplier funded actions are designed to be implemented over multiple years. The posted budgets in the 2025-26 LCAP report the total budget from this multiple year period, therefore materials differences appear for all Goal 5 actions as 2025-26 (Year 1) expenditures only constitute a portion of the overall action budget. Differences in expenditures and estimated actuals are noted for all Goal 6 actions as part of describing overall action implementation. Unexpended funding will be carried over into the 2026-27 LCAP budgets within Goal 6. Material differences resulting in a change of 10.0% or more in budgeted and estimated actual expenditures by action are explained as follows.

Action 6.1: Professional Learning Communities Professional Development

Budgeted Expenditures (Total multi-year action budget): \$180,000

Estimated Actual Expenditures (2025-26): \$107,364

Material Difference: \$72,636

Explanation: Budget for Solution Tree training was aligned to a two-year implementation timeline. Expenditures in 2025-26 were near the planned progress point following the academic year.

Action 6.2: School Community Outreach

Budgeted Expenditures (Total multi-year action budget): \$135,162

Estimated Actual Expenditures (2025-26): \$60,235

Material Difference: \$74,927

Explanation: Action budget was designed to provide services for two years. Position costs were less than budgeted in 2025-26.

Action 6.3: MTSS - Intervention Expansion

Budgeted Expenditures (Total multi-year action budget): \$87,486

Estimated Actual Expenditures (2025-26): \$47,647

Material Difference: \$39,839

Explanation: Action budget was designed to provide services for two years. Expenditures in 2025-26 were near the planned progress point following the academic year.

Action 6.4: ELA and Mathematics Professional Development

Budgeted Expenditures (Total multi-year action budget): \$65,000

Estimated Actual Expenditures (2025-26): \$462

Material Difference: \$64,538

Explanation: Costs in implementation were minimal due to the use of in-house coaching. Consultant services are being acquired for 2026-27 to provide additional mathematics professional development.

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

Action 6.1 (Professional Learning Communities Professional Development) provided effective professional development in PLC structures resulting in increases in multiple progress monitoring structures throughout the 2025-26 academic year. Teachers report PLC meeting structures as being more effective for instructional planning and addressing student needs. Early literacy assessments reported increases in student performance in the primary grades, with overall proficiency of students in grades TK-2nd increasing from 26.4% in the fall benchmark assessment to 36.0% in the winter administration. Second grade demonstrated the most growth, increasing proficiency from 15.4% in the fall to 27.8% in the winter. Improvement in early literacy skills is further supported by proficiency increases in mClass DIBELS results, with overall proficiency of students in grades K-5th increasing from 27.0% in fall to 32.0% in the winter. Kindergarten showing the most growth in this area, increasing proficiency from 18.0% in the fall to 40.0% in the winter. Reading accuracy was a target of PLC work in intermediate grades, and these efforts resulted in increasing the proficiency of students in grades three through five from 33.0% proficient in the fall to 57.0% proficient in the winter.

Action 6.2 (School Community Outreach) implementation has resulted in increases in attendance rates at the site. At time of writing, local calculations indicate an attendance rate of 91% in 2025-26, an increase over the 87% rate reported for the 2024-25 academic year and well ahead of progress monitoring measures at the same time the prior year. Educational partner input indicates that the support provided by the Community Liaison has been valuable to both parents and students, reconnecting families to the school site and teachers noting increases in student attendance following intervention efforts by the liaison.

Action 6.3 (MTSS - Intervention Expansion) has resulted in positive outcomes for SEL and behavioral support and pending outcomes for academic support. Due in part to this action, suspension and referral rates have reported at lower rates during the 2025-26 academic year due to timely responses and supports addressing minor behaviors. At time of plan writing, 0.8% of students had been suspended one or more times in 2025-26 per internal progress monitoring data, a projected decline of 0.9% from 2024-25 suspension rates. Educational partner input indicates positive perceptions of services provided by the Behavior Paraprofessional, especially noting the positive relationships built with struggling students. The positive interactions and support for student behavior have also contributed to a decline in chronic absenteeism rates, with a decline of 8.5% when comparing rates through plan writing in 2025-26 to the same time in 2024-25. Similarly, school connectedness ratings have improved by 2% to 66% favorable in the Winter 2026 survey administration. Lexia program implementation is currently being evaluated for effectiveness, pending year end summative data. Goal setting within the program has been more effective in the primary grade levels, with a need to further refine usage practices in the intermediate grade levels.

Action 6.4 (ELA and Mathematics Professional Development) provided support in both mathematics and ELD during the year even in partial implementation of the Equity Multiplier portion. Designated ELD structures appear to be improving based on observational data, as well as improvements in ELPAC Interim Assessment data for grades three through five. The percentage of students in the lowest "Beginning to Develop" level decreased from 53.7% on the Reading I test to 50.9% on the Reading II test, indicating that students are increasing their English proficiency skills during the year. Coaching Corners strategies are being regularly observed during math instruction. Minor increases were observed in math proficiency on benchmarking assessments, with approximately a 1.5% increase in proficiency from the fall to the winter test administrations. First grade demonstrated the most growth, increasing proficiency from 18.6% in the fall to 31.8% in the winter while using strategies from support sessions. Staff are requesting additional coaching sessions, indicating the potential for better outcomes due to increased interest and understanding that additional training and support is needed.

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

The focus goal language has been updated for 2026-27 to reflect the adjusted improvement targets via Equity Multiplier funding based on the Fall 2025 Dashboard and local progress monitoring during the 2025-26 academic year. In addition, budgets have been realigned across Goal 6 actions to support newly identified needs or next steps in implementation. No new funds were issued in 2025-26 due to a reduced student non-stability rate, therefore the use of remaining funds following the 2025-26 academic year is outlined in Goal 6 for the 2026-27 LCAP.

Action 6.1 (Professional Learning Communities Professional Development) will continue into 2026-27, extending upon practices implemented during the 2025-26 academic year. Funding has been provided for additional consultant services occurring on campus and attendance at a regional workshop during the school year. This combination will allow for continued internal development of systems and networking with other implementing teams to gather additional strategies and potential adjustments.

Action 6.2 (School Community Outreach) will continue through 2026-27 unchanged. The Community Liaison will continue to be provided in 2026-27 to continue services shown to improve attendance in progress monitoring data through the 2025-26 academic year.

Action 6.3 (MTSS - Intervention Expansion) will continue with modifications. The additional time for the Behavior Paraprofessional will continue, and the team will be expanded via a second Behavior Paraprofessional to improve response processes and coverage of needs. Lexia will continue to be funded and evaluated for effectiveness, and a mathematics online system will be added to support mathematics skills development and intervention efforts.

Action 6.4 (ELA and Mathematics Professional Development) will also continue with modifications into 2026-27. A focus will be placed on mathematics professional development through this action, focused on aligning mathematics instruction with standards and assessment requirements in an improved way. Additional resources may be purchased based on the identified needs during and following training to ensure quality implementation of planned programming.

The metrics table was updated for 2026-27 to include groups identified as lowest performing based on the Fall 2025 Dashboard results and to add the most recent Teaching Assignment Monitoring Outcomes (TAMO) report data from CDE. This is reported in the Year 2 Outcome column. Language was also added to report the percentage of teachers properly credentialed at the school as reported on the CDE Teaching Assignment Monitoring Outcomes report, which most recently reported results for the 2023-24 academic year at time of plan writing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Professional Learning Communities Professional Development	Professional development and coaching from Solution Tree will be provided to support the continued development of PLC practices at JC. This development series was started as part of the school's recent CSI-related improvement efforts, and showed to be an effective contributing factor in the school's improvement as part of exiting CSI status following the release of the Fall 2024 Dashboard and Fall 2025 Dashboard. This action is designed as a two-year implementation timeline, with onsite coaching, planning sessions, training for staff, and participation in a regional PLC related workshop and/or conference each year. Progress will be monitored through improvements in CAASPP results in both ELA and mathematics and improvement in local benchmark assessment results. The 2026-27 academic year will be year two of implementation for this action.	\$60,000.00	No
6.2	School Community Outreach	A School Community Liaison will be provided to conduct outreach to students and families, increasing student attendance rates and providing resources to increase school connectedness. Improvements in student attendance will allow students to access coursework and support structures more frequently. This position will be provided for the 2025-26 and 2026-27 academic years. Progress will be monitored through improvement in chronic absenteeism rates, attendance rates, and school connectedness rates.	\$70,263.00	No
6.3	MTSS - Intervention Expansion	As an improvement effort of current MTSS program offerings, JC will expand intervention offerings targeting improved performance in both ELA and mathematics. Licenses for online adaptive programs will be purchased providing students with practice and intervention activities both during and outside of the school day. A math diagnostic assessment will be purchased to provide teachers with detailed information regarding student needs and abilities in basic math skills. Staff will monitor progress in these	\$148,928.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>programs and adjust in-person interventions to address student needs and challenges identified in reporting. Adjustments may include both during the day intervention design and outside of the school day tutoring or intervention time as needed and additional intervention curricular materials will be added to address identified student needs. A focus will be placed on the performance of ELs in order to improve performance in both ELA and mathematics. As an expansion of SEL and behavioral intervention support through extending the hours of the Paraprofessional Behavior position, allowing for additional services to be provided to reengage students into the learning environment and increase access to learning. An additional Paraprofessional Behavior will be added for the 2026-27 academic year to further supplement SEL and behavioral supports at the site. Progress will be monitored through improvements in CAASPP results in both ELA and mathematics and improvement in local benchmark assessment results.</p>		
6.4	<p>ELA and Mathematics Professional Development and Collaborative Planning</p>	<p>Professional development and collaborative planning time will be provided targeting improvement in ELA, ELD, and mathematics. This two-year action will provide time outside of the school year for three days each year to participate in district-supported training and timely collaborative planning time to ensure quality implementation. A similar structure was used as part of CSI improvement efforts in the 2024-25 academic year, with results showing expedited timelines for effective implementation of new evidence-based strategies in the classroom. This action compliments training conducted for PLCs and district-provided training, targeting the specific needs of students as identified through the school's needs assessment process. Progress will be monitored through improvements in CAASPP results in both ELA and mathematics and improvement in local benchmark assessment results, with additional targeted monitoring of the performance of the EL student group.</p>	\$41,600.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$91,499,958	\$12,110,013

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
43.310%	0.000%	\$0.00	43.310%

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: Instructional Coaches</p> <p>Need: On the Fall 2025 Dashboard, the “all students” group reported an average score of 43.6 points below standard in ELA, reporting in the Orange performance level. LI students (44.3 points below standard) and EL (78.5 points below standard) reported in the Orange</p>	Instructional coaches and teachers on special assignment support teacher professional development in academic subjects, focused on the implementation of evidence-based strategies and scaffolds to address the academic needs of LI, EL, and FY students. Coaching, support and strategy selection is determined by student needs identified through state and local assessment performance data with differentiation by school and student group. Positive educational partner feedback	<ul style="list-style-type: none"> • ELA, Math, and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance level, while FY (74.3 points below standard) reported in the Red performance level. This indicates a continuing need to support students in ELA performance across all grade levels in the district.</p> <p>On the Fall 2025 Dashboard, the “all students” group reported an average score of 87.9 points below standard in mathematics, placing the district in the Orange performance level. LI students (87.9 points below standard) and EL (113.6 points below standard) also reported in the Orange performance level, while FY (114.3 points below standard) reported in the Red performance level. This indicates a continuing need to support students in mathematics performance across all grade levels in the district.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p>	<p>continues to be reported regarding support in the implementation of evidence-based instructional strategies (e.g. UDL, Science of Reading, Professional Learning Communities structures, conceptual mathematics) and assessment practices that identify the needs of LI, EL and FY students. This action is being provided in an LEA-wide basis as the supports provided will result in academic improvement for all students due to strategy implementation occurring during base first instruction within identified content area classrooms.</p>	<ul style="list-style-type: none"> Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2025-26 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Staff Professional Development</p> <p>Need: Professional development efforts continue to receive positive feedback from educational partners, noting alignment with supporting the academic needs of LI, EL, and FY students. Focus topics for training continue to be strategically selected and implemented to support identified student learning needs. LCFF Priority 2 local indicator data suggests continuing improvement in meeting the training needs of teachers, due in part to the historical successes within this action.</p> <p>Although reporting either maintained or improved results from the prior year, academic performance in ELA and mathematics for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2025 Dashboard. This indicates an ongoing need to train staff on effective evidence-based instructional strategies and systems to support learning.</p>	<p>Professional development opportunities support teachers in addressing the needs of the LI, EL, and FY student groups. Systemic implementation of professional development content and related instructional strategies allows for consistent learning structures for all LI, EL, and FY students districtwide, with the goal of ensuring high-quality instructional practices in place at each school that respond to the needs of students. This is important in the context of PSUSD, as high student mobility rates often result in students moving between multiple district schools within the same school year. Systemic professional development in topics such as mathematics, questioning strategies, Universal Design for Learning, and PLC practices have led to improvements in student academic performance over time. Various district positions are funded fully or partially and focused on supporting program implementation, supporting teachers and administrators in refining practice to respond to identified needs, and improving educational outcomes for LI, EL, and FY student groups. This action is being provided on an LEA-wide basis to maximize the impact of the provided professional development in improving academic</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • AP results (Metric 1.20) • LCFF Priority 2 Local indicator analysis (Metric 1.23) • Local progress monitoring assessments in ELA and math • Educational partner input regarding the impact of professional development time

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>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2025-26 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p> <p>Scope: LEA-wide</p>	<p>outcomes for all students through strategy implementation within all district classrooms.</p>	<p>and related instructional strategy implementation targeting the needs of LI, EL, and FY students</p>
<p>1.3</p>	<p>Action: Additional Collaboration & Instructional Time</p> <p>Need: Professional development efforts continue to receive positive feedback from educational partners, noting alignment with supporting the academic needs of LI, EL, and FY students. Systemic implementation of professional development content and related instructional</p>	<p>Implementation of PLC practices and professional development topics has led to improved student academic performance in local progress monitoring assessment results and contributed to improvement in state testing results over time. Additional teacher collaboration time is provided through a 2-1-2 weekly schedule model and an additional professional development day. Additional collaboration time is focused on collaborative learning, progress monitoring, and</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>strategies allows for consistent learning structures for all LI, EL, and FY students districtwide, with the goal of ensuring high-quality instructional practices in place at each school that respond to the needs of students. LCFF Priority 2 local indicator data suggests improvement in meeting the training needs of teachers, due in part to the historical successes within this action.</p> <p>Academic performance in ELA and mathematics for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2025 Dashboard.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2025-26 than the overall student group in both reading and</p>	<p>data-driven instructional planning using evidence-based strategies effective for LI, EL, and FY student groups. The additional instructional day allows for increased instructional time and additional opportunity for in-context coaching, training, and collaborative planning for teachers to best address the needs of LI, EL, and FY students. Although designed for meeting the needs of LI, EL, and FY students, this action is being provided LEA-wide to maximize the impact on improving academic outcomes for all students.</p>	<ul style="list-style-type: none"> • AP results (Metric 1.20) • Local progress monitoring assessments in ELA and math • Educational partner input regarding the impact of collaboration time for instructional planning in response to the needs of LI, EL, and FY students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>mathematics, indicating a need for gap closure in student performance.</p> <p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Technology Implementation and Support Services</p> <p>Need: LCAP survey feedback continues to identify a need for technology support, device access, internet access at school and at home, and further professional development opportunities in effectively using technology in instruction. Educational partner input continues to be positive regarding the district's efforts in providing and supporting instructional technology. The 98% favorable rating on the Winter 2026 parent/family survey item regarding technology indicates success to date in these programs.</p> <p>Expanded technology is an ongoing need to ensure equitable access for LI, EL, and FY student groups to online instructional resources and materials both in school and at home.</p> <p>Differentials in student group ELA and mathematics performance are compounded by access issues to technology and internet access, especially for LI, EL, and FY families that may require additional resources to access online and/or digital learning materials.</p>	<p>Educational partner input continues to be positive regarding the district's efforts in providing and supporting instructional technology. Technology support for LI, EL, and FY students provides access digital learning materials and online programs both in school at from home. Home wireless access is provided through hotspot devices, ensuring LI, EL, and FY students equitable access to online instructional resources and materials. Technology TOSAs support professional development and instructional strategy implementation using digital resources that assist LI, EL, and FY students in participating in learning and demonstrating understanding. E-sports and drone soccer programs provide an opportunity for LI, EL, and FY students to compete in technology-based events and accessing potential postsecondary scholarship opportunities. Drone soccer further allows LI, EL, and FY students to develop future technology career skills related to building, maintaining, configuring, and piloting drones via a competitive format. This action is being provided in an LEA-wide basis to maximize the impact of increasing academic performance for all students.</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math • Educational partner input re: technology access and implementation

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>PSUSD has effectively mitigated these differentials due to previous technology related actions, seeking to continue to provide services to ensure equitable access to digital resources and educational technologies which develop skills represented in the current and future workplace.</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: MTSS - Academic Supports</p> <p>Need: Academic performance in ELA and mathematics for LI, EL, and FY students reported in the Orange or Red performance levels on the Fall 2025 Dashboard, with similar results to the prior year, indicating a need to support students in both subjects throughout the district.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs</p>	<p>The MTSS Academic Support action is designed to provide individualized support structures for LI, EL, and FY students throughout the district. Academic professional development will be provided to ensure that teachers have a strong understanding of evidence-based strategies and systems to improve and optimize learning for all LI, EL, and FY students. Continued refinement in documentation and progress monitoring will drive refinements in action implementation. The district's SST systems continue to be refined to better support students through the design of intervention plans. The district's assessment systems will continue to provide diagnostic measures and progress monitoring data for use within PLC structures. Systems will assess students TK-12 in early literacy, reading, and mathematics to assist in identifying student strengths and needs. Reporting can be disaggregated by LI, EL, and FY student groups to allow for measuring growth and to inform intervention planning.</p> <p>Via the Learning Recovery Emergency Block Grant (LREBG), Primary Reading Intervention Teachers will continue to serve each elementary</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>EL and FY student groups performed lower on local benchmarking and progress monitoring assessments in 2025-26 than the overall student group in both reading and mathematics, indicating a need for gap closure in student performance.</p> <p>Not all PSUSD students are reading at grade level by third grade. LI, EL, and FY students trail the performance of the corresponding non-groups in both state and local measures.</p> <p>State and local assessment results indicate a continued need to support learning through improved instructional support systems at both the middle and high school levels, particularly in mathematics.</p> <p>Educational partner feedback regarding elementary Primary Reading Intervention Teachers and secondary mathematics intervention teachers continues to be positive. Low-performing LI, EL, and FY students participating in MTSS intervention structures have shown accelerated improvement rates in local progress monitoring.</p> <p>Scope: LEA-wide</p>	<p>school to implement a systematic Tier II reading intervention program with a goal of all LI, EL, and FY students reading at grade level by the time they leave 3rd grade. Instructional aides in the Primary Reading Intervention program increase the number of students served in the program, allowing for additional grouping options to meet student needs. Math teachers will continue to provide intervention within the school day for targeted middle and high schools. These intervention teachers provide support via co-teaching, the station rotation model, and/or through the middle school elective opportunities, among other models. Reading intervention support is provided at the middle school level using federal funds based on identified needs. Associated and continuing professional development will be provided for staff to implement MTSS programs to best support LI, EL, and FY students. Although support systems are designed to support LI, EL, and FY students, this action is being implemented LEA-wide in order to maximize supports to all students as part of improving academic outcomes.</p>	
1.8	Action: Dual Immersion Program	Students in the Dual Immersion Program learn academic content in both Spanish and English, supporting LI and EL linguistic and academic	All metrics below will be analyzed at the DI program school level and

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	<p>Need: According to the Fall 2025 Dashboard, 39.4% of ELs made adequate progress towards English proficiency on the ELPI. LTEL students reported a rate of 42.7%. This rate resulted in an Orange performance level for the EL group and a Yellow performance level for LTELs.</p> <p>EL student groups continue to perform lower on state and local assessments than the “all students” group. LI students perform similarly with the "all students" group result, however status levels report in the low or very low levels on academic indicators. EL students participating in the DI program tend to score higher than non-participants, indicating the program is effective in increasing proficiency.</p> <p>Educational partner input continues to indicate positive feedback regarding the DI program and a continuing desire for a program to provide instruction in both English and Spanish.</p> <p>Research indicates that LI and EL students participating in multilingual programs receive language benefits in developing proficiency in both English and the other program language (Spanish in PSUSD). Research indicates benefits are most present in literacy achievement through these programs.</p> <p>Scope: LEA-wide</p>	<p>needs. Students throughout the district participate in the program via provided transportation routes at either the Desert Hot Springs or Palm Springs based program sites. The DI program continues to receive positive feedback from participating families in providing instructional and linguistic support in both English and Spanish. Elementary students in the program have shown consistent improvement in ELA and math, and a similar pattern has begun to be established at the host middle school. 2026-27 continues the expansion of the program in both regions. This program is being provided on an LEA-wide basis to maximize impact of the multi-lingual learning structure in improving academic outcomes and to provide access to the DI Program to all interested students through provided transportation services.</p>	<p>DI participant group level as appropriate:</p> <ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.9</p>	<p>Action: High School Graduation and A-G Support</p> <p>Need: On the Fall 2025 Dashboard, the “all students” group reported a Graduation Rate of 91.4%, reporting in the Green performance level following a 1.2% increase from the prior year. LI (91.7%), EL (88.2%), and FY (90.3%) students also reported improved results, however rates for these groups are commensurate with or report below the "all students" rate indicating a continued need for support and gap closure.</p> <p>On the Fall 2025 Dashboard, the “all students” group reported a College Career Indicator (CCI) percentage of 48.1%, reporting in the Green performance level. LI students (48.2%) reported in the Green performance level, while ELs (30.1%), and FY (26.7%) reported in the Yellow performance level. Rates for two of the three groups trailed the overall district performance indicating a performance gap in this metric.</p> <p>A-G completion rates for the class of 2025 reported at 52.9% of graduates meeting UC/CSU entrance requirements, an increase of 5.4% from the prior year. LI students reported at 52.6%, with both ELs (36.7%) and FY (37.0%) showing improvement but continuing to report lower performance in preparedness rates for the class of 2025.</p>	<p>The district has been showing consistent improvement in graduation rates and percentage of students meeting UC/CSU entrance requirements over time. Continued support is needed for LI, EL, and FY students to graduate and meet A-G requirements, with ongoing need for credit recovery and grade recovery options. Additional counselors continue to serve in the four comprehensive high schools to support LI, EL, and FY ninth and tenth grade students who have been identified as at-risk of not meeting A-G or UC/CSU entrance requirements based on number of credits earned, current course grades, and chronic absenteeism rate. Credit recovery and grade recovery systems successfully support LI, EL, and FY students in graduating high school and completing UC/CSU entrance requirements. AVID programs continue to be supported, focused on an equitable, student-centered approach to college and career preparation with a focus on our EL, LI, and FY students. This action is provided LEA-wide to maximize impact on increasing graduation rates and A-G course completion across the district.</p>	<ul style="list-style-type: none"> • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement Completion Rate (Metric 1.15) • LCFF Priority 7 analysis (Metric 1.24)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Internal tracking of A-G completion continues to indicate a need for timely intervention from high school staff. Credit recovery, grade improvement, and other support structures are needed for many students to meet graduation requirements with the completion of all A-G criteria.</p> <p>Educational partner feedback has been consistent regarding a need for support in various college preparedness areas, most significantly around UC/CSU entrance requirement completion, college acceptance and enrollment processes, and FAFSA completion.</p> <p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: CTE Programs</p> <p>Need: On the Fall 2025 Dashboard, the “all students” group reported a College Career Indicator (CCI) percentage of 48.1%, reporting in the Green performance level. LI students (48.2%) reported in the Green performance level, while ELs (30.1%), and FY (26.7%) reported in the Yellow performance level. Rates for two of the three groups trailed the overall district performance indicating a performance gap in this metric.</p> <p>CTE program completion continues to report at a high rate, as well as high rates of high</p>	<p>The CTE program actions continue to connect LI, EL, and FY students to college and career pathways in high school. CTE completers continue to report higher graduation rates and rates of meeting UC/CSU requirements than the general student population, showing the importance of relevant career based learning opportunities as a connection point to student success in school. Administrative, certificated, and classified personnel are fully or partially funded to support Career and Technical Education Programs districtwide. Work Based Learning teachers support student internship opportunities connected with CTE programs in local businesses. These opportunities provide LI, EL, and FY students experience in local business sectors, increasing preparedness for college and/or career</p>	<ul style="list-style-type: none"> • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement Completion Rate (Metric 1.15) • CTE Program Completion (Metric 1.16) • CTE Completers also meeting A-G requirements (Metric 1.17)

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>school graduation for LI, EL, and FY students participating in CTE programs. This indicates that CTE programs have been effective in supporting students in completing programs and high school course requirements on time.</p> <p>CTE completers continue to report A-G completion rates that are higher than the “all students” rate. The class of 2025 reported an A-G completion rate of 52.7% while CTE completers in the class of 2025 reported an A-G completion rate of 78.3%. This is consistent with the district trend over time, indicating that student connectivity and participation in CTE programs has been beneficial accessing for both college and career opportunities following high school.</p> <p>Scope: LEA-wide</p>	<p>opportunities beyond high school. This action is provided LEA-wide to increase access to and completion of CTE programs as part of maximizing improvement graduation rates and CCI preparedness rates for all students.</p>	
<p>1.11</p>	<p>Action: Broad Course of Study and Class Size Reduction</p> <p>Need: On the Fall 2025 Dashboard, the “all students” group reported an average score of 43.6 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Orange performance level (78.5 points below standard) and LTEL students reported in the Red performance level (118.5 points below standard). This indicates a continuing need to support these</p>	<p>Additional teaching staff continue to be provided above the normal staffing formula calculations to support class size reduction efforts at all middle and high schools so that staff can more effectively address the needs of LI, EL, and FY students in base program courses (e.g. English 1, IM 1). Additional staff also increases student access to additional course offerings, providing offerings that lead to a broad course of study as identified in LCFF Priority 7, resulting in more LI, EL, and FY student access to courses needed for graduation and CCI criteria completion. Additional elementary teachers are funded to reduce combination classes, leading to increased instructional time for LI, EL, and FY students in single grade</p>	<ul style="list-style-type: none"> • LCFF Priority 7 Local indicator analysis (Metric 1.24) • Educational partner input regarding impacts of class size reduction and broad course of study access

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	<p>students in ELA and ELD across all grade levels in the district.</p> <p>On the Fall 2025 Dashboard, the “all students” group reported an average score of 87.9 points below standard in mathematics, placing the district in the Orange performance level. EL (113.6 points below standard) reported in the Orange performance level and LTEL (175.5 points below standard) students reported in the Red performance level. This indicates a continuing need to support these students in mathematics performance across all grade levels in the district.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>Educational partner feedback indicates positive perceptions that lower class sizes increase differentiated learning and student support while in class. School connectedness data indicates an on-going need for improved</p>	<p>instructional placements as compared to multi-grade combination classrooms. This action is being provided LEA-wide as part of ensuring that all students have access to a broad course of study with appropriate supports for improving academic outcomes.</p>	

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	<p>connections between students and teachers, which is supported in part through smaller class sizes.</p> <p>Findings from continuing transcript analysis process and LCFF Priority 7 analysis regarding providing LI, EL, and FY students with a broad course of study indicate a need for diverse course offerings and additional class access opportunities.</p> <p>Scope: LEA-wide</p>		
<p>1.12</p>	<p>Action: Inclusion Instructional Model Support Personnel</p> <p>Need: Academic performance in ELA and math for LI, EL, and FY students who are also students with disabilities significantly trails the “all students” group and overall LI, EL, and FY student group results.</p> <p>LI, EL, and FY students continue to need support to close learning gaps and meet learning goals. Various services within the district MTSS model have shown to be effective for learning gap improvement, however some students require more significant intervention individualized to student needs as identified through local progress monitoring and diagnostic tools.</p>	<p>LI, EL, and FY performance on academic measures continue to indicate a wide variety of intervention needs and academic support levels, the scope of which requires individualized approaches for many students. Structural support is needed to provide timely individualized academic support for LI, EL, and FY students while providing access to the full curriculum in each area of need. Specialized TOSAs provide support to teachers across the district with inclusion classroom management strategies and methods of providing individualized student support. Using these supports, LI, EL, and FY students participate in learning with the general education classroom with grade level peers while being supported with individualized academic support services. A program specialist and a coordinator provide support to teachers regarding program implementation and learning outcomes related to student learning plans as needed to address identified needs. Feedback and coaching will be provided by these staff members to</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

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	<p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>State and local assessment data continues to report significant needs to improve academic performance in ELA and mathematics for LI, EL, and FY students. Local assessment results identify a wide variety of intervention levels and support needs, requiring individualized support structures within the classroom setting to not limit access to grade level content and curriculum.</p> <p>Scope: LEA-wide</p>	<p>teachers in developing inclusive environments that incorporate tenets of Universal Design for Learning (UDL). This action is provided on an LEA-wide basis to maximize the impact of UDL structures in increasing academic outcomes for all students.</p>	
<p>1.13</p>	<p>Action: Supplemental Inclusion Instructional Model Staffing</p> <p>Need: Academic performance in ELA and math for LI, EL, and FY students who are also students</p>	<p>LI, EL, and FY performance on academic measures continues to indicate a wide variety of intervention needs and academic support levels, the scope of which requires individualized approaches for many students. LI, EL, and FY students, including those dually identified as having special needs, require individualized</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18)

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	<p>with disabilities significantly trails the “all students” group and overall LI, EL, and FY student group results.</p> <p>LI, EL, and FY students continue to need support to close learning gaps meet learning goals. Various services within the district MTSS model have shown to be effective for learning gap improvement, however some students require more significant intervention individualized to student needs as identified through local progress monitoring and diagnostic tools.</p> <p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support in all areas for these students. The FY student group reported improved results on the Fall 2025 Dashboard, leading to a "Year 2" DA designation. The performance of the AI student group also led to Differentiated Assistance status in Fall 2024 reporting and showed similar improvement to "Year 2" DA status based on the Fall 2025 Dashboard. Although improving, these AI group results indicate ongoing support needs for these students including those students multiply identified as also LI, EL, and/or FY.</p> <p>State and local assessment data continue to report significant needs to improve academic performance in ELA and mathematics for LI, EL, and FY students. Local assessment results identify a wide variety of intervention levels and support needs, requiring</p>	<p>support within an inclusive environment to access and be successful with the grade-level curriculum. Partial staff salaries continue to be funded to allow for additional general and special education teachers to support the needs of LI, EL, and FY students, and work collaboratively with partner teachers to further develop inclusionary practices and the integration of Universal Design for Learning (UDL) practices specific to the needs of diverse learners. This action is provided on an LEA-wide basis to maximize the impact of UDL structures in increasing academic outcomes for all students.</p>	<ul style="list-style-type: none"> • EL performance on ELPI (Metric 1.8) • Local progress monitoring assessments in ELA and math

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	<p>individualized support structures within the classroom setting to not limit access to grade-level content and curriculum.</p> <p>Scope: LEA-wide</p>		
<p>1.14</p>	<p>Action: School Site Allocations</p> <p>Need: LI, EL, and FY student group performance varies between school sites across academic and non-academic areas. Student performance variations are noted in Dashboard reporting and in local progress monitoring measures, with groups reporting in the Red performance level noted in the Measuring and Reporting Results sections for both Goal 1 and Goal 3. Performance of school groups can also be located within each school's SPSA.</p> <p>Per the Fall 2025 Dashboard results, PSUSD currently has one school in ATSI status and one school in TSI status for the 2026-27 academic year. School-specific actions will continue to be needed to support student group needs within each identified school.</p> <p>Per the Fall 2024 Dashboard results, all five schools previously identified as CSI have exited that status level and nine schools exited ATSI status. An additional five schools exited ATSI status and one school was no longer identified for TSI status based on the Fall 2025</p>	<p>PSUSD maintains a long-term philosophy that each school site has differentiated needs that are best addressed through targeted supports at the site level. Each school continues to be provided LCFF funds in order to address these differentiated needs via the SPSA process. SPSAs are reviewed by Educational Services to ensure that actions appropriately target identified needs and are likely to result in increases in school performance for LI, EL, and FY student groups. Adjustments to SPSAs are required in areas identified by site needs assessments, root cause analyses, and resource inequity analyses. Additional analyses and support are conducted in cases where the site is identified for CSI, TSI, or ATSI status. Site allocations are based on high needs student percentages and student counts, using a similar methodology as Title I allocations. These funds are used to increase offerings for intervention programs, supplemental support staff, and materials associated with these programs. PSUSD Educational Services supports school sites in monitoring progress in SPSA strategy implementation and effectiveness during the school year through various structures, including data analysis protocols and progress reporting resources. This action is provided LEA-wide in order to maximize the impact of addressing</p>	<p>Each school identifies metrics within the SPSA aligned with LCAP metrics and appropriate to the grade levels within the school. SPSAs can be viewed at www.psusd.us.</p> <p>District monitoring of this action includes:</p> <ul style="list-style-type: none"> • ELA, mathematics, and science results on the CAASPP assessments (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Graduation Rate (Metric 1.11, 1.12) • CCI (Metrics 1.13, 1.14) • UC/CSU Entrance Requirement

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	<p>Dashboard. This progress indicates strategic use of LCFF funds within the SPSA contributes to a school's ability to address specific needs as part of improving outcomes for students.</p> <p>Scope: LEA-wide</p>	<p>differentiated school and student needs in improving academic outcomes.</p>	<ul style="list-style-type: none"> • Completion Rate (Metric 1.15) • CTE Program Completion (Metric 1.16) • CTE Completers also meeting A-G requirements (Metric 1.17) • 11th grade CAASPP Results (Metrics 1.18, 1.19) • AP results (Metric 1.20) • Local progress monitoring assessments in ELA and math • Number of schools with a CSI, ATSI, or TSI status
<p>1.15</p>	<p>Action: Recruit & Retain Highly Qualified Staff</p> <p>Need: PSUSD reported one teacher misassignment for the 2024-25 school year. This resulted in a reporting percentage of 0.001% of teachers misassigned (1 out of 1,108) per CalSAAS reporting.</p> <p>Some sites with high LI, EL, and FY populations have a higher ratio of inexperienced teachers, however, rates</p>	<p>Due to ongoing teacher shortages and recruiting needs in hard to fill subject areas, PSUSD continues to focus on recruiting and retaining high quality educators for LI, EL, and FY students. Consistent equitable access to effective teachers continues to be maintained across the district based on local monitoring. Reflective coaches primarily support newly hired teachers in their first and second year in the profession, working to ensure that all LI, EL, and FY students have equitable access to effective teachers. Human Resources administrators work to ensure the recruitment and retention of certificated staff</p>	<ul style="list-style-type: none"> • Teacher misassignment rates (Metric 1.22) • Results on the Teaching Assignment Monitoring Outcomes report on CDE DataQuest • Teacher Residency

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	<p>continue to be relatively consistent across school sites and grade spans within PSUSD.</p> <p>Challenges continue to exist in hiring qualified and effective science, mathematics, and special education teachers. This presents an ongoing need to retain effective teachers within the district, support early career teachers in becoming effective teachers, and provide a local pathway for new teacher development.</p> <p>Educational partner input has indicated a desire for a diverse staff at school sites and across the district. This includes a desire to have teachers who represent the student groups within the district.</p> <p>Educational partner input has been very positive regarding the first cohort of the Teacher Residency Program. At the time of plan writing, 25 participants are expected to complete the program in 2025-26 and become district teachers in 2026-27.</p> <p>Scope: LEA-wide</p>	<p>qualified to instruct and support LI, EL, and FY student learning. The highly successful Teacher Residency Program creates a pathway to recruit and train new teachers within the district, adding diversity to the teaching staff to better align with the diversity of the local community. This action is provided on an LEA-wide basis to maximize the impact of providing highly qualified staff in all classrooms as part of increasing academic outcomes for all students.</p>	<p>Program participation and completion rates</p>
<p>1.16</p>	<p>Action: Kindergarten Support</p> <p>Need: Historically, not all PSUSD students are reading at grade level by third grade. LI, EL, and FY students trail the performance of the corresponding non-group in these measures.</p>	<p>Early learning support is critical in providing the foundation for success in school. TK classrooms prepare students for Kindergarten through a model including instructional aides. Kindergarten instructional aides in this action provide similar support to aides in TK classrooms, working with students on developing early literacy and mathematics skills. Small group instruction,</p>	<p>- Local progress monitoring assessments in ELA and mathematics in Kindergarten</p>

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	<p>Local assessment results in 2025-26 continue to indicate that early learning supports have been effective in supporting skill development improvement, however, ongoing support is needed for students in developing early literacy and mathematics skills in Kindergarten.</p> <p>The LI, EL, and FY student groups perform less successfully in CAASPP results than the “all students” group in the elementary grade levels. This indicates a continued need for early intervention and support in reading and math.</p> <p>Scope: LEA-wide</p>	<p>individualized support, and primary language supports are used to help connect young students to content and skill development. Primary grade support leads to improvement over time in 3rd grade CAASPP results and better preparing students for future years in school. This action is being provided LEA-wide as part of improving early literacy and mathematics skill development for all students while implementing systems designed to address the needs of LI, EL, and FY students.</p>	
<p>1.17</p>	<p>Action: Enhanced Elementary Learning Opportunities</p> <p>Need: State and local performance data for LI, EL, and FY students indicate an ongoing need for additional supports in both ELA and mathematics. Addressing this need requires additional time for teachers to collaborate and plan for the implementation of instructional and intervention strategies that are most beneficial to the needs of students within these groups.</p> <p>Educational partner feedback continues to be exceptionally positive regarding the elementary STEAM program, noting the student excitement for the program and the content being learned. Positive feedback has</p>	<p>Enhanced elementary learning opportunities provide multiple layers of support to LI, EL, and FY students. Local Indicator Priority 7 data indicates this additional level of learning opportunities provides LI, EL, and FY elementary students with access to a broad course of study. Additional elementary music teachers allow all TK-5 LI, EL, and FY students to receive music instruction once a week by a credentialed music teacher. Additional physical education teachers ensure all LI, EL, and FY elementary students receive 200 minutes of physical education by a credentialed P.E. teacher every 10 days in lieu of physical education lessons conducted by a general education teacher. In both cases, the instruction by teachers credentialed in these subject areas provides a higher level of instruction than what would be provided by the general education</p>	<ul style="list-style-type: none"> • CAST results at the 5th grade level (Metric 1.5) • LCFF Priority 7 Local indicator analysis for the elementary school setting (Metric 1.24) • Educational partner input regarding the impact of collaboration time for instructional planning in response to the

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	<p>also been received regarding elementary music and PE programming.</p> <p>Local Indicator Priority 7 results indicate a continued need to provide access to a broad course of study for all students, requiring additional resources to provide equitable access to STEAM, music, and physical education instruction at the elementary level. This action has successfully addressed that need in previous years.</p> <p>Scope: LEA-wide</p>	<p>multiple subject teacher in these subjects due to the trained expertise of these teachers. Elementary STEAM teachers provide lessons to LI, EL, and FY students in the application of science, technology, engineering, arts, and mathematics. Materials and licenses will be purchased to support instruction and learning in STEAM areas. The learning opportunities within this action provide additional grade-level collaboration opportunities for TK-5 teachers to support implementation of evidence-based instructional strategies supporting LI, EL, and FY student groups. Collaboration and instructional time have allowed for coaching, training, and collaborative planning for teachers, leading to improved academic outcomes for students. These actions are being implemented LEA-wide in order to maximize access to a broad course of study in the elementary grade span.</p>	<p>needs of LI, EL, and FY students</p>
<p>1.18</p>	<p>Action: Arts Education and Enrichment</p> <p>Need: PSUSD is an “Arts Equity” district, prioritizing access to arts enrichment is a continuing priority per educational partner input.</p> <p>The LI, FY, and EL student groups are not often reached by community-based arts programs, so school-based programs are essential to provide these experiences for these populations.</p> <p>Educational partner input continues to identify arts enrichment as positive for students and a priority area. This input is consistent with</p>	<p>Arts educational and enrichment actions are provided to expand student exposure to and participation in arts related programming. Prior to the passing of Proposition 28 and the resulting Arts and Music in Schools (AMS) funding resource, PSUSD identified a need to provide additional arts opportunities for LI, EL, and FY students. Therefore, PSUSD implemented a rich set of arts programming well prior to the increase in resources provided through AMS funding. Various art enrichment opportunities and experiences continue to be provided to LI, EL, and FY students at all grade levels throughout the district organized by the Coordinator of Visual and Performing Arts. This includes the locally developed “Artists in Residence” programs among other offerings. Various enrichment opportunities</p>	<ul style="list-style-type: none"> • LCFF Priority 2 Local indicator analysis (Metric 1.23) • LCFF Priority 7 Local indicator analysis (Metric 1.24) • Educational partner input regarding the impact of collaboration time for instructional planning in response to the

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	<p>statewide trends regarding increasing arts access in schools, including supplemental programming through AMS funding.</p> <p>UC/CSU entrance requirements include access to and completion of visual and performing arts coursework, therefore exposure to the arts is a need for elementary and middle school students in building familiarity for future coursework.</p> <p>Scope: LEA-wide</p>	<p>for middle and high school students continue to be supported to ensure that high needs students have access to a broad course of study that includes arts exposures. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of on-going efforts to maximize access to a broad course of study and provide arts enrichment to all students. AMS funding will continue to supplement efforts provided through the LCAP to further develop arts exposure and participation from LI, EL, and FY students.</p>	<p>needs of LI, EL, and FY students</p>
<p>2.1</p>	<p>Action: District Family Engagement Center</p> <p>Need: In addition to positive feedback regarding Family Center activities throughout the 2025-26 academic year, LCAP survey data and educational partner feedback indicate that current PSUSD parent needs include:</p> <ul style="list-style-type: none"> • Workshops and other learning opportunities for parents to develop skills that will help in improving their child's education • Access to and support for technology and communication platforms • Courses for parents including English as a second language, citizenship classes, and classes related to parenting skills • Connections to community resources and supports 	<p>The PSUSD Family Engagement Center supports LI, EL, and FY families through parent outreach, parent advisory groups, and parent and family centered workshops. During 2025-26, the Family Center provided services aligned with the evidence-based practices noted within the LCFF Priority 3 reflection tool. This was used throughout the year to drive programming decisions, monitor progress, and align activities to areas identified in the reflection tool.</p> <p>Family Center efforts in 2026-27 will continue to focus on providing services to all school sites across the district. Workshops and learning opportunities will include English classes, citizenship classes, parenting classes, technology support, college readiness, and other topics identified by LI, EL, and FY parent input. These workshops will be held in various district and community locations to provide increased access and reduce travel barriers for participation. Educational partner feedback continues to be very</p>	<ul style="list-style-type: none"> • Parent perception of school connectedness (Metric 2.2) • Parent perception of school safety (Metric 2.3) • Parent perception of support for academic learning (Metric 2.4) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2.11) • Educational partner feedback regarding Family Center services

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	<p>Scope: LEA-wide</p>	<p>positive regarding the efforts of the Family Center. The Family Center also will continue to operate a Family Center Teacher Advisory Committee (FETAC), increasing site capacity in family engagement strategies through training and collaboration. The services within this action are being provided LEA-wide to increase overall family engagement, promote collaboration between schools and families, and to continue to generate high ratings of parent and family connectedness with their children's school.</p>	
<p>2.2</p>	<p>Action: School Site Parent Support Staff</p> <p>Need: Educational partner input indicates a continuing need for and appreciation of parent and family support at school sites, including Spanish-speaking support. This feedback specifically included support provided from FACE Specialists via the Family Center.</p> <p>Parents/guardians continue to respond favorably to items related to school connectedness in surveys. In the Winter 2026 survey, families reported an overall 95% favorable rating to items related to school connectedness, maintaining a high favorability rating from the prior year.</p> <p>Educational partner input via surveys from parents and families identify favorable ratings that they feel respected (97% favorable) and that there is a feeling of being welcome at their child's school (95% favorable). Support staff and teachers are frequently noted as being</p>	<p>Educational partner feedback historically identified a need for site-based parent support, which addresses needs specific to the school and connected families. Although educational partner input has been positive about district efforts in addressing this need, there is a clear desire to continue to systemically provide these services. Family and Community Engagement Specialists (FACES) support schools in encouraging the active engagement of parents in their students' learning, participating in education-based family events, and accessing resources in their school community. FACES focus on the active engagement of LI, EL, and FY families at all school sites. Bilingual technicians continue to be provided at targeted sites with high LI and EL populations to facilitate parent engagement through translation and primary language communication services, directly in continued response to educational partner feedback regarding bilingual services at these locations. Although designed primarily to support the needs of LI, EL, and FY student families, the services within this action are provided LEA-wide to increase overall family engagement and maximize</p>	<ul style="list-style-type: none"> • Parent perception of school connectedness (Metric 2.2) • Parent perception of school safety (Metric 2.3) • Parent perception of support for academic learning (Metric 2.4) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2.11) • Educational partner feedback regarding Family Center services

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	<p>responsive to concerns (94% favorable), welcoming of suggestions (94% favorable), and helpful (96% favorable). All of these indicators show consistent rates from the prior year due in part to the implementation of this action. These results are consistent with in-person educational partner input session comments.</p> <p>Scope: LEA-wide</p>	<p>the impact of services in addressing family support needs.</p>	
<p>2.3</p>	<p>Action: Communication</p> <p>Need: LCAP survey data and educational partner feedback indicate that PSUSD parent needs include:</p> <ul style="list-style-type: none"> • Improved access to communication systems and improvements in these processes at the school and district levels • Consistent use of communication systems across schools within the district • Opportunities for flexible communication with educators and school staff <p>Educational partners have acknowledged that efforts to improve communication have led to improvement and should continue to be refined. This includes the use of ParentSquare as a consistent communication platform and increased use of social media channels for</p>	<p>Improving the communication system has been an ongoing effort in PSUSD for the last few years. The ParentSquare system continues to provide a unified platform for parent and family communication with school staff. Educational partner input regarding the system continues to be generally positive, with participating families noting improvements in notification access and frequency once onboarded into the system. Similarly, educational partner input also positively acknowledged the district's efforts in expanding the use of social media for general communication while continuing to identify the need to improve communication across platforms. The services within this action are being provided LEA-wide to maximize the effectiveness of communication systems for all student families through the use of consistent systems.</p>	<ul style="list-style-type: none"> • Parent perception of school connectedness (Metric 2.2) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2,11) • Educational partner feedback regarding communication systems • Board of Education Operational Expectations report outcomes

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	<p>general communication within the district. Targeted communication has been positive, with 94% of parents identifying that school staff responds to needs in a timely manner on the Winter 2026 survey, consistent with prior year response rates.</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Diversity and Equity</p> <p>Need: Although generally improving, low percentages of favorable ratings for racial equity items and topics continue to persist in survey results. This includes 73% of students favorably rating diversity and inclusion items (an increase of 1%), and 51% favorably rating sense of belonging items (increased 4%) related to diversity and equity topics on the Winter 2026 survey. Also, SOGI ratings by students are low, with only 25% (increased 2%) of students rating these items favorably on the Winter 2026 survey. This indicates a need to continue to develop awareness of cultural differences within the PSUSD community.</p> <p>Educational partner input continues to indicate that the district is making progress in providing opportunities for various racial and cultural groups to provide input and participate in decision-making processes, however, input continues to suggest that additional work is</p>	<p>The district's equity initiatives actively engage staff and district educational partners in developing and using evidence-based culturally-responsive methodologies. LI, EL, and FY students and families represent a wide variety of backgrounds and cultures which requires the district to be responsive to cultural needs in addition to providing academic supports. The district aims to support students and staff in ensuring that all district campuses are welcoming environments, broadening awareness and providing strategies for inclusion. Conscious Education training provides a framework for staff in understanding biases, cultural differences, and the need to support students and families of all varieties. This action creates opportunities for all cultures, ethnicities, and backgrounds to be connected to the district and schools, therefore this action is being implemented LEA-wide to maximize the impact on family and student connectedness ratings.</p>	<ul style="list-style-type: none"> • Parent perception of school connectedness (Metric 2.2) • LCFF Priority 3 Local Indicator analysis (Metrics 2.9, 2.10, 2.11) • Panorama survey results related to DRE and SOGI topics • Educational partner feedback regarding equity practices, welcoming environments, and representation

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	<p>needed to include more diverse families in district activities.</p> <p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Supplemental Counselors</p> <p>Need: The Fall 2025 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district following significant improvement from the prior year. Rates for nearly all student groups continue to report in the High or Very High status levels, indicating a continuing need for districtwide support. LI, EL, and FY students also showed improvement, reporting in the Yellow performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2025-26 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>Tier I and Tier II SEL support continue to be needed for LI, EL, and FY students across all</p>	<p>Additional counselors are provided for all grade spans supporting LI, EL, and FY students with academic and behavioral counseling services. Educational partner input continues to identify needs related to counseling services, including proactive responses to SEL and support needs. SEL survey data continues to indicate a need to support students across multiple topics, including but not limited to self-efficacy, social awareness, and self-management. Additional counselors allow for added 1:1 counseling sessions, MTSS services, and social-emotional needs at all grade spans for LI, EL, and FY student groups. Graduation rates and A-G completion rates are supported by academic counseling efforts at the secondary school levels, however work remains in closing performance gaps between groups. In high schools, the supplemental counselors also support LI, EL, and FY students with A-G coursework completion academic counseling. This action is provided LEA-wide as all students are likely to benefit from the additional counselors on campus, due in part to increased access to counseling supports with additional trained staff available on a daily basis.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Graduation Rate (Metrics 1.11, 1.12) • CCI (Metrics 1.13, 1.14)

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	<p>grade spans. Although improvement was present in multiple areas on the Winter 2026 student SEL survey, results continue to indicate that support is needed across multiple focus topics. Secondary students reported increases in the Winter 2026 survey, however overall percentages still fall below 60% favorable in areas such as social awareness, perseverance, and self-efficacy.</p> <p>On the Fall 2025 Dashboard, the “all students” group reported a Graduation Rate of 91.4%, reporting in the Green performance level following a 1.2% increase from the prior year. LI (91.7%), EL (88.2%), and FY (90.3%) students also reported improved results, however rates for these groups are commensurate with or report below the "all students" rate indicating a continued need for support and gap closure.</p> <p>Due to reported increases in results on the Fall 2025 Dashboard, the “all students” group reported a College Career Indicator (CCI) percentage of 48.1%, reporting in the Green performance level. LI (48.2%), ELs (30.1%), and FY (26.7%) also reported increases from the prior year, however rates for two of the three groups trailed the overall district performance.</p> <p>Scope: LEA-wide</p>		
3.2	Action: Mental Health Support	Mental Health therapists and associates provide Tier II and Tier III mental health support to LI, EL,	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2)

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	<p>Need: SEL survey results continue to indicate that support is needed for LI, EL, and FY students across multiple focus topics. Tier I and Tier II SEL support is needed for LI, EL, and FY students across all grade spans, with some students needing Tier III services.</p> <p>Referral rates for LI and EL students are highest in areas of school-related anger management, anxiety, trauma, depression, grief and loss, and executive functioning. FY referrals from the county continue to be a frequent referral category for services. Referral rates for services continue to increase over time for all three student groups.</p> <p>LCAP educational partner feedback continues to identify a need for mental health services, specifically from LI, EL, and FY parents/guardians. Educational partners continue to note that mental health supports be offered by PSUSD in part due to alternate providers being limited in the geographic area. Requests for mental health services continue to increase across the district, both from the home and school settings.</p> <p>Scope: LEA-wide</p>	<p>and FY students and families. The most common services for these students include support for depression, anxiety, grief and loss, and trauma-related disorders. The number of students served has increased on an annual basis, including increased diversification of tiered offerings due to changes in student support needs. Mental health continues to be identified as a priority area in educational partner feedback along with positive ratings of current offerings. Although designed to serve the needs of LI, EL, and FY students, this action is being implemented LEA-wide to maximize the availability of mental health services for all students.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Panorama survey results related to student connectedness (Metric 3.9) • Educational partner feedback related to mental health services and supports
3.4	<p>Action: Assistant Principals</p> <p>Need:</p>	<p>Although improvement in measures such suspension rate, chronic absenteeism rates, and graduation rates for LI, EL, and FY students is noted in recent results, there is a continued need</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4)

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	<p>According to the Fall 2025 Dashboard, 4.4% of students in PSUSD were suspended one or more times in 2024-25, reporting in the Green performance level due to an improvement of 1.0%. LI and EL reported in the Green performance level due to improvement, while FY students reported in the Yellow performance level and also showed improvement from the prior year. Local progress monitoring indicates that rates in 2025-26 appear to be similar or declining at most schools at time of plan writing, indicating that supports continue to improve rates across the district.</p> <p>Secondary school sites continue to report higher rates of suspension than elementary schools. Schools report varied levels of suspension incidents between sites, indicating a continued need for differentiated approaches to improvement.</p> <p>The Fall 2025 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district following significant improvement from the prior year. Rates for nearly all student groups continue to report in the High or Very High status levels, indicating a continuing need for districtwide support. LI, EL, and FY students also showed improvement, reporting in the Yellow performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within</p>	<p>to close gaps in performance between groups and improve rates overall. Additional high school Assistant Principals are provided to support LI, EL, and FY students with attendance, SEL, school connectedness, and academic support towards graduation and A-G course completion throughout the year. Additional elementary and middle school Assistant Principals support LI, EL, and FY students with behavioral interventions, academic support, and addressing chronic absenteeism. These Assistant Principals also connect with LI, EL, and FY families to support students with individualized needs. Although primarily responsible for behavioral support and attendance improvement efforts for LI, EL, and FY students, the additional Assistant Principals provide added instructional coaching for effective teaching practices targeting the needs of LI, EL, and FY students as part of classroom visitations. This action is provided LEA-wide as all students are likely to benefit from the activities of the Assistant Principals on campuses due to the resulting improvements to school climate.</p>	<ul style="list-style-type: none"> • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>schools across the district. Progress monitoring in 2025-26 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>A 7.0% dropout rate was reported for 2024-25 for the 4-year cohort, while middle school dropout rates reported at 0.23%. While LI (7.0%) high school dropout rates were approximately even with the "all students" group, EL (11.0%) and FY (19.4%) students reported significantly higher high school dropout rates, indicating a need for support and improved school connectedness. All of these outcomes indicate a need to improve systems for addressing disconnected youth in high school.</p> <p>Although improvement was present in multiple areas on the Winter 2026 student SEL survey, results continue to indicate that support is needed across multiple focus topics. Secondary students reported increases in the Winter 2026 survey, however overall percentages still fall below 60% favorable in areas such as social awareness, perseverance, and self-efficacy.</p> <p>Scope: LEA-wide</p>		

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<p>3.5</p>	<p>Action: Driving Achievement, Resilience and Transformation (DART) Team</p> <p>Need: According to the Fall 2025 Dashboard, 4.4% of students in PSUSD were suspended one or more times in 2024-25, reporting in the Green performance level due to an improvement of 1.0%. LI and EL reported in the Green performance level due to improvement, while FY students reported in the Yellow performance level and also showed improvement from the prior year. Local progress monitoring indicates that rates in 2025-26 appear to be similar or declining at most schools at time of plan writing, indicating that supports continue to improve rates across the district.</p> <p>PSUSD has experienced an increase in the number of LI, EL, and FY students who have experienced incarceration or other justice-involved statuses and are seeking reentry into the district. Additional services and supports are required to address this need.</p> <p>Perceptions of school safety provided mixed results according to the Winter 2026 school climate survey, with an increase in secondary results and a decrease in elementary results. Favorable ratings of school safety from students remain lower than desired, identifying safety as an ongoing need for the district. Educational partners have expressed concerns regarding gang activity near or on</p>	<p>The DART Team and DART Counselor will continue to provide services related to justice-involved youth and gang prevention. Services will be provided to LI, EL, and FY students in the form of transition planning, prevention counseling, and wrap-around services for students with identified needs. Professional development will be provided by the DART Counselor to other counselors in the district to assist in identifying potential gang-related activities and addressing related needs in a responsive and timely manner. This action is provided LEA-wide as all students are likely to benefit from the activities of the professional development and services being provided, supporting improved school climate for all students through ensuring appropriate transition opportunities for students and addressing gang-related topics of concern to educational partners.</p>	<p>Results for served students in the following areas:</p> <ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6)

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>school grounds, requesting that services be made available to address gang prevention at schools.</p> <p>Scope: LEA-wide</p>		
<p>3.6</p>	<p>Action: MTSS SEL and Behavioral Supports</p> <p>Need: According to the Fall 2025 Dashboard, 4.4% of students in PSUSD were suspended one or more times in 2024-25, reporting in the Green performance level due to an improvement of 1.0%. LI and EL reported in the Green performance level due to improvement, while FY students reported in the Yellow performance level and also showed improvement from the prior year. Local progress monitoring indicates that rates in 2025-26 appear to be similar or declining at most schools at time of plan writing, indicating that supports continue to improve rates across the district.</p> <p>Per educational partner feedback, SEL and behavior supports continue to be needed at all schools.</p> <p>Although improvement was present in multiple areas on the Winter 2026 student SEL survey, results continue to indicate that support is needed across multiple focus topics. Secondary students reported increases in the Winter 2026 survey, however overall</p>	<p>Suspension rates, chronic absenteeism rates, educational partner input, and SEL survey results continue to identify needs for tiered supports that are responsive to student needs. PSUSD continues to address these needs through the district's MTSS model in multiple ways. The Behavior Intervention and Support team works with sites to target the specific needs of LI, EL, and FY students in the school setting, designing behavior plans as part of the Tier 2 level of the MTSS model. Behavior Intervention Specialists are further trained to support the diverse needs of LI, EL, and FY students who also have disabilities. Tier 1 support for LI, EL, and FY students within the model includes social-emotional support programs that teach skills related to mindfulness and holistic wellness. MTSS Coaches provide SEL and behavioral support for LI, EL, and FY students through developing a site-based system responsive to student needs. The MTSS Coaches also work with teachers in implementing SEL and behavior management strategies that support the needs of LI, EL, and FY students in the classroom setting. Although these actions are designed for LI, EL, and FY student needs, the MTSS system is implemented LEA-wide to maximize supports for all students in improving both academic and behavioral outcomes.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>percentages still fall below 60% favorable in areas such as social awareness, perseverance, and self-efficacy.</p> <p>Scope: LEA-wide</p>		
<p>3.7</p>	<p>Action: Campus Safety and Security</p> <p>Need: Perceptions of school safety according to the Winter 2025 school climate survey were mixed, with improvement made at the secondary level and declines in the elementary level. Favorable ratings of school safety from students remain lower than desired, identifying safety as an ongoing need for the district. Educational partners have expressed concerns regarding gang activity near or on school grounds, requesting that services be made available to address gang prevention at schools.</p> <p>Family responses on the school climate surveys indicate a 96% favorable rating for school safety items in the Winter 2026 survey, an increase of 2% prior year rating, attributed in part to this action.</p> <p>Educational partner input in 2025-26 from LI, EL, and FY students and families continued to prioritize security and safety support during the school day. Visible security personnel on campus was often noted as a preferred option stating that these staff members provided a</p>	<p>The Director of Security and Disaster Preparedness proactively leads district safety and security initiatives, training security staff in student-centered relationship-building practices, and connecting local resources to schools. Campus safety officers provide support in creating safe schools for LI, EL, and FY students and assist in student behavioral incidents as needed. Site-based safety officers also assist with traffic direction during student arrival and dismissal periods, a continuing need identified by LI educational partner input. Professional development continues to be provided to campus safety officers in LI, EL, and FY student support practices including but not limited to restorative practices and youth mental health first aid. Professional development for all staff is ongoing related to school safety protocols and emergency preparedness, including but not limited to the ALICE framework. This action is provided LEA-wide as all students are likely to benefit from this action due to increased school safety and resulting improvements to school climate.</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Panorama survey results related to student connectedness (Metric 3.9) • Panorama survey results related to student safety (Metric 3.10) • Educational partner feedback related to school safety

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	<p>sense of safety and security for both them and their children. Feedback continued to identify that many students have positive relationships with district Security Officers, contributing to improved school connectedness and positive staff relationships.</p> <p>Scope: LEA-wide</p>		
3.8	<p>Action: School Social Workers</p> <p>Need: Educational partner feedback continues to identify needs to remove a variety of barriers to school attendance and school connectedness for students and families. These needs are most significant for LI and FY families, and differ by student group and individual student/family situation.</p> <p>According to the Fall 2025 Dashboard, 4.4% of students in PSUSD were suspended one or more times in 2024-25, reporting in the Green performance level due to an improvement of 1.0%. LI and EL reported in the Green performance level due to improvement, while FY students reported in the Yellow performance level and also showed improvement from the prior year. Local progress monitoring indicates that rates in 2025-26 appear to be similar or declining at most schools at time of plan writing, indicating that supports continue to improve rates across the district.</p>	<p>School Social Workers continue to provide wrap around services, intervention, and resources for at-risk LI, EL and FY students and families focused on improving attendance and connecting students to the learning environment. These supports include providing solution-focused individual and group counseling services for LI, EL, and FY students and families, connecting families to community resources, and services related to SEL and youth mental health. School Social Workers provide staff development in the areas of child abuse and neglect, trauma-informed practices, crisis protocol, coping with grief and loss, and other areas as needed to support LI, EL, and FY students and families. School Social Workers will be used as Tier II and Tier III support for LI, EL, and FY families through the SARB process, supporting students returning to school from incarceration or expulsion, and other appropriate referrals. This action is provided LEA-wide to maximize the impact of improving school attendance, reducing chronic absenteeism, and providing appropriate supports for all identified students in significant need.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Panorama survey results related to student connectedness (Metric 3.9)

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	<p>The Fall 2025 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district following significant improvement from the prior year. Rates for nearly all student groups continue to report in the High or Very High status levels, indicating a continuing need for districtwide support. LI, EL, and FY students also showed improvement, reporting in the Yellow performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2025-26 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>Scope: LEA-wide</p>		
3.9	<p>Action: Health Services and Nursing Staff</p> <p>Need: Health concerns continue to be a high priority topic in educational partner feedback, consistent with input collected over the last few years. Educational partners continue to</p>	<p>The Director of Health Services and Health Services staff collaborate with families and school staff to ensure that health plans for LI, EL, and FY students are current and aligned with district policies and procedures. Services respond to changes in student health patterns and provide resources for LI, EL, and FY students and families. Educational partner feedback continues to be</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Educational partner feedback

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	<p>identify PSUSD provided services as positive and necessary for student success. Identified needs include a wide range of services, from basic first aid assistance at school through complex individualized medical needs.</p> <p>The district continues to see increases in cases of ADHD, diabetes, life-threatening allergies, G-tube related care, and cardiac conditions among other medical needs within the student population. Students with these and other similar conditions need monitoring and ongoing communication with healthcare providers by trained RNs and LVNs to ensure health plans are developed and implemented, allowing students to continue with chronic or complex medical conditions to safely and consistently attend school.</p> <p>Regional access to medical support and services is an issue for portions of the district. Limited access to services primarily impacts the northern geographic area of the district and disproportionately impacts LI, EI, and FY students and families.</p> <p>Scope: LEA-wide</p>	<p>positive regarding the district’s health-related support provided at both the district and school site levels. Professional development and training in topics such as basic first aid, CPR, AEDs, and NARCAN are provided to increase the number of staff able to respond to urgent medical needs of LI, EL, and FY students at schools. Although designed to support LI, EL, and FY students, this action is provided LEA-wide as all students are likely to benefit from health-related supports during the school day as part of improving attendance and decreasing chronic absenteeism rates.</p>	<p>related to health services needs</p>
<p>3.10</p>	<p>Action: Organized Recess and Supervision</p> <p>Need: Elementary suspension rates continue to report at lower rates than middle and high schools. This is partially attributed to the</p>	<p>The district's organized recess program provides structured recess activities for LI, EL, and FY elementary school students. This program promotes inclusion, students being physically active, and the development of social-emotional skills. Supervision Aides support LI, EL, and FY student needs and interactions before school,</p>	<ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Panorama survey results related to student connectedness (Metric 3.9)

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	<p>implementation of the organized recess program and associated supervision coverage and requires a differentiated approach to improvement that addresses the needs identified at each school.</p> <p>According to the Fall 2025 Dashboard, 4.4% of students in PSUSD were suspended one or more times in 2024-25, reporting in the Green performance level due to an improvement of 1.0%. LI and EL reported in the Green performance level due to improvement, while FY students reported in the Yellow performance level and also showed improvement from the prior year. Local progress monitoring indicates that rates in 2025-26 appear to be similar or declining at most schools at time of plan writing, indicating that supports continue to improve rates across the district.</p> <p>Elementary SEL and School Connectedness levels continue to indicate a need to support students through various social interactions at school. Although the rates generally improved in the Winter 2026 survey as compared to the prior year, student responses to safety-related items continue to indicate support needs for appropriate student-to-student interactions during unstructured times on campus.</p> <p>Scope: LEA-wide</p>	<p>during recess, and during lunch periods. Program implementation is credited in part as limiting suspension rates at participating school sites by supporting LI, EL, and FY students during recess and lunch timeframes. This action is provided LEA-wide as all students are likely to benefit from this action due to increased school safety and resulting improvements to school climate.</p>	<ul style="list-style-type: none"> • Panorama survey results related to student safety (Metric 3.10)
<p>3.11</p>	<p>Action: Community Liaisons</p>	<p>Although significantly improved on the Fall 2025 Dashboard, chronic absenteeism rates continue to</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4)

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	<p>Need: The Fall 2025 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district following significant improvement from the prior year. Rates for nearly all student groups continue to report in the High or Very High status levels, indicating a continuing need for districtwide support. LI, EL, and FY students also showed improvement, reporting in the Yellow performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2025-26 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>FY and AI performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), while improvement on the Fall 2025 Dashboard resulted in a "Year 2" DA designation. Although improvement is being made, there is a continuing need to support these student groups in continued improvement, including those students multiply identified as also LI, EL, and/or FY.</p>	<p>report in the Very High status level for LI, EL, and FY student groups, indicating a continuing need to support students and families with attendance-related resources and services. Community Liaisons support LI, EL, and FY students and families with addressing barriers to school attendance. Supports include home visits, SART meetings, and providing access to resources such as bus passes, food vouchers, and clothing as needed. Educational partner input continues to identify varied needs related to school attendance, requiring support systems that are responsive to individual family needs in improving student attendance. Although designed around the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of maximizing impact on decreasing chronic absenteeism rates and increasing student attendance.</p>	<ul style="list-style-type: none"> • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.12</p>	<p>Action: Prevention Specialists</p> <p>Need: The Fall 2025 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district following significant improvement from the prior year. Rates for nearly all student groups continue to report in the High or Very High status levels, indicating a continuing need for districtwide support. LI, EL, and FY students also showed improvement, reporting in the Yellow performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress monitoring in 2025-26 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>FY and AI performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), while improvement on the Fall 2025 Dashboard</p>	<p>Although significantly improved on the Fall 2025 Dashboard, chronic absenteeism rates continue to report in the Very High status level for LI, EL, and FY student groups, indicating a continuing need to support students and families with attendance-related resources and services. Prevention Specialists use the Edge coaching model in student interactions and continue to serve as adult mentors for targeted LI, EL, and FY students, assisting them in goal setting and providing regular check-ins and conferencing opportunities. Educational partner input indicates varied needs related to school attendance, requiring support systems that are responsive to individual family needs in improving student attendance. Although designed around the needs of LI, EL, and FY students, this action is being implemented LEA-wide as part of maximizing impact on decreasing chronic absenteeism rates and increasing student attendance.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>resulted in a "Year 2" DA designation. Although improvement is being made, there is a continuing need to support these student groups in continued improvement, including those students multiply identified as also LI, EL, and/or FY.</p> <p>Scope: LEA-wide</p>		
<p>3.13</p>	<p>Action: Bus Transportation</p> <p>Need: Educational partner input indicates continuing needs to support LI, EL, and FY transportation. Educational partners consistently identify transportation needs as a contributing factor of chronic absenteeism and school attendance.</p> <p>The Fall 2025 Dashboard reported chronic absenteeism rates in the Yellow performance level for the district following significant improvement from the prior year. Rates for nearly all student groups continue to report in the High or Very High status levels, indicating a continuing need for districtwide support. LI, EL, and FY students also showed improvement, reporting in the Yellow performance level. All three groups reported in the Very High status level, indicating that additional support is still needed in addressing chronic absenteeism rates. These results are similar for schools and student groups within schools across the district. Progress</p>	<p>Additional transportation services to areas of the district with high percentages of LI, EL, and FY students will continue to be provided in order to mitigate transportation barriers in students accessing school and returning home. Chronic absenteeism rates for LI, EL, and FY student groups have historically improved at sites supported with additional transportation services. This action is provided LEA-wide as all bussing-eligible students are likely to benefit from this action, maximizing the impact of the action on increasing attendance rates and reducing chronic absenteeism rates.</p>	<ul style="list-style-type: none"> • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6)

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>monitoring in 2025-26 again indicates improvement in chronic absenteeism rates, however rates continue to align with High and Very High status levels at time of writing. These rates indicate a continuing and significant need to reconnect students and families to school with supports for personal and family situational needs.</p> <p>Scope: LEA-wide</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
<p>1.6</p>	<p>Action: English Learner Support</p> <p>Need: On the Fall 2025 Dashboard, the “all students” group reported an average score of 43.6 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Orange performance level (78.5 points below standard) and LTEL students reported in the Red performance level (118.5 points below standard). This indicates a continuing need to support these</p>	<p>The EL Programs Office provides a range of services integrating resources through both LCFF and Title III funds. Support provided by EL Community Liaisons includes weekly high school newcomer meetings, family contacts, and in-class support. Counselors on Special Assignment (COSAs) are supported at each high school specifically to support English learners students with mentoring services, access to tutoring, A-G eligibility support, and goal setting. Although principally supporting EL students, COSAs also provide targeted support to the individualized needs of LTELs.</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments for EL students (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Reclassification Rate (Metric 1.9)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students in ELA and ELD across all grade levels in the district.</p> <p>On the Fall 2025 Dashboard, the “all students” group reported an average score of 87.9 points below standard in mathematics, placing the district in the Orange performance level. EL (113.6 points below standard) reported in the Orange performance level and LTEL (175.5 points below standard) students reported in the Red performance level. This indicates a continuing need to support these students in mathematics performance across all grade levels in the district.</p> <p>On the Fall 2025 Dashboard, 39.4% of ELPAC tested students were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Orange performance level. Eight schools reported in the Red performance level in ELPI on the Fall 2025 Dashboard, and another ten schools reported in the Orange performance level. These outcomes indicate a systemwide need for ongoing support and improvement in systems related to English language development.</p> <p>EL student groups continued to perform lower on local benchmarking and progress monitoring assessments in 2025-26 than the overall student group in both reading and mathematics, indicating a continued need for gap closure in student performance.</p> <p>Scope:</p>	<p>Title III actions supporting EL students include 1) effective professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel, 2) enhanced instructional opportunities for newly-arrived immigrant children and youth, 3) effective programs and activities, including language instruction educational programs, that will help English learners increase their English language proficiency and meet the state academic standards, and 4) assist English learners in achieving English proficiency based on the State’s English language proficiency assessment. Title III funds provide schools with the ELLevation program used to monitor EL student progress and support via a Teacher on Special Assignment supporting EL strategy training and implementation.</p>	<ul style="list-style-type: none"> Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.7	<p>Action: Long Term English Learner (LTEL) Support</p> <p>Need: On the Fall 2025 Dashboard, the “all students” group reported an average score of 43.6 points below standard in ELA, reporting in the Orange performance level. EL students reported in the Orange performance level (78.5 points below standard) and LTEL students reported in the Red performance level (118.5 points below standard). This indicates a continuing need to support these students in ELA and ELD across all grade levels in the district.</p> <p>On the Fall 2025 Dashboard, the “all students” group reported an average score of 87.9 points below standard in mathematics, placing the district in the Orange performance level. EL (113.6 points below standard) reported in the Orange performance level and LTEL (175.5 points below standard) students reported in the Red performance level. This indicates a continuing need to support these students in mathematics performance across all grade levels in the district.</p> <p>On the Fall 2025 Dashboard, 39.4% of ELPAC tested students were reported as making progress towards English language proficiency as measured by the ELPI, placing the district in the Orange performance level. Eight schools reported in the Red performance level</p>	<p>Long Term English Learners (LTELs) have been identified as an EL for seven or more years, indicating a need for additional targeted services to attain English language proficiency. The EL Programs Office provides professional development and resources on the use of integrated ELD strategies in core content to specifically target the needs of LTELs. Targeted ELD courses at the secondary level support LTELs in improving language acquisition and development leading to increased reclassification specifically from the LTEL group. Targeted intervention during the school day, progress monitoring, and family nights supporting LTELs are planned to address identified needs. Title III funds are providing schools with supplemental ELD program materials for LTEL status prevention and addressing the needs of current LTELs.</p>	<ul style="list-style-type: none"> • ELA, Math and Science results on the CAASPP assessments for EL students (Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.17, 1.18) • EL performance on ELPI (Metric 1.8) • Reclassification Rate (Metric 1.9) • Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>in ELPI on the Fall 2025 Dashboard, and another ten schools reported in the Orange performance level. LTELs performed better than ELs overall, with 42.7% showing improvement on ELPAC per the ELPI, resulting in a Yellow performance level. Even with higher LTEL performance, these outcomes still indicate a systemwide need for ongoing support and improvement in systems related to English language development.</p> <p>EL student groups, inclusive of LTELs, continued to perform lower on local benchmarking and progress monitoring assessments in 2025-26 than the overall student group in both reading and mathematics, indicating a continued need for gap closure in student performance.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.3	<p>Action: Foster Youth Community Liaisons</p> <p>Need: PSUSD serves approximately 200 FY students throughout the district. FY students have unique and individualized needs to connect to school, attend regularly, and succeed academically. FY student caregivers often need assistance in connecting to district and community resources as part of supporting FY students.</p>	<p>Two foster youth community liaisons coordinate individualized support services to district foster and homeless youth and their families. Services and processes in 2026-27 include identifying specific supports and services needed for each student, improved school-based support systems, continuing the PATH program implemented in 2025-26, and high school counselor consultation to support FY students with post-secondary planning. Collaboration with Prevention Specialists will also continue to address additional needs and provide layered support to FY students.</p>	<p>FY student group results in the following areas:</p> <ul style="list-style-type: none"> • Suspension Rates (Metrics 3.1, 3.2) • Expulsion Rate (Metric 3.3) • Attendance Rate (Metric 3.4) • Chronic Absenteeism Rates (Metrics 3.5, 3.6) • Dropout Rates (Metrics 3.7, 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>FY performance on the Fall 2024 Dashboard resulted in district identification for Differentiated Assistance (DA), indicating a need for support across multiple areas for this student group. Fall 2025 Dashboard results indicated improvement in FY outcomes, resulting in a "Year 2" DA status. FY students reported in the Red performance level in ELA and mathematics results, while also reporting in the Very High performance level in Suspension Rate and Chronic Absenteeism Rate, indicating an ongoing need for a range of supports. Although the FY student group showed improvements, all indicators note significant performance gaps as compared to the "all students" group.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

N/A

Additional Concentration Grant Funding

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

In 2026-27, the district projects to be provided an additional LCFF concentration grant add-on funding in the amount of \$12,110,013. This additional funding is used to increase the number of staff providing direct services to students at schools with a percentage of unduplicated

LI, EL, and FY students exceeding 55%. In PSUSD, all schools exceed the 55% threshold and therefore benefit from the additional 15% concentration grant funding.

As in prior years within this three-year LCAP cycle, PSUSD continues to utilize these funds to increase the number of both certificated and classified staff providing direct services to LI, EL, and FY students in schools across the district. Additional staff is provided in key areas of support based on student needs, educational partner input, and expanding and enhancing programs determined to be effective in improving outcomes for LI, EL, and FY students. In all cases, the specific duties of these staff members are adjusted to support changing student needs. Analysis of the Fall 2025 Dashboard results, CDE DataQuest reporting for 2024-25, local progress monitoring data from the 2025-26 academic year, and updated educational partner input continue to indicate that most supplemental staffing has been effective in addressing student needs. Thus these positions and associated services will continue for the 2026-27 school year. Since all PSUSD schools feature student populations over the 55% concentration threshold, schools and programs continue to be prioritized for support based on current performance measures, learning support and intervention needs, accountability status, and grade span.

Funded actions and programs which include additional staff providing direct services that support LI, EL, and FY students include:

- *21 additional teachers in middle school for broad course of study and class size reduction efforts (Goal 1 Action 11 - Broad Course of Study and Class Size Reduction)
- *15 Elementary STEAM Teachers providing lessons in applied science, technology, engineering, arts, and mathematics to LI, EL, and FY students (Goal 1 Action 17 - Enhanced Elementary Learning Opportunities)
- *15 Elementary School Counselors providing Tier I and Tier II supports for LI, EL, and FY students (Goal 3 Action 1 - Supplemental Counselors)
- *11 additional Mental Health Therapists supporting LI, EL, and FY student mental health needs (Goal 3 Action 2 - Mental Health Support)
- *9 Behavior Intervention Assistants providing Tier I and Tier II behavioral supports for LI, EL, and FY students including those with identified disabilities (Goal 3 Action 6 - MTSS SEL and Behavior Supports)
- *Additional hours for supervision aides to provide SEL and behavior support to LI, EL, and FY students before school, during recess, and during lunch periods (Goal 3 Action 10 - Organized Recess and Supervision)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary School - 1:28, Middle School - 1:35, High School - 1:30, Alternative - 1:28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School - 1:15, Middle School - 1:17, High School - 1:17, Alternative - 1:8

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	211,268,865	91,499,958	43.310%	0.000%	43.310%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$93,852,173.00	\$35,992,114.00	\$0.00	\$8,028,749.00	\$137,873,036.00	\$100,903,016.00	\$36,970,020.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,930,150.00	\$800.00	\$2,751,107.00			\$179,843.00	\$2,930,950.00	
1	1.2	Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,853,172.00	\$1,708,038.00	\$2,607,113.00			\$954,097.00	\$3,561,210.00	
1	1.3	Additional Collaboration & Instructional Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$22,913,502.00	\$0.00	\$22,913,502.00				\$22,913,502.00	
1	1.4	Technology Implementation and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,653,362.00	\$1,055,693.00	\$3,531,805.00			\$177,250.00	\$3,709,055.00	
1	1.5	MTSS - Academic Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$6,126,830.00	\$579,082.00	\$580,916.00	\$5,122,262.00		\$1,002,734.00	\$6,705,912.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$1,993,782.00	\$417,289.00	\$1,663,291.00			\$747,780.00	\$2,411,071.00	
1	1.7	Long Term English Learner (LTEL) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	\$0.00	\$34,738.00	\$14,738.00			\$20,000.00	\$34,738.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Dual Immersion Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High, Two Bunch Palms Elementary	on-going	\$2,710,234.00	\$676,268.00	\$3,210,072.00			\$176,430.00	\$3,386,502.00	
1	1.9	High School Graduation and A-G Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	on-going	\$2,190,491.00	\$1,189,035.00	\$3,379,526.00				\$3,379,526.00	
1	1.10	CTE Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	on-going	\$2,815,913.00	\$100,383.00	\$2,711,415.00			\$204,881.00	\$2,916,296.00	
1	1.11	Broad Course of Study and Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$7,177,216.00	\$0.00	\$7,177,216.00				\$7,177,216.00	
1	1.12	Inclusion Instructional Model Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,291,973.00	\$0.00	\$1,291,973.00				\$1,291,973.00	
1	1.13	Supplemental Inclusion Instructional Model Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,719,686.00	\$0.00	\$1,719,686.00				\$1,719,686.00	
1	1.14	School Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$3,986,291.00	\$1,434,870.00	\$5,280,928.00			\$140,233.00	\$5,421,161.00	
1	1.15	Recruit & Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,485,426.00	\$365,632.00	\$2,599,754.00			\$251,304.00	\$2,851,058.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.16	Kindergarten Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	on-going	\$1,298,224.00	\$0.00	\$1,298,224.00				\$1,298,224.00	
1	1.17	Enhanced Elementary Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	on-going	\$6,534,692.00	\$29,860.00	\$6,564,552.00				\$6,564,552.00	
1	1.18	Arts Education and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$478,421.00	\$443,600.00	\$922,021.00				\$922,021.00	
1	1.19	Expanded Learning Program	All	No			Specific Schools: All district elementary and middle schools	on-going	\$2,121,621.00	\$23,248,719.00	\$0.00	\$21,987,790.00		\$3,382,550.00	\$25,370,340.00	
1	1.20	Technical Assistance - Academics	Students with Disabilities Foster Youth, American Indian students	No			All Schools	on-going	\$2,148,213.00	\$0.00	\$0.00	\$2,148,213.00			\$2,148,213.00	
1	1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	Students with Disabilities	No			All Schools	on-going	\$466,141.00	\$0.00	\$0.00			\$466,141.00	\$466,141.00	
2	2.1	District Family Engagement Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$440,372.00	\$83,600.00	\$498,972.00			\$25,000.00	\$523,972.00	
2	2.2	School Site Parent Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,051,030.00	\$0.00	\$1,051,030.00				\$1,051,030.00	
2	2.3	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$440,366.00	\$348,600.00	\$788,966.00				\$788,966.00	
2	2.4	Diversity and Equity	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	on-going	\$448,724.00	\$15,000.00	\$463,724.00				\$463,724.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.1	Supplemental Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$3,900,170.00	\$0.00	\$3,900,170.00				\$3,900,170.00	
3	3.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$2,692,460.00	\$13,500.00	\$2,460,454.00			\$245,506.00	\$2,705,960.00	
3	3.3	Foster Youth Community Liaisons	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	on-going	\$189,042.00	\$55,300.00	\$102,234.00	\$87,108.00		\$55,000.00	\$244,342.00	
3	3.4	Assistant Principals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$4,076,310.00	\$0.00	\$4,076,310.00				\$4,076,310.00	
3	3.5	Driving Achievement, Resilience and Transformation (DART) Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$112,248.00	\$0.00	\$112,248.00				\$112,248.00	
3	3.6	MTSS SEL and Behavioral Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$3,339,260.00	\$401,988.00	\$2,077,282.00	\$1,663,966.00			\$3,741,248.00	
3	3.7	Campus Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,336,226.00	\$200,000.00	\$1,536,226.00				\$1,536,226.00	
3	3.8	School Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$998,805.00	\$1,000.00	\$1,000.00	\$998,805.00			\$999,805.00	
3	3.9	Health Services and Nursing Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$475,242.00	\$23,700.00	\$498,942.00				\$498,942.00	
3	3.10	Organized Recess and Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,593,173.00	\$0.00	\$1,593,173.00				\$1,593,173.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$424,037.00	\$3,500.00	\$3,500.00	\$424,037.00			\$427,537.00	
3	3.12	Prevention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$1,208,653.00	\$5,000.00	\$5,000.00	\$1,208,653.00			\$1,213,653.00	
3	3.13	Bus Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$261,523.00	\$3,846,227.00	\$4,107,750.00				\$4,107,750.00	
3	3.14	Technical Assistance - School Attendance Plans	All	No			All Schools	on-going	\$357,353.00	\$0.00	\$357,353.00				\$357,353.00	
4	4.1	Arts Instruction Expansion	All	No			Specific Schools: Mt. San Jacinto High School	2026-27 and 2027-28	\$161,487.00	\$25,000.00	\$0.00	\$186,487.00			\$186,487.00	
4	4.2	CTE Program and Dual Enrollment Expansion	All	No			Specific Schools: Mt. San Jacinto High School	2026-27 and 2027-28	\$197,901.00	\$20,000.00	\$0.00	\$217,901.00			\$217,901.00	
4	4.3	MTSS - ELA and Math Intervention Systems	All	No			Specific Schools: Mt. San Jacinto High School	2026-27 and 2027-28	\$256,900.00	\$50,000.00	\$0.00	\$306,900.00			\$306,900.00	
4	4.4	Alternative Education Professional Development	All	No			Specific Schools: Mt. San Jacinto High School	2026-27 and 2027-28	\$0.00	\$111,228.00	\$0.00	\$111,228.00			\$111,228.00	
4	4.5	MTSS - SEL and Behavioral Supports for Alternative Education Students	All	No			Specific Schools: Mt. San Jacinto High School	2026-27 and 2027-28	\$360,146.00	\$20,000.00	\$0.00	\$380,146.00			\$380,146.00	
5	5.1	Art Instruction Expansion	All	No			Specific Schools: Desert	2026-27 and 2027-28	\$161,119.00	\$20,000.00	\$0.00	\$181,119.00			\$181,119.00	

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
							Learning Academy									
5	5.2	Mathematics Course and Intervention Expansion	All	No			Specific Schools: Desert Learning Academy	2026-27	\$220,681.00	\$0.00	\$0.00	\$220,681.00			\$220,681.00	
5	5.3	School Community Outreach	All	No			Specific Schools: Desert Learning Academy	2026-27 and 2027-28	\$188,643.00	\$0.00	\$0.00	\$188,643.00			\$188,643.00	
5	5.4	MTSS System Improvement	All	No			Specific Schools: Desert Learning Academy	2026-27	\$0.00	\$132,384.00	\$0.00	\$132,384.00			\$132,384.00	
5	5.5	Professional Development	All	No			Specific Schools: Desert Learning Academy	2026-27	\$0.00	\$40,000.00	\$0.00	\$40,000.00			\$40,000.00	
5	5.6	Broad Course of Study Improvements	All	No			Specific Schools: Desert Learning Academy	2026-27	\$0.00	\$65,000.00	\$0.00	\$65,000.00			\$65,000.00	
6	6.1	Professional Learning Communities Professional Development	All	No			Specific Schools: Julius Corsini Elementary	2026-27	\$0.00	\$60,000.00	\$0.00	\$60,000.00			\$60,000.00	
6	6.2	School Community Outreach	All	No			Specific Schools: Julius Corsini Elementary	2026-27	\$70,263.00	\$0.00	\$0.00	\$70,263.00			\$70,263.00	
6	6.3	MTSS - Intervention Expansion	All	No			Specific Schools: Julius Corsini Elementary	2026-27	\$45,542.00	\$103,386.00	\$0.00	\$148,928.00			\$148,928.00	

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
6	6.4	ELA and Mathematics Professional Development and Collaborative Planning	All	No			Specific Schools: Julius Corsini Elementary	2026-27	\$0.00	\$41,600.00	\$0.00	\$41,600.00			\$41,600.00	

2026-27 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
211,268,865	91,499,958	43.310%	0.000%	43.310%	\$93,494,820.00	0.000%	44.254 %	Total:	\$93,494,820.00
								LEA-wide Total:	\$91,714,557.00
								Limited Total:	\$1,780,263.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,751,107.00	
1	1.2	Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,607,113.00	
1	1.3	Additional Collaboration & Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,913,502.00	
1	1.4	Technology Implementation and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,531,805.00	
1	1.5	MTSS - Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$580,916.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,663,291.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Long Term English Learner (LTEL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$14,738.00	
1	1.8	Dual Immersion Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista del Monte Elementary, Raymond Cree Middle, Palm Springs High, Two Bunch Palms Elementary	\$3,210,072.00	
1	1.9	High School Graduation and A-G Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	\$3,379,526.00	
1	1.10	CTE Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district high schools	\$2,711,415.00	
1	1.11	Broad Course of Study and Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,177,216.00	
1	1.12	Inclusion Instructional Model Support Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,291,973.00	
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,719,686.00	
1	1.14	School Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,280,928.00	
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,599,754.00	
1	1.16	Kindergarten Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	\$1,298,224.00	
1	1.17	Enhanced Elementary Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools	\$6,564,552.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.18	Arts Education and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$922,021.00	
2	2.1	District Family Engagement Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$498,972.00	
2	2.2	School Site Parent Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,051,030.00	
2	2.3	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$788,966.00	
2	2.4	Diversity and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$463,724.00	
3	3.1	Supplemental Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,900,170.00	
3	3.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,460,454.00	
3	3.3	Foster Youth Community Liaisons	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$102,234.00	
3	3.4	Assistant Principals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,076,310.00	
3	3.5	Driving Achievement, Resilience and Transformation (DART) Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,248.00	
3	3.6	MTSS SEL and Behavioral Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,077,282.00	
3	3.7	Campus Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,536,226.00	
3	3.8	School Social Workers	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,000.00	

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			
3	3.9	Health Services and Nursing Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$498,942.00	
3	3.10	Organized Recess and Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,593,173.00	
3	3.11	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
3	3.12	Prevention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.13	Bus Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,107,750.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$139,125,285.00	\$137,036,384.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Coaches	Yes	\$3,327,061.00	\$3,044,464
1	1.2	Staff Professional Development	Yes	\$2,606,298.00	\$2,207,644
1	1.3	Additional Collaboration & Instructional Time	Yes	\$21,996,664.00	\$21,507,799
1	1.4	Technology Implementation and Support Services	Yes	\$3,806,568.00	\$3,705,138
1	1.5	MTSS - Academic Supports	Yes	\$6,323,971.00	\$6,686,874
1	1.6	English Learner Support	Yes	\$2,353,120.00	\$2,382,765
1	1.7	Long Term English Learner (LTEL) Support	Yes	\$125,604.00	\$105,604
1	1.8	Dual Immersion Program	Yes	\$2,961,160.00	\$3,147,821
1	1.9	High School Graduation and A-G Support	Yes	\$2,991,829.00	\$2,972,005
1	1.10	CTE Programs	Yes	\$2,944,645.00	\$3,012,710
1	1.11	Broad Course of Study and Class Size Reduction	Yes	\$7,420,214.00	\$7,505,319

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Inclusion Instructional Model Support Personnel	Yes	\$1,260,982.00	\$1,263,693
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	\$1,804,317.00	\$1,783,479
1	1.14	School Site Allocations	Yes	\$5,599,330.00	\$5,635,698
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	\$3,192,201.00	\$3,150,540
1	1.16	Kindergarten Support	Yes	\$1,348,094.00	\$1,197,047
1	1.17	Enhanced Elementary Learning Opportunities	Yes	\$6,420,873.00	\$6,338,814
1	1.18	Arts Education and Enrichment	Yes	\$922,323.00	\$914,414
1	1.19	Expanded Learning Program	No	\$25,095,187.00	\$27,502,053
1	1.20	Technical Assistance - Academics	No	\$4,370,079.00	\$2,264,542
1	1.21	Compliance and Improvement Monitoring (CIM) Plan Implementation	No	\$457,970.00	\$466,141
2	2.1	District Family Engagement Center	Yes	\$494,531.00	\$639,390
2	2.2	School Site Parent Support Staff	Yes	\$1,234,978.00	\$1,046,849
2	2.3	Communication	Yes	\$422,722.00	\$422,548

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	2.4	Diversity and Racial Equity	Yes	\$477,429.00	\$460,405
3	3.1	Supplemental Counselors	Yes	\$4,051,868.00	\$4,029,691
3	3.2	Mental Health Support	Yes	\$2,686,925.00	\$2,613,265
3	3.3	Foster Youth Community Liaisons	Yes	\$190,668.00	\$186,676
3	3.4	Assistant Principals	Yes	\$4,141,449.00	\$3,949,806
3	3.5	Driving Achievement, Resilience and Transformation (DART) Team	Yes	\$111,500.00	\$108,412
3	3.6	MTSS SEL and Behavioral Supports	Yes	\$4,066,749.00	\$4,299,801
3	3.7	Campus Safety and Security	Yes	\$1,505,051.00	\$1,518,978
3	3.8	School Social Workers	Yes	\$943,431.00	\$982,221
3	3.9	Health Services and Nursing Staff	Yes	\$491,161.00	\$483,816
3	3.10	Organized Recess and Supervision	Yes	\$2,248,705.00	\$2,045,068
3	3.11	Community Liaisons	Yes	\$382,194.00	\$395,313
3	3.12	Prevention Specialists	Yes	\$1,215,693.00	\$1,185,280
3	3.13	Bus Transportation	Yes	\$4,377,169.00	\$4,259,043

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	3.14	Technical Assistance - School Attendance Plans	No	\$370,007.00	\$367,675
4	4.1	Arts Instruction Expansion	No	\$150,214.00	\$51,697
4	4.2	CTE Program Expansion	No	\$426,179.00	\$166,255
4	4.3	MTSS - ELA and Math Intervention Systems	No	\$167,800.00	\$10,624
4	4.4	Alternative Education Professional Development	No	\$25,000.00	\$15,754
4	4.5	MTSS - SEL and Behavioral Supports for Alternative Education Students	No	\$385,049.00	\$200,323
5	5.1	Art Instruction Expansion	No	\$140,379.00	\$81,555
5	5.2	Mathematics Course and Intervention Expansion	No	\$366,968.00	\$323,041
5	5.3	School Community Outreach	No	\$88,439.00	\$87,838
5	5.4	MTSS System Improvement	No	\$166,889.00	\$94,788
6	6.1	Professional Learning Communities Professional Development	No	\$180,000.00	\$107,364
6	6.2	School Community Outreach	No	\$135,162.00	\$60,235
6	6.3	MTSS - Intervention Expansion	No	\$87,486.00	\$47,647
6	6.4	ELA and Mathematics Professional Development and Collaborative Planning	No	\$65,000.00	\$462

2025-26 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)
\$90,795,993	\$93,170,486.00	\$91,347,105.00	\$1,823,381.00	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	Instructional Coaches	Yes	\$2,955,618	\$2,673,021		
1	1.2	Staff Professional Development	Yes	\$2,416,211	\$2,017,557		
1	1.3	Additional Collaboration & Instructional Time	Yes	\$21,996,664	\$21,507,799		
1	1.4	Technology Implementation and Support Services	Yes	\$3,613,965	\$3,512,535		
1	1.5	MTSS - Academic Supports	Yes	\$157,760	\$62,842		
1	1.6	English Learner Support	Yes	\$1,623,489	\$1,653,134		
1	1.7	Long Term English Learner (LTEL) Support	Yes	\$20,000	\$0		
1	1.8	Dual Immersion Program	Yes	\$2,788,614	\$2,975,275		
1	1.9	High School Graduation and A-G Support	Yes	\$2,991,829	\$2,972,005		
1	1.10	CTE Programs	Yes	\$2,744,311	\$2,812,376		
1	1.11	Broad Course of Study and Class Size Reduction	Yes	\$7,420,214	\$7,505,319		
1	1.12	Inclusion Instructional Model Support Personnel	Yes	\$1,260,982	\$1,263,693		
1	1.13	Supplemental Inclusion Instructional Model Staffing	Yes	\$1,804,317	\$1,783,479		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	School Site Allocations	Yes	\$5,431,464	\$5,467,832		
1	1.15	Recruit & Retain Highly Qualified Staff	Yes	\$2,655,343	\$2,613,682		
1	1.16	Kindergarten Support	Yes	\$1,348,094	\$1,197,047		
1	1.17	Enhanced Elementary Learning Opportunities	Yes	\$6,420,873	\$6,338,814		
1	1.18	Arts Education and Enrichment	Yes	\$922,323	\$914,414		
2	2.1	District Family Engagement Center	Yes	\$469,531	\$614,390		
2	2.2	School Site Parent Support Staff	Yes	\$1,234,978	\$1,046,849		
2	2.3	Communication	Yes	\$422,722	\$422,548		
2	2.4	Diversity and Racial Equity	Yes	\$477,429	\$460,405		
3	3.1	Supplemental Counselors	Yes	\$4,051,868	\$4,029,691		
3	3.2	Mental Health Support	Yes	\$2,414,098	\$2,367,197		
3	3.3	Foster Youth Community Liaisons	Yes	\$106,172	\$102,180		
3	3.4	Assistant Principals	Yes	\$4,141,449	\$3,949,806		
3	3.5	Driving Achievement, Resilience and Transformation (DART) Team	Yes	\$111,500	\$108,412		
3	3.6	MTSS SEL and Behavioral Supports	Yes	\$2,532,082	\$2,657,060		
3	3.7	Campus Safety and Security	Yes	\$1,505,051	\$1,518,978		
3	3.8	School Social Workers	Yes	\$4,500	\$2,338		
3	3.9	Health Services and Nursing Staff	Yes	\$491,161	\$483,816		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Organized Recess and Supervision	Yes	\$2,248,705	\$2,045,068		
3	3.11	Community Liaisons	Yes	\$5,000	\$4,000		
3	3.12	Prevention Specialists	Yes	\$5,000	\$4,500		
3	3.13	Bus Transportation	Yes	\$4,377,169	\$4,259,043		

2025-26 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)
\$205,693,134	\$90,795,993	0.000%	44.141%	\$91,347,105.00	0.000%	44.409%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32627\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32627\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(q\)](#) and [EC Section 52066\(q\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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