



LCFF Budget Overview for Parents

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

CDS Code: 50-71217-0000000

School Year: 2026-27

LEA contact information:

Dr. Reyes Gauna

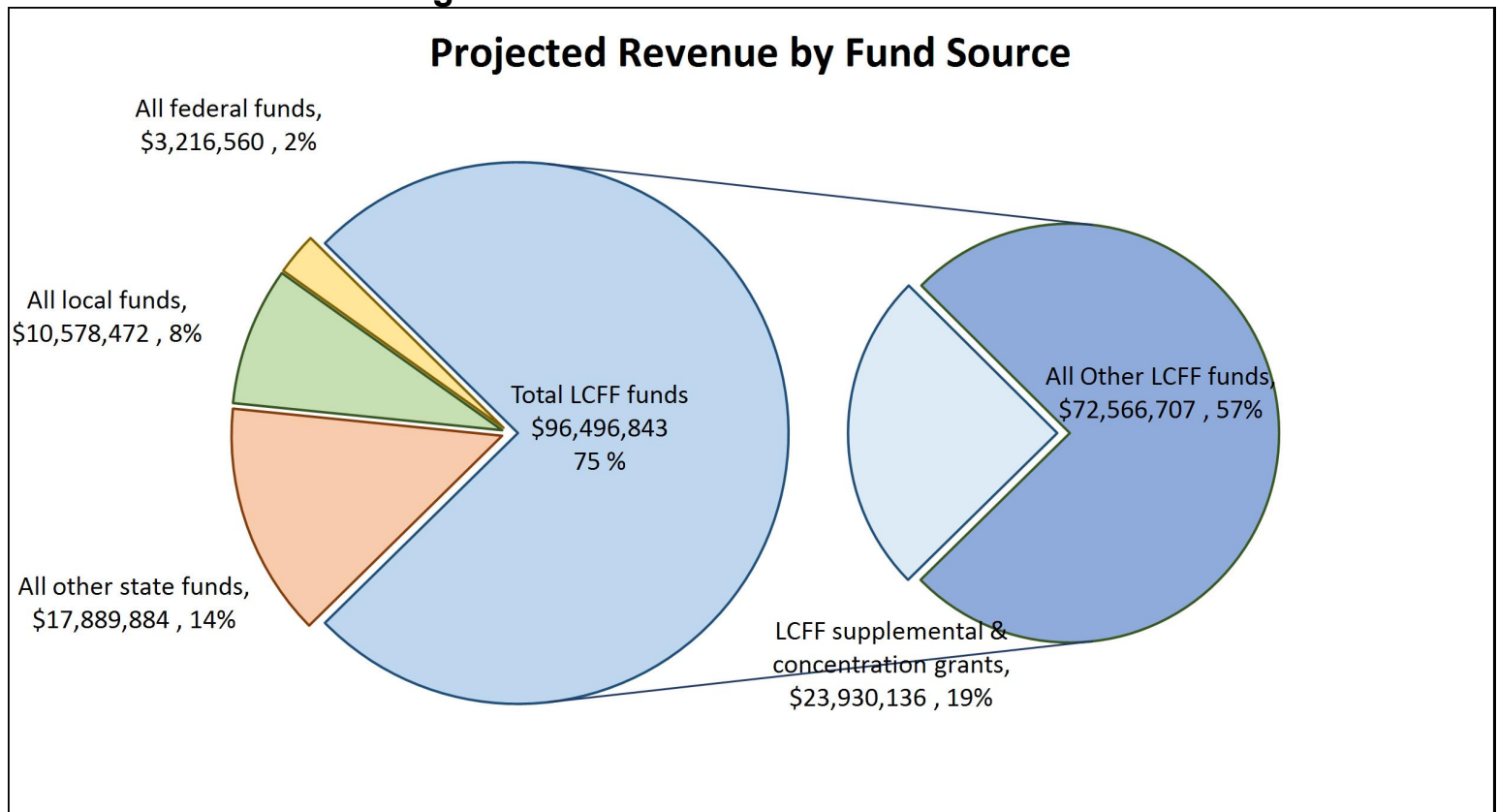
Superintendent

rgauna@patterson.k12.ca.us

(209) 895-7700

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

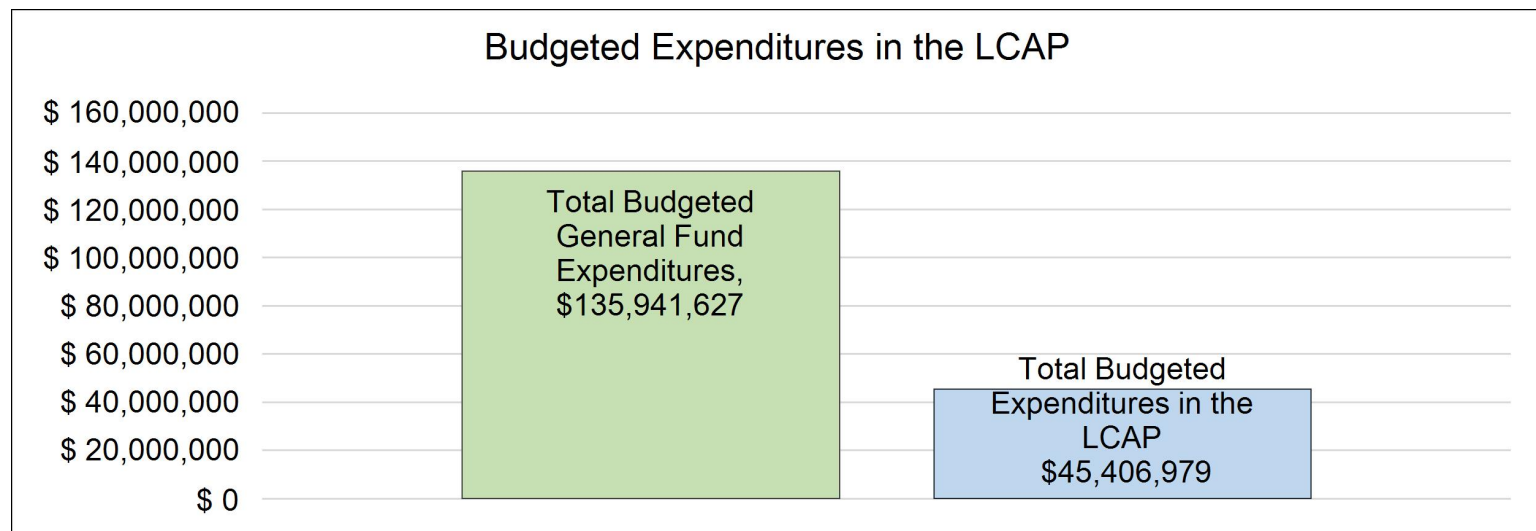


This chart shows the total general purpose revenue Patterson Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Patterson Joint Unified School District is \$128,181,759, of which \$96,496,843.00 is Local Control Funding Formula (LCFF), \$17,889,884.00 is other state funds, \$10,578,472.00 is local funds, and \$3,216,560.00 is federal funds. Of the \$96,496,843.00 in LCFF Funds, \$23,930,136.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Patterson Joint Unified School District plans to spend for 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: Patterson Joint Unified School District plans to spend \$135,941,627.00 for the 2026-27 school year. Of that amount, \$45,406,979.00 is tied to actions/services in the LCAP and \$90,534,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Regular teachers salaries, employer benefit costs, insurance costs, custodial costs, maintenance costs and utilities in addition to many grant expenditures and construction costs are not included in the LCAP.

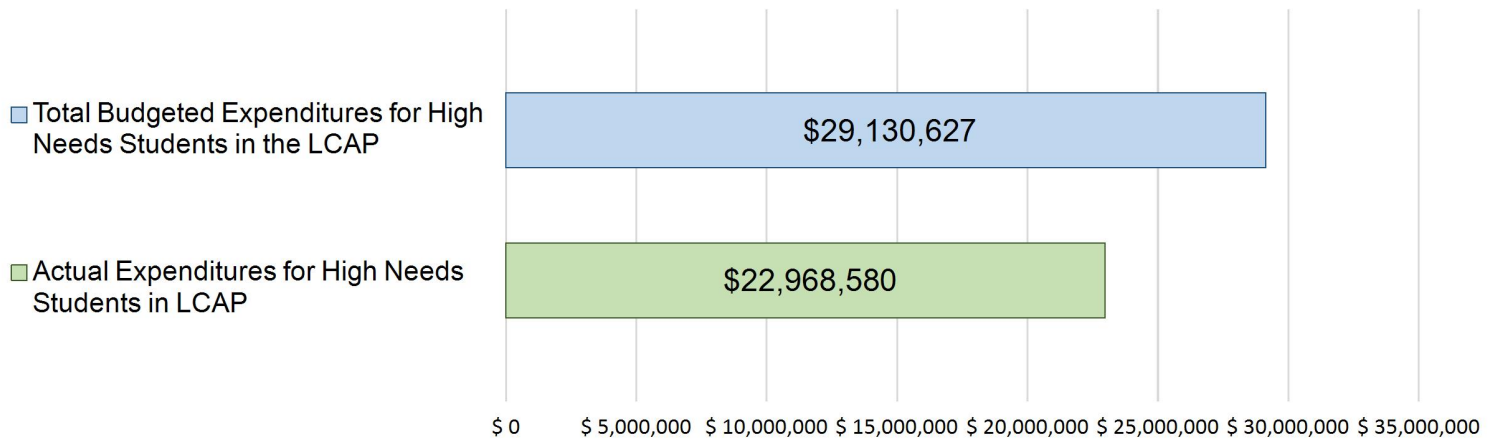
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Patterson Joint Unified School District is projecting it will receive \$23,930,136.00 based on the enrollment of foster youth, English learner, and low-income students. Patterson Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Patterson Joint Unified School District plans to spend \$32,834,883.00 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

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



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

The text description of the above chart is as follows: In 2025-26, Patterson Joint Unified School District's LCAP budgeted \$29,130,627.00 for planned actions to increase or improve services for high needs students. Patterson Joint Unified School District actually spent \$22,968,580.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$6,162,047 had the following impact on Patterson Joint Unified School District's ability to increase or improve services for high needs students:

Not all planned expenditures were able to be completed and will be done in the next year.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Patterson Joint Unified School District	Dr. Reyes Gauna Superintendent	rgauna@patterson.k12.ca.us (209) 895-7700

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.

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

District Demographics:

Patterson Joint Unified School District (PJUSD) is located in Stanislaus County, at the heart of the great Central Valley, where agribusiness plays a significant role in the community. We proudly serve approximately 6,165 students, making us the 5th largest school district in Stanislaus County. Our district comprises 1 early learning center for preschool and transitional kindergarten, 5 elementary schools, 1 middle school, 1 comprehensive high school, 1 continuation high school, 1 independent study school, and 1 adult transition program. Based on CALPADS Fall 1 reporting, approximately 79.8% of our students are eligible for the school lunch program. PJUSD embraces diversity with a student population consisting of 76.7% Latino, 7.6% White, 4.3% African American, 2.9% Asian, 1.9% Filipino, and 1.6% Pacific Islander. Students from other ethnic backgrounds make up the remaining enrollment. Furthermore, 28% of our students are designated as English learners (ELs). It is worth noting that all schools, except Rising Sun Adult Transition School, receive Title I funding.

Equity Multiplier–Funded Schools:

Three PJUSD schools—Grayson Elementary School, Del Puerto High School, and Open Valley Independent School (OVIS)—have been identified for additional Equity Multiplier funding. This designation is based on each school having more than 70% low-income students and a

2024/25 student non-stability rate exceeding 25%. As a result, each school is required to implement an Equity Multiplier Focus Goal, including aligned metrics and actions that address student needs identified in the 2025 CA Dashboard. In the 2026/27 LCAP, Grayson Elementary is included in Goal #6, while Del Puerto High School and OVIS are included in Goal #7.

PJUSD Strategic Plan:

On December 13, 2022, the Patterson Joint Unified School District Board of Trustees adopted an updated Strategic Plan, with implementation beginning during the 2023/24 school year. This comprehensive plan encompasses five Focus Areas: (1) Academic Achievement, (2) Student and Staff Safety and Wellness, (3) Facilities and Resources, (4) Communication and Collaboration, and (5) Employee Success and Leadership Development. Each Focus Area is accompanied by four to six key initiatives which outline how the Patterson Joint Unified School District will work towards fulfilling its "Promise" over the next five years. These initiatives are the result of careful consideration and community input received during listening sessions with educational partners and form the basis for the development of the 2026/27 LCAP.

Purpose Statement and Core Values:

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

Reflections: Annual Performance

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

Patterson Joint Unified School District (PJUSD) has made great strides in achievement in the following areas based on comparisons of the 2024 and the 2025 CA Dashboard and local data.

- English Language Arts (ELA): The percentage of students achieving Level 3 (Standard Met) or Level 4 (Standard Exceeded) increased by 3.2 percentage points, rising from 34.2% in 2023/24 to 37.4% in 2024/25. This improvement indicates that district initiatives are positively impacting ELA proficiency rates. Additionally, only one student subgroup—Homeless—scored Red (very low performance) on the 2025 CA Dashboard, a decrease from three subgroups identified in 2024. The 2026/27 LCAP will continue to prioritize ELA achievement, with a goal of increasing proficiency rates by 6 percentage points annually for all PJUSD students.
- Math: The percentage of students achieving Level 3 (Standard Met) or Level 4 (Standard Exceeded) increased by 2.0 percentage points, rising from 17.3% in 2023/24 to 19.3% in 2024/25. This improvement indicates that district initiatives are positively impacting math proficiency rates. Additionally, only one student subgroup—Homeless—scored Red (very low performance) on the 2025 CA Dashboard, a decrease from six subgroups identified in 2024. The 2026/27 LCAP will continue to prioritize math achievement, with a goal of increasing proficiency rates by 7 percentage points annually for all PJUSD students.
- Suspension Rate: The percentage of students suspended for at least one day decreased by 2.3 percentage points, declining from 7.7% in 2023/24 to 5.4% in 2024/25. This improvement indicates that district initiatives are positively impacting student behavior and reducing suspension rates. Additionally, no student subgroups scored Red (very low performance) on the 2025 CA Dashboard, a decrease from eight subgroups identified in 2024. The 2026/27 LCAP will continue to prioritize reducing suspension rates, with a goal of decreasing rates by 1.8 percentage points annually for all PJUSD students.

- **Graduation Rate:** The percentage of students who graduated increased by 5.8 percentage points, rising from 89.2% in 2023/24 to 95.0% in 2024/25. This improvement indicates that district initiatives are positively impacting graduation outcomes. Additionally, all student subgroups scored either Green (high performance) or Blue (very high performance) on the 2025 CA Dashboard. The 2026/27 LCAP will continue to prioritize maintaining an overall graduation rate of at least 95% annually for all PJUSD students.
- **College and Career Readiness:** The percentage of students identified as college and career ready increased by 10.7 percentage points, rising from 28.0% in 2023/24 to 38.7% in 2024/25. This improvement indicates that district initiatives are positively impacting college and career readiness outcomes. Additionally, no student subgroups scored Red (very low performance) on the 2025 CA Dashboard, a decrease from four subgroups identified in 2024. The 2026/27 LCAP will continue to prioritize increasing college and career readiness, with a goal of maintaining an overall rate of at least 40% annually for all PJUSD students.
- **English Learner Progress Indicator (ELPI):** The percentage of students demonstrating progress on the ELPI increased by 3.5 percentage points, rising from 41.4% in 2023/24 to 44.9% in 2024/25. This growth reflects the positive impact of district initiatives, including targeted English language development (ELD) instruction, increased access to integrated academic language supports, expanded use of data to inform instruction, and ongoing professional learning for staff focused on supporting English learners. The 2026/27 LCAP will continue to prioritize English learner progress, with a goal of increasing the percentage of students making progress to at least 60% annually for all students identified as English learners.

In addition to areas of improvement, several outcomes indicate a need for continued growth. These areas are addressed through the goals, metrics, and actions outlined in the 2026/27 LCAP.

- **Chronic Absenteeism:** The percentage of students identified as chronically absent increased by 1.3 percentage points, rising from 18.9% in 2023/24 to 20.2% in 2024/25. This increase highlights the need to strengthen and expand targeted supports and interventions aimed at improving student attendance across PJUSD. As a result of the increase to 20.2%, PJUSD received a Red (very low performance) rating on the 2025 CA Dashboard. Additionally, nine student subgroups—Long-Term English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic/Latino, Hawaiian/Pacific Islander, and Two or More Races—also scored Red, an increase from zero subgroups identified in 2024. The 2026/27 LCAP will continue to prioritize reducing chronic absenteeism, with a goal of decreasing rates by 6.4 percentage points annually for all PJUSD students.

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

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

For more detailed information on each school and student subgroup performance data, including metrics and actions to address students' needs in the 3-year LCAP development cycle (2024/25 to 2026/27), please click the following link:

- [2023 CA Dashboard_Very Low Performance Indicators, LCAP Metrics and Actions.](#)

Learning Recovery Emergency Block Grant (LREBG)

PJUSD has unexpended LREBG funds in the amount of \$1,513,225.91 for the 2026/27 school year.

PJUSD conducted a thorough needs assessment based on the 2024 and 2025 CA Dashboard data for students and schools scoring very low (red) or low (orange) in English language arts, math, and chronic absenteeism. Below are the student subgroups and schools that have been identified for academic learning recovery and social and emotional well-being using LREBG funding.

English Language Arts (ELA):

2024 CA Dashboard

- Very Low Performance (Red): English Learner, Long-Term English Learner, Students with Disabilities, Grayson Elementary School
- Low Performance (Orange): Homeless, Socioeconomically Disadvantaged, African American, Hispanic/Latino, Hawaiian/Pacific Islander, White, Las Palmas Elementary School, Walnut Grove Elementary School, Creekside Middle School, Del Puerto High School, Open Valley Independent Study

2025 CA Dashboard

- Very Low Performance (Red): Homeless, Open Valley Independent Study
- Low Performance (Orange): Long-Term English Learner, Students with Disabilities, Asian, Hawaiian/Pacific Islander, White, Grayson Elementary School, Las Palmas Elementary School

Math:

2024 CA Dashboard

- Very Low Performance (Red): English Learner, Long-Term English Learner, Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, Grayson Elementary School, Creekside Middle School
- Low Performance (Orange): Homeless, Filipino, White, Apricot Valley Elementary School, Las Palmas Elementary School, Walnut Grove Elementary School, Del Puerto High School, Open Valley Independent School

2025 CA Dashboard

- Very Low Performance (Red): Homeless, Creekside Middle School, Open Valley Independent Study
- Low Performance (Orange): English Learner, Long-Term English Learner, Socio-Economically Disadvantaged, Students with Disabilities, Asian, Apricot Valley Elementary School, Las Palmas Elementary School, Northmead Elementary School

Based on this, Goal #1, Action 1.1 and Action 1.8 directly address the need to accelerate progress to close learning gaps in ELA and math through the implementation of targeted research-based reading, math, and English language development interventions. These actions align with the allowable uses of LREBG funds in the areas of small group learning supports for students, learning recovery programs and materials to accelerate academic proficiency, including English language proficiency, early intervention and literacy programs for students, and providing professional development and coaching. Providing these additional supports will address the areas identified in the needs analysis, namely, increasing ELA, math, and English language proficiency and improving students' overall college readiness and eligibility upon

graduation. A total of \$491,418.91 LREBG funds have been allocated in Goal #1, Action 1.1 and \$497,184 LREBG funds have been allocated in Goal #1 Action 1.8 to accelerate progress to close learning gaps through the implementation and expansion of evidence-based learning supports.

Chronic Absenteeism:

2024 CA Dashboard

- Low Performance (Orange): Homeless, Hawaiian/Pacific Islander, White

2025 CA Dashboard

- Very Low Performance (Red): Long-Term English Learner, Foster Youth, Homeless, Socio-Economically Disadvantaged, Students with Disabilities, African American, Hispanic/Latino, Hawaiian/Pacific Islander, Two or More Races, PJUSD, Las Palmas Elementary School, Northmead Elementary School
- Low Performance (Orange): English Learner, Apricot Valley Elementary School, Grayson Elementary School, Creekside Middle School

Based on this, Goal #2, Actions 2.2, 2.3 and 2.4 directly address the need to accelerate progress by decreasing chronic absenteeism rates and integrating evidence-based social-emotional learning supports by providing staff to support improving students' attendance and social-emotional well-being. The following staff and programs will support improvements to both students' attendance and social-emotional well-being: Behavior Analysts, Attendance Liaisons, and Mental Health Clinicians. These supports for students will provide a range of services including academic and behavioral interventions, counseling, peer-led initiatives, and targeted supports to address trauma, mental health, and attendance barriers. Through collaboration with families, staff, and community agencies, these professionals ensure early intervention, inclusive learning environments, and equitable access to resources that promote student success and well-being. These actions align to allowable uses of the funds in the areas of integrating evidence-based student supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, and programs to address students' trauma and social-emotional learning. Providing these additional supports will address students' needs by improving attendance, reducing chronic absenteeism, and enhancing social-emotional well-being to keep students engaged, connected, and better positioned for academic success. A total of \$524,623.00 LREBG funds have been allocated in Goal #2, Actions 2.2, 2.3, and 2.4 to integrate evidence-based student supports to address other barriers to student learning.

Reflections: Technical Assistance

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

PJUSD is currently identified for Direct Technical Assistance (DTA) based on the performance of the following student groups and priority areas: English Learners (Pupil Achievement and Broad Course of Study), Homeless students (School Climate and Broad Course of Study), and Students with Disabilities (Pupil Achievement, School Climate, and Broad Course of Study). DTA support is provided through a Collaborative Planning model in partnership with the Stanislaus County Office of Education (SCOE) and the California Collaborative for Educational Excellence (CCEE), and is aligned with the district's Differentiated Assistance plan.

Current efforts under DTA focus on improving outcomes for 9th-grade Students with Disabilities at Patterson High School, with an emphasis on strengthening Tier 1 academic instruction through co-teaching practices and improving student performance in A–G approved courses (aligns with Actions 1.1, 5.1, and 5.2).

Based on the 2025 CA School Dashboard, PJUSD also meets the eligibility criteria for Differentiated Assistance (DA) in the following priority areas: Pupil Achievement in English Language Arts and Mathematics (Homeless students) and Pupil Engagement related to Chronic Absenteeism (Homeless students).

PJUSD is working in partnership with SCOE to support continuous improvement for the identified student groups and performance indicators. Based on a collaborative review of data, system strengths, and areas for growth, DA efforts will focus on the following:

Pupil Achievement:
Strengthen a coherent- multi-tiered system of support to improve outcomes related to academics, social emotional well-being, behavior and attendance for all students, with an emphasis on students experiencing homelessness (aligns with Actions 1.1, 2.4).

Pupil Engagement:
Utilize the STATS data warehouse system to strengthen ongoing efforts to improve attendance rates for all students, with a particular focus on students experiencing homelessness (aligns with Actions 2.2, 2.3, and 2.4).

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC) District Advisory Committee (DAC) LCAP Advisory Committee Local Bargaining Units: PAT & CSEA Special Education Local Plan Area (SELPA) District and Site Administrators	PJUSD implemented a comprehensive engagement process to gather input from a wide range of educational partners, including parents, students, and staff. Meetings were conducted to review the goals, actions, and metrics from the 2025/26 LCAP, the 2025/26 Mid-Year LCAP Update, data from the 2024 and 2025 CA Dashboards, and the PJUSD Strategic Plan. Feedback from these sessions was used to inform the development of the 2026/27 LCAP. The District English Learner Advisory Committee (DELAC), composed of parents of English learner students, and the District Advisory Committee (DAC), composed of secondary students and parents, met separately to provide input on proposed metrics and actions for the 2026/27 LCAP. The LCAP Advisory Committee includes parents and community members, certificated and classified staff, as well as district and site administrators. This committee provided an additional opportunity to develop the LCAP in consultation with key educational partners. Similar to DELAC and DAC, the LCAP Advisory Committee reviewed and provided input on metrics and actions for the 2026/27 LCAP. LCAP Engagement Meetings DELAC: • 12/16/25, 2/17/26, 4/21/26 DAC:

Educational Partner(s)	Process for Engagement
	• 12/19/25, 2/18/26, 4/22/26 LCAP Advisory Committee: • 3/19/26 (English-speaking session), 3/26/26 (Spanish-speaking session) District and Site Administrators: • 3/24/26 Patterson Association of Teachers: • 4/16/26 California School Employees Association: • 4/21/26 SELPA: • 6/4/26
Teachers and Staff School Site Guiding Coalitions School Site Council (SSC) ELAC (ELAC) Parents Students Equity Multiplier Schools • Grayson Elementary School • Del Puerto High School • Open Valley Independent School	Educational partner feedback at the school site level was gathered through meetings with each school community to review data from the 2025 CA Dashboard, including outcomes for student groups identified as performing at very low levels. Input from these groups was used to inform the development of the 2026/27 LCAP. Grayson Elementary School, Del Puerto High School, and Open Valley Independent Study (OVIS) have been identified as Equity Multiplier–funded schools. As a result, each school engaged its educational partners to provide input that informed the development of the required Equity Multiplier Focus Goals included in the LCAP. LCAP Engagement Meetings Teachers and Staff: • AVE: 4/14/26, CMS: 4/16/26, DP: 3/4/26, GY: 4/13/26, LP: 4/13/26, NM: 3/11/26, OVIS: 3/4/26, PHS: 4/15/26, WG: 1/12/26, 2/9/26, 3/9/26, WVLC: 3/10/26 Guiding Coalitions: • AVE: 4/14/26, CMS: 4/13/26, DP: 3/4/26, GY: 3/16/26, LP: 3/30/26, NM: 3/26/26, OVIS: 3/4/26, PHS: 4/16/26, WG: 1/26/26, 3/23/26, WVLC: 3/10/26 SSC: • AVE: 4/15/26, CMS: 3/30/26, DP: 2/12/26, GY: 3/30/26, LP: 3/17/26, NM: 3/17/26, OVIS: 2/12/26, PHS: 3/17/26, WG: 2/2/26, 3/2/26, WVLC: 3/26/26

Educational Partner(s)	Process for Engagement
	ELAC: • AVE: 4/15/26, CMS: 3/19/26, DP: 2/12/26, GY: 2/6/26, LP: 3/31/26, NM: 4/2/26, OVIS: 2/12/26, PHS: 2/11/26, WG: 2/2/26, 3/2/26 PTO/PTA: • AVE: 4/15/26, NM: 3/16/26, WG: 2/20/26 Students (7th-12th): • CMS: 4/1/26, DP: 3/11/26, OVIS: 3/11/26, PHS: 3/17/26

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

The feedback gathered from our educational partners affirmed the actions outlined in the LCAP. In addition, the feedback was used to guide which actions needed to have the greatest priority during the 2026/27 school year. The following top five themes reflect how the LCAP was shaped by input from our educational partners, based on a synthesis of feedback and the frequency and urgency of issues identified by the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), LCAP Advisory Committee, teachers and staff, School Site Guiding Coalitions, School Site Councils (SSC), English Learner Advisory Committees (ELAC), parents, and students:

1. Student Support Systems (Behavioral, Mental Health, and SEL)

This is a dominant theme reflecting a need for:

- Expanded counseling, wellness, and mental health services for students.
- Strengthened behavior systems, including restorative practices, PBIS, and proactive Tier 1 supports.
- Increased access to student support teams (S3, counselors, MHCs) and safe, supportive school environments.

This feedback is incorporated in LCAP actions 2.2, 2.3, and 2.4 addressing student well-being and school climate.

2. Attendance and Chronic Absenteeism

This theme highlights a need for:

- Strengthened attendance systems, including incentives, outreach, and family engagement strategies.
- Increased transportation access and support for high-need student groups.
- Continued implementation of attendance recovery, monitoring systems, and proactive interventions.

This feedback is incorporated in LCAP action 2.4 addressing engagement and student attendance outcomes.

3. Academic Intervention and Support (Math, Literacy, and English Learners)

There is a strong emphasis on:

- Expanding targeted intervention supports, including tutoring, RTI, and push-in/pull-out services.
- Strengthening math instruction and foundational literacy, particularly for English Learners.
- Ensuring equitable access to academic support across all grade levels.

This feedback is incorporated in LCAP actions 1.1, 1.2, 1.3, 1.5, and 1.6 focused on improving student achievement and closing learning gaps.

4. Family Engagement and Communication

This theme reflects a need for:

- Improved, consistent, and multilingual communication between schools and families.
- Expanded parent education opportunities aligned to academics, attendance, and student success.
- Increased access to family engagement events and stronger connections between home and school.

This feedback is incorporated in LCAP actions 4.1, 4.2, 4.3, 4.4, and 4.5 supporting communication, outreach, and family partnerships.

5. Instructional Support and Professional Development

This theme highlights the importance of:

- Ongoing professional development, coaching, and PLC collaboration for staff.
- Training aligned to curriculum implementation, data use, and instructional best practices.
- Building staff capacity to support diverse student needs and improve instructional quality.

This feedback is incorporated in LCAP actions 5.1, 5.2, and 5.3 related to staff development, instructional systems, and continuous improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Pupils with Access to Standards-aligned Instructional Materials Source: Williams Report, 2025	100%	100%	100%	100%	0%
1.2	Implementation of State Academic Standards-Instructional Materials Source: Implementation of State Academic	ELA: 3.5- Full Implementation ELD: 3.2- Initial Implementation Math: 3.7- Full Implementation	ELA: 4.3- Full Implementation ELD: 4.0- Full Implementation Math: 3.7- Full Implementation	ELA: 4.3- Full Implementation ELD: 4.1- Full Implementation Math: 4.0- Full Implementation	ELA: 5- Full Implementation & Sustainability ELD: 5- Full Implementation & Sustainability	ELA: +0.8 ELD: +0.9 Math: +0.3 NGSS: +0.4 History-Social Science: +0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards Local Survey, 2025/26	NGSS: 3.3- Initial Implementation History-Social Science: 3.3- Initial Implementation	NGSS: 3.8- Full Implementation History-Social Science: 4.0- Full Implementation	NGSS: 3.7- Full Implementation History-Social Science: 3.7- Full Implementation	Math: 5- Full Implementation & Sustainability NGSS: 5- Full Implementation & Sustainability History-Social Science: 5- Full Implementation & Sustainability	
1.3	CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 CA Dashboard, 2025	All: 34.02% English Learners: 11.20% LTELs: 8.26% Homeless: 10.77% SWD: 6.34%	All: 34.2% English Learners: 8% LTELs: 4.6% Homeless: 24.3% SWD: 8.1%	All: 37.4% English Learners: 8.4% LTELs: 9.9% Homeless: 17.1% Students w/ Disabilities: 7.6%	All: 52.02% English Learners: 33.7% LTELs: 30.76% Homeless: 33.27% SWD: 28.84%	All: +3.38% English Learners: -2.8% LTELs: +1.64% Homeless: +6.33% SWD: +1.26%
1.4	CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 CA Dashboard, 2025	All: 18.56% English Learners: 8.14% LTELs: 1.23% Homeless: 4.41% SWD: 3.90%	All: 17.3% English Learners: 4.2% LTELs: 0% Homeless: 17.2% SWD: 4.0%	All: 19.3% English Learners: 4.8% LTELs: 2.1% Homeless: 4.4% Students w/Disabilities:3.7%	All: 39.26% English Learners: 34.03% LTELs: 27.13% Homeless: 30.3% SWD 29.79%	All: +0.74% English Learners: -3.34% LTELs: +0.87% Homeless: 0% SWD: -0.2%
1.5	CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4 CA Dashboard, 2025	All: 15.34% English Learners: 1.31% LTELs: 2.40%	All: 14.4% English Learners: 0% LTELs: 0%	All: 15.3% English Learners: 2.4% LTELs: 0.7%	All: 30.19% English Learners: 19.91% LTELs: 21.0%	All: 0% English Learners: +1.09% LTELs: -1.7%
1.6	i-Ready Reading: Percent of Students in Grades 3-8 Whose Winter Reading Score is Equivalent to a Level 3 or Higher on CAASPP	All: 28% English Learners: 4%	All: 30% English Learners: 10%	All: 35% English Learners: 0.7%	All: 46% English Learners: 26.5%	All: +7% English Learners: -3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: D3 i-Ready Reading, 2026					
1.7	i-Ready Math: Percent of Students in Grades 3-8 Whose Winter Math Score is Equivalent to a Level 3 or Higher on CAASPP Source: D3 i-Ready Math, 2026	All: 11% English Learners: 1%	All: 13% English Learners: 5%	All: 17% English Learners: 0.6%	All: 33% English Learners: 27%	All: +6% English Learners: -0.4%
1.8	A-G Pathway Completion: Percent of Students Who Completed the A-G Pathway Source: CA Dashboard, 2025	All: 16.9% English Learners: 4.0% LTELs: Baseline to be established in the 2025/26 school year. Low Income: 13.2%	All: 21.4% English Learners: 6.8% LTELs: 7.0% Low Income: 18.7%	All: 36.1% English Learners: 14.7% LTELs: 14.7% Low Income: 32.2%	All: 50% English Learners: 28% LTELs: 29% Low Income: 40%	All: +19.2% English Learners: +10.7% LTELs: +7.7% Low Income: +19%
1.9	CTE Completion: Percent of Students Who Completed a CTE Pathway Source: CA Dashboard, 2025	All: 10.6% English Learners: 7.4% Low Income: 9.7%	All: 11.7% English Learners: 7.3% Low Income: 10.7%	All: 13.5% English Learners: 14.0% Low Income: 13.1%	All: 25% English Learners: 25% Low Income: 25%	All: +2.9% English Learners: +6.6% Low Income: +3.4%
1.10	A-G Completion + CTE Completion: Percent of Students Who Completed the A-G Pathway and a CTE Pathway Source: CA Dashboard, 2025	All: 3.1% English Learners: 1.3% Low Income: 2.6%	All: 3.5% English Learners: 0% Low Income: 3.1%	All: 5.2% English Learners: 2.3% Low Income: 4.4%	All: 9% English Learners: 7.5% Low Income: 8.5%	All: +2.1% English Learners: +1.0% Low Income: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 Source: CA Dashboard, 2025	All: 48.2% LTELs: 14.7%	All: 41.4% LTELs: 42.8%	All: 44.9% LTELs: 45.8%	All: 60.0% LTELs: 30.74%	All: -3.3% LTELs: +31.1%
1.12	English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) Source: CALPADS RFEP List, 2026	All: 9.5% LTELs: 2.5%	All: 11.7% LTELs: 15.4%	All: 10% LTELs: 21%	All: 19% LTELs: 14.4%	All: +0.5% LTELs: +18.5%
1.13	Advanced Placement Test Scores: Percent of Students Who Pass an AP Exam with a Score of 3 or Higher Source: College Board Report, 2025	All: 14.34%	All: 50.3%	All: 59.1%	All: 30%	All: +44.8%
1.14	11th Grade ELA and Math CAASPP: Percent of 11th Grade Students Scoring a Level 3 or 4 Source: CA Dashboard, 2025	ELA All: 48.66% English Learners: 16.80% LTELs: 22.97% Math All: 13.32% English Learners: 0.79%	ELA All: 59% English Learners: 10.8% LTELs: 9.1% Math All: 17.8% English Learners: 0.9%	ELA: All: 56.4% English Learners: 14.8% LTELs: 25.0% Math: All: 23.7% English Learners: 3.5%	ELA All: 66.66% English Learners: 39.3% LTELs: 45.47% Math All: 34.02% English Learners: 26.69%	ELA All: +7.74% English Learners: -2.0% LTELs: +2.03% Math All: +10.38% English Learners: +2.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEs: 2.63%	LTEs: 0%	LTEs: 5.0%	LTEs: 28.53% Low Income: 34.55%	LTEs: +2.37%
1.15	Course Access: Percent of High School Students Enrolled in College Prep English and Math, aligned to A-G, and Career Technical Education (CTE) Source: Broad Course of Study Local Survey, 2025/26	College Prep English Enrollment (A-G): All: 84.9% English Learners: 64.2% Low Income: 79.2% Foster Youth: 71.4% SWD: 55.1% College Prep Math Enrollment (A-G): All: 72.4% English Learners: 42% Low Income: 58.4% SWD: 44.9% CTE Enrollment: All: 40.3% English Learners: 27.9% Low Income: 31.5% SWD: 25.9%	College Prep English Enrollment (A-G): All: 94.8% English Learners: 91.1% Low Income: 94.7% Foster Youth: 90.0% SWD: 87.5% College Prep Math Enrollment (A-G): All: 87.6% English Learners: 83.7% Low Income: 87.5% SWD: 74.1% CTE Enrollment: All: 50.5% English Learners: 52.8% Low Income: 50.9% SWD: 48.2%	College Prep English Enrollment (A-G): All: 86.8% English Learners: 79.8% Low Income: 84.7% Foster Youth: 100% Students w/ Disabilities: 52.2% College Prep Math Enrollment (A-G): All: 74.5% English Learners: 63.0% Low Income: 72.8% Foster Youth: 66.7% Students w/ Disabilities: 38.3% CTE Enrollment: All: 58.3% English Learners: 56.5% Low Income: 60.0% SWD: 55.9%	College Prep English Enrollment (A-G): All: 90% English Learners: 75% Low Income: 89% Foster Youth: 82% SWD: 75% College Prep Math Enrollment (A-G): All: 85% English Learners: 65% Low Income: 75% SWD: 65% CTE Enrollment: All: 50% English Learners: 42% Low Income: 45% SWD: 40%	College Prep English Enrollment (A-G): All: +1.9% English Learners: +15.6% Low Income: +5.5% Foster Youth: +28.6% SWD: -2.9% College Prep Math Enrollment (A-G): All: +2.1% English Learners: +21% Low Income: +14.4% SWD: -6.6% CTE Enrollment: All: +18% English Learners: +28.6% Low Income: +28.5% SWD: +30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	College and Career Readiness Indicator: Percent of Students Prepared Source: CA Dashboard, 2025	All: 19.9% English Learners: 5.6% SWD: 3.4%	All: 25.5% English Learners: 4.6% SWD: 0%	All: 38.7% English Learners: 14.2% Students w/ Disabilities: 4.7%	All: 40% English Learners: 30.8% SWD: 28.6%	All: +18.8% English Learners: +8.6% SWD: +1.3%
1.17	D/F Grades for Secondary Students: Percent of Students with at Least One D/F Grade Annually Source: STATS, Spring 2025	All: 49.6%	All: 48.5%	All: 46.3%	All: 40%	All: -3.3%
1.18	California State Seal of Biliteracy: Number of Students Earning the Seal of Biliteracy Source: PJUSD CA Seal of Biliteracy Data, 2025/26	55 Students	45 Students	62 Students	69 Students	+14 Students

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 following is 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 for Goal #1- Academic Achievement.

Action

1.1: The 2024–25 Literacy Plan has reached full implementation, with all educators now utilizing the Science of Reading framework and the 95 Percent Group curriculum. This initiative is reinforced by ongoing professional development, instructional coaching, and robust intervention systems across all school sites. While the rollout has proceeded according to schedule, notable successes include enhanced

- teacher proficiency and improved student support structures, though minor challenges persist regarding the consistency of training for both new and returning staff. (Full Implementation)
- 1.2: PJUSD has initiated the development of essential systems to facilitate benchmark testing, progress monitoring, and data-driven instruction through the creation of a centralized data warehouse and core assessment structures. While the rollout is in its early stages and not yet fully operational across all sites as originally envisioned, notable progress has been made in establishing foundational frameworks and increasing staff technical capacity. The primary challenge remains the consistent scaling of these systems to ensure uniform usage and data fidelity across all grade levels and school locations.(Partial Implementation)
- 1.3: PJUSD has implemented the PLC at Work process through ongoing on-site professional development and coaching in partnership with Solution Tree, supporting teams and site administrators during designated collaboration time. Implementation has aligned with planned actions, with continued coaching scheduled through Winter/Spring 2026, and early successes in strengthening collaborative practices, alongside the ongoing challenge of deepening consistency and fidelity across teams. (Full Implementation)
- 1.4: Equitable grading efforts began with planning, research, and a book study planned for the Spring of 2026. Given other PJUSD initiatives, the planned book study on Grading for Equity was a challenge and will be moved to the 2026/27 school year. (Partial Implementation)
- 1.5: Creekside Middle School (two sections) and Patterson High School (five sections) successfully implemented AVID courses that provide students with ongoing academic supports such as organizational skills, study strategies, and college/career readiness practices, supplemented by a College and Career counselor and three secondary instructional coaches delivering professional development through the PJUSD Coaching Cycle. Implementation proceeded largely as planned, with success in expanding student supports, though coordinating coaching efforts across multiple content areas presented some logistical challenges. (Full Implementation)
- 1.6: PJUSD has effectively expanded its Career and Technical Education (CTE) programs by increasing marketing efforts, aligning coursework with A–G university requirements, and strengthening outreach to students and families. While the implementation has largely proceeded as planned, the district has seen a significant rise in program visibility and student enrollment. Moving forward, the primary focus remains addressing the challenge of ensuring equitable awareness and access to these opportunities for all student demographic groups. (Full Implementation)
- 1.7: PJUSD has implemented a comprehensive music program plan by hiring a Mariachi instructor, expanding elementary music access to include special populations, and purchasing instruments to support program growth. Implementation has closely aligned with planned actions, with successes in increasing access and program offerings, alongside minor challenges related to scheduling and resource coordination. (Full Implementation)
- 1.8: PJUSD has systematically advanced its English Learner Improvement and Dual Language Immersion (DLI) plans by deploying comprehensive professional development, integrating the Summit K12 assessment tool, and strengthening parent engagement initiatives. (Full Implementation)

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.

The following is 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 for Goal#1- Academic Achievement:

Action 1 - Eureka Math & Wonders was purchased at the end of 2024/25 and was not part of this years LCAP (\$161k)

Action 2 - DnA was not purchased this year (\$44k)

Action 3 - More sites hosted PLC trainings and had more subs to cover teachers classes. \$45k+

Action 4 - Was not implemented this year (\$20k)

Action 5 - Not as many students went on AVID Trip (\$30k), Savings from new counselor hired (\$25k), Supplies purchased with other grant funding (\$100k)

Action 6 - Teacher on long term leave (\$100k), Cosmetology supplies not as much as planned (\$140k), new Truck Driving Simulator not purchased (\$89k), supplies for Rising Sun not purchased (\$150k)

Action 7 - Drumline program not started yet (\$250k), Mariachi program instruments & uniforms not purchased yet (\$200k), JROTC uniforms covered by military (\$100k), 1 VAPA teacher not hired yet (\$100k)

Action 8 - ELPAC subs did not cost as much as planned (\$100k), Software & Curriculum not fully purchased (\$100k)

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

After careful analysis and review of the actions in Goal #1- Academic Achievement, the following were deemed effective:

1.1: The 2024/25 Literacy Plan has proven highly effective, achieving full teacher participation in Science of Reading instructional practices through implementation of the 95 Percent Group curriculum. This work has strengthened intervention systems and significantly increased instructional capacity, as evidenced by growth in CAASPP ELA proficiency from 34.2% to 37.4% (Metric 1.3) and CAASPP math proficiency from 17.3% to 19.3% (Metric 1.4). Based on these positive outcomes, the action will continue as planned.

1.2: The implementation of foundational data and assessment systems has proven effective in establishing clear instructional expectations through the development of essential standards and a centralized data warehouse. This work has successfully strengthened staff capacity for data-informed instruction and contributed to improved intervention systems and instructional practices, as evidenced by growth in CAASPP ELA proficiency from 34.2% to 37.4% (Metric 1.3) and CAASPP math proficiency from 17.3% to 19.3% (Metric 1.4). Based on these positive outcomes, the action will continue as planned.

1.3: By partnering with Solution Tree to provide targeted coaching and on-site professional development on Professional Learning Communities during collaboration time, PJUSD has effectively strengthened foundational collaborative practices across school sites, as evidenced by growth in CAASPP ELA proficiency from 34.2% to 37.4% (Metric 1.3), CAASPP math proficiency from 17.3% to 19.3% (Metric 1.4), and teachers participating in professional development- 100% and coaching cycles- 63% (Metric 5.4). Based on these positive outcomes, the action will continue as planned.

1.5: The implementation of AVID sections at both Creekside Middle School and Patterson High School, along with support from a College and Career counselor and instructional coaches utilizing the PJUSD Coaching Cycle, has been effective in expanding student access to academic supports and strengthening instructional practices, contributing to measurable progress toward improved college and career

readiness, as evidenced by growth in A-G Pathway completion rates from 21.4% to 36.1% (Metric 1.8) and growth in the College and Career Readiness Indicator from 25.5% to 38.7% (Metric 1.16). Based on these positive outcomes, the action will continue as planned.

1.6: The expansion of Career and Technical Education has been effective in driving higher program visibility and student participation through targeted marketing and A–G course alignment, successfully fulfilling planned objectives, as evidenced by growth in CTE Pathway Completion from 11.7% to 13.5% (Metric 1.9) and A-G Completion + CTE Completion from 3.5% to 5.2% (Metric 1.10). Based on these positive outcomes, the action will continue as planned.

1.7: The expansion of the music program has been highly effective in broadening student participation and inclusivity, successfully achieving planned milestones through the strategic hiring of a Mariachi instructor and the procurement of new instruments to support increased access for special populations across the district, as evidenced by student participation in a Broad Course of Study (Metric 1.15). 100% of elementary students have access to VAPA on a weekly basis and 51 sections are available to secondary students during the 2025/26 school year. Based on these positive outcomes, the action will continue as planned.

1.8: The systematic rollout of professional development and the integration of the Summit K12 assessment tool have been effective in establishing clear foundational goals and coaching cycles for the DLI programs, as evidenced by an increase in the English Learner Progress Indicator from 41.4% to 44.9% (Metric 1.11) and an increase in the Reclassification Rate of Long-term English Learner students from 15.4% to 21% (Metric 1.12). Based on these positive outcomes, the action will continue as planned.

After careful analysis and review of the actions in Goal #1- Academic Achievement, the following were deemed ineffective:

1.4: The planned book study on Grading for Equity faced challenges due to other PJUSD initiatives, leading to its postponement to the 2026/27 school 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.

Below is 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- No change.

Metrics- Baseline data and Year 1 Outcome data for metric 1.8, A-G Pathway Completion, metric 1.9, CTE Completion, and metric 1.17, D/F Grades for Secondary Students, have been revised to accurately reflect data contained within the 2023 and 2024 CA Dashboard, and D/F grades located within the STATS data platform. Additionally, the data source for Metric 1.5 has been updated as follows:

- Metric 1.5: Changed from ETS to the CA Dashboard

Target Outcome- Metric 1.8: A-G Pathway Completion is being revised and increased as follows: All: 50%; English Learners: 28%; LTELs: 29%; Low Income: 40%. Metric 1.17: D/F Grades for Secondary Students is being revised due to incorrect data entered during the development of the 2024/25 LCAP. The Target for Year 3 Outcome has been adjusted to 40%.

- Actions-
- 1.1: No change.
- 1.2: No change.
- 1.3: No change.
- 1.4: No change.
- 1.5: This action is no longer funded through the Learning Recovery Emergency Block Grant (LREBG).
- 1.6: No change.
- 1.7: No change.
- 1.8: No change.

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	Multi-tiered System of Support: Academics	Provide a coherent- multi-tiered system of support that focuses on academic success for all students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • Tier 1- Implement adopted instructional materials in core content areas, including identified supplemental curriculum for all students. • Tier 2/Tier 3- Implement Tier 2 & Tier 3 intervention curriculum and frequently monitor student progress for all students. • Tutoring - Provide intervention and enrichment tutoring opportunities for students, including GATE. • Summer School - Extended school year to provide academic intervention and enrichment opportunities for students. This is a Learning Recovery Emergency Block Grant (LREBG) action and a total of \$ 491,418.91 in LREBG funding has been allocated to this action	\$9,096,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and metrics 1.3 and 1.4 will be used to monitor progress. Providing a coherent multi-tiered system of support (MTSS) that includes high-quality Tier 1 instruction using adopted materials, targeted Tier 2 and 3 interventions with progress monitoring aligns with research showing that differentiated, data-driven instruction and expanded learning time significantly improve ELA and math achievement, particularly for underperforming student subgroups (Fuchs & Fuchs, 2006; Allensworth & Easton, 2007; National Center on Time & Learning, 2015).		
1.2	PJUSD Benchmark Assessments	Commit with fidelity to utilize benchmarks and assessment tools to monitor student progress, set goals, align curriculum, and reflect to inform practice to meet the specific needs of all students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • Essential Standards/Curriculum Pacing Guides - Identify essential standards in grades TK-12 for all core content areas, develop curriculum and pacing guides. • Assessment Pacing - Identify when formative assessments will be administered and when the data will be analyzed. • Data Warehouse - Use a data warehouse system to monitor student progress. • Professional Development - Provide professional development on data warehouse system, essential standards, and how to administer district and state assessments.	\$709,529.00	Yes
1.3	Professional Learning Communities	Collaborate in data-driven decision-making teams to determine viable curriculum, create common formative assessments, and analyze results to inform and modify instruction for all students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • PLC Plan - Institutionalize Professional Learning Communities within PJUSD at all levels: district, site, and grade level/department. • PLC Professional Learning - Provide ongoing training and coaching around PLC implementation. • Implement PLCs district wide during Wednesday protected time	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Equitable Grading Practices	Foster and support common, districtwide, equitable grading practices that focus on learning, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • Create a task force to determine next steps and a timeline for implementation of equitable grading plan. • Include educational partners in the development and refinement of PJUSD grading practices, including professional development. • Update and revise report cards based on task force recommendations.	\$20,000.00	Yes
1.5	College & Career Readiness (A-G Completion)	Prepare students to enter college and/or career opportunities upon graduation through rigorous and relevant coursework that fulfills the A-G requirements and all state standards, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • Determine root causes of low A-G completion and develop a plan to increase the number of students who graduate from high school having completed A-G requirements. • AVID - Implement AVID programs at CMS & PHS. • College & Career - Maintain college & career counselor and academic counselors.	\$1,160,681.00	Yes
1.6	Career & Technical Education	Provide access to Career and Technical Education (CTE) programs for all secondary students, with an emphasis on student subgroups and schools scoring very low on the 2023 CA Dashboard. • Align CTE programs with A-G course requirements. • Develop district wide plan to provide access and increase offerings to CTE programs for all secondary students. • Enhance marketing of CTE programs to the Patterson community and students through promotional videos and resources.	\$3,129,772.00	Yes
1.7	Visual and Performing Arts	Develop a plan for a comprehensive music and arts program that increases offerings to all K-12 students. • Expand the elementary music and arts program, K-6. • Expand the secondary music and arts program, 7-12.	\$2,673,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchase materials and supplies to expand the PJUSD music and arts program.		
1.8	Designated & Integrated ELD	Develop a robust integrated and designated ELD program that accelerates language acquisition for ELs and LTELs to ensure they are college and career ready upon graduation. - Revise and implement the PJUSD EL Master Plan. - Purchase curriculum, materials, and supplies to support implementation of integrated & designated ELD. - Regularly progress monitor EL and LTEL language acquisition through local and state assessments. - Provide ongoing professional development and coaching to staff on effective integrated and designated ELD instruction (refer to Goal 5, Action 5.1). - Evaluate and support current dual immersion program effectiveness at Walnut Grove and Grayson and determine program needs. This is a Learning Recovery Emergency Block Grant (LREBG) action and a total of \$497,184.00 in LREBG funding has been allocated to this action for intervention staff.	\$1,613,955.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate: Percent of Students Attending School on a Daily Basis Source: AERIES ADA Report, 2026	All: 91.9% Homeless: 91.4%	All: 92.9% Homeless: 89.6%	All: 93.7% Homeless: 90.0%	All: 95% Homeless: 94.4%	All: +1.8 % Homeless: -1.4%
2.2	Chronic Absenteeism Rate: Percent of Students Chronically Absent from School Source: CA Dashboard, 2025	All: 24.3% Low Income: 26% Homeless: 36% Asian: 25.3%	All: 18.9% Low Income: 20.9% Homeless: 35.3% Asian: 19.8%	All: 20.2% Low Income: 22.5% Homeless: 46.8% Asian: 13.9%	All: 5% Low Income: 6.7% Homeless: 16.7% Asian: 6%	All: -4.3% Low Income: -3.5% Homeless: +10.8% Asian: -11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Middle School Dropout Rate: Percent of 7th-8th Grade Students Who Dropout Source: CALPADS Report 15.1, 2025	All: 0%	All: 0%	All: 0%	All: 0%	All: 0%
2.4	High School Dropout Rate: Percent of 9th-12th Grade Students Who Dropout Source: CALPADS Report 15.1, 2025	All: 7.7% English Learners: 9.1% Low Income: 2.7%	All: 7.8% English Learners: 10.3% Low Income: 8.4%	All: 1.83% English Learners: 0.79% Low Income: 1.89%	All: 4.7% English Learners: 5% Low Income: 2%	All: -5.87% English Learners: -8.31% Low Income: -0.81%
2.5	High School Graduation Rate: Percent of Students Who Graduate Source: CA Dashboard, 2025	All: 86.5% English Learners: 82.6% Low Income: 85%	All: 89.2% English Learners: 85.3% Low Income: 88.2%	All: 95.0% English Learners: 94.6% Low Income: 94.4%	All: 95% English Learners: 95% Low Income: 95%	All: +8.5% English Learners: +12% Low Income: +9.4%
2.6	Suspension Rate: Percent of Students Suspended at Least One Day Source: CA Dashboard, 2025	All: 6.8% English Learners: 7.7% Low Income: 7.5% Foster Youth: 16.15% Homeless: 11.9%	All: 7.7% English Learners: 8% Low Income: 8.7% Foster Youth: 22% Homeless: 15.9%	All: 5.4% English Learners: 5.8% Low Income: 5.9% Foster Youth: 13.0% Homeless: 7.8%	All: 1.5% English Learners: 2.4% Low Income: 2.2% Foster Youth: 4.7% Homeless: 6.6%	All: -1.4% English Learners: -1.9% Low Income: -1.6% Foster Youth: -3.2% Homeless: -4.1%
2.7	Expulsion Rate: Percent of Students Expelled in Academic Year	All: 0.19% LTELs: 0.37%	All: 0.2% LTELs: 0.06%	All: 0.38% LTELs: 0.06%	All: 0.14% LTELs: 0.24%	All: +.19% LTELs: -0.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS Report 7.15, 2025					
2.8	California Healthy Kids Survey (CHKS): Percent of Students that 'Agree' or 'Strongly Agree' on School Connectedness, Social and Emotional Learning Supports, and Anti-Bullying Climate Percent of 5th-12th Grade Students Answering 'Yes' to Lifetime Alcohol or Drug Use Source: CHKS, 2025/26	School Connectedness: 64% Social and Emotional Learning Supports: 64% Anti Bullying Climate: 62% Alcohol or Other Drug Use: 22% Vape Use: 9%	School Connectedness: 55% Social and Emotional Learning Supports: 55% Anti Bullying Climate: 49% Alcohol or Other Drug Use: 17% Vape Use: 9%	School Connectedness: 65% Social and Emotional Learning Supports: 76% Anti Bullying Climate: 73% Alcohol or other Drug Use: 11% Vape Use: 4%	School Connectedness: 75% Social and Emotional Learning Supports: 75% Anti Bullying Climate: 75% Alcohol or Other Drug Use: 15% Vape Use: 6%	School Connectedness: +1% Social and Emotional Learning Supports: +12% Anti Bullying Climate: +11% Alcohol or Other Drug Use: -11% Vape Use: -5%
2.9	California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment Source: CSSS, 2025/26	Staff Working Environment: Supportive and inviting place for staff to work: 89% Promotes trust and collegiality among staff: 89% Is a safe place for staff: 93% Promotes personnel participation in decision-making that affects school practices and policies: 84%	Staff Working Environment: Supportive and inviting place for staff to work: 87% Promotes trust and collegiality among staff: 86% Is a safe place for staff: 94% Promotes personnel participation in decision-making that affects school practices and policies: 83%	Staff Working Environment: Supportive and inviting place for staff to work: 85% Promotes trust and collegiality among staff: 84% Is a safe place for staff: 89% Promotes personnel participation in decision-making that affects school practices and policies: 78%	Staff Working Environment: Supportive and inviting place for staff to work: 92% Promotes trust and collegiality among staff: 92% Is a safe place for staff: 95% Promotes personnel participation in decision-making that affects school practices and policies: 90%	Staff Working Environment: Supportive and inviting place for staff to work: -4% Promotes trust and collegiality among staff: -9% Is a safe place for staff: -4% Promotes personnel participation in decision-making that affects school practices and policies: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports Source: CSPS, 2025/26	Student Learning Environment: This school is a supportive and inviting place for students to learn: 85% This school is a safe place for my child: 85% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: 80%	Student Learning Environment: This school is a supportive and inviting place for students to learn: 85% This school is a safe place for my child: 85% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: 81%	Student Learning Environment: This school is a supportive and inviting place for students to learn: 86% This school is a safe place for my child: 83% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: 77%	Student Learning Environment: This school is a supportive and inviting place for students to learn: 90% This school is a safe place for my child: 90% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: 87%	Student Learning Environment: This school is a supportive and inviting place for students to learn: +1% This school is a safe place for my child: -2% Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs: -3%
2.11	Peer Leaders Uniting Students (PLUS) Survey: Percent of Students Responding with 'Yes' on Inclusion, School Connectedness, Staff/Student Relationships, and School Safety Source: PHS & CMS PLUS Survey, 2025/26	Inclusion: At my school, no one cares about students who are considered 'the outsiders': CMS: 30% PHS: 27% School Connectedness: I feel included in this school: CMS: 81% PHS: 78% Staff/Student Relationships: I feel valued as an individual at my school:	Inclusion: At my school, no one cares about students who are considered 'the outsiders': PHS: 28% School Connectedness: I feel included in this school: PHS: 82% Staff/Student Relationships:	Inclusion: At my school, no one cares about students who are considered 'the outsiders': CMS: 30% PHS: 27% School Connectedness: I feel included in this school: CMS: 81% PHS: 78% Staff/Student Relationships:	Inclusion: At my school, no one cares about students who are considered 'the outsiders': CMS: 20% PHS: 20% School Connectedness: I feel included in this school: CMS: 85% PHS: 85% Staff/Student Relationships:	Inclusion: At my school, no one cares about students who are considered 'the outsiders': CMS: Difference established in 26/27. PHS: -5% School Connectedness: I feel included in this school: CMS: Difference established in 26/27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CMS: 77% PHS: 77% School Safety: I feel safe on my campus: CMS: 76% PHS: 80%	I feel valued as an individual at my school: PHS: 82% School Safety: I feel safe on my campus: PHS: 88%	I feel valued as an individual at my school: CMS: 77% PHS: 77% School Safety: I feel safe on my campus: CMS: 76% PHS: 80%	I feel valued as an individual at my school: CMS: 85% PHS: 85% School Safety: I feel safe on my campus: CMS: 85% PHS: 85%	PHS: +3% Staff/Student Relationships: I feel valued as an individual at my school: CMS: Difference established in 26/27. PHS: +7% School Safety: I feel safe on my campus: CMS: Difference established in 26/27. PHS: +5%
2.12	Tiered Fidelity Inventory (TFI) Source: TFI, 2025/26	Baseline to be established in the 2024/25 school year. Tier 1: 83% Tier 2/3: 79%	Tier 1: 83% Tier 2/3: 79%	Tier 1: 79% Tier 2/3: 88%	Tier 1: 85% Tier 2/3: 80%	Tier 1: -4% Tier 2/3: +9%

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 following is 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 for Goal #2-Student and Staff Safety & Wellness:

Action

2.1: Implementation has been strong, with key safety actions completed or underway, including updated safety plans, staff training, and student-led supports. A few components, such as the reunification plan and remaining safety audits, are still in progress but moving forward as planned. (Full Implementation)

2.2: Implementation has been effective, with Intervention Rooms and Opportunity Rooms successfully opened at CMS and PHS. These actions have strengthened the district's behavior support system by expanding both early intervention and intensive student support options. (Full Implementation)

2.3: Implementation has been strong and steadily expanding through wellness rooms, staff wellness monitoring, tiered mental health supports, and continued staffing investments. Additional training and student support initiatives have further strengthened overall wellness services across the district. (Full Implementation)

2.4: Implementation has remained consistent and well aligned to the district's MTSS framework, with attendance, behavioral, academic, social-emotional, and mental health supports in place across all sites. Tiered interventions are functioning as intended and reflect strong coordination of services for students and families. (Full Implementation)

2.5: Implementation has been effective in maintaining and expanding substance use prevention and intervention supports across grade levels. Programs such as PHAST, Teen Intervene, and Stanford Labs curricula are in place and helping the district provide targeted prevention, education, and intervention services. (Full Implementation)

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.

The following is 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 for Goal#2- Student and Staff Safety & Wellness:

Action 1 - Crossing Guards were not in the original LCAP \$185k +, Increased costs for Safety Officers & extra duty for school events \$100k +

Action 2 - PHS Challenge Day was not held this year (\$10k), licenses for stop it software paid in the prior year (\$40k), supplies & training for undercover bullying teams & conflict resolutions were not done this year (\$15k), other misc districtwide supplies not purchased this year (\$30k)

Action 3 - Two Opportunity classes opened this year \$210k +, Additional funding received for wellness rooms & healthy kids \$150k +, Additional Wellness Center Facilitator added at PHS \$110k +, additional Mental Health Clinician added \$134k +

Action 4 - Costs for threat assessment & professional development moved to grant funding (\$230k)

Action 5 - Supplies planned but not purchased (\$3500)

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

After careful analysis and review of the actions in Goal #2- Student and Staff Safety & Wellness, the following were deemed effective:

2.1: School safety efforts have been effectively implemented through updated School Safety Plans, reviewed site protocols, SB 390 training for new Safety Officers, and ongoing CPI certification for security staff. PLUS Programs are fully in place at CMS and PHS, safety audits

have been completed, and PJUSD is making steady progress on a comprehensive reunification plan for completion in Summer 2026. Action 2.1 has been deemed effective based on positive trends in the California Healthy Kids Survey (Metric 2.8). Results show improvements in School Connectedness, increasing from 56% to 65%; Social and Emotional Learning Supports, from 55% to 76%; and Anti-Bullying Climate, from 49% to 73%. In addition, student reports of Alcohol or Other Drug Use decreased from 17% to 11%, while Vape Use declined from 9% to 4%. Based on these positive outcomes, the action will continue as planned.

2.2: Behavior support systems have been strengthened through the successful opening of Intervention Rooms and Opportunity Rooms at CMS and PHS, reflecting strong implementation of both Tier 1 and Tier 3 supports to better address student behavioral and wraparound needs. Action 2.2 has been deemed effective based on positive trends in the Suspension Rate (Metric 2.6) decreasing from 7.7% to 5.4% and on the California Healthy Kids Survey (Metric 2.8). Results show improvements in School Connectedness, increasing from 56% to 65%; Social and Emotional Learning Supports, from 55% to 76%; and Anti-Bullying Climate, from 49% to 73%. In addition, student reports of Alcohol or Other Drug Use decreased from 17% to 11%, while Vape Use declined from 9% to 4%. Based on these positive outcomes, the action will continue as planned.

2.3: Student and staff wellness supports have expanded through sustained Wellness Rooms, broader use of Alpaca for staff wellness monitoring, continued LREBG-funded staffing, and tiered mental health interventions at all sites. Additional successes include the hiring of a Registered Behavior Technician, implementation of the Anti-Bullying Detective program at nearly all primary sites, ongoing restorative practices training, strong PLUS Program implementation, and staff completion of LGBTQ+ support training. Action 2.3 has been deemed effective based on positive trends in the Suspension Rate (Metric 2.6) decreasing from 7.7% to 5.4% and on the California Healthy Kids Survey (Metric 2.8). Results show improvements in School Connectedness, increasing from 56% to 65%; Social and Emotional Learning Supports, from 55% to 76%; and Anti-Bullying Climate, from 49% to 73%. In addition, student reports of Alcohol or Other Drug Use decreased from 17% to 11%, while Vape Use declined from 9% to 4%. Based on these positive outcomes, the action will continue as planned.

2.4: The district continues to effectively sustain MTSS through integrated academic, behavioral, social-emotional, mental health, and attendance supports across all sites. Attendance systems, tiered interventions, small-group supports, individualized services, and behavior intervention strategies are all in place and aligned with planned actions, demonstrating strong coordination and consistent student support. Action 2.4 has been deemed effective based on positive trends in the Suspension Rate (Metric 2.1) increasing from 92.9% to 93.7%. Although the Chronic Absenteeism Rate (Metric 2.2) increased from 18.9% to 20.2%, year-to-date data for the 2025/26 school year indicates the chronic absenteeism rate has declined to 18%. This data suggests the strategies are yielding positive results and the action will continue as planned.

2.5: The district has effectively maintained and expanded anti-drug and alcohol prevention efforts through PHAST, PHAST Jr., PHAST Recruits, Teen Intervene, and Stanford Labs curricula. CHKS data continues to guide targeted interventions, and implementation across grade spans reflects a strong commitment to prevention, education, and early intervention. Action 2.5 has been deemed effective based on positive trends in the California Healthy Kids Survey (Metric 2.8). Survey results show a decrease in student-reported Alcohol or Other Drug Use from 17% to 11%, while Vape Use declined from 9% to 4%. Based on these positive outcomes, the action will continue as planned.

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.

Below is 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- No change.

Metrics- Source data for metric 2.7, Expulsion Rate, and metric 2.11, Peer Leaders Uniting Students (PLUS) Survey, have been revised as follows:

- 2.7: AERIES to CALPADS Report 7.15
- 2.11: Addition of CMS PLUS Survey

Additionally, Year 2 outcome data for Metric 2.11 was revised to include PLUS Survey data for CMS.

Target Outcome- Metric 2.11, Peer Leaders Uniting Students (PLUS) Survey is being revised with the addition of year 3 outcome data for CMS, as follows:

Inclusion:

At my school, no one cares about students who are considered 'the outsiders':

CMS: 20%

School Connectedness:

I feel included in this school:

CMS: 85%

Staff/Student Relationships:

I feel valued as an individual at my school:

CMS: 85%

School Safety:

I feel safe on my campus:

CMS: 85%

Actions-

2.1: No change.

2.2: No change.

2.3: No change.

2.4: No change.

2.5: No change.

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	Site Safety	Systematically identify evolving security needs, enhance protocols, and allocate resources to enhance safety, including training and clear expectations for campus security. • Provide ongoing professional development and coaching for security and yard duty staff (refer to Goal 5, Action 5.1). • Develop safety plans and conduct site safety audits.	\$1,696,806.00	Yes
2.2	PBIS with Social Emotional Support	Increase behavior support for students with a focus on restorative practices and targeted interventions for bullying for all students, with an emphasis on student subgroups and schools scoring very low in the on the 2023 CA Dashboard. • Strengthen PBIS through the implementation of Tiers I, II and III. • Conduct regular Tiered Fidelity Inventories (TFI). • Implement Peer Leaders Uniting Students (PLUS) at PHS and CMS. • Implement programs that support student conflict resolution at elementary sites (Anti-Bullying Detectives). This is a Learning Recovery Emergency Block Grant (LREBG) action and a total of \$152,953 in LREBG funding has been allocated to this action and metrics 2.8 and 2.11 will be used to monitor progress. Increasing behavior support through a multi-tiered PBIS framework and restorative practices enhances school connectedness by fostering positive peer relationships, improving school climate, and reducing disciplinary issues—strategies shown to significantly increase students' sense of belonging and engagement, particularly for historically underserved groups (Thapa et al., 2013; Bradshaw, Waasdorp, & Leaf, 2012; Acosta et al., 2016).	\$2,069,731.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Staff and Student Wellness	Provide comprehensive programs that meet the wellness needs of both students and staff, including timely access and opportunities for those supports. In addition to supporting all students, this action will emphasize supports for student subgroups and schools scoring very low on the 2023 CA Dashboard. • Conduct the California Healthy Kids Survey(CHKS) in grades 3-12. • Maintain tiered mental health interventions for staff and students. • Explore and implement Wellness Centers. Also includes Elementary Counselors, Mental Health Clinicians paid with LRBG \$300,000.00 using Metric 2.8 will be used to monitor progress. Providing comprehensive wellness programs—including mental health supports, Wellness Centers, and data-informed practices guided by the CHKS—enhances school connectedness by addressing students’ social-emotional and psychological needs, which research shows is strongly linked to increased engagement, reduced absenteeism, and improved academic outcomes, particularly for vulnerable student populations (Durlak et al., 2011; Jennings et al., 2017; Hanson & Voight, 2014).	\$2,372,031.00	Yes
2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	Provide culturally relevant and inclusive classrooms to positively impact social emotional well-being, behavior and attendance for students and staff, for all students, with an emphasis on student subgroups scoring very low on the 2023 CA Dashboard. • Sustain implementation of MTSS with integrated behavioral, social emotional, mental health and attendance supports. • Develop, implement, and clearly communicate site attendance action plans and goals. • Conduct SART site meetings and SARB hearings. This is a Learning Recovery Emergency Block Grant (LREBG) action and a total of \$71,670 in LREBG funding has been allocated to this action and metrics 2.1 and 2.2 will be used to monitor progress. Implementing a culturally relevant, inclusive MTSS framework with integrated behavioral, social-emotional, mental health, and attendance supports—alongside clear attendance action plans and consistent SART/SARB processes—reduces	\$963,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism by creating affirming environments and proactive interventions that research shows foster student belonging, motivation, and consistent school attendance, particularly among historically marginalized groups (Balfanz & Byrnes, 2012; Darling-Hammond et al., 2019; McKinney de Royston et al., 2020).		
2.5	Alcohol and Drug Prevention and Intervention	Review and expand K-12 anti-drug/alcohol curriculum and delivery models with a focus on targeted interventions. • Implement and maintain PHAST and PHAST jv clubs. • Explore and implement Alcohol, Tobacco and Other Drugs (ATOD) curriculum. • Utilize CHKS survey to target risk factors and interventions.	\$55,984.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in Good Repair: Percent of Facilities Maintained in Good Repair Source: Williams FIT Reports, 2025	Facilities in Good Repair: 100%	Facilities in Good Repair: 100%	Facilities in Good Repair: 100%	Facilities in Good Repair: 100%	0%
3.2	Clean and Well-Maintained Facilities and Properties: Percent of Students, Staff, and Parents that 'Agree' and 'Strongly Agree' on Clean and Well-Maintained Facilities and Properties	Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: 83% Staff: This school has clean and well-maintained	Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: 93% Staff:	Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: 72% Staff:	Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: 90% Staff:	Clean and Well-Maintained Facilities and Properties: Students: Is your school building neat and clean: -11% Staff:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Healthy Kids Survey, 2024/25; CA School Staff Survey, 2024/25; CA School Parent Survey, 2025/26	facilities and property: 81% Parents: This school has clean and well-maintained facilities and property: 80%	This school has clean and well-maintained facilities and property: 84% Parents: This school has clean and well-maintained facilities and property: 79%	This school has clean and well-maintained facilities and property: 83% Parents: This school has clean and well-maintained facilities and property: 84%	This school has clean and well-maintained facilities and property: 90% Parents: This school has clean and well-maintained facilities and property: 90%	This school has clean and well-maintained facilities and property: +2% Parents: This school has clean and well-maintained facilities and property: +4%
3.3	Attendance Rate: Percent of Students Attending School on a Daily Basis Source: AERIES ADA Report, 2026	All: 91.9% Homeless: 91.4%	All: 92.9% Homeless: 89.6%	All: 93.69% Homeless: 90.0%	All: 95% Homeless: 94.4%	All: +1.8% Homeless: -1.4%
3.4	PJUSD Technology Refresh Cycle: Annual Percent Refresh Rate to Maintain Access to New Technology for Students, Staff, and Classrooms Source: Asset Panda, 2026	Students: 25% Staff: 25% Classroom: 20%	Students: 25% Staff: 20% Classroom: 20%	Students: 50% Staff: 100% Classroom: 20%	Students: 25% Staff: 25% Classroom: 20%	Students: +25% Staff: +75% Classroom: 0%
3.5	Meals Cooked from Scratch: Percent of Meals Cooked from Scratch Source: Titan Meal Planning Software, 2026	40%	63%	65%	65%	+25%

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 following is 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 for Goal #3- Facilities and Resources:

Action

3.1: The PHS Gym, Grayson Water Project, and CMS Lunchroom projects are progressing as planned with all currently under DSA review or ready to be awarded for services and anticipated approvals aligning with expected timelines, though minor delays due to the approval process have required adjustments to scheduling while maintaining projected 2026 groundbreaking milestones. (Partially Implemented)

3.2: Implementation has focused on upgrading facilities and the implementation of a Deferred Maintenance Plan, largely aligning with planned actions, though some delays have occurred, while successfully improving safety, inclusivity, and overall student well-being. (Partially Implemented)

3.3: Implementation has progressed with the hiring and certification of a bus driver and the initiation of transportation services for athletic events and field trips, aligning with planned actions, while ongoing certification requirements and fleet capacity considerations present minor challenges as the district evaluates expanding its bus services. (Fully Implemented)

3.4: The organization has successfully modernized its infrastructure by implementing cloud identity authentication with MFA, deploying PKI-based wireless security, and securing 24/7 professional SOC monitoring. While technical security goals were achieved as planned, the focus has now shifted from backend protection to the practical execution of classroom and staff device refresh cycles, supported by a newly institutionalized annual disaster recovery testing process (Fully Implemented).

3.5: Implementation has successfully modernized master kitchen equipment and introduced higher-quality, scratch-cooked meals (>50%) and the Chef Ann program, though PHS cafeteria upgrades are deferred until 2026-27 and newly delivered food trucks and vending machines await final programming and installation. (Fully Implemented)

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.

The following is 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 for Goal#3- Facilities and Resources:

Action 1 - Work not started on Patterson High School Gym, Creekside Middle School Multipurpose room plans had to be redone, work just broke ground, overall decrease (\$3.4 mil), projects not originally planned but completed were Las Palmas Parking Lot and Patterson High School Cosmetology Building (\$1.3 mil +), Grayson Water project not started yet (\$550k)

Action 2 - Deferred Maint not transferred to Fund 14 (\$400k), No Rising Sun projects (\$106k), no intrusion projects completed (\$100k), savings from camera replacements (\$50k), Athletic Fields not done (\$100k)

Action 3 - Savings from sports bussing (\$140k), Savings from school field trips not taken (\$50k), new bus not purchased (\$250k), bus driver savings (\$50k), Outdoor Education Savings (\$70k), less home to school bussing covered (\$500k)
Action 4 - Savings on teacher devices & special education ipads as we were able to spread replacement devices over four years
Action 5 - We have not started our Cafeteria remodel at Patterson High School, nor our equipment replacement plan.

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

After careful analysis and review of the actions in Goal #3- Facilities and Resources, the following were deemed effective:

3.1: The action to date have been effective in advancing progress toward the goal, as all projects have successfully moved into the DSA review phase or awarded contract for services and remain on track for anticipated approvals and 2026 groundbreaking timelines, positioning the district for timely implementation. Action 3.1 has been deemed effective based on positive trends on the Facilities in Good Repair indicator (Metric 3.1) with 100% of PJUSD school facilities deemed in good repair. Based on these positive outcomes, the action will continue as planned.

3.2: The action to date have been effective in advancing progress toward the goal, as the development of the Deferred Maintenance Plan is establishing a comprehensive and strategic approach to addressing facility needs, though full impact is pending completion and implementation. Action 3.2 has been deemed effective based on positive trends on the Facilities in Good Repair indicator (Metric 3.1) with 100% of PJUSD school facilities deemed in good repair. Based on these positive outcomes, the action will continue as planned.

3.3: The action to date have been effective in supporting progress toward the goal, as the hiring and ongoing certification of a bus driver positions the district to successfully launch transportation services for athletics and field trips in Spring 2026, along with having a positive impact on the overall attendance rate in PJUSD. Action 3.3 has been deemed effective based on positive trends on Attendance Rate (Metric 3.3), which increased from 92.9% to 93.7%. Based on these positive outcomes, the action will continue as planned.

3.4: The implementation of multi-layered security protocols—including MFA, PKI-based authentication, and 24/7 SOC monitoring—combined with formalized disaster recovery testing has significantly hardened the district's cyber posture while simultaneously ensuring operational continuity through proactive hardware refresh cycles and accidental damage protections. Action 3.4 has been deemed effective based on positive trends in maintaining the technology refresh cycle (Metric 3.4), with student device refresh rates increasing from 25% to 50% and staff device refresh rates increasing from 20% to 100%. Based on these positive outcomes, the action will continue as planned.

3.5: The implementation of the Chef Ann training program and modernized kitchen equipment has significantly enhanced staff efficiency and food preparation capacity, directly contributing to a successful increase in meal participation across the high schools and a majority of elementary sites. Action 3.5 has been deemed effective based on positive trends in meals cooked from scratch (Metric 3.5), increasing from 63% to 65% and meeting the three-year outcome developed for the 2024/25-2026/27 LCAP cycle. Based on these positive outcomes, the action will continue as planned.

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.

Below is 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- No change.

Metrics- No change.

Target Outcome- No change.

Actions-for coming year

3.1: Update Strategic Plan, Complete Facilities Master Plan, Contract for Developer Fees Study, and remove the CTE Cosmetology building project as it has been completed. Continue CMS Multipurpose Room, PHS new competitive Gym, Grayson Water Project. Add PHS Scoreboard and weight room reconfiguration.

3.2: Improvements for Ag Dept.

3.3: No change.

3.4: No change.

3.5: Grayson Freezer & improvements at each elementary kitchen.

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	First Class Learning Facilities	Refine the Facilities Master Plan to reflect community growth and build new, first-class learning facilities that supports student achievement by creating inviting, well-resourced environments that foster engagement and reduce disparities for English learners, foster youth, and low-income students. PJUSD strives to ensure our students have the same opportunities to meals, extracurricular activities, and first-class learning areas comparable to students within Stanislaus County and districts with lower UPP rates.	\$2,974,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Creekside Multipurpose room - Provide for a safe place for students to eat shielded from the outdoor elements and to provide after school learning and interactive activities. 2. New Gym at Patterson High School - Our current gym is over 50 years old and we are not able to hold competitive events in it. The district wants to make it equitable for our students to allow them the opportunities comparable to other Stanislaus County districts and to host enrichment events for students. 3. Grayson Water Project- Replace and upgrade all water lines to ensure safe and clean drinking water for students and the preparation of meals. 4. Update the PJUSD Strategic Plan, complete the Facilities Master Plan, and contract for a Develop Fees Study.		
3.2	Safe and Clean Facilities	Continue to upgrade and maintain safe facilities that supports the educational environment for all students. A well-maintained and safe space promotes a sense of belonging and well-being, which is crucial for English learners, foster youth, and low-income students who may face additional challenges outside school. • Replace outdated playgrounds not suitable for all our students, including students with disabilities. • Updating security cameras and intrusion systems to protect all students. • Improvements for Ag. department facilities. • HVAC Training for staff • Hire additional HVAC Technician to support facilities maintenance	\$2,714,580.00	Yes
3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	Develop and maintain a formal transportation plan to ensure students attend school daily and have access to enrichment and extracurricular activities. • Maintain a list of students receiving transportation and tag them in Aeries student information system. • Conduct a survey for communicating transportation issues. • Collaborate with a bus contractor to ensure all routes are within qualifying distances.	\$2,450,095.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Determine the need and justification for the District to create its own home to school transportation fleet. • Purchase a second bus. • Hire two bus drivers.		
3.4	Technology and 21st Century Learning	Develop an innovative and comprehensive technology master plan ensuring students and staff have access to advanced technology and professional development opportunities. • Review and update established technology standards and evaluate their impact on student learning with the Educational Services Department. • Update, test and evaluate the Network Disaster Recovery Plan to address evolving threats and meet modern standards. • Determine improvements needed to cybersecurity for account authentication, data loss prevention, and secure network connectivity. • Prepare a plan to replace outdated technology so students and staff have access to new, advanced educational technology.	\$3,879,631.00	Yes
3.5	Nutritious, Appealing Meals	Continue to improve nutritious and appealing meal offerings that adhere to or exceed current state and federal guidelines. • Utilize locally grown fruits and vegetables in newly created or upgraded recipes to increase the number of meals cooked from scratch. • Expand point of sales and mobile carts for Creekside Middle School and Patterson High School. • Complete an assessment of existing kitchen facilities and equipment and determine where upgrades are needed. • Implement cafeteria and student eating area design upgrades to create a more inviting environment. • Implement parent/student surveys to determine overall satisfaction with the meals program. • Grayson freezer and improvements to every elementary school kitchen.	\$1,237,100.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School Source: CSPS, 2025/26	Promotion of Parental Involvement: School encourages me to be an active partner with the school in educating my child.: 84% School actively seeks the input of parents before making important decisions: 69% Parents feel welcome to participate at this school: 75%	Promotion of Parental Involvement: School encourages me to be an active partner with the school in educating my child.: 81% School actively seeks the input of parents before making important decisions: 70% Parents feel welcome to	Promotion of Parental Involvement: School encourages me to be an active partner with the school in educating my child: 80% School actively seeks the input of parents before making important decisions: 64% Parents feel welcome to	Promotion of Parental Involvement: School encourages me to be an active partner with the school in educating my child: 90% School actively seeks the input of parents before making important decisions: 80% Parents feel welcome to	Promotion of Parental Involvement: School encourages me to be an active partner with the school in educating my child.: -4% School actively seeks the input of parents before making important decisions: -5% Parents feel welcome to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Communication with Parents About School: School keeps me well-informed about school activities: 90%	participate at this school: 83% Communication with Parents About School: School keeps me well-informed about school activities: 87%	participate at this school: 74% Communication with Parents About School: School keeps me well-informed about school activities: 87%	participate at this school: 90% Communication with Parents About School: School keeps me well-informed about school activities: 95%	participate at this school: -1% Communication with Parents About School: School keeps me well-informed about school activities: -3%
4.2	Parent Involvement and Family Engagement Survey (with emphasis on parents of students with disabilities and unduplicated students): Parent Rating, on a 1-5 Scale, on Building Relationships- Question 1, Building Partnerships- Question 6, and Seeking Input- Question 4 Source: PJUSD Parent Involvement and Family Engagement Survey, Spring 2026	Building Relationships Between School Staff and Families: 3.4- Initial Implementation Building Partnerships for Student Outcomes: 3.4- Initial Implementation Seeking Input for Decision Making: 3.3- Initial Implementation	Building Relationships Between School Staff and Families: 3.3- Initial Implementation Building Partnerships for Student Outcomes: 3.4- Initial Implementation Seeking Input for Decision Making: 3.2- Initial Implementation	Building Relationships Between School Staff and Families: 2.9- Initial Implementation Building Partnerships for Student Outcomes: 3.1- Initial Implementation Seeking Input for Decision Making: 2.9- Initial Implementation	Building Relationships Between School Staff and Families: 5- Full Implementation and Sustainability Building Partnerships for Student Outcomes: 5- Full Implementation and Sustainability Seeking Input for Decision Making: 5- Full Implementation and Sustainability	Building Relationships Between School Staff and Families: No Change (Initial Implementation) Building Partnerships for Student Outcomes: No Change (Initial Implementation) Seeking Input for Decision Making: No Change (Initial Implementation)
4.3	Parent Education Events: Number of Parent Education Events per Year	PJUSD & School Sites: 35 Parent Education Events	PJUSD & School Sites: 113 Parent Education Events	PJUSD & School Sites: 86 Parent Education Events	PJUSD & School Sites: 33-44 Parent Education Events	PJUSD & School Sites: +51 Parent Education Events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: PJUSD Parent Education Events List, 2025/26					
4.4	Parent and Community Volunteers: Number of Parent/Community Volunteers Source: PJUSD Parent Volunteer List, Spring 2026	265 Parent/Community Volunteers	430 Parent/Community Volunteers	292 Parent/Community Volunteers	305 Parent/Community Volunteers	+27 Parent/Community Volunteers

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 following is 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 for Goal #4- Communication and Collaboration:

Action

4.1: The Communications Guide was consistently updated, including expanded media guidelines, and broadly shared with stakeholders, improving clarity and consistency in district communication practices. Planned actions were fully realized, with stakeholder and parent feedback successfully integrated despite the challenge of balancing diverse input, ultimately strengthening the guide's usability and impact.(Full Implementation)

4.2: The PJUSD Promise Campaign was expanded across district and site communications, supported by ongoing training that increased consistency in messaging and branding. Planned actions were successfully executed, with survey data informing refinements, though aligning practices across sites presented challenges that ultimately strengthened overall coherence and impact. (Full Implementation)

4.3: Continued collaboration with district departments and partners supported parent education events and resource sharing, including a Family Connection Night attended by over 90 families, alongside enhancements to the Students and Families website section. Planned actions were implemented as intended, with participant feedback and expanded translation services informing improvements, though ensuring accessibility across diverse family needs remained an ongoing challenge that strengthened overall engagement and inclusivity. (Full Implementation)

4.4: Continued monitoring and updates to district and school websites improved usability and alignment with communication goals, supported by regular analysis of website analytics to guide refinements. Planned actions were implemented as intended, including initiating a partnership with CivicPlus to enhance accessibility, though full implementation is ongoing with rollout scheduled for Summer 2026. (Full Implementation)

4.5: Continued offering of parent engagement events, including a Family Connection Night with over 90 families, strengthened family involvement and school connections, alongside expanded volunteer opportunities and recognition efforts. Planned actions were implemented as intended, with increased translation support improving accessibility, though meeting the diverse needs of families remained an ongoing challenge that enhanced overall inclusivity and engagement. (Full Implementation)

4.6: Continued expansion of student mentorship and workforce-based learning opportunities included hiring 60 students—the highest number to date—and enhancing media internships with real-world service opportunities. Planned actions were implemented as intended, with strengthened pathways supporting career exploration and skill development, though scaling opportunities while maintaining quality mentorship remained an ongoing challenge that enriched overall impact. (Full Implementation)

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.

The following is 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 for Goal #4- Communication and Collaboration:

- Action 1 - Savings due to resignation from Grants Coordinator position
- Action 2 - Increase in camera replacement for Communications Coordinator
- Action 3 - PIQE was not used at all sites this year which resulted in savings
- Action 4 - Website costs were more than anticipated
- Action 5 - PJUSD allocated additional monies to sites for parent engagement as well as additional supplies were purchased for Block Party & Special Olympics
- Action 6 - Original LCAP allocated more funding than was needed for the Student Workforce Program. PJUSD initially planned for 60 students and had only had 50 students participate.

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

After careful analysis and review of the actions in Goal #4- Communication and Collaboration, the following were deemed effective:

4.1: The implementation of the Communications Guide is proving highly effective in strengthening district communication practices, specifically through its consistent updates, expanded media guidelines, and broad stakeholder engagement, which has successfully improved clarity, consistency, and overall usability despite the challenge of balancing diverse input. Although the CA School Parent Survey results for Promotion of Parental Involvement and Communication with Parents About School (Metric 4.1) remained stable from year to year at 87%, the data indicates that schools continue to keep parents well informed about school activities. In addition, 2025/26 ParentSquare engagement data shows that more than 95% of parents are actively engaged with communications from both PJUSD and school sites. Based on these results, the action will continue as planned with minor modifications to improve the consistency of communication regarding PJUSD parent education events, in response to educational partner feedback.

4.2: The implementation of the PJUSD Promise Campaign is proving effective in strengthening consistency in district messaging and branding, specifically through expanded communications and ongoing staff training, which has successfully improved coherence and impact despite challenges in aligning practices across sites. Although the CA School Parent Survey results for Promotion of Parental Involvement and Communication with Parents About School (Metric 4.1) remained stable from year to year at 87%, the data indicates that schools continue to keep parents well informed about school activities. In addition, 2025/26 ParentSquare engagement data shows that more than 95% of parents are actively engaged with communications from both PJUSD and school sites. Based on these results, the action will continue as planned with minor modifications to improve the consistency of communication regarding PJUSD parent education events, in response to educational partner feedback.

4.3: The implementation of collaborative parent engagement efforts is proving effective in strengthening family connection and access to resources, specifically through coordinated events like Family Connection Night and enhancements to the Students and Families website, which has successfully increased engagement and inclusivity despite ongoing challenges in meeting diverse accessibility needs. Action 4.3 has been deemed effective based on the number of parent education events hosted by PJUSD and school sites (Metric 4.3). A total of 86 events were held, significantly exceeding the annual target of 33–44 events, based on the expectation of 3–4 events per school site each year. Based on these positive outcomes, the action will continue as planned.

4.4: The implementation of ongoing website monitoring and updates is proving effective in improving usability and alignment with communication goals, specifically through regular analysis of website analytics and the initiation of a CivicPlus partnership, which has successfully guided refinements despite the continued rollout of accessibility enhancements. Although the CA School Parent Survey results for Promotion of Parental Involvement and Communication with Parents About School (Metric 4.1) remained stable from year to year at 87%, the data indicates that schools continue to keep parents well informed about school activities. In addition, 2025/26 ParentSquare engagement data shows that more than 95% of parents are actively engaged with communications from both PJUSD and school sites. Based on these results, the action will continue as planned with minor modifications to improve the consistency of communication regarding PJUSD parent education events, in response to educational partner feedback.

4.5: The implementation of expanded parent engagement opportunities is proving effective in strengthening family involvement and school connections, specifically through events like Family Connection Night and enhanced volunteer and recognition efforts, which has successfully increased inclusivity and engagement despite ongoing challenges in meeting diverse family needs. Action 4.5 has been deemed effective based on the increase in parent and community volunteers supporting PJUSD school sites (Metric 4.4). During the current school year, 292 parent and community volunteers supported schools, an increase from 265 volunteers in previous years. Based on these positive outcomes, the action will continue as planned. Based on these positive outcomes, the action will continue as planned.

4.6: The implementation of expanded student mentorship and workforce-based learning opportunities is proving effective in strengthening career exploration and skill development, specifically through increased student hiring and enhanced media internships, which has successfully broadened real-world experiences despite ongoing challenges in scaling opportunities while maintaining quality mentorship. A total of 60 students participated in the PJUSD Summer Internship Program, marking the highest level of participation to date. Based on these positive outcomes, the action will continue as planned.

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.

Below is 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- No change.

Metrics- No change.

Target Outcome- No change.

Actions-

4.1: No change.

4.2: No change.

4.3: No change.

4.4: No change.

4.5: No change.

4.6: No change.

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	Comprehensive Communication Guide	Establish and implement a cohesive and proactive internal and strategic communication plan to inform and engage our diverse educational partners. - Assemble standardized communications guide based on identified practices, preferences, and procedures. - Present and publish communications guide to educational partners. - Evaluate and monitor effectiveness of the communications guide and make necessary adjustments.	\$221,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Branding: The PJUSD Promise	Optimize communication efforts to improve and ensure consistency in promoting, messaging, and branding utilizing both traditional and modern communication platforms. • Continue to implement and sustain the PJUSD Promise Campaign. • Train staff and educational partners on the PJUSD Promise Campaign. • Implement communications surveys to educational partners to evaluate the effectiveness of the communications practices and the PJUSD Promise Campaign; make adjustments, as necessary.	\$34,900.00	Yes
4.3	Parent Educational Events	Offer comprehensive parent education programs that provide essential tools to address the ever-changing needs of students. • Collaborate with district staff and educational partners to provide parent education events and complementary programs, and parent/student resources. • Evaluate parent education event successes by gathering feedback to ensure they remain effective and relevant. • Update Students and Families tab on district website to incorporate relevant information and resources for parents. • Provide translation support for parents.	\$81,370.00	Yes
4.4	District and School Websites	Evaluate and update PJUSD websites to ensure that district and educational partners' needs are adequately met. • Utilize district webmaster to evaluate, monitor, and update district and school websites for effectiveness and user satisfaction. • Utilize analytics to regularly to monitor and analyze effectiveness of communication efforts.	\$25,000.00	Yes
4.5	Parent Engagement and Volunteer Opportunities	Provide opportunities for parents to participate in district and site engagement events and volunteer at school sites. • Provide district and site parent engagement events.	\$157,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide opportunities for parents to volunteer at school sites, including parent recognition events for parent volunteers. • Provide customer service professional development to staff to create warm and welcoming environments for parents and the community. • Provide translation support for parents.		
4.6	Student Mentorship Opportunities	Provide, strengthen, and expand mentorship programs for community volunteers and staff to mentor students.	\$142,428.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies Source: CalSAAS, 2024/25	Misassignment of Teachers of English Learners: 3/ 1% Total Teacher Misassignment: 2/ 1% Vacant Teacher Positions: 2/ 1%	Misassignment of Teachers of English Learners: 2/1% Total Teacher Misassignment: 9/3% Vacant Teacher Positions: 8/2%	Misassignments of Teachers of English Learners: 0/0% Total Teacher Misassignment: 9/3% Vacant Teacher Positions: 2/0.5%	Misassignment of Teachers of English Learners: 1/ 0.5% Total Teacher Misassignment: 1/ 0.5% Vacant Teacher Positions: 1/ 0.5%	Misassignment of Teachers of English Learners: - 3/-1% Total Teacher Misassignment: +7/+2% Vacant Teacher Positions: 0/-0.5%
5.2	1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention Source: PJUSD Staff Retention Data, 2025/26	1st Year Retention: 80% 2nd Year Retention: 66%	1st Year Retention: 77% 2nd Year Retention: 68%	1st Year Retention: 86% 2nd Year Retention: 64%	1st Year Retention: 85% 2nd Year Retention: 80%	1st Year Retention: +6% 2nd Year Retention: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Teachers Who Complete Induction Programs: Percent of Teachers Who Complete Induction Programs Source: PJUSD Induction/Intern Candidate Completion List, 2025/26	100%	100%	100%	100%	0%
5.4	Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching Source: PJUSD Professional Development & Coaching Calendar, 2025/26	Professional Development: 100% Coaching: 28%	Professional Development: 100% Coaching: 83%	Professional Development: 100% Coaching: 63%	Professional Development: 100% Coaching: 60%	Professional Development: 0% Coaching: +35%
5.5	Classified Staff Participation in Job-Specific Professional Development: Percent of Classified Staff Who Participate in PD Source: PJUSD Classified Staff PD Participation Log, 2025/26	Professional Development: 79% Baseline established during the 2025/26 school year.	Baseline to be established in the 2025/26 school year.	Professional Development: 79%	Professional Development: 100%	0%, 2025/26 is the baseline year for this metric.

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 following is 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 for Goal #5- Employee Success and Leadership Development:

Action

5.1: PJUSD has successfully implemented a comprehensive professional development plan that includes the Science of Reading, Blended Learning, and PLC coaching. Key successes include the successful onboarding of 52 staff members through the New Hire Academy and the effective launch of a new centralized data warehouse for K-12 assessments. (Full Implementation)

5.2: The redesign of the instructional coaching structure has successfully transitioned coaches from generalist roles to site-specific assignments, ensuring that the five core components of the 2024–2025 Coaching Model are integrated directly into daily school operations. While the implementation has remained consistent with planned actions, the shift has resulted in highly successful targeted professional development and demonstration lessons tailored to specific site needs. (Full Implementation)

5.3: PJUSD has provided school site principals with consistent, high-level leadership coaching through strategic partnerships with Gary Soto Consulting, Inc., TriGroup, Inc., Solution Tree, and direct support from the District Cabinet. (Full Implementation)

5.4: PJUSD has successfully expanded its teacher support systems by managing 45 induction candidates through a localized partnership with the Stanislaus County Office of Education and maintaining a multi-session New Hire Academy for second-year implementation. The program has been highly effective in streamlining the teacher credentialing process and classroom management training. (Full Implementation)

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.

The following is 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 for Goal #5- Employee Success and Leadership Development:

Action 1: More spent on subs for teachers doing training \$50k+, more spent for Solution Tree & Gary Soto Leadership training \$177k+

Action 2: More spent for subs doing Blended Learning Academy

Action 3: Additional cost for ACSA Academy

Action 4: Additional costs for induction costs for teachers & admin \$80k+, added mentor stipends for our new admin \$30k+

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

After careful analysis and review of the actions in Goal #5- Employee Success and Leadership Development, the following were deemed effective:

5.1: The professional development plan has been highly effective in advancing district goals by successfully onboarding 52 new staff members and launching a centralized data warehouse. Action 5.1 has been deemed effective based on teacher participation rates in professional development and instructional coaching cycles (Metric 5.4). During the 2025/26 school year, 100% of PJUSD teachers participated in professional development, while 63% completed at least one coaching cycle, exceeding the district's target of 60%. Based on these positive outcomes, the action will continue as planned.

5.2: The use of highly skilled instructional coaches has proven highly effective in advancing instructional goals across the district. Action 5.2 has been deemed effective based on teacher participation rates in professional development and instructional coaching cycles (Metric 5.4). During the 2025/26 school year, 100% of PJUSD teachers participated in professional development, while 63% completed at least one coaching cycle, exceeding the district's target of 60%. In addition, 100% of eligible teachers successfully completed induction programs (Metric 5.3), meeting the district's expected outcome. Based on these positive outcomes, the action will continue as planned.

5.3: The strategic integration of external consulting partnerships and direct Cabinet support has been effective in strengthening site leadership by delivering individualized weekly and bi-monthly leadership coaching for all site administrators with Cabinet and Gary D. Soto, Inc., thereby strengthening leadership capacity and coherence across PJUSD. Although the baseline data for metric 5.5, Classified Staff Participation in Job-Specific PD, will be established in the 2025/26 school year, all nine site principals have received leadership coaching to strengthen their instructional leadership skill sets, therefore, the action will continue as planned.

5.4: The expansion of teacher support systems has been highly effective in accelerating professional growth by streamlining the credentialing process. Action 5.4 has been deemed effective based on teacher induction completion and first-year teacher retention data. During the 2025/26 school year, 100% of eligible teachers successfully completed induction programs (Metric 5.3), meeting the district's expected outcome. In addition, 86% of first-year teachers are expected to return to PJUSD for their second year (Metric 5.2), representing a 9% increase from the previous school year, and 79% of classified staff participated in professional development (Metric 5.5). Based on these positive outcomes, the action will continue as planned.

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.

Below is 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- No change.

Metrics- Baseline data and Year 2 Outcome data for metric 5.5, Classified Staff Participation in Job-Specific Professional Development, was added.

Target Outcome- No change.

Actions-

5.1: This action is no longer funded through the Learning Recovery Emergency Block Grant (LREBG).

5.2: No change.

5.3: No change.

5.4: No change.

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	Comprehensive Professional Development Plan	Develop and implement a comprehensive professional development plan for teachers, support staff, and administrators on district-wide initiatives in order to accelerate student achievement and reduce disparities in achievement for students scoring very low on the 2023 CA Dashboard. • Provide ongoing professional development to staff on the following district initiatives: • Tier 1 adopted instructional materials in core content areas (ELA, Math, Science, Social Studies), including identified supplemental curriculum • Tier 2/Tier 3- ELA and Math intervention curriculum • Essential standards, formative assessments, and data warehouse platforms • Professional learning communities • Equitable grading practices • AVID, CTE, Music and Arts Programs • Integrated and designated ELD instruction, including professional development specific to dual immersion programs • Effective first instruction - gradual release; Walking and Talking Instruction • New Hire Academy, Blended Learning Academy • Positive Behavioral and Intervention Supports (PBIS), Social and Emotional Learning (SEL), restorative practices, homeless and foster youth trainings.	\$1,016,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Instructional Coaching Support	Provide instructional support at each school site to ensure teacher success and effectiveness through model lessons, non-evaluative feedback, and support in lesson development and planning. • Develop and implement a PJUSD coaching model at elementary and secondary schools. • Utilize instructional coaches to provide ongoing professional development and coaching to staff. • Provide professional development to instructional coaches to implement the PJUSD coaching model.	\$827,472.00	Yes
5.3	Leadership Opportunities	Promote training and leadership opportunities for all staff, including underrepresented groups within the district. • Provide and implement the Aspiring Teacher Program and the Aspiring Administrator Program. • Identify and expand professional development opportunities for classified staff. • Provide leadership coaching to district and site administrators.	\$116,216.00	Yes
5.4	Staff Recruitment & Retention	Support recruitment activities in order to attract highly qualified PJUSD employees. • Participate in regional, state, and out of state recruitment fairs to attract and hire highly qualified staff. • Implement Induction and the New Hire Academy for new certificated PJUSD Staff.	\$3,237,399.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Grayson Elementary School was identified as a school receiving Equity Multiplier funding as a result of having a percentage of low income students exceeding 70% and a 2024/25 non-stability rate greater than 25%. Grayson educational partner feedback was used to develop this equity multiplier focus goal, associated metrics, and actions to support achievement for all student subgroups scoring low on the 2025 CA Dashboard (note: Grayson did not have any student subgroups score very low on the 2025 CA Dashboard). The actions within this goal are funded by Equity Multiplier, Title 1, and supplemental/concentration grant funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 CA Dashboard, 2025	All: 17% EL: 9.38% SWD: 0% LI: 23.4%	All: 11.9% EL: 2% SWD: 0% LI: 13.0%	All: 20.2% EL: 4.4% SWD: 0.0% LI: 19.8%	All: 35% EL: 27.38% SWD: 18% LI: 39%	All: +3.2% EL: -5% SWD: 0% LI: -3.6%
6.2	CAASPP Math: Percent of Students in Grades 3-6 Scoring a Level 3 or 4 CA Dashboard, 2025	All: 13% EL: 12.37% SWD: 0% LI: 17.5%	All: 9.8% EL: 3% SWD: 0% LI: 9.9%	All: 15.7% EL: 5.6% SWD: 0.0% LI: 15.9%	All: 33.7% EL: 33.07% SWD: 20.7% LI: 38.5%	All: +2.7% EL: -6.8% SWD: 0% LI: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 Source: CA Dashboard, 2025	39.1%	27.5%	47.6%	51.1%	+8.5%
6.4	English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) Source: CALPADS RFEP List, 2026	6.3%	3.6%	6%	16.3%	-0.3%
6.5	Chronic Absenteeism Rate: Percent of Students Chronically Absent from School Source: CA Dashboard, 2025	All: 19.3% H/L: 18.5% EL: 18.9% LI: 19.5%	All: 16.3% H/L: 16.5% EL: 14.9% LI: 16.6%	All: 16.8% H/L: 17.0% EL: 17.1% LI: 17.9%	All: 10.3% H/L: 8.5% EL: 8.9% LI: 9.5%	All: -2.5% H/L: -1.5% EL: -1.8% LI: -1.6%

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 following is 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 for Goal #6- Grayson Equity Multiplier Focus Goal:

Action

6.1: Planned professional development and instructional support actions were implemented as intended, including on-site Solution Tree training, widespread coaching, and model lesson opportunities, along with the successful launch of a structured literacy intervention program and targeted math support that strengthened instructional practices and student support systems. (Full Implementation)

6.2: Planned actions to strengthen English Language Development were implemented as intended, including comprehensive staff training, regular instructional walks and observations, targeted teacher support, and student academic conferences, resulting in consistent use of evidence-based strategies and increased focus on student engagement across all four language domains. (Full Implementation)

6.3: Planned attendance improvement actions were implemented as intended, including consistent outreach, targeted family meetings, restorative practices, and ongoing incentives and recognition systems, resulting in high overall attendance rates, reduced chronic absenteeism, and strong student engagement as demonstrated by consistent success in districtwide attendance challenges. (Full Implementation)

6.4: Planned family engagement actions were implemented as intended, including a range of parent meetings, family nights, and targeted workshops focused on attendance, academic progress, and college and career readiness, resulting in increased family awareness, participation, and capacity to support student success across multiple areas. (Full Implementation)

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.

The following is 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 for Goal #6- Grayson Equity Multiplier Focus Goal:

Action 1-4: Minimal differences in pay for Asst Principal & Counselor

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

After careful analysis and review of the actions in Goal #6- Grayson Equity Multiplier Focus Goal, the following were deemed effective:

6.1: The implementation of targeted professional development, coaching, and structured literacy and math supports has been effective in strengthening instructional practices and progress monitoring, as evidenced by high participation in training and coaching opportunities and the successful establishment of systems to better meet diverse student learning needs. Action 6.1 has been deemed effective based on improvements in student proficiency rates on the CAASPP ELA (Metric 6.1) and CAASPP Math (Metric 6.2) assessments. During the 2024/25 school year, 20.2% of students met or exceeded standards in ELA, an increase from 11.9%, while 15.7% met or exceeded standards in Math, up from 9.8%. Based on these positive outcomes, the action will continue as planned.

6.2: The implementation of comprehensive ELD professional development, ongoing instructional walks, and targeted coaching has been effective in strengthening the consistent use of evidence-based language strategies, resulting in increased student engagement across the four language domains and a stronger focus on academic goal setting. Action 6.2 has been deemed effective based on improvements in the

English Learner Progress Indicator (ELPI) (Metric 6.3) and the English Learner Reclassification Rate (Metric 6.4). During the 2024–25 school year, 47.6% of English learner students improved by at least one ELPI performance level or achieved an overall score of 4, an increase from 27.5%. In addition, the English Learner Reclassification Rate increased to 6%, up from 3.6% in the previous year. Based on these positive outcomes, the action will continue as planned.

6.3: The implementation of comprehensive attendance strategies, including proactive outreach, targeted interventions, restorative practices, and consistent incentives, has been effective in improving attendance outcomes, as evidenced by high overall attendance rates, reduced chronic absenteeism, and strong performance in districtwide attendance challenges. Although the Chronic Absenteeism Rate (Metric 6.5) increased slightly from 16.3% to 16.8%, current year-to-date data for the 2025/26 school year shows significant improvement, with chronic absenteeism declining to 3%. Based on these positive trends, the action will continue as planned.

6.4: The implementation of diverse family engagement opportunities, including parent meetings, family nights, and targeted workshops, has been effective in increasing family awareness and involvement in attendance, academic progress, and college and career readiness, strengthening families' ability to support student success. Action 6.4 has been deemed effective based on the number of parent education events hosted by Grayson during the school year (Metric 4.3). Grayson conducted three parent education events, successfully meeting the district's expected annual outcome. Based on these positive outcomes, the action will continue as planned.

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.

Below is 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- Change in goal explanation to reflect updated explanation and to reflect new dates and data.

Metrics- Low Income student data added for Metrics 6.1 and 6.2.

Target Outcome- Low Income student target outcome data added for Metrics 6.1 and 6.2.

Actions-

6.1: No change.

6.2: No change.

6.3: Student support specialist removed.

6.4: No change.

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	ELA & Math Achievement	Foster academic success for all Grayson students through a comprehensive multi-tiered system of support (MTSS). • Tier 1: Provide professional development, high-quality instruction, and resources to all students to establish a strong foundation for academic success. • Tier 2: Implement targeted reading and math interventions tailored to students' specific needs through small-group instruction, academic tutoring, and frequent progress monitoring. • Tier 3: Provide students with intensive, research-based reading interventions to significantly accelerate learning. • Utilize an assistant principal to support MTSS implementation, professional development, and coaching for teachers.	\$119,067.00	No
6.2	English Learner Progress & Reclassification	Develop a robust integrated and designated ELD program that accelerates language acquisition for Grayson students. • Implement language acquisition goal setting with students. • Provide ongoing professional development and coaching to staff on effective integrated and designated ELD instruction. • Regularly progress monitor EL language acquisition through local and state assessments. • Utilize assistant principal to oversee and monitor the integrated and designated ELD program.	\$68,322.00	No
6.3	Attendance & Chronic Absenteeism	Develop a robust attendance plan through a comprehensive multi-tiered system of support (MTSS) to improve attendance and chronic absenteeism rates for Grayson students. • Tier 1: Develop an attendance plan, along with incentives, to improve attendance for all students. • Tier 2: Implement targeted attendance interventions with the support of an assistant principal and counselor to regularly progress monitor students' attendance. • Tier 3: Provide intensive attendance support to students and regularly progress monitor students' attendance.	\$71,625.00	No

Action #	Title	Description	Total Funds	Contributing
6.4	Parent Engagement Events	Provide parent educational events to equip Grayson parents with how to support their students at home. • ELA & Math Achievement • English Learner Progress & Reclassification • Attendance & Chronic Absenteeism	\$16,724.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Del Puerto High School and OVIS were identified as a school receiving Equity Multiplier funding as a result of having a percentage of low income students exceeding 70% and a 2024/25 non-stability rate greater than 25%. Del Puerto and OVIS educational partner feedback was used to develop this equity multiplier focus goal, associated metrics, and actions to support achievement for all student subgroups scoring very low on the 2025 CA Dashboard (note: Del Puerto did not have any student subgroups score very low on the 2025 CA Dashboard). The actions within this goal are funded by Equity Multiplier funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	CAASPP ELA: Percent of Students in Grades 3-8 and Grade 11 Scoring a Level 3 or 4 Source: CA Dashboard, 2025	OVIS: All: 31.58% H/L: 28.3% LI: 30.8%	OVIS: All: 19.4% H/L: 18.4% LI: 19.7%	OVIS: All: 26.8% H/L: 25.0% LI: 26.2%	OVIS: All: 46.58% H/L: 43.3% LI: 45.8%%	OVIS: All: -4.8% H/L: -3.3% LI: -4.6%
7.2	CAASPP Math:	OVIS: All: 10.53% H/L: 10%	OVIS: All: 6% H/L: 6%	OVIS: All: 5.4% H/L: 4.6%	OVIS: All: 25.53% H/L: 25%	OVIS: All: -5.1% H/L: -5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of Students in Grades 3-8 and Grade 11 Scoring a Level 3 or 4 Source: CA Dashboard, 2025	LI: 10.8%	LI: 7.1%	LI: 4.8%	LI: 35.8%	LI: -6%
7.3	College and Career Readiness Indicator: Percent of Students Prepared Source: CA Dashboard, 2025	Del Puerto: All: 1.3% H/L: 1.6% LI: 1.4% OVIS: All: 0% H/L: 0% LI: 0%	Del Puerto: All: 0% H/L: 0% LI: 0% OVIS: All: 2.6% H/L: 3.2% LI: 2.9%	Del Puerto: All: 3.3% H/L: 4.0% LI: 3.5% OVIS: All: 18.2% H/L: No data LI: No Data	Del Puerto: All: 11.3% H/L: 10% LI: 10% OVIS: All: 10% H/L: 10% LI: 10%	Del Puerto: All: +2% H/L: +2.4% LI: +2.1% OVIS: All: +18.2% H/L: No comparison data. LI: No comparison data.
7.4	High School Graduation Rate: Percent of Students Who Graduate Source: CA Dashboard, 2025	Del Puerto All: 66.7% LI: 67.1% OVIS: All: 50% H/L: 45.5% LI: 47.7%	Del Puerto All: 72.9% LI: 71.6% OVIS: All: 57.1% H/L: 60% LI: 59%	Del Puerto All: 90.3% LI: 91.5% OVIS: All: 91.7% H/L: No data LI: 90.9%	Del Puerto All: 90% LI: 90% OVIS: All: 75% H/L: 70% LI: 70%	Del Puerto All: +23.6% LI: +24.4% OVIS: All: +41.7% H/L: No comparison data. LI: +43.2%
7.5	Suspension Rate: Percent of Students Suspended at Least One Day Source: CA Dashboard, 2025	Del Puerto: All: 18.0% H/L: 17.8% EL: 16.0% LI: 18.9% SWD: 21.4%	Del Puerto: All: 20.7% H/L: 22.3% EL: 25.6% LI: 21.6% SWD: No Performance Data	Del Puerto: All: 13.5% H/L: 15.7% EL: 13.5% LI: 12.5% SWD: 11.1%	Del Puerto: All: 9.0% H/L: 8.9% EL: 8.0% LI: 9.4% SWD: 10.7%	Del Puerto: All: -4.5% H/L: -2.1% EL: -2.5% LI: -6.4% SWD: -10.3%

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 following is 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 for Goal #7- DP/OVIS Equity Multiplier Focus Goal:

Action

7.1: Implementation focused on strengthening PLC structures to support continuous data-driven conversations, delivering standards-aligned instruction with differentiated strategies, and providing targeted interventions such as Credit Recovery, tutoring, and small-group instruction tailored through personalized learning plans, with strong collaboration among staff and families leading to improved responsiveness to student needs and overall student progress. (Full Implementation)

7.2: Implementation focused on expanding access for OVIS and DP students to CTE courses through ongoing collaboration with PHS leadership, while strengthening college and career readiness supports by increasing staff involvement, enhancing partnerships with counselors and CTE programs, and providing structured guidance for key milestones such as applications, FAFSA, certifications, and concurrent enrollment, resulting in improved alignment of student pathways with their interests and goals. (Full Implementation)

7.3: Implementation focused on supporting students through goal setting, targeted tutoring, and flexible academic supports, combined with regular progress monitoring, weekly check-ins, and individualized academic planning in collaboration with counselors, teachers, and families, resulting in improved student engagement and progress toward graduation. (Full Implementation)

7.4: Implementation focused on providing staff coaching and ongoing training in evidence-based behavior strategies, leveraging counselor expertise to model de-escalation and restorative practices, and using data to identify and support students, resulting in increased consistency in behavior supports and a more positive school climate. (Full Implementation)

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.

The following is 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 for Goal #7- DP/OVIS Equity Multiplier Focus Goal:

Action 1: Curriculum cost was higher than anticipated (130k+)

Action 2: Conferences not attended (\$33k)

Action 3: Employee left partway through year (\$62k)

Action 4: Employee left partway through year (\$36k)

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

After careful analysis and review of the actions in Goal #7- DP/OVIS Equity Multiplier Focus Goal, the following were deemed effective:

7.1: These actions have been effective in advancing progress toward the goal by strengthening data-driven instruction, increasing targeted supports and interventions, and fostering collaboration among staff and families, resulting in improved responsiveness to student needs and steady gains in student progress. Action 7.1 has been deemed effective based on improvements in student proficiency rates on the CAASPP ELA (Metric 7.1). During the 2024/25 school year, 26.8% of students met or exceeded standards in ELA, an increase from 19.4%. Based on these positive outcomes, the action will continue as planned.

7.2: These actions have been effective in expanding access to CTE opportunities, strengthening college and career readiness supports, and increasing collaboration among staff and partners, resulting in greater student engagement in pathway exploration and completion of key college and career milestones. Action 7.2 has been deemed effective based on improvements in the College and Career Readiness Indicator (Metric 7.3). During the 2024/25 school year, 3.3% of Del Puerto students were identified as prepared for college and career readiness, an increase from 0% in the previous year. At OVIS, 18.2% of students were identified as prepared, up from 2.6% the prior year. Based on these positive outcomes, the action will continue as planned.

7.3: These actions have been effective in supporting student success by increasing access to academic and wellness resources, strengthening individualized planning and progress monitoring, and enhancing communication with families and staff, resulting in improved student engagement and progress toward graduation. Action 7.3 has been deemed effective based on improvements in the High School Graduation Rate (Metric 7.4). During the 2024/25 school year, 90.3% of Del Puerto students graduated, an increase from 72.9% in the previous year. At OVIS, 91.7% of students graduated, up from 57.1% the prior year. Based on these positive outcomes, the action will continue as planned.

7.4: These actions have been effective in improving consistency in behavior support practices, strengthening staff capacity through coaching and training, and using data to proactively address student needs, resulting in a more positive and supportive school environment. Action 7.4 has been deemed effective based on improvements in the Suspension Rate (Metric 7.5). During the 2024/25 school year, 13.5% of Del Puerto students were suspended at least once, an decrease from 20.7% in the previous year. Based on these positive outcomes, the action will continue as planned.

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.

Below is 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- Change in goal explanation to reflect updated explanation and to reflect new dates and data.

Metrics- No change.

Target Outcome- No change.

Actions-

7.1: No change.

7.2: No change.

7.3: No change.

7.4: No change.

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
7.1	ELA & Math Achievement	OVIS is committed to fostering academic success for all students through a comprehensive multi-tiered system of support (MTSS) to provide targeted interventions and support services to meet the diverse needs of students. • Tier 1: Provide high-quality instruction and resources to all students to establish a strong foundation for academic success. This includes differentiated instruction, culturally responsive teaching practices, and access to rigorous curriculum aligned with state standards. • Tier 2: Implement targeted interventions tailored to students' specific needs through small-group instruction, academic tutoring, personalized learning plans, and progress monitoring to track student growth over time. • Tier 3: Provide students requiring more intensive intervention with individualized support from a dedicated team of educators and specialists.	\$179,803.00	No
7.2	College & Career Readiness	Enhance the educational experience for secondary students at Del Puerto High School and OVIS by providing access to Career and Technical Education (CTE) programs for all students. • Participate in CTE conferences to gather ideas to incorporate at DP and OVIS • Provide staff to enhance students' College and Career Readiness	\$2,800.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	Graduation Rate	Provide targeted support by providing students at Del Puerto High School and OVIS with the resources and guidance needed to succeed academically and progress towards graduation. • Provide an academic counselor to assist students with developing academic plans, setting goals, and accessing resources to overcome any academic challenges students may encounter. • Offer tutoring services before and after school to provide students with additional academic support and assistance with coursework. • Utilize a counselor to provide weekly check-in meetings with students to monitor their progress towards graduation.	\$85,677.00	No
7.4	Suspension Rate	Enhance behavior support for students at Del Puerto High School and promote a positive school culture. • Utilize counselor and staff to provide continuous coaching and training to staff on evidence-based strategies for promoting positive behavior and creating a supportive learning environment. • Sustain implementation of Multi-Tiered System of Supports (MTSS) with integrated behavioral, social, emotional, mental health, and attendance supports.	\$80,677.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Rising Sun will create a Community-Based Vocational Training program to foster employer partnerships and equip students with job skills.	Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In 2025, Rising Sun Adult Transition School was identified as a school receiving Equity Multiplier funding as a result of having a percentage of low income students exceeding 70% and a 2023/24 non-stability rate greater than 25%. In 2026, Rising Sun was no longer identified as a school receiving Equity Multiplier funds, however, the goal will change to a Focus Goal funded with carryover Equity Multiplier funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Community Job Placements Source: Local Job Placement Data, 2024/25	Job Placements: 0%	N/A	Job Placements: 59%	Job Placements: 20%	+59%

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 following is 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 for Goal #8- Rising Sun Equity Multiplier Focus Goal.

Action

8.1: Implementation progressed as planned with the approval and hiring of a Job Development Coach, who began providing on-site support and targeted job readiness instruction, resulting in successful student placement across a variety of work experience settings and strengthened preparation for workforce readiness. (Full Implementation)

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.

The following is 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 for Goal #8- Rising Sun Equity Multiplier Focus Goal.

Action1: Position was not filled, will be filled in 2026/27.

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

After careful analysis and review of the actions in Goal #8- Rising Sun Equity Multiplier Focus Goal, the following were deemed effective:

8.1: The Job Development Coach provided direct instruction to students and supported overall staff instruction to students on job-related skills. Action 8.1 has been deemed effective based on the number of Community Job Placements (Metric 8.1). During the 2024/25 school year, targeted instruction supported 16 students in participating in work experience opportunities in customer service, custodial, cashier, and office work settings. This represented 59% of eligible students, significantly exceeding the district's expected outcome of 20%, therefore the action will continue as planned.

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.

Below is 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- This goal was previously designated as an Equity Multiplier focus goal when the school qualified for Equity Multiplier funding. The school no longer qualifies in the current year, however, PJUSD is continuing to implement this goal as a Focus Goal and associated action using prior-year Equity Multiplier carryover funds.

Metric- No change

Target Outcome- No change

Action-

8.1: Funded with Equity Multiplier carryover funds.

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
8.1	Community-Based Vocational Training	Hire a part-time job development coach to build sustainable relationships with employers within the community and support students' development of job skills. Action 8.1 will be funded with carryover Equity Multiplier funding.	\$53,000.00	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
\$23,930,136.00	\$2,874,283.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.830%	0.000%	\$0.00	33.830%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Multi-tiered System of Support: Academics Need: Academic performance in ELA, and especially in math, indicates 1. low academic performance for all students, 2. disparities and achievement gaps for student subgroups and specific schools, CMS and OVIS, and 3. the need to implement MTSS and a robust, tier	A strong academic foundation of robust Tier 1 instruction, coupled with timely and targeted Tier 2 and 3 supports and interventions, will equip our ELs, foster youth, and low income students with the support necessary to accelerate their academic achievement. There is a need to align, on a districtwide basis, MTSS, with a focus on academics, and to ensure all students have access to good first instruction	1.3- CAASPP ELA 1.4- CAASPP 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
	1/2/3 plan that utilizes research-based programs to accelerate student achievement for unduplicated students. Scope: LEA-wide	with Tier 1 and that Tier 2/3 interventions are aligned districtwide and are research-based and proven to accelerate student achievement.	
1.2	Action: PJUSD Benchmark Assessments Need: Currently, with the exception of the i-Ready diagnostic assessments and the Patterson Assessment of Writing (PAW), PJUSD does not have identified formative assessments in all content areas, essential standards identified within each grade level, and curriculum guides/pacing schedule have not yet been developed. Utilizing benchmark assessments will support achievement for unduplicated students. Scope: LEA-wide	Utilizing standards-aligned formative assessments, aligned to grade level standards, will equip staff with the information necessary to implement a robust multi-tiered system of support for ELs, foster youth and low income students to meet their unique academic needs and accelerate their academic achievement. In order to accelerate student achievement in core content areas and reduce disparities and close achievement gaps, this action is on a LEA-wide basis as all PJUSD schools will teach to mastery the same essential standards, implement them on a common pacing schedule, and will implement common district formative assessments to determine students who need intervention and extension.	1.3- CAASPP ELA 1.4- CAASPP Math
1.3	Action: Professional Learning Communities Need: Current achievement in ELA (34.2%) and Math (17.3%) indicates low performance for students scoring at level 3 or higher. Disparities and achievement gaps exist for unduplicated students, especially in mathematics.	Implementing PLCs will ensure ELs, foster youth, and low income students have access to a guaranteed and viable curriculum aligned to grade-level essential standards. Additionally, implementing PLCs ensures the robust implementation of multi-tiered system of supports which ensures students are provided the time necessary to master grade level standards which leads to accelerated learning and achievement.	1.3- CAASPP ELA 1.4- CAASPP Math 5.4- Teacher Participation in PD and Coaching

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Research on PLCs indicates it has a positive impact on student achievement and contributes to fostering collective teacher efficacy. Given this, as well as current student achievement in ELA and math, PLCs will be implemented on an LEA-wide basis.	
1.4	Action: Equitable Grading Practices Need: Approximately 23% of PJUSD secondary students receive a D or an F in a math course or an ELA course. This results in middle school students taking math classes not A-G aligned when they enter high school, impacts A-G completion rates for secondary students, and contributes to lower graduation rates and college and career readiness for unduplicated students, including school and student subgroups scoring very low on the 2023 CA dashboard. Scope: LEA-wide	Equitable grading practices support student achievement for ELs, foster youth, and low income students by ensuring that grades accurately reflect each student's knowledge and skills, fostering a sense of fairness and motivation to strive for academic success in a supportive learning environment. This approach helps minimize disparities and allows all students to focus on learning and growth rather than external factors that may impact their performance unfairly. Shifting from traditional grading practices to mastery-based, equitable grading practices as a district will shift the focus to teaching essential standards to mastery for all students and will positively impact student achievement, A-G completion rates, college and career readiness, and high school graduation rates.	1.8- A-G Pathway Completion 1.16- College and Career Readiness 1.17- D/F Grades for Secondary Students 2.5- High School Graduation Rate
1.5	Action: College & Career Readiness (A-G Completion) Need: Currently, the PJUSD A-G completion rate is 73.9% for all students and there are disparities and achievement gaps for ELs, long-term English learners, and foster youth. Similarly, PJUSD has low college and career readiness for students deemed 'prepared' at 25.5% and	Ensuring college and career readiness for ELs, foster youth, and low income students supports their achievement by equipping students with the necessary academic knowledge, skills, and practical experiences needed to succeed in higher education, vocational training, or the workforce, thereby empowering them to pursue their future goals effectively. This preparation enhances students' confidence, motivation, and readiness to	1.8- A-G Pathway Completion 1.16- College and Career Readiness 2.5- High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners, Long-term English learners, Homeless students, students with disabilities, and students attending Del Puerto and OVIS scored very low on the 2024 CA Dashboard. Scope: LEA-wide	meet the demands and challenges of their chosen paths after graduation. Determining root causes for low A-G completion and college and career readiness allows PJUSD to develop actions that will increase outcomes in each indicator and provide much-needed equitable supports for underserved student subgroups: AVID implementation, utilizing a college and career counselor, and utilizing and instructional coach to assist with increasing A-G completion rates.	
1.6	Action: Career & Technical Education Need: Currently, English learners and students with disabilities are deemed 'prepared' on the College and Career readiness indicator at 4.6% and 0%, respectively, Increasing access to CTE programs is an identified need that also aligns with the PJUSD Strategic Plan. Scope: Schoolwide	Career technical education supports student achievement for ELs, foster youth, and low income students by providing them with practical skills and knowledge directly applicable to future careers, thus enhancing students' employability and readiness for the workforce upon graduation. This hands-on approach also fosters engagement and motivation among students by connecting classroom learning to real-world applications and career opportunities. Providing increased access to CTE pathways for all students, including ELs and SWD, at the secondary school sites will increase A-G completion rates, high school graduation rates, and college and career readiness 'prepared' rates.	1.8- A-G Pathway Completion 1.9- CTE Completion 1.10- A-G + CTE Completion 1.15- Course Access: CTE 1.16- College and Career Readiness Indicator
1.7	Action: Visual and Performing Arts Need: Implementation challenges limited elementary students' ability to be engaged in VAPA this year, therefore the program requires changes to its implementation to ensure robust delivery for all students. Students in secondary grades	Visual and performing arts support student achievement for English learners, foster youth, and low-income students by providing avenues for creative expression that can enhance communication skills, boost self-confidence, and improve overall academic engagement and retention. Engaging in arts education helps these students develop critical thinking, collaboration, and problem-solving abilities, fostering a more	1.15- Course Access: VAPA

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
	are limited, especially if they are enrolled in designated ELD or an intervention course, in being able to access a music or art course. Expanding K-12 music and arts programs, along with course access for ELs, foster youth and low income students, is a priority to ensure PJUSD students graduate college and career ready. Scope: LEA-wide	inclusive and supportive learning environment that nurtures their unique talents and perspectives. Expanding music and arts access to all students districtwide will ensure all students are provided with a well-rounded broad course of study and will ensure students have expanded opportunities to experience music and the arts which supports them graduating college and career ready.	
2.1	Action: Site Safety Need: Data from students, including unduplicated students, staff, and parent surveys (PLUS, CSPA, CSSS) indicate a need to improve safety on campus so both students and staff feel safe while on campus. Scope: LEA-wide	Safe schools ensure student achievement for English learners, foster youth, and low-income students by providing a supportive and secure environment where the students can focus on learning without fear of discrimination, bullying, or other barriers that may hinder their academic progress. This promotes a positive school climate that encourages engagement, participation, and a sense of belonging, ultimately enhancing their overall well-being and academic success. Enhancing safety and security by conducting site safety audits, developing robust site safety plans, upgrading facilities to enhance security and safety, and providing professional development to security staff will ensure safer and more secure school campuses. An improved sense of safety and security amongst students, staff, and parents across all PJUSD campuses will support increases in school connectedness, belonging, and academic achievement.	2.9- CA School Staff Survey 2.10- CA School Parent Survey 2.11- Peer Leaders Uniting Students (PLUS) Survey
2.2	Action: PBIS with Social Emotional Support	PBIS and SEL support academic outcomes by creating a positive, consistent school climate that	2.6- Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Suspension data increased by 0.9% and indicates a continued need to fully develop and implement robust MTSS with an emphasis on behavior and Tier 1 PBIS, and targeted Tier2/3 interventions and supports for unduplicated students. Reducing suspension rates is a focus for all PJUSD school sites. Scope: LEA-wide	reduces behavioral issues and increases student engagement, crucial for English learners, foster youth, and low-income students. These frameworks help build essential social-emotional skills, such as emotional regulation and resilience, improving relationships and focus in the classroom. Together, they promote equity and access to educational opportunities, setting students up for long-term academic and personal success. Creating a robust MTSS model focused on PBIS and restorative practices will reduce suspension rates, thus keeping students in classrooms in order to learn and master essential standards. Additionally, this will improve overall attendance rates.	2.8- CA Healthy Kids Survey 2.11- Peer Leaders Uniting Students (PLUS) Survey 2.12- Tiered Fidelity Inventory (TFI)
2.3	Action: Staff and Student Wellness Need: Reducing suspensions, implementing alternatives to suspension, and providing social emotional supports for unduplicated students is a need when analyzing 2024 CA Dashboard suspension data and data from the CA Healthy Kids Survey. Scope: LEA-wide	Staff and student wellness contribute to academic achievement by creating a supportive, stable, and engaging learning environment that reduces absenteeism and enhances focus and resilience. This nurturing atmosphere promotes a sense of belonging and motivation, essential for the success of English learners, foster youth, and low-income students. Implementing wellness centers and implementing programs that support social-emotional learning and well-being at all PJUSD campuses will reduce suspensions, increase school connectedness, and increase students' sense of connectedness and overall well-being.	2.6- Suspension Rate 2.8- CA Healthy Kids Survey
2.4	Action: Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	Implementing multi-tiered systems of support (MTSS) focusing on PBIS and SEL creates a structured, positive learning environment that addresses behavioral and emotional needs,	2.1- Attendance Rate 2.2- Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improving attendance and school connectedness, along with decreasing chronic absenteeism, is a need when analyzing attendance and chronic absenteeism data for unduplicated students. While attendance is improving and chronic absenteeism is decreasing post-COVID, there is still a need districtwide to focus on these areas so students attend school regularly to learn and are connected to their school. Scope: LEA-wide	enhancing engagement and reducing disruptions. This approach builds crucial social-emotional skills, such as resilience and emotional regulation, which help English learners, foster youth, and low-income students navigate academic and personal challenges more effectively. By promoting equity and access to resources, MTSS ensures that all students receive the support they need to achieve academic success and overall well-being. Implementing MTSS districtwide, with an emphasis on behavior and attendance at Tier 1, will ensure all students in PJUSD will receive the supports they need, when they need it, in order to attend school regularly. Implementing Tier 2/3 interventions will ensure targeted supports are needed for students struggling to attend school, especially students scoring very low on the 2023 CA Dashboard.	
2.5	Action: Alcohol and Drug Prevention and Intervention Need: Data from the CA Healthy Kids Survey indicates that 17% of 5th-12th grade students have used alcohol or other drugs in their lifetime and 9% indicated vape use. Scope: LEA-wide	Drug and alcohol prevention and intervention programs support English learners, foster youth, and low-income students by providing education and resources that reduce substance abuse risks, promote healthier lifestyles, and support better academic focus. These programs create safer and more supportive school environments, which are crucial for the overall well-being and academic success of these vulnerable student populations. Implementing PHAST and PHASTjv clubs, along with implementing preventative Alcohol, Tobacco, and Other Drugs (ATOD) curriculum, targeted interventions and programs will support decreases in ATOD use among PJUSD students.	2.8- CA Healthy Kids Survey (CHKS)
3.1	Action: First Class Learning Facilities	Building new, first-class learning facilities supports student achievement by creating inviting, well-	3.1- Facilities in Good Repair

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	Action: Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities Need: Current data indicates an overall attendance rate of 91.9%, 91.4% for the homeless subgroup of students, and attendance rates for unduplicated students are lower than the 95% target. Also, educational partner feedback from PJUSD management was to provide transportation for students chronically absent from school. Scope: LEA-wide	School transportation ensures that English learners, foster youth, and low-income students have reliable access to education, reducing barriers such as distance and transportation costs that could otherwise hinder their attendance and participation. Extracurricular activities provide opportunities for these students to engage in diverse interests, develop skills, and build social connections, contributing to their overall development and motivation. Together, accessible transportation and varied extracurriculars support a well-rounded education, enhancing academic performance and personal growth. Improving transportation to support students' attendance rates is a need within PJUSD, including students chronically absent from school. Improving and increasing transportation will also allow students more access to enrichment and extracurricular opportunities.	3.3- Attendance Rate
3.4	Action: Technology and 21st Century Learning Need: Educational partner feedback from the LCAP Advisory Committee, DELAC, and school site councils indicate a need to ensure students and staff have the most up-to-date technology and resources to deliver high quality instruction and implement 21st Century Learning. Scope: LEA-wide	21st-century learning and technology support academic achievement by offering personalized and interactive educational experiences that cater to the diverse needs of English learners, foster youth, and low-income students. Access to digital tools and resources enhances engagement, allows for differentiated instruction, and provides opportunities for skill development beyond traditional methods. Additionally, technology can bridge gaps in resources and support, fostering greater equity and helping students achieve academic success in an increasingly digital world. Implementing a comprehensive technology plan with annual refresh rate targetes of 20-25% will ensure both students and staff have updated and	3.4- PJUSD Technology Refresh Cycle

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		necessary technology to support the educational program in PJUSD.	
3.5	Action: Nutritious, Appealing Meals Need: Feedback from the LCAP Advisory Committee indicated a need for increasing nutritious meals to all PJUSD students. This need also came from educational partners who assisted in the development of Focus Area 3 of the PJUSD Strategic Plan. While this action supports all PJUSD students, it will be principally directed towards unduplicated students. Scope: LEA-wide	Nutritious and appealing meals support academic outcomes and well-being by ensuring that English learners, foster youth, and low-income students receive the essential nutrients needed for cognitive function and overall health. Additionally, providing meals that are both nutritious and enjoyable helps maintain regular attendance and focus, contributing to better engagement and performance in school. Providing all PJUSD students with nutritious, healthy meals cooked from scratch will ensure more students eat meals while at school. Additionally, eating healthy meals during school hours helps support all students' well-being, concentration in class, and academic success.	3.5- Meals Cooked from Scratch
4.1	Action: Comprehensive Communication Guide Need: Communicating with parents and the community to promote a strong home-school connection is a need from survey data and feedback from educational partners. While the CA School Parent Survey indicates 87% of parents believe PJUSD schools keep them well-informed about school activities, the Parent Involvement and Family Engagement Survey indicates PJUSD is at the initial implementation in providing families with information and resources to support student learning and development in the home. This	A comprehensive communications plan supports families of English learners, foster youth, and low-income students by ensuring they receive timely and clear information about school resources, events, and their children's progress. Effective communication fosters stronger family-school partnerships, enhances engagement, and helps address specific needs and barriers, ultimately supporting student success and well-being. Developing a comprehensive communications plan to increase outreach to families and the community districtwide will enhance the flow of information reaching parents and the community which will foster increased collaboration and	4.1- CA School Parent Survey 4.2- Parent Involvement and Family Engagement Survey

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
	action will be principally directed towards unduplicated students to enhance a strong home-school connection. Scope: LEA-wide	partnerships to support student learning and development in the home.	
4.2	Action: Branding: The PJUSD Promise Need: Similar to Action 4.1, communicating with parents and the community to promote a strong home-school connection is a need from survey data and feedback from educational partners. The Parent Involvement and Family Engagement Survey indicates PJUSD is at the initial implementation in providing families with information and resources to support student learning and development in the home. This action will be principally directed towards unduplicated students to enhance a strong home-school connection. Scope: LEA-wide	School district branding and marketing support families of English learners, foster youth, and low-income students by increasing awareness of available resources and programs, ensuring they are informed about opportunities and support services. Effective branding and marketing help build trust and engagement, fostering a sense of community and inclusion for these families within the school system. Branding The PJUSD Promise (strategic plan) districtwide to parents and the community will ensure everyone understands the work underway within the district that supports academic achievement and student safety and wellness. It is provided on an LEA-wide basis to ensure the entire PJUSD community is kept informed of current district initiatives, and was part of educational partner feedback to ensure multiple ways to 'reach out' to parents and the community.	4.1- CA School Parent Survey 4.2- Parent Involvement and Family Engagement Survey
4.3	Action: Parent Educational Events Need: Providing more parent education events to support parents so they can support their children in the home was a consistent theme of educational partner feedback provided by	Parent education events support the families of English learners, foster youth, and low-income students by providing valuable information and skills to help them navigate the educational system and support their children's academic success. These events offer resources on topics such as academic support, language development, and accessing community services, which are crucial	4.2- Parent Involvement and Family Engagement Survey 4.3- Parent Education Events

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
	DELAC, DAC, LCAP Advisory Committee, School Site Councils, and ELACs. It also appeared as a need in data collected from the Parent Involvement and Family Engagement Survey. This action will be principally directed towards unduplicated students to enhance a strong home-school connection via parent education events. Scope: LEA-wide	for families facing additional challenges. By empowering parents with knowledge and tools, these events strengthen family engagement and contribute to a more supportive learning environment for their children. Providing parent education events addresses the needs shared among various educational partners listed in 'Identified Needs' and, as such, is being provided on a district-wide basis. Enhancing parent education events will help to strengthen the home-school connection and addresses the results from the Parent Involvement and Family Engagement Survey indicating PJUSD is at the initial implementation stage in providing families with information and resources to support student learning and development in the home.	
4.4	Action: District and School Websites Need: Keeping parents and the community informed both at the school and district level is consistent with educational partner feedback from DELAC, DAC, the LCAP Advisory Committee, and parents. Although PJUSD enjoys a 87% rating of parents who agree or strongly agree they are well-informed of school activities, there are still 13% that disagree or strongly disagree. This action will be principally directed towards unduplicated students to enhance a strong home-school connection. Scope:	School district and school site websites support families of English learners, foster youth, and low-income students by providing easy access to important information, resources, and updates about school programs, services, and events. These websites often include multilingual resources and tools to help families stay informed and engaged, ensuring they can effectively support their children's education. Keeping information up to date and easily accessible on both school and district websites for parents and the community enhances two-way communication and keeps parent and the community connected to their schools. As such, this action will be addressed districtwide to engage the 10% of parents who disagree or strongly disagree they are not well-informed of school activities.	4.1- CA School Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.5	Action: Parent Engagement and Volunteer Opportunities Need: Educational partner feedback from DELAC, DAC, and the LCAP Advisory Committee indicated a need for an easier process for parents to be engaged and volunteer at their child's school, including enhancing communication with parents on how to volunteer and supporting parents with the process of being cleared as a volunteer. Feedback also included a need for customer service training for front office staff so schools are more welcoming to parents. This action will be principally directed towards unduplicated students to enhance parent engagement and involvement at schools. Scope: LEA-wide	Parent engagement and volunteer opportunities at the school support families of English learners, foster youth, and low-income students by fostering a sense of community and inclusion, making families feel more connected and invested in their children's education. These opportunities also provide valuable support and resources to the school, enhancing the educational experience and creating a collaborative environment that benefits all students. Providing customer service professional development to front line staff will address feedback from educational partners and will be implemented district wide at all schools and the district office. Also, support and communication to parents on how to volunteer in their child's school will be provided in order to increase the number of parents volunteering across all PJUSD schools.	4.1- CA Schools Parent Survey 4.4- Parent and Community Volunteers
5.1	Action: Comprehensive Professional Development Plan Need: PJUSD Walkthrough data indicates a need to support all staff with professional development on effective instruction and integrated and designated ELD instruction, to name a few, and on professional learning communities	A comprehensive professional development plan equips certificated and classified staff with the skills and knowledge needed to effectively support English learners, foster youth, and low-income students by enhancing their instructional and support practices. This ongoing training ensures that staff can address diverse student needs, implement best practices, and create an inclusive learning environment that fosters academic success for all students.	5.4- Teacher Participation in Professional Development and Coaching 5.5- Classified Staff Participation in Job-Specific Professional Development

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
	which will be implemented districtwide in 2024/25. Additionally, educational partner feedback from DELAC, DAC, and the LCAP Advisory Committee indicated a need to provide ongoing professional development to staff to support student achievement, including achievement for unduplicated students. Scope: LEA-wide	Providing high-quality professional development to all staff district-wide will enhance and build the capacity of staff to deliver quality first instruction and interventions in order to increase student achievement for all PJUSD students.	
5.2	Action: Instructional Coaching Support Need: PJUSD Walkthrough data indicates a need to support all staff with capacity building through coaching. Also, data indicates a need to improve the frequency of coaching districtwide as 28% of teachers participated in coaching in 2023/24. Providing coaching will improve first instruction as support student achievement for unduplicated students. Scope: LEA-wide	Instructional coaching supports certificated and classified staff by providing personalized feedback and strategies to improve teaching practices, which directly enhances the learning experience for English learners, foster youth, and low-income students. Coaches work with educators to implement evidence-based techniques, address specific challenges, and refine instructional methods to better meet the diverse needs of students. This tailored support helps create more effective, engaging, and inclusive classrooms, ultimately increasing student achievement and success. Providing ongoing coaching through demonstration lessons, co-planning and co-teaching, and observation and feedback will support the implementation of the professional development teachers receive which will improve instruction and student achievement. This action is being provided on an LEA-wide basis to support all teachers.	5.2- 1st and 2nd Year Teacher Retention 5.3- Teachers Who Complete Induction Programs 5.4- Teacher Participation in Professional Development and Coaching
5.3	Action: Leadership Opportunities	Providing leadership opportunities for underrepresented certificated and classified staff	5.5- Classified Staff Participation in Job-

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There is a need to increase opportunities for classified staff to participate in training and leadership opportunities as most of the training and coaching is currently being provided for certificated staff. Professional development for classified staff on interventions and small group instruction will support student achievement for unduplicated students. Scope: LEA-wide	supports the achievement of English learners, foster youth, and low-income students by ensuring diverse perspectives and experiences are included in decision-making and program development. This inclusivity helps create more responsive and culturally relevant educational practices, ultimately benefiting the academic success and well-being of these students. Classified staff provide direct support to the community and in-classroom classified staff support teachers with classroom instruction. Providing professional development and support to classified staff will build their capacity and enhance the support they provide to support student achievement.	Specific Professional Development
5.4	Action: Staff Recruitment & Retention Need: While 100% of PJUSD teachers complete induction, only 68% of 2nd year teachers continue on to their third year as a teacher in PJUSD. Hiring and retaining highly qualified and trained teachers will support student achievement for unduplicated students. Scope: LEA-wide	Recruiting highly qualified staff ensures that students receive instruction and support from skilled professionals who can effectively address their diverse needs and challenges. This high level of expertise contributes to more effective teaching practices and personalized support, which enhances the academic achievement and overall success of English learners, foster youth, and low-income students. Recruiting highly-qualified staff and supporting them with professional development, coaching, and participation in the New Hire Academy will ensure PJUSD attracts, develops, and retains highly-qualified staff that will support district initiatives to increase student achievement. This action is being provided on an LEA-wide basis to support all new teachers hired in PJUSD.	5.2- 1st and 2nd Year Teacher Retention 5.3- Teachers Who Complete Induction Programs

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	Action: Designated & Integrated ELD Need: The English learner progress indicator (ELPI) and reclassification rates for ELs is 41.4% and 11.7%, respectively. Additionally, Walnut Grove scored very low on the 2023 CA Dashboard ELPI indicator with 37.9% of students increasing at least one ELPI level or already scoring at a Level 4 on the summative ELPAC test. Scope: Limited to Unduplicated Student Group(s)	Designated and integrated ELD (English Language Development) supports student achievement and language acquisition for English learners by providing targeted language instruction that helps them develop proficiency in English, while integrated ELD ensures that language learning is reinforced across all content areas, facilitating deeper understanding of academic concepts and promoting overall academic success. Providing robust professional development on the ELA/ELD standards and frameworks, designated ELD instructional materials, and ongoing coaching cycles on effective designated ELD instruction will ensure both ELPI and reclassification levels increase annually.	1.11- English Learner Progress Indicator 1.12- English Learner Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	1 classified staff : 26.80 students
Staff-to-student ratio of certificated staff providing direct services to students	0	1 certificated staff: 18.81 students

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	70,736,948.00	23,930,136.00	33.830%	0.000%	33.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,977,311.00	\$10,501,779.00	\$107,600.00	\$1,820,289.00	\$45,406,979.00	\$26,762,890.00	\$18,644,089.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi-tiered System of Support: Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$7,127,029.00	\$1,969,835.00	\$5,326,012.00	\$3,118,411.00	\$0.00	\$652,441.00	\$9,096,864.00	
1	1.2	PJUSD Benchmark Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$344,838.00	\$364,691.00	\$286,663.00	\$391,666.00	\$0.00	\$31,200.00	\$709,529.00	
1	1.3	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	
1	1.4	Equitable Grading Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$15,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	
1	1.5	College & Career Readiness (A-G Completion)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto High School; OVIS 7th-12th	Ongoing	\$1,111,262.00	\$49,419.00	\$1,160,681.00	\$0.00	\$0.00	\$0.00	\$1,160,681.00	
1	1.6	Career & Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto High School;	Ongoing	\$955,772.00	\$2,174,000.00	\$1,986,532.00	\$1,035,640.00	\$107,600.00	\$0.00	\$3,129,772.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							OVIS 9th-12th									
1	1.7	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,808,981.00	\$864,540.00	\$1,077,275.00	\$1,596,246.00	\$0.00	\$0.00	\$2,673,521.00	
1	1.8	Designated & Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,181,085.00	\$432,870.00	\$695,977.00	\$704,650.00	\$0.00	\$213,328.00	\$1,613,955.00	
2	2.1	Site Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,415,206.00	\$281,600.00	\$1,696,806.00	\$0.00	\$0.00	\$0.00	\$1,696,806.00	
2	2.2	PBIS with Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,893,811.00	\$175,920.00	\$1,032,610.00	\$580,874.00	\$0.00	\$456,247.00	\$2,069,731.00	
2	2.3	Staff and Student Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,284,391.00	\$87,640.00	\$1,279,479.00	\$1,092,552.00	\$0.00	\$0.00	\$2,372,031.00	
2	2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$827,345.00	\$135,960.00	\$891,635.00	\$71,670.00	\$0.00	\$0.00	\$963,305.00	
2	2.5	Alcohol and Drug Prevention and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$14,909.00	\$41,075.00	\$55,984.00	\$0.00	\$0.00	\$0.00	\$55,984.00	
3	3.1	First Class Learning Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$407,944.00	\$2,567,000.00	\$2,974,944.00	\$0.00	\$0.00	\$0.00	\$2,974,944.00	
3	3.2	Safe and Clean Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$376,130.00	\$2,338,450.00	\$2,714,580.00	\$0.00	\$0.00	\$0.00	\$2,714,580.00	
3	3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$269,376.00	\$2,180,719.00	\$2,150,095.00	\$300,000.00	\$0.00	\$0.00	\$2,450,095.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.4	Technology and 21st Century Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,338,571.00	\$2,541,060.00	\$3,879,631.00	\$0.00	\$0.00	\$0.00	\$3,879,631.00	
3	3.5	Nutritious, Appealing Meals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$1,207,100.00	\$1,237,100.00	\$0.00	\$0.00	\$0.00	\$1,237,100.00	
4	4.1	Comprehensive Communication Guide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$147,000.00	\$74,620.00	\$221,620.00	\$0.00	\$0.00	\$0.00	\$221,620.00	
4	4.2	Branding: The PJUSD Promise	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$34,900.00	\$34,900.00	\$0.00	\$0.00	\$0.00	\$34,900.00	
4	4.3	Parent Educational Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$25,000.00	\$56,370.00	\$80,670.00	\$0.00	\$0.00	\$700.00	\$81,370.00	
4	4.4	District and School Websites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
4	4.5	Parent Engagement and Volunteer Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$64,172.00	\$93,420.00	\$157,592.00	\$0.00	\$0.00	\$0.00	\$157,592.00	
4	4.6	Student Mentorship Opportunities	All	No			Specific Schools: Patterson High School, Del Puerto High School, OVIS 9th-11th	Ongoing	\$122,428.00	\$20,000.00	\$142,428.00	\$0.00	\$0.00	\$0.00	\$142,428.00	
5	5.1	Comprehensive Professional Development Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$561,908.00	\$454,850.00	\$34,000.00	\$798,369.00	\$0.00	\$184,389.00	\$1,016,758.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	Instructional Coaching Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$791,872.00	\$35,600.00	\$572,682.00	\$134,006.00	\$0.00	\$120,784.00	\$827,472.00	
5	5.3	Leadership Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$31,716.00	\$84,500.00	\$116,216.00	\$0.00	\$0.00	\$0.00	\$116,216.00	
5	5.4	Staff Recruitment & Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing & One Time	\$3,007,399.00	\$230,000.00	\$3,076,199.00	\$0.00	\$0.00	\$161,200.00	\$3,237,399.00	
6	6.1	ELA & Math Achievement	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$119,067.00	\$0.00	\$0.00	\$119,067.00	\$0.00	\$0.00	\$119,067.00	
6	6.2	English Learner Progress & Reclassification	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$59,822.00	\$8,500.00	\$0.00	\$68,322.00	\$0.00	\$0.00	\$68,322.00	
6	6.3	Attendance & Chronic Absenteeism	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$71,625.00	\$0.00	\$0.00	\$71,625.00	\$0.00	\$0.00	\$71,625.00	
6	6.4	Parent Engagement Events	All	No			Specific Schools: Grayson Elementary School	Ongoing	\$16,724.00	\$0.00	\$0.00	\$16,724.00	\$0.00	\$0.00	\$16,724.00	
7	7.1	ELA & Math Achievement	All	No			Specific Schools: OVIS	Ongoing	\$83,153.00	\$96,650.00	\$0.00	\$179,803.00	\$0.00	\$0.00	\$179,803.00	
7	7.2	College & Career Readiness	All	No			Specific Schools: Del Puerto High School; OVIS	Ongoing	\$0.00	\$2,800.00	\$0.00	\$2,800.00	\$0.00	\$0.00	\$2,800.00	
7	7.3	Graduation Rate	All	No			Specific Schools: Del Puerto High	Ongoing	\$85,677.00	\$0.00	\$0.00	\$85,677.00	\$0.00	\$0.00	\$85,677.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School; OVIS									
7	7.4	Suspension Rate	All	No			Specific Schools: Del Puerto High School	Ongoing	\$80,677.00	\$0.00	\$0.00	\$80,677.00	\$0.00	\$0.00	\$80,677.00	
8	8.1	Community-Based Vocational Training	All Students with Disabilities	No			Specific Schools: Rising Sun Adult	Ongoing	\$53,000.00	\$0.00	\$0.00	\$53,000.00	\$0.00	\$0.00	\$53,000.00	

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
70,736,948.00	23,930,136.00	33.830%	0.000%	33.830%	\$32,834,883.00	0.000%	46.418 %	Total:	\$32,834,883.00
								LEA-wide Total:	\$30,152,374.00
								Limited Total:	\$695,977.00
								Schoolwide Total:	\$1,986,532.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-tiered System of Support: Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,326,012.00	
1	1.2	PJUSD Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$286,663.00	
1	1.3	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.4	Equitable Grading Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.5	College & Career Readiness (A-G Completion)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto High School; OVIS 7th-12th	\$1,160,681.00	
1	1.6	Career & Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Patterson High School; Del Puerto	\$1,986,532.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						High School; OVIS 9th-12th		
1	1.7	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,077,275.00	
1	1.8	Designated & Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$695,977.00	
2	2.1	Site Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,696,806.00	
2	2.2	PBIS with Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,032,610.00	
2	2.3	Staff and Student Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,279,479.00	
2	2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$891,635.00	
2	2.5	Alcohol and Drug Prevention and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,984.00	
3	3.1	First Class Learning Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,974,944.00	
3	3.2	Safe and Clean Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,714,580.00	
3	3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,150,095.00	
3	3.4	Technology and 21st Century Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,879,631.00	
3	3.5	Nutritious, Appealing Meals	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,237,100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	4.1	Comprehensive Communication Guide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$221,620.00	
4	4.2	Branding: The PJUSD Promise	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,900.00	
4	4.3	Parent Educational Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,670.00	
4	4.4	District and School Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.5	Parent Engagement and Volunteer Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,592.00	
5	5.1	Comprehensive Professional Development Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	
5	5.2	Instructional Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$572,682.00	
5	5.3	Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,216.00	
5	5.4	Staff Recruitment & Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,076,199.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$41,470,478.00	\$34,423,268.00

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	Multi-tiered System of Support: Academics	Yes	\$7,034,729.00	\$6,873,340.00
1	1.2	PJUSD Benchmark Assessments	Yes	\$631,400.00	\$583,536.00
1	1.3	Professional Learning Communities	Yes	\$30,000.00	\$75,698.00
1	1.4	Equitable Grading Practices	Yes	\$20,000.00	\$0.00
1	1.5	College & Career Readiness (A-G Completion)	Yes	\$1,482,868.00	\$1,328,031.00
1	1.6	Career & Technical Education	Yes	\$2,112,674.00	\$1,627,400.00
1	1.7	Visual and Performing Arts	Yes	\$2,282,802.00	\$1,614,763.00
1	1.8	Designated & Integrated ELD	Yes	\$1,190,413.00	\$898,000.00
2	2.1	Site Safety	Yes	\$1,331,853.00	\$1,632,652.00
2	2.2	PBIS with Social Emotional Support	Yes	\$2,304,053.00	\$2,037,776.00
2	2.3	Staff and Student Wellness	Yes	\$1,754,574.00	\$2,388,487.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	Yes	\$1,238,021.00	\$1,004,692.00
2	2.5	Alcohol and Drug Prevention and Intervention	Yes	\$9,722.00	\$5892.00
3	3.1	First Class Learning Facilities	Yes	\$5,637,000.00	\$2,994,448.00
3	3.2	Safe and Clean Facilities	Yes	\$1,609,000.00	\$832,320.00
3	3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	Yes	\$4,205,000.00	\$2,692,863.00
3	3.4	Technology and 21st Century Learning	Yes	\$4,285,331.00	\$3,850,075.00
3	3.5	Nutritious, Appealing Meals	Yes	\$605,000.00	\$93,852.00
4	4.1	Comprehensive Communication Guide	Yes	\$228,000.00	\$200,982.00
4	4.2	Branding: The PJUSD Promise	Yes	\$25,000.00	\$26,199.00
4	4.3	Parent Educational Events	Yes	\$132,000.00	\$39,359.00
4	4.4	District and School Websites	Yes	\$135,000.00	\$140,289.00
4	4.5	Parent Engagement and Volunteer Opportunities	Yes	\$23,000.00	\$48,083.00
4	4.6	Student Mentorship Opportunities	No	\$111,500.00	\$80,317.00

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)
5	5.1	Comprehensive Professional Development Plan	Yes	\$711,442.00	\$928,062.00
5	5.2	Instructional Coaching Support	Yes	\$875,995.00	\$879,136.00
5	5.3	Leadership Opportunities	Yes	\$24,750.00	\$25,358.00
5	5.4	Staff Recruitment	Yes	\$598,263.00	\$716,570.00
6	6.1	ELA & Math Achievement	No	\$274,367.00	\$271,321.00
6	6.2	English Learner Progress & Reclassification	No	\$81,434.00	\$80,717.00
6	6.3	Attendance & Chronic Absenteeism	No	\$48,289.00	\$47,125.00
6	6.4	Parent Engagement Events	No	\$5,000.00	\$5,000.00
7	7.1	ELA & Math Achievement	No	\$139,835.00	\$269,938.00
7	7.2	College & Career Readiness	No	\$22,441.00	\$10,915.00
7	7.3	Graduation Rate	No	\$124,542.00	\$62,200.00
7	7.4	Suspension Rate	No	\$94,645.00	\$57,872.00
8	8.1	Community-Based Vocational Training	No	\$50,535.00	\$0.00

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)
\$22,516,502.00	\$29,130,627.00	\$22,968,580.00	\$6,162,047.00	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	Multi-tiered System of Support: Academics	Yes	\$3,692,650.00	\$3,517,578.00		
1	1.2	PJUSD Benchmark Assessments	Yes	\$601,400.00	\$547,864.00		
1	1.3	Professional Learning Communities	Yes	\$30,000.00	\$75,698.00		
1	1.4	Equitable Grading Practices	Yes	\$20,000.00	\$0.00		
1	1.5	College & Career Readiness (A-G Completion)	Yes	\$1,038,000.00	\$870,570.00		
1	1.6	Career & Technical Education	Yes	\$1,672,674.00	\$1,259,339.00		
1	1.7	Visual and Performing Arts	Yes	\$686,300.00	\$622,719.00		
1	1.8	Designated & Integrated ELD	Yes	\$767,982.00	\$723,669.00		
2	2.1	Site Safety	Yes	\$1,331,853.00	\$1,632,652.00		
2	2.2	PBIS with Social Emotional Support	Yes	\$891,833.00	\$834,920.00		
2	2.3	Staff and Student Wellness	Yes	\$755,894.00	\$783,852.00		
2	2.4	Multi-Tiered System of Support: Behavior, Social-Emotional Learning, Attendance	Yes	\$1,098,255.00	\$915,886.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Alcohol and Drug Prevention and Intervention	Yes	\$9,722.00	\$3,853.00		
3	3.1	First Class Learning Facilities	Yes	\$5,637,000.00	\$2,994,448.00		
3	3.2	Safe and Clean Facilities	Yes	\$1,609,000.00	\$832,320.00		
3	3.3	Transportation Plan: Attendance and Access to Enrichment & Extracurricular Activities	Yes	\$3,775,000.00	\$2,382,091.00		
3	3.4	Technology and 21st Century Learning	Yes	\$3,657,251.00	\$3,260,075.00		
3	3.5	Nutritious, Appealing Meals	Yes	\$605,000.00	\$85,434.00		
4	4.1	Comprehensive Communication Guide	Yes	\$228,000.00	\$200,982.00		
4	4.2	Branding: The PJUSD Promise	Yes	\$25,000.00	\$26,199.00		
4	4.3	Parent Educational Events	Yes	\$132,000.00	\$39,359.00		
4	4.4	District and School Websites	Yes	\$120,000.00	\$140,289.00		
4	4.5	Parent Engagement and Volunteer Opportunities	Yes	\$13,000.00	\$37,131.00		
5	5.1	Comprehensive Professional Development Plan	Yes	\$151,442.00	\$725,262.00		
5	5.2	Instructional Coaching Support	Yes	\$238,000.00	\$0.00		
5	5.3	Leadership Opportunities	Yes	\$24,750.00	\$25,358.00		
5	5.4	Staff Recruitment	Yes	\$318,621.00	\$431,032.00		

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)
\$67,454,543.00	\$22,516,502.00	0.00%	33.380%	\$22,968,580.00	0.000%	34.050%	\$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\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **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 #
• 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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