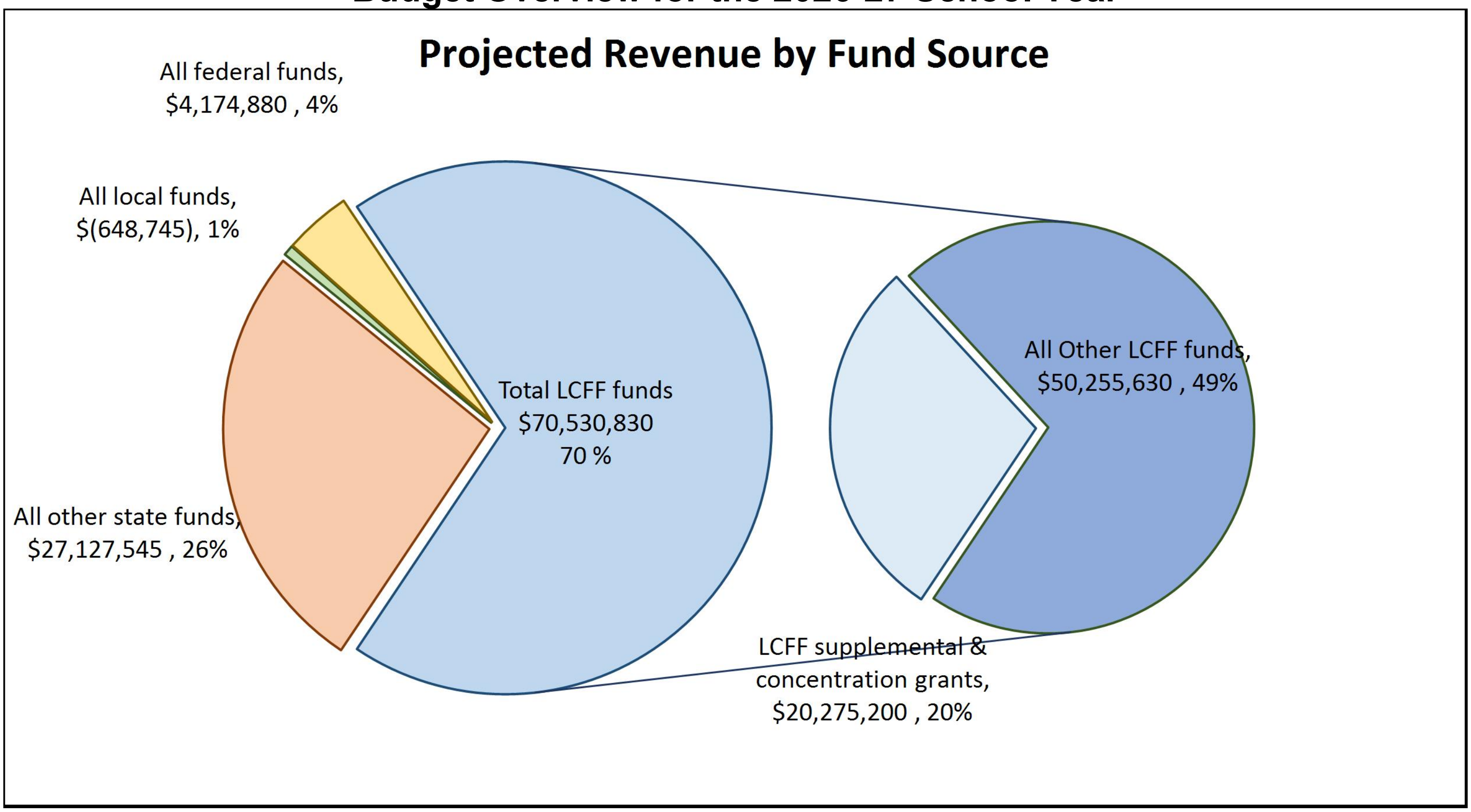
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Elementary School District
CDS Code: 33 67199 0000000
School Year: 2026-27
LEA contact information:
Dr. Claudia L. Velez
Assistant Superintendent Educational Services
claudia.velez@perrisesd.org
(951) 657-3118

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

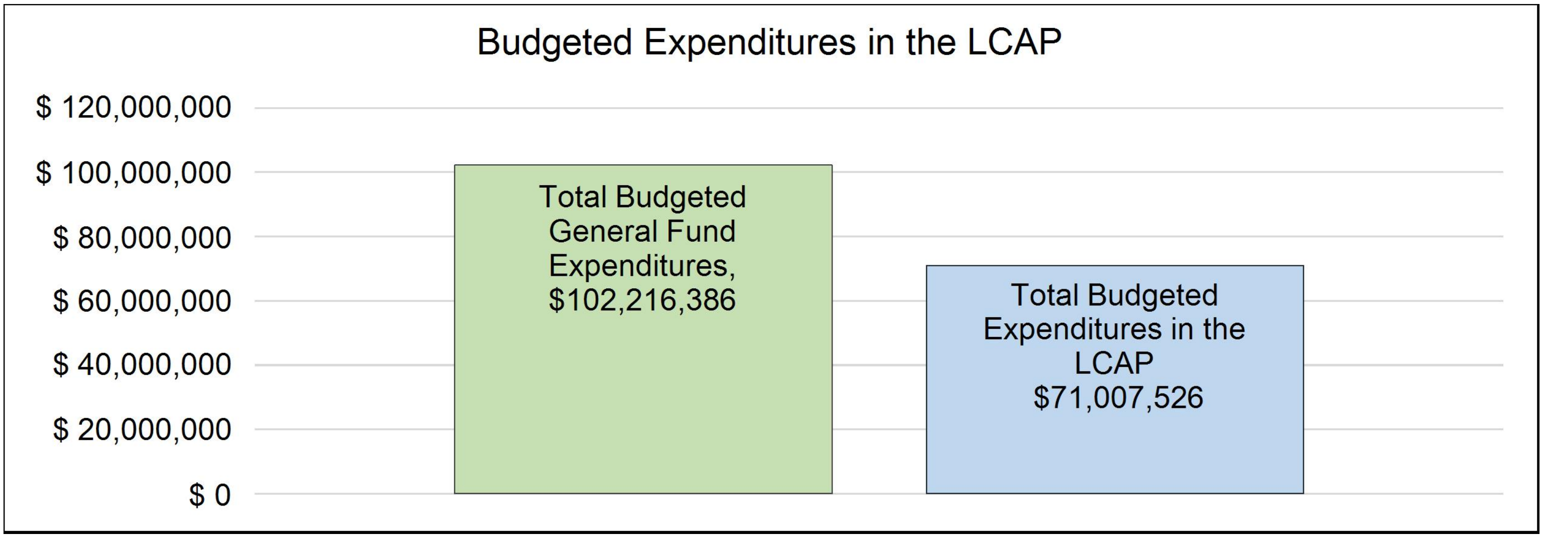


This chart shows the total general purpose revenue Perris Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Elementary School District is $101,184,510, of which $70,530,830 is Local Control Funding Formula (LCFF), $27,127,545 is other state funds, $-648,745 is local funds, and $4,174,880 is federal funds. Of the $70,530,830 in LCFF Funds, $20,275,200 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 Perris Elementary 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: Perris Elementary School District plans to spend $102,216,386 for the 2026-27 school year. Of that amount, $71,007,526 is tied to actions/services in the LCAP and $31,208,860 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

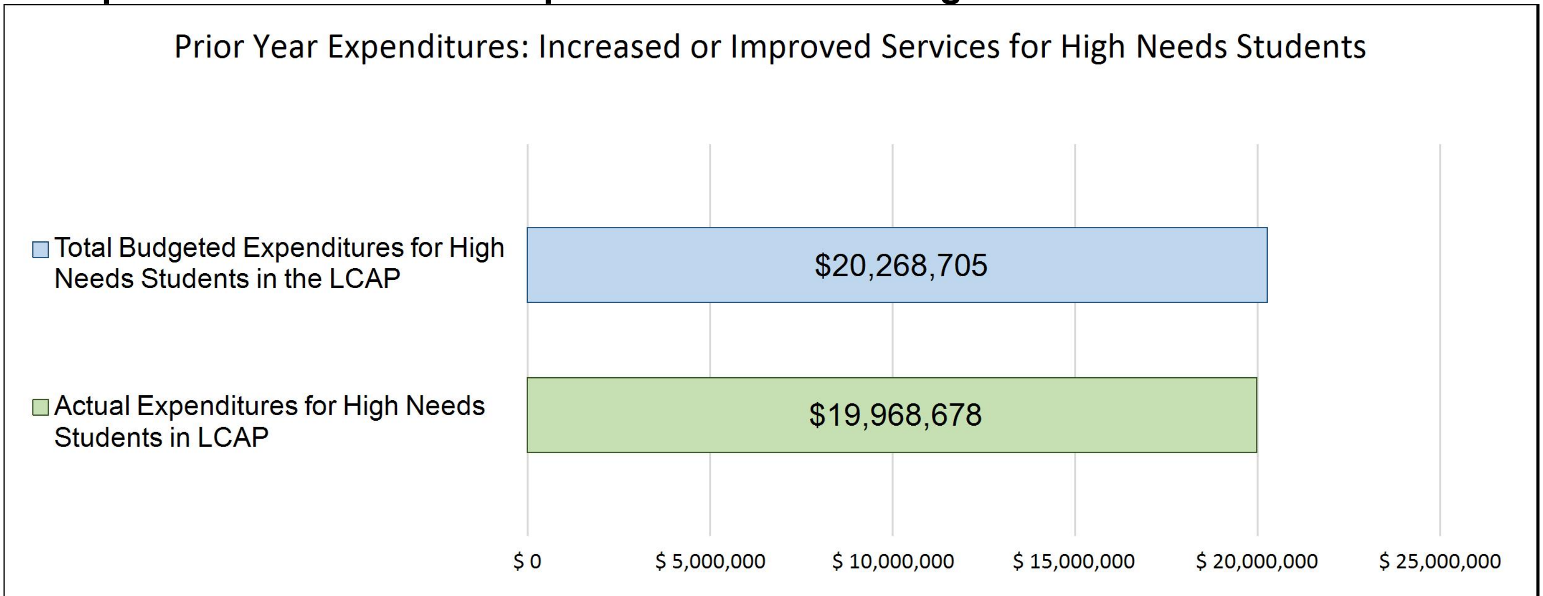
General Fund expenditures not included in the LCAP include operational and legally required costs such as special education, transportation, maintenance and operations, insurance, administrative services, and other districtwide support services necessary for the overall operation of the LEA.

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

In 2026-27, Perris Elementary School District is projecting it will receive $20,275,200 based on the enrollment of Foster Youth, English learner, and low-income students. Perris Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Perris Elementary School District plans to spend $20,275,200 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Perris Elementary 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 Perris Elementary 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, Perris Elementary School District's LCAP budgeted $20,268,705 for planned actions to increase or improve services for high needs students. Perris Elementary School District actually spent $19,968,678 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $300,027 had the following impact on Perris Elementary School District’s ability to increase or improve services for high needs students:

The LEA to continued implementing the planned actions and services with minimal impact to students while maximizing the use of supplemental and one-time funds. As a result, high-needs students continued to receive the intended increased or improved services and supports throughout the 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
Perris Elementary School District	Dr. Claudia L. Velez Assistant Superintendent Educational Services	claudia.velez@perrisesd.org (951) 657-3118

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.

Perris Elementary School District is located in the western part of Riverside County, serving approximately 5,634 students, of which 4,890 (88%) are Hispanic. The district operates nine schools, 6 schools of which serve students in grades kindergarten through 6th grade, a TK -8 Dual Language Immersion Academy and a DLI program TK-6, one school site which serves students all Transitional Kindergarten, and a district-sponsored charter school that serves students in grades kindergarten through eighth grade. In 2026-27, one school will be expanding to 8th grade to support growth of the Dual Language Immersion program. In addition, the district also has a state preschool program which serves approximately 300 children ages 2 to 4. The student demographics are as follows: 4.8% African American, 0.5% Asian, 0.3% Filipino, 88.2% Hispanic, 2.8% White, 0.8% Two or More Races, 38.04% English Learners, 84.4% socioeconomically disadvantaged, 13.3% students with disabilities, 3.6% homeless, and 1.5% (56 students) Foster Youth. Approximately 85% of students receive free and reduced lunch.

The district's mission statement is to empower and inspire our students to contribute to society. We will do this by:

Cultivating a supportive community that fosters belonging, inspires leadership, and ensures academic and personal success for every student.

Our core values include:

* Everyone Belongs: Community, Joy, Trust
* Everyone Leads: Collaboration, Courage, Innovation

* Everyone Succeeds: Persistence, Passion, Adaptability

The California Standards serve as fundamental pillars of our educational program, shaping the framework and delivery of curriculum across all subject areas, assessments, and instructional methodologies within our classrooms. Our instructional approach for all core content areas based upon evidence-based practices, which include:

* Delivery of evidence-based, explicit, and high-quality first instruction aligned to grade-level standards.
* Promoting the development of academic language and literacy skills across all content areas.
* Utilizing ongoing formative and summative assessments to monitor student progress and inform instruction.
* Implementing differentiated instruction to meet the diverse academic and social-emotional needs of all learners.
* Integrating Specially Designed Academic Instruction in English (SDAIE) strategies to ensure access and support for English learners in core instruction.

PESD prioritizes the social and emotional development of our students through a commitment to whole child wellbeing. By fostering their physical, social, emotional, and academic well-being, we ensure that our students receive comprehensive support that nurtures their growth and success.

We uphold the belief that the most effective instructional approach involves proactively addressing academic challenges. Central to ensuring academic success is prioritizing the quality of best first instruction students receive. While all students strive towards mastering the content standards, our curriculum and teaching methods are tailored to meet individual needs. Universal access, integrated into core instruction, serves various purposes: preparing students with key skills prior to lessons, reinforcing essential concepts, and providing additional learning opportunities for advanced learners.

To address the language requirements of English language learners, a dedicated daily block of at least 30 minutes for English Language Development (ELD) instruction has been established across all grade levels and schools. During this time, teachers consistently deliver instruction aligned with ELD standards. In addition to designated ELD, integrated ELD is presented to students through evidence-based strategies during best first instruction, with intentional scaffolds and the use of best teaching practices to support language development across the content areas. Identification of key learning is developed through collaboration at grade-level teams and the Instructional Leaders Community of Practice through the model of Professional Learning Communities (PLC).

In its eighth year, our Dual Language Immersion (DLI) Program is designed to significantly enhance the multilingual biliteracy proficiencies of English learners in both English Language Arts and Spanish. Due to favorable student outcomes, the DLI Program has expanded to a second site which is adding classrooms of DLI Transitional Kindergarten, Kindergarten, 1st grade and 2nd grade. In addition, the program will expand to 8th grade at Skyview Academy beginning in the 2026–2027 school year, allowing students to continue developing bilingualism and biliteracy through middle school.

As PESD, we are deeply committed to the Professional Learning Community (PLC) process and continue the development of a whole child approach through Multi-Tiered System of Support (MTSS) to more effectively coordinate, plan, and monitor student supports. This ensures that all students receive the academic and social-emotional support they need to thrive. Our Whole Child MTSS framework focuses on high-quality core instruction, differentiation, and aligning systems to address individual whole child needs. PESD focuses on core instruction;

differentiation; individual student needs; and the alignment of systems to promote academic growth and overall wellbeing for every student. Additional support is provided during the school day through targeted intervention outside of core instructional time. With targeted intervention, teachers review assessment data to identify essential standards that students need additional support of mastery. Students participate in flexible grouping according to need. Additional instruction, targeted at re-teaching missing skills on identified standards is provided to students. Intervention teachers support students identified by defined entry/exit criteria. This integrated approach ensures that academics and student wellbeing work in tandem, reinforcing each other to support the whole child.

PESD School Counseling and Wellbeing program encompasses systems of support, all designed to foster the overall wellbeing of students by addressing their academic, social, and emotional development. Instruction comprises developmental, preventative, restorative, and proactive classroom lessons that promote a positive school climate, teach essential life skills, and build emotional resilience. These universal supports are designed to help all students develop strong social-emotional foundations. In addition, Tier 2 involves short-term progress monitoring and collaborative efforts among teachers, parents/guardians, and administrators to implement targeted interventions that support students showing early signs of academic or social-emotional challenges. These supports ensure students' wellbeing is addressed promptly and proactively. Tier 3 provides individualized interventions for students experiencing significant emotional, behavioral, or crisis-related needs. This includes emergency response, referrals, and individual counseling focused on mental health and wellbeing. Together, the tiers reflect our district’s commitment to whole-child development, ensuring that academic achievement and social-emotional health are addressed in a coordinated and integrated manner.

In addition to the tiers of support, school counselors and the wellbeing team work in close partnership to support the whole child through a variety of schoolwide systems of practice and support. Together, they lead parent education efforts, such as, parenting classes and attendance presentations that strengthen school-home collaboration. We promote digital citizenship and social-emotional learning, equipping students with the tools they need to make responsible choices online and in daily life. Through our counseling and wellbeing focus, students are supported in navigating key transitions, including the transition to middle and high school, with a focus on both academic preparedness and emotional/social readiness. This joint approach ensures that the program is responsive to student needs and proactively nurtures wellbeing, belonging, and resilience, empowering every student to thrive both in and beyond the classroom.

PESD has deepened its investment in high-quality instruction with a strong focus on early literacy, foundational skills and the Science of Reading practices. Districtwide efforts have prioritized phonemic awareness and phonics instruction as foundational literacy skills, highlighted as a priority in our instructional framework. Professional learning has including evidenced based literacy practices used to strengthen teachers' understanding of the components of skilled reading literacy routines, empowering multilingual learners strategies to strengthen reading, writing, speaking and listening. Instructional and academic coaches have supported coaching cycles with teachers. PESD has launched Literacy/Science of Reading cohorts that includes intervention teachers, teacher leaders, academic coaches, and site instructional leaders. Our emphasis on ensuring all students are reading to learn aligns with the Science of Reading, which highlights the importance of developing early literacy and foundational skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. To support this goal, we are providing comprehensive professional development for all TK–2 teachers, 3-6 grade teachers , and instructional aides in the Science of Reading to equip them with evidence-based instructional strategies that strengthen students' word recognition and language comprehension. This work directly supports our districtwide goal of ensuring all students become proficient readers through high-quality, consistent, and targeted early literacy instruction.

Students at every school in PESD participate in Arts through STEAM and PE instruction. Adding PE and Arts through STEAM teachers provides a broader, more engaging, rigorous, and comprehensive curricular program for students. Teachers provide additional instruction in arts through STEAM and PE above what the regular classroom teacher provides. The art curriculum aligns with California's Visual Arts standards with STEAM integration across content and provides sequential instruction in art techniques and history. The Physical Education program includes structured instruction following California Physical Education standards. Students receive sequential and formal instruction in the type of skills that most students would acquire through organized sports.

The After School Education and Safety Program (ASES) along with the Extended Learning Opportunity Program is provided at all school sites within our district. Students participating in this program receive academic support and enrichment opportunities focused on academic supports, music, dance, STEM enrichment, robotics, multi-media and intramural sports. In addition to the ASES program, our students also have access to several other programs and services such as tutoring support, educational study trips, educational presentations, and onsite educational assemblies through our Expanded Learning Program during our Saturday Academies, STEAM Enrichment Camps, Winter Intersession and Spring Camps. Priority enrollment in our programs is offered to foster youth and low-income students who would likely not have access to additional academic and enrichment opportunities outside the school setting.

Our ASES and Expanded Learning Program aims to surround our students with a community of caring adults during non-instructional day hours to nurture social skills, promote a healthy lifestyle through physical activity, and support academic achievement. Saturday Academies and STEAM Enrichment Camps promote academic success through hands-on learning experiences with engaging learning environments. Certificated teachers in our programs create project-based learning activities around topics of interest such as multi-media, coding, robotics, 3D printing, PBL, SEL, STEAM and CAD design. In addition, students also have access to pre-designed learning programs such as LEGO Engineering, KiwiCo, and various other services offered by community partners and outside organizations.

Parents have the opportunity to attend a variety of parent involvement activities, workshops, and informational presentations. School sites continue to provide parents a variety of opportunities to participate in activities and events such as committees (SSC, ELAC,DPAC, AAPAC), Family Advocacy and Community Engagement teams (FACE), Family Dances, Astronomy Nights, STEAM Night, Literacy Nights, Math Nights, Read with Me events, PE Night, Art Night, Back to School, Open House, etc.

At the district level, family workshops are planned and tailored to specific student groups. Topics are planned based on parent input through survey data engagement feedback, FIAT Family Involvement Action Teams and/or FACE Family Advocacy Community Engagement. English Learner workshops are planned with ELAC/DELAC and are provided throughout the year. District-wide parent involvement workshops are also planned and offered throughout the year with learning topics requested on survey data to meet student and school community needs. District-wide parent workshops will continue to be planned with input from all parent committees.

Young Explorers Transitional Kindergarten Equity Multiplier Funding

Young Explorers Preschool receives Equity Multiplier funding to support the unique needs of its Transitional Kindergarten (TK) students and to ensure equitable access to high-quality early learning experiences. As a TK program, Young Explorers serves students at a critical developmental stage where early intervention, foundational skill development, social emotional learning and access to enriched learning opportunities have a significant impact on long-term academic success.

Equity Multiplier funds are used to provide additional supports that address the academic, social-emotional, language, and developmental needs of young learners. Funding supports high-quality instructional materials, early literacy and numeracy development, social-emotional learning resources, family engagement opportunities, and targeted interventions designed to accelerate learning and readiness for future grade levels. Additionally, these funds help strengthen instructional practices through professional learning, staff support, and resources that promote developmentally appropriate learning environments. By investing in early learning, the District is creating strong foundations for student success, reducing opportunity gaps, and ensuring all students have access to the supports needed to thrive from the earliest years of their educational journey. Through the strategic use of Equity Multiplier funding, Young Explorers Preschool continues to advance equitable outcomes and provide a nurturing, engaging, and supportive learning environment that prepares students for success in kindergarten and beyond.

Reflections: Annual Performance

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

There are several areas where PESD students experienced success as reflected on the 2023 California School Dashboard outcomes:

* Chronic Absenteeism on the Dashboard declined overall 6.1%
* Chronic Absenteeism on the Dashboard declined with English Learners by 3.7%
* Chronic Absenteeism on the Dashboard declined with LTELs by 2.6%
* Chronic Absenteeism on the Dashboard declined with SED by 6%
* Chronic Absenteeism on the Dashboard declined with SWD by 10.6%
* Chronic Absenteeism on the Dashboard declined with African American by 8.5%
* Chronic Absenteeism on the Dashboard declined with Hispanic by 5.9%
* Attendance rate maintained at 92%
* Suspensions maintained at .1% in 2023-2024 according to California Dashboard
* Suspensions decreased from 136 suspensions in 2023-2024 to 46 suspensions academic year 2024-2025
* Foster Youth students decreased in suspensions by 6%
* Increase in students reclassified fluent English proficient from 2022-23 7.41% (182 students) to 2023-24 9.46% (201 students) and currently 270 students for 2024-25 academic year.
* English Learners maintained dfs in ELA at 0 dfs.
* Foster Youth students maintained dfs at .8 in ELA and 1.9 dfs in Math

The comparison of the 2023–2024 and 2024–2025 CAASPP Math achievement data reflects areas of both growth and continued need across grade levels. Overall, the district demonstrated improvement in the percentage of students exceeding standards, with Level 4 (Standard Exceeded) increasing from 5.32% to 6.52%. While the percentage of students meeting standards at Level 3 showed a slight decrease from 13.45% to 13.10%, the percentage of students performing at Level 1 (Standard Not Met) decreased overall from 53.68% to 52.73%, indicating gradual progress in reducing the number of students performing at the lowest achievement level.

Several grade levels demonstrated positive growth trends. Grade 3 showed notable improvement, with Level 4 increasing from 6.28% to 8.31% and Level 1 decreasing from 46.86% to 47.68% remaining relatively stable while more students moved into higher achievement levels. Grade 6 demonstrated growth in students exceeding standards, increasing from 3.39% to 5.56%, and Grade 8 showed strong improvement in Level 4 performance, increasing from 5.74% to 9.48%. Additionally, Grade 7 improved in both Levels 3 and 4 combined, with more students moving toward meeting standards.

Despite areas of growth, the data also highlights continued needs for improvement in mathematics achievement across the district. More than half of students in several grade levels, particularly Grades 5, 6, and 8, continue to perform at Level 1. Grade 5 experienced an increase in students not meeting standards from 59.23% to 60.05%, indicating a need for intensified support in foundational math skills, conceptual understanding, and problem-solving. While some grades demonstrated growth in higher achievement levels, the overall percentage of students meeting or exceeding standards remains low, emphasizing the need for continued focus on high-quality Tier 1 instruction, targeted intervention, use of formative assessment practices, and professional learning aligned to mathematical discourse and rigor. Continued monitoring of student progress and differentiated support will be essential to accelerating achievement outcomes for all student groups.

The comparison of the 2023–2024 and 2024–2025 CAASPP ELA achievement data demonstrates several areas of positive growth as well as continued opportunities for improvement across grade levels. Overall, the district showed an increase in the percentage of students meeting or exceeding standards, with Level 3 (Standard Met) increasing from 19.64% to 20.30% and Level 4 (Standard Exceeded) increasing from 9.76% to 11.64%. At the same time, the percentage of students performing at Level 1 (Standard Not Met) decreased from 46.50% to 43.58%, indicating gradual improvement in overall student performance.

Growth was especially notable in Grades 3, 4, 6, and 7, where increases were observed in students achieving at Levels 3 and 4. Grade 7 demonstrated significant improvement, with Level 4 increasing from 8.26% to 9.76% and Level 3 increasing from 33.88% to 35.77%, while students at Level 1 decreased from 32.23% to 29.02%. Grade 6 also showed positive movement, with students meeting or exceeding standards increasing and Level 1 decreasing from 45.33% to 42.98%.

Areas identified for continued growth include Grades 3–6, where a substantial percentage of students still remain in Level 1, particularly in Grades 3, 4, and 5 where over 44% of students are not yet meeting standards. While Grade 8 maintained strong performance overall, there was a slight decline in students exceeding standards, decreasing from 16.39% to 12.93%. These trends highlight the need for continued focus on literacy instruction, targeted interventions, foundational reading skills, academic language development, and differentiated support for struggling readers. Continued implementation of evidence-based literacy practices and monitoring of student progress will remain essential to improving outcomes for all student groups.

Academic Performance:

Goals #1, #2, #3:

- ELA: Per the Fall 2025 California School Dashboard English Language Arts (ELA) indicator of Distance from Standard (DFS), Perris Elementary School District maintained a Low performance level with an increase of 5.4 DFS points to -53.5 DFS scale score points for All Students. While growth was demonstrated, continued improvement is needed to close achievement gaps and accelerate literacy outcomes for all student groups. The district attributes the continued need for growth to strengthening the consistent implementation of an Academic Multi-Tiered System of Support (MTSS), ongoing PLC collaboration focused on cognitive planning and data reflection, continued implementation of early literacy foundations, reading comprehension and vocabulary development, Universal Design for Learning (UDL) embedded practices, AVID strategies integrated throughout instruction, high-quality first instruction across all content areas, explicit intervention and enrichment opportunities, and strategic use of technology to enhance student learning outcomes.

- Math: Per the Fall 2025 California School Dashboard Mathematics indicator of Distance from Standard (DFS), Perris Elementary School District maintained a Low performance level at -81.2 DFS with a maintenance trend of -1 DFS point for All Students. Although performance remained relatively stable, mathematics achievement continues to indicate the need for accelerated support in conceptual understanding and problem solving. The district attributes this need to strengthening implementation of an Academic MTSS framework, consistent PLC collaboration to identify essential standards and evidence-based instructional practices, implementation of UDL and AVID strategies, high-quality first instruction, standards-aligned intervention and enrichment opportunities, and the effective integration of technology to support mathematical learning.

- EL Progress: Per the Fall 2025 California School Dashboard English Learner Progress Indicator (ELPI), 44.7% of English Learners made progress toward English language proficiency, representing an increase of 2 percentage points from the previous year. Perris Elementary School District attributes this improvement to continued focus on Academic MTSS implementation, ongoing PLC collaboration, AVID and UDL strategies, quality first instruction, targeted intervention and enrichment supports, implementation of early literacy foundations, and designated and integrated English Language Development (ELD) aligned to grade-level standards and best first instruction.

- Hispanic Student Group: The Hispanic student group demonstrated improvement in English Language Arts, increasing 4.7 DFS points to -54.2 DFS, while mathematics performance maintained at -81.1 DFS with a slight decline of -0.9 DFS. The district attributes the continued need for growth to strengthening implementation of an Academic MTSS, continued focus on early literacy foundations, vocabulary development, reading comprehension, AVID strategies, evidence-based instructional practices, standards-aligned intervention and enrichment, designated and integrated ELD, and ongoing PLC collaboration focused on data analysis and instructional reflection.

- English Learner Student Group: The English Learner student group maintained performance in ELA at -67.6 DFS with a slight decline of -0.1 DFS and maintained mathematics performance at -87.8 DFS with a decline of -0.5 DFS. Continued support is needed through implementation of an Academic MTSS, early literacy foundations, vocabulary development, reading comprehension strategies, AVID, quality first instruction with evidence-based practices, standards-aligned intervention and enrichment, designated and integrated ELD aligned to grade-level instruction, and ongoing PLC collaboration for data analysis and instructional reflection.

- Socioeconomically Disadvantaged Student Group: Per the Fall 2025 California Dashboard, the socioeconomically disadvantaged student group increased 5.1 DFS points in ELA to -55.3 DFS and maintained mathematics performance at -82.8 DFS with a slight decline of -0.5 DFS. The district attributes the continued need for improvement to strengthening implementation of an Academic MTSS, continued focus on early literacy foundations, vocabulary and reading comprehension development, AVID strategies, evidence-based instructional practices, standards-aligned intervention and enrichment, designated and integrated ELD supports, and ongoing PLC collaboration focused on instructional reflection and student achievement outcomes.

- Students with Disabilities Student Group: Students with Disabilities maintained Very Low performance in ELA with an increase of 2.9 DFS points to -118 DFS. In mathematics, Students with Disabilities declined 9.2 DFS points to -143.6 DFS. The district recognizes the need to strengthen specially designed instruction, targeted intervention, inclusive instructional practices, standards-aligned supports, and consistent progress monitoring through an Academic MTSS framework to improve outcomes for students with disabilities.

- Foster Youth Student Group: Per the Fall 2025 Dashboard, the Foster Youth student group maintained ELA performance with an increase of 1.2 DFS points to -85.2 DFS and demonstrated significant growth in mathematics, increasing 20.1 DFS points to -76.7 DFS. Continued focus will remain on academic MTSS supports, targeted intervention, social-emotional supports, and consistent monitoring of academic progress to ensure continued achievement growth for Foster Youth students.

- Homeless Youth Student Group: Per the Fall 2025 Dashboard, the Homeless Youth student group declined 3.8 DFS points in ELA to -69.9 DFS and declined significantly in mathematics by 40.6 DFS points to -114.1 DFS. The district recognizes the need to strengthen targeted academic intervention, attendance and engagement supports, consistent instructional access, MTSS implementation, and wraparound supports to address barriers impacting academic achievement for homeless students

GOAL #4:

Metric data for Goal 4 indicates Students in Grades 3rd through 5th grade resulted in 92% of surveyed students showed that they felt safe at school which is an increase from previous years at 91%. The desired outcome for 2024-25 was 95%. 92% of students surveyed indicated they felt like teachers and other adults at school cared about them. The desired outcome for 2023-24 was 78.%. This year the survey results exceeded this goal by 14%. Students surveyed indicated 92% felt there were supportive relationships at school. This is is an increase of 1% from the previous school year at 91%.Of students surveyed, 88% indicated that they have a teacher or other adult from school who you can count on to help them. This year, the survey increased from 88%.

We believe that the district's commitment to Positive Behaviors Students, student wellbeing efforts, social emotional learning, restorative behavior approaches, the implementation of a school counseling program, and robust outdoor program in tandem with wellbeing and social work interns at all the school sites with Student Support Providers will continue to positively impact suspension rates in the district. We will continue to deepen the implementation of whole child wellbeing and PBIS initiatives and continue to build on this success by continuing the work on the development of our MTSS framework. Robust recess will continue to provide site-based activities at each school to help site teams learn play-based strategies for recess supervision, group management, and conflict resolution and provide the games with opportunities for group reflection and action planning.

In reflecting upon student and parent engagement, LCAP survey results of parents, including parents of unduplicated and exceptions need students, indicate that:

- 95.9% of parents felt their school offers programs and services for English learners. The desired outcome for 2023-24 was 81.9%. This year the survey results exceeded this goal by 14%.
- 94.7 % of parents felt it important for the school to offer an engaging and effective Art program. The desired outcome for the 23-24 school year is 87.%. This year's survey results exceeded this by 7%
- 97.9% of parents felt their school offers an effective and engaging PE program. The desired outcome for the 2023-24 school year is 82%. This year's survey results exceeded this by 14%

- 89.9% of parents felt treated with respect and encouraged to participate in their child's education. The desired outcome for the 23-24 schoolyear is 82.7%. This year's survey results exceeded this by 7%

* 94.3% of parents felt it is important for their school to provide a strong positive behavior intervention support (PBIS). The desired outcome for the 23-24 schoolyear is 82.7%.

We believe these results reflect the strengthened partnership and increased responsiveness between families, teachers, and the district as a whole. The improved quantity and quality of communication among our educational partners has played a key role in this progress. Additionally, the district's commitment to providing targeted training and support for families has empowered our community to more effectively partner in supporting student success. These efforts demonstrate our dedication to building a well-informed and engaged educational community that works collaboratively to meet the needs of all learners.

REFLECTIONS: CHALLENGES:

The 2023-2024 Dashboard results indicated that multiple subgroups across the district and school sites are performing at a Performance Level Red. To address these significant areas of need, specific goals and actions are implemented in the Local Control and Accountability Plan (LCAP) for the 2024-25 academic year. These actions are designed to target and improve the performance of the identified subgroups.

DISTRICT LEVEL:

The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level Red and DFS for:

* ELA:
FY: (-86.4) (Action 3.11, 3.3)
African American (-82) (Action 3.11, 3.3)
Students with Disabilities (-120.9) (Action 3.11, 3.3)
Long-Term English Learners (-79.4) (Action 3.11, 3.3)
English Learners (o dfs) (Action 3.11, 3.3)

* MATH:
Students with Disabilities (-134.4) (Action 3.11, 3.3)
African American (-28.5) (Action 3.11, 3.3)
Long-Term English Learners (-140.5) (Action 3.11, 3.3)
English Learners (11.9 dfs) (Action 3.11, 3.3)

*ELPI: 42.7%
Student Group Current Status
ALL -58.9 (Action 3.5,3.6)
EL -67.5 (Action 3.5,3.6)
LTEL ELA -79.4 (Action 3.5,3.6)
LTEL Math -140.5 (Action 3.5,3.6)

* Chronic Absenteeism:
Long-Term English Learners 38.2% indicating a 7% increase (Acton 4.3,4.4)

SCHOOL SITES:

CLEARWATER ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: Student with Disabilities: Red (-104.5) in ELA (Action 3.5,3.6)
* Mathematics: Students with Disabilities in Mathematics (-144.1) (Action 3.5,3.6)
* Chronic Absenteeism : Red for Students with Disabilities (33.3%) (Action 4.2)
* Suspension Rate: African American (6.3%) increased by 3.4% (Action 4.7,3.11)

ENCHANTED HILLS ELMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: Hispanic (-71.8), Socioeconomically Disadvantaged (-70.1), Students with Disabilities (-142.7) (Action 3.5,3.6)
* Mathematics: Students with Disabilities (-155.1) (Action 3.5,3.6)
* English Learners: (29.4%) declined 17.4%.

GOOD HOPE ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: English Learners: (-79) (Action 3.5,3.6)

PALMS ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: African American (-99), English Learners (-71.3), Students with Disabilities (-130.5) (Action 3.5,3.6)
* Mathematics: African American (-118.1), English Learners (-104.2), Socioeconomically Disadvantaged (-95.8), Students with Disabilities (-139.4) (Action 3.5,3.6)
* Chronic Absenteeism: African American (48.2%) increased 5.4% (Action 4.2)

PERRIS ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: English Learners (-85,2 dfs), SED (-84.4 dfs), Hispanic (-84 dfs) (Action 3.11)
* Mathematics: English Learners (-106.3 dfs), SED (106.7 dfs), Hispanic (-106,2 dfs) (Action 3.11)
* Chronic Absenteeism: African American (53.1%) increased by .6% (Action 4.2)

RAILWAY ELEMENTARY SCHOOL:
The 2023-24 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* English Language Arts: English Learners (-77.2) (Action 3.5,3.6)
* English Learner Progress: English Learners (33.7%) decline 15%

REFLECTIONS: Challenges and Needs

GOAL #1 as measured by CA Dashboard and local indicators:
* Teacher vacancies required to be fulfilled throughout the year.

GOAL #2 as measured by CA Dashboard and local indicators:
* Ongoing maintenance repairs and facility upgrades continue as required throughout the school year

GOAL #3 as measured by CA Dashboard and local indicators:
* Lack of common assessments to facilitate data driven instruction
* Lack of consistency in evidence based practices in sites across the district.
* Lack of alignment with essential standards, learning targets, and assessments
* Inconsistent practices with PLC cognitive planning
* There has been a restructuring of these instructional supports for the 2024/2025 school year.
* There was a focus on positive students outcomes There was not a concentrated focus on the various student groups, consequently we did see a decrease in chronic absenteeism.
* Need to focus on the other domains all academic domains and SEL to give our students their tiered academic support.
* There were inconsistencies in the tracking of students through the various tiers of attendance intervention due to attendance platform not utilized as designed.
* Provide a unified response to our sites for listening to their safety concerns and what assistance they need.

GOAL #4 as measured by CA Dashboard and local indicators:
* SEL Curriculum was not fully implemented and utilized as designed throughout instructional day
* Despite the availability of resources and communication efforts, some families struggle to physically did not access resources on campus.
* Access to new parent communication platform was not accessed by several families

REFLECTIONS: CHALLENGES:
Based on a review of the available performance on both the state indicators and local performance indicators that are included in the LCFF evaluation rubrics, progress toward LCAP goals, local self-assessment tools, input from our Educational Partners, and other information, the Perris Elementary School District has identified the following areas of need and focus: The 2022-23 CA Dashboard results indicated that multiple subgroups across the district and school sites are performing at a Performance Level Red. To address these significant areas of need, specific goals and actions are implemented in the Local Control and Accountability Plan (LCAP) for the 2024-25 academic year. These actions are designed to target and improve the performance of the identified subgroups.

DISTRICT LEVEL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* ELA:
Foster Youth: (-83.7) (Action 3.11, 3.3)

African American (-75.7) (Action 3.11, 3.3)

MATH:
Foster Youth:(-110.2) (Action 3.11, 3.3)
African American (-104.6) (Action 3.11, 3.3)
*ELPI: 46.6%

Student Group Current Status
ALL -53.8 (Action 3.5,3.6)
EL -60.4 (Action 3.5,3.6)
LTEL6 -81.6 (Action 3.5,3.6)
LTEL7 -63.5 (Action 3.5,3.6)

SUSPENSIONS
AA (VH) 6.5% (Action 4.3,4.4)

* Chronic Absenteeism:
Foster Youth: 36.5% indicating an increase (Acton 4.3,4.4)

SCHOOL SITES:

CLEARWATER ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* EL Red Low DS AT 42.7 / -21.7 (Action 3.5,3.6)

SKY VIEW ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* All Students: ELPI (L) 42.4% Decreased Significantly (Action 3.6)
Chronic Absenteeism:
* SWD (53.6%) (Action 4.3)
* AA Suspension Rate: 14.9 (VH) (Action 4.3,3.11)
* SWD: 7% suspended at least one day (Action 4.3,3.11)

PERRIS ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* All Students: ELPI (L) 44.3% (Action 3.6.3.5)
* All Students: ELA (VL) -80.2 dfs (Action 3.11)
* English Learners: ELA (VL) -83.3 dfs (Action 3.5,3.6)
* SED/LI: ELA (VL) -84.8 dfs (Action 3.11)
* SWD: ELA (VL) -159.3 dfs (Action 3.11)

* SWD: MATH (VL)-179.6 dfs (Action 3.11)
* HOMELESS: Chronic Absenteeism (VH) 60% (Action 4.3,4.4)
* HISPANIC: ELA (VL) -79.4 dfs (Action 3.5,3.6)

GOOD HOPE ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* SED: ELA (VL) -70.4 dfs (Action 3.11)
* EL: ELA (VL) -78.5 dfs (Action 3.11)
*SWD: ELA 9VL) -128. dfs (Action 3.11)

RAILWAY ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
* SWD: ELA (VL) -133.6 dfs (Action 3.11)
* SWD MATH (VL) -137.8 dfs (Action 3.11)

PALMS ELEMENTARY SCHOOL:
The 2022-23 CA Dashboard indicated the following subgroups at a Performance Level: Red and DFS for:
Chronic Absenteeism:
* HL (52.5%) (Action 3.11,4.3,4.4)
* Suspension Rate:
AA: 7.4% suspended at least one day (Action 3.18, 4.3,4.4)

PESD On the Horizon 2026-27
LCAP Goal #1:
* Continue on going hiring process to fulfill certificated and classified vacancies
* Onboarding modules for certificated and classified staff will be offered by administration, district personnel and academic coaches
* Continued professional development to support Integrated ELD and Literacy across all content areas.
* Academic coaches to support through coaching cycles for ELA, math and ELD. These coaches will provide a continuum of professional development on essential standards, literacy, Integrated ELD, and identification of essential learning outcomes

LCAP Goal #2:
* Professional Development for classified staff will be provided for grounds and maintenance
* Instructional Aides will participate in professional learning modules focused on small group instruction, SEL, early literacy foundational reading skills and ELD UDL practices

LCAP Goal #3:
* Implementation of Focused and Interim Assessment Blocks (IABs) and TK-2 assessments in alignment with current best practices in instruction and assessment to meet the depth of knowledge and rigor of the CAASPP.
* Instructional Leaders Community of Practice will meet every six to 8 weeks to recalibrated Essential learning and assessment alignment

* Staff collaboration will focus on PLC teams monitoring student progress with data informed measures throughout the school year.
* This diagnostic assessment will be given three times a year to establish baseline, mid year, and end year growth. The standards based data will be analyzed by teachers as part of the Professional Learning Community (PLC) process.
* Use FIABs and IABs to assess student progress, identify areas for improvement, and inform instructional decision-making to better support student learning outcomes
* Monitor progress on all student groups/subgroups to provide appropriate interventions and support.
* Focus on Science of Reading literacy across the curriculum using AVID strategies integration. These strategies are surrounded by the rigorous methodologies of writing, inquiry, collaboration, organization, and reading. These strategies have extensively prepared students to be competitive in a 21st century world and to meet the demands of college-readiness. Common Core Literacy Standards raise the expectations of students' academic performance in the domains of reading, writing, listening and speaking, and language.
*The Director of Special Education and district special education staff will meet with special education certificated staff and paraeducators in the district and conduct trainings related to IEP goals development, Restorative Practices, Behavior and responsive intervention supports
* Assign academic coaches to support teachers in ELA, math, writing and ELD instruction, providing guidance on essential standards, literacy strategies, Integrated ELD, and identifying essential learning outcomes.
* Offer ongoing professional development opportunities for teachers to enhance their knowledge and skills in Integrated English Language Development (ELD) and literacy across all content areas
* Align Science of Reading instruction with Common Core Literacy Standards to raise expectations for students' academic performance in reading, writing, listening, speaking, and language skills.
* Align Building Thinking Classrooms in Math with Essential Learning and Big Idea in mathematical concepts and essential learning
* Academic Support and Enrichment Programs through 21st Century learning and STEAM through PBL
* Continue Assessment calibration
* Continue Instructional Leaders Community of practice
* Implement Science of Reding for all TK-2 teachers

LCAP Goal #4:
* Counselor training for restorative practices, AVID, social emotional learning and engaging with families
* Continue with RCOE comprehensive counseling program training for next year.
* New counselor training and one on one support with Coordinator of Student Success
* Monthly collaborations with Counselors to plan supports
* AVID Summer Institute and AVID training for new and returning coordinators.
* PESD will host an in-person event Bilingual Brilliance recognizing reclassified students and their families
* Collaborate with the City of Perris to host engaging community workshops and events.
* Host an Orientation for EL Newcomers families.
* English Learner Impact team to develop EL 1:1 goal setting, personalized plans and ELPAC Academies
* Professional development training and workshops for staff and families.
* Provide additional support to increase student attendance; i.e.: resources, personal phone calls, host parent meetings, SART and attendance support plans
* Conduct outreach programs and workshops specifically tailored to the needs and concerns of English Learner, students with disabilities, low-income, African American, and Hispanic families to raise awareness about the impact of chronic absenteeism on academic success.

* Foster strong partnerships with families and communities to emphasize the importance of regular school attendance.

Differentiated Assistance Support for 2025-26:

PESD continues partnership with RCOE to identify root causes, inequities, and areas of practice that require improvement. Through this partnership, comprehensive initiative mapping is conducted to identify specific needs and provide tailored assistance in areas requiring differentiated support. This collaborative effort aims to address challenges effectively and ensure equitable access to resources and opportunities for all students including Homeless Youth. By implementing these strategies, PESD can effectively support English Learners, Foster Youth, Students with Disabilities, low-income, Hispanic and ALL students for increased opportunities and access to enhance students in achieving academic success and fostering positive student outcomes.

Goal 3.Action 4
Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. The district has hired and maintains additional special education staff and support staff to increase and improve services to these students. This action is intended to address needs by providing support for Foster Youth, SED, SWD students and English Learner groups though additional support and resources.

PESD has LREBG funds, which the district is continuing to strategically utilize in support of our literacy, math, and student well-being goals. In alignment with the outcomes of the local LREBG conducted during the 24-25 academic year needs assessment, funds are embedded throughout our LCAP actions, ensuring they are aligned with and reinforcing the district's broader efforts to accelerate learning and support the whole child. By directing these resources toward evidence-based interventions, instructional support, instructional coaching, PLC instructional success criteria and essential learning, literacy foundational strategies and wellness initiatives, we are maximizing their impact to improve student outcomes across all schools.

Goals 3. Action 3 School site allocations will be used to provide additional services to low-income, English Learners, and foster youth students. Services will be aligned to the goals in the LCAP, as well as the goals and actions outlined in each school site's Single Plan for Student Achievement (SPSA). A key focus of this action will be on literacy improvement through professional learning in foundational reading skills, including the Science of Reading, structured writing instruction, and coaching cycles facilitated by academic coaches. Sites will receive support to strengthen Tier I instruction, improve early literacy outcomes, and ensure alignment with district-wide literacy goals. Intervention efforts will support students in ELA and early literacy. Additional actions may include the purchase of AVID materials and participation in AVID professional development, educational study trips to local colleges for AVID students, after-school tutoring, implementation of improved core instructional practices, technology purchases to support instruction, and PLC collaboration time for teachers. Family engagement efforts will be strategically designed to address the needs of foster youth and low-income families, with site-based activities tailored to local context. This action is specifically intended to address the unique academic and social-emotional needs of Foster Youth, Socioeconomically Disadvantaged (SED) students, and English Learners.

Action is aligned to LREBG allowable use of funds by providing opportunities for Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
Providing professional development and coaching on either or both of the following:
The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Goal 4 Action 3 Allocations will be used for Behavioral and Social Emotional Multi-Tiered System of Supports Framework: Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, enhanced literacy practices, essential learning in math, individual student needs, and alignment of systems to ensure the behavioral, and social success of all students. .This action is intended to address needs by providing support for Foster Youth, SED students and English Learner groups by providing professional development days targeting the needs of low-income, foster youth, African American and EL students.

PESD has unexpended LREBG funds. This action and related services are supported through LREBG targeting to support unduplicated pupil student outcomes, FY, EL, SED and SWD. LREBG Needs assessment conducted during 2024-25 academic school year identified a need in supporting literacy improvement efforts based on research of this selected action, professional development in essential learning, social emotional well being, high leverage instructional practices and success criteria through instructional coaching of evidence based practices as a PLC and targeted intervention efforts prioritizing red and orange indicators on the CA Dashboard. This action will be measured by the improvement of the unduplicated students in local and state ELA ,Math and Chronic Absenteeism on the CA Dashboard data. LREBG funds are $500,00.00 in addition to LCFF.

Action is aligned to LREBG allowable use of funds by providing opportunities for Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
Providing professional development and coaching on either or both of the following:
The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Reflections: Technical Assistance

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

Perris Elementary School District receives Differentiated Assistance support through the Riverside County Office of Education (RCOE) based on the Fall 2025 California School Dashboard results. PESD was identified for Differentiated Assistance for the Homeless Youth student group (207 students) in Mathematics and Chronic Absenteeism. Based on the Fall 2025 California School Dashboard results, Perris Elementary School District (PESD) has been identified for Differentiated Assistance (DA) and Targeted Support and Improvement (TSI) due to critical needs within specific student groups: Homeless Youth (DA): The district receives Differentiated Assistance support through the Riverside County Office of Education (RCOE) for the Homeless Youth student group (207 students). This group triggered assistance due to low performance across multiple state priorities, specifically registering a Mathematics academic status of 114.1 points below standard (a significant decline of 40.6 points) alongside a Very High (VH) Chronic Absenteeism rate of 38.6%.

California 2025 Dashboard data indicates the following areas of opportunity for growth Long-Term English Learners (LTELs): We are not currently eligible for differentiated assistance but we are in Year tow of support for LTELS.

Long-Term English Learners were identified at the Low performance level in English Language Arts maintained with a Distance from Standard (DFS) of -60.5 Increased significantly 18.9 DFS.
Long-Term English Learners were identified at the Very Low performance level in Mathematics with a DFS of -109.3 and demonstrated significant improvement of 31.2 DFS points.
Long-Term English Learners were identified at the Very High level for Chronic Absenteeism at 25.6%, reflecting a decline of 12.7 percentage points from the previous year, though absenteeism remains an area requiring continued focus and support.

The Perris Elementary School District reviewed California School Dashboard data and recognized continued opportunities for growth for various student groups in academics and chronic absenteeism. Particular attention continues to be focused on the outcomes and support systems for Long-Term English Learners and Homeless Youth.

PESD continues its partnership with the Riverside County Office of Education to analyze strengths and areas of need, identify effective evidence-based programs and practices, build district and site capacity, and monitor implementation of improvement efforts. Through this collaboration, PESD engages in comprehensive initiative mapping and root cause analysis to identify inequities and barriers impacting student achievement and engagement. The district has proactively supported identified schools in developing School Plans for Student Achievement (SPSAs) that include school-level needs assessments, evidence-based interventions, targeted supports for student groups, and identification of resource inequities requiring attention.

PESD remains committed to strengthening implementation of an Academic Multi-Tiered System of Support (MTSS), improving attendance and engagement systems, expanding targeted intervention and enrichment opportunities, and ensuring consistent implementation of evidence-based instructional practices, designated and integrated ELD, and ongoing PLC collaboration focused on data analysis and instructional reflection. Through continued partnership with RCOE, the district seeks to ensure equitable access to high-quality instruction, resources, and opportunities for all students, including Long-Term English Learners, Homeless Youth, and other identified student groups.

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.

No schools in PESD were eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools in PESD were eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools in PESD were eligible for comprehensive support and improvement.

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
Parents and Families	As part of our planning for the three-year LCAP, we engaged educational partners through a wide range of meaningful opportunities. Between December 2025 and April 2026, we facilitated 23 engagement sessions where participants reflected on the strategies that have been most effective in supporting students and identified areas for growth to strengthen and expand services for all learners. LCAP engagement presentations were conducted throughout the district at different school sites, ensuring that all families had the opportunity to provide input. Additional presentations were shared with both DELAC (District English Learner Advisory Committee),DPAC (District Parent Advisory Committee) and DAAPAC (District African AMerican Advisory Comittee) families to gather feedback from a diverse range of stakeholders. In addition, our PESD LCAP Advisory Team composed of parents, certificated staff, classified employees, and management. This team plays a vital role in reviewing data, identifying needs, and co-developing strategies that align with our district goals and the voices of our school community. These efforts reflect our commitment to inclusive planning and ensuring that our Local Control and Accountability Plan is shaped by the collective insight, priorities, and aspirations of those we serve.
Principals and Administration	In planning for the three-year LCAP we engaged our education partners in various ways. We had 23 educational partner sessions between December 2025 and April 2026. We asked educational

Educational Partner(s)	Process for Engagement
	partner groups to consider and give input on what has worked well to support students and what needs to be improved to increase and/or improve services for students. LCAP information session was provided during Principal Insitutes to gather input and feedback from principals and administration.
Local Bargaining Units	As part of the planning process for the three-year LCAP, we engaged our educational partners through a variety of meaningful opportunities. Between December 2025 and April 2026, we conducted 23 engagement sessions, inviting participants to reflect on what has effectively supported students and to identify areas for growth to enhance and expand services. LCAP presentations were also shared during chapter meetings with local bargaining units, providing bargaining unit members an opportunity to offer feedback on proposed goals and actions. Additionally, representatives from local bargaining units participated in engagement sessions to ensure their perspectives were included in shaping the plan.
Teachers	In planning for the three-year LCAP we engaged our education partners in various ways. We had 23 educational partner sessions between December 2025 and April 2026. We asked educational partner groups to consider and give input on what has worked well to support students and what needs to be improved to increase and/or improve services for students. The LCAP Survey window was open for extended time from January through May in order to provide ample opportunity to receive input from educational partners.
Other School Personnel	In planning for the three-year LCAP we engaged our education partners in various ways. We had 23 educational partner sessions between December 2025 and April 2026. We asked educational partner groups to consider and give input on what has worked well to support students and what needs to be grown or improved to increase and/or improve services for students. LCAP Survey window was open for extended time from January through May in order to provide ample opportunity to receive input from educational partners. Other School Personnel includes classified staff and management.
SELPA	In planning for the three-year LCAP we engaged our education partners in various ways. We had 23 educational partner sessions between December 2025 and May 2026. We asked education partner groups to consider and give input on what has worked well to support

Educational Partner(s)	Process for Engagement
	students and what needs to improved to increase and/or improve services for students. LCAP Survey window was open for extended time from January through April in order to provide ample opportunity to receive input from educational partners.SELPA representatives have indicated interest in continuing with Goal 3 Action 4, which encompasses various components such as the Teacher on Special Assignment, the Behavior Specialist, the specialized education teaching staff, related service staff, MTSS development, and supporting an inclusive culture. Their support indicates a commitment to ensuring the whole child wellness development and inclusivity of educational practices within the district, aligning with the overarching goal of fostering a supportive and inclusive environment for all students
Students	In planning for the new three-year LCAP we engaged our PESD students in various ways.Empathy Interviews were conducted with PESD students by certificated and classified staff at school sites to gain insight, street data and feedback on how to best support students wth learning and social emotional well being.Empathy interviews at elementary schools benefit by providing deep insights into students' experiences and needs, fostering a more supportive and effective educational environment. In addition, students participated SEL Panorma surveys twice per school year in 1:1 settings, weekly check ins and indedependent whole class settings.
Governing Board and Community Members	The LCAP Mid-year Report was presented to the Governing Board of Trustees at a regularly scheduled Board meeting on February 13, 2026.
LCAP Advisory	As part of our commitment to authentic stakeholder engagement, our district convened an LCAP Advisory Committee composed of diverse representatives, including parents, teachers, classified staff, site and district administrators, and community partners. The purpose of this advisory group is to provide input, review data, offer feedback on proposed actions and services, and ensure that the LCAP reflects the needs and voices of our school community.The committee met five times throughout the school year to engage in dialogue around student outcomes, resource allocation, and program effectiveness.
Equity Multiplier Engagement with Staff	Young Explorers Academy engaged staff in a collaborative process to inform the development of Equity Multiplier priorities, actions, and

Educational Partner(s)	Process for Engagement
	expenditures. Staff members were provided opportunities to share their perspectives through both a staff survey and an engagement meeting designed to facilitate meaningful dialogue and collective reflection. During the engagement process, staff reviewed multiple sources of student data, examined the unique needs of the school's student population, and discussed barriers impacting student success. Participants reflected on current programs and practices, identified areas of strength and opportunity, and provided input on the additional supports and resources needed to improve student outcomes. This collaborative approach ensured that staff voices were integral to the decision-making process and that proposed actions were grounded in data, responsive to student needs, and aligned with the school's commitment to equity. Feedback gathered through the survey and engagement meeting directly informed the development of strategies and supports intended to enhance academic achievement, student well-being, and overall school success for the students served by Young Explorers Academy.
Equity Multiplier Engagement with Families	Young Explorers Academy actively sought parent and family input to inform the development of its Equity Multiplier priorities, actions, and expenditures. Parents were invited to participate through a parent survey and engagement meeting, providing valuable opportunities to share their perspectives, experiences, and recommendations regarding the needs of students and families. During the engagement process, school leaders shared student achievement, attendance, and engagement data and facilitated discussions focused on understanding the strengths, challenges, and opportunities within the school community. Parents provided feedback on the academic, social-emotional, and family support services that would have the greatest impact on student success and well-being. The input gathered through surveys and engagement meetings played an important role in shaping the school's Equity Multiplier plan.

Educational Partner(s)	Process for Engagement
	This collaborative process ensured that the voices of families were reflected in decision-making and that planned actions and resources are responsive to the needs of students, promote equitable access to opportunities, and strengthen outcomes for all learners served by Young Explorers Academy.

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

In planning for the LCAP we engaged our educational partners in various ways. We facilitated 23 educational partner sessions between December 2025 and May 2026. We asked educational partner groups to consider and provide input on what has worked well to support students and what needs are idenitified to be grown or improved to increase and/or improve services for students. Family/Parent Committees expressed interest in the following:

- Spring and Summer Camp intervention in academics, literacy, math, instruction in art, PE, music, robotics, physical education, PBIS, social emotional wellbeing, and dance
- Increased opportunities for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes
- Continue Counselor Services
- Provide a district wellness center
- Continued PE teacher
- Continued Art Program
- Music Program
- Saturday, Spring and Summer academic intervention
- After-school tutoring program
- Continued accessibility to technology
- Parent training, i.e. FACE, Reading and Math Night, Coffee with the Principal, CABE/Project Inspire, Social Emotional Wellness, etc.
- Site parent English classes
- Parent Volunteer support and resources
- CBET classes
- Dual Language Immersion Program
- TK Supplemental materials and supplies
- Dance and music during the school day
- Offer effective and engaging STEM program

CSEA representatives expressed an interest in the following:

- Increased opportunities for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes
- Hiring additional paraprofessionals
- Increased involvement in MTSS/PBIS

- Increasing training for supervision aides in building relationships and supporting students
- Increasing participation in educational partner engagement
- Professional development for classified staff focused on MTSS, PBIS and English Learners
- Clarity and communication on MTSS social-emotional and behavioral tiered intervention expectations
- Provide afterschool tutoring
- Provide a strong PBIS support program
- Providing parent workshops and advisory teams

PETA representatives expressed an interest in the following:
- Hiring additional paraprofessionals, specifically bilingual instructional aides for the classroom
- Continued support to mitigate not having combination classes.
- Closing gaps in attendance rates
- Support with social emotional learning and positive behavior supports
- Additional staff to serve students with disabilities
- Providing parent workshops and advisory teams
- Afterschool Academic Support
- Building capacity of staff to build trusting relationships with families

SELPA representatives expressed an interest in the following:
- Continuing with goal 3 action 4, which includes:
- Teacher on Special Assignment;
- Behavior Specialist;
- special education teaching staff, Mental Health Support Providers;
- related service staff;
- MTSS development;
- supporting an inclusive culture

Management Staff (principals, directors, and other administrators):
- Enrichment opportunities
- Professional Development
- Robust recess
- Student access to technology/internet
- Reducing chronic absenteeism
- Increase in enrichment opportunities

During the review and annual update educational partner meetings (principals, directors, teachers, classified staff, other school personnel, community members, and parents), the following actions and services were discussed:
- Differentiated Assistance
- Transitional Kindergarten Program
- Bussing

- Training for classified staff
- Expanded Learning Opportunities Program
- Parent training, i.e. CABE, Project Inspire, etc.
- Chronic Absenteeism
- Information on partner organizations that support the dental and vision health of students was presented by the district nurse
- Clarity and communication on MTSS social-emotional and behavioral tiered intervention expectations
- reducing suspension rates
- Support for English Learners and LTELS progress
- LCAP Instructional Programs

-SEL and restorative practices programs and support

Based on the 2025-2026 Spring Panorama Survey, 89.5% of students surveyed felt safe at school, and 95.5% felt that teachers and other adults cared about them.

Based on the educational partner feedback captured during the Equity Multiplier engagement sessions for Young Explorers Academy (TK), the feedback consistently focused on priority areas:

Early Literacy Achievement and Engagement
Improving Student Attendance and School Connectedness
Strengthening Social-Emotional and Behavioral Supports
TK Learning Environment Enhancements
Increasing Staff Capacity to Meet Diverse Student Needs

The 2025-2026 Educational Partner Survey results reflect strong stakeholder support for programs and services that expand student opportunities and address the academic, social-emotional, and enrichment needs of students across Perris Elementary School District. Survey results indicate that 45.1% of parents expressed interest in a Virtual Academy option within the district. In addition, stakeholders demonstrated continued support for Dual Language Immersion, with approximately 68% indicating support for continuing and expanding Dual Language Immersion programs in PESD. The survey also reflects strong agreement around the importance of student wellness and academic support. Specifically, 96.6% of respondents indicated that it is important for schools to offer counseling services. Additionally, approximately 94% of respondents indicated that it is important for the district to provide engaging and effective Expanded Learning Opportunities, including after-school programs, tutoring, summer school, and Saturday Academies.

Overall, the survey results affirm the district's continued commitment to providing responsive, student-centered programs that support academic achievement, student well-being, family choice, and equitable access to meaningful learning opportunities.

In response to the input gathered from our educational partners, including parent committees, CSEA representatives, PETA representatives, SELPA representatives, and management staff, several key areas of interest and concern have been identified. These include a wide range of initiatives such as summer school interventions, winter and spring intersessions, continued support for PE teachers, accessibility to technology, parent training programs, CBET classes, and increased enrichment opportunities. Additionally, there is a shared emphasis on hiring additional paraprofessionals, increasing involvement in MTSS/PBIS, providing professional development opportunities, and fostering an inclusive culture. The feedback provided during these sessions underscores the importance of addressing various needs and priorities within our educational community, guiding our efforts in planning for the new three-year LCAP.

The district will continue with Goal 4.3 by continuing to implement a Multi-tier System of Support (MTSS) framework to ensure opportunity and access for all students. MTSS structure and practices will focus on core instruction, differentiation through evidence-based practices to address individual student needs, and align systems to ensure the behavioral, and social success of all students. Provide professional development days targeting the needs of low-income, foster youth, and ELL students. Goal 3.9 Offering a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills for additional enrichment opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PESD is committed to hiring and retaining high quality and effective staff by fostering a culture of support, continuous learning, collaboration, and professional growth to ensure every student has access to high-quality instruction and opportunities for success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Perris Elementary School District (PESD) remains committed to recruiting, developing, and retaining highly qualified, culturally responsive, and student-centered staff who are equipped to effectively serve the academic, behavioral, linguistic, and social-emotional needs of all students. As a district serving a high percentage of unduplicated pupils, including English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, PESD recognizes that staff quality, capacity, and support systems are essential to ensuring equitable outcomes for every learner.

To achieve this goal, PESD will continue to ensure the hiring and retention of appropriately credentialed and properly assigned certificated staff to meet the diverse instructional and intervention needs of students while maintaining 100% compliance with annual county Williams Settlement reviews. In addition, the district will continue to recruit and retain appropriately assigned classified, confidential, and classified management personnel who provide critical operational, instructional, wellness, and student support services that strengthen school effectiveness and student success.

PESD is also committed to providing ongoing, high-quality professional learning aligned to district priorities, instructional initiatives, and the needs of our student population. Professional development opportunities will focus on strengthening literacy and mathematics instruction, English Learner supports, science of reading practices, inclusive instructional strategies, social-emotional learning, culturally responsive teaching, student engagement, and implementation of Multi-Tiered Systems of Support (MTSS). Staff will also receive coaching, collaboration opportunities, and targeted feedback to build collective efficacy and instructional capacity across all schools.

Through these coordinated efforts, PESD aims to ensure equitable access to high-quality instruction, interventions, and supportive learning environments that foster academic achievement and whole-child wellness. By strengthening systems of support in English Language Arts, mathematics, social-emotional learning, attendance, and college and career readiness, PESD seeks to close opportunity and achievement gaps and ensure unduplicated pupils achieve at high levels comparable to all student groups. Additionally, the district remains committed to promoting 21st-century learning skills, positive school climate and culture, student belonging, and strong family and community partnerships that contribute to long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC report on teacher credentials	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	100% of teachers are appropriately credentialed and correctly assigned.	Meeting Target
1.2	Employee retention rates tracked by Human Resources.	99% of employees retained in 23-24 school year.	99% of employees retained in 24-25 school year.	99% of employees retained in 25-26 school year.	99% of employees will be retained in 26-27 school year.	Meeting Target

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 district successfully implemented actions 1.1, 1.2, 1.3, 1.4, and 1.5, providing qualified certificated staff, hiring and retaining classified staff, reducing combination classes, and recruiting and retaining staff members.

Goal 1.1 and 1.2 metric data indicate that Perris Elementary School District continues to maintain strong employee retention rates, with overall retention remaining stable at approximately 99%. Additionally, 100% of teachers are appropriately credentialed and correctly assigned, demonstrating the district’s continued commitment to ensuring students have equitable access to highly qualified educators and instructional staff. These positive outcomes reflect the district’s intentional efforts to cultivate a supportive, collaborative, and positive work environment where employees feel valued, respected, and empowered through ongoing opportunities for professional learning, leadership development, collaboration, and career growth. PESD recognizes that investing in staff capacity and wellness directly impacts student achievement, school culture, and continuity of instruction.

Goal 1. 3 Action 1.3 Non-Categorically Funded Professional Development: This goal was successfully implemented during the year through the provision of professional learning opportunities aligned to district priorities and the needs of staff. The District continued to invest in professional development focused on whole child wellness, academic support through evidence-based instructional practices, support for at-promise students, social-emotional learning, and small group instruction. These opportunities were provided to both certificated and classified staff to strengthen capacity and improve outcomes for students.

While the action was implemented as planned, actual expenditures were lower than budgeted due to an increase in the use of in-house professional development opportunities and the strategic utilization of alternative funding sources to support professional growth activities. These adjustments allowed the District to maximize resources while continuing to provide meaningful and relevant learning opportunities for staff.

The district has also experienced continued success in recruiting and retaining high-quality staff through competitive compensation strategies, including negotiated salary increases referenced in Action 1.5. These efforts have strengthened employee morale, increased retention stability, and enhanced the district’s ability to remain competitive in attracting and retaining qualified educators and support personnel. Additionally, PESD has strategically utilized the additional 15% LCFF Concentration Grant funding to sustain additional staffing supports, as reflected in Action 1.4. These investments have allowed the district to minimize the number of combination classrooms, reduce impacts associated with larger class sizes, and provide more targeted academic and behavioral support for students. By maintaining smaller and more stable learning environments, the district is better positioned to address the diverse needs of unduplicated pupils, strengthen instructional effectiveness, and improve student outcomes across all schools.

Action 1.4 Minimize Combination Classrooms: Fully enrolled classes and the subsequent need for additional staff to avoid combination classes allowed for this to be met. Despite exceeding our Full-Time Equivalent (FTE) capacity, the district opted to remove this action due to funding constraints and focus on response to current needs. Although this action supported smaller and more focused instructional groupings, the district has made the decision to discontinue this specific action moving forward due to budget constraints and a strategic shift toward addressing more urgent and targeted student needs. Resources will be reallocated to support DLI program expansion, interventions, academic recovery, and social-emotional services aligned with our Multi-Tiered System of Support (MTSS) framework.

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 district successfully implemented actions 1.1, 1.2, 1.3, 1.4, and 1.5, providing qualified certificated staff, hiring and retaining classified staff, reducing combination classes, and recruiting and retaining staff members.

Goal 1: All elements of this action were implemented. A success was demonstrates with the district demonstrating maintaining a positive employee retention rate. Employee retention rates have maintained at 99%. 100% of the teachers are appropriately credentialed and correctly assigned. The positive results reflect efforts to create a positive working environment in which staff is valued, respected and provided with on going opportunities for professional growth.

The district utilized the additional 15% LCFF concentration funds to continue providing additional staff to minimize the number of combination classrooms in order to minimize impact on class size and allow for more target support for students as reflected in action 1.4.

Action 1.1 All elements of this action were implemented. A success was the implementation of best first instruction lesson development at all schools. Appropriately Credentialed and Assigned Certificated Staff: Estimated actual expenditure for certificated staff were at budget.

Action 1.2: Hire and Retain Classified and Management Staff: Estimated actual expenditures for hiring and retaining classified and management staff exceeded budgeted expenditures due to a increase in salaries and benefits.

Action 1.3 Non-Categorically Funded Professional Development: Estimated actual expenditures for non-categorically funded professional development decreased budgeted expenditures due to increase of in house professional development participation and opportunities and other funding used for professional growth through workshops focusing on whole child wellness, academic support through evidence based practices, supporting at promise students, social emotional learning and small group instruction in support of classified staff to address the district goals of building capacity with staff and increased professional growth offerings. Overall, the district experienced success in providing increased opportunities for professional growth.

Action 1.4 Minimize Combination Classrooms: . Despite exceeding our Full-Time Equivalent (FTE) capacity, district has opted to maintain separate classes to minimize the impact on students. Some classes remained at low enrollment levels.
This action is removed to apply funding on increased needs in other actions.

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

Our LCAP implementation has led to measurable improvements and successes in student outcomes and increased support for our unduplicated pupils, aligned to our district's priorities.

Action 1.1: 100% of teachers continue to be appropriately credentialed and correctly assigned, and the district maintains positive employee retention rates. Employee retention rates have maintained at 99% this year. Action 1.1 has been highly effective in making progress toward our goal of ensuring that 100% of teachers are appropriately credentialed and correctly assigned. This year, we maintained an impressive employee retention rate of 99%. The successful implementation of this action has ensured that all classrooms are staffed with properly credentialed and assigned teachers, contributing to a stable and effective educational environment. This high retention rate is a strong indicator of our success in fostering a supportive and satisfying work environment for our educators, which in turn, positively impacts student learning and achievement.

Action 1.2: Hire and Retain Classified and Management Staff. Planned classified and management positions were filled. Action 1.2, which focused on hiring and retaining classified and management staff, proved to be effective in making progress toward our goal. We successfully filled the planned classified and management positions. This action ensured that all classrooms were equipped with the necessary support staff and management personnel, thereby enhancing the operational efficiency and overall functionality of our schools. The slight increase in actual expenditures compared to the planned budget underscores our commitment to securing and retaining high-quality staff, which has been critical in maintaining a stable and effective educational environment.

Action 1.3 Non-Categorically Funded Professional Development: Action 1.3, focused on non-categorically funded professional development, was effectively implemented. This spending allowed for the in house planned professional development sessions to be successfully carried out and attended by both certificated and classified staff. The higher actual expenditures indicate that additional resources were allocated from other funding to ensure comprehensive professional development opportunities. As a result, the professional development was conducted, and it proved to be effective in enhancing the skills and knowledge of our staff, thereby contributing positively to their professional growth and the overall quality of education provided.

Action 1.5: The district experienced success in recruiting and retaining teachers and classified staff through regularly negotiated increases in salary and benefits. Action 1.5 proved to be effective in recruiting and retaining teachers and classified staff. The district's strategy of regularly negotiating increases in salary and benefits resulted in successful recruitment and high retention rates of both teachers and classified staff. Employees remained in their roles, thereby contributing to the overall stability and quality of the district's educational environment.

Our district effectively utilized targeted actions and funding to hire and retain qualified staff, ensure professional development, eliminate combination classrooms, and improve recruitment and retention through competitive salary and benefits, all contributing to a stable and high-quality educational environment.

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

Action 1.1 Appropriately Credentialed and Assigned Certificated Staff: The district is increasing planned expenditures for certificated staff to accommodate the rise in salaries and benefits costs. This adjustment combines Action 1.5 with this allocation to ensure comprehensive coverage of increased staffing expenses.

Action 1.3 - Non-Categorically Funded Professional Development: Planned expenditures for this action are being reduced as other resources have become available to support professional development. This allows the district to optimize the use of available funds while still providing necessary professional growth opportunities for staff.

Action 1.4 This action has been discontinued.

Action 1.5. and Action 1.1 combine to one action, which focuses on ensuring appropriately credentialed and assigned certificated staff, with Action 1.5 serves to streamline the process of addressing staffing needs comprehensively. By consolidating these actions, the district can more effectively allocate resources to meet the increased demand for certificated staff while ensuring that all educators are properly credentialed and assigned to their respective roles. This integration allows for a more cohesive approach to staffing management, enhancing efficiency and effectiveness in achieving staffing goals across the district.

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	Appropriately Credentialed and Assigned Certificated Staff	Certificated staff, including certificated management, will be appropriately credentialed and correctly assigned in the subject areas and for the pupils, they teach; maintain competitive salaries to retain certificated staff and certificated management.	$29,477,761.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Hire and Retain Classified and Management Staff	Hire and correctly assign classified, confidential and classified management staff; maintain competitive salaries to retain classified, confidential and classified management staff.	$13,273,899.00	No
1.3	Non Categorically Funded Professional Development	Provide non categorically funded professional growth opportunities for classified, certificated, management, and governing board members. Expenses would include all conferences, speaker fees and training expenses including all travel expenses as appropriate.	$126,550.00	No
1.4	Minimize Combination Classrooms	Ensure the continued employment of teachers to mitigate the need for combination classes in grades TK-6, supporting students' learning needs of unduplicated pupils effectively.	$0.00	No
1.5	Increase Staff Retention Rates	Increase staff retention to support unduplicated pupils, low income, foster youth and English learner students in all academic areas and social emotional wellbeing support systems and practices.	$7,028,572.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PESD will provide safe, clean, and well-maintained school environments. This atmosphere supports the health and well-being of both students and staff and contributes to improved educational outcomes for students. The District will sustain these efforts through routine maintenance, facility improvement projects, safety inspections, and ongoing monitoring of school conditions to ensure all students have access to safe and supportive learning environments.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district will maintain this goal because providing well-maintained facilities and technology is vital to properly serving and supporting students.

1. School maintenance, repair, and landscaping budgets are using LCFF base funds using FIT and do not contribute to increased or improved services to unduplicated low income, foster your and English Learner student groups.

2. The district will continue to provide transportation to low-income students which educational partners including parents, site administrators, and teachers have indicated is necessary to support attendance, learning opportunities, and student achievement for low-income students. Educational partners have indicated that if the district did not provide transportation to identified low-income students these students would not have the same access to educational services as non-low-income students.

3. The district will improve equitable access and continue to increase and improve access to technology resources for low-income and foster youth students. The district continues to provide devices, supporting infrastructure, and support staff to students that would not have access to such resources if they were not provided by the district.

The combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Inspection Tool Ratings (FIT)	All sites maintained at minimum a “good” overall rating.	All sites maintained at minimum a “good” overall rating.	All sites maintained at minimum a “good” overall rating.	2026-27 Schools visited maintain a "Good" or "Exemplary" on all site FIT Reports	Maintained Outcome Goal
2.2	Attendance Indicators per Dashboard and local metrics	Bussing: Transportation for low income students and foster youth per district guidelines. Chronic Absenteeism Attendance indicates at 26.70%	Bussing: Transportation for low income students and foster youth per district guidelines. Chronic Absenteeism Attendance indicates at 24.40%	Bussing: Transportation for low income students and foster youth per district guidelines. Chronic Absenteeism Attendance indicates at 22%	2026-27 Bussing: Transportation for low income students and foster youth per district guidelines.	-4.7%

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 district successfully implemented action 2.1 by providing safe, clean, and well-maintained schools for our students to learn. The district also successfully implemented action 2.3 by providing technology infrastructure to support student learning. Some of the services in this action were funded out of different resources. The overall implementation of the actions to achieve our articulated goal of enhancing the learning environment was marked by both significant successes and some challenges.

Action 2.1 - Safe, Clean, and Well-Maintained Schools: The district successfully implemented this action by ensuring that all school facilities were safe, clean, and well-maintained. This created an optimal learning environment where students could focus on their studies without distractions or safety concerns. The major success here in the 2025 LCAP Annual Update for the 2025-26 LCAP for Perris Elementary School District was the visible improvement in the condition of school buildings and grounds, which was well-received by students, parents, and staff alike. However, maintaining these standards required continuous effort and coordination, and the challenge was to keep up with the maintenance needs and respond promptly to any arising issues.

Action 2.2 was successfully implemented, meeting the needs of parents who requested transportation. The district currently provides transportation for 122 students. This success demonstrates the district's responsiveness to parental needs and its commitment to ensuring that all students have reliable access to education. The District maintained an overall attendance rate of approximately 92%, while chronic absenteeism continued to improve, demonstrating the importance of providing students with consistent access to school.

Action 2.3 - Technology Infrastructure: The implementation of action 2.3 was also successful, as the district effectively provided the necessary technology infrastructure to support student learning. This included upgrading hardware, improving network capabilities, and ensuring that all students had access to the digital tools needed for their education. Some of the services and resources for this action were funded from different sources, demonstrating effective resource management and financial planning. The success of this action was evident in the increased integration of technology in the classroom and the enhanced digital literacy among students. The main challenge faced during this implementation was ensuring equitable access to technology for all students, particularly those from unduplicated students. Additionally, ongoing technical support and training for both students and teachers were crucial to maximize the benefits of the infrastructure.

Action 2.4 - Enhanced Data Management and Visualization : PESD will implement enhanced data management and visualization systems to monitor student outcomes, identify areas of need, and inform evidence-based supports for Foster Youth, Low-Income students, and English Learners. This action will strengthen the District's ability to use timely data to improve student achievement and equitable outcomes.

In summary, the district made significant strides in providing safe, clean, and well-maintained schools, as well as robust technology infrastructure to support student learning. The successes in these areas were marked by improved school environments and enhanced technological capabilities. Challenges included maintaining high standards of facility upkeep and ensuring equitable access to technology, which were addressed through diligent planning and resource management. The combined focus of these actions and metrics should result in the needs of more students being met and allow unduplicated students to achieve at the same level as their peers.

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 district defined a material difference as a 10% or more difference between planned expenditures and estimated actual expenditures.

2.4 The increase from $0 to $18,608 for data management reflects a new investment in districtwide systems and supports for student data analysis, progress monitoring, accountability reporting, and MTSS implementation. These resources support improved instructional decision-making and monitoring of student outcomes, particularly for unduplicated student groups

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

Metric data for action 2.1 demonstrates that the district continues demonstrating safe, clean, and well-maintained schools. In the 2024-2025 school year, schools received a "good" rating on the site FIT reports.

During the 2025-26 LCAP, the district effectively implemented specific actions that made significant progress toward our goal of enhancing the learning environment.

Action 2.1 - School Maintenance, Repair, and Landscaping: This action has been highly effective. Metric data indicates that the district consistently maintained safe, clean, and well-maintained schools. In the 2025-2026 school year, all schools achieved a minimum of a "good" rating on the Facility Inspection Tool (FIT) reports, reflecting the district's commitment to providing a quality learning environment. Schools visited maintain an overall rating of "Good" or "Exemplary" rating.
Action 2.2 was successfully implemented, meeting the needs of parents who requested transportation. The district currently provides transportation for 122 students. This success demonstrates the district's responsiveness to parental needs and its commitment to ensuring that all students have reliable access to education. The District maintained an overall attendance rate of approximately 92%, while chronic absenteeism continued to improve, it demonstrated the importance of providing students with consistent access to school.
Action 2.3 was also effectively implemented. It ensured that low-income and foster youth students had access to the necessary technology, thereby supporting their educational needs. This action helped bridge a digital divide and provided these students with the tools required for academic success.
Action 2.4 - Enhanced Data Management and Visualization : PESD implements enhanced data management and visualization systems to monitor student outcomes, identify areas of need, and inform evidence-based supports for Foster Youth, Low-Income students, and English Learners. This action strengthened the District's ability to use timely data to improve student achievement and equitable outcomes.

Overall, the specific actions taken during the LCAP cycle were effective in making substantial progress toward the goal. The district's schools are well-maintained, parents' transportation needs were met, and unduplicated student populations had access to essential technology for increased support and services, all contributing to a supportive and conducive educational environment.

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.

Based on reflections on prior practices and the outcomes of the specific actions, we will continue with these goals and actions as designed. Changes have been made to the planned goals, metrics, desired outcomes, or actions for the coming year:

Action 2.1 - School Maintenance, Repair, and Landscaping: Given the success in maintaining safe, clean, and well-maintained schools, there is a focus on sustaining these efforts and potentially setting higher standards for facility maintenance. Metrics related to facility inspections will be refined to provide more detailed insights into specific areas for improvement, allowing for targeted interventions where needed.

Action 2.2 - The District successfully implemented transportation services to support student access and attendance and will continue providing these services to eligible families. Ongoing monitoring of participation rates, attendance data, family feedback, and program costs will be conducted to assess effectiveness, ensure responsible use of resources, and respond to the changing needs of students and families.

Action 2.3 - Technology Access for Low-Income and Foster Youth Students: Since this action effectively provided technology access to Low-Income and Foster Youth student populations, there are efforts to expand and enhance these initiatives by providing technology access to students upon enrollment. Metrics related to technology access and usage among low-income and foster youth students will be refined to better track progress and ensure equitable access to educational resources.

Action 2.4 - Enhanced Data Management and Visualization : PESD will implement enhanced data management and visualization systems to monitor student outcomes, identify areas of need, and inform evidence-based supports for Foster Youth, Low-Income students, and English Learners. This action will strengthen the District's ability to use timely data to improve student achievement and equitable outcomes. This action was changed from non contributing to contributing.

In summary, reflections on prior practices have led to adjustments in the planned goals, metrics, desired outcomes, or actions for the coming year. These changes aim to build upon the successes of previous actions and address any areas for improvement to further enhance the learning environment and support student success.

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	Schools Maintenance, Repair and Landscaping	Maintenance, repair and landscaping of schools; Expenditures to include: utilities, maintenance, supplies, contracts and other operating costs included in facilities master plan.	$4,185,752.00	No
2.2	Transportation	Bussing: Transportation for low income students and foster youth per district guidelines.	$417,791.00	Yes
2.3	Increased and Improved Access to Technology	Continue to provide increased and improved access to technology resources for low-income and foster youth students. District-wide technology support, including website, device management, and firewall software; financial, personnel, and attendance applications through RCOE; maintenance and upgrade of servers, current technology infrastructure, other supplemental materials, and supplies.	$709,890.00	Yes
2.4	Data Management	Implementing Enhanced Data Management and Visualization to better monitor student outcomes and provide evidence based support of foster youth, low income and English learners.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in all core content areas as well as in English Language Development.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Perris Elementary School District will maintain this goal to ensure all students master California State Standards in English Language Arts (ELA), Mathematics, English Language Development (ELD), and other core content areas while addressing achievement gaps among unduplicated student groups.

There is clear evidence of a continued need to improve academic outcomes and close achievement gaps for all students, particularly English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. According to the Fall 2025 California School Dashboard, English Learners reported a Distance from Standard (DFS) of -67.6 in ELA and -87.8 in Mathematics, both within the Low performance category. Socioeconomically Disadvantaged students reported -55.3 DFS in ELA and -82.8 DFS in Mathematics. Foster Youth reported -85.2 DFS in ELA and -76.7 DFS in Mathematics. Students with Disabilities demonstrated the greatest academic needs, reporting -118 DFS in ELA and -143.6 DFS in Mathematics, both within the Very Low performance category. These data demonstrate the continued need for targeted interventions, evidence-based instructional practices, and comprehensive supports to accelerate student learning and improve outcomes for unduplicated pupils.

The Fall 2025 Dashboard also identified Perris Elementary School District for Differentiated Assistance based on the performance of the Homeless Youth student group in Mathematics and Chronic Absenteeism. Homeless Youth reported a Mathematics performance level of -114.1 DFS, placing the group in the Very Low category, and a Chronic Absenteeism rate of 38.6%, which falls within the Very High category. These results highlight the need for additional academic, attendance, wellness, and family support systems to ensure students experiencing homelessness receive the interventions necessary to succeed.

Additionally, chronic absenteeism continues to impact student achievement and engagement. Students with Disabilities reported a chronic absenteeism rate of 34.8%, Socioeconomically Disadvantaged students reported 31.2%, and English Learners reported 24.5%. These data reinforce the district's commitment to addressing barriers to attendance, increasing student engagement, strengthening family partnerships, and providing comprehensive supports through a Multi-Tiered System of Support (MTSS).

To address these persistent needs, the district will continue strengthening its Multi-Tiered System of Support (MTSS) framework to better coordinate academic, behavioral, attendance, and social-emotional supports. Key strategies include:

- Targeted site allocations and supplemental supports for Low-Income, Foster Youth, Homeless Youth, and English Learner students.

- Expansion of early literacy initiatives grounded in the Science of Reading, including explicit instruction in phonemic awareness, phonics, vocabulary, language comprehension, and reading comprehension in Transitional Kindergarten through second grade, with continued support in upper grades and special education settings.

- Professional development and coaching focused on evidence-based instructional practices, English Learner strategies, writing instruction, learning targets, success criteria, Universal Design for Learning (UDL), and high-quality first instruction.

- Data-driven Professional Learning Communities (PLCs), intervention systems, and academic coaching aligned to MTSS practices.

- Increased access to academic intervention, tutoring, and expanded learning opportunities through after-school programs, summer learning, and Saturday Academies.

- Continued implementation of bilingual supports, Dual Language Immersion programming, and English Learner site allocations to accelerate language acquisition and academic achievement.

The district remains committed to improving mathematical outcomes by strengthening instructional practices that promote conceptual understanding, procedural fluency, problem solving, and application of the Standards for Mathematical Practice. Special attention will be given to supporting English Learners, Homeless Youth, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students through targeted interventions, differentiated instruction, and strategic use of assessment data. Teachers and administrators will continue building their capacity to utilize diagnostic, formative, interim, and summative assessments to inform instruction and ensure students receive timely and appropriate support.

Educational Partner feedback further validates these priorities. Results from the 2025-2026 LCAP Survey demonstrate strong support for programs and services designed to improve student achievement, engagement, and well-being. Survey results indicated that 96.6% of respondents believe counseling services are important, 95.8% support programs for struggling students, and 94.1% support Expanded Learning Opportunities such as after-school programs, tutoring, summer school, and Saturday Academies. Additionally, approximately 68% of respondents expressed support for Dual Language Immersion programs, and 45.1% of parents indicated interest in a Virtual Learning Academy option. Educational partners also emphasized the importance of family engagement, communication, and equitable access to opportunities that support student success.

In response to educational partner input, the district will continue implementation and expansion of the Virtual Learning Academy to provide additional educational options for students and families, including expanded opportunities for students in grades 7 and 8. The district will also continue investing in Dual Language Immersion, English Learner supports, counseling services, academic intervention programs, and expanded learning opportunities that address the diverse needs of students and families.

Furthermore, the district will continue providing transportation services that remove barriers to attendance and access for students across multiple school sites. Transportation supports student participation in educational programs and services, particularly for students who may otherwise face challenges accessing school consistently.

Discretionary site budgets funded through LCFF Base funds and instructional materials funded through Lottery funds are not included as increased or improved services for unduplicated pupils. However, the supplemental and concentration-funded actions and services described above are principally directed toward and effective in meeting the identified needs of Low-Income students, English Learners, Foster Youth, and Homeless Youth.

Collectively, these actions are designed to accelerate learning, improve attendance and engagement, strengthen family partnerships, and increase equitable access to academic and social-emotional supports. Through these efforts, Perris Elementary School District remains committed to ensuring all students, particularly unduplicated student groups, have the opportunities, resources, and support necessary to achieve at high levels and graduate prepared for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Williams School Inspection; Accountability Report Card	100% of students have access to standards-aligned instructional materials for both classroom and home use. 100% compliance was met during 2024 school year Williams inspections. A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	A stock of standards aligned instructional materials is maintained to ensure every pupil has sufficient access both in the classroom and for home use.	Met Target Outcome
3.2	Smarter Balanced Assessments (SBAC) ELA and Math: Scale score points distance from standard.	2022-23 SBAC ELA All Students: 53.8 points below standard (Orange)	2023-2024 SBAC ELA All Students: 58.9 points below standard declined -	2024-2025 SBAC ELA All Students: 53.5 points below standard	2026-2027 SBAC ELA All Students: 43.8 points below	SBAC ELA All Students: Increased 0.3 points(Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		H: 55 points below standard (Orange) AA: 75.7 points below standard (Red) EL: 60.4 points below standard (Orange) SED: 55.7 points below standard (Orange) SWD: 123.8 points below standard (Orange) FY: 83.7 points below standard (Red) 2022-23 SBAC Math All Students: 76.8 points below standard (Yellow) H: 77.3 points below standard (Yellow) AA: 104.6 points below standard (Red) EL: 79.3 points below standard (Yellow)	5.1 points (Orange) H: 58.9 points below standard- declined 3.8 points (Orange) AA: 82 points below standard - declined 6.2 points (Red) EL: 67.5 points below standard - declined 7.1 points (Orange) SED: 60.3 points below standard- declined 4.7 points (Orange) SWD: 120.9 points below standard - maintained 2.9 points (Red) FY: 86.4 points below standard - maintained -2.7 points (Red) LTEL: 79.4 points below standard-	Increased 5.4 points (Yellow) H: 54.2 points below standard increased 4.7 points (Yellow) AA: 68.5 points below standard increased 13.5 points (Yellow) EL: 67.6 points below standard maintained 0.1 points (Yellow) SED: 55.3 points below standard increased 5.1 points (Yellow) SWD: 118 points below standard – maintained 2.9 points (Red) FY: 85.2 points below standard – maintained 1.2 points (Red) LTEL: 60.5 points below standard – increased	standard (Increase-Yellow) H: 45 points below standard (Increase-Yellow) AA: 65.7 points below standard (Increase-Yellow) EL: 50.4 points below standard (Increase-Yellow) SED: 45.7 points below standard (Increase-Yellow) SWD: 113.8 points below standard (Increase-Orange) FY: 73.7 points below standard (Increase-Orange) 2026-2027 SBAC Math All Students: 66.8 points below standard (Increase-Yellow)	H: Increased 0.3 points (Orange) AA: Increased 7.2 points (Red) EL: Declined 7.2 points (Orange) SED: Increased 0.4 points (Orange) SWD: Increased 5.8 points (Red) FY: Declined 1.5 points (Red) SBAC Math All Students: Declined 4.4 points (Orange) H: Declined 3.8 points (Orange) AA: Declined 7.9 points (Red) EL: Declined 8.5 points (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 78.6 points below standard (Yellow) SWD: 136.8 points below standard (Orange) FY: 110.2 points below standard (Red)	declined 27.1 points (Red) 2023 - 2024 SBAC Math All Students: 80.3 points below standard - declined 3.4 points (Change to Orange from Yellow) H: 80.3 points below standard - declined 3 points (Changed to Orange from Yellow) AA: 107 points below standard- maintained 2.5 points (Red) EL: 87.3 points below standard - decline 8 points (Change to Orange from Yellow) SED: 82.3 points below standard declined 3.7 points	significantly 18.9 points (Yellow) 2024-2025 SBAC Math All Students: 81.2 points below standard – maintained 1 point (Yellow) H: 81.1 points below standard – maintained 0.9 points (Yellow) AA: 112.5 points below standard – declined 5.5 points (Red) EL: 87.8 points below standard – maintained 0.5 points (Yellow) SED: 82.8 points below standard – maintained 0.5 points (Yellow) Students with Disabilities	H: 67.3 points below standard (Increase-Yellow) AA: 94.6 points below standard (Increase-Yellow) EL: 69.3 points below standard (Increase-Yellow) SED: 68.6 points below standard (Increase-Yellow) SWD: 126.8 points below standard (Increase-Orange) FY: 100.2 points below standard (Increase-Orange)	SED: Declined 4.2 points (Orange) SWD: Declined 6.8 points (Red) FY: Increased 33.5 points (Yellow) LTELS: Increased significantly 31.2 points (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(change to orange from yellow) SWD: 134.4 points below standard maintained 2.4 points (Change to red from Orange) FY: 96.9 points below standard increased 13.4 points (Change to Orange from Red) LTEL: 140.5 points below standard-declined 33 points (red)	SWD: 143.6 points below standard – declined 9.2 points (Read) FY: 76.7 points below standard – increased significantly 20.1 points (Yellow) LTEL: 109.3 points below standard – increased significantly 31.2 points		
3.3	English Learner Progress	English Learner Progress 2022-23 46.6% making progress towards English Language Proficiency	English Learner Progress 2023-24 42.7% making progress towards English Language Proficiency	2024-2025 English Learner Progress Indicator (ELPI): 44.7% of English Learners are making progress toward English language proficiency, reflecting an increase of 2 percentage points from the previous year	English Learner Progress 56% making progress towards English language proficiency	Decline 1.9 % English Learner Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Reclassification Results - Percent of ELs reclassified each year	Reclassification Results-Percent of ELs reclassified each year 2022-23 Reclassification Rate 6%	Reclassification Results-Percent of ELs reclassified students. 2023-24 Reclassification Rate 9.46%	Reclassification Results-Percent of ELs reclassified students. 2024-2025 Reclassification Rate 9% (175 students)	Reclassification Results-Percent of ELs reclassified each year Reclassification Rate 10%	Increase of 3% Reclassified number of students
3.5	The State's Priority 3 Reflection Tool: District's effectiveness in seeking parent input and promoting meaningful parent participation, and how did that feedback influence the LCAP	The overall average rating for all areas was 3.3	Overall State Priority 3 Reflection tool is 3.3	Overall State Priority 3 Reflection tool is 3.5	The overall average rating for all areas in the the State's Priority 3 Reflection Tool will reflect a 4.	increased .2
3.6	The State's Priority 2 Reflection Tool; ELD Questions	The average rating for ELD questions 18-19 was 4 on the State's Priority 2 Reflection Tool; ELD Questions	The average rating for ELD questions 18- 19 was 4 on the State's Priority 2 Reflection Tool; ELD QuestionsThe overall rating for ELD - Interim ELPAC for reading was 1- beginning to develop	The average rating for ELD questions 18- 19 was 4 on the State's Priority 2 Reflection Tool; ELD Questions	The average rating for ELD questions on the State's Priority 2 Reflection Tool will reflects a 5.	Maintained 1 point lower
3.7	LCAP survey of parents including parents of unduplicated and exceptional needs students	LCAP survey of parents including parents of unduplicated and exceptional needs students (1.) 85%	LCAP survey of parents including parents of unduplicated and exceptional needs students	LCAP survey of parents including parents of unduplicated and exceptional needs students	LCAP survey of parents including parents of unduplicated and exceptional needs students reflects:	LCAP survey of parents including parents of unduplicated and exceptional needs students reflects:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of parents felt their school used standards aligned materials and that they are informed about California Standards (2.) 84% of parents felt their school offers an effective and engaging art and PE program (1a) 88.9% of parents felt their school offers an effective and engaging Art program. (1b) 91.2% of parents felt their school offers an effective and engaging PE program.	(1.) 88% of parents felt their school used standards aligned materials and that they are informed about California Standards (2.)94% of parents felt their school offers an effective and engaging art and PE program (1a) 93%of parents felt their school offers an effective and engaging Art program.	(1) 88% of parents felt their school used standards aligned materials and that they are informed about California Standards (2.) 97% of parents felt their school offers an effective and engaging art and PE program (1a) 91%, of parents felt their school offers an effective and engaging art program	Question G1 was removed Question G2 was adjusted to become new questions 1a & 1b (1a). 90% of parents feel their school offers an effective and engaging Art program (1a). 95% of parents feel their school offers an effective and engaging PE program	(1.) increase 3% of parents felt their school used standards aligned materials and that they are informed about California Standards (2.) Increased 13% of parents felt their school offers an effective and engaging art and PE program (1a) Increased 2% of parents felt their school offers an effective and engaging Art program. (1b) Increased 5.8% of parents felt their school offers an effective and engaging PE program.
3.8	District Math Assessment	H. District Math Assessments 2023-2024 FIAB % Near or Above Standard	District Math Assessments 2024-2025 FIAB % Near or Above Standard	District Math Assessments 2025-2026 % Near or Above Standard Third Grade	H. District Math Assessments FIAB % Near or Above Standard	District Math Assessments Third Grade: All Students: increase 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Third Grade: All Students: 45% H: 45% AA: 37% EL: 38% Fourth Grade: All Students 43% H: 43% AA: 32% EL: 40% Fifth Grade: All Students 52% H: 43% AA: 25% EL: 42% Sixth Grade: All Students 35% H: 35% AA: 28% EL 19% All Students: All Grades: 44% H: 41% AA: 31% EL: 35% PESD K-2 Universal Math Screeners TK Trimester 3 Math Screeners	Third Grade: All Students: 51% H: 51% AA: 37% EL: 43% Fourth Grade: All Students 45% H: 44% AA: 47% EL: 35% Fifth Grade: All Students 53% H: 52% AA: 43% EL: 45% Sixth Grade: All Students 37% H: 37% AA: 27% EL: 25% All Students: All Grades: 47% H: 46% AA: 39% EL: 37% PESD K-2 Universal Math Screeners August 2024	Third Grade: 59% H: 58% AA: 58% EL: 50% Fourth Grade All Students: 59% H: 59% AA: 54% EL: 45% Fifth Grade All Students: 57% H: 57% AA: 46% EL: 43% Sixth Grade All Students: 61% H: 61% AA: 62% EL: 45% All Students: 59% H: 59% AA: 55% EL: 46% PESD K-2 IL Math 2025/2026 School Year TK	Third Grade: All Students: 55% H: 55% AA:47% EL: 48% Fourth Grade: All Students 53% H: 53% AA: 42% EL: 50% Fifth Grade: All Students 62% H: 53% AA: 38% EL: 52% Sixth Grade: All Students 45% H: 45% AA: 38% EL 29% All Students: All Grades: 54% H: 51% AA: 41% EL: 45% PESD K-2 Universal Math Screeners TK Trimester 3 Math Screeners	H: increase 3% AA: increased 21% EL: increased 12% Fourth Grade: All Students: increase 16% H: increase 16% AA: increase 12% EL: increase 5% Fifth Grade All Students: 5% increase H:increase 14% increase AA: 21% increase EL: 1% increase Sixth Grade: increase 26% H: increase 26% AA: increase 34% EL: increase 26% All students: all grades- increase 15% H: increase 24% AA: increase 24% EL increase 21% PESD K-2 Universal Math Screeners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TK: Identify Numerals 0-5 - 85% Mastery TK: Count to 10 - 95% Mastery TK: Subitizing - 92% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer “How many?” - 92% Mastery Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 79% Mastery K: Comparing: 96% Mastery K: Count to 30: 84% Mastery K: Part 1 - Count Objects: 96% Mastery K: Part 2 - Count to Answer “How many?”: 95% Mastery First Grade Trimester 3 Math Screeners 1st: Identify Numerals 0-20: 90% Mastery 1st: Count to 30: 95% Mastery 1st: Count to 100 by Tens: 89% Mastery 1st: Addition and Subtraction: 87% Mastery	TK: Identify Numerals 0-5: 60.3% TK: Count How Many: 79.4% TK: Subitizing: 75.6% TK: Count to 10: 85.5% TK: Count Objects: 87% K: Count to 20: 32.9% K: Comparing more: 38.5% K: Identify Numerals 0-10: 40.2% K: Count Objects: 62.9% K: Count How Many: 67.3% 1st: Count to 20: 30.2% 1st: Addition and Subtraction: 42.4% 1st: Count to 100 by tens: 59.6% 1st: Identify Numerals 0-20: 61.9% 1st: Write Numbers 1-20: 68.9%	BOY: 56% At / 44% Above MOY: 86% AT/ 14% Above Kindergarten BOY: MOY: 1st Grade: BOY: 21% MOY: 47% EOY: 64% 2nd Grade: BOY: 31% MOY: 48% EOY: 64% 3rd Grade: BOY: 37% MOY: 55% EOY: 59% 4th Grade: BOY: 28% MOY: 48% EOY: 55% 5th Grade: BOY: 14% MOY: 24% EOY: 30 %	TK: Identify Numerals 0-5 - 95% Mastery TK: Count to 10 - 98% Mastery TK: Subitizing - 95% Mastery TK: Part 1- Count Objects - 98% Mastery TK: Part 2- Count to Answer “How many?” - 95% Mastery Kindergarten Trimester 3 Math Screeners K: Identify Numerals 0-20: 89% Mastery K: Comparing: 98% Mastery K: Count to 30: 94% Mastery K: Part 1 - Count Objects: 98% Mastery K: Part 2 - Count to Answer “How many?”: 98% Mastery First Grade Trimester 3 Math Screeners	TK: Identify Numerals 0-5: decrease 1.1% TK: Count How Many: decrease 4.1 % TK: Subitizing: decrease 2 % TK: Count to 10: decrease 2 % TK: Count Objects: decrease 4.4% K: Count to 20: 10.6% K: Comparing more: decrease 1.6%% K: Identify Numerals 0-10: n/a K: Count Objects: n/a K: Count How Many: increase 3% 1st: Count to 20: increase n/a 1st: Addition and Subtraction: decrease 9% 1st: Count to 100 by tens: decrease 3.6% 1st: Identify Numerals 0-20: decrease 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Second Grade Trimester 3 Math Screeners 2nd: Write to 120: 87% Mastery 2nd: Place Value: 93% Mastery 2nd: Comparing: 91% Mastery 2nd: Addition and Subtraction Strategies within 20: 90% Mastery 2nd: Word Problems within 20: 82% Mastery 2nd: Addition and Subtraction within 100: 76% Mastery	2nd: Comparing: 28.3% 2nd: Ten more, Ten less: 30.7% 2nd: Addition and Subtraction within 100: 31.6% 2nd: Word Problems within 20: 34.9% 2nd: Addition and Subtraction within 20: 53.1% 2nd: Place Value: 63.6% February 2025 TK: Identify Numerals 0-5: 83.9% TK: Count How Many: 87.9% TK: Subitizing: 90.5% TK: Count to 10: 93% TK: Count Objects: 94.5% K: Count to 20: 89.6% K: Comparing more: 94.4%	6th Grade BOY: 18% MOY: 27% EOY: 32% 7th Grade BOY: 45% MOY: 55% EOY: 52% 8th Grade BOY: 48% MOY: 49% EOY: 53%	1st: Identify Numerals 0-20: 95% Mastery 1st: Count to 30: 98% Mastery 1st: Count to 100 by Tens: 95% Mastery 1st: Addition and Subtraction: 97% Mastery Second Grade Trimester 3 Math Screeners 2nd: Write to 120: 97% Mastery 2nd: Place Value: 97% Mastery 2nd: Comparing: 97% Mastery 2nd: Addition and Subtraction Strategies within 20: 97% Mastery 2nd: Word Problems within 20: 92% Mastery 2nd: Addition and Subtraction within 100: 86% Mastery	1st: Write Numbers 1-20: n/a 2nd: Comparing: decrease 16.2% 2nd: Ten more, Ten less: n/a 2nd: Addition and Subtraction within 100: decrease 22.2 % 2nd: Word Problems within 20: % 2nd: Addition and Subtraction within 20: decrease 15.6% 2nd: Place Value: decrease 11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			K: Identify Numerals 0-10: 90.1% K: Count Objects: 98.9% K: Count How Many: 98% 1st: Count to 20: 65.5% 1st: Addition and Subtraction: 78% 1st: Count to 100 by tens: 83% 1st: Identify Numerals 0-20: 85.4% 1st: Write Numbers 1-20: 88.7% 2nd: Comparing: 70.8% 2nd: Ten more, Ten less: 62% 2nd: Addition and Subtraction within 100: 67.8% 2nd: Word Problems within 20: 66.4% 2nd: Addition and Subtraction within 20: 76.7% 2nd: Place Value: 81.5%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	District ELA Assessment	District ELA Assessments 2023-2024 IAB % Near or Above Standard Third Grade: All Students: 56% H: 55% AA: 51% EL: 49% Fourth Grade: All Students 57% H: 57% AA: 50% EL: 48% Fifth Grade: All Students 55% H: 56% AA: 33% EL: 41% Sixth Grade: All Students 60% H: 60% AA: 100% EL 42% All Students: All Grades: 57% H: 57% AA: 59% EL: 45%	District ELA Assessments 2024-2025 IAB % Near or Above Standard Third Grade: All Students: 52% H: 52% AA: 36% EL: 43% Fourth Grade: All Students 58% H: 57% AA: 55% EL: 46% Fifth Grade: All Students 57% H: 56% AA: 55% EL: 45% Sixth Grade: All Students 60% H: 61% AA: 40% EL 45% All Students: All Grades: 57% H: 57% AA: 47% EL: 45%	District ELA Assessments 2025-2026 IAB % Near or Above Standard Third Grade All Students: 55% H : 55% AA: 38% EL: 44% Fourth Grade All Students: 59% H: 52% AA: 55% EL: 44% Fifth Grade All Students: 58% H: 54% AA: 53% EL: 45% Sixth Grade All Students: 61% H: 61% AA: 41% EL: 43% All Grades All Students: 58% H: 56% AA: 47% EL: 44%	District ELA Assessments IAB % Near or Above Standard Third Grade: All Students: 66% H: 65% AA: 61% EL: 59% Fourth Grade: All Students 67% H: 67% AA: 50% EL: 58% Fifth Grade: All Students 65% H: 66% AA: 43% EL: 51% Sixth Grade: All Students 70% H: 70% AA: 100% EL 52% All Students: All Grades: 67% H: 67% AA: 69% EL: 55%	District ELA Assessments Third Grade: All students: decrease 1% H: maintained at 55% AA: decrease 42% EL: decrease 4% Fourth Grade: All students: increase 2% H: maintained AA: increase 5% EL: decrease 4% Fifth Grade: All students: increase 3% H: decreased 2% AA: increase 20% EL: increase 10% Sixth Grade: All students: increased %1 H: increased 1% AA: decreased 59% EL: increased 1% All Students K-2 % At or Above Grade Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PESD K-2 Universal Screeners TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 59% Mastery TK: Lowercase Letter Names - 46% Mastery TK: Letter Sounds - 37% Mastery K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 85% Mastery K: Lowercase Letter Names - 83% Mastery K: Letter Sounds - 78% Mastery K: Blend Words with 3 Phonemes - 69% Mastery K: Site Words Fluency - 71% Mastery K: CVC in Text - 59% Mastery First Grade Trimester 3 Literacy Screeners 1st: Letter Names - 89% Mastery 1st: Letter Sounds - 86% Mastery 1st: CVC in Text - 84% Mastery	2024 - 2025 PESD K -2 Universal Screener Data: Average percent correct August 2024 TK: Uppercase Letter Names: 40% TK: Lowercase Letter Names: 25% TK: Letter Sounds: N/A K: Uppercase Letter Names: 57% K: Lowercase Letter Names:47% K: High Frequency Words: 21% 1st Grade: High Frequency Words: 48% 1st Grade: Continuous Sounds: 89% 1st Grade: Stop Sounds: 83%	All Students K-2 % At or Above Grade Level BOY 38% MOY 41% . K: At or Above Grade Level BOY 25% MOY 37% First Grade: At or Above Grade Level BOY 40% MOY 40% Second Grade: At or Above Grade Level BOY 45% MOY 44%	PESD K-2 Universal Screeners TK Trimester 3 Literacy Screeners TK: Uppercase Letter Names - 69% Mastery TK: Lowercase Letter Names - 56% Mastery TK: Letter Sounds - 47% Mastery K Trimester 3 Literacy Screeners K: Uppercase Letter Names - 95% Mastery K: Lowercase Letter Names - 93% Mastery K: Letter Sounds - 88% Mastery K: Blend Words with 3 Phonemes - 79% Mastery K: Site Words Fluency - 81% Mastery K: CVC in Text - 69% Mastery First Grade Trimester 3 Literacy Screeners	BOY 38% MOY 41% . K: At or Above Grade Level BOY 25% MOY 37% First Grade: At or Above Grade Level BOY 40% MOY 40% Second Grade: At or Above Grade Level BOY 45% MOY 44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1st: Consonant Digraphs In Text - 72% Mastery 1st: CVCC and CCVC In Text - 76% Mastery 1st: Fluency - 40% Mastery Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 80% Mastery 2nd: r-controlled Vowels in Text - 79% Mastery 2nd: Fluency - 39% Mastery	1st Grade: Consonant Digraph Sounds: 43% 1st Grade: Short Vowel Sounds: 80% 1st Grade CVC: 61% 1st Grade Blends: 42% 2nd Grade: Blends: 46% 2nd Grade: Digraph or Trigraph: 56% 2nd Grade: Final Consonant: 70% 2nd Grade: Inflections: 28% 2nd Grade: Initial Consonants: 86% 2nd Grade: Long Vowel CVe: 37% 2nd Grade: Medial Short Vowel: 79% 2nd Grade: R-Controlled: 66% October 2024 TK: Uppercase Letter Names: 62%		1st: Letter Names - 99% Mastery 1st: Letter Sounds - 96% Mastery 1st: CVC in Text - 94% Mastery 1st: Consonant Digraphs In Text - 82% Mastery 1st: CVCC and CCVC In Text - 86% Mastery 1st: Fluency - 50% Mastery Second Grade Trimester 3 Literacy Screeners 2nd: Silent e in Text - 90% Mastery 2nd: r-controlled Vowels in Text - 89% Mastery 2nd: Fluency - 49% Mastery	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			TK: Lowercase Letter Names: 54% TK: Letter Sounds: 40% K: Uppercase Letter Names: 77% K: Lowercase Letter Names: 73% K: High Frequency Words: 29% 1st Grade: High Frequency Words: 62% 1st Grade: Continuous Sounds: 95% 1st Grade: Stop Sounds: 92% 1st Grade: Consonant Digraph Sounds: 66% 1st Grade: Short Vowel Sounds: 92% 1st Grade CVC: 81% 1st Grade Blends: 68% 2nd Grade: Blends: 62%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2nd Grade: Digraph or Trigraph: 55% 2nd Grade: Final Consonant: 84% 2nd Grade: Inflections: 40% 2nd Grade: Initial Consonants: 92% 2nd Grade: Long Vowel CVe: 58% 2nd Grade: Medial Short Vowel: 89% 2nd Grade: R-Controlled: 43% February 2025 TK: Uppercase Letter Names: 70% TK: Lowercase Letter Names: 54% TK: Letter Sounds: 52% K: Uppercase Letter Names: 87% K: Lowercase Letter Names: 84% K: High Frequency Words: 52%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			1st Grade: High Frequency Words: N/A 1st Grade: Continuous Sounds: 96% 1st Grade: Stop Sounds: 94% 1st Grade: Consonant Digraph Sounds: 79% 1st Grade: Short Vowel Sounds: 96% 1st Grade CVC: 86% 1st Grade Blends: 78% 2nd Grade: Blends: 66% 2nd Grade: Digraph or Trigraph: 58% 2nd Grade: Final Consonant: 87% 2nd Grade: Inflections: 45% 2nd Grade: Initial Consonants: 94% 2nd Grade: Long Vowel CVe: 62% 2nd Grade: Medial Short Vowel: 91% 2nd Grade: R-Controlled: 48%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	ELA LEA Metric Imagine Learning Language and Literacy	n/a	2024-2025 Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten BOY: 75% MOY: 97% EOY: 99% 1st Grade: BOY: 77% MOY: 83% EOY: 94% 2nd Grade: BOY: 58% MOY: 73% EOY: 81% 3rd Grade: BOY: 41% MOY: 66% EOY: 71% 4th Grade: BOY: 33% MOY: 43% EOY: 50%	2025-2026 Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten BOY: 56% MOY: 86% EOY: 99% 1st Grade: BOY: 21% MOY: 47% EOY: 64% 2nd Grade: BOY: 31% MOY: 48% EOY: 60% 3rd Grade: BOY: 37% MOY: 55% EOY: 59% 4th Grade: BOY: 28% MOY: 48% EOY: 55%	Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten BOY: 85% MOY: 95% EOY: 99% 1st Grade: BOY: 85% MOY: 95% EOY: 99% 2nd Grade: BOY: 80% MOY: 85% EOY: 95% 3rd Grade: BOY: 80% MOY: 85% EOY: 95% 4th Grade: BOY: 80% MOY: 85% EOY: 95%	2024-2025 Imagine Student Growth Report Student grade level performance on Imagine Learning Benchmark: On or above grade level Kindergarten Maintained exceptional performance at 99% on or above grade level. Year-over-Year Growth 1st Grade: Increased from 64% to 94% (+30 percentage points) 2nd Grade: Increased from 60% to 81% (+21 percentage points) 3rd Grade: Increased from 59% to 71% (+12 percentage points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th Grade: BOY: 39% MOY: 41% EOY: 45% 6th grade progress working on grade level: BOY: 31% MOY: 31% EOY: 35%	5th Grade: BOY: 14% MOY: 24% EOY: 30% 6th grade progress working on grade level: BOY: 18% MOY: 27% EOY: 32%	5th Grade: BOY: 80% MOY: 85% EOY: 95% 6th grade progress working on grade level: BOY: 80% MOY: 85% EOY: 95%	5th Grade: Increased from 30% to 45% (+15 percentage points) 6th Grade: Increased from 32% to 35% (+3 percentage points)
3.11	ELA LEA Metric Imagine Learning Lexile	n/a	Student grade level Lexile performance on Imagine Learning Benchmark: On or above grade level Kindergarten N/A 1st Grade: N/A 2nd Grade: BOY: 33% MOY: 42% EOY: 48% 3rd Grade: BOY: 43% MOY: 53% EOY: 48% 4th Grade:	Student grade level Lexile performance on Imagine Learning Benchmark: On or above grade level 2025/2026 School Year 1st Grade: BOY: 6% MOY: 15% EOY: 22% 2nd Grade: BOY: 9% MOY: 20% EOY: 21% 3rd Grade: BOY: 5% MOY: 12%	Student grade level Lexile Scores on or above grade level: Kindergarten N/A 1st Grade: N/A 2nd Grade: BOY: 43% MOY: 53% EOY: 63% 3rd Grade: BOY: 53% MOY: 63% EOY: 73% 4th Grade: BOY: 50% MOY: 60% EOY: 70%	2024-2025 Student Growth Report at student grade level Lexile Scores on or above grade level: Kindergarten N/A Student grade level Lexile performance on Imagine Learning Benchmark: On or above grade level 1st Grade: BOY: 6% increase MOY: 15% increase EOY: 22% increase 2nd Grade:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			BOY: 15% MOY: 25% EOY: 33% 5th Grade: BOY: 12% MOY: 26% EOY: 29% 6th Grade BOY: 7% MOY: 21% EOY: 28%	EOY: 14% 4th Grade: BOY: 9% MOY: 14% EOY: 18% 5th Grade: BOY: 9% MOY: 18% EOY: 20% 6th Grade BOY: 17% MOY: 24% EOY: 29% 7th Grade BOY: 36% MOY: 47% EOY: 53% 8th Grade BOY: 37% MOY: 60% EOY: 54%	5th Grade: BOY: 50% MOY: 60% EOY: 70% 6th Grade BOY: 30% MOY: 50% EOY: 70%	BOY: 10% decrease MOY: 42% decrease EOY: 27% decrease 3rd Grade: BOY: 28% decrease MOY: 41% decrease EOY: 34% decrease 4th Grade: BOY: 6% decrease MOY: 11% decrease EOY: decreased 15% 5th Grade: BOY: decreased 3% MOY: decreased 8% EOY: decreased 9% 6th Grade BOY: decreased 10% MOY: decreased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						EOY: decreased 1% 7th Grade BOY: 36% MOY: 47% EOY: 53% 8th Grade BOY: 37% MOY: 60% EOY: 54%
3.12	ELA Math Metric Imagine Learning	n/a	2024-2025 Student Growth Report Student grade level performance on Imagine Math Benchmark at or above grade level on Imagine Math Kindergarten: BOY: 0% MOY: 3% EOY: 15% 1st Grade: BOY: 2.2% MOY: 12.3% EOY: 35% 2nd Grade: BOY: 6.6% MOY: 20% EOY: 43%	Student grade level performance on Imagine Learning Benchmark: On or above grade level 2025/2026 School Year Kindergarten BOY: 0% MOY: 100% EOY: 100% 1st Grade: BOY: 21% MOY: 46% EOY: % 2nd Grade: BOY: 31% MOY: 48%	Student grade level performance on Imagine Math Benchmark at or above grade level on Imagine Math Kindergarten: BOY: 0% MOY: 50% EOY: 80% 1st Grade: BOY: 20% MOY: 50% EOY: 70% 2nd Grade: BOY: 30% MOY: 50% EOY: 70% 3rd Grade: BOY: 30%	Imagine Math Benchmark Comparison 2024-2025 to 2025-2026 School Year PESD demonstrated significant gains in the percentage of students performing on or above grade level in mathematics at the beginning and middle of the 2025-2026 school year compared to the prior year. These results reflect the positive impact of focused mathematics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3rd Grade: BOY: .2% MOY: 1.3% EOY: 3% 4th Grade: BOY: .2% MOY: 1% EOY: 4% 5th Grade: BOY: .7% MOY: 1% EOY: 3%	EOY: % 3rd Grade: BOY: 37% MOY: 53% EOY: % 4th Grade: BOY: 28% MOY: 47% EOY: % 5th Grade: BOY: 15% MOY: 26% EOY: % 6th Grade BOY: 17% MOY: 28% EOY: % 7th Grade BOY: 45% MOY: 56% EOY: % 8th Grade BOY: 48% MOY: 50%	MOY: 50% EOY: 70% 4th Grade: BOY: 30% MOY: 50% EOY: 70% 5th Grade: BOY: 30% MOY: 50% EOY: 70%	instruction, professional learning, intervention supports, and the implementation of high-quality instructional practices. Kindergarten Increased from 15% at the end of 2024-2025 to 100% on or above grade level at Mid-Year 2025-2026. 1st Grade Increased from 35% at the end of 2024-2025 to 46% at Mid-Year 2025-2026. 2nd Grade Increased from 43% at the end of 2024-2025 to 48% at Mid-Year 2025-2026. 3rd Grade Increased from 3% at the end of 2024-2025 to 53% at Mid-Year 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						4th Grade Increased from 4% at the end of 2024-2025 to 47% at Mid-Year 2025-2026. 5th Grade Increased from 3% at the end of 2024-2025 to 26% at Mid-Year 2025-2026. 6th Grade Increased from 17% at the beginning of the year to 28% at Mid-Year 2025-2026. 7th Grade Increased from 45% at the beginning of the year to 56% at Mid-Year 2025-2026. 8th Grade Increased from 48% at the beginning of the year to 50% at Mid-Year 2025-2026.

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 district successfully implemented the following actions:

Action 3.1 The district successfully maintained a stock of standards-aligned instructional materials to ensure every pupil had sufficient access both in the classroom and at home. All core content areas were supported with state-adopted or board-approved curriculum aligned to grade-level standards. Instructional materials were distributed equitably across school sites, with site leadership confirming sufficiency through annual textbook surveys and Williams Act compliance checks by purchasing replacement texts and materials.

Action 3.2 The district successfully provided discretionary funds to school sites to meet the base instructional needs of students. The overall implementation of Action 3.2 was successful in providing discretionary funds to school sites to meet the base instructional needs of students. Goals allowed for tailored support, and improved student outcomes were notable successes in implementation of evidence based strategies and professional development opportunities to address diverse instructional needs across the district.

While some student groups demonstrated improvement, achievement gaps persist. Socioeconomically Disadvantaged students increased by 5.1 points, and Black/African American students increased by 13.5 points in ELA. Long-Term English Learners demonstrated significant improvement, increasing 18.9 points in ELA and 31.2 points in Mathematics. Despite this progress, Long-Term English Learners continue to perform below grade-level standards, highlighting the importance of continuing targeted interventions, designated and integrated English Language Development (ELD), and reclassification supports.

The district remains committed to increasing investments in early literacy, strengthening designated and integrated ELD, and refining core instruction through standards-aligned curriculum, evidence-based instructional practices, and effective first-best instruction. Continued implementation of the Science of Reading framework, professional learning, academic coaching, and data-driven Professional Learning Communities (PLCs) will support improved outcomes for all students.

Additionally, the district will continue to strengthen its Multi-Tiered System of Support (MTSS) by providing targeted site allocations and supplemental supports for Low-Income students, Foster Youth, Homeless Youth, and English Learners. These efforts include academic intervention, expanded learning opportunities, counseling services, attendance supports, and family engagement strategies designed to address both academic and behavioral needs. Through these coordinated efforts, the district seeks to reduce achievement gaps and ensure all students have access to the support necessary to achieve academic success.

In alignment with the district’s goals, a focus will be placed on improving foundational literacy reading skills in alignment with science of reading, embedding 21st-century learning practices through project-based learning and STEM, universal designed evidenced based practices and expanding access to AVID Elementary strategies. These efforts aim to ensure that unduplicated student groups receive the necessary academic and social-emotional support to achieve at the same level as their peers.

Action 3.3 The district successfully implemented this action by allocating funds to school sites to increase and improve services to foster youth and low- income students. The district successfully implemented Action 3.3 by allocating funds to school sites to increase and improve services for foster youth and low-income students. The planned action involved allocating funds to school sites to enhance services for foster youth and low-income students. The actual implementation aligned with this plan, as funds were allocated to schools for this purpose.

Action 3.4 The district successfully implemented action 3.4 by maintaining special education staff to increase and improve services to students with disabilities. In comparing outcomes with baseline data and desired targets, the district determined the impact of maintaining special education staff on the educational experiences and outcomes of students with disabilities. Additionally, there is a need in gathering feedback from special education staff, students, and families to provide valuable insights into the effectiveness of the services provided ultimately supporting their academic success.

Action 3.5 The district successfully implemented action 3.5 by providing bilingual paraprofessionals to support the instructional needs of English learner students at all sites. The planned action involved bilingual paraprofessionals to support English learner students' instructional needs across all sites. The actual implementation aligned with this plan, bilingual paraprofessionals were provided to support English learner students at all sites. There is a need for professional learning with increased attendance of paraprofessionals to provide a comprehensive system of practices and support for ELs, push in support to students and filling of vacancies. Currently each school site is staffed with a minimum of 2 bilingual paraprofessional per site allowing for increased targeted support and small group instruction.

Action 3.6 The district successfully implemented action 3.6 by allocating funds to school sites to increase and improve services to English learners. Overall, the effectiveness of the planned actions contributed to improving outcomes and experiences for English learner students, supporting their language development and academic success. Currently the district demonstrated an increase of reclassified students.

Action 3.7 The district successfully implemented action 3.7 in that the dual language immersion program was expanded as planned to the seventh grade and launching a new DLI program at a second site since TK and at 1st grade during the next school year. Academic Performance: Indicative data shows that DLI students scored higher than their peers, indicating the effectiveness of the program in fostering academic achievement. An increase in attendance among DLI students compared to previous years suggests that the program may have positively impacted student motivation and engagement. Increased participation from families in the DLI program activities indicates positive support and engagement with their child's education, which is essential for student success. Overall, the expansion of the DLI program to the seventh grade has been effective in achieving its intended goals, as evidenced by improved academic performance, increased attendance rates, and enhanced family engagement. These outcomes highlight the positive impact of the DLI program on student learning and overall educational experiences.

Action 3.8: The District successfully implemented Action 3.8 by providing professional learning opportunities through AVID Summer Institute participation and Riverside County Office of Education (RCOE) Pathway training. Although participation in the AVID Summer Institute was lower than anticipated, AVID strategies continued to be implemented across classrooms and content areas throughout the school year. Evidence of instructional practices aligned to AVID methodologies demonstrated that the action effectively supported the integration of student engagement, organization, collaboration, inquiry, writing, and reading strategies into daily instruction. To sustain and strengthen implementation, the District will continue to provide ongoing professional development, coaching, and support to build staff capacity and ensure consistent use of AVID strategies across all schools and grade levels.

Action 3.9 The district successfully implemented action 3.9 in that second-grade students were screened as planned. Screening process allowed for enrichment opportunities for students who demonstrate advanced skills or abilities. By recognizing and nurturing their strengths, the district can ensure that all students receive appropriate educational experiences tailored to their individual needs, whether they require extra support or opportunities for enrichment. The district will offer a comprehensive instructional practices enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-
based methods and fostering higher-order thinking skills.

Action 3.10 The district successfully implemented action 3.10. Despite the decrease in expenditures, the district successfully provided families with rigorous educational options, including virtual and hybrid academy programs.

Action 3.11 The successful implementation of Action 3.11 reflects the district's interest in a responsive approach to student data and its ability to allocate resources effectively to support student learning. By providing academically related support as identified in the MTSS, the district ensures that all students have equitable access to the resources and interventions needed to succeed academically. The district successfully implemented action 3.11 and provided academically related support to students as identified in the MTSS.

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 district defined a material difference as a 10% or more difference between planned expenditures and estimated actual expenditures.

Action 3.1 Replacement Texts and Consumables: Estimated actuals exceeded budgeted expenditures due to increase in purchase of supplemental replacement texts and consumables purchased.

Action 3.3 The District successfully implemented Action 3.3 by allocating funds to school sites to increase and improve services for foster youth and low-income students. Funds were utilized to provide targeted academic, behavioral, and social-emotional supports aligned to site-identified needs and district priorities.

Action 3.6 English Learner Site Allocation: Estimated planned expenditures were less than expected due to other state funding used.

Action: 3.7 Dual Language Immersion Program: Estimated actuals exceeded budgeted expenditures due to staff salary and benefit increases and increase in teacher participation through expansion of DLI program.

Action 3.8 AVID Elementary Program: Estimated actuals were less than planned expenditures due to decrease in attendance to AVID professional development. Planned actions were effective in achieving the goal of incorporating AVID principles into classroom instruction across all contents. Increased opportunities throughout the school year and continued support and professional development opportunities are needed to sustain and further enhance the use of AVID strategies across the district.

Action 3.11 Academic Multi-Tiered System of Supports Framework: Estimated actual expenditures were less than planned expenditures due to support of district staff on site wellbeing team and MTSS systems at school sites and as a district support. The District successfully implemented the Academic Multi-Tiered System of Supports (MTSS) Framework to strengthen academic, behavioral, and social-emotional supports for students. Actual expenditures were lower than originally budgeted due to the strategic utilization of existing district staff to support site-based well-being teams, MTSS implementation, and districtwide coordination efforts

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

CAASPP results from 2023 indicate that student achievement in English Language Arts and Math needs to improve for all students and student groups. Achievement gaps remain between unduplicated students' achievement and their peers' English Language Arts and Math. Gaps in achievement in Math as indicated by distance from standard (DFS) scores for all students and the following student groups were:

Math:
All Students: -80.3 dfs (Orange)
H: -80.3 points dfs (Orange)
AA: -107 points dfs (Red)
EL: -87.3 points dfs (Orange)
SED: -82.3 points dfs (Orange)
SWD: -134.4 points dfs (Red)
FY: -96.9 points dfs (Orange)

Gaps in achievement in ELA 2023 as indicated by distance from standard (DFS) scores for all students and the following student groups were:

All Students: -53.8 points dfs (Orange)
H: -55 points dfs (Orange)
AA: -75.7 points dfs (Red)
EL: -60.4 points dfs (Orange)
SED: -55.7 points dfs (Orange)
SWD: -123.8 points dfs (Orange)
FY: -83.7 points dfs (Red)

CAASPP 2025 results regarding Goal 3 metrics indicate that although there remains room for improvement in Math student achievement, various student groups have demonstrated areas of maintenance and growth in their distance from standard (DFS) in Mathematics achievement. Actions will be continued with greater monitoring and support, as implementation of the actions has provided improvement for some student groups while continued acceleration is needed districtwide.

- The All Students group maintained Mathematics performance by -1 dfs point at -81.2 dfs in the Fall 2025 Dashboard results of the CAASPP assessment, reporting in the Orange/Low performance level.

- The Hispanic student group maintained Mathematics performance by -0.9 dfs points in the Fall 2025 Dashboard CAASPP results. The Hispanic student group reported -81.1 dfs points below standard, reporting in the Orange/Low performance level.
- The English Learner student group maintained Mathematics performance by -0.5 dfs points at -87.8 dfs in the Fall 2025 Dashboard CAASPP assessment results, reporting in the Orange/Low performance level.
- The Socioeconomically Disadvantaged student group maintained Mathematics performance by -0.5 dfs points at -82.8 dfs in the Fall 2025 Dashboard CAASPP assessment results, reporting in the Orange/Low performance level.
- The Students with Disabilities student group declined by -9.2 dfs points in Mathematics in the Fall 2025 Dashboard CAASPP assessment results. The Students with Disabilities student group reported -143.6 dfs points below standard, reporting in the Red/Very Low performance level.
- The Foster Youth student group increased 20.1 dfs points in Mathematics in the Fall 2025 Dashboard CAASPP assessment results. The Foster Youth student group improved to -76.7 dfs points below standard, reporting in the Yellow/Low performance level.

Gaps in achievement in ELA as indicated by distance from standard (DFS) scores for all students and the following student groups were:

ELA:
All Students: -53.5 dfs (Yellow/Low)
H: -54.2 dfs (Yellow/Low)
AA: -68.5 dfs (Orange/Low)
EL: -67.6 dfs (Orange/Low)
SED: -55.3 dfs (Yellow/Low)
SWD: -118 dfs (Red/Very Low)
FY: -85.2 dfs (Red/Very Low)

Metric data pertaining to Goal 3 indicates ongoing efforts are needed to enhance ELA student achievement, while there are indications of growth among several student groups. Actions will be continued with greater monitoring and support to strengthen implementation effectiveness and accelerate student achievement outcomes.
- The “All Students” group increased by 5.4 dfs points to -53.5 dfs in the Fall 2025 Dashboard results of the ELA CAASPP assessment from the previous school year, reporting in the Yellow/Low performance level.
- The Hispanic student group increased by 4.7 dfs points in the Fall 2025 Dashboard ELA CAASPP assessment results. The Hispanic student group reported -54.2 dfs points below standard, reporting in the Yellow/Low performance level.
- The English Learner student group maintained ELA performance with a slight decline of -0.1 dfs points at -67.6 dfs in the Fall 2025 Dashboard ELA CAASPP assessment results, reporting in the Orange/Low performance level.
- The Socioeconomically Disadvantaged student group increased by 5.1 dfs points in the Fall 2025 Dashboard ELA CAASPP assessment results. The Socioeconomically Disadvantaged student group reported -55.3 dfs points below standard, reporting in the Yellow/Low performance level.
- The Students with Disabilities student group maintained ELA performance with an increase of 2.9 dfs points at -118 dfs in the Fall 2025 Dashboard ELA CAASPP assessment results, reporting in the Red/Very Low performance level.

This data reflects a continued need to increase academic achievement in ELA and Mathematics for Hispanic, English Learners, Socioeconomically Disadvantaged, Foster Youth, Homeless Youth, and Students with Disabilities student groups. Curriculum aligned to

NGSS and implementation of evidence-based instructional practices continue to support the district's goal of providing rigorous instructional programs in all core content areas.

Action 3.1 The district successfully maintained a stock of standards-aligned instructional materials to ensure every pupil had sufficient access both in the classroom and at home. All core content areas were supported with state-adopted or board-approved curriculum aligned to grade-level standards. Instructional materials were distributed equitably across school sites, with site leadership confirming sufficiency through annual textbook surveys and Williams Act compliance checks by purchasing replacement texts and materials.

Action 3.2 The district successfully provided discretionary funds to school sites to meet the base instructional needs of students. The overall implementation of Action 3.2 was successful in providing discretionary funds to school sites to meet the base instructional needs of students. Goals allowed for tailored support, and improved student outcomes were notable successes in implementation of evidence based strategies and professional development opportunities to address diverse instructional needs across the district

Action 3.3: Foster Youth low-income school site allocation. Fall 2025 Dashboard results indicated Foster Youth student group maintained 1.2 points in ELA and increased 20.1 points in Mathematics. Data related to Goal 3 indicates ongoing efforts are necessary to improve ELA student achievement, while demonstrating significant growth in Mathematics. Enhanced monitoring of these groups and providing targeted MTSS support remains imperative to ensure overall academic achievement and social-emotional development.

Action 3.4: Special Education staffing. Fall 2025 Dashboard results indicate that Students with Disabilities maintained ELA performance with an increase of 2.9 dfs points while Mathematics declined by -9.2 dfs points. Action 3.4, which focused on Special Education staffing, continues to support implementation of targeted interventions and specialized instructional support; however, data indicates the continued need to strengthen academic achievement outcomes in both ELA and Mathematics for Students with Disabilities through increased academic and behavioral supports and Student Support providers.

Actions 3.5 & 3.6: English Learner site support (Bilingual Paraprofessionals & Allocations): English Learner Progress Indicator (ELPI) results at 44.7% for the 2025 Dashboard demonstrated an increase of 2 percentage points. Long-Term English Learners reported 53.1% on the ELPI indicator, maintaining Medium performance. Actions 3.5 & 3.6, involving English Learner site support through Bilingual Paraprofessionals and allocations, continue to support integrated and designated English Language Development (ELD) instruction aligned to content standards and language acquisition strategies to strengthen English Learner achievement outcomes.

Action 3.7: Dual Language Immersion Program. The LCAP does not reflect DLI Program-specific metrics. However, site-based data indicates that DLI students continue to demonstrate mastery of Essential Standards in ELA and Mathematics at higher rates than grade-level peers at Sky View Elementary School. This success underscores the effectiveness of the DLI approach in promoting academic proficiency, bilingualism, biliteracy, and positive student learning outcomes. Overall, the expansion of the DLI program to the seventh grade has been effective in achieving its intended goals, as evidenced by improved academic performance, increased attendance rates, and enhanced family engagement. These outcomes highlight the positive impact of the DLI program on student learning and overall educational experiences.

Action 3.8 Evidence of instructional practices aligned to AVID methodologies demonstrated that the action effectively supported the integration of student engagement, organization, collaboration, inquiry, writing, and reading strategies into daily instruction. To sustain and strengthen implementation, the District will continue to provide ongoing professional development, coaching, and support to build staff capacity and ensure consistent use of AVID strategies across all schools and grade levels.

Action 3.9 .The district successfully implemented action 3.9 in that second-grade students were screened as planned. Screening process allowed for enrichment opportunities for students who demonstrate advanced skills or abilities. All students receive appropriate educational experiences tailored to their individual needs, whether they require extra support or opportunities for enrichment. The district will offer a comprehensive instructional practices enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills. As a result, the district experienced a reduction of students referred to intervention.

Action 3.10 The district successfully implemented action. Despite the decrease in expenditures, the district successfully provided families with rigorous educational options, including virtual and hybrid academy programs. The district successfully implemented provided academically related support to students as identified in the MTSS. As a result, the district experienced increased attendance and enrollment.

Action 3.11: Multi-Tiered Systems of Support Framework. 2024-2025 results indicate student achievement demonstrated areas of growth and maintenance in ELA while Mathematics achievement remained an area of continued need based on the Fall 2025 Dashboard. The effectiveness of Action 3.11 underscores the importance of implementing evidence-based frameworks like MTSS to support student success through targeted intervention, data-driven decision-making, collaboration, and continuous improvement. The Fall 2025 CAASPP results reveal the continued need for improvement in student achievement across all student groups in both ELA and Mathematics. Although several student groups demonstrated increased performance trends, achievement gaps persist, particularly for unduplicated student groups including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. Continued implementation of MTSS, evidence-based instructional strategies, targeted intervention, PLC collaboration, and academic supports remain essential to accelerating student achievement and improving equitable outcomes for all students.

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.

All actions on Goal 3 indicate effectiveness in making progress based on academic achievement data per 2025 Fall CAASPP Dashboard indicates overall maintaining in ELA and Math. Actions will be modified to better meet our academic goals.

3.1 Replacement Text, and Consumables: Planned expenditures have been decreased to reflect that remaining budgeted amount will focus on replacement texts and consumables.
3.3 Foster Youth and Low-Income School Site Support Allocation: Duties for Academic Coaches and Intervention teachers have been adjusted to provide direct services to foster youth and low-income students
3.4 Specialized Support Staff: Specialized support staff will be increased further to provide increased and improved services to our unduplicated pupils who are also low-income students.
3.5 English Learner Site Support: Bilingual Paraprofessional: Bilingual Paraprofessional will continue for the 2025-2026 school year.
3.7 Dual Language Immersion Program: Planned expenditures have been increased to reflect the additional needs for DLI teachers and program needs at Sky View and Good Hope Elementary,

3.9 GATE Program: Planned expenditures have been increased to reflect the district has returned to its standard practice of only testing second graders and to provide 21st Century Learning to reach more unduplicated pupils. The district will offer support for a comprehensive instructional program enriched with STEAM and STEM Project Based Learning to provide extension opportunities for all students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills.
3.10 Virtual Academy: Planned expenditures have been decreased to reflect decreased enrollment and fewer teachers and support staff. The program has experienced additional cost savings by moving to Perris Elementary rather than on its own campus.
3.11 Multi-Tiered Systems of Support Framework: s a result of reflections on prior practice, increased efforts in PESD will strengthen alignment between academic and social-emotional supports by explicitly embedding both within the instructional day through a more integrated Multi-Tiered System of Support (MTSS) framework. Metrics and actions have been adjusted to reflect the need for SEL to be braided with academics, including professional learning for all staff on PBIS, alternative behavior supports, and trauma-informed practices, along with expanded progress monitoring tools, targeted support for paraprofessionals, and refined coaching cycles to ensure consistency and impact across all sites.
Metrics 3.10 through 3.12 were added for continued monitoring.
In addition other metrics were updated to clarify information.

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	Replacement Texts and Consumables	Adopt textbook and instructional materials for Math and purchase replacement text and consumable materials for adopted curriculum.	$357,633.00	No
3.2	Site Based Discretionary Budgets	Allocate site based discretionary budgets to provide adequate office supplies, books and materials including library books; teacher classroom supply orders; playground equipment and other site operational needs.	$437,088.00	No
3.3	Foster Youth, English Learner, and Low Income School Site Support Allocation	School site allocations will be used to provide additional services to low-income and foster youth students. Services will be aligned to the goals in the LCAP, as well as the goals and actions outlined in each school site's Single Plan for Student Achievement (SPSA). A key focus of this action will be on literacy improvement through professional learning in foundational reading skills, including the Science of Reading, structured writing instruction, and coaching cycles facilitated by academic coaches. Sites will receive support to strengthen Tier I instruction, improve early literacy outcomes, and ensure alignment with district-wide literacy goals.	$2,727,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention efforts will support students in ELA and early literacy. Additional actions may include the purchase of AVID materials and participation in AVID professional development, educational study trips to local colleges for AVID students, after-school tutoring, implementation of improved core instructional practices, technology purchases to support instruction, and PLC collaboration time for teachers. Family engagement efforts will be strategically designed to address the needs of foster youth and low-income families, with site-based activities tailored to local context. This action is specifically intended to address the unique academic and social-emotional needs of Foster Youth, Socioeconomically Disadvantaged (SED) students, and English Learners. PESD Learning Recovery Block Grant (LREBG) funds totaling $1,864,553 which will be utilized to continue and expand efforts to improve outcomes for unduplicated pupil groups, including English Learners (EL), Foster Youth (FY), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). These funds are supplemental to LCFF resources and are strategically aligned to support identified student needs and District priorities. A comprehensive LREBG needs assessment conducted during the 2025-2026 school year identified literacy achievement as a priority area requiring continued investment and support. Educational partner feedback, local assessment data, and California Dashboard results highlighted the need to strengthen literacy outcomes, particularly for student groups identified in the Orange and Red performance levels on state indicators. In response, the District selected evidence-based actions focused on improving instructional quality through professional learning, instructional coaching, Professional Learning Communities (PLCs), targeted intervention systems, and the implementation of high-leverage instructional practices, essential learning standards, success criteria, and effective instructional strategies. The use of LREBG funds will allow PESD to sustain and deepen this work over multiple years by building staff capacity, strengthening Tier 1 instruction, and providing targeted academic interventions for students requiring additional support. Leveraging these unexpended funds ensures continuity of services and supports the District's long-term literacy improvement efforts while maximizing the impact of grant resources.		

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be measured through improvements in local and state indicators, including English Language Arts achievement, Mathematics achievement, and Chronic Absenteeism rates, with a particular focus on outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities. Progress will be monitored through local benchmark assessments, PLC data cycles, California Dashboard indicators, and ongoing analysis of student performance data to ensure resources are producing measurable improvements in student outcomes. Research demonstrates that sustained professional learning, instructional coaching, collaborative Professional Learning Communities (PLCs), and the use of evidence-based literacy practices are among the most effective strategies for improving teacher effectiveness and student achievement, particularly for historically underserved student groups. Additionally, studies indicate that strong Tier 1 instruction combined with timely, targeted intervention and ongoing data analysis significantly increases literacy outcomes and helps close achievement gaps for English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities.		
3.4	Specialized Support Staff	Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. PESD has hired and maintains additional special education staff to increase and improve services to these students. This action is intended to address needs by providing support to unduplicated pupils.	$1,207,737.00	Yes
3.5	English Learner Site Support: Bilingual Paraprofessional	Equitably allot bilingual aide support for English learners. Language acquisition support will be for students needing primary language support and students who are in need of support to advance their level of proficiency, including LTELS. Bilingual aides support staff work with individuals and small groups of English learners utilizing evidence based strategies, leveled readers, and language development resources from the district-adopted ELA/EL curriculum. The bilingual aide language acquisition	$812,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support is differentiated based on the English Learner's language level. Structured English Language acquisition programs are offered at all sites. This action is intended to address needs of support for English Learner and ELPI student groups.		
3.6	English Learner Site Allocation	Prioritizing culturally relevant English Learner, SED and Foster Youth Parent engagement activities aimed at enhancing parental understanding of college readiness and resources specifically designed for English learners, SED and Foster Youth. Examples of these enhanced services include after-school tutoring specifically tailored for English learners and LTELS, intensive academic support through EL Summer and/or Spring break Academies, intervention, professional development opportunities for educators focusing on English Learner and LTEL instruction and evidence based practices, dedicated collaboration time for data analysis to refine EL instructional techniques, and family engagement initiatives such as Project Inspire from CABE and Social Emotional Whole Child Wellness. This action is intended to address needs by providing support for English Learner, LTELS, ELPI growth and SED student groups.	$100,000.00	Yes
3.7	Dual Language Immersion Program	The DLI program is offered in English and Spanish beginning with transitional kindergarten through seventh grade and adding one-grade level each subsequent school year. DLI teachers participate in ongoing English Learner professional development and collaboration time to review EL instructional lessons and assessment data throughout the school year to develop instructional plans tailored in response to students specific needs.	$4,686,471.00	Yes
3.8	AVID Elementary Program	Continue to implement the AVID Elementary program at all school sites to help close the achievement gap by preparing all students for college and readiness in a global society. This action is intended to address needs by providing support for Foster Youth, SED students, and English Learner student groups.	$30,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Offer a comprehensive instructional program enriched with STEAM and STEM Project Based Learning integration across content to provide extension learning opportunities for foster youth, English learners and low income students. This initiative aims to engage learners in 21st Century learning through inquiry-based methods and fostering higher-order thinking skills. Including teacher meetings for program planning training and collaboration. Strength based inventories and learning style inventories. This action is intended to address needs by providing support for unduplicated pupils.	$24,000.00	Yes
3.10	Virtual Academy	Provide families with rigorous educational options including virtual and hybrid academy	$569,815.00	Yes
3.11	Academic Multi-Tiered System of Supports Framework	Action is targeted to unduplicated students. Continue to implement a Multi-tier System of Support (MTSS) framework to ensure increased opportunity and access for all students. The system will focus on core instruction, differentiation, individual student needs, and alignment of systems to ensure the academic success and social emotional well being of all students. Provide professional development days targeting the needs of low-income, foster youth, LTELs and ELL students. This action is intended to address needs by providing support for Foster Youth, SED students, LTELS and English Learners.	$448,987.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where they feel safe and are motivated to come to school; and parents feel welcome and are encourage to actively participate in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district will maintain this goal to provide a comprehensive, engaging, and relevant instructional program for students through creating an educational environment and culture where they feel safe and are motivated to come to school, and parents feel welcome and are encouraged to actively participate in their child's education. We strive to continue to provide systems of support for students to be successful academically and social emotionally.

1. English Learners and Socioeconomically Disadvantaged student groups saw a decline in suspension rates, which demonstrates an increase in positive behavior. The district will continue to implement the Multi-tier System of Support (MTSS) framework, which focuses on behavior, restorative practices, sense of belonging, whole child wellbeing and social-emotional support. There will be an increased focus on MTSS structures and whole child wellbeing to further enhance these positive outcomes.

2. LCAP surveys reflect that 96.6% of parents felt that it is important for schools to offer school counseling services, and efforts to improve students feeling safe at school have resulted in a 91% rate. The district will utilize a portion of the additional 15% LCFF concentration funds to continue to provide school counselors at all school sites as well as two student support providers to help English learners, foster youth, and low-income students develop social skills, succeed academically, and feel safe in school.

3. Parents are the primary factor in student achievement and the overall well-being of their children. During various LCAP Partner Engagement meetings parents requested family engagement workshops, and Community Based English and Spanish classes (CBET) to continue. LCAP parent survey responses show that 73% of parents felt that schools provided workshops to help parents understand and practice internet safety including social media; 93.7% of parents felt schools provided workshops to parents that support the social-emotional

needs of students; 76.8% of parents felt that schools provided parent workshops focused on student educational priorities and 24 parents attended Community Based English classes. The district will continue to provide family engagement workshops and the CBET program specifically targeting the parents of 1) foster youth; 2) English learners, and 3) low-income and African American students.

The combined effort and focus of these actions and metrics will continue to result in creating an inclusive educational environment and culture where students feel safe with a sense of belonging and are motivated to come to school, and parents feel welcome and supported with tolls and resources to actively participate in their child's education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate - 92.41% End of Year (EOY) CALPADS	2023-2024 Attendance Rate - 92.4% End of Year (EOY) CALPADS	2024-2025 Attendance Rate - 92.46% End of Year (EOY) CALPADS	2025-2026 Attendance Rate - 93% End of Year (EOY) CALPADS	2026-2027 Attendance Rate - 96% End of Year (EOY) CALPADS	Attendance Rate: increase 1%
4.2	Chronic Absenteeism Rate - Local Measure	Chronic Absenteeism Rate 2023-2024 Local Measure 24.73% - District-wide 32.40% - African American 24.3% - Hispanic 16.9% - White 25.0% - Foster Youth 28.1% - Student with Disabilities 25.5% - EL 32.1% - Homeless	Chronic Absenteeism Rate 2024-2025 Local Measure 24.40% - District-wide 27.20% - African American 24.50% - Hispanic 19.70%- White 8.10% - Foster Youth 27.3% - Student with Disabilities 23.20% - EL 22.90% - SED	Chronic Absenteeism Rate 2025-2026 Local Measure: 19.5% Districtwide 24.1% – Black/African American 19.2% – Hispanic 21.0% – White 9.3% – Foster Youth 22.1% – Students with Disabilities 20.1% – EL 20.5% – SED 21.5% – Homeless Youth	2026-2027 Chronic Absenteeism Rate Local Measure 15% - District-wide	Chronic Absenteeism Rate Comparison 2023-2024 to 2025-2026 Local Measures Districtwide Chronic Absenteeism Decreased from 24.73% to 19.5% Improvement: -5.23 percentage points African American Students Decreased from 32.4% to 24.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Improvement: -8.3 percentage points Hispanic Students Decreased from 24.3% to 19.2% Improvement: -5.1 percentage points White Students Increased from 16.9% to 21.0% Change: +4.1 percentage points Foster Youth Decreased from 25.0% to 9.3% Improvement: -15.7 percentage points Students with Disabilities Decreased from 28.1% to 22.1% Improvement: -6.0 percentage points English Learners Decreased from 25.5% to 20.1% Improvement: -5.4 percentage points Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decreased from 32.1% to 21.5% Improvement: -10.6 percentage points LCAP Analysis The District demonstrated significant improvement in chronic absenteeism between the 2023-2024 and 2025-2026 school years. Districtwide chronic absenteeism decreased by 5.23 percentage points, reflecting the effectiveness of attendance improvement efforts, family outreach, Multi-Tiered System of Supports (MTSS), student wellness initiatives, and targeted interventions.
4.3	Suspension Rate - Local Measure	Suspension Rate - 2023-2024	Suspension Rate - 2024-2025	Suspension Rate - 2025-2026	Suspension Rate - 2026-2027	Suspension Rate Comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Measure District-wide- 2.0% (136) African American - 5.3% Hispanic - 2.1% White - 5.6% Foster Youth - 5.3% Student with Disabilities - 1.3%	Local Measure District-wide- 0.79% (46) African American - 1.40% Hispanic - 0.72% White - 1.30% Foster Youth - 0% Student with Disabilities - 1.3% EL - 0.67% SED - 0.38%	Local Measure District-wide- 1.52% (83) African American - 3.65% Hispanic - 1.14% White - 1.85% Foster Youth - 1.15% Student with Disabilities - 2.32% EL - 1.03% SED - 1.37%	Local Measure Districtwide- 1.0%	Local Measure District-wide: decrease .48% African American - 1.65% decrease Hispanic - .96% decrease White - 3.75% decrease Foster Youth - 4.45% decrease Student with Disabilities - 1.02% decrease EL - .36% increase SED - 1 % increase
4.4	Expulsion Rate - End of Year (EOY) CALPADS	Expulsion Rate 2023-2024 End of Year (EOY) at 0% CALPADS	Expulsion Rate 2024-2025 End of Year (EOY) at 0% CALPADS	Expulsion Rate 2024-2025 End of Year (EOY) at 0% CALPADS	Expulsion Rate 2026-2027 End of Year (EOY) at 0% CALPADS	Expulsion Rate: Maintained 0%
4.5	Course Access: Art and PE Staffing data for unduplicated and exceptional needs students.	Unduplicated and exceptional needs students have access to Art and PE teachers.	Unduplicated and exceptional needs students have access to Art and PE teachers.	Unduplicated and exceptional needs students have access to Art and PE teachers.	Unduplicated and exceptional needs students have access to Art and PE teachers.	Unduplicated and exceptional needs students have access to Art and PE teachers
4.6	Parent (including parents of unduplicated and exceptional needs students) Surveys	LCAP survey shows that 78% of parents feel they are treated with respect and are encouraged to participate in their child's education.	LCAP survey shows that 89.9% of parents feel they are treated with respect	LCAP survey shows that 93.3% of parents feel they are treated with respect	LCAP survey shows that 100% of parents feel that they are treated with respect and are	Increased 15%-parents feel they are treated with respect and encouraged to participate int heir child's education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and are encouraged to participate in their child's education.	and are encouraged to participate in their child's education.	encouraged to participate in their child's education.	
4.7	Sense of Safety and School Connectedness- Student LCAP Climate Survey	Sense of Safety and School Connectedness- Student LCAP Climate Survey. Student survey shows that 91% of students surveyed felt safe at school 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	Sense of Safety and School Connectedness- Student LCAP Climate Survey. Student survey shows that 76.3% of students surveyed felt safe at school 95% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	Sense of Safety and School Connectedness- Student LCAP Climate Survey. Student survey shows that 93% of students surveyed felt safe at school 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	Sense of Safety and School Connectedness- Panorama Survey Student survey shows that 100 % of students surveyed felt safe at school	Increase of 2% of students surveyed who felt safe at school. Maintained at 96%of students surveyed that indicated they felt teachers and other adults at school cared about them.
4.8	Panorama Survey	96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	95% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	96% of students surveyed indicated that they felt like teachers and other adults at school cared about them.	100% of students surveyed indicated that they felt like teachers and other adults care about them.	maintained at 96% of surveyed students who indicated that they felt like teachers and other adults at school cared about them.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	LCAP survey of parents including parents of unduplicated and exceptional needs students	2023-24 LCAP survey of parents, including parents of unduplicated and exceptional needs students 1. 95.1% of parents felt their school offers programs and services for English learners 2. 76.8% of parents felt their school prepares their student for career and college via AVID 3. 58.8% of parents felt their child had access to a school counselor 3. 95.7% of parents felt it is important for schools to offer counseling services. 4a. 95.8% of parents felt their school offers an effective and engaging Art program. 4b. 96.8% of parents felt their school offers an effective and engaging PE program.	2024-25 LCAP survey of parents, including parents of unduplicated and exceptional needs students 1. 95.9% of parents felt their school offers programs and services for English learners 2. 76.2% of parents felt their school prepares their student for career and college via AVID 3. 63% of parents felt their child had access to a school counselor 3. 98% of parents felt it is important for schools to offer counseling services. 4a. 96% of parents felt their school offers an	2025-26 LCAP survey of parents, including parents of unduplicated and exceptional needs students 1. 95.4% of parents felt their school offers programs and services for English learners 2. 73.6% of parents felt their school prepares their student for career and college via AVID 3. 63% of parents felt their child had access to a school counselor 3. 96.6% of parents felt it is important for schools to offer counseling services. 4a. 91% of parents felt	2026-27 LCAP survey of parents including parents of unduplicated and exceptional needs students 1. 99% of parents felt their school offers programs and services for English learners 2. 90% of parents felt their school prepares their student for career and college via AVID 3. 90% It is important for schools to offer counseling services 4a. 90% of parents felt their school offers an effective and engaging Art program. 4b. 90% of parents felt their school offers an effective and	1. increased .3% of parents felt that their school offers programs and services for English Learners. 2. Decreased 3.2% of parents felt their school prepares their student for career and college via AVID. 3a. Increased 5% of parents felt their child had access to a school counselor. 3b. Increased 1.1% of parents felt it is important for schools to offer counseling services. 4a. Decrease 4.7% of parents felt their school offers an effective and engaging Art program. 4b. Increased .2% of parents felt their school offers an effective and engaging PE program.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			effective and engaging Art program. 4b. 97% of parents felt their school offers an effective and engaging PE program	their school offers an effective and engaging Art program. 4b. 97% of parents felt their school offers an effective and engaging PE program	engaging PE program.	

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.

Action 4.1: The attendance rate remained steady at approximately 93% during the 2025–2026 school year despite implementation of planned actions such as attendance teams, family outreach, attendance review processes, and MTSS-aligned supports. While data monitoring systems, communication efforts, and awareness of attendance expectations improved, ongoing barriers related to student wellness, transportation, family circumstances, and chronic absenteeism continue to impact attendance outcomes. Continued focus on early warning systems, wellness supports, family engagement, and cross-department collaboration will be essential to improving future attendance outcomes. We held FACE Family engagement opportunities and workshops at all sites and at district level.

Action 4.2: Chronic absenteeism decreased across nearly all student groups during the 2025–2026 school year. The overall chronic absenteeism rate declined from 21.0% on May 18, 2026, to 19.5% on May 21, 2026. Significant reductions were observed among African American students (25.2% to 24.1%), Hispanic students (20.9% to 19.2%), English Learners (21.2% to 20.1%), Homeless Youth (22.7% to 21.5%), Students with Disabilities (23.4% to 22.1%), and Socioeconomically Disadvantaged students (22.4% to 20.5%). Foster Youth demonstrated the lowest chronic absenteeism rate among identified student groups at 9.3%. These improvements reflect the impact of targeted attendance interventions, family outreach efforts, wellness supports, and school-site attendance monitoring systems. Continued efforts will focus on sustaining progress and further reducing chronic absenteeism, particularly for African American students, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students, who continue to experience higher rates of absenteeism than the district average. Through CBET sessions families receive essential information to support the whole child.

Action 4.3: Academic progress monitoring data indicate improvements in student outcomes across multiple student groups. While several student groups demonstrated incremental growth, achievement gaps continue to persist among English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. Continued implementation of academic MTSS systems, targeted intervention programs, expanded learning opportunities, and data-driven PLC collaboration remains necessary to accelerate achievement and ensure students receive timely supports aligned to their individual needs. Coaching cycles supported district wide support in ELA and Math at all school sites.

Action 4.4: The expulsion rate for the 2025–2026 school year remains at 0%, consistent with previous years. This outcome reflects the district's continued commitment to Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning, counseling services, and proactive interventions designed to address student needs before behaviors escalate to exclusionary disciplinary actions. Counselors supported through root cause analysis process in identifying barriers, supporting in attendance groups and family outreach.

Action 4.5: The district continues to prioritize equitable access to a well-rounded educational program, including Art and Physical Education for all students, particularly unduplicated student groups and students with exceptional needs. Educational partner survey results indicate strong support for maintaining these programs, with 91.4% of respondents indicating that an effective and engaging Art program is important and 97.3% indicating that an effective and engaging Physical Education program is important. The district continued implementing enrichment opportunities that support student engagement, wellness, creativity, and academic success.

Action 4.6: Parent satisfaction regarding respect, communication, and family engagement remains strong. During the 2025–2026 school year, 92.4% of educational partners reported that parents and community members are treated with respect and encouraged to participate in their child's education, while 91.1% reported that schools provide a welcoming environment for families. Additionally, 96.9% of respondents indicated that opportunities for two-way communication between schools and families are important. These results reflect the district's ongoing efforts to strengthen family partnerships, improve communication, and expand opportunities for meaningful parent involvement. Continued efforts will focus on ensuring all families feel welcomed, informed, and empowered as partners in their children's education. FACE family advocacy efforts included additional support through parent workshops and resources through our wellbeing team and counselors.

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 district did not report a material difference as a 10% or more difference between planned and estimated actual expenditures in Goal 4 Actions.

Action 4.3: indicates difference due to increased services for academic progress monitoring data indicate improvements in student outcomes across multiple student groups. While several student groups demonstrated incremental growth, achievement gaps continue to persist among English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. Continued implementation of academic MTSS systems, targeted intervention programs, expanded learning opportunities, and data-driven PLC collaboration remains necessary to accelerate achievement and ensure students receive timely supports aligned to their individual needs.

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

Metric data for Goal 4 indicated favorable results and demonstrates that district actions continue to positively impact school climate, student engagement, and family involvement.

93% of students surveyed indicated they felt safe at school, an increase from 90% in the previous year. The district exceeded the desired outcome of 90%.

96% of students surveyed indicated they felt that teachers and other adults at school cared about them, an increase from 95% in the previous year. The desired outcome was 90%, exceeding the goal by 6 percentage points.

We believe that the district's commitment to Positive Behavioral Interventions and Supports (PBIS), implementation of comprehensive school counseling services, robust recess programming, social work interns, and Student Support Providers positively impacted school climate and student outcomes. The district will continue deepening implementation of PBIS and Restorative Practices while strengthening the Multi-Tiered System of Support (MTSS) framework to ensure students receive academic, behavioral, and social-emotional support.

Student suspension rates for All Students and most student groups remained relatively low. However, African American students and Foster Youth continue to demonstrate higher suspension rates than other student groups, indicating a need for continued targeted support and intervention. Structured recess trainers continue providing site-based coaching to support recess supervision, group management, conflict resolution, and student engagement. Site administrators and supervision staff have continued implementing improved practices and increased services to strengthen school climate and student connectedness.

In reflecting upon student and parent engagement, LCAP survey results of parents, including parents of unduplicated pupils and students with exceptional needs, indicate that:

- 96.7% of educational partners indicated it is important for schools to offer programs and services for English Learners. The desired outcome was 90%. This year's survey results exceeded the goal by nearly 7 percentage points. This positive outcome reflects the district's continued investment in English Learner services, designated and integrated English Language Development (ELD), bilingual supports, and language acquisition programs.

- 91.4% of educational partners indicated it is important for schools to offer an effective and engaging Art program. The desired outcome was 90%. This year's survey results exceeded the goal by 1.4 percentage points. This achievement reflects the district's commitment to ensuring access to a well-rounded educational program that includes visual and performing arts opportunities for all students.

- 97.3% of educational partners indicated it is important for schools to offer an effective and engaging Physical Education (P.E.) program. The desired outcome was 90%. This year's survey results exceeded the goal by 7.3 percentage points. These findings reflect the district's commitment to promoting student wellness, physical activity, and equitable access to quality physical education programs.

- 92.4% of educational partners reported that parents and community members are treated with respect and encouraged to participate in their child's education. The desired outcome was 90%, exceeding the goal by 2.4 percentage points. Additionally, 91.1% reported that schools provide a welcoming environment for families, demonstrating continued progress in strengthening family engagement and school-home partnerships.

Metric data for Goal 4 demonstrates effective implementation of district actions, with favorable outcomes observed in student safety, school connectedness, family engagement, and access to comprehensive support services. Parent engagement indicators continue to exceed district goals, reflecting the district's ongoing commitment to whole-child wellness, meaningful family partnerships, and creating positive school environments where students feel safe, supported, and connected. These results also reflect increased communication between schools and families, expanded opportunities for parent participation, and efforts to equip families with the tools and knowledge necessary to support student success.

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

Action 4.1 Family Engagement and Professional Learning

In response to reflections on prior implementation, adjustments have been made to the planned goals, metrics, desired outcomes, and actions for the upcoming year. Specifically, the district transitioned from utilizing external consultants to providing in-house professional development. This adjustment allows the district to maximize resources while ensuring professional learning is closely aligned to district priorities, student needs, and site-specific contexts. Building internal capacity supports long-term sustainability and consistency in implementation across schools.

Action 4.4 Counselor Program

Actual expenditures for the Counselor Program totaled $944,806. School counselors continue to play a critical role in supporting student academic achievement, social-emotional development, mental wellness, and college and career awareness. Counselors provide direct services to students through individual counseling, small-group interventions, classroom lessons, crisis response, attendance support, and coordination of services with families and community partners. Their work contributes to creating safe, supportive, and inclusive learning environments where students are equipped with the skills and resources necessary to succeed both academically and socially. Continued investment in counseling services remains essential to addressing the growing social-emotional and behavioral needs of students.

Action 4.5 Art and Physical Education Program

Planned expenditures were $1,060,090, while actual expenditures totaled $1,067,498 during the 2025-2026 school year. Through the district's STEAM initiative, arts education continues to be integrated across content areas to provide students with interdisciplinary learning experiences that promote creativity, critical thinking, communication, and problem-solving skills. By integrating the arts with science, technology, engineering, and mathematics, students engage in meaningful learning experiences that support both academic achievement and student engagement.

The district remains committed to ensuring equitable access to high-quality Art and Physical Education programs for all students, including unduplicated pupils and students with exceptional needs. Curriculum alignment across schools helps ensure students receive a cohesive and comprehensive educational experience while supporting the development of the whole child. These efforts contribute to increased student engagement, expanded learning opportunities, and improved educational outcomes.

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	Family Engagement	Promote family involvement for families including foster youth, English Learners, SED, LTELs, and African American through activities such as workshops, enrichment, Social Emotional Learning, Fostering Empowered Students, Academic Evidence based support informational meetings, and home connection support.	$34,855.00	Yes
4.2	Community Based Tutoring Program	Differentiate the targeted needs of students by offering Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students. This program aims not only to teach parents English but also to provide training on how they can actively support their children's education. Parents will receive instruction on key concepts and programs utilized within our schools, empowering them to play an active role in their children's academic journey.	$26,501.00	Yes
4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, enhanced literacy practices, essential learning in math, individual student needs, and alignment of systems to ensure the behavioral, and social success of all students. .This action is intended to address needs by providing support for Foster Youth, SED students and English Learner groups by providing professional development days targeting the needs of low-income, foster youth, African American and EL students.	$1,410,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PESD (LREBG) funds totaling $105,000 which will be utilized to increase and improve services for unduplicated pupil groups, including Foster Youth (FY), English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). These funds are supplemental to LCFF resources and are strategically aligned to address identified achievement gaps and improve student outcomes. A comprehensive LREBG needs assessment conducted during the 2024-2025 school year identified a need to strengthen literacy and mathematics outcomes, particularly for student groups performing in the Red and Orange performance levels on the California Dashboard. Educational partner feedback, local assessment data, Dashboard indicators, and site-level root cause analyses highlighted the importance of strengthening Tier 1 instruction, intervention systems, and educator capacity through targeted professional learning and coaching. To address these needs, the District will implement a comprehensive support model that includes instructional coaching cycles focused on literacy and mathematics improvement. Coaching cycles will incorporate classroom observations, modeling, co-planning, co-teaching, feedback, reflection, and refinement of instructional practices. Site and district teams will engage in ongoing root cause analysis to identify barriers to student learning and determine evidence-based instructional responses. Additionally, grade-level Professional Learning Communities (PLCs) will participate in collaborative data analysis, cognitive planning, examination of student work, and monitoring of essential learning standards. PLC teams will utilize formative assessment data, benchmark data, and intervention data to identify student needs, adjust instruction, and provide targeted supports. Professional learning will focus on high-leverage instructional practices, success criteria, learning targets, evidence-based literacy and mathematics instruction, social-emotional well-being, and strategies that improve outcomes for unduplicated students. LREBG funds will also support targeted intervention efforts designed to accelerate learning for students requiring additional support. Through ongoing progress monitoring and collaboration between teachers,		

Action #	Title	Description	Total Funds	Contributing
		coaches, administrators, and district staff, interventions will be adjusted based on student performance and identified needs. The effectiveness of this action will be measured through improvements in local and state indicators, including English Language Arts achievement, Mathematics achievement, English Learner progress, and Chronic Absenteeism rates. Progress will be monitored through local benchmark assessments, PLC data cycles, coaching cycle outcomes, California Dashboard indicators, and ongoing analysis of student performance data, with a particular focus on Foster Youth, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Research supports the use of instructional coaching, collaborative Professional Learning Communities (PLCs), and data-driven continuous improvement cycles as highly effective strategies for increasing teacher efficacy and improving student achievement in literacy and mathematics. Evidence further demonstrates that strong Tier 1 instruction, targeted interventions, ongoing progress monitoring, and the implementation of high-leverage instructional practices contribute to accelerated learning and improved outcomes for English Learners, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities.		
4.4	Counselor Program	Continue to provide school counselors for the purposes of supporting students develop social skills, work habit, study skills, growth mindset to succeed in school. They will provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. This action is intended to support all students.	$884,883.00	Yes
4.5	Art and PE Program	Retain full-time Arts through STEAM and PE teachers to provide instruction in curricular areas above what the regular classroom teachers provide to provide relevant learning connection across content. Allowing time for classroom teachers to collaborate and plan/deliver interventions to students to push in services to students.	$1,215,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	21st Century Multi-Media Learning Centers	Provide support to sites in revitalizing library/media center services to expand into 21st-century Multi-Media Learning Centers.	$621,143.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Young Explorers Academy will increase student engagement by strengthening the Multi-Tiered System of Support focusing on increasing English Language Literacy, mathematics, improving systems for behavior support, and increasing social emotional learning opportunities for students. Within three years, all students, and particularly English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged students, African-American students and White students will demonstrate growth towards meeting or exceeding standards based on district and local benchmarks. There are no teacher credentialing concerns for early education staffing.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on a review of student achievement, attendance, behavior, engagement, and educational partner feedback data that identified a continued need for targeted academic, behavioral, and social-emotional supports for students at Young Explorers Academy. Data demonstrated the importance of strengthening systems and interventions to support student engagement, literacy and mathematics achievement, positive behavior supports, and overall student wellbeing.

Particular attention was given to the needs of Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged students, African-American students, White students, and Homeless students, who continue to require additional support and opportunities to ensure equitable access to academic success and belonging.

The development of this goal also aligns with the district's commitment to strengthening Multi-Tiered Systems of Support (MTSS) by providing targeted interventions, social-emotional learning opportunities, and student-centered supports that promote engagement, achievement, attendance, positive behavior, and connectedness to school. Educational partner feedback emphasized the importance of increasing student belonging, strengthening academic supports, and creating safe, supportive learning environments where all students can thrive. This goal is intended to create a comprehensive and sustainable system of support that addresses both academic and social-emotional needs while improving outcomes for all students over the next three years.

There are no teacher credentialing concerns for early education staffing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Literacy Assessment	Literacy : Upper Case Letters 91 % EOY Lower Case Letters 85%	new metric	new metric	Literacy : Upper Case Letter 91% Lower Case Letter 98%	new metric
5.2	Numeracy Assessment	Numeracy 94%	new metric	new metric	Numeracy: 99%	new 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.

First year to receive Equity Multiplier Funds

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.

First year to receive Equity Multiplier Funds

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

First year to receive Equity Multiplier Funds

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.

First year to receive Equity Multiplier 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
5.1	Academic Intervention and Enrichment	Young Explorers Academy will provide targeted academic intervention and enrichment opportunities designed to strengthen student achievement in English language literacy and mathematics while increasing student engagement and access to equitable learning opportunities. Through the implementation of a Multi-Tiered System of Support (MTSS), students will receive differentiated instruction, intervention supports, enrichment activities, and targeted assistance based on identified academic needs and local data. This action may include intervention programs, tutoring, small group instruction, enrichment opportunities, instructional materials, technology supports, and expanded learning experiences that promote academic growth and student success. Supports will prioritize the needs of Students with Disabilities, Socioeconomically Disadvantaged students, Homeless students, and other student groups identified through data review. The purpose of this action is to improve academic outcomes, increase student confidence and engagement, strengthen literacy and mathematics achievement, and provide students with meaningful opportunities to grow academically while supporting overall student success and belonging. Students demonstrated substantial growth across foundational early literacy and numeracy skills throughout the school year. Screening data indicates consistent progress from Trimester 1 to Trimester 3, reflecting the impact of targeted instruction, intervention supports, and early learning opportunities provided to students. In literacy, the percentage of students demonstrating proficiency in uppercase letter recognition increased from 53% in Trimester 1 to 91% in Trimester 3, representing a 38 percentage-point gain. Similarly, lowercase letter recognition improved from 45% to 88%, a 43 percentage-point increase. Growth was also evident in letter-sound knowledge, one of the strongest indicators of future reading success, increasing from 39% in Trimester 1 to 85% in Trimester 3, a 46 percentage-point gain. Students also demonstrated strong progress in early numeracy skills. Proficiency in recognizing numbers 0–10 increased from 64% in Trimester 1 to 94% in Trimester 3, representing a 30 percentage-point increase.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		These outcomes suggest that the Equity Multiplier-funded will support, including enhanced instructional practices, targeted interventions, and early literacy and numeracy development opportunities, contributed to accelerated learning and improved readiness for future academic success. The greatest gains were observed in foundational literacy skills, particularly letter-sound knowledge and lowercase letter recognition, highlighting the effectiveness of focused early reading instruction in closing learning gaps and promoting equitable outcomes for all students. Young Explorers reflected a non stability rate of 26% and SED 85% with 91% attendance rate as a school site.		
5.2	Family and Community Engagement	Young Explorers Academy will strengthen family and community engagement by increasing opportunities for parent involvement, communication, workshops, and partnerships that support student success and wellbeing. This action is intended to build strong relationships between school, families, and community partners while increasing student connectedness, belonging, and access to support services and resources. These outcomes suggest that the Equity Multiplier-funded supports, including enhanced instructional practices, targeted interventions, and early literacy and numeracy development opportunities, contributed to accelerated learning and improved readiness for future academic success. The greatest gains were observed in foundational literacy skills, particularly letter-sound knowledge and lowercase letter recognition, highlighting the effectiveness of focused early reading instruction in closing learning gaps and promoting equitable outcomes for all students. Young Explorers reflected a non stability rate of 26% and SD of 85%	$50,000.00	No
5.3	SEL and Wellness Support: Wellness and restorative practices Student Engagement	Young Explorers Academy will strengthen student wellness, engagement, and belonging through social-emotional learning opportunities, wellness supports, restorative practices, and positive behavior interventions. This action is intended to increase student connectedness, improve behavior	$32,428.00	No

Action #	Title	Description	Total Funds	Contributing
		and attendance outcomes, and create safe, supportive learning environments where students feel valued, engaged, and successful.		
5.4	Building Capacity : Professional Development and Collaboration	Young Explorers Academy will provide professional development and collaborative planning opportunities focused on strengthening instructional practices, student supports, social-emotional learning, restorative practices, and intervention strategies. This action is intended to build staff capacity, improve systems of support, and ensure students receive high-quality, equitable learning experiences that promote academic success, engagement, and belonging.	$55,000.00	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
$20,275,200	$2,639,167

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
40.813%	0.000%	$0.00	40.813%

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
1.5	**Action:** Increase Staff Retention Rates **Need:** Identified Need(s) of Unduplicated Pupils: Perris Elementary School District has identified the ongoing need to sustain staffing, instructional support systems, and targeted interventions to improve academic	This action is provided at a districtwide level in order to ensure appropriately assigning supports across the district in providing academic support, SEL instruction, positive behavior intervention supports, best first quality instruction in small group settings with a focus on implementation of evidenced based strategies and addressing the needs of English Learners, Low Income and Foster Youth students. Staff is assigned to adequately to serve the needs of unduplicated	* ELA, Math and Science results on the CAASPP assessments * FIAB/IAB Progress * Early Literacy Screener * EL Performance on ELPAC * Social Emotional Surveys

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
	achievement outcomes for unduplicated student groups. On the Fall 2025 California Dashboard, the “All Students” group reported a Low performance level in English Language Arts (ELA) at -53.5 Distance from Standard (DFS), demonstrating an increase of 5.4 DFS points from the prior year. In Mathematics, the “All Students” group maintained a Low performance level at -81.2 DFS. The English Learner Progress Indicator (ELPI) reported that 44.7% of English Learners made progress toward English language proficiency, reflecting an increase of 2 percentage points from the prior year. Despite areas of growth, several unduplicated student groups continue to demonstrate significant academic needs. English Learner students reported Low performance in ELA at -67.6 DFS and Low performance in Mathematics at -87.8 DFS. Foster Youth students demonstrated Very Low performance in ELA at -85.2 DFS, while Students with Disabilities demonstrated Very Low performance in ELA at -118 DFS and Very Low performance in Mathematics at -143.6 DFS. Homeless Youth students were identified for Differentiated Assistance due to Very Low performance in Mathematics at -114.1 DFS and Very High Chronic Absenteeism at 38.6%. Additionally, Long-Term English Learners demonstrated continued academic needs in Mathematics at -109.3 DFS despite significant improvement trends.	students represented in state and local assessment performance data.	* Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These data indicate a continuing need to strengthen implementation of an Academic Multi-Tiered System of Support (MTSS), evidence-based instructional practices, targeted intervention supports, and enhanced Tier I core instruction across all grade levels. PESD remains committed to improving outcomes for unduplicated pupils through high-quality literacy and mathematics instruction, designated and integrated English Language Development (ELD), AVID and Universal Design for Learning (UDL) strategies, ongoing PLC collaboration focused on data analysis and instructional planning, expanded intervention and enrichment opportunities, and the strategic use of technology to support student learning. The district will continue ensuring students have access to highly qualified staff, consistent instructional practices, and stable learning environments that foster strong relationships, academic growth, and social-emotional development. **Scope:** LEA-wide		
2.3	**Action:** Increased and Improved Access to Technology **Need:** Based on a review of the available performance data from both the state and local indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, and	Increased and Improved Access to Technology allows technology resources to enhance instruction and provide additional learning tools at LEA-wide basis to address the needs of unduplicated students. To address our unduplicated pupils performing below standards would include the following interventions and supports:	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * SEL Surveys * Local progress monitoring assessments in ELA and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	input from educational partners, Perris Elementary School District (PESD) has identified continued areas of need and focus. 2025 California Dashboard data indicates a continued need to strengthen student achievement in English Language Arts (ELA) and Mathematics across all grade levels, particularly for unduplicated pupil groups. ELA All Students: -53.5 Distance from Standard (DFS) Math All Students: -81.2 Distance from Standard (DFS) On the Fall 2025 California Dashboard, English Learner (EL) students reported Low performance levels in both ELA and Mathematics, with ELA at -67.6 DFS and Mathematics at -87.8 DFS. Foster Youth (FY) students also demonstrated significant academic needs, reporting Very Low performance in ELA at -85.2 DFS and Low performance in Mathematics at -76.7 DFS, although Foster Youth students showed significant improvement in Mathematics (+20.1 DFS). Additionally, chronic absenteeism remains an area of concern for several unduplicated student groups, including Homeless Youth, Foster Youth, Students with Disabilities, and African American students. Homeless Youth reported a chronic absenteeism rate of 38.6%, placing the group in the Very High performance category.	* Technology integration of digital learning platforms and tools, devices, and resources into teaching and learning practices to enhance educational experiences and outcomes. Technology integration aims to provide students with instant access to differentiated and learner adaptive information and resources, fostering personalized learning experiences that meets individualized needs, preferences, and learning styles. * Language Support through Technology: Utilize digital tools and software applications to offer language support for English learners supporting with reading comprehension of instructional materials. This is especially beneficial for foster youth who may have experienced disruptions in their education. * Access to Digital Resources: Provide low income students, foster youth, and English learners with equitable access to digital textbooks, online libraries, and educational websites, supplementing traditional resources. This addresses the lack of access to educational materials. * Increase access and learning of Common Core 21st-Century Skills: Integrated technology-enhanced learning experiences to foster the development of essential skills such as communication, critical thinking, collaboration, and creativity across all content. This action is aimed at unduplicated pupil groups such as English learners, low-income, and foster youth, the rationale for extending these services to	

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
	PESD continues to receive Differentiated Assistance (DA) support based on student group performance outcomes. These findings reinforce the need for continued targeted actions and services focused on improving academic achievement, attendance, engagement, and social-emotional supports for unduplicated students. District actions are designed to strengthen Multi-Tiered Systems of Support (MTSS), provide evidence-based literacy and mathematics instruction, expand intervention opportunities, and ensure equitable outcomes for all students. **Scope:** LEA-wide	all students district-wide is based on the principles of supporting equity and inclusion.	
3.4	**Action:** Specialized Support Staff **Need:** The identified need is to address the increasing need for support services of unduplicated pupils, particularly for low-income and foster youth students, many of whom require specialized academic, behavioral, and social-emotional supports. To meet this need, the district has hired and retained additional staff to enhance and expand services for these students. On the Fall 2025 Dashboard, the Socioeconomically Disadvantaged student group reported an average score of -55.3 Distance from Standard (DFS) in English	The action of hiring and maintaining additional specialized education staff addresses the identified need for increased support services for unduplicated students, many of whom require specialized assistance, including special education. Providing the support additional specialized staff to respond to academic, SoCal emotional, mental health, provide parent workshops, 1:1 and small group student sessions, and whole child wellness at an LEA-wide basis ensures equitable access to services for all eligible students across the district, fostering inclusivity and meeting the diverse needs of the district's student population. By allocating resources for additional services aligned with the goals of the LCAP and the Single	* ELA, Math and Science results on the CAASPP Dashboard * EL Performance on ELPAC * Social Emotional Survey Results * Local progress monitoring assessments in ELA and math * IEP Goals * Attendance indicators * ELPAC results * EL Academic data on IABs

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
	Language Arts (ELA), maintaining a Low performance level and demonstrating an increase of 5.1 DFS points. English Learner students reported -67.6 DFS in ELA and maintained a Low performance level, while Foster Youth students reported -85.2 DFS in ELA, maintaining a Very Low performance level. Students with Disabilities also demonstrated significant academic needs, reporting -118 DFS in ELA and -143.6 DFS in Mathematics at the Very Low performance level. These data indicate a continued need for increased specialized support, targeted intervention, evidence-based instructional practices, and enhanced core instruction for students. The “All Students” group reported a Very High Chronic Absenteeism rate of 30.1% on the Fall 2025 Dashboard, indicating continued barriers impacting consistent student attendance, engagement, and access to academic and specialized supports at school. English Learners reported a Chronic Absenteeism rate of 24.5%, Foster Youth reported 25.3%, Homeless Youth reported 38.6%, and Students with Disabilities reported 34.8%, all within the Very High performance level. Homeless Youth performance on the Fall 2025 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for continued support in Mathematics and reducing Chronic Absenteeism for Homeless Youth students. Homeless Youth students reported -114.1 DFS in Mathematics at the	Plan for Student Achievement, the action directly addresses the unique needs and challenges of all unduplicated students on the basis of equity and access.	

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
	Very Low performance level and a Chronic Absenteeism rate of 38.6% at the Very High performance level. These data indicate a continued need to strengthen targeted academic intervention, attendance supports, engagement strategies, wraparound services, and access to specialized supports for Homeless Youth students. **Scope:** LEA-wide		
3.7	**Action:** Dual Language Immersion Program **Need:** On the Fall 2025 Dashboard the "All Students" group reported an average score of -53.5 Distance from Standard (DFS) in ELA, reporting in the Yellow performance level and demonstrating an increase of 5.4 DFS points. ELPI and EL students reported in the Yellow performance level at 44.7%, while EL students reported -67.6 DFS in ELA and -87.8 DFS in Mathematics, both reporting in the Orange performance level. This indicates the need to provide enhanced instructional opportunities to support students academically across all grade levels in the district through enhanced instructional programs with evidence-based instructional practices. EL student groups maintained Low performance levels on the Fall 2025 California Dashboard, indicating a continued need to	Dual Language Immersion (DLI) program addresses the identified need by providing targeted language acquisition support for English learners in both English and Spanish, starting from transitional kindergarten and expanding each subsequent year. DLI ensures that English learners receive comprehensive language development opportunities that align with district goals and instructional standards. By offering the DLI program on a schoolwide basis at two district sites, unduplicated pupils have equitable access to high-quality language acquisition instruction, fostering a supportive and inclusive learning environment for all conducive to their academic success.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates * EL Academic data on IABs

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
	increase student academic performance, strengthen English language acquisition, and improve attendance outcomes. English Learners reported a Chronic Absenteeism rate of 24.5%, reporting in the Orange performance level. The identified need in this action is to support unduplicated students by sustaining the implementation of a language acquisition program through the district's Dual Language Immersion (DLI) program. DLI teachers engage in ongoing professional development, PLC collaboration, and instructional planning to enhance instructional lessons through analysis of assessment data throughout the school year, ensuring comprehensive support for English learners' language development, academic success, and social-emotional well-being. **Scope:** Schoolwide		
3.8	**Action:** AVID Elementary Program **Need:** The Fall 2025 Dashboard indicates that the "All Students" group reported an average score of -81.2 Distance from Standard (DFS) in Mathematics, reporting in the Orange/Low performance level. Socioeconomically Disadvantaged students also reported in the Orange/Low performance level at -82.8 DFS. English Learner students reported -87.8 DFS	The action of implementing the AVID Elementary program addresses the identified need by providing systematic and targeted support to unduplicated students, regardless of background, to close the achievement gap and prepare them for college and career readiness and social emotional well being. To address our unduplicated pupils performing below standards would include the following interventions and supports:	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	in Mathematics, reporting in the Orange/Low performance level, while Foster Youth students reported -76.7 DFS in Mathematics, reporting in the Yellow/Low performance level and demonstrating significant improvement of 20.1 DFS points. On the Fall 2025 Dashboard, the “All Students” group reported an average score of -53.5 DFS in ELA, reporting in the Yellow performance level and demonstrating an increase of 5.4 DFS points. Data indicates a continued need to support students in Mathematics performance across all grade levels in the district and strengthen implementation of evidence-based, high-leverage instructional practices, targeted intervention supports, academic discourse strategies, and high-quality Tier I instruction. Homeless Youth performance data on the Fall 2025 Dashboard resulted in district identification for Differentiated Assistance, indicating a need for continued support in Mathematics and reducing Chronic Absenteeism for Homeless Youth students. Homeless Youth students reported -114.1 DFS in Mathematics, reporting in the Red/Very Low performance level, and a Chronic Absenteeism rate of 38.6%, reporting in the Red/Very High performance level. These data indicate a continued need to strengthen targeted academic intervention, attendance supports, engagement strategies, and	* Supplemental Monitoring and Interventions with AVID study skills, WICOR and systems of support • Provide professional development for staff * Provide tools, materials, resources that support AVID Elementary practices • PLC collaboration and planning to analyze student achievement data to identify learning gaps and essential standards, implementing strategies from to enhance student performance By offering the AVID program on an districtwide basis, all students have equitable access to the resources, tools and strategies needed to develop critical thinking skills, academic behaviors, and college and career readiness aptitudes essential for future success. This comprehensive approach ensures that all unduplicated students receive the support necessary to excel academically and thrive across content and social emotionally.	* EL Academic data on IABs

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
	wraparound services for Homeless Youth students. **Scope:** LEA-wide		
3.9	**Action:** 21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning. **Need:** The Fall 2025 Dashboard indicates that the "All Students" group reported an average score of -53.5 Distance from Standard (DFS) in ELA, reporting in the Yellow performance level and demonstrating an increase of 5.4 DFS points. This indicates a continuing need to support students in ELA performance across all grade levels in the district and strengthen cohesive implementation of evidence-based instructional practices. On the Fall 2025 Dashboard, the "All Students" group reported an average score of -81.2 DFS in Mathematics, reporting in the Orange performance level. Mathematics data indicates a continued need to support students in mathematics performance across all grade levels in the district and refine implementation of evidence-based instructional practices, targeted intervention, and high-quality Tier I instruction.	A comprehensive instructional program enriched with STEAM and STEM Project Based Learning directly addresses the needs of unduplicated pupils, including foster youth, English learners, and low-income students by providing enhanced learning opportunities with integration through inquiry-based learning methods, this initiative engages learners in 21st Century learning, critical thinking, collaboration, communication, creativity and fosters higher-order thinking skills, which are essential for academic success and future readiness. The following fulfill the implementation of 21st Century Learning: STEAM PBL for relevant, culturally responsive, multitiered system of support through inquiry based learning. * Conducting teacher collaboration for program planning, training, and collaboration to ensure educators are equipped with the necessary resources and support to effectively implement this instructional approach. * Providing a comprehensive instructional program reflective of 4Cs of Common Core, Higher Order Thinking Skills, 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate, PBL, STEAM	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the Fall 2025 Dashboard, the Socioeconomically Disadvantaged student group reported an average score of -55.3 DFS in ELA, reporting in the Yellow performance level and demonstrating an increase of 5.1 DFS points. English Learner students reported -67.6 DFS in ELA, reporting in the Orange/Low performance level, while Foster Youth students reported -85.2 DFS in ELA, reporting in the Red/Very Low performance level. These data indicate the continued need for increased specialized support, targeted intervention, and evidence-based instructional practices for students. Socioeconomically Disadvantaged students also reported in the Orange/Low performance level at -82.8 DFS in Mathematics. English Learner students reported -87.8 DFS in Mathematics, reporting in the Orange performance level, while Foster Youth students reported -76.7 DFS in Mathematics, reporting in the Yellow/Low performance level and demonstrating significant improvement. **Scope:** LEA-wide	* Strength-based inventories and learning style inventories further personalize learning experiences, catering to the diverse needs and strengths of each student. Providing PBL and STEAM education on a schoolwide or LEA-wide basis addresses the unique needs of unduplicated pupils by making learning more engaging, relevant, and accessible while developing essential 21st-century skills. This approach promotes equity, comprehensive support, and enriched educational practices, ultimately contributing to closing the achievement gap and preparing all students for future success. Implementing PBL and Arts Through STEAM on an LEA-wide basis ensures that all students, regardless of their background, have equal access to these innovative and effective educational approaches. This is particularly important for unduplicated pupils who may not have equal opportunities outside of school.	
3.10	**Action:** Virtual Academy **Need:** The identified need for unduplicated pupils was based on state and local metrics.	The action of providing families with rigorous educational options, including virtual and hybrid academies, addresses the need for flexibility and inclusivity in education by accommodating diverse learning preferences and circumstances such as health concerns or scheduling constraints.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys

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
	According to the Fall 2025 California Dashboard, the All Students group reported a Chronic Absenteeism rate of 30.1%, placing the district in the Very High performance level. English Learners reported a Chronic Absenteeism rate of 24.5%, Foster Youth reported 25.3%, and Homeless Youth reported 38.6%, with all three student groups performing in the Very High performance level. These data indicate a continued need to strengthen attendance systems, family engagement efforts, student wellness supports, and targeted interventions to improve student engagement and school attendance. Educational partner feedback further supports the need to provide diverse educational opportunities for students and families. Survey results indicated that 45.1% of parents expressed interest in a Virtual or Hybrid Academy option, demonstrating a desire for flexible learning environments that can meet the varied needs of students and families. On the Fall 2025 California Dashboard, the All Students group reported a Distance from Standard (DFS) of -53.5 in English Language Arts (ELA), improving by 5.4 DFS points while remaining in the Low performance level. In Mathematics, the All Students group reported -81.2 DFS, maintaining performance in the Low performance level. Achievement gaps continue to persist among English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students,	Offering these options on a districtwide basis ensures equitable access to high-quality education for all unduplicated pupils, regardless of their individual needs or learning styles, while maintaining academic rigor and standards across. While the identified need for this action is on unduplicated pupil groups, the rationale for providing this support to all students is based on educational equity and inclusive practices that benefit all students. Providing virtual academy instruction platform options addresses the need for flexibility and inclusivity, empowering families to make educational choices that best suit their individual needs and circumstances while maintaining academic rigor and standards.	* Local progress monitoring assessments in ELA and math * Attendance rates EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Students with Disabilities, demonstrating a continued need to strengthen academic achievement across all grade levels. The data indicate a continued need to refine implementation of evidence-based instructional practices, strengthen Tier I core instruction, expand targeted intervention supports, and increase student engagement efforts to reduce chronic absenteeism. Offering families rigorous educational options, including virtual and hybrid learning opportunities, supports diverse learning preferences and provides additional pathways for students to access high-quality instruction while meeting individual learning and family needs. **Scope:** LEA-wide		
3.11	**Action:** Academic Multi-Tiered System of Supports Framework **Need:** Chronic Absenteeism All Students: 30.1%, reporting in the Red/Very High performance level. Long-Term English Learners: 25.6%, reporting in the Red/Very High performance level despite a decrease of 12.7 percentage points.	The action of implementing a Multi-tier System of Support (MTSS) framework addresses the identified need by providing a comprehensive approach to promoting equity and access for all students. By focusing on core instruction, differentiation, and addressing individual student needs, the MTSS framework ensures that every student receives the support they need to succeed academically and social emotionally. The following include the systems, structures and practices for successful implementation of	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress moniotring assessments in ELA and math * Attendance 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
	Homeless Youth: 38.6%, reporting in the Red/Very High performance level. English Language Arts (ELA) Foster Youth: -85.2 DFS, reporting in the Red/Very Low performance level. Students with Disabilities: -118 DFS, reporting in the Red/Very Low performance level. Black/African American: -68.5 DFS, reporting in the Orange/Low performance level. Long-Term English Learners: -60.5 DFS, reporting in the Orange/Low performance level despite significant improvement. Mathematics Students with Disabilities: -143.6 DFS, reporting in the Red/Very Low performance level. Black/African American: -112.5 DFS, reporting in the Red/Very Low performance level. Long-Term English Learners: -109.3 DFS, reporting in the Red/Very Low performance level despite significant improvement. Homeless Youth: -114.1 DFS, reporting in the Red/Very Low performance level. Analysis of Need The data indicate a continued need to improve academic outcomes in English Language Arts and Mathematics while strengthening student engagement and attendance. Chronic absenteeism remains elevated for several student groups, particularly Homeless Youth	Academic Multi-Tiered System of Supports Framework: * Providing professional development days tailored to the identifying needs and best response strategies through MTSS of unduplicated pupils will enhance educators' capacity to effectively support the diverse needs of these student populations within the MTSS framework. *Provided consistent and comprehensively MTSS across the district targeting instructional practices in best first instruction, literacy, math, language acquisition, study skills and evidence based strategies This approach is provided on a districtwide basis to ensure that all students have equitable and inclusive access to high-quality support services and opportunities for academic success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Long-Term English Learners, limiting access to instructional opportunities and support services. To address these needs, the district will continue implementing and strengthening its Multi-Tiered System of Support (MTSS) framework to promote equitable access and outcomes for all students. Through high-quality first instruction, evidence-based interventions, differentiated supports, attendance improvement efforts, and coordinated academic and behavioral systems, the district will work to ensure that all students—particularly English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other unduplicated student groups—have the support necessary to achieve academic success. **Scope:** LEA-wide		
4.1	**Action:** Family Engagement **Need:** Offering family engagement opportunities for English Learners, Long-Term English Learners (LTELs), Foster Youth, low-income students, and their families supports the district's efforts to address barriers that may impact academic achievement, attendance, engagement, and whole-child wellness. The need for this action is supported by the following state and local data:	Workshops, enrichment programs, social-emotional learning activities, informational meetings, parenting workshops, community partnerships and learning regarding tools and strategies for academic success, directly address the needs of unduplicated pupils in this action such as foster youth, English learners, and low income students by fostering greater family involvement and support. To address our unduplicated pupils performing below standards the following supports will be in place for this action:	* Educational Partner Engagement metrics * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional data results * Local progress monitoring assessments in ELA and math * Attendance rates per Dashboard and local measures

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
	2025-2026 LCAP Educational Partner Survey Results (including parents of unduplicated pupils and students with exceptional needs): 94.2% of parents indicated it is important for schools to provide parent workshops and family engagement opportunities, including FIAT, Family Reading Night, Science Night, Coffee with the Principal, parent trainings, and other educational events. 92.4% of parents and community members reported they are treated with respect and encouraged to participate in their child's education. 96.7% of educational partners indicated it is important for schools to provide programs and services for English Learners. 73.6% of educational partners indicated students are prepared academically for college and career through programs such as AVID and other college and career readiness initiatives. 96.6% of educational partners indicated it is important for schools to provide counseling services and wellness supports for students. 2025 California Dashboard Results All Students reported -53.5 Distance from Standard (DFS) in English Language Arts (ELA), performing in the Yellow/Low performance level. English Learners reported -67.6 DFS in ELA, performing in the Orange/Low performance level.	* Parenting Skills Workshop: Families from all backgrounds may benefit from information sessions, trainings, and workshops on effective parenting strategies, communication techniques, and tools to supporting academic success * Foster Youth Support: Foster youth families may benefit from specialized training on navigating educational systems, SEL and advocating for their children's needs. * Cultural Celebration and Awareness: Recognizing and respecting diverse cultural backgrounds is crucial to ensure that all parents feel welcome and included. * Learning on Instructional Practices: Providing parents with information about educational strategies, update on instructional frameworks and practices, systems of support, SEL, Community, educational policies, and providing resources empowers families within the school system. *Community Partnerships: Building connections with community organizations and resources provide additional support and opportunities for families. The family engagement activities aim to bridge the communication gap between families and schools, provide resources, and offer strategies to enhance academic success and socio-emotional well-being. By providing these services on a districtwide basis, we ensure equitable access and inclusivity to support all students, regardless of their background or circumstances, fostering a more inclusive and supportive educational environment districtwide.	

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
	Foster Youth reported -85.2 DFS in ELA, performing in the Red/Very Low performance level. Tailored family engagement opportunities, including parent trainings, workshops, community engagement activities, language assistance, access to educational resources, foster youth support services, culturally responsive family outreach, and academic learning opportunities, help address barriers to student success and strengthen school-family partnerships. These efforts support equitable access to information, increase family capacity to support learning at home, and promote positive academic, social-emotional, and attendance outcomes for all students, particularly English Learners, LTELs, Foster Youth, and low-income students. **Scope:** LEA-wide		
4.3	**Action:** Behavioral and Social Emotional Multi-Tiered System of Supports Framework **Need:** The identified need is to continue implementing a Behavioral and Social Emotional Multi-Tier System of Support (MTSS) framework to promote equity and access for all students.	Implementation of a Multi-tier System of Support (MTSS) framework directly addresses the needs of unduplicated pupils within our district by ensuring equity and access for all students. The following are specific actions to support successful implementation of Behavior and Social Emotional Multi-tiered Systems of Support: Professional development for teachers will focus on effective implementation of restorative practices, positive behavior intervention support	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on a review of performance metrics on both the state indicators and local performance indicators that are included in the progress toward LCAP goals, local self-assessment tools, and input from our Educational Partners; PESD has identified the following areas of need and focus: Student survey shows that 93% of students surveyed felt safe at school and 96% of students surveyed indicated that they felt like teachers and other adults at school cared about them. The California Dashboard indicated the following student groups performing in the Very High (Red), Low (Orange), and Very Low (Red) performance levels: Chronic Absenteeism All Students: 30.1% (decreased 2.0 percentage points) – Red/Very High Long-Term English Learners: 25.6% (decreased 12.7 percentage points) – Red/Very High Homeless Youth: 38.6% (increased 0.5 percentage points) – Red/Very High English Language Arts (ELA) Foster Youth: -85.2 DFS – Red/Very Low African American: -68.5 DFS – Orange/Low Students with Disabilities: -118.0 DFS – Red/Very Low	systems, social emotional learning, evidence based strategies through MTSS focused on improving student outcomes responding to the diverse learning needs of students, including foster youth, low-income, and English learner (EL) students. By aligning systems and providing targeted support, MTSS promotes the behavioral, emotional, social and whole child wellness success of all students. MTSS provided on a districtwide basis ensures every unduplicated student across our district receives the support and resources necessary to succeed academically and social emotionally through whole child wellness lens. By implementing MTSS district-wide, we address systemic inequities and provide equitable and inclusive support for all students. The district is committed to ensuring that educators are equipped with the knowledge and skills to effectively meet the diverse needs of PESD student populations, further promoting equity and access across the district.	

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
	Long-Term English Learners: -60.5 DFS – Orange/Low, despite significant improvement of 18.9 DFS points. Mathematics Students with Disabilities: -143.6 DFS – Red/Very Low African American: -112.5 DFS – Red/Very Low Long-Term English Learners: -109.3 DFS – Red/Very Low, despite significant improvement of 31.2 DFS points. Homeless Youth: -114.1 DFS – Red/Very Low. The data indicates the need to improve and support Behavioral and Social Emotional outcomes as well as improving attendance so that unduplicated students benefit from instructional programs and resources provided by the district. The identified need is to continue implementing a Behavioral and Social Emotional Multi-Tier System of Support (MTSS) framework to promote equity and access for all students. The MTSS framework will prioritize whole child wellness, restorative practices, inclusivity, equity and access through evidenced based strategies, addressing individual student needs, and aligning systems to ensure the behavioral, social emotional and whole child wellness success of every student through multi tiered systems of support. **Scope:**		

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		
4.4	**Action:** Counselor Program **Need:** The Fall 2025 California Dashboard indicates that the All Students group reported -53.5 Distance from Standard (DFS) in English Language Arts (ELA), performing in the Yellow/Low performance level. The English Learner Progress Indicator (ELPI) reported 44.7% of English Learners making progress toward English language proficiency, reflecting a 2-percentage-point increase from the prior year. English Learners reported -67.6 DFS in ELA, performing in the Orange/Low performance level, while Foster Youth reported -85.2 DFS, performing in the Red/Very Low performance level. The All Students group reported -81.2 DFS in Mathematics, performing in the Orange/Low performance level. English Learners reported -87.8 DFS, performing in the Orange/Low performance level, while Foster Youth reported -76.7 DFS, performing in the Yellow/Low performance level. These data indicate a continued need to strengthen English Language Arts and Mathematics achievement across all grade levels through evidence-based instructional practices, targeted interventions, and Multi-Tiered Systems of Support (MTSS) designed to improve student outcomes.	To address our unduplicated pupils performing below standards would include the following interventions and supports though our Counseling program at school sites: Providing school counselors directly addresses the needs of unduplicated pupils within our district by offering essential support in developing social skills, work habits, study skills, and a growth mindset necessary for academic success. By offering education, prevention, and intervention services, counselors assist in meeting the academic and personal/social needs of students, including foster youth, English learners, and socioeconomically disadvantaged students. These services aim to remove barriers to learning and promote academic achievement for all students. Counselors on a schoolwide basis allows for early identification and intervention for students who may be struggling academically or socially, helping to foster a positive school climate and promote the well-being of all students. Counselors are available at every school to address the diverse needs of students and provide consistent support regardless of their background or circumstances. Providing school counselors at a districtwide basis ensures equitable and inclusive access to counseling services for all students across our district.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension data indicate that Foster Youth reported a suspension rate of 0.0%, performing in the Very Low performance level, while the All Students group reported a suspension rate of 0.8%, performing in the Green/Low performance level. Parent survey results indicated that 96.6% of educational partners believe it is important for schools to provide counseling services and wellness supports for students. These findings support the district's continued investment in student wellness and social-emotional supports. Attendance metrics indicate that chronic absenteeism remains an area of need, with the All Students group reporting a chronic absenteeism rate of 30.1%, performing in the Red/Very High performance level. These data indicate a continued need to provide academic, behavioral, and social-emotional supports while strengthening attendance systems and whole-child wellness efforts to ensure students are consistently engaged in learning. **Scope:** LEA-wide		
4.5	**Action:** Art and PE Program **Need:**	Arts through STEAM (Science, Technology, Engineering, Arts, Mathematics) and Physical Education (PE) teachers directly addresses the needs of unduplicated pupils within our district by	* ELA, Math and Science results on the CAASPP assessments

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
	Based on a review of performance on state and local indicators included in progress toward LCAP goals, local self-assessment tools, and educational partner input, Perris Elementary School District has identified the following areas of need and focus: 100% of unduplicated pupils and students with exceptional needs have access to Art and Physical Education teachers. Overall attendance metrics report a district attendance rate of approximately 92%. 2025 California Dashboard Indicators Chronic Absenteeism (Red/Very High Performance Level) All Students: 30.1% (decreased 2.0 percentage points) Long-Term English Learners: 25.6% (decreased 12.7 percentage points) Homeless Youth: 38.6% (increased 0.5 percentage points) English Language Arts (ELA) Foster Youth: -85.2 DFS (Red/Very Low) Students with Disabilities: -118.0 DFS (Red/Very Low) African American: -68.5 DFS (Orange/Low) Long-Term English Learners: -60.5 DFS (Orange/Low) Mathematics	providing them with access to enriched curriculum and diverse learning experiences. By having PE and Art teachers in these areas, PESD offers instruction that goes beyond what regular classroom teachers provide, ensuring that all students, including foster youth, English learners, and socioeconomically disadvantaged students, have equitable access and inclusive to a well-rounded education. Providing these services to 100% of unduplicated pupils on a districtwide basis ensures students across our district benefit from consistent and comprehensive instruction in the Arts through STEAM, and Physical Education. By retaining full-time teachers in these areas at every school, we can promote equity, access broad curriculum and provide relevant learning connections across content areas. This action allows classroom teachers to collaborate and plan interventions effectively, ensuring that students receive the support they need to succeed academically and socio-emotionally. In addition, providing push in supports to students and fostering collaboration among teachers, we create a cohesive and supportive learning environment that meets the diverse needs of all unduplicated students.	* EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance 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
	Students with Disabilities: -143.6 DFS (Red/Very Low) African American: -112.5 DFS (Red/Very Low) Long-Term English Learners: -109.3 DFS (Red/Very Low) Homeless Youth: -114.1 DFS (Red/Very Low) Student survey data indicate that 93% of students reported feeling safe at school, and 96% reported that teachers and other adults at school care about them. The data indicate a continued need to engage and support students through a comprehensive instructional program that promotes academic achievement, attendance, social-emotional wellness, and student engagement. The district will continue providing enhanced opportunities through Physical Education, Arts through STEAM, counseling supports, and Multi-Tiered Systems of Support (MTSS). These programs foster collaboration, communication, critical thinking, problem-solving, creativity, health, and wellness while ensuring equitable access to a well-rounded educational experience for all students. **Scope:** LEA-wide		
4.6	**Action:** 21st Century Multi-Media Learning Centers **Need:**	Library/media center services into 21st-century Multi-Media Learning Centers directly addresses the needs of unduplicated pupils within our district.	* ELA, Math and Science results on the CAASPP assessments

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
	Based on state and local measures, the identified need is to increase access to high-quality literacy experiences, including read-alouds, think-alouds, independent reading opportunities, and literacy-rich learning environments through the district's 21st Century Learning Spaces. The Fall 2025 California Dashboard indicates that the All Students group reported -53.5 Distance from Standard (DFS) in English Language Arts (ELA), performing in the Yellow/Low performance level. The English Learner Progress Indicator (ELPI) reported 44.7% of English Learners making progress toward English language proficiency, performing in the Low performance level. English Learners reported -67.6 DFS in ELA, performing in the Orange/Low performance level, while Foster Youth reported -85.2 DFS in ELA, performing in the Red/Very Low performance level. These data demonstrate the continued need to strengthen literacy outcomes for all students while accelerating achievement for English Learners, Foster Youth, and other unduplicated student groups. Early Literacy Local Metrics DIBELS 8th Edition data for the 2025-2026 school year indicate overall growth in foundational literacy skills across Perris Elementary School District from Beginning of Year (BOY) to Middle of Year (MOY) and End of Year (EOY).	These spaces aim to provide enhanced resources and learning opportunities that cater to the diverse needs of students, including foster youth, English learners, and socioeconomically disadvantaged students. 21st Century Multi-Media Learning Centers offer access to a wide range of literature, multimedia resources, technology tools, and interactive learning materials, fostering a more inclusive and equitable learning environment. Providing 21st Century Media Centers ensures that all unduplicated students across our district have access to high-quality learning resources and opportunities, regardless of their background or school site. Districtwide implementation addresses systemic inequities in access to educational resources and support the academic success and achievement of all students. Providing support at the district level allows for consistent implementation and coordination of resources, maximizing the impact of this initiative and ensuring that all students benefit from revitalized library/media center services. Providing these spaces for students and families to attend supports all students in promoting equity and inclusivity within the school community.	* EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Dashboard Attendance Metrics and Local Indicators

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
	Districtwide Composite Scores At/Above Benchmark increased from 38% (BOY) to 41% (MOY) and 70% (EOY). Well Below Benchmark decreased from 46% (BOY) to 42% (MOY) and 17% (EOY). Kindergarten Composite Scores At/Above Benchmark increased from 25% (BOY) to 57% (MOY) and 82% (EOY). Well Below Benchmark decreased from 55% (BOY) to 37% (MOY) and 9% (EOY). Grade 1 Composite Scores At/Above Benchmark remained stable from 40% (BOY) to 40% (MOY) before increasing to 62% (EOY). Well Below Benchmark decreased from 43% (BOY) to 23% (EOY), despite a temporary increase during MOY. Grade 2 Composite Scores At/Above Benchmark remained relatively stable from 45% (BOY) to 44% (MOY). Well Below Benchmark decreased slightly from 42% (BOY) to 41% (MOY). End-of-Year data were not available at the time of reporting. These data indicate continued progress in foundational literacy development while reinforcing the need to sustain implementation of evidence-based literacy instruction, Science		

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
	of Reading practices, targeted intervention, designated supports for English Learners, and Academic Multi-Tiered Systems of Support (MTSS) to accelerate reading achievement outcomes for all students. The data indicate a continuing need to support literacy development and English Language Arts achievement across all grade levels through implementation of evidence-based instructional practices, expanded access to literacy resources, targeted intervention services, and literacy-rich learning environments that promote reading proficiency and long-term academic success with opportunities to increase literacy experiences. **Scope:** LEA-wide		

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
2.2	**Action:** Transportation **Need:**	By offering transportation services to unduplicated students whom majority have specialized needs, the action ensures that all eligible low income and Foster youth students have equitable access to	* Attendance Indicators per Dashboard and local metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The identified needs of unduplicated pupils are based on transportation barriers impacting low-income students, English Learners, homeless youth, and foster youth, which directly affect student attendance, school access, and participation in educational opportunities. PESD recognizes that reliable transportation is a critical support necessary to improve consistent school attendance, reduce chronic absenteeism, and ensure equitable access to academic programs, interventions, and student support services. By providing consistent and accessible transportation services, the district seeks to remove barriers that may prevent students from attending school regularly and fully engaging in instructional opportunities and supplemental supports. Transportation services support the district's efforts to improve attendance outcomes and provide stability for students and families experiencing economic hardship or housing instability. The Fall 2025 California Dashboard resulted in district identification for Differentiated Assistance (DA) for the Homeless Youth student group. Homeless Youth students reported Very Low performance in Mathematics (-114.1 DFS) and a Very High chronic absenteeism rate of 38.6%. Foster Youth students also demonstrated significant attendance concerns, reporting chronic absenteeism at 25.3%, while Students with Disabilities reported 34.8%, African American students reported 37.7%, and All Students	educational opportunities, including school, extracurricular activities, and academic support services.	* Academic Performance Dashboard Indicators * Social Emotional Surveys * Parent and Student Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	reported a districtwide chronic absenteeism rate of 30.1%, placing the district in the Very High performance category. Additionally, English Learners reported chronic absenteeism at 24.5%, Socioeconomically Disadvantaged students at 31.2%, and Hispanic students at 29.7%, demonstrating the continued need for targeted attendance supports and access strategies for unduplicated student groups. These data findings demonstrate the ongoing need to improve student access, attendance, and engagement across all grade levels within the district, particularly for unduplicated pupils. As a result, transportation services will continue to be implemented as an LEA-wide action to support all students, including English Learners (EL), Socioeconomically Disadvantaged (SED) students, Foster Youth (FY), and students experiencing homelessness, in accessing safe, consistent, and equitable educational opportunities. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Foster Youth, English Learner, and Low Income School Site Support Allocation **Need:** **Scope:**	To address our unduplicated pupils performing below standards would include the following programs, interventions and supports: *Designated and Integrated ELD * PLC and PD on supporting Multilingual Learners *AVID WICOR materials *AVID WICOR professional development	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	*Educational study trips to local colleges for AVID students *After-school tutoring *Improved core instructional practices in ELA, Math and Whole Child Wellness *Technology integration *PLC collaboration on best practices to support and respond to student needs *Site-based family involvement targeting foster youth, EL and low-income needs Providing these services on a schoolwide basis ensures equitable access to support for all EL, low-income and foster youth students within the district, regardless of their individual circumstances or the specific school they attend. While the identified action is focused on unduplicated pupil student groups, specifically English Learners, low income and Foster Youth, the rationale for providing these programs, interventions and supports to all students is based on providing educational equity and inclusive practices. By allocating resources for additional services aligned with the goals of the LCAP and the Single Plan for Student Achievement, the action directly addresses the unique needs and challenges of EL, low-income and foster youth students, such as academic support, college readiness, and family involvement.	* Local progress monitoring assessments in ELA and math * Attendance Indicators * ELPAC results * EL Academic data on IABs
3.5	**Action:** English Learner Site Support: Bilingual Paraprofessional	The action of ensuring equitable allocation of bilingual aide support for English learners addresses the identified need by providing	* ELA, Math and Science results on the CAASPP assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Based on the CA Dashboard and local performance indicators included in the LCFF evaluation rubric input from Educational Partners, the following are the areas of need of support and focus: On the Fall 2025 Dashboard, the English Learner Progress Indicator (ELPI) reported 44.7%, reflecting an increase of 2 percentage points while maintaining a Low performance level. English Learner students reported -67.6 Distance from Standard (DFS) in English Language Arts and -87.8 DFS in Mathematics, both maintaining a Low performance level. Additionally, English Learners reported a Chronic Absenteeism rate of 24.5% at the Very High performance level. The “All Students” group reported an average score of -53.5 DFS in English Language Arts, maintaining a Low performance level with an increase of 5.4 DFS points. These data indicate a continued need to strengthen support for English Learner students across all grade levels through enhanced core instruction, designated and integrated English Language Development (ELD), implementation of evidence-based and high-leverage instructional practices, Academic Multi-Tiered System of Support (MTSS), targeted intervention and enrichment opportunities, academic language development, literacy instruction aligned to the science of reading, AVID and UDL strategies, and ongoing PLC collaboration focused on	targeted assistance to students requiring language support. Bilingual aides will work with individuals in small group settings, and one to one support of English learners, utilizing high leverage evidence based practices, leveled readers and language development resources from the district-adopted ELA/EL curriculum, literacy support with differentiated practices based on each English learner's proficiency level. By working with individuals and small groups, utilizing district-adopted resources, and differentiating support based on proficiency levels, this action promotes language acquisition and development for English learners. Providing structured English language acquisition programs at all school sites on an LEA-wide basis ensures that all English learners have access to consistent and comprehensive language support, fostering equitable opportunities for academic success across the district.	* EL Performance on ELPAC * ELPI * Local progress monitoring assessments in ELA and math * Reclassification rates * EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student data analysis and instructional reflection. **Scope:** Limited to Unduplicated Student Group(s)		
3.6	**Action:** English Learner Site Allocation **Need:** On the Fall 2025 Dashboard the ELPI and EL students reported in the Low performance level at 44.7%, while EL students at -67.6 dfs in ELA reported in the Low performance level. This indicates a continued need to provide strategic support at the site level to EL students in ELA performance across all grade levels in the district. ELPI: 44.7% EL -67.6 dfs ELA EL -87.8 dfs Math Reclassification Rate: 53.1% LTEL Progress Indicator Data indicates continued need to support EL students in ELA and Mathematics performance across all grade levels in the district through improving implementation of evidence-based instructional practices and language acquisition high-leverage strategies. EL student groups maintained Low performance levels on the Fall 2025 California Dashboard, indicating a continued need to close achievement gaps, strengthen academic	The English Learner site services, aligned with goals in the LCAP and the Single Plan for Student Achievement, encompass the following supports, services and resources: EL after-school tutoring, EL Summer and/or Spring Recess Academies, EL professional development, increased collaboration time for EL instructional evidence based practices, EL personalized goal setting action plans and culturally/linguistically relevant family engagement activities . Language acquisition activities address the identified need by offering targeted support aligned with district goals and the Single Plan for Student Achievement. By implementing this action, PESD ensures that English Learners receive comprehensive support to enhance their language acquisition, academic success and social emotional well being.	* ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and Math * Reclassification Rate * ELPAC results * EL Academic data on IABs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performance, improve attendance, and increase English language proficiency and reclassification outcomes. **Scope:** Limited to Unduplicated Student Group(s)		
4.2	**Action:** Community Based Tutoring Program **Need:** Offering Community-Based Tutoring for parents of English Learners and Redesignated Fluent English Proficient (RFEP) students strengthens family engagement, increases parent knowledge of curriculum and instructional expectations, and builds family capacity to support student learning at home. These opportunities help address potential language barriers, improve access to educational resources, and promote educational equity for English Learners and their families. The identified need for this action for unduplicated pupils is based on the following state and local data: 2025-2026 LCAP Educational Partner Survey Results (including parents of unduplicated pupils and students with exceptional needs): 92.4% of parents and community members reported they are treated with respect and encouraged to participate in their child's education.	Community-Based Tutoring to parents of English learners and redesignated fluent English proficient students. This program aims to provide training on families can actively support their children's education. Parents will receive instruction on key concepts and programs utilized within our schools, empowering them to play an active role in their children's academic journey. The following are specific actions to be included to support successful implementation of CBET program sessions from families: * Parental Involvement Workshops: Research consistently shows that parental involvement is vital to student academic and overall wellness and success. Community-based tutoring for parents can equip parents with the necessary skills and knowledge to support their children’s education effectively. * Enhancing English Language Proficiency to eliminate language barriers: parents of ELs may face language barriers that impede their means to communicate with teachers and staff ,understand school communications, and engage fully in their child's education. * Modeling Language Use: Families who improve their English skills can model language use at home, providing a enhanced linguistic environment	* Parent Engagement Surveys * ELA, Math and Science results on the CAASPP assessments * EL Performance on ELPAC * Social Emotional Surveys * Local progress monitoring assessments in ELA and math * Attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	73.6% of educational partners indicated that schools prepare students academically for college and career through programs such as AVID. 96.6% of educational partners indicated it is important for schools to provide counseling services and wellness supports. 96.7% of educational partners indicated it is important for schools to provide programs and services for English Learners. Academic Metrics – 2025 Reclassification Rate: 9.0% (or insert current verified rate). The All Students group reported -53.5 Distance from Standard (DFS) in English Language Arts (ELA), performing in the Yellow/Low performance level. English Learners reported -67.6 DFS in ELA, performing in the Orange/Low performance level. Foster Youth reported -85.2 DFS in ELA, performing in the Red/Very Low performance level. Community-Based Tutoring provides families with the knowledge, tools, and strategies necessary to support literacy, language development, and academic achievement. By increasing parent understanding of curriculum, instructional expectations, and available educational resources, the district strengthens school-family partnerships and supports improved outcomes for English Learners,	for their children and reinforcing what is learned in school. * Empowering Parents and Building Confidence through Self-Efficacy: Tutoring sessions can empower parents by building their confidence in navigating the educational system, advocating for their children, and participating in school activities and decision-making processes. * Community Engagement through Community-based programs create a supportive environment where parents can share experiences, build networks, and be connected to the school community. * Fostering a Home-School Partnership/Collaboration: Effective education requires a partnership between the home and school. Community-Based Tutoring for parents of English learners and RFEP students is essential to bridge language barriers, enhance parental involvement, and support student academic success. By empowering parents with the skills and confidence needed to engage fully in their children's education, these programs promote educational equity and foster stronger home-school partnerships, ultimately benefiting the students and the broader district community.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	RFEP students, and other unduplicated student groups. **Scope:** Limited to Unduplicated Student Group(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.

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.

-Action 3.3 The action will provide Specialized Staff to support unduplicated pupils requiring increased levels of services including special education. PESD has hired and maintains additional special education staff to increase and improve services to these students. This action is intended to address needs by providing support to unduplicated pupils.
-Action 4.3 The district will utilize a portion of the additional 15% LCFF concentration funds to continue to implement a Multi-tier System of Support (MTSS) framework to ensure equity and access for all students. The system will focus on core instruction, differentiation, enhanced literacy practices, essential learning in math, individual student needs, and alignment of systems to ensure the behavioral, and social success of all students. Teachers, Support Paraprofessional and Mental Health Wellbeing staff will provide direct services to students.
-Action 4.4 The district will continue to utilize a portion of the additional 15% LCFF concentration funds to keep school counselor positions filled and continue providing school counselors at all school sites as well as to continue offering two student support provider positions to help English learners, foster youth, and low-income students develop social skills and succeed and feel safe in school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	PESD Classified ratios 1:29.2
Staff-to-student ratio of certificated staff providing direct services to students	N/A	PESD Certificated ratios 1:18.1

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	49,678,749	20,275,200	40.813%	0.000%	40.813%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$52,973,076.00	$14,006,102.00	$2,681,593.00	$1,346,755.00	$71,007,526.00	$64,020,235.00	$6,987,291.00

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	Appropriately Credentialed and Assigned Certificated Staff	All	No			All Schools	on going	$29,477,761.00	$0.00	$22,197,072.00	$7,280,689.00			$29,477,761.00	
1	1.2	Hire and Retain Classified and Management Staff	All	No			All Schools	on going	$13,273,899.00	$0.00	$8,624,809.00	$2,863,478.00	$804,370.00	$981,242.00	$13,273,899.00	
1	1.3	Non Categorically Funded Professional Development	All	No			All Schools	on going	$0.00	$126,550.00	$126,550.00				$126,550.00	
1	1.4	Minimize Combination Classrooms	All	No			All Schools	on going	$0.00	$0.00	$0.00				$0.00	
1	1.5	Increase Staff Retention Rates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$7,028,572.00	$0.00	$7,028,572.00				$7,028,572.00	
2	2.1	Schools Maintenance, Repair and Landscaping	All	No			All Schools	on going	$0.00	$4,185,752.00	$1,749,445.00	$559,084.00	$1,877,223.00		$4,185,752.00	
2	2.2	Transportation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on going	$0.00	$417,791.00	$417,791.00				$417,791.00	
2	2.3	Increased and Improved Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK -6	on going	$501,640.00	$208,250.00	$709,890.00				$709,890.00	
2	2.4	Data Management	All	No			All Schools	on going	$0.00	$0.00	$0.00				$0.00	
3	3.1	Replacement Texts and Consumables	All	No			All Schools	on going	$0.00	$357,633.00		$357,633.00			$357,633.00	
3	3.2	Site Based Discretionary Budgets	All	No			All Schools	on going	$0.00	$437,088.00		$437,088.00			$437,088.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Foster Youth, English Learner, and Low Income School Site Support Allocation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	on going	$1,857,219.00	$870,000.00	$862,666.00	$1,864,553.00			$2,727,219.00	
3	3.4	Specialized Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,207,737.00	$0.00	$921,588.00	$286,149.00			$1,207,737.00	
3	3.5	English Learner Site Support: Bilingual Paraprofessional	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	$812,250.00	$0.00	$446,737.00			$365,513.00	$812,250.00	
3	3.6	English Learner Site Allocation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.7	Dual Language Immersion Program	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Sky View Elementary and Good Hope Elementary TK-6	on going	$4,656,471.00	$30,000.00	$4,656,471.00	$30,000.00			$4,686,471.00	
3	3.8	AVID Elementary Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$0.00	$30,299.00	$30,299.00				$30,299.00	
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$10,000.00	$14,000.00	$24,000.00				$24,000.00	
3	3.10	Virtual Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$530,815.00	$39,000.00	$569,815.00				$569,815.00	
3	3.11	Academic Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$448,987.00	$0.00	$418,987.00	$30,000.00			$448,987.00	

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
4	4.1	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$34,855.00	$0.00	$34,855.00				$34,855.00	
4	4.2	Community Based Tutoring Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on going	$1,001.00	$25,500.00	$26,501.00				$26,501.00	
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,378,019.00	$32,000.00	$1,305,019.00	$105,000.00			$1,410,019.00	
4	4.4	Counselor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$878,883.00	$6,000.00	$884,883.00				$884,883.00	
4	4.5	Art and PE Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$1,215,983.00	$0.00	$1,215,983.00				$1,215,983.00	
4	4.6	21st Century Multi-Media Learning Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$621,143.00	$0.00	$621,143.00				$621,143.00	
5	5.1	Academic Intervention and Enrichment	All	No			All Schools Specific Schools: Young Explorers Academy TK	Ongoing	$25,000.00	$30,000.00		$55,000.00			$55,000.00	
5	5.2	Family and Community Engagement	All	No			All Schools Specific Schools: Young Explorers TK	on going	$20,000.00	$30,000.00		$50,000.00			$50,000.00	
5	5.3	SEL and Wellness Support: Wellness and restorative practices Student Engagement	All	No			All Schools Specific Schools: Young Explorers Academy TK	on going	$25,000.00	$7,428.00		$32,428.00			$32,428.00	
5	5.4	Building Capacity : Professional Development and Collaboration	All	No			All Schools Specific	on going	$15,000.00	$40,000.00		$55,000.00			$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Schools: Young Explorers TK									

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
49,678,749	20,275,200	40.813%	0.000%	40.813%	$20,275,200.00	0.000%	40.813 %	**Total:**	$20,275,200.00
								LEA-wide Total:	$13,765,034.00
								Limited Total:	$1,853,695.00
								Schoolwide Total:	$4,656,471.00

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	**1.5**	Increase Staff Retention Rates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,028,572.00	
2	**2.2**	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$417,791.00	
2	**2.3**	Increased and Improved Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK -6	$709,890.00	
3	**3.3**	Foster Youth, English Learner, and Low Income School Site Support Allocation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$862,666.00	
3	**3.4**	Specialized Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$921,588.00	
3	**3.5**	English Learner Site Support: Bilingual Paraprofessional	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$446,737.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	English Learner Site Allocation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,000.00	
3	3.7	Dual Language Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Sky View Elementary and Good Hope Elementary TK-6	$4,656,471.00	
3	3.8	AVID Elementary Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,299.00	
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
3	3.10	Virtual Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$569,815.00	
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$418,987.00	
4	4.1	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,855.00	
4	4.2	Community Based Tutoring Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,501.00	
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,305,019.00	
4	4.4	Counselor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$884,883.00	
4	4.5	Art and PE Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,215,983.00	

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 (%)
4	**4.6**	21st Century Multi-Media Learning Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$621,143.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$68,980,778.00	$68,207,797.00

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**	Appropriately Credentialed and Assigned Certificated Staff	No	$29,808,011.00	29,542,401
1	**1.2**	Hire and Retain Classified and Management Staff	No	$11,368,250.00	11,396,983
1	**1.3**	Non Categorically Funded Professional Development	No	$114,600.00	114,423
1	**1.4**	Minimize Combination Classrooms	No	$0.00	0
1	**1.5**	Increase Staff Retention Rates	Yes	$7,085,696.00	6,942,032
2	**2.1**	Schools Maintenance, Repair and Landscaping	No	$4,851,857.00	4,918,157
2	**2.2**	Transportation	Yes	$289,694.00	293,307
2	**2.3**	Increased and Improved Access to Technology	Yes	$863,595.00	851,151
2	**2.4**	Data Management	Yes	$0.00	18,608
3	**3.1**	Replacement Texts and Consumables	No	$224,621.00	485,888
3	**3.2**	Site Based Discretionary Budgets	No	$437,854.00	443,904

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Foster Youth, English Learner, and Low Income School Site Support Allocation	Yes	$2,293,995.00	1,959,285
3	3.4	Specialized Support Staff	Yes	$1,543,290.00	1,463,914
3	3.5	English Learner Site Support: Bilingual Paraprofessional	Yes	$694,120.00	679,308
3	3.6	English Learner Site Allocation	Yes	$125,000.00	112,245
3	3.7	Dual Language Immersion Program	Yes	$3,509,230.00	3,882,697
3	3.8	AVID Elementary Program	Yes	$81,961.00	35,302
3	3.9	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Yes	$40,180.00	41,233
3	3.10	Virtual Academy	Yes	$420,504.00	424,119
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	$520,721.00	383,822
4	4.1	Family Engagement	Yes	$85,522.00	86,378
4	4.2	Community Based Tutoring Program	Yes	$29,000.00	29,000
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	$1,908,464.00	1,417,891
4	4.4	Counselor Program	Yes	$954,588.00	941,705

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)
4	**4.5**	Art and PE Program	Yes	$1,060,090.00	1,067,498
4	**4.6**	21st Century Multi-Media Learning Centers	Yes	$669,935.00	676,546

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)
19,968,678	$20,268,705.00	$19,968,678.00	$300,027.00	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	**1.5**	Increase Staff Retention Rates	Yes	$7,085,696.00	6,942,032		
2	**2.2**	Transportation	Yes	$289,694.00	293,307		
2	**2.3**	Increased and Improved Access to Technology	Yes	$863,595.00	851,151		
2	**2.4**	Data Management	Yes	$0.00	18,608		
3	**3.3**	Foster Youth, English Learner, and Low Income School Site Support Allocation	Yes	$1,057,961.00	957,386		
3	**3.4**	Specialized Support Staff	Yes	$1,543,290.00	1,463,914		
3	**3.5**	English Learner Site Support: Bilingual Paraprofessional	Yes	$523,274.00	487,378		
3	**3.6**	English Learner Site Allocation	Yes	$125,000.00	112,245		
3	**3.7**	Dual Language Immersion Program	Yes	$3,509,230.00	3,882,697		
3	**3.8**	AVID Elementary Program	Yes	$81,961.00	35,302		
3	**3.9**	21st Century Learning: PBL Through STEAM for relevant, culturally responsive, multitiered system of support through inquiry based learning.	Yes	$40,180.00	41,233		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Virtual Academy	Yes	$420,504.00	424,119		
3	3.11	Academic Multi-Tiered System of Supports Framework	Yes	$520,721.00	383,822		
4	4.1	Family Engagement	Yes	$85,522.00	86,378		
4	4.2	Community Based Tutoring Program	Yes	$29,000.00	29,000		
4	4.3	Behavioral and Social Emotional Multi-Tiered System of Supports Framework	Yes	$1,408,464.00	1,274,357		
4	4.4	Counselor Program	Yes	$954,588.00	941,705		
4	4.5	Art and PE Program	Yes	$1,060,090.00	1,067,498		
4	4.6	21st Century Multi-Media Learning Centers	Yes	$669,935.00	676,546		

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)
48,642,034	19,968,678	0	41.052%	$19,968,678.00	0.000%	41.052%	$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, Statues 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 32526(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 32526(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 32526(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 32526(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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024