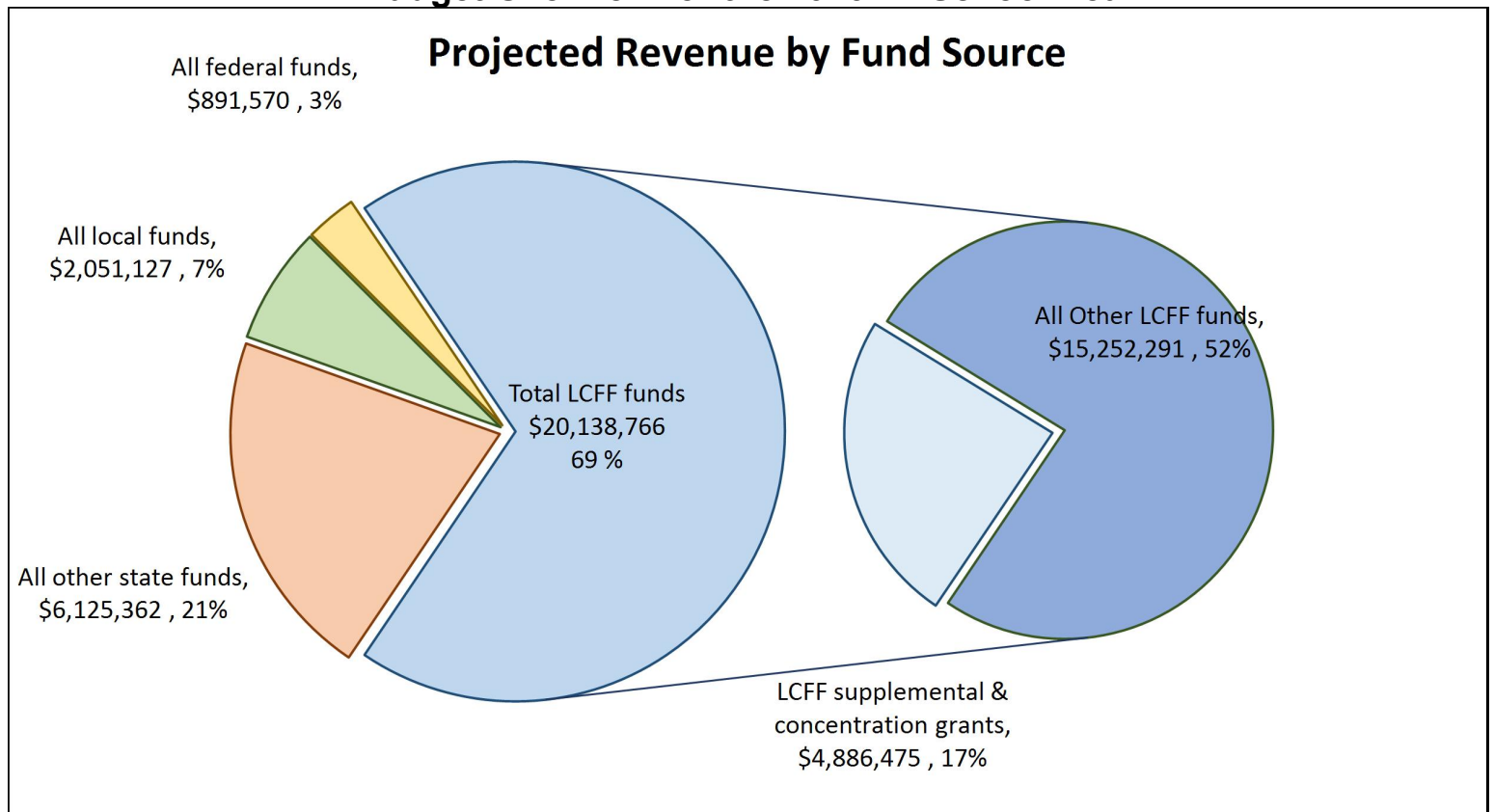


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palermo Union Elementary School District
 CDS Code: 04615230000000
 School Year: 2026-27
 LEA contact information:
 Gary Rogers
 Superintendent
 grogers@palermok8.org
 (530) 533-4842

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 Palermo Union 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 Palermo Union Elementary School District is \$29,206,825, of which \$20,138,766 is Local Control Funding Formula (LCFF), \$6,125,362 is other state funds, \$2,051,127 is local funds, and \$891,570 is federal funds. Of the \$20,138,766 in LCFF Funds,

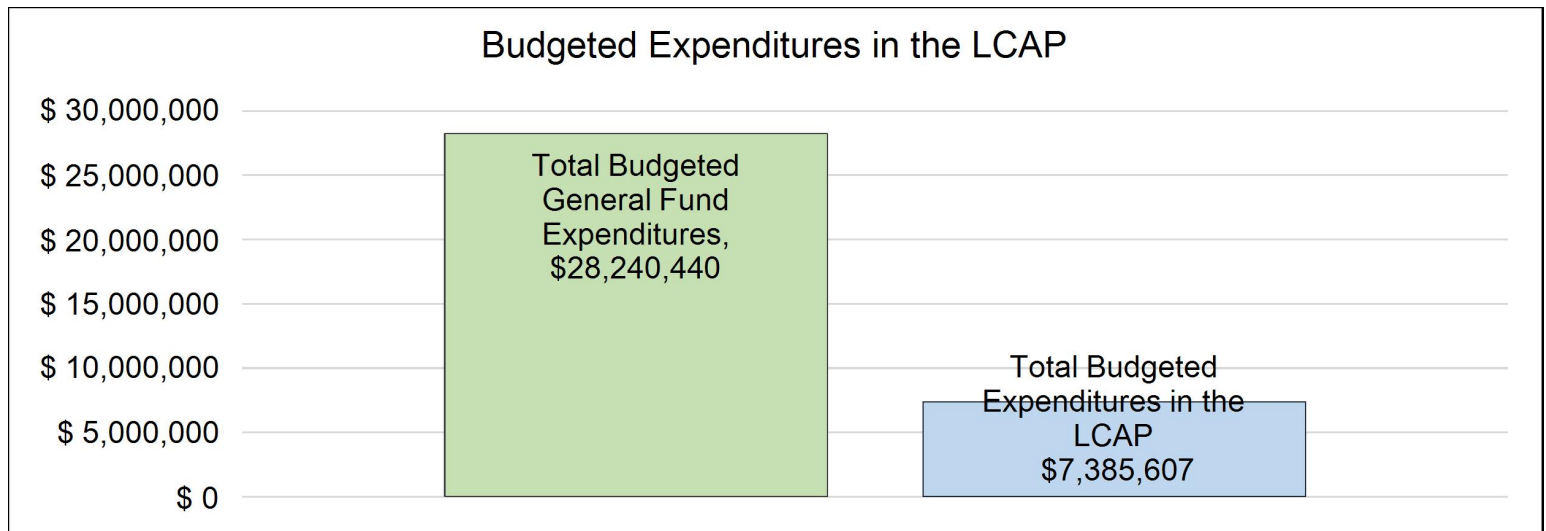
\$4,886,475 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Palermo Union 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: Palermo Union Elementary School District plans to spend \$28,240,440 for the 2026-27 school year. Of that amount, \$7,385,607 is tied to actions/services in the LCAP and \$20,854,833 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

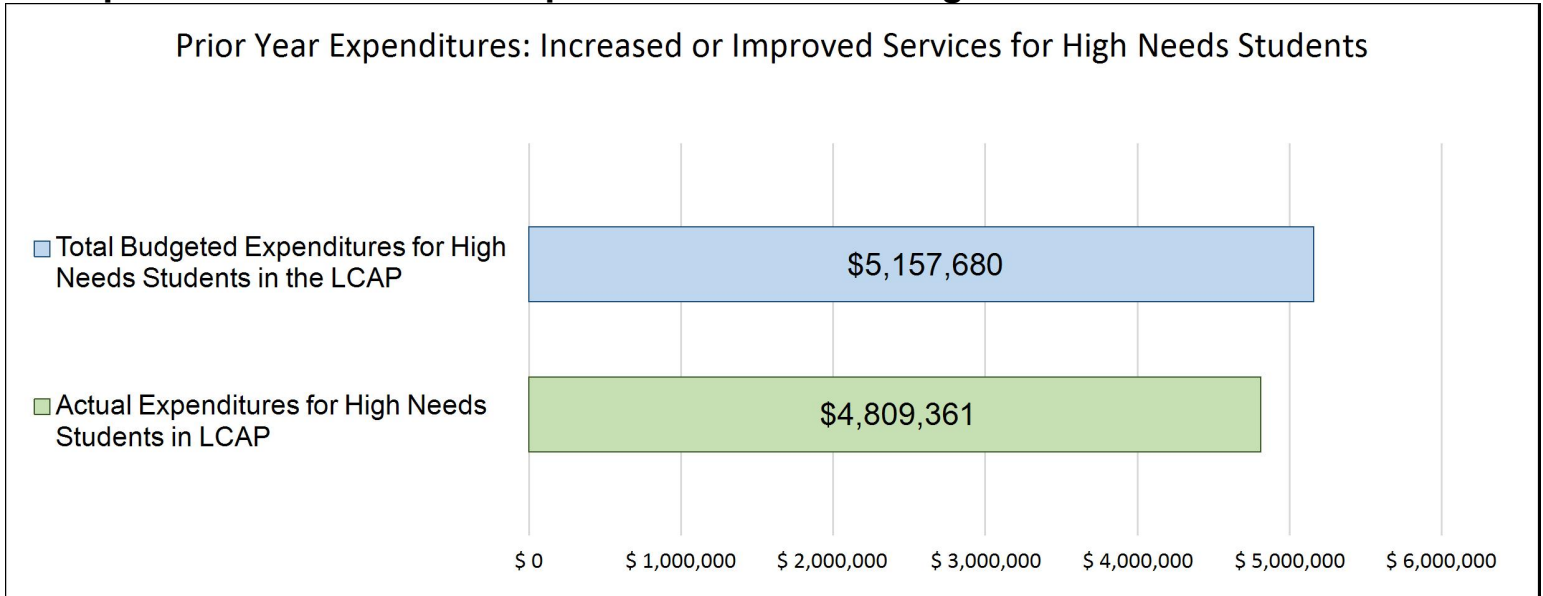
Salaries and benefits, core program costs, materials and supplies, administration and clerical support, administrative materials and supplies, custodial and maintenance of facilities.

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

In 2026-27, Palermo Union Elementary School District is projecting it will receive \$4,886,475 based on the enrollment of foster youth, English learner, and low-income students. Palermo Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Palermo Union Elementary School District plans to spend \$5,321,596 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 Palermo Union 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 Palermo Union 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, Palermo Union Elementary School District's LCAP budgeted \$5,157,680 for planned actions to increase or improve services for high needs students. Palermo Union Elementary School District actually spent \$4,809,361 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$348,319 had the following impact on Palermo Union Elementary School District's ability to increase or improve services for high needs students:

The district provided all services to high needs students in 2025-26 with the resources that were available.

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
Palermo Union Elementary School District	Gary Rogers Superintendent	grogers@palermok8.org (530) 533-4842

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.

Palermo Union Elementary School District is located in Butte County, California, seventy miles north of Sacramento. Our small agricultural community encompasses a 75 square mile area, and is composed of a small "downtown area" that includes a post office, a fire station, a taqueria, several small markets and churches. The main industry within our district boundaries are agricultural businesses and endeavors and the Feather Falls Hotel and Casino which is part of the Mooretown Rancheria.

Within its 75 square miles, the Palermo Union School District has five schools, serving approximately 1,283 students in preschool through 8th grade. Helen Wilcox Elementary (grades TK-3) serves 566 students; Golden Hills Elementary (grades 4-5) serves 247 students; Palermo, Middle School (grades 6-8) serves 444 students; Honcut School (grades K -3) serves 18 students, and the Palermo Community Day School (grades K-8) serves 8 students. Our preschool program serves approximately 126 children and has classrooms located on the Helen Wilcox, Honcut and Palermo School campuses.

Our student demographics for 2023 for grades TK-8, as published on the California School Dashboard and Dataquest, include the following student groups:

- Total Student Population: 1,283
- Socioeconomically Disadvantaged: 80.9%
- Students with Disabilities: 12.6%

- English Learners: 12%
- Foster Youth: 0.7%
- Homeless: 6.2%

The race and ethnicity of our student population includes:

*Hispanic: 36.6%

- American Indian: 2.6%
- Filipino: 0.2%
- African American: 0.5%

*White: 41.7%

- Asian: 3.9%
- Pacific Islander: 0.1%
- Two or More Races: 14.2%

The Palermo Community Day School is receiving Equity Multiplier funding.

It is important to note that children in Butte County experience a staggering amount of Adverse Childhood Experiences which include: physical neglect, emotional neglect, physical abuse, sexual abuse, emotional abuse, incarceration of a parent, witnessing domestic violence, a parent with mental illness, a parent who abuses substances, and loss of a parent due to death or abandonment. The impacts of these adverse experiences in childhood last throughout adulthood for these individuals. In addition, the children in Butte County have also experienced additional trauma for multiple years, due to the Oroville Dam Spillway Emergency, devastating wildfires and the COVID pandemic. Research has shown that traumatic experiences in childhood can affect concentration, memory, organizational skills and language abilities skills, all of which are crucial to academic success. In addition to the negative impact of trauma on academic performance, it can also lead to inappropriate classroom behavior and decrease a students ability to build relationships. This high level of trauma, coupled with the learning loss associated with the COVID-19 pandemic has resulted in additional challenges as we determine strategies to increase student engagement and improve academic outcomes.

25-26

The Palermo Union Elementary School District is located in Butte County, California, approximately seventy miles north of Sacramento. Situated in a rural, agricultural region, the district serves a close-knit community spanning 75 square miles. The town’s modest “downtown” area includes essential services such as a post office, fire station, taqueria, small markets, and several local churches. The area’s economy is primarily supported by agriculture and the Feather Falls Hotel and Casino, operated by the Mooretown Rancheria.

For the 2025-2026 school year, the district operates five schools and serves approximately 1,335 students from TK through 8th grade:

Helen Wilcox Elementary (TK–3): 595 students

Golden Hills Elementary (4–5): 278 students

Palermo Middle School (6–8): 443 students

Honcut School (K–3): 14 students

Palermo Community Day School (K–8): 3 students

Additionally, the district's preschool program serves approximately 115 children across classrooms located at Helen Wilcox, Honcut, and Palermo campuses.

Student demographic data for 2025-2026 (TK–8), as reported on the California School Dashboard and DataQuest, include:

Total Enrollment: 1,335 students

Socioeconomically Disadvantaged: 81.1%

Students with Disabilities: 15.8%

English Learners: 11.9%

Foster Youth: 0.9%

Homeless: 6%

Racial/Ethnic Demographics:

Hispanic: 37.4%

White: 39.8%

American Indian: 2.3%

African American: 0.9%

Asian: 3.6%

Filipino: 0.2%

Pacific Islander: 0.1%

Two or More Races: 13.9%

Migrant Education 0.1%

Palermo Community Day School qualifies for and receives Equity Multiplier funding due to high concentrations of socioeconomically disadvantaged students and academic need.

The district's students and families face significant socio-emotional and academic challenges due to a high prevalence of Adverse Childhood Experiences (ACEs), including abuse, neglect, parental incarceration, and exposure to domestic violence or substance abuse. These childhood traumas, compounded by environmental disasters (e.g., wildfires, the Oroville Dam crisis) and the long-term impacts of the COVID-19 pandemic, continue to impact student engagement, behavior, and academic achievement. Research underscores that such trauma can interfere with concentration, memory, language acquisition, and social-emotional development.

Palermo USD remains committed to addressing these challenges through trauma-informed practices, expanded academic supports, and a strong Multi-Tiered System of Supports (MTSS) framework to ensure all students—particularly our unduplicated and most vulnerable youth—have equitable access to opportunities and resources that foster academic success and well-being.

Reflections: Annual Performance

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

25-26

Reflection on Annual Performance

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of actions intended to improve academic outcomes, strengthen school climate and engagement, maintain equitable access to educational opportunities, and provide targeted support for students requiring additional behavioral and academic intervention. Analysis of Year 2 outcomes indicates evidence of growth across multiple academic and behavioral indicators while also identifying persistent areas requiring continued attention.

Academic outcomes demonstrated improvement across multiple measures. English Language Arts outcomes improved for several major student groups. CAASPP ELA performance for All Students improved from -48 points below standard to -39.1, English Learners improved from -67.5 to -62, Socioeconomically Disadvantaged students improved from -56 to -46.8, and Students with Disabilities improved substantially from -116.2 to -87.8 points below standard. Mathematics outcomes also demonstrated improvement across major student groups, with All Students improving from -75.9 to -64.9 points below standard, English Learners improving from -89.5 to -72.9, and Students with Disabilities improving from -123.1 to -107.6. These improvements suggest that intervention systems, instructional supports, and increased opportunities for targeted instruction increased student access to grade-level learning opportunities.

Local literacy indicators also demonstrated improvement across multiple grade spans. Kindergarten students requiring intervention decreased from 49% to 39%, fourth grade students requiring phonics intervention decreased from 78% to 29%, and fifth grade students requiring phonics intervention decreased from 69% to 11%. These results suggest that explicit literacy instruction and intervention systems increased opportunities for students to develop foundational reading skills because instruction was aligned to identified student needs. However, upper grade intervention needs remain high, with 45% of sixth grade students, 40% of seventh grade students, and 50% of eighth grade students continuing to require intervention support, indicating continued need for refinement of intervention systems and instructional supports.

School climate, wellness, and engagement outcomes demonstrated mixed results. Continued implementation of wellness supports, counseling systems, family engagement opportunities, and behavioral supports increased opportunities for students and families to access services and participate in school communities. Student survey results continued demonstrating that students identify trusted adults and supportive relationships as strengths across district schools. However, survey data and educational partner feedback also indicate continued challenges related to school connectedness, peer relationships, and student perceptions of school climate remain areas requiring ongoing attention. Educational partner feedback reinforced the importance of maintaining wellness systems, strengthening family engagement opportunities, and increasing student voice and belonging within school communities.

Targeted supports provided through the Equity Multiplier Goal demonstrated encouraging outcomes for students participating in Palermo Community Day School supports. Suspensions decreased substantially from 15 baseline suspensions to 1 suspension during Year 2 while attendance remained stable at 94.6% following transitions back to comprehensive campuses. Additionally, the percentage of students maintaining at least a 2.0 GPA increased from 33% to 39%. These outcomes suggest that behavioral supports, relationship-building

opportunities, and staff professional learning increased opportunities for students to successfully transition back to comprehensive educational settings.

Reflection on Year 2 implementation and outcomes resulted in several refinements for the coming year. The district will strengthen literacy systems through establishment of an ELA/Literacy Task Force, expanded literacy professional learning, attendance at the Big Sky Literacy Conference, and implementation of LETRS training supported through Literacy and Reading Enrichment Block Grant funding. Mathematics systems will continue strengthening through implementation of a K–5 Eureka Math pilot and continuation of the district Math Task Force. These refinements were identified because outcome data indicates strengthening instructional coherence, increasing staff capacity, and refining intervention systems remain necessary to sustain growth and improve outcomes for all students.

Overall, Year 2 results suggest district actions are contributing to measurable improvement across multiple priority areas; however, continued implementation, refinement of intervention systems, strengthening instructional coherence, and maintaining strong educational partner engagement remain necessary to accelerate progress and improve outcomes for all students.

Learning Recovery Emergency Block Grant (LREBG) Funds

The district conducted a comprehensive needs assessment utilizing California Dashboard indicators, local literacy assessments, intervention data, English Language Arts (ELA) performance outcomes, educational partner feedback, empathy interviews, and analysis of subgroup performance to identify critical areas of need. Analysis of Year 2 data demonstrated improvement across literacy measures while also identifying persistent needs related to foundational literacy skills, intervention participation, upper grade literacy performance, and outcomes for students requiring intensive supports. This analysis informed the strategic actions funded, in whole or in part, through the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are intended to strengthen instructional systems, accelerate literacy growth, and improve student access to evidence-based literacy instruction.

The action funded is listed below:

Goal 1 Action 1.10 Certificated Professional Development (LETRS Training)

Certificated Professional Development (LETRS Training)

- Partially funded through LREBG funds, this action provides Language Essentials for Teachers of Reading and Spelling (LETRS) training over a two-year implementation period to strengthen educator knowledge and instructional practices related to evidence-based literacy instruction.
- This action addresses findings from the district needs assessment because Year 2 literacy outcomes indicate that while multiple student groups demonstrated improvement, substantial percentages of students continue requiring intervention support and continue performing below grade-level expectations. LETRS training addresses these identified needs by increasing educator capacity to provide explicit, systematic literacy instruction aligned to the science of reading and evidence-based literacy practices.
- By implementing this action, educators will strengthen their understanding of foundational literacy development, language acquisition, phonemic awareness, phonics, vocabulary, fluency, comprehension, and instructional decision-making because building educator capacity increases consistency of literacy instruction and strengthens intervention systems across grade spans.

- This action directly aligns with LREBG allowable uses related to Accelerating Learning Progress because it provides professional learning intended to strengthen instructional practices, improve intervention systems, increase instructional coherence, and improve access to intensive academic support for students requiring accelerated literacy growth.
- The instructional practices addressed through LETRS training align with evidence-based literacy practices grounded in reading research and are intended to strengthen the district's ability to provide effective literacy instruction and intervention systems that improve student outcomes over time.

Reflections: Technical Assistance

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

25-26

On March 4, 2026, Palermo Union School District met with the Butte County Office of Education (BCOE) to review the district's eligibility for Technical Assistance based on Dashboard performance in the areas of Chronic Absenteeism and Suspension Rate.

To address Chronic Absenteeism, the district continues to participate in a monthly data collaboration with BCOE. Through this partnership, district and site leaders receive student-level attendance, suspension, and predictive risk data that identifies students who may be at risk of becoming chronically absent. The district uses these data reports to monitor trends, identify barriers to attendance, and implement timely interventions before attendance concerns become more significant.

The district also participates in the Regional Assistance and Improvement for Student Excellence (RAISE) Network through BCOE. Participation in the network provides an additional source of monthly attendance data, opportunities to analyze attendance patterns, and collaboration with other districts and county staff to identify and implement effective attendance improvement strategies.

At the school level, Attendance Task Forces at Golden Hills Elementary School and Palermo Middle School meet regularly to review attendance data, identify students at risk of chronic absenteeism, monitor reengagement efforts, and coordinate support for students and families. The teams work collaboratively with families to address barriers to attendance and connect students with appropriate school and community resources.

To address Suspension Rate concerns, the district will continue implementation of Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) curriculum and practices. These efforts provide students with clear behavioral expectations, instruction in self-management and relationship skills, and proactive supports designed to improve school climate and student engagement. The district will monitor suspension data, office discipline referrals, attendance rates, and student engagement indicators to evaluate the effectiveness of these efforts and inform ongoing improvement.

The district will continue to collaborate with BCOE throughout the 2026–27 school year to review data, monitor progress on identified indicators, and refine strategies to improve outcomes related to student engagement and school climate.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
LCAP Advisory Committee	25-26 Meetings: 3/2/2026, 5/14/2026
All Parents	School Climate and LCAP Actions Parent Survey Spring 2026, Parent LCAP Meeting 3/2/26
All Students 3rd - 8th grade	Student School Climate and LCAP Actions Survey, Spring 2026
District Administration	Differentiated Assistance meetings with BCOE Admin. 2/4/2026 Differentiated Assistance meetings with BCOE 2/4/2026
Certificated and Classified Staff	25-26 Differentiated Assistance Meeting with BCOE 2/4/2026. Employee Survey Spring 2026, District Executive Leadership Team (DELT) 8/21/25, 9/17/25, 10/21/25, 12/11/25, 2/3/26, 3/18/26, 4/21/26, 5/21/26
ELAC/DELAC Parent Committees	Needs Assessment, Parent Survey: 11/5/25, 3/12/26
School Site Councils	Helen Wilcox: 10/30/25, 12/11/25, 3/26/26, 5/29/26 Golden Hills: 11/12/25, 1/29/26, 3/12/26, 5/21/26 Palermo School: 8/20/25, 12/10/25, 3/11/26, 4/22/26
Equity Multiplier School Parents: Palermo CDS	Parent Survey Spring 2026, Equity Multiplier Site Meeting 4/22/26
Equity Multiplier School Staff: Palermo CDS	Equity Multiplier Site Meeting 4/22/26
Local Bargaining Units	24-25 PTA Negotiations: 9/23/25, 10/29/25, 12/2/25, 1/29/26, 2/24/26, 3/25/26, 4/16/26, 5/5/26 CSEA 7/29/25, 10/24/25, 12/9/25, 1/7/26, 2/10/26, 5/20/26

Educational Partner(s)	Process for Engagement
SELPA Consultation	The SELPA engages with LEAs through monthly meetings of the Directors' Council and Governing Board. At these meetings, LEAs receive information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. For example, in March, the Director provided some details about the new reporting of Least Restrictive Environment data on the California Dashboard. SELPA Program Specialists also attend CIM and DA meetings for specific districts on request, and engage with small LEAs related to educational benefit reviews and student record reviews. The SELPA offered LCAP consultation session on 3/31/26 to provide context for students with disabilities and to field questions.”
Indian Education Parent Committee	Meetings: 4/20/26

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

25-26
 The adopted LCAP reflects input based on meetings with educational partners throughout the year.

Goal 1: ELA and English Learner Progress
 Continued investment in TK–3 class size reduction, phonics-based literacy programs, and bilingual paraprofessional support.
 Additional educational specialist added at Wilcox Elementary based on site-specific needs.

Goal 2: Math Achievement
 Integration of simpler, parent-friendly math resources (e.g., Reflex, Extra Math).
 Expansion of math intervention services to Golden Hills.
 Added language in communication plans to inform families of available tutoring supports.
 Exploration of consultation periods and tutoring beyond homework assistance.

Goal 3: Student Wellness & Engagement
 Expansion of SEL curriculum alignment from TK–8.
 Site-specific requests (e.g., health clerk and librarian at Golden Hills) integrated into revised resource plans.
 Continued emphasis on family engagement, wellness supports, and behavioral interventions.

Goal 4: Equitable Access to Enrichment
 Confirmation of PE and music specialists across TK–8.
 Agricultural and Fine Arts program expansion prioritized.

Addressed site-specific equity concerns, including playground and library updates, HVAC replacement, and equitable access to tech and safety upgrades.

Goal 5: Transitional Supports

Actions now include pre-entry/exit planning for transitioning students and exploration of restorative practice projects districtwide. Counselors and collaboration with external agencies remain a funding and staffing priority.

Student Voice

The district prioritized direct student engagement through surveys, interviews, and facilitated focus groups at Palermo Middle School in Spring 2026. The findings strongly shaped the development of wellness, equity, and instructional engagement strategies across multiple LCAP goals. Key insights include:

Belonging and Enrichment

Students deeply value extracurriculars (clubs, sports, FFA, theater) as critical spaces for friendship, self-expression, and belonging. The LCAP includes continued support for after-school programs and expansion of enrichment opportunities (Goal 3 and 4), with efforts to minimize overlapping commitments that cause stress.

Wellness and Safety

Students acknowledged the emotional strain of bullying and community violence but credited trusted adults (teachers, wellness coach, aides) for helping them feel safe and supported. Responses guided expanded wellness staffing, increased behavioral support programs, and upgrades to campus safety infrastructure (Goals 3 and 4).

Academic Engagement

Hands-on, creative assignments like science labs, AG projects, and career presentations were cited as most engaging. Students emphasized the value of teacher feedback, voice in learning, and real-world connections. This informed enhancements to instructional materials and teacher PD in student-centered strategies (Goals 1 and 2).

Barriers Outside of School

Students I described the burden of household responsibilities, poverty, and limited health services—highlighting the importance of school-based resource hubs (clothing closet, tutoring, caring adults). The LCAP now includes targeted wraparound supports and partnerships to meet non-academic needs, especially for low-income and unduplicated youth (Goals 3 and 5).

Student Voice in Action

Direct student voice is being integrated through leadership roles (e.g., ASB, Ambassadors), student forums, and feedback cycles tied to school culture and safety planning. Advisory input emphasized the importance of treating student perspectives as a core part of planning, not just compliance.

SELPA Consultation:

The SELPA annually provides a presentation to offer ideas how students with disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and SIL resources to pull relevant data to inform goals for both CIM and DA work. They have shown us how to align performance indicators with LCAP priority areas for the writing process. They have provided proposed educational partner input survey questions. And, they have offered to review our LCAP as it relates to students with disabilities. These activities have helped us ensure our LCAP adequately addresses the needs of all students including students with disabilities. As a result of this feedback we will:

*Continue to increase opportunities for SWDs to remain in the general education setting with embedded co-teaching support from the educational specialist.

Equity Multiplier:

Site administrators and instructional staff met with and surveyed CDS students and parents. Educational partners indicated that students struggle behaviorally when they return to the main campus. As a result of this feedback, we will:

*Provide opportunities for students to strengthen their ability to use prosocial behaviors when interacting with their peers and instructional staff.

*Provide professional development will be provided for CDS staff to build their capacity to teach and reinforce prosocial behavior.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding grade level standards in English Language Arts and Reading and English Learners (ELs) will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
--

An explanation of why the LEA has developed this goal.

<p>While we have seen improvement in student outcomes, many of our students continue to perform below grade level in English language arts and reading. We also continue to serve students who are not yet English proficient.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts: Decrease the distance below standard for all student groups by 5 points each year.	<p>Spring 2023 Results:</p> <p>All Students: -47.2 (M)</p> <p>English Learners: -67 (M)</p> <p>Socioeconomically Disadvantaged: -52.7(M)</p> <p>Students with Disabilities: -101.3 (+20)</p>	<p>Spring 2024 Results:</p> <p>All Students: -48 (M)</p> <p>English Learners: -67.5 (M)</p> <p>Socioeconomically Disadvantaged: -56 (-3.3)</p>	<p>Spring 2025 Results:</p> <p>All Students: -39.1 (+8.1)</p> <p>English Learners: -62 (+5.6)</p> <p>Socioeconomically Disadvantaged: -46.8 (+9.2)</p>	<p>All Students: -32.2</p> <p>English Learners: -52</p> <p>Socioeconomically Disadvantaged: -37.7</p> <p>Students with Disabilities: -86.3</p> <p>American Indian: -32</p>	<p>Spring 2025 Results points from standard:</p> <p>All Students: +8.1 points increase closer to baseline</p> <p>English Learners: +5 points increase closer to baseline</p> <p>Socioeconomically Disadvantaged: +5.9 points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian: -47 (+5.5) Hispanic: -42.6 (+11.2) Two or More Races: -62.5 (M) White: -53 (-8.7) Asian: -3.2 (+17.0) Homeless: -49.7 (-14.5) Reclassified English Learners: -15.5 (+10.1) points below standard English Only: -47.5 (-1.6) points below standard	Students with Disabilities: -116.2 (-15) American Indian: -47 (+5.5) Hispanic: -48.2 (-5.6) Two or More Races: -82 (-19.4) White: -46.4 (+6.6) Asian: -31.7 (-28.5) Homeless: -32.8 (+17) Long Term EL - 89.1 (+17.8) Reclassified English Learners: points below standard -33.3 (-17.8) English Only: -45.7 (-1.8) points below standard	Students with Disabilities: -87.8 (+28.4) American Indian: -50.9 (-12.5) Hispanic: -43.1 (+5) Two or More Races: -52.9 (+29.1) White: -36.5 (+9.9) Asian: -8.5 (+23.1) Homeless: -46.3 (-13.5) Long Term EL - 161.2 (-72.1) Reclassified English Learners: -11.4 (+21.8) English Only: -36.1 (+9.6)	Hispanic: -27.6 Two or More Races: -47.5 White: -38 Asian: 11.8 above standard Homeless: -34.7 Reclassified English Learners: -0.5 English Only: -35.2	increase closer to baseline Students with Disabilities: +13.5 points increase closer to baseline American Indian: -3.9 points further from baseline Hispanic: -0.5 points further from baseline Two or More Races: +9.6 points increase closer to baseline White: +16.5 points increase closer to baseline Asian: -5.3 points further from baseline Homeless: +3.4 points increase closer to baseline Long Term EL: -72.1 points further from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Reclassified English Learners: +4.1 points increase closer to baseline</p> <p>English Only: +11.4 points increase closer to baseline</p>
1.2	CAASPP English Language Arts: Increase the percentage of students, in all student groups, meeting or exceeding the standard by 5% each year	<p>Spring 2023 Results: % meeting or exceeding standard</p> <p>All Students: 33.05%</p> <p>Students with Disabilities: 8.99%</p> <p>Socioeconomically Disadvantaged: 30.82%</p> <p>English Only: 33.58%</p> <p>English Learners: 10.12%</p> <p>RFEP: 60.32%</p> <p>Amer. Indian: 22.73%</p> <p>Asian: 50%</p>	<p>Spring 2024 Results: % meeting or exceeding standard</p> <p>All Students: 31.27% (-1.78%)</p> <p>Students with Disabilities: 8.82% (+.17%)</p> <p>Socioeconomically Disadvantaged: 29.33% (-1.49%)</p> <p>English Only: 33.29% (-0.29%)</p> <p>English Learners: 6.9% (-3.22%)</p>	<p>Spring 2025 Results: % meeting or exceeding standard</p> <p>All Students 35.60%</p> <p>Students with Disabilities: 16.53%</p> <p>Socioeconomically Disadvantaged: 31.54%</p> <p>English Only: 37.28%</p> <p>English Learners: 6.49%</p> <p>RFEP: 51.39</p>	<p>% meeting or exceeding standard</p> <p>All Students: 48.05%</p> <p>Students with Disabilities: 23.99%</p> <p>Socioeconomically Disadvantaged: 45.82%</p> <p>English Only: 38.58%</p> <p>English Learners: 25.12%</p> <p>RFEP: 75.32%</p>	<p>Spring 2025 Results: % meeting or exceeding standard</p> <p>All Students: +2.55% increase</p> <p>Students with Disabilities: +7.54% increase</p> <p>Socioeconomically Disadvantaged: +15% increase</p> <p>English Only: +3.7% increase</p> <p>English Learners: -3.63% decrease</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic/Latino: 32.70%</p> <p>White: 33.68%</p> <p>2 or More Races: 28.57%</p> <p>Homeless: 33.33%</p>	<p>RFEP: 45.61% (-14.71%)</p> <p>Amer. Indian: 25% (+2.27%)</p> <p>Asian: 37.15% (-12.85%)</p> <p>Hispanic/Latino: 29.86% (-2.84%)</p> <p>White: 33.34% (-0.34%)</p> <p>2 or More Races: 26.37% (-2.2%)</p> <p>Homeless: 37.5% (+4.17%)</p>	<p>Amer. Indian: 36.36%</p> <p>Asian: 43.75%</p> <p>Hispanic/Latino: 32.89%</p> <p>White: 38.46</p> <p>2 or More Races: 32.52%</p> <p>Homeless: 33.34%</p>	<p>Amer. Indian: 37.73%</p> <p>Asian: 65%</p> <p>Hispanic/Latino: 47.70%</p> <p>White: 48.68%</p> <p>2 or More Races: 43.57%</p> <p>Homeless: 48.33%</p>	<p>RFEP: -8.93% decrease</p> <p>Amer. Indian: +13.63% Increase</p> <p>Asian: -6.25% decrease</p> <p>Hispanic/Latino: +0.19% increase</p> <p>White: +4.78% increase</p> <p>2 or More Races: +3.95% increase</p> <p>Homeless: +.01 % increase</p>
1.3	<p>ELPAC: % of EL students making progress in English proficiency by 2% each year.</p> <p>% of EL students progressing at least one ELPI level increase by 5% each year.</p>	<p>February - May 2023 Results:</p> <p>57.1% making progress toward English language proficiency (+8.3%)</p> <p>55% have progressed at least one ELPI level</p>	<p>February - May 2024 Results:</p> <p>50.4% making progress toward English language proficiency (-6.7%)</p> <p>49.1% have progressed at least one ELPI level</p>	<p>February - May 2025 Results:</p> <p>47.9 making progress toward English language proficiency (-3.1%)</p> <p>47.3% have progressed at least one ELPI level</p>	<p>63% making progress toward English language proficiency (+8.3%)</p> <p>61% have progressed at least one ELPI level</p>	<p>February - May 2025 Results:</p> <p>-9.2% decrease making progress toward English language proficiency</p> <p>-7.7% decrease have progressed at least one ELPI level one ELPI level</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	EL Reclassification: Reclassify 10% of EL students each year.	2023 - 2024 EL Reclassification Rate: 19.1%	2024 - 2025 EL Reclassification Rate: 11.8%	2025-2026 EL Reclassification Rate 11.4%	10% EL Reclassification Rate	2025-2026 EL Reclassification Rate:-7.7% decrease but still over 10% target
1.5	Long Term English Learners: Decrease the number of LTELs by 5% each year in grades 6 - 8. (other pupil outcomes)	End of Year Data 2022 - 2023 % of 6-8 LTELs: 25.3%	End of Year Data 2023 - 2024 % of 6-8 LTELs: 58.8%	End of Year Data 2024 - 2025 % of 6-8 LTELs: 67.6%	% of 6-8 LTELs: 10.3%	End of Year Data 2024-2025 % of 6-8 LTELs: +42.3% increase
1.6	K-3: DIBELS: Increase the percentage of students performing at or above benchmark in the following areas as measured by the end of year assessment by 2% each year. Kindergarten: DIBELS Composite Score 1st Grade: DIBELS Correct Letter Sounds and Oral Reading Fluency (words correct) 2nd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy 3rd Grade: DIBELS Oral Reading Fluency Words Correct and Oral Reading Fluency Accuracy	End of Year 2023/2024 Kindergarten: Composite Score 78% Above/At Benchmark 1st Grade: Correct Letter Sounds- 38% Above/At Benchmark ORF Words Correct - 37% Above/At Benchmark 2nd Grade: ORF Words Correct - 47% Above/At Benchmark ORF Accuracy- 45% Above/At Benchmark 3rd Grade: ORF Words Correct - 37% Above/At Benchmark	End of Year 2024/2025 Kindergarten: Composite Score 60% Above/At Benchmark 1st Grade: Correct Letter Sounds- 36% Above/At Benchmark ORF Words Correct - 36% Above/At Benchmark 2nd Grade: ORF Words Correct - 40% Above/At Benchmark	End of Year 2025/2026 Kindergarten: Composite Score 52% Above/At Benchmark 1st Grade: Correct Letter Sounds- 53% Above/At Benchmark ORF Words Correct - 48% Above/At Benchmark 2nd Grade: ORF Words Correct - 49% Above/At Benchmark	Kindergarten: Composite Score 84% Above/At Benchmark 1st Grade: Correct Letter Sounds- 44% Above/At Benchmark ORF Words Correct - 43% Above/At Benchmark 2nd Grade: ORF Words Correct - 53% Above/At Benchmark ORF Accuracy- 51% Above/At Benchmark 3rd Grade:	End of Year 2025/2026 Kindergarten: Composite Score Above/At Benchmark 26% decrease 1st Grade: Correct Letter Sounds 15% increase Above/At Benchmark ORF Words Correct 11% increase Above/At Benchmark 2nd Grade: ORF Words Correct 2% increase Above/At Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ORF Accuracy- 48% Above/At Benchmark	ORF Accuracy- 37% Above/At Benchmark 3rd Grade: ORF Words Correct - 43% Above/At Benchmark ORF Accuracy- 37% Above/At Benchmark	ORF Accuracy- 65% Above/At Benchmark 3rd Grade: ORF Words Correct - 44% Above/At Benchmark ORF Accuracy- 85% Above/At Benchmark	ORF Words Correct - 43% Above/At Benchmark ORF Accuracy- 54% Above/At Benchmark	ORF Accuracy- 20% increase Above/At Benchmark 3rd Grade: ORF Words Correct 7% increase Above/At Benchmark ORF Accuracy 37% increase Above/At Benchmark
1.7	4 - 8 Oral Reading Fluency: Increase the number of students at or above the grade level standard in oral reading fluency by 2% each year	End of Year 2023/2024 : 4th grade 35% at or above benchmark 5th grade 38% at or above benchmark 6th Grade 70% at or above benchmark 7th Grade: 46% at or above benchmark 8th Grade: 58% at or above benchmark	End of Year 2024/2025 : 4th grade 51% at or above benchmark 5th grade 29% at or above benchmark 6th Grade 70% at or above benchmark 7th Grade: 53% at or above benchmark 8th Grade: 52% at or above benchmark	End of Year 2025/2026 : 4th grade 40% at or above benchmark 5th grade 44% at or above benchmark 6th Grade 68% at or above benchmark 7th Grade: 54% at or above benchmark 8th Grade: 49% at or above benchmark	4th grade 41% at or above benchmark 5th grade 44% at or above benchmark 6th Grade 76% at or above benchmark 7th Grade: 52% at or above benchmark 8th Grade: 64% at or above benchmark	End of Year 2025/2026 : 4th grade 5% increase at or above benchmark 5th grade 6% increase at or above benchmark 6th Grade 2% decrease at or above benchmark 7th Grade: 8% increase at or above benchmark 8th Grade: 9% decrease at or above benchmark
1.9	K-8 IReady Assessment English Language Arts: Increase the percentage	End of Year 2023 - 2024	End of Year 2024 - 2025	End of Year 2025 - 2026	Kindergarten: ELA 84%	End of Year 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of students performing at or above grade level 2% each year as measured by the end of year diagnostic assessment.	Kindergarten: ELA 78% 1st grade: ELA 53% 2nd grade: ELA 53% 3rd grade: ELA 60% 4th grade: ELA 30% 5th grade: ELA 27 % 6th grade: ELA 32% 7th grade: ELA 31% 8th grade: ELA 47%	Kindergarten: ELA 68% 1st grade: ELA 47% 2nd grade: ELA 60% 3rd grade: ELA 54% 4th grade: ELA 34% 5th grade: ELA 26% 6th grade: ELA 35% 7th grade: ELA 31% 8th grade: ELA 33%	Kindergarten: ELA 85% 1st grade: ELA 46% 2nd grade: ELA 56% 3rd grade: ELA 64% 4th grade: ELA 38% 5th grade: ELA 37% 6th grade: ELA 30% 7th grade: ELA 27% 8th grade: ELA 33%	1st grade: ELA 59% 2nd grade: ELA 59% 3rd grade: ELA 66% 4th grade: ELA 36% 5th grade: ELA 33 % 6th grade: ELA 38% 7th grade: ELA 37% 8th grade: ELA 53%	Kindergarten: 7% increase 1st grade: 7% decrease 2nd grade: 3% increase 3rd grade: 4% increase 4th grade: ELA 8% increase 5th grade: ELA 10% increase 6th grade: ELA 2% decrease 7th grade: ELA 4% decrease 8th grade: ELA 14% decrease
1.10	Percentage of Students Participating in Tier 2 and Tier 3 reading intervention: Decrease the number of students by 2% each year.	Fall of 2024 Kindergarten: 55% 1st grade: 39% 2nd grade: 49% 3rd grade: 40% 4th Grade ELA: BoY: 78% needed phonics support 5th grade ELA BoY: 69% needed phonics support 6th grade: No Data Collected 7th grade: No Data Collected	Fall of 2024 Kindergarten: 45% 1st grade: 39% 2nd grade: 49% 3rd grade: 40% 4th Grade ELA: 35% needed phonics support 5th grade ELA 23% needed phonics support 6th grade: TBD Fall 2025 7th grade: TBD Fall 2025	Spring 2026 Kindergarten: 39% 1st grade: 44% 2nd grade: 35% 3rd grade: 34% 4th Grade ELA: 29% needed phonics support 5th grade ELA 11% needed phonics support 6th grade: 50% 7th grade: 46% 8th grade: 55%	Kindergarten: 49% 1st grade: 33% 2nd grade: 43% 3rd grade: 34% 4th Grade ELA: EoY 29% need phonics support 5th Grade ELA EoY 17% need phonics support 6th grade: 45% 7th grade: 40% 8th grade: 50%	End of Year 2025-2026 Kindergarten: -10% decrease 1st grade: +0% no change 2nd grade: +0% no change 3rd grade: + 0% no change 4th Grade ELA: EoY -49% decrease need phonics support 5th Grade ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th grade: No Data Collected	8th grade: TBD Fall 2025			EoY -58% decrease need phonics support 6th grade: 50% 7th grade: 46% 8th grade: 55%

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.

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

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of all planned Goal 1 actions to improve literacy outcomes and English learner progress, including maintaining reduced class sizes in grades TK–3, targeted intervention supports, designated English Language Development services, phonics instruction, co-teaching supports, and literacy intervention staffing. These actions were intended to provide additional instructional opportunities because students performing below grade level require increased access to explicit instruction, intervention, and language development services to accelerate learning.

Differences in Planned vs. Actual Implementation:

Most actions were implemented substantially as planned. Staffing shortages and vacancies created implementation challenges for specialized intervention positions and bilingual support staff, which reduced consistency of some intervention services. Additionally, master scheduling constraints affected the timing and delivery of intervention supports for some students requiring multiple levels of assistance. These implementation challenges created variability in student access to intervention services across grade spans.

Successes:

Year 2 outcomes indicate meaningful growth across multiple literacy measures.

- CAASPP ELA performance improved for several major student groups. All students improved from -48 points below standard to -39.1, English Learners improved from -67.5 to -62, socioeconomically disadvantaged students improved from -56 to -46.8, and students with disabilities improved substantially from -116.2 to -87.8. These improvements suggest that expanded intervention

supports and increased access to literacy instruction provided additional opportunities for students to develop grade-level literacy skills.

- Early literacy intervention demonstrated strong outcomes in multiple grade spans. Students requiring intervention services decreased significantly in kindergarten (55% to 39%), fourth grade phonics support decreased from 78% to 29%, and fifth grade phonics support decreased from 69% to 11%. These improvements suggest that explicit phonics instruction and targeted intervention increased foundational reading skills because students received instruction aligned to identified literacy needs.
- Several grade levels demonstrated gains in ELA performance measures including fourth grade (+8%), fifth grade (+10%), and second and third grade improvement trends. These improvements suggest that targeted literacy supports and increased intervention opportunities strengthened student performance in foundational literacy skills.

Challenges:

Despite overall improvement, several areas continue to demonstrate persistent needs.

- Upper grade literacy outcomes remain inconsistent. Eighth grade performance declined by approximately 14%, while sixth and seventh grade performance also experienced decreases. These results suggest that current intervention structures may not yet provide sufficient intensity or instructional alignment for older students requiring accelerated support.
- Students requiring intervention remain substantial across multiple grade levels. Year 2 intervention data indicates that 45% of sixth grade students, 40% of seventh grade students, and 50% of eighth grade students continue requiring intervention support. These data indicate that while interventions are improving outcomes for some students, many students continue to require intensive literacy support.
- Staffing challenges continued to affect consistency of implementation and reduced opportunities for timely intervention services. Because intervention effectiveness depends on consistent access to specialized instruction, staffing limitations created barriers to delivering services at intended levels.

Overall Effectiveness:

Year 2 outcomes indicate that Goal 1 actions were generally effective in improving literacy performance and reducing the number of students requiring intervention in several grade spans. Improvement across CAASPP ELA outcomes and foundational literacy indicators suggests that targeted intervention, phonics instruction, and expanded literacy supports increased student access to academic instruction and accelerated learning for many student groups. However, persistent challenges in upper grades and continued intervention needs suggest additional refinement of intervention structures, staffing stability, and instructional alignment remains necessary to sustain growth and improve outcomes for all students.

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.

Action 1.1: Staffing expenditures were lower than projected due to salary savings from staff retirements and attrition.

Action 1.5: Supplemental material expenditures were lower than budgeted because necessary materials were acquired at a lower total cost than anticipated.

Action 1.6 & 1.8: Estimated actual expenditures were lower than planned due to ongoing challenges in recruiting and retaining instructional aides and bilingual paraprofessionals.

Action 1.9: Actual expenditures significantly exceeded original estimates due to the necessary hiring of additional staffing to support students with disabilities.

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

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

Overall, the actions associated with Goal 1 demonstrated evidence of effectiveness in improving literacy outcomes and increasing student access to targeted supports, although effectiveness varied across grade spans and student groups.

Action 1.1 (TK–3 Reduced Class Size) demonstrated effectiveness because maintaining smaller class sizes increased opportunities for differentiated instruction and intervention during core instructional periods. Improvement in early literacy intervention participation and foundational literacy indicators, including decreases in the percentage of kindergarten students requiring intervention support, suggests increased access to individualized instruction contributed to improved literacy development.

Action 1.2 (Education Specialist Supports) demonstrated mixed effectiveness. Students with disabilities demonstrated improvement on CAASPP ELA outcomes, improving from -116.2 points below standard to -87.8 points below standard, suggesting that increased access to co-teaching and specialized supports increased opportunities for students to participate in grade-level instruction. However, staffing challenges limited full implementation and indicate continued refinement is necessary.

Action 1.3 (Reading Specialists/Tier II and Tier III Intervention) demonstrated effectiveness because intervention supports increased access to explicit literacy instruction for students performing below grade level. Reductions in the percentage of students requiring intervention support and improvements across multiple grade levels suggest targeted intervention services accelerated literacy skill development for participating students. Fourth and fifth grade students demonstrated substantial reductions in phonics intervention needs, indicating intervention services addressed identified skill gaps.

Action 1.4 (Expanded Phonics Instruction) demonstrated strong evidence of effectiveness because students receiving explicit phonics instruction demonstrated substantial reductions in the percentage of students requiring phonics support. Fourth grade students decreased from 78% requiring support to 29%, while fifth grade students decreased from 69% to 11%. These outcomes suggest systematic phonics instruction increased foundational reading skills because instruction was aligned to identified student needs.

Action 1.5 (Phonics Materials and Supplemental Supports) supported Action 1.4 and demonstrated effectiveness because access to aligned instructional materials increased opportunities for students to practice targeted literacy skills. Reductions in intervention needs across grades 4 and 5 suggest these supports contributed to increased literacy proficiency when combined with targeted instruction.

Action 1.6 (Paraprofessional Literacy Supports) demonstrated moderate effectiveness. Improvements in literacy outcomes in multiple grade spans suggest paraprofessional supports increased opportunities for small group instruction and individualized practice; however, persistent intervention needs in grades 6–8 suggest additional intensity may be necessary for older students requiring accelerated support.

Action 1.7 (Designated English Language Development Services) demonstrated effectiveness because English Learner CAASPP outcomes improved from -67.5 points below standard to -62 points below standard. These improvements suggest increased opportunities for language development instruction contributed to improved access to grade-level literacy content, although continued performance gaps indicate further refinement remains necessary.

Action 1.8 (Bilingual Paraprofessional Supports for ELs and LTELs) demonstrated partial effectiveness. Improvements among English Learners suggest bilingual supports increased access to instruction and language development opportunities; however, staffing challenges reduced consistency of implementation and limited the intensity of supports available throughout the year.

Action 1.9 (SWDs Access to Core Instruction Through Co-Teaching) demonstrated effectiveness because students with disabilities demonstrated measurable improvement in CAASPP ELA performance. Expanded access to general education settings and embedded specialist support increased opportunities for participation in rigorous grade-level instruction, which corresponded with improved student outcomes.

Overall, Goal 1 actions were generally effective because Year 2 outcomes demonstrate improvement across multiple literacy indicators and student groups. However, continued intervention needs among upper grade students and implementation challenges related to staffing indicate additional refinement will be necessary to sustain and accelerate progress.

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 reflection of Year 2 implementation and student outcome data, no changes were made to Goal 1, associated metrics, or target outcomes for the coming year because current data indicates continued need for focused literacy improvement efforts and continued implementation of existing supports.

While the goal, metrics, and intended outcomes remain unchanged, refinements to implementation were made to strengthen instructional coherence and literacy practices across the district. The district will establish an ELA/Literacy Task Force to increase collaboration around instructional practices, analyze literacy outcome data, and support alignment of literacy systems across grade spans. Additionally, staff will participate in professional learning opportunities including attendance at the Big Sky Literacy Conference and implementation of Language Essentials for Teachers of Reading and Spelling (LETRS) training over the next two years utilizing Literacy and Reading Enrichment Block Grant (LREBG) funding. The district will utilize ELOP funds to build an after school targeted intervention program across all sites.

These refinements were made because Year 2 data indicates that while literacy outcomes improved across multiple measures, persistent intervention needs remain across grade spans, particularly among students requiring intensive literacy support. Increased professional learning, collaboration structures, and evidence-based literacy training are intended to strengthen instructional practices because building staff capacity increases consistency of literacy instruction and intervention delivery across classrooms and grade levels.

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	TK-3 Class Size Reduction	<p>Provide additional teaching staff to maintain a 24:1 or lower student to teacher ratio in K - 3 classrooms.</p> <p>1.1 Class Size Reduction in K-3rd Grade: This action is effective and will be carried over into the current LCAP. Teachers report that they are able to provide focused small group intervention, 1:1 instruction and differentiated support to students. Parents/families strongly support this action and report that teachers are able to help their students and really get to know them. In order to further increase the effectiveness of this action, professional development for the upcoming year will focus on the science of reading and effective Tier 1 instructional strategies. In 3rd grade the percentage of students exceeding standards increased 14.41% as measured by the CAASSP assessment and the percentage of student nearly meeting the standard increase by 7.92%.</p>	\$724,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Education Specialist:	<p>In order to provide 1.5 FTE of increased support to Students with Disabilities (SWD), an additional Education Specialist will be assigned to Helen Wilcox to serve TK -3 students and 6-8 grade students at Palermo School.</p> <p>1.2 K-3 Education Specialists: This action has been effective and will continued in the LCAP. We have an increased number of students qualifying for IEPs; Education Specialist are available to provide services and students are meeting their individual goals. CAASSP ELA scores for students with disabilities has improved by 20 points. CAASSP Math scores have improved by 4.1 points.</p> <p>1.30 6th - 8th SPED Intervention Teacher (.5 FTE): This action has been effective and will be continued in the LCAP. We have an increased number of students qualifying for IEPs; Education Specialist are available to provide services and students are meeting their individual goals. CAASSP ELA scores for students with disabilities has improved by 20 points; CAASSP Math scores have improved by 4.1 points.</p> <p>These action will be combined into one action in the 2024-2025 LCAP</p>	\$181,873.00	Yes
1.3	K-3 Reading Specialist	<p>2 FTE Reading Specialist will provide Tier II and Tier 3 reading intervention services to students in K-3rd grade.</p> <p>1.3 K-3 Reading Specialists: This action has been effective and will be continued in the LCAP. While we do not yet have end of year data available, mid-year assessment data is on track to meet or exceed our end of year goals on benchmark assessments. In 3rd grade the percentage of students exceeding standards increased 14.41% as measured by the CAASSP assessment and the percentage of student nearly meeting the standard increase by 7.92%. The effectiveness of this action will be increased by utilizing Reading Simplified to address needs not met by Tier 2 Barton's Reading.</p>	\$244,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Phonics instruction will be provided as a Tier I strategy to all TK-3rd grade students. In grades 4-5, phonics instruction will be provided as a Tier II intervention to students reading below grade level.	\$19,120.00	Yes
1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	<p>Provide additional standards based instructional materials to meet students needs in Tier 1, Tier 2, Tier 3 and for use with SWDs.</p> <p>1.5 ELA/Math Supplemental Materials: This has been an effective strategy to provide supplemental materials. Teachers report that these materials allow them to differentiate instruction and fill learning gaps for student subgroups including SWDs. In order to further improve the effectiveness of this action, ineffective supplemental materials will be eliminated and no longer used.</p>	\$115,538.00	Yes
1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	<p>Paraprofessionals will provide instructional support to students in their reading and ELA classes.</p> <p>1.15 Paraprofessionals K-8th: This has been effective and will be continued in the LCAP. This action is effective an effective strategy that provides Tier 2 support via small group and/or 1:1 instruction; reading intervention; instructional support in both the Tier 1 and Tier 3 setting. We plan to increase the effectiveness of this strategy by filling all vacant positions.</p> <p>1.33TK Paraprofessional: This action has been effective in supporting TK students in the classroom setting and will continue in the LCAP.</p> <p>These actions will be combined in the 2024 - 2025 LCAP.</p>	\$523,347.00	Yes
1.7	Designated ELD Instruction for ELs and LTELs and	Provide 1.36 FTE ELD teacher to serve students in TK-3; a .42 FTE teacher to provide 3 periods of ELD instruction in grades 6-8; .64 FTE ELD teacher to serve EL students in grades 4-5. Teachers will participate	\$393,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development	<p>professional development to increase their capacity in teaching language acquisition and providing targeted support for LTELs.</p> <p>1.6 ELD Instruction: This action has been effective and will be continued in the LCAP. 57.1% of EL students are making progress towards English proficiency and our LTEL rate at the middle school has dropped to 25%. We hope to further increase the effectiveness of this action by adding ELD staff provide ELD instruction to students at the Golden Hills site.</p>		
1.8	Bilingual Paraprofessional	<p>A bilingual paraprofessional will provide services to LTEL students and students who are identified as being at risk of becoming an LTEL.</p> <p>1.7 Bilingual Paraprofessional: This action was partially implemented as we have been unable to staff the .5 FTE position. This action is effective in supporting our Newcomer students in the classroom setting. 57.1% of EL students are making progress towards English proficiency and our LTEL rate at the middle school has dropped to 25%.</p>	\$38,808.00	Yes
1.9	SWDs Receive Core Instruction in the General Education Setting	<p>Education Specialist will be embedded as co-teachers in the general education setting to support SWDs so that they can participate in rigorous grade level instruction.</p> <p>1.17 ELA/Math Grade Level Instruction for SWDs: This action has been effective and will continue in the LCAP. In grades 4-8, SWDs participate in the general education setting for most of the day with Ed. Specialist team teaching and supporting students. Ed. specialist report improved student outcomes and engagement.</p>	\$862,143.00	No
1.10	Evidence-Based Literacy Professional Learning	<p>Utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide professional learning opportunities focused on evidence-based literacy instruction through Language Essentials for Teachers of Reading and Spelling (LETRS) training, literacy conferences, collaborative planning structures, and ongoing professional learning opportunities intended to</p>	\$110,258.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>strengthen literacy instruction and intervention systems across grade spans.</p> <p>Professional learning opportunities will include participation in LETRS training over a two-year implementation period, attendance at literacy-focused conferences, and collaboration through district literacy structures including the ELA/Literacy Task Force.</p> <p>This action is intended to increase educator capacity because students requiring literacy intervention benefit from consistent access to explicit, systematic literacy instruction aligned to identified literacy needs. Professional learning opportunities are intended to strengthen instructional coherence, improve consistency of literacy practices, and increase staff capacity to implement evidence-based literacy instruction and intervention systems.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting or exceeding standards in Mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While we have seen improvement in student outcomes, many of our students continue to perform below grade level in mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math: Decrease the distance below standard for all student groups by 5 points each year.	Spring 2023 Results: All Students: -82.1 (M) English Learners: -96.2 (M) Socioeconomically Disadvantaged: -85.1 (+3.8) Students with Disabilities: -131.2 (+4.1) American Indian: -77.3 (+28.4) Hispanic: -84.8 (+8.9) Two or More Races: -99 (-6.2) White: -83 (-11.9) Asian: -30.1 (+42.3)	Spring 2024 Results: All Students: -75.9 (+6.3) English Learners: -89.5 (+6.7) Socioeconomically Disadvantaged: -81.7 (+3.4) Students with Disabilities: -123.1 (+8.1) American Indian: -77.3 (+28.4) Hispanic: -79.3 (+5.5)	Spring 2025 Results: All Students: -64.9 (+11) English Learners: -72.9 (+16.6) Socioeconomically Disadvantaged: -70.2 (+11.5) Students with Disabilities: -107.6 (+15.5) American Indian: -74.8 (M) Hispanic: -69.2(+10.1)	All Students: -67.1 English Learners: -81.2 Socioeconomically Disadvantaged: -70.1 Students with Disabilities: -116.2 American Indian: -62.3 Hispanic: -69.8 Two or More Races: -84 White: -68 Asian: -15.1 Homeless: -73.1	Spring 2025 Results distance from standard: All Students: +17.2 increase closer to baseline English Learners: +23.3 increase closer to baseline Socioeconomically Disadvantaged: +14.9 increase closer to baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: -88.1 (M) Reclassified English Learners: -51.7 (+35.6) points below standard English Only: -82.2 (-1.9) points below standard	Two or More Races: -96(+3) White: -73.1 (+9.9) Asian: -65.1 (-32) Homeless: -54.2 (+33.8) Long Term EL: -152.1 (+5.6) Reclassified English Learners: -64 (-12.3) points below standard English Only: -73.4 (+8.8) points below standard	Two or More Races: -74.3(+21.7) White: -62.3 (+10.8) Asian: -37.8 (+27.3) Homeless: -55.1 (M) Long Term EL: -167.4(-15.3) Reclassified English Learners: -48.6 (+15.4) English Only: 62.5 (+10.8)	Reclassified English Learners: -36.7 English Only: -67.2	Students with Disabilities: +23.6 increase closer to baseline American Indian: +2.5 increase closer to baseline Hispanic: +15.6 increase closer to baseline Two or More Races: +24.7 increase closer to baseline White: +20.7 increase closer to baseline Asian: -7.7 increase away from baseline Homeless: +33 increase closer to baseline Long Term EL: -15.3 increase away from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Reclassified English Learners: =+3.1 increase closer to baseline English Only: +19.7 increase closer to baseline
2.2	CAASPP Math: Increase the percentage of students, in all student groups, meeting or exceeding the standard by 5% each year	Spring 2023 Results: % meeting or exceeding standard All Students: 19.66% Students with Disabilities: 10.11% Socioeconomically Disadvantaged: 16.70% English Only: 20.61% English Learners: 8.99% RFEP: 23.81% Amer. Indian: 9.10% Asian: 30.55% Hispanic/Latino: 18.63% White: 22.68% 2 or More Races: 12.09% Homeless: 16.67%	Spring 2024 Results: % meeting or exceeding standard All Students: 19.67% (+0.01) Students with Disabilities: 8.82% (-1.29%) Socioeconomically Disadvantaged: 18.45% (+1.75%) English Only: 21.21% (+0.6%) English Learners: 6.45% (-2.54%) RFEP: 23.21% (-0.6%) Amer. Indian: 7.14% (-1.96%) Asian: 20% (-10.55%) Hispanic/Latino: 18.49% (-0.14%) White: 22.22% (-0.46%)	Spring 2025 Results: % meeting or exceeding standard All Students: 23.09% Students with Disabilities: 14.88% Socioeconomically Disadvantaged: 20.58% English Only: 24.51% English Learners: 9.09% RFEP: 23.61% Amer. Indian: 22.73% Asian: 25.01% Hispanic/Latino: 20.40% White: 26.55% 2 or More Races: 19.51 Homeless: 22.80%	% meeting or exceeding standard All Students: 34.66% Students with Disabilities: 25.11% Socioeconomically Disadvantaged: 31.70% English Only: 35.61% English Learners: 23.99% RFEP: 38.81% Amer. Indian: 24.10% Asian: 45.55% Hispanic/Latino: 33.63% White: 37.68% 2 or More Races: 27.09% Homeless: 31.67%	Spring 2025 Results: % meeting or exceeding standard All Students: +3.43% increase Students with Disabilities: +4.77% increase Socioeconomically Disadvantaged: +3.88% increase English Only: +3.9% increase English Learners: +0.1% increase RFEP: -0.2% decrease Amer. Indian: +13.63% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2 or More Races: 17.39% (+5.3%) Homeless: 40% (+23.33)			Asian: -5.54% decrease Hispanic/Latino: +1.77% increase White: +3.87% increase 2 or More Races: +7.42% increase Homeless: +6.13% increase
2.3	IReady Math Scores: Increase the percentage of students performing at or above grade level 2% each year as measured by the end of year diagnostic assessment.	End of Year 2023 - 2024 Kindergarten: Math 58% 1st grade: Math 48% 2nd grade: Math 38% 3rd grade: Math 40% 4th grade: Math 40% 5th grade: Math 36% 6th grade: Math 26% 7th grade: Math 12% 8th grade: Math 26%	End of Year 2024-2205 Kindergarten: Math 59% 1st grade: Math 45% 2nd grade: Math 40% 3rd grade: Math 43% 4th grade: Math 43% 5th grade: Math 34% 6th grade: Math 45%	End of Year 2025-2026 Kindergarten: Math 62% 1st grade: Math 40% 2nd grade: Math 35% 3rd grade: Math 39% 4th grade: Math 42% 5th grade: Math 39% 6th grade: Math 33%	Kindergarten: Math 64% 1st grade: Math 54% 2nd grade: Math 44% 3rd grade: Math 46% 4th grade: Math 46% 5th grade: Math 42% 6th grade: Math 32% 7th grade: Math 18% 8th grade: Math 32%	End of Year 2024-2205 Kindergarten: Math 4% increase 1st grade: Math 8% decrease 2nd grade: Math 3% decrease 3rd grade: Math 1% decrease 4th grade: Math 2% increase 5th grade: Math 3% decrease 6th grade: Math 7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th grade: Math 22% 8th grade: Math 23%	7th grade: Math 19% 8th grade: Math 13%		7th grade: Math 7% increase 8th grade: Math 13% decrease
2.4	Percentage of Students Participating in Tier 2 and Tier 3 math intervention: Decrease the number of students by 2% each year.	No data collected in Fall of 2024 baseline will be collected in Fall 2025	No data collected in Fall of 2024 baseline will be collected in Fall 2025	4th grade: 100% students received support during intervention period 6th grade: 6% 7th grade: % 8th grade: 0%	Outcome to be determined off of Fall 2025 Baseline	TBD

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.

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of all planned Goal 2 actions to improve mathematics achievement through standards-aligned instructional materials, intervention staffing, paraprofessional supports, and collaborative instructional systems. The district continued implementation of mathematics intervention structures in grades TK–8, expanded opportunities for targeted intervention, maintained mathematics paraprofessional support across grade spans, and continued district collaboration efforts through the Math Task Force to strengthen instructional practices and alignment.

Differences in Planned vs. Actual Implementation:

Most planned actions were implemented substantially as designed. The district maintained mathematics intervention staffing and paraprofessional supports; however, collection of baseline data for participation in Tier II and Tier III intervention services was not completed as originally planned, limiting the district’s ability to fully evaluate intervention participation trends and growth over time. Additionally, implementation of mathematics intervention varied across grade spans as intervention structures continued to develop, particularly in middle school grades where intervention systems were still being refined.

Successes:

Several implementation successes emerged during Year 2. The district successfully continued development of middle school mathematics intervention systems through dedicated intervention staffing and expanded opportunities for targeted support. Continued implementation of the Math Task Force increased opportunities for collaboration around mathematics instruction, analysis of student data, and alignment of instructional practices. Expanded paraprofessional support also increased opportunities for small group instruction and targeted mathematics intervention throughout multiple grade spans.

Challenges:

Several implementation challenges remained during the year. The absence of baseline intervention participation data created limitations in evaluating the effectiveness and scale of intervention services across grade levels. Additionally, mathematics intervention structures continued to require refinement to ensure consistency across grade spans and to strengthen alignment between Tier I instruction and intervention supports. Continued variability across grade levels indicates additional work is needed to ensure consistent implementation of mathematics systems districtwide.

Overall, Goal 2 actions were implemented substantially as planned and established stronger systems for mathematics instruction and intervention; however, continued refinement of intervention structures, data collection systems, and instructional alignment remains necessary to strengthen implementation moving forward.

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.

Action 2.1 - The district spent the 2025/26 school year exploring math assessments and needs. Additional supplemental materials will be purchased in 2026/27 to meet this goal.

Action 2.3: Estimated actual expenditures were lower than planned due to ongoing challenges in recruiting and retaining instructional aides.

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

Overall, the actions associated with Goal 2 demonstrated evidence of effectiveness in improving mathematics outcomes across multiple student groups and grade spans. Year 2 outcome data indicates that expanded intervention opportunities, instructional supports, and professional collaboration contributed to measurable improvement in mathematics performance, although implementation challenges and data collection gaps remain.

Action 2.1 (Standards-Based Supplemental Instructional Materials for Mathematics) demonstrated effectiveness because improved access to aligned instructional materials increased opportunities for students to engage with grade-level mathematics content and targeted practice opportunities. Improvement in CAASPP mathematics outcomes across multiple student groups suggests that instructional materials supported increased access to rigorous mathematics instruction. All students improved from -75.9 points below standard to -64.9, while socioeconomically disadvantaged students improved from -81.7 to -70.2. These results suggest instructional resources contributed to increased student access to standards-aligned mathematics learning.

Action 2.2 (6–8 Math Intervention Teacher) demonstrated effectiveness because middle school mathematics outcomes improved substantially across several grade spans. Sixth grade mathematics proficiency improved from 26% at baseline to 33%, seventh grade improved from 12% to 18%, and eighth grade improved from 26% to 32%. These improvements suggest intervention services increased opportunities for students requiring additional mathematics support to access targeted instruction aligned to identified skill deficits.

Action 2.3 (TK–8 Mathematics Paraprofessional Supports) demonstrated moderate effectiveness because paraprofessional support increased opportunities for small group instruction and individualized mathematics support. Improvement in multiple grade levels suggests these supports contributed to increased mathematics learning opportunities; however, variability across grade spans indicates continued refinement is necessary to ensure consistency of implementation.

Action 2.4 (District Math Work Group and Professional Development) demonstrated effectiveness because collaboration structures increased opportunities for staff to align instructional practices and analyze student performance data. Improvements across CAASPP mathematics outcomes suggest that strengthened instructional coherence contributed to improved mathematics outcomes. English Learners improved from -89.5 points below standard to -72.9, while Students with Disabilities improved from -123.1 to -107.6. These results suggest collaborative planning and instructional refinement increased access to effective mathematics instruction.

Although actions demonstrated overall effectiveness, implementation challenges remain. Baseline data collection for Tier II and Tier III mathematics intervention participation was not completed as originally planned, limiting the district's ability to fully evaluate intervention participation trends and measure the relationship between intervention access and student outcomes. Continued refinement of data collection processes will strengthen future evaluation efforts.

Overall, Goal 2 actions were generally effective because Year 2 outcomes demonstrate measurable improvement across student groups and grade spans. Continued focus on intervention refinement, data collection processes, and instructional coherence will remain necessary to sustain growth and accelerate mathematics achievement.

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 reflection of Year 2 implementation and student outcome data, no changes were made to Goal 2, associated metrics, or target outcomes for the coming year because mathematics outcome data continues to indicate a need for sustained improvement efforts and continued implementation of existing supports.

While the goal, metrics, and intended outcomes remain unchanged, refinements to implementation were made to strengthen mathematics instruction and improve instructional coherence across grade spans. During the coming year, the district will begin implementation of a new mathematics pilot using Eureka Math in grades K–5 to evaluate instructional alignment, increase consistency of mathematics instruction, and strengthen access to standards-based mathematics practices and materials. In addition, the district Math Task Force will continue to support instructional collaboration, review student outcome data, and strengthen alignment between Tier I instruction and intervention systems.

These refinements were made because Year 2 outcome data indicates that while mathematics outcomes improved across multiple student groups and grade spans, many students continue performing below grade-level standards and continue requiring intervention support. Increased opportunities for collaboration, curriculum refinement, and instructional alignment are intended to strengthen mathematics instruction because coherent instructional systems and aligned materials increase consistency of student learning experiences and improve access to rigorous grade-level mathematics instruction.

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	Standards Based Supplemental Instructional Materials for Mathematics	<p>Provide additional standards based instructional materials to meet students needs in Tier 1, Tier 2 and Tier 3 (SPED)</p> <p>1.5 ELA/Math Supplemental Materials: This action has been an effective strategy to provide supplemental materials. Teachers report that these materials allow them to differentiate instruction and fill learning gaps for student groups including SWDs. In order to further improve the effectiveness of this action, ineffective supplemental materials will be eliminated and no longer used.</p>	\$88,851.00	Yes
2.2	6-8 Math Intervention Teacher	<p>1 FTE Math teacher will provide staffing for the development of the math intervention program in grade 6-8.</p> <p>This goal was included in the previous LCAP, but 2023-2024 is the first year of implementation. We will not be able to determine it's effectiveness until we receive CAASPP data for Spring of 2024, however, mid-year local benchmark data indicates that we are seeing improved student outcomes.</p>	\$142,060.00	Yes
2.3	TK-8 Paraprofessionals: Math	<p>Paraprofessionals will provide support to students in their math classes.</p> <p>1.15 Paraprofessionals K-8th: This action has been effective, however, there has been turnover and a lack of qualified candidates to fill vacant</p>	\$523,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positions. This action strategy that provides Tier 2 support via small group and/or 1:1 instruction; reading intervention; instructional support in both the Tier 1 and Tier 3 setting. We will increase the effectiveness of this action by filling all vacancies with highly qualified staff.		
2.4	District-wide Math Work Group	Math Work Group meeting time will be utilized engage in activities and learning needed to strengthen Tier 1 math instruction with a focus on the following areas: preparing for the new math framework, academic language structures, common language, effective instructional strategies, TK-8 vertical alignment, IABs and/or FIABS (CAASPP interim assessments. Professional development will also be provided to support work in this area. This was developed to address the data related to our Differentiated Assistance designation.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, engaging, responsive to students' social, emotional and behavioral needs an by also engaging and inviting parents to become active members of the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Overall Attendance Rates: Maintain and average daily attendance rate of at least 95% at all school sites.	2023 - 2024 P2: Honcut School: 91.09% Helen Wilcox: 92.14% Golden Hills: 94.09% Palermo School: 92.91%	2024-2025 P2: Honcut School: 94.17% Helen Wilcox: 92.90% Golden Hills: 95.22%	2025-2026 P2: Honcut School: 97.30% Helen Wilcox: 93.86% Golden Hills: 94.91%	95% ADA at all sites	2025-2026 P2: Honcut School: 6.21% increase over baseline above target Helen Wilcox: 1.72% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Palermo School: 94.18%	Palermo School: 93.95%		over baseline below target Golden Hills: 0.82% increase over baseline below target Palermo School: 1.04% increase over baseline below target
3.2	Chronic Absenteeism Rates: Decrease the Chronic Absenteeism rate in all student groups by 2% each year.	End of year data for 2022/2023 (Dashboard) All Students 29.5% English Learners: 18.6% Foster Youth: 11.8% Homeless: 39.7% Socioecon. Disadvantaged: 33% Students with Disabilities: 43.3% Amer. Indian/Alaskan Native: 43.2% Asian: 12.7% Hispanic: 28.1% White: 31.6% Two or More Races: 30.1%	End of year data for 2023/2024 (Dashboard) All Students 23.8% (-5.7%) English Learners: 22% (+3.3%) Foster Youth: 8.3% (-3.4%) Homeless: 35.2% (-4.6%) Socioecon. Disadvantaged: 27.4% (-5.6%) Students with Disabilities: 26.3% (-17.1%) Amer. Indian/Alaskan Native: 35.7% (-7.3%) Asian: 9.3% (-3.5%) Hispanic: 22.3% (-5.8%)	End of year data for 2024/2025 (Dashboard) All Students 19.6% English Learners: 10.3% Foster Youth: 17.6% Homeless: 24% Socioecon. Disadvantaged: 22.4% Students with Disabilities: 26.5% Amer. Indian/Alaskan Native: 33.3% Asian: 14.3% Hispanic: 16.6% White: 20% Two or More Races: 24.7% Long Term EL: 0%	All Students 23.9% English Learners: 12.6% Foster Youth: 5.8% Homeless: 33.7% Socioecon. Disadvantaged: 27% Students with Disabilities: 37.3% Amer. Indian/Alaskan Native: 37.2% Asian: 6.7% Hispanic: 22.1% White: 25.6% Two or More Races: 24.1%	End of year data for 2024/2025 (Dashboard) All Students: 9.9% decrease English Learners: 8.3% decrease Foster Youth: 6.2% increase Homeless: 15.7% decrease Socioecon. Disadvantaged: 10.6% decrease Students with Disabilities: 16.8% decrease Amer. Indian/Alaskan Native: 9.9% decrease Asian: 1.6% increase Hispanic: 11.5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 25.4% (-6.2) Two or More Races: 24.2% (-5.9%) Long Term EL: 20.7% (+2.2%)			White: 11.6% decrease Two or More Races: 6% decrease Long Term EL: 20.7% decrease
3.3	Suspension Rates: Decrease the Suspension Rate in all student groups by 1% or more each year.	End of year data for 2022/2023 (Dashboard) All Students: 4.7% English Learners: 1.6% Foster Youth: 0% Homeless: 3.8% Socioeconomically Disadvantaged: 1% Students with Disabilities: 6.1% Amer. Indian/Alaskan Native: 10.8% Asian: 1.8% Hispanic: 2.3% White: 6% Two or More Races: 7.3%	End of year data for 2023/2024 (Dashboard) All Students: 4.2% (-0.5%) English Learners: 1.7% (M) Foster Youth: 10.5% (+10.5%) Homeless: 5.4% (+1.6%) Socioeconomically Disadvantaged: 1% (-0.4%) Students with Disabilities: 4.5% (-1.6%) Amer. Indian/Alaskan Native: 5% (-5.8%) Asian: 3.4% (+1.7%) Hispanic: 2.1% (M) White: 5.8% (M)	End of year data for 2024/2025 (Dashboard) All Students: 4.8% English Learners: 2.5% Foster Youth: 0% Homeless: 2.8% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 5.4% Amer. Indian/Alaskan Native: 5% Asian: 3.5% Hispanic: 2.3% White: 6.1% Two or More Races: 7.2% Long Term EL: 6.7%	All Students: 1.7% English Learners: 0% Foster Youth: 0% Homeless: 0.8% Socioeconomically Disadvantaged: 0% Students with Disabilities: 3.1% Amer. Indian/Alaskan Native: 7.8% Asian: 0% Hispanic: 0% White: 3% Two or More Races: 4.3%	End of year data for 2023/2024 (Dashboard) All Students: 0.1% increase English Learners: 0.9% increase Foster Youth: 0% maintained Homeless: 1% increase Socioeconomically Disadvantaged: 4.4% increase Students with Disabilities: 0.7% increase Amer. Indian/Alaskan Native: 5.8% decrease Asian: 1.7% increase Hispanic: 0% maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 4.7% (-2.6%) Long Term EL 6.9% (+4.2%)			White: 0.1% increase Two or More Races: 0.1% decrease Long Term EL: 0.2% decrease
3.4	Expulsion Rates: Maintain an expulsion rate of less than 1%	2022-2023 Dataquest: 0.2%	2023-2024 Dataquest: 0%	2024-2025 Dataquest: 0%	Expulsion rate of less than 1%	2024-2025 Dataquest: -.2 decrease
3.5	Disciplinary Office Referrals: Decrease the number of classroom referrals by 3% each year.	End of Year 2023/2024 HW: 163 GH: 257 PS: 391	End of Year 2024/2025 HW: 176 GH: 223 PS: 355	End of Year 2025/2026 HW: 168 GH: 368 PS: 400	HW: 158 GH: 234 PS: 356	End of Year 2025/2026 HW: 3% decrease GH: 65% increase PS: 12% increase
3.6	Student School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85% by 2% each year.	Spring 2024 Student Climate Survey I like school. HW 88%; GH 80%; PS 60% I feel safe. HW 89%; GH 83%; PS 72% I feel like I do well. HW 84%; GH 79%; PS 68% Students treat others well. HW 85%; GH 59%; PS 43% Adult to help me. HW 91%; GH 89%; PS 74%	Spring 2025 Student Climate Survey I like school. HW 77%; GH 81%; PS 55% I feel safe. HW 80%; GH 82%; PS 73% I feel like I do well. HW 84%; GH 81%; PS 69%	Spring 2026 Student Climate Survey I like school. HW 75%; GH 80% PS 60% I feel safe. HW 88%; GH 83%; PS 78% I feel like I do well. HW 89%; GH 81%; PS 68%	I like school. HW 88%; GH 86%; PS 66% I feel safe. HW 85%; GH 89%; PS 78% I feel like I do well. HW 90%; GH 85%; PS 74% Students treat others well. HW 85%; GH 65%; PS 49%	Spring 2026 Student Climate Survey I like school. HW 13% decrease; GH % increase; PS 0% maintained I feel safe. HW 1% decrease; GH % decrease; PS 1% increase I feel like I do well. HW 5% increase; GH % increase; PS 0% maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			74%; GH 56%; PS 40%	74%; GH 50%; PS 48%	Adult to help me. HW 91%; GH 89%; PS 80%	Students treat others well. HW 11% decrease; GH % decrease; PS 5% increase Adult to help me. HW 3% increase; GH % increase; PS 4% increase
3.7	Parent School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85% by 2% each year.	Spring 2024 Parent Climate Survey I feel welcome at school. HW 99%; GH 92%; PS 89% Student feels safe. HW 94%; GH 89%; PS 87% Student feels successful. HW 92%; GH 88%; PS 78%	Spring 2025 Parent Climate Survey I feel welcome at school. HW 97%; GH 97%; PS 88% Student feels safe. HW 94%; GH 92%; PS 86% Student feels successful. HW 93%; GH 90%; PS 84%	Spring 2026 Parent Climate Survey I feel welcome at school. HW 96%; GH 93%; PS 84% Student feels safe. HW 97%; GH 89%; PS 89% Student feels successful. HW 96%; GH 90%; PS 77%	I feel welcome at school. HW 99%; GH 92%; PS 89% Student feels safe. HW 94%; GH 89%; PS 87% Student feels successful. HW 92%; GH 88%; PS 84%	Spring 2026 Parent Climate Survey I feel welcome at school. HW 3% decrease; GH 1% increase; PS 5% decrease Student feels safe. HW 3% increase; GH 0% maintained; PS 2% increase Student feels successful. HW 4% increase; GH 2% increase; PS 1% decrease
3.9	Parental Participation Survey: For the selected prompts, at least 85% of will be Agree and/or	Spring 2024 Parental Participation Survey	Spring 2025 Parental Participation Survey	Spring 2026 Parental Participation Survey	Staff communicates well. HW 92%; GH 89%; PS 80%	Spring 2026 Parental Participation Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85% by 2% each year.	<p>Staff communicates well. HW 92%; GH 83%; PS 74%</p> <p>I attend P/T conferences. HW 97%; GH 89%; PS 77%</p> <p>Actively involved. HW 81%; GH 76%; PS 61%</p> <p>Frequently volunteer. HW 54%; GH 42%; PS 36%</p>	<p>Staff communicates well. HW 95%; GH 85%; PS 73%</p> <p>I attend P/T conferences. HW 97%; GH 90%; PS 79%</p> <p>Actively involved. HW 75%; GH 73%; PS 62%</p> <p>Frequently volunteer. HW 45%; GH 39%; PS 37%</p>	<p>Staff communicates well. HW 94%; GH 87%; PS 68%</p> <p>I attend P/T conferences. HW 97%; GH 89%; PS 86%</p> <p>Actively involved. HW 79%; GH 74%; PS 64%</p> <p>Frequently volunteer. HW 43%; GH 46%; PS 37%</p>	<p>I attend P/T conferences. HW 97%; GH 89%; PS 83%</p> <p>Actively involved. HW 87%; GH 82%; PS 67%</p> <p>Frequently volunteer. HW 60%; GH 48%; PS 42%</p>	<p>Staff communicates well. HW 2% increase; GH 4% increase; PS 1% increase</p> <p>I attend P/T conferences. HW +0% no change; GH +1% increase; PS 9% increase</p> <p>Actively involved. HW 2% decrease; GH 2% increase; PS 3% increase</p> <p>Frequently volunteer. HW 9% decrease; GH 4% increase; PS 1% increase</p>
3.10	Parent Student Engagement Events: Increase the number of grade level/site parent-student engagement events in addition to Parent Conferences, Open House and Back to School Night/Meet and Greets.	<p>2023-2024 Helen Wilcox: Back to School Nights TK: 87% K: 90%</p> <p>Back to School Night: HW 44% PS: 69%</p> <p>Meet and Greet HW: 88%</p>	<p>2024-2025 Helen Wilcox: Back to School Nights TK: 90% K: 92%</p> <p>PS: 6th Grade 90% 7th Grade 75% 8th Grade 72%</p> <p>Meet and Greet</p>	<p>2025-2026 Helen Wilcox: Back to School Nights TK: 92% K: 93%</p> <p>PS: 71% avg. 6th Grade 78% 7th Grade 67% 8th Grade 68%</p> <p>Meet and Greet</p>	<p>Helen Wilcox: Back to School Nights TK: 95% K: 95%</p> <p>Back to School Night: PS: 75%</p> <p>Meet and Greet HW: 95%</p>	<p>Helen Wilcox: Back to School Nights TK: 5% increase K: 3% increase</p> <p>PS: 2% increase</p> <p>Meet and Greet HW: maintained GH: 1% increase</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Collect attendance data at the following events: Back to School Nights/Meet and Greets Title I Parent Meetings Parent Conferences Open House	GH: 75% Title I Parent Meetings: HW: 66% GH: 75% PS: 69% Parent Conferences: HW: 94% GH: 91% PS: 6th grade 83% 7th grade 76% 8th grade 78% Open House: HW: 86% GH: 69% PS: 27% HW Math Festival: 634 attended GH STEAM Night: 52% GH Family Literacy Meeting: 3% PS: Social Media Education Night 1%	HW: 90% GH: 78% Title I Parent Meetings: HW: 58% GH: 78% PS: 67% Parent Conferences: HW: 95% GH: 87% PS: 6th grade 86% 7th grade 88% 8th grade 86% Open House: HW: 90% GH: 65% PS: 6th Grade 34% 7th Grade 31% 8th Grade 16% HW Math Festival: 751 attended GH STEAM Night: 37% GH Family Literacy Meeting: 4% PS: Social Media Education Night 0.02%	HW: 88% GH: 76% Title I Parent Meetings: HW: 83% GH: 76% PS: 71% Parent Conferences: HW: 97% GH: 80% PS: 6th grade 78% 7th grade 67% 8th grade 68% Open House: HW: 92% GH: 60% PS: 26% avg 6th Grade 42% 7th Grade 17% 8th Grade 21% HW Math Festival: 780 attended GH STEAM Night: 40% GH Family Literacy Meeting: NA PS: Social Media Education Night NA	GH: 95% Title I Parent Meetings: HW: 75% GH: 85% PS: 75% Parent Conferences: HW: 100% GH: 100% PS: 6th grade 95% 7th grade 85% 8th grade 85% Open House: HW: 95% GH: 75% PS: 45% HW Math Festival: 650 attended GH STEAM Night: 65% GH Family Literacy Meeting: 15% PS: Social Media Education Night 5%	Title I Parent Meetings: HW: 7% increase GH: 1% increase PS: 2% increase Parent Conferences: HW: 3% increase GH: 11% decrease PS: 6th grade 3% increase 7th grade 9% decrease 8th grade 10% decrease Open House: HW: 6% increase GH: 9% decrease PS: 1% decrease HW Math Festival: 146 attended increase GH STEAM Night: 12% decrease GH Family Literacy Meeting: NA PS: Social Media Education Night % decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	ELD Classes for Parents Who Are English Learners: Increase the percentage of parents participating in these classes by 2% each year.	TBD Fall of 2024 TBD Fall 2025	Starting July 2025	2025-206 Fall 67 parents attended Spring 57 parents attended	Parents attending each year. Fall 75 parents attended Spring 75 parents attended	TBD
3.12	Middle School Dropout Rate: maintain a a dropout rate of 0%.	0%	0%	0%	0%	0% No change maintained

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.

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.

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of Goal 3 actions focused on improving student engagement, school climate, wellness supports, family engagement, attendance, and behavioral outcomes. The district maintained implementation of wellness supports, counseling and behavioral interventions, family engagement activities, attendance improvement efforts, student voice opportunities, and social-emotional learning supports designed to increase student connectedness and improve conditions for learning.

Differences in Planned vs. Actual Implementation:

Most planned Goal 3 actions were implemented substantially as designed. Wellness services, behavioral supports, educational partner engagement opportunities, and family outreach activities continued throughout the school year. Some implementation adjustments occurred as student needs and educational partner feedback identified additional emphasis areas, particularly around student connectedness, prosocial behaviors, behavioral supports, and school engagement activities. These adjustments expanded opportunities for targeted support while remaining aligned to the intended purpose of Goal 3. Educational partner feedback and empathy interviews also informed refinement of implementation practices throughout the year.

Successes:

Several implementation successes emerged during Year 2. The district continued expansion of student voice opportunities through surveys, leadership opportunities, empathy interviews, and educational partner engagement structures. Wellness supports remained available across school sites and increased opportunities for students to access behavioral, social-emotional, and academic supports. Family engagement opportunities continued through parent conferences, community events, and outreach efforts that increased opportunities for educational partner participation.

Challenges:

Implementation challenges remained related to student engagement, connectedness, and behavioral support systems. Student survey data suggests continued need for stronger systems supporting peer relationships, school connectedness, and positive school climate, particularly among older students and at selected school sites. Additionally, persistent attendance, behavioral, and engagement challenges indicate continued refinement of support systems and intervention structures remains necessary to ensure students consistently experience positive school environments.

Overall, Goal 3 actions were implemented substantially as planned and continued expanding systems intended to improve student wellness, engagement, and school climate; however, continued refinement of behavioral supports, student engagement systems, and family partnerships remains necessary to strengthen implementation moving forward.

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.

Actions 3.3 and 3.4 - The district was able to offer several parent-student engagement events with limited costs.

Goal 3.9 - Increase due to compensation increases and increase in district contribution to medical insurance.

Goal 3.11 - The district partnered with Butte College to offer an ESL program for families. The program was a great success. The additional costs are for childcare services for parents attending the program.

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

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

Overall, Goal 3 actions demonstrated mixed effectiveness in improving student engagement, school climate, wellness, attendance, and family partnerships. Several actions increased access to supports and improved opportunities for engagement; however, outcome data indicates continued challenges related to school connectedness, peer relationships, and student perceptions of school climate.

Action 3.1 (Wellness Supports/Counseling Services) demonstrated effectiveness because wellness supports increased opportunities for students to access behavioral, social-emotional, and academic assistance when needed. Student survey results indicate students consistently identified trusted adults as available sources of support, suggesting wellness systems increased access to adult relationships and intervention opportunities. These supports appear to have strengthened adult-student connections across school sites.

Action 3.2 (Attendance Supports and Intervention Systems) demonstrated partial effectiveness. Attendance systems continued providing supports intended to reduce barriers to participation; however, persistent engagement challenges suggest that additional refinement of attendance systems remains necessary because some student groups continue demonstrating inconsistent engagement patterns.

Action 3.3 (Behavior Intervention Supports) demonstrated mixed effectiveness because behavioral support systems increased opportunities for intervention and student support but did not consistently improve student perceptions related to peer relationships and school climate. Student survey data indicates continued challenges related to students treating one another respectfully, suggesting additional refinement of behavioral supports remains necessary.

Action 3.4 (Social Emotional Learning and School Connectedness Activities) demonstrated partial effectiveness because opportunities for SEL instruction and engagement activities increased student access to social-emotional supports; however, survey results indicate school connectedness measures continue to remain below target levels at several sites. These results suggest continued refinement is necessary to strengthen student belonging and engagement systems.

Action 3.5 (Student Voice and Educational Partner Engagement Activities) demonstrated effectiveness because empathy interviews, student surveys, leadership opportunities, and feedback systems increased opportunities for students to contribute to decision-making processes. Educational partner feedback directly informed implementation decisions and strengthened district understanding of barriers affecting student engagement.

Action 3.6 (Family Engagement and Outreach Activities) demonstrated moderate effectiveness because participation opportunities increased through conferences, outreach events, and family engagement activities. Parent conference participation increased across several sites, suggesting expanded opportunities for family engagement strengthened communication between schools and families.

Action 3.7 (Parent Participation and Engagement Systems) demonstrated partial effectiveness because educational partner engagement opportunities expanded; however, variability across sites suggests continued refinement is necessary to ensure equitable participation opportunities and stronger engagement among all family groups.

Action 3.8 (Targeted Supports for High Need Student Groups) demonstrated moderate effectiveness because targeted supports increased opportunities for identified student groups to access behavioral, social-emotional, and engagement interventions. Continued implementation remains necessary because outcome data suggests persistent disparities remain among some student groups.

Action 3.9 (School Climate and Safety Supports) demonstrated mixed effectiveness. Student survey results indicate many students continue reporting access to supportive adults and improved feelings of safety at some sites; however, overall climate measures remain below targets at several school sites, indicating additional work remains necessary to strengthen school culture and student connectedness.

Action 3.10 (SEL Intervention Supports) demonstrated partial effectiveness because intervention systems increased opportunities for students requiring additional support to access targeted services. Continued implementation is necessary because student engagement and connectedness outcomes indicate ongoing need for intensive supports among some student groups.

Action 3.11 (English Development Classes for Parents) demonstrated effectiveness because providing opportunities for families to strengthen language skills increased access to school communication and participation opportunities for multilingual families. Continued implementation is intended to strengthen family partnerships and reduce barriers to participation.

Overall, Goal 3 actions demonstrated effectiveness in expanding access to supports, strengthening adult connections, and increasing opportunities for family and student engagement. However, continued challenges related to peer relationships, school connectedness, and climate outcomes indicate refinement of engagement systems and behavioral supports remains necessary moving forward.

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.

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 reflection of Year 2 implementation and outcome data, no changes were made to Goal 3, associated metrics, target outcomes, or planned actions for the coming year.

Reflection on Year 2 implementation indicates continued need for sustained efforts related to student engagement, school climate, wellness supports, attendance, family partnerships, and behavioral interventions. While implementation resulted in expanded access to supports and increased opportunities for educational partner engagement, student outcome data indicates continued needs related to school connectedness, peer relationships, engagement, and climate measures across multiple sites.

Because current data indicates persistent needs remain in these areas, the district determined that maintaining consistent implementation of existing actions provides the strongest opportunity to continue strengthening systems of support and improving student outcomes. Continued implementation will allow the district to further evaluate the impact of existing strategies while maintaining stability in support systems and services provided to students and families.

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	School Counselors	<p>Provide school counselors (2.8 FTE) to meet the social emotional and mental health needs of our students.</p> <p>This action is effective and crucial to meeting the mental health needs of our students as we have seen a significant increase in need since the pandemic.</p> <p>The counselor has provided direct services to 80 students in TK-3 grade. On our Golden Hills campus 118 students were referred for counseling which is 47% of the student population. The counselor provided student support in the following ways: 38 small group counseling sessions, 55 classroom guidance lessons, 5 suicide risk assessments and 8 referrals to outside mental health agencies.</p>	\$548,751.00	Yes
3.2	District-wide Nurse	The district-wide nurse will provide health screening and provide support to students who's health needs impact their ability to engage in school activities.	\$116,895.00	Yes
3.3	Parent-Student Engagement Events	Provide grade level/site parent-student engagement events in addition to Back to School Night and Open House	\$28,164.00	Yes
3.4	Parent Education Events	Provide educational opportunities and resources for parents so that they are better able to support students in regards to academic achievement, increased literacy, positive behavior, and health/safety.	\$4,342.00	Yes
3.5	Positive Behavior Intervention and Support	All schools will develop a system of Positive Behavior Interventions and Supports and strategies to support individual student needs and encourage positive behavior.	\$33,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Recognition of Good and Improved Attendance	All sites will develop a system of encouraging and recognizing positive and improved school attendance.	\$20,250.00	Yes
3.8	Social Emotional Learning	All school sites will provide opportunities for students to participate in Tier 1 social emotional learning activities. This action has been effective in that we have decreased our overall suspension rate by from 5% to 4.7% and we continue to maintain an expulsion rate of less than 1%. Overall, we have also experienced a reduction in the number of office referrals and an increase in prosocial behaviors.	\$2,500.00	Yes
3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	The Director of Student Support and Family Engagement will work with site attendance/health staff, students and parents to eliminate barriers to school attendance and parent engagement. This action has been effective. In the 2023-2024 school year, there were 4,964 calls made to families regarding student absences; 12 home visits; referrals to outside agencies for counseling and health services; consultation with site administrations in regards to bullying and other issues impacting attendance; facilitating enrollment in alternative education programs; facilitating access to transportation services and to other resources necessary for school attendance (clothing, shoes, socks, etc.)	\$244,833.00	Yes
3.10	Grade 4-8 SEL Intervention	Based on the outcome of empathy interviews, wellness coaches will provide SEL Intervention opportunities in order to decrease suspension in the following student sub-groups: SED, students with disabilities, two or more races, white and American Indian. This action is an outcome of the data associated with our designation for Differentiated Assistance.	\$0.00	No
3.11	English Development Classes for Parents	Provide English classes for parents who's primary language is not English.	\$34,748.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will continue to maintain and provide equitable access to optimal conditions for learning and teaching on all sites by providing: well maintained facilities, access to technology and other educational resources, a broad course of study, educational enrichment opportunities, transportation, other services to reduce barriers to accessing instructional opportunities and effective, high quality instructional staff.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The following factors have been found to improve the quality of schools in low-SES neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijs, Harris, Chapman, Stoll, & Russ, 2009)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed and Appropriately Assigned Teachers as determined by credentialing report.	2021 - 2022 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: 85.94% Intern Credential Holders Properly Assigned: 0% Teachers Without Credentials and Misassignments: 1%	2022-2023 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: 85.4% Intern Credential Holders Properly Assigned: 1.4% Teachers Without Credentials and	2023-2024 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: 84.8% Intern Credential Holders Properly Assigned: 0.4% Teachers Without Credentials and	100% of teachers are appropriately credentialed and assigned	2022-2023 DataQuest/SARC: Fully Credentialed for Subject and Student Placement: +1.14% decrease Intern Credential Holders Properly Assigned: -1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field: 11.17% Unknown 1.87% Total Teaching Positions: 78.00 FTE	Misassignments: 1.1% Credentialed Teachers Assigned Out-of-Field: 10.7% Unknown 0% Total Teaching Positions: 73.20 FTE	Misassignments: 1.3% Credentialed Teachers Assigned Out-of-Field: 11.4% Unknown 0% Total Teaching Positions: 77.5 FTE		Teachers Without Credentials and Misassignments: +.3% increase Credentialed Teachers Assigned Out-of-Field: +.23% increase Unknown +1.87% decrease Total Teaching Positions: -.5 FTE decrease
4.2	Standards-aligned Instructional Materials for every student as measured by the Williams Act Reports. This curriculum includes instructional materials and strategies for English Learners and SWDs.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	No Change Maintained
4.3	School Facilities in Good/Excellent Repair as measured by the annual Facilities Inspection Tool.	Fall 2023 FIT Report: All facilities are currently in good or excellent condition.	Fall 2024 FIT Report: All facilities are currently in good or excellent condition.	Fall 2025 FIT Report: All facilities are currently in good or excellent condition.	All facilities are currently in good or excellent condition.	No Change Maintained
4.4	Provide a broad course of study that includes reading, English language arts, math,	K-3: Multiple Subject Certificated staff in self-contained classes provide instruction in	K-3: Multiple Subject Certificated staff in self-contained	K-3: Multiple Subject Certificated staff in self-contained	K-3: Multiple Subject Certificated staff in self-contained	No Change Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	social science, science, PE, VAPA, and CTE (7/8 only) as indicated by course enrollment/master schedule at each site. Maintain or increase current course offerings at each site.	<p>reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and fine arts.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and fine arts.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in reading, English language arts, math, social studies, science, VAPA, physical education, music, fine arts and agriculture.</p>	<p>classes provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and fine arts.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and fine arts.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in</p>	<p>classes provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and fine arts.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in reading, English language arts, math, social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and fine arts.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in</p>	<p>classes provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in PE and Art.</p> <p>4-5: Multiple Subject Certificated Staff provide instruction in social studies, science, VAPA, and PE. Subject matter specialists provide additional instruction in music, PE and art.</p> <p>6-8: Subject Matter Specialist and certificated staff with Single Subject credentials provide instruction in social studies, science, VAPA, physical education, music, art and Agriculture.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reading, English language arts, math, social studies, science, VAPA, physical education, music, fine arts and agriculture.	reading, English language arts, math, social studies, science, VAPA, physical education, music, fine arts , FAA		
4.5	All students, residing within the district's boundaries and not living within walking distance to their assigned school, will have access to home to school transportation	100% of students will have access to transportation to and from school.	100% of students will have access to transportation to and from school.	100% of students will have access to transportation to and from school.	100% of students will have access to transportation to and from school.	No Change Maintained
4.6	All beginning teachers will receive up to 2 years of mentor support and district paid access to the Teacher Induction Program	100% of beginning teachers will receive mentoring support and access to the Teacher Induction Program.	100% of beginning teachers receive mentoring support and access to the Teacher Induction Program.	100% of beginning teachers receive mentoring support and access to the Teacher Induction Program.	100% of beginning teachers will receive mentoring support and access to the Teacher Induction Program.	No Change Maintained
4.7	All students, including SWDs, will have the opportunity to participate in academic enrichment activities/field trips.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	100% of students will have the opportunity to participate in academic enrichment field trips/activities.	No Change Maintained
4.8	All students will have access to library services and/or books.	100% of students will have access to library books	100% of students will have access to library books	100% of students will have access to library books	100% of students will have access to library books.	No Change Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Staff, at all sites, will have access to student level academic and behavioral data using a variety of online tools.	100% of certificated staff will have access student data.	100% of certificated staff will have access student data.	100% of certificated staff will have access student data.	100% of certificated staff will have access to student data.	No Change Maintained
4.10	Implementation of State Standards Based on the Self-Reflection Tool will be Fully Implemented or Fully Implemented and Sustainable	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research Visual and Performing Arts: Fully Implemented	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Fully Implemented and Sustainable Visual and Performing Arts: Fully Implemented	No Change Maintained

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.

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of Goal 4 actions focused on maintaining equitable access to conditions necessary for learning and teaching, including facilities, instructional resources, technology access, transportation services, staffing, enrichment opportunities, and broad course access. The district continued implementation of planned actions intended to maintain access to instructional programs and reduce barriers that limit participation in educational opportunities.

Differences in Planned vs. Actual Implementation:

Most planned Goal 4 actions were implemented substantially as designed with no major substantive changes to planned services or access structures. The district maintained implementation of transportation services, access to instructional materials and technology, enrichment opportunities, library services, and staffing supports intended to maintain conditions for learning across school sites. Some implementation adjustments occurred in response to staffing availability and operational needs; however, these adjustments did not substantially change access to services or intended supports.

Successes:

Several implementation successes emerged during Year 2. The district maintained access to instructional resources and educational opportunities across school sites, including continued access to library services, instructional technology, transportation, and enrichment opportunities. Staff continued utilizing student information systems and instructional data systems to support decision-making and instructional planning. The district also maintained implementation of state standards and instructional programs across content areas while continuing efforts to provide students equitable access to educational opportunities.

Challenges:

Implementation challenges remained related primarily to staffing and maintaining consistent access across all sites and programs. Recruitment and retention challenges continued creating operational pressures that required ongoing adjustment of staffing structures and service delivery models. Additionally, maintaining consistent access across multiple school sites and grade spans continues requiring ongoing coordination to ensure equitable implementation of services and supports.

Overall, Goal 4 actions were implemented substantially as planned and continued providing students access to conditions necessary for learning and teaching. Continued attention to staffing stability, operational systems, and equitable access remains necessary to maintain consistent implementation moving forward.

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.

Actions 4.3 and 4.7 - The district was able to provide access for all students to library services and a broad course of study with fewer resources than originally budgeted.

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

Overall, Goal 4 actions demonstrated effectiveness in maintaining equitable access to conditions necessary for learning and teaching. Most actions maintained services, supports, and access structures intended to reduce barriers and ensure students continued accessing instructional programs and educational opportunities.

Action 4.1 (Credentialed and Appropriately Assigned Teachers) demonstrated partial effectiveness because the district maintained staffing structures intended to provide students access to appropriately assigned instructional staff. While staffing challenges continue to create operational pressures, instructional programs remained operational and students continued receiving access to certificated staff across grade spans.

Action 4.2 (Instructional Materials and Technology Access) demonstrated effectiveness because students maintained access to instructional resources and educational technology necessary to participate in classroom instruction. Continued implementation of instructional materials and technology systems increased opportunities for students to access grade-level instruction and participate fully in classroom learning activities.

Action 4.3 (Transportation Services) demonstrated effectiveness because transportation services continued reducing barriers to school access and participation. Continued implementation supported student access to instructional programs and extracurricular opportunities by reducing transportation-related barriers for students and families.

Action 4.4 (Educational Enrichment Opportunities) demonstrated effectiveness because students continued accessing enrichment opportunities, field trips, and supplemental learning experiences intended to increase engagement and provide broader educational opportunities. Continued access to enrichment opportunities increased opportunities for students to participate in experiences beyond core instruction.

Action 4.5 (Facilities and Conditions for Learning Supports) demonstrated effectiveness because students continued receiving instruction in learning environments intended to support safety, access, and instructional continuity. Continued investment in learning environments maintained conditions necessary for effective instruction and student participation.

Action 4.6 (Staffing Supports and Operational Systems) demonstrated moderate effectiveness because staffing systems allowed the district to maintain instructional programs and student services despite recruitment and retention challenges. Continued staffing pressures suggest additional refinement remains necessary to strengthen long-term stability.

Action 4.7 (Access to Broad Course of Study and Educational Programs) demonstrated effectiveness because students continued maintaining access to broad educational programming and instructional opportunities across school sites. Maintaining access to instructional programs increased opportunities for students to participate in grade-level coursework and expanded learning opportunities.

Action 4.8 (Library Services and Access to Books) demonstrated effectiveness because students maintained access to library resources and books across school sites. Continued access supported student engagement with literacy resources and maintained equitable opportunities to access instructional materials.

Action 4.9 (Student Data Systems and Access to Academic Information) demonstrated effectiveness because staff maintained access to student-level academic and behavioral data systems, increasing opportunities to monitor student progress and inform instructional decisions. Continued access to data systems supported instructional planning and intervention decision-making.

Action 4.10 (Implementation of State Standards) demonstrated effectiveness because implementation levels remained stable across content areas and instructional systems continued supporting standards-based instruction. Maintaining implementation of state standards increased consistency of instructional practices and supported continued access to rigorous academic content.

Overall, Goal 4 actions demonstrated effectiveness because students continued receiving equitable access to instructional programs, resources, services, and educational opportunities intended to maintain strong conditions for learning. Continued focus on staffing stability and operational systems remains necessary to sustain these conditions moving forward.

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 reflection of Year 2 implementation and outcome data, no changes were made to Goal 4, associated metrics, target outcomes, or planned actions for the coming year.

Reflection on Year 2 implementation indicates continued need for sustained efforts to maintain equitable access to instructional programs, educational resources, transportation services, staffing supports, technology, enrichment opportunities, and conditions necessary for learning. Implementation data indicates that students continued receiving access to core services and educational opportunities across school sites, suggesting existing systems continue supporting the intended outcomes of this goal.

Because Goal 4 is intended to maintain progress and preserve equitable conditions for learning, the district determined that maintaining consistent implementation of existing actions provides the strongest opportunity to continue supporting students through stable systems and services. Continued implementation will allow the district to maintain conditions that reduce barriers to access while continuing to evaluate operational systems and service delivery structures over time.

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	Academic Enrichment/Field Trips	<p>Provide the opportunity for each grade level to deepen understanding of academic standards through field trips or other engaging activities.</p> <p>1.12 K-8 Academic Field Trips: This action was implemented it has enhanced student learning and engagement learning by participating in field trips. It is an effective strategy that engages students. This action is highly valued by students, parents and staff: 91% of students report that enjoy academic field trips; 95% of parents indicate that their students benefit from these opportunities. It will be moved to Goal #4.</p>	\$11,079.00	Yes
4.2	TK-8 STEM Materials	<p>Provide STEM materials at all grade level</p> <p>1.14 STEM Materials/Supplies K - 8th: This action has been implemented. It effectively provides students with access to an enriching broad course of study so it will be moved to Goal 4 in the 2024-2025 LCAP.</p>	\$12,789.00	Yes
4.3	Library Services and Access to Library Books	<p>Library technicians will provide school library services to students at Helen Wilcox and Palermo School; the Golden Hills site will receive 3 hours/week of library support time. Funding for library books will be provided to all sites.</p>	\$101,358.00	Yes
4.4	Alternative Educational Programs	<p>Maintain a Home Study program and a Community Day School Program to meet the academic and behavioral needs of students who would benefit from participation in an alternative educational setting.</p> <p>2.1 Home Study/Independent Study Teachers: This action has been implemented and has effectively served 19 families this year. This program is highly valued by our school community families.</p> <p>2.2 Community Day School: This action has been implemented and has effectively served 15 students in the current school year. The additional</p>	\$356,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support provided by this program to referred students results in improved grades, behavior and attendance.		
4.6	Home to School Transportation	<p>The district will provide home to school transportation all students who live outside the safe walking distance to their assigned school and within district boundaries.</p> <p>1.27 Transportation (late bus routes): This action has been implemented. 1.27 Transportation (late bus routes): This action has been implemented and is effective. Parents/families report that this action is highly valued and that it provides the ability for their students to participate in after school tutoring/intervention/enrichment. This action will be moved to Goal #4.</p>	\$667,278.00	Yes
4.7	Broad Course of Study	The district will provide access to a broad course of study by hiring instructional specialist to provide instruction in Fine Arts (K-8th), Music (4th-8th), PE (TK-5th) and Agriculture (6th-8th)	\$605,078.00	Yes
4.8	Support for Beginning Teachers	Provide a professional induction program and mentoring for beginning teachers.	\$28,475.00	Yes
4.9	Access to Technology and Online Learning Tools and Resources.	Provide student access to educational technology tools and online learning tools and resources. This action provides for IT support and the purchase and maintenance of devices (chromebooks, laptops, etc) necessary for teaching and learning.	\$617,869.00	Yes
4.12	Go Guardian	Provide safe online access to students by utilizing Go Guardian.	\$9,750.00	Yes
4.14	Staff Access to Student Level	In order to maintain and enhance optimal conditions for learning and teaching, site staff need access to actionable student data in regards to	\$33,884.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Academic and Behavioral Data	<p>academics and behavior. This action will provide the online tools necessary to accurately determine academic progress towards meeting grade level standards, develop effective interventions and meet the behavioral and social emotional needs of students.</p> <p>1.32 EduClimber Student Dashboard: This action has been partially implemented. Currently, its effect is limited due to the partial implementation. In order to improve the effectiveness of this action, we will provide more support to sites so that they can quickly identify and respond to students intervention/support needs. This action will be moved to Goal #4.</p> <p>1.8 K-8 IReady Assessment System: This action has been implemented and it is effective. Data is used to determined student growth and identify areas that need additional support. This action will be moved to Goal #4.</p> <p>2.9 SWIS Data System: This action was implement and effectively provided access to actionable behavioral data. This action will be moved to goal #4.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	100% of students leaving PCDS and returning to a comprehensive campus setting will meet the conditions of readmission in the areas of attendance, grades and behavior each year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students who attend the Palermo Community Day School are enrolled due to expulsion orders, stipulated agreements and/or Student Attendance Review Board order due to disciplinary issues or attendance issues. PCDS currently has a non-stability rate of 100%, which means that none of the students are receiving a "full year" of learning in the same school and 100% of the students are also socioeconomically disadvantaged (SED). Changing schools often can be detrimental to normal adolescent development by disrupting relationships with peers and educators as well as altering a student’s educational program. Effects of student mobility can be seen on test scores and high school graduation rates. Rumberger concludes that students who are forced to make multiple moves are more likely to drop out (Rumberger, 2015). Studies also verify that students living in poverty are at a disadvantage academically, may have difficulty regulating their emotions and behavior and may also exhibit poor school attendance. We have developed this goal to mitigate the negative impacts of non-stability and low socioeconomic status so the student have the skills necessary to be socially and academically successful when they return to a comprehensive school site. Our local data shows 50% of the students who are placed in our community day school continue to make poor choices in the school setting and when interacting with their peers and instructional staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Disciplinary/behavioral events, referrals, redirection and/or suspensions for students attending PCDS: reduce the number of these occurrences by 2% each year.	Baseline data will be established during the 2024 - 2025 school year: Referrals:0 Suspensions: 15	Baseline data will be established during the 2024 - 2025 school year: Referrals:0 Suspensions: 15	25-26 Referrals:0 Suspensions: 1 Mediated Conflict Resolution: 24	Referrals:0 Suspensions: 5 Mediated Conflict Resolution: 25	Referrals:0 maintained Suspensions:Decreased by 14 from baseline Mediated Conflict Resolution: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mediated Conflict Resolution: No data collected in 24-25	Mediated Conflict Resolution: TBD 25-26			
5.2	Attendance: Maintain an attendance percentage of at least 85% upon returning to the comprehensive campus.	2024 - 2025 school year: 94.6%	2024 - 2025 school year: 94.6%	2025-2026 school year: percentage of at least % upon returning to the comprehensive campus. =94.6%	95% attendance percentage upon returning to comprehensive campus	Maintained/No change
5.3	Grade Point Averages: Maintain at least a 2.0 grade point average upon returning to the comprehensive campus.	2024 - 2025 school year: 33% of students maintained at least a 2.0	2024 - 2025 school year: 33% of students maintained at least a 2.0	100% of students maintained at least a 2.0	39% of students maintained at least a 2.0	Increased 67%

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.

Overall Implementation:

During the 2025–26 school year, Palermo Union Elementary School District continued implementation of Goal 5 actions focused on supporting successful transitions from Palermo Community Day School (PCDS) to comprehensive school settings. Implementation centered on behavioral supports, conflict resolution instruction, relationship-building opportunities, and professional development intended to strengthen staff capacity to support students returning to comprehensive campuses. Goal 5 actions were designed to improve behavioral outcomes, strengthen student relationships, and increase student readiness for successful reintegration into traditional school settings.

Differences in Planned vs. Actual Implementation:

Most planned actions were implemented substantially as designed. Choose Well sessions and behavioral supports continued providing relationship-building and conflict resolution opportunities for students, while staff professional development focused on strengthening

behavioral intervention practices and student support systems. Some implementation refinements occurred related to data collection systems because previous implementation cycles identified challenges accurately capturing behavioral and academic indicators necessary to evaluate progress. Continued refinement of data systems increased the district's ability to monitor outcomes more effectively during Year 2.

Successes:

Several implementation successes emerged during Year 2. The district continued implementation of behavior and conflict resolution supports while increasing opportunities for students to participate in structured behavioral interventions and relationship-building activities. Staff professional development increased opportunities for educators to strengthen behavior management practices and improve student support systems. Implementation also resulted in improved data collection processes compared to prior years, increasing the district's ability to evaluate outcomes and monitor student progress.

Challenges:

Implementation challenges remain related primarily to the small student population and limited availability of stable measures for evaluating behavioral change over time. Because student populations fluctuate significantly within the PCDS setting, outcome measures may vary substantially from year to year. Additionally, maintaining consistent systems for measuring behavior, attendance, and academic progress following student transitions remains necessary to strengthen evaluation processes moving forward.

Overall, Goal 5 actions were implemented substantially as planned and continued strengthening systems intended to support successful student transitions back to comprehensive settings; however, continued refinement of intervention systems and data collection practices remains necessary moving forward.

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.

No material differences were noted for goal 5.

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

Overall, Goal 5 actions demonstrated evidence of effectiveness in improving behavioral outcomes and supporting successful transitions from PCDS to comprehensive school settings. Year 2 outcomes indicate improvement across multiple indicators, although continued refinement remains necessary due to the small student population and variability in student needs.

Action 5.1 (Support for Positive Behavior, Healthy Relationships, and Conflict Resolution) demonstrated effectiveness because students participating in behavioral supports and conflict resolution activities demonstrated improved behavioral outcomes. Suspensions decreased substantially from 15 baseline suspensions to 1 suspension during Year 2, while mediated conflict resolution opportunities increased access to behavioral interventions and relationship-building supports. These outcomes suggest behavioral supports increased opportunities for

students to practice prosocial behaviors because students received structured intervention and conflict resolution opportunities designed to strengthen behavioral skills.

Action 5.2 (Professional Development for PCDS Staff) demonstrated moderate effectiveness because staff training increased educator capacity to implement behavioral supports and intervention strategies designed to support students returning to comprehensive campuses. Stable attendance outcomes and improved behavioral measures suggest strengthened staff capacity increased consistency of student supports and improved opportunities for successful transitions. Continued implementation remains necessary because behavioral and academic outcomes continue requiring sustained intervention efforts.

Overall, Goal 5 actions demonstrated effectiveness because behavioral outcomes improved substantially while attendance remained stable and academic outcomes demonstrated modest improvement. Continued implementation remains necessary because students transitioning from PCDS continue requiring intensive behavioral and academic supports to ensure successful reintegration into comprehensive settings.

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 reflection of Year 2 implementation and outcome data, no changes were made to Goal 5, associated metrics, target outcomes, or planned actions for the coming year.

Reflection on Year 2 implementation indicates continued need for behavioral supports, relationship-building opportunities, conflict resolution systems, and staff professional development designed to support successful student transitions from PCDS to comprehensive campuses. Year 2 outcomes suggest current systems are contributing to improved behavioral outcomes while maintaining attendance and supporting student transitions.

Because Goal 5 serves a highly specialized student population with significant behavioral, academic, and social-emotional needs, the district determined that maintaining consistent implementation of existing actions provides the strongest opportunity to continue strengthening student outcomes and supporting successful transitions back to comprehensive settings. Continued implementation will allow the district to further evaluate effectiveness while maintaining stability in intervention systems and supports provided to students.

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	Support for Positive Behavior, Healthy Relationships and Conflict Resolution	Students will participate in activities designed to build and strengthen their ability to interact with other in the educational settings in a positive manner. The Choose Well Group (Mr. Brown) will provide 6 full days of instruction to the PCDS students during the 2024 - 2025 school year.	\$25,000.00	No
5.2	Professional Development for PCDS Staff	PCDS staff and administration will participate in professional development activities that build their capacity to provide behavioral support to students and to also promote and develop prosocial behaviors on the part of the students. Training will also include de-escalation techniques, and strategies to increase students ability to independently resolve conflicts in a respectful manner.	\$25,000.00	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
\$4,886,475	\$558,546

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.638%	3.039%	\$435,111.90	35.677%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: TK-3 Class Size Reduction</p> <p>Need: ELA CAASPP data shows that 30.82% of SED students and 10.12 % of ELs are meeting or exceeding the standard.</p>	Smaller class sizes will provide opportunities for improved academic performance/reading levels for SED, Foster and EL students. All students will benefit from classroom environments that provide for increased student engagement, time on task, and student effort, therefore, this action is being provided to all students.	We would expect to see increased student performance on the K-3 Dibels scores, IReady scores and the 3rd Grade ELA CAASPP scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent feedback indicates that they place a high value on the benefits of smaller class size in the primary grades.</p> <p>Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students.</p> <p>A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies.</p> <p>Achilles (2012) concluded that poor, minority, and male students received especially large benefits from reduced class size in terms of improved test scores, school engagement, and lower grade retention and dropout rates.</p> <p>Reduced class size is also linked to increased academic engagement, student effort, initiative taking in the classroom and time on task (Finn et al 2003)</p> <p>Scope: Schoolwide</p>		
1.2	Action: Education Specialist:	This action meets the needs of our low income SWD by keeping case loads well below the statutory limits. All students with IEPs will benefit	We expect to see improved performance of SWD on the CAASPP,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: We have an increased number of students in grades who qualify for Special Education Services. Students receiving IEP services are scoring significantly below the "all students" group on measures of academic achievement.</p> <p>Increasing evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic achievement. Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. (Aikens & Barbarin, 2008).</p> <p>Scope: Schoolwide</p>	<p>from these interventions as teachers will be able to provide high levels of support.</p>	<p>IReady and local benchmark assessments.</p>
<p>1.3</p>	<p>Action: K-3 Reading Specialist</p> <p>Need: Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness,</p>	<p>This action will provide targeted and focused instruction in foundational literacy skills fir SED, EL, and Foster Youth in TK-3 grade. It is being provided on a school-wide basis because all students will benefit from access to these intervention.</p>	<p>We expect to see improved student outcomes on the K-3 Dibels scores, IReady grade level assessments and 3rd Grade ELA CAASPP scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013).</p> <p>Scope: Schoolwide</p>		
<p>1.4</p>	<p>Action: TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)</p> <p>Need: 65% of our current 4th graders needed additional instruction in phonics and did not meet the grade level oral reading fluency benchmark. Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). In addition, the National Literacy Panel on Language-Minority Children and your found that instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension all had clear benefits for English Learners.</p> <p>Scope: Schoolwide</p>	<p>Helen Wilcox (Tier 1 Foundations) and Golden Hills (Tier 2 95 Percent) will implement phonics instruction provide in order to improve reading levels of SED, Foster, and EL students. However, as all students who are reading below grade level will benefit from this instruction these actions are being provided on a school-wide basis.</p>	<p>We expect to see improved student outcomes as measured by: K-3 Dibels scores, 4-5 Oral Reading Fluency, grade level IReady assessments and 3rd, 4th and 5th Grade ELA CAASPP Scores.</p>
<p>1.5</p>	<p>Action: Standards Based Supplemental Instructional Materials for English Language Arts and Reading</p>	<p>These resources will provide additional instructional resources support the diverse learning needs of our SED, Foster Youth and EL students, however, due to gaps in the core</p>	<p>We expect to see an increase in student ELA/reading outcomes as measured by grade level</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: A significant percentage of our students are working below grade level and need scaffolded instructional materials in order to access the core curriculum. The core ELA curriculum does not provide resources to address current learning gaps and supplementary materials are needed to provide intervention opportunities to students.</p> <p>Scope: LEA-wide</p>	<p>curriculum, all students will benefit from learning opportunities provided by use of supplementary materials.</p>	<p>IReady scores and 3-8 CAASPP ELA scores. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>
<p>1.6</p>	<p>Action: Tk-8 Paraprofessionals: Reading/Eng. Language Arts</p> <p>Need: CAASPP scores indicate that our SED, EL and Foster Youth student groups are scoring below standard in the area of ELA and reading. They require additional instructional support embedded in the core instructional setting to receive 1:1 and or small group instruction.</p> <p>Scope: LEA-wide</p>	<p>This action will provide additional instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.</p>	<p>We expect to see an increase in student ELA/reading outcomes as measured by grade level IReady scores and 3-8 CAASPP scores. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>
<p>2.1</p>	<p>Action: Standards Based Supplemental Instructional Materials for Mathematics</p> <p>Need:</p>	<p>These resources will provide instructional support to SED, Foster Youth and EL students, however, due to gaps in the core curriculum, all students will benefit from learning opportunities provided by use of supplementary materials.</p>	<p>We expect to see an increase in student outcomes as measured by grade level IReady scores and 3-8 CAASPP scores.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Teachers have identified that the core curriculum does not meet the need of addressing learning gaps. In the math domain, SES differences emerge early during preschool, with studies showing that children from low-SES backgrounds perform more poorly than their higher-SES peers on counting, adding, subtracting, and comparing magnitudes (Starkey et al., 2004; Jordan et al., 2006; Elliott and Bachman, 2018). Evidence also suggests that SES disparities in math during early childhood persist and widen throughout later childhood and adolescence. There is also evidence showing that initial SES-related math deficits at kindergarten are associated with slower growth in math abilities from first to third grade (Jordan et al., 2006).</p> <p>Scope: LEA-wide</p>		<p>We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>
<p>2.2</p>	<p>Action: 6-8 Math Intervention Teacher</p> <p>Need: Middle school students in the SED, EL and Foster Youth student groups are scoring significantly below standard as measured by the CAASPP math assessment and are in the Red category on the California Schools Dashboard.</p> <p>Evidence suggests that SES disparities in math during early childhood persist and widen throughout later childhood and adolescence.</p>	<p>Math intervention classes will be provided to SED, EL and Foster Youth in 6th-8th grade during the school day and build math fluency and understanding of math concepts, however, since all student groups at Palermo Middle school are currently in the Red category, it will be provided to all students who demonstrate the need for this support.</p>	<p>We would expect to see improved student outcomes as measured by the CAASPP math assessment and IReady grade level assessments. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk et al., 2016).</p> <p>Scope: Schoolwide</p>		
2.3	<p>Action: TK-8 Paraprofessionals: Math</p> <p>Need: District wide SED, EL and Foster Youth CAASPP scores indicate that students are scoring significantly below standard in math. They require additional instructional support embedded in the core instructional setting so that they can receive 1:1 and or small group instruction.</p> <p>Evidence suggests that SES disparities in math during early childhood persist and widen throughout later childhood and adolescence. The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk et al., 2016).</p> <p>Scope:</p>	<p>This action will provide instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.</p>	<p>We expect to see an increase in student outcomes as measured by grade level IReady scores and 3-8 CAASPP scores. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	<p>Action: School Counselors</p> <p>Need: Perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009). There is a lack of mental health resources for students and families residing in our district; having counselors available on our school sites is crucial for the well being of our students.</p> <p>Scope: LEA-wide</p>	This action will provide mental health services to SED, EL and Foster Youth. We live in an area where children experience high amounts of trauma, therefore this action will provided district-wide.	We expect to see improved attendance students and a decrease in student disciplinary incidents. We also expect to see an increase in the percentage of student who report that they like school.
3.2	<p>Action: District-wide Nurse</p> <p>Need: Low SES and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). Such toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Families, residing in our district, often have difficulty</p>	This action will address the health needs of SED, EL and Foster Youth in order to increase school attendance and minimize the impact of this health needs so that students can successfully participate in learning activities and opportunities. All students will benefit from this resource so it is being provided on a district-wide basis.	We would expect to see a reduction in chronic absenteeism and and increase in our average daily attendance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>accessing medical care and screenings for their children.</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: Parent-Student Engagement Events</p> <p>Need: Increase parental engagement and participation in the school community. Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997).</p> <p>Scope: LEA-wide</p>	<p>This action will build positive relationships with parents/families and increase parent engagement of SED, EL and Foster Youth, however, all parents/families and students will benefit from these opportunities so they will be provided on a district-wide basis.</p>	<p>We expect to see an increase in the number of engagement opportunities offered to parents/families and increased participation in those events. We expect to see an increase in academic scores and school attendance.</p>
3.4	<p>Action: Parent Education Events</p> <p>Need: There is a need to strengthen the ability parents/families to effectively support their</p>	<p>Parent education will be provided to the parents of SED, EL and Foster Youth in order to increase parent's ability to provide support to their students in the home setting. All families and students will benefit from these activities so they will be provided on an LEA-wide basis.</p>	<p>We would expect to see increased attendance at these events.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students learning and improve educational outcomes.</p> <p>Parents/families play an important role in positive academic and behavioral outcomes for their children. High poverty schools, such as ours, should improve communication with disadvantaged parents and help them create home environments conducive to learning (Field et al., 2008; Pellino, 2007; Center for Public Education, 2005; Kannapel & Clements, 2005; Barton, 2004).</p> <p>Scope: LEA-wide</p>		
3.5	<p>Action: Positive Behavior Intervention and Support</p> <p>Need: Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the</p>	<p>This action will provide the framework to proactively teach, support and recognize positive student behaviors for SED, EL and Foster Students, however, since it will benefit all student groups, it will be provided on a district-wide basis.</p>	<p>We expect to see a decrease in the number of suspension and office referrals. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009). Since the COVID-19 pandemic we have seen an increased need for mental health services throughout the district.</p> <p>Negative student behaviors impact the learning and teaching environments and can lead to disciplinary procedures that remove students from the educational setting. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. PBIS is an, evidence based, implementation framework that is designed to improve academic and social behavior outcomes for all students (Sungai & Simonsen, 2012). Data on the California Schools Dashboard indicate that the following student groups placed in the Red category due to suspensions: SWD, American Indian and 2 or more races. At Golden Hills , SWD and White students are in the Red category for suspension and at Palermo School, the SED, SWD, 2 or more races and White student groups are in the Red category</p> <p>Scope: LEA-wide</p>		
3.6	Action: Recognition of Good and Improved Attendance	This action will support and encourage the attendance of SED, EL and Foster Youth. All	We expect to see a reduction in the chronic absenteeism rate in all

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The district's chronic absenteeism rate is 33% for our SED students, 11.3% for our Foster Youth and 18.6% for our EL students. In addition, the district's average daily attendance rate is approximately 92% which is lower than our pre-pandemic rate of approximately 94%. Students who miss more than 18 days of school are less proficient in reading, writing and math compared to their peers with good attendance.</p> <p>Scope: LEA-wide</p>	<p>student groups will benefit from this action so it will be provided district-wide.</p>	<p>student groups. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>
<p>3.8</p>	<p>Action: Social Emotional Learning</p> <p>Need: Disruptive student behavior and negative interactions with peers disrupts the educational environment and effects student outcomes of our SED, Foster Youth and EL students in a negative way.</p> <p>There is a significant correlation between prosocial behavior and academic achievement (Wentzel 1993, 1998). In addition, research has also shown that students with peer problems were more likely to have lower academic motivation as well as other school-related difficulties (Askell-Williams and Lawson 2015).</p>	<p>This action will improve peer interaction and increase prosocial behaviors for SED, EL and Foster Youth. All students will benefit from this action so it will be provided on a district-wide basis.</p>	<p>We expect to see fewer office referrals and suspensions in addition to improved results on our annual climate surveys. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.9</p>	<p>Action: Director of Student Support and Family Engagement and Attendance/Health Clerks</p> <p>Need: Learning outcomes are impacted by student absenteeism.</p> <p>Research suggests that school absences may be more harmful to children from lower SES families (Ready, 2010; Gershenson et al., 2017; Smerillo et al., 2018). This is because parents from lower SES backgrounds have fewer financial, social and educational resources necessary (e.g., Yeung et al., 2002; Cooper & Stewart, 2020) to support their children in catching up with missed school lessons (Ready, 2010).</p> <p>Scope: LEA-wide</p>	<p>By working to eliminate the barriers that family's experience in regards to good school attendance this action will benefit SED, EL and Foster Youth. We have other student groups whose education is negatively impacted by school absences, so this action will be provided district-wide.</p>	<p>We would expect to see increased attendance and a decrease in chronic absenteeism. We expect to see a greater effect with our SED, EL and Foster Youth student groups since this action is targeted to their needs.</p>
<p>4.1</p>	<p>Action: Academic Enrichment/Field Trips</p> <p>Need: Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income</p>	<p>This action will provide enriching learning experiences to SED, EL and Foster Youth, however all students will benefit from these activities so it will be implemented on a district-wide basis.</p>	<p>We would expect to see that all students have access to at least one educational/enrichment field trip each year.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004)</p> <p>Scope: LEA-wide</p>		
<p>4.2</p>	<p>Action: TK-8 STEM Materials</p> <p>Need: Our students need more exposure to STEM related learning activities. The success rate of low-income students in science, technology, engineering, and mathematics disciplines is much lower than that of students who do not come from underrepresented backgrounds (Doerschuk et al., 2016)</p> <p>Scope: LEA-wide</p>	<p>This action supplies STEM materials to SED, EL and Foster Youth so that increase their access to learning activities in science, technology, engineering and mathematics. This action will benefit all student groups so it will be implemented on a district-wide basis.</p>	<p>We would expect to see all students having access to and engaging in STEM learning opportunities, but especially our SED, EL and Foster Youth. We would also expect to see increased student outcomes on the CAST assessment.</p>
<p>4.3</p>	<p>Action: Library Services and Access to Library Books</p> <p>Need: Schools with students from the highest concentrations of poverty have fewer library resources to draw on (fewer staff, libraries are open fewer hours per week, and staff are less well rounded) than those serving middle-income children (Pribesh, Gavigan, & Dickinson, 2011). Our district does not have a public library within our district boundaries.</p>	<p>Students in our community lack access to books and library resources. This action will provide resources to our SED, EL and Foster Youth students groups, however, all students will benefit from this action.</p>	<p>We would expect to see all students accessing the school libraries and/or checking out books for reading. We would also expect to see increased academic scores on the CAASPP assessment.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.4</p>	<p>Action: Alternative Educational Programs</p> <p>Need: SED, EL and Foster Youth in our community need access to a variety of alternative educational settings that will better meet their academic, social emotional and behavioral needs.</p> <p>Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009).</p>	<p>This action will provide SED, EL and Foster Youth access to a variety of alternative educational settings that better meet their individual needs as a student. All student groups will benefit from this action so it will be implemented on a district-wide basis.</p>	<p>We would expect to see that our SED, EL and Foster Youth students/families have access, if needed, to the Home Study Program and the Community Day School Program.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.6</p>	<p>Action: Home to School Transportation</p> <p>Need: Students in our SED, EL and Foster Youth groups, due to lack of resources, need reliable transportation to and from school in order to attend daily instruction, participate in expanded learning opportunities and access nutrition and other services provided by the district.</p> <p>Scope: LEA-wide</p>	<p>This action will provide daily transportation to our SED, EL and Foster Youth student groups. This action will benefit all students, so it will be provided on a district-wide basis.</p>	<p>We expect to see that all students in the SED, EL and Foster Youth student groups have access to district provided transportation services.</p>
<p>4.7</p>	<p>Action: Broad Course of Study</p> <p>Need: A study showed that individuals from a lower social class generally had less career-related self-efficacy when it came to vocational aspirations (Ali, McWhirter, & Chronister, 2005).</p> <p>Specifically, out of school, children from lower SES families are less likely to participate in the arts (especially performing arts) or engage with culture (e.g. visiting an archive, museum or heritage site) outside of school. Given the</p>	<p>SED, EL and Foster Youth students benefit from increased access to the arts, CTE and athletic and exploratory opportunities, however, all students will benefit from this instruction so it will be provided on a school-wide and/or district-wide basis.</p>	<p>We will monitor the number of students participating in these courses/opportunities. We expect to see improved academic outcomes and increased attendance.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>well-documented evidence on the link between arts engagement and multiple social determinants of health (including child development and educational attainment) and wide-ranging mental and physical health outcomes, ensuring equality of access is an important topic in trying to help reduce social and health inequalities. (Mak, Fancourt, 2021)</p> <p>Children from socioeconomically (SES) disadvantaged backgrounds are often less likely to participate in physical activity (PA) relative to their SES advantaged peers (Frederick et al., 2014, Singh et al., 2008). Multiple studies have observed that school-based PA interventions and other strategies such as PE, mandatory classroom breaks, and active transport, were associated with increased minutes of MVPA (Bassett et al., 2013), improved health and educational outcomes (Centers for Disease Control and Prevention, 2013, Dobbins et al., 2013, Institute of Medicine, 2013, Kriemler et al., 2011, Lai et al., 2014, Physical Activity Guidelines Advisory Committee, 2018, Salmon et al., 2007, van Sluijs et al., 2007).</p> <p>Scope: Schoolwide</p>		
4.8	<p>Action: Support for Beginning Teachers</p> <p>Need:</p>	<p>Beginning teachers who receive training and the support of a mentor will be more effective in providing high quality instruction to SED, EL and Foster Youth. Because this action will benefit all students it will be provided on a district-wide basis.</p>	<p>We would expect to see that all beginning teacher receive up to two years of mentoring and additional training. We expect to also</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A teacher’s years of experience and quality of training are correlated with children’s academic achievement (Gimbert, Bol, & Wallace , 2007). Children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006).</p> <p>SED, EL and Foster Youth will benefit most from instruction provided high quality, experienced teachers.</p> <p>Scope: LEA-wide</p>		<p>increased academic outcomes.</p>
<p>4.9</p>	<p>Action: Access to Technology and Online Learning Tools and Resources.</p> <p>Need: Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004) SED, EL and Foster Youth need electronic devices in order to access online learning resources and engage in learning activities.</p> <p>Scope: LEA-wide</p>	<p>This action will provide electronic devices and access to online resources to SED, EL and Foster Youth. All student groups will benefit from this action so it will be provided on a district-wide basis.</p>	<p>We expect that all students in the SED, EL and Foster Youth student groups will have access to electronic devices that allow them to engage with online learning resources and opportunities. We expect to see improved academic outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.12</p>	<p>Action: Go Guardian</p> <p>Need: Ensuring equitable access to safe online environments is crucial for empowering students from low-income families with the digital skills necessary for their future success. (Barr, R. (2022); Orkmaz Ö, Erer E, Erer D. 2022), EL and Foster Youth need safe access to online educational platforms, safe online searches and educationally related online resources.</p> <p>Scope: Schoolwide</p>	<p>Provide SED, EL and Foster Youth with safe access to, and real time monitoring of, online learning resources. All student groups will benefit from this action, so it will be provided to all students on a schoolwide basis.</p>	<p>All student devices used by SED, EL and Foster Youth will be monitored by the Go Guardian application expecting to see a decline in student behaviors related to technology use.</p>
<p>4.14</p>	<p>Action: Staff Access to Student Level Academic and Behavioral Data</p> <p>Need: SED, EL and Foster Youth need early and timely intervention in regards to academic, social emotional and behavioral needs based on accurate data. In order to identify students in need of support and develop an effective support plan, staff need access to student data.</p> <p>Scope: LEA-wide</p>	<p>This action will provide staff academic and behavioral data of SED, EL and Foster Youth in order to develop instructional and behavioral strategies that will meet their needs and lead to improved student outcomes. This action will benefit all students so it will be implemented on a district-wide basis.</p>	<p>We expect to see that 100% of staff have the ability to access and analyze relevant student data in order to better support student learning and develop strategies to address the social emotional and behavioral needs of our unduplicated pupils.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Designated ELD Instruction for ELs and LTELs and Professional Development</p> <p>Need: English Learners are scoring 67 points below standard in ELA CAASPP which is 20 points lower than our English Only students. 57.1 percent are making progress toward English Language proficiency. Students in our district who are RFEP'd, outperform their English only peers on the CAASPP assessment.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	ELD Teachers will provide Designated ELD instruction to students.	We expect to see an increase percentage of EL students making progress in acquiring English proficiency and a reduction in the number of LTEL students at the middle school and an increase in the number of students being reclassified each year.
1.8	<p>Action: Bilingual Paraprofessional</p> <p>Need: 25.3% of ELs in 6-8 grade are LTELs and 1.1% are at-risk of becoming LTELs. 28.6% of the ELs in 4-5 grade are at-risk of becoming LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The bilingual paraprofessional will provide primary language support to LTELs and students at-risk of becoming LTELs in core academic classes.	We expect see a reduction in the number of students identified as LTELs and an increase in the number of student making progress towards English language proficiency.
3.11	<p>Action: English Development Classes for Parents</p>	Increasing parent fluency in English will benefit SED, English Learners, however, all students will	We would expect to see the parents of our English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: It is difficult for non-English speaking parents to support their students learning in the home setting. The DELAC/ELAC parent members indicated that English classes would improve their ability to engage with school sites and help their children to be more successful in school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>benefit from the development of their parent's English proficiency so this action will be offered to all non English speaking parents.</p>	<p>Learners participating in this opportunity and reporting that they are better able to support their students.</p>

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

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.

All sites in the district have a high concentration of foster youth, English learners and low-income students. Staff to student ratios are consistent throughout the district in regards to both certificated and classified staff that provide direct services to students. The additional concentration grant add-on funding will be used to strategically reduce class sizes (1.1), provide academic intervention services (1.3, 2.2), provide school counselors (3.1), home study staff (4.4), additional Educational Specialist staffing for SWDs (1.3), Designated ELD teachers (1.7), district-wide nurse (3.2), additional attendance clerk/health aides (3.9), and provide para-professional support to students (1.6, 1.8).

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	Not applicable	Honcut: 1:9 Helen Wilcox: 1:18 Golden Hills: 1:19 Palermo: 1:26 Palermo Community Day School: 1:8
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Honcut: 1.9 Helen Wilcox: 1:14 Golden Hills: 1:12 Palermo: 1:15 Palermo Community Day School: 1:8

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$14,971,683	\$4,886,475	32.638%	3.039%	35.677%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,321,596.00	\$1,627,043.00	\$0.00	\$547,226.00	\$7,495,865.00	\$6,402,541.00	\$1,093,324.00

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	TK-3 Class Size Reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox Elementary School K-3		\$724,240.00	\$0.00	\$724,240.00				\$724,240.00	
1	1.2	Education Specialist:	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Palermo School TK-3, 6-8		\$181,873.00	\$0.00	\$181,873.00				\$181,873.00	
1	1.3	K-3 Reading Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K-3		\$244,620.00	\$0.00	\$244,620.00				\$244,620.00	
1	1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills TK-3, 4-5		\$0.00	\$19,120.00	\$19,120.00				\$19,120.00	
1	1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$115,538.00	\$115,538.00				\$115,538.00	
1	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$523,347.00	\$0.00	\$375,922.00			\$147,425.00	\$523,347.00	

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	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo K-3, 4-5, 6-8		\$393,005.00	\$0.00	\$393,005.00				\$393,005.00	
1	1.8	Bilingual Paraprofessional	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo TK-3, 4-5, 6-8		\$38,808.00	\$0.00	\$21,443.00			\$17,365.00	\$38,808.00	
1	1.9	SWDs Receive Core Instruction in the General Education Setting	Students with Disabilities	No			Specific Schools: Golden Hills, Palermo School 4 -5, 6 -8		\$862,143.00	\$0.00		\$862,143.00			\$862,143.00	
1	1.10	Evidence-Based Literacy Professional Learning	All	No			Specific Schools: Helen Wilcox, Golden Hills TK-5		\$0.00	\$110,258.00		\$110,258.00			\$110,258.00	
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$88,851.00	\$88,851.00				\$88,851.00	
2	2.2	6-8 Math Intervention Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6-8		\$142,060.00	\$0.00	\$142,060.00				\$142,060.00	
2	2.3	TK-8 Paraprofessionals: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$523,347.00	\$0.00	\$375,922.00			\$147,425.00	\$523,347.00	
2	2.4	District-wide Math Work Group	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

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	3.1	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$534,751.00	\$14,000.00	\$302,854.00	\$119,817.00		\$126,080.00	\$548,751.00	
3	3.2	District-wide Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$109,735.00	\$7,160.00	\$109,735.00			\$7,160.00	\$116,895.00	
3	3.3	Parent-Student Engagement Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$25,164.00	\$3,000.00	\$28,164.00				\$28,164.00	
3	3.4	Parent Education Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,842.00	\$2,500.00	\$4,342.00				\$4,342.00	
3	3.5	Positive Behavior Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,661.00	\$23,050.00	\$33,711.00				\$33,711.00	
3	3.6	Recognition of Good and Improved Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,250.00	\$20,250.00				\$20,250.00	
3	3.8	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$243,833.00	\$1,000.00	\$143,062.00			\$101,771.00	\$244,833.00	
3	3.10	Grade 4-8 SEL Intervention	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.11	English Development Classes for Parents	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$27,248.00	\$7,500.00	\$34,748.00				\$34,748.00	
4	4.1	Academic Enrichment/Field Trips	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$0.00	\$11,079.00	\$11,079.00				\$11,079.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	4.2	TK-8 STEM Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$12,789.00	\$12,789.00				\$12,789.00	
4	4.3	Library Services and Access to Library Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$86,863.00	\$14,495.00	\$101,358.00				\$101,358.00	
4	4.4	Alternative Educational Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$344,351.00	\$12,550.00	\$356,901.00				\$356,901.00	
4	4.6	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$553,528.00	\$113,750.00	\$182,453.00	\$484,825.00			\$667,278.00	
4	4.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$602,578.00	\$2,500.00	\$605,078.00				\$605,078.00	
4	4.8	Support for Beginning Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$17,675.00	\$10,800.00	\$28,475.00				\$28,475.00	
4	4.9	Access to Technology and Online Learning Tools and Resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$210,869.00	\$407,000.00	\$617,869.00				\$617,869.00	
4	4.12	Go Guardian	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8		\$0.00	\$9,750.00	\$9,750.00				\$9,750.00	
4	4.14	Staff Access to Student Level Academic and Behavioral Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$33,884.00	\$33,884.00				\$33,884.00	
5	5.1	Support for Positive Behavior, Healthy Relationships and Conflict Resolution	All	No			Specific Schools: Palermo Communi		\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	

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
							ty Day School 4 - 8									
5	5.2	Professional Development for PCDS Staff	All	No			Specific Schools: Palermo Community Day School 4 - 8		\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$14,971,683	\$4,886,475	32.638%	3.039%	35.677%	\$5,321,596.00	0.000%	35.544 %	Total:	\$5,321,596.00
								LEA-wide Total:	\$2,945,659.00
								Limited Total:	\$449,196.00
								Schoolwide Total:	\$1,926,741.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	TK-3 Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox Elementary School K-3	\$724,240.00	
1	1.2	Education Specialist:	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Palermo School TK-3, 6-8	\$181,873.00	
1	1.3	K-3 Reading Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox K-3	\$244,620.00	
1	1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Helen Wilcox, Golden Hills TK-3, 4-5	\$19,120.00	
1	1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,538.00	

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	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,922.00	
1	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo K-3, 4-5, 6-8	\$393,005.00	
1	1.8	Bilingual Paraprofessional	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Helen Wilcox, Golden Hills, Palermo TK-3, 4-5, 6-8	\$21,443.00	
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,851.00	
2	2.2	6-8 Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Palermo School 6-8	\$142,060.00	
2	2.3	TK-8 Paraprofessionals: Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,922.00	
3	3.1	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$302,854.00	
3	3.2	District-wide Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,735.00	
3	3.3	Parent-Student Engagement Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,164.00	
3	3.4	Parent Education Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,342.00	
3	3.5	Positive Behavior Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,711.00	

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	Recognition of Good and Improved Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,250.00	
3	3.8	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,062.00	
3	3.11	English Development Classes for Parents	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$34,748.00	
4	4.1	Academic Enrichment/Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,079.00	
4	4.2	TK-8 STEM Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,789.00	
4	4.3	Library Services and Access to Library Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,358.00	
4	4.4	Alternative Educational Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$356,901.00	
4	4.6	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$182,453.00	
4	4.7	Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$605,078.00	
4	4.8	Support for Beginning Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,475.00	
4	4.9	Access to Technology and Online Learning Tools and Resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$617,869.00	

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	4.12	Go Guardian	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Palermo School 4-5, 6-8	\$9,750.00	
4	4.14	Staff Access to Student Level Academic and Behavioral Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,884.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,985,717.00	\$6,896,909.00

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	TK-3 Class Size Reduction	Yes	\$860,992.00	\$770,302
1	1.2	Education Specialist:	Yes	\$169,737.00	\$179,777
1	1.3	K-3 Reading Specialist	Yes	\$275,566.00	\$244,253
1	1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Yes	\$20,565.00	\$24,780
1	1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Yes	\$115,297.00	\$79,791
1	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Yes	\$528,534.00	\$486,869
1	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	Yes	\$385,496.00	\$383,306
1	1.8	Bilingual Paraprofessional	Yes	\$53,890.00	\$20,552
1	1.9	SWDs Receive Core Instruction in the General Education Setting	No	\$558,293.00	\$862,143
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	Yes	\$121,493.00	\$39,385

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	6-8 Math Intervention Teacher	Yes	\$133,675.00	\$136,138
2	2.3	TK-8 Paraprofessionals: Math	Yes	\$528,534.00	\$486,869
2	2.4	District-wide Math Work Group	No	\$0.00	\$0
3	3.1	School Counselors	Yes	\$510,611.00	\$558,331
3	3.2	District-wide Nurse	Yes	\$120,536.00	\$115,116
3	3.3	Parent-Student Engagement Events	Yes	\$28,164.00	\$3,520
3	3.4	Parent Education Events	Yes	\$4,342.00	\$0
3	3.5	Positive Behavior Intervention and Support	Yes	\$33,711.00	\$20,469
3	3.6	Recognition of Good and Improved Attendance	Yes	\$20,250.00	\$20,250
3	3.8	Social Emotional Learning	Yes	\$2,500.00	\$2,000
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	Yes	\$237,000.00	\$283,768
3	3.10	Grade 4-8 SEL Intervention	No	\$0.00	\$0
3	3.11	English Development Classes for Parents	Yes	\$7,500.00	\$23,312
4	4.1	Academic Enrichment/Field Trips	Yes	\$11,079.00	\$12,644

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	4.2	TK-8 STEM Materials	Yes	\$12,789.00	\$8,885
4	4.3	Library Services and Access to Library Books	Yes	\$169,097.00	\$90,354
4	4.4	Alternative Educational Programs	Yes	\$347,385.00	\$366,332
4	4.6	Home to School Transportation	Yes	\$526,862.00	\$557,579
4	4.7	Broad Course of Study	Yes	\$722,691.00	\$650,899
4	4.8	Support for Beginning Teachers	Yes	\$28,475.00	\$23,662
4	4.9	Access to Technology and Online Learning Tools and Resources.	Yes	\$354,674.00	\$381,423
4	4.12	Go Guardian	Yes	\$9,750.00	\$16,960
4	4.14	Staff Access to Student Level Academic and Behavioral Data	Yes	\$36,229.00	\$47,240
5	5.1	Support for Positive Behavior, Healthy Relationships and Conflict Resolution	No	\$25,000.00	\$0
5	5.2	Professional Development for PCDS Staff	No	\$25,000.00	\$0

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)
\$4,662,557	\$5,157,680.00	\$4,809,361.00	\$348,319.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TK-3 Class Size Reduction	Yes	\$860,992.00	\$770,302		
1	1.2	Education Specialist:	Yes	\$169,737.00	\$179,777		
1	1.3	K-3 Reading Specialist	Yes	\$275,566.00	\$244,253		
1	1.4	TK -5 Literacy Programs Focused on Phonics Instruction (Tier 1-2)	Yes	\$20,565.00	\$24,780		
1	1.5	Standards Based Supplemental Instructional Materials for English Language Arts and Reading	Yes	\$115,297.00	\$79,791		
1	1.6	Tk-8 Paraprofessionals: Reading/Eng. Language Arts	Yes	\$279,327.00	\$270,991		
1	1.7	Designated ELD Instruction for ELs and LTELs and Professional Development	Yes	\$385,496.00	\$383,306		
1	1.8	Bilingual Paraprofessional	Yes	\$37,636.00	\$20,552		
2	2.1	Standards Based Supplemental Instructional Materials for Mathematics	Yes	\$121,493.00	\$46,993		
2	2.2	6-8 Math Intervention Teacher	Yes	\$133,675.00	\$136,138		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	TK-8 Paraprofessionals: Math	Yes	\$279,327.00	\$270,991		
3	3.1	School Counselors	Yes	\$280,004.00	\$313,626		
3	3.2	District-wide Nurse	Yes	\$120,536.00	\$115,116		
3	3.3	Parent-Student Engagement Events	Yes	\$28,164.00	\$3,520		
3	3.4	Parent Education Events	Yes	\$4,342.00	\$0		
3	3.5	Positive Behavior Intervention and Support	Yes	\$33,711.00	\$20,469		
3	3.6	Recognition of Good and Improved Attendance	Yes	\$20,250.00	\$20,250		
3	3.8	Social Emotional Learning	Yes	\$2,500.00	\$2,000		
3	3.9	Director of Student Support and Family Engagement and Attendance/Health Clerks	Yes	\$139,438.00	\$138,480		
3	3.11	English Development Classes for Parents	Yes	\$7,500.00	\$23,312		
4	4.1	Academic Enrichment/Field Trips	Yes	\$11,079.00	\$12,644		
4	4.2	TK-8 STEM Materials	Yes	\$12,789.00	\$8,885		
4	4.3	Library Services and Access to Library Books	Yes	\$169,097.00	\$90,354		
4	4.4	Alternative Educational Programs	Yes	\$347,385.00	\$366,332		
4	4.6	Home to School Transportation	Yes	\$149,955.00	\$140,843		
4	4.7	Broad Course of Study	Yes	\$722,691.00	\$650,899		
4	4.8	Support for Beginning Teachers	Yes	\$28,475.00	\$29,134		

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)
4	4.9	Access to Technology and Online Learning Tools and Resources.	Yes	\$354,674.00	\$381,423		
4	4.12	Go Guardian	Yes	\$9,750.00	\$16,960		
4	4.14	Staff Access to Student Level Academic and Behavioral Data	Yes	\$36,229.00	\$47,240		

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)
\$14,316,683	\$4,662,557	4.0646	36.632%	\$4,809,361.00	0.000%	33.593%	\$435,111.90	3.039%