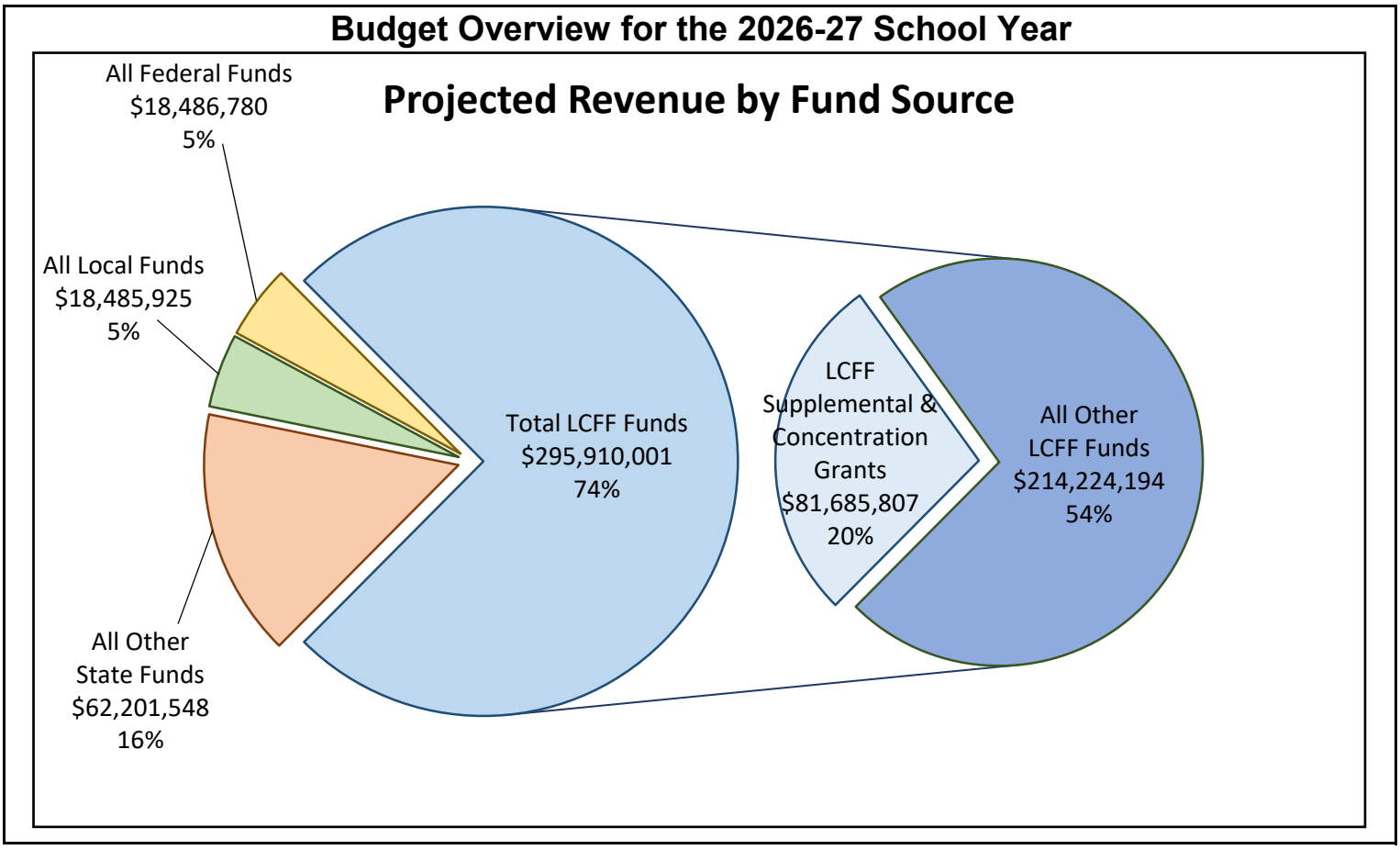
LCFF Budget Overview for Parents (BOP)

Local Educational Agency (LEA) Name: Pomona Unified School District
CDS Code: 19-64907-00000000
School Year: 2026-27
LEA Contact Information: Sandra Garcia, Assistant Superintendent, Chief Business Officer
Email: Sandra.Garcia@pusd.org
Phone: (909) 397-4800 x23660

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).

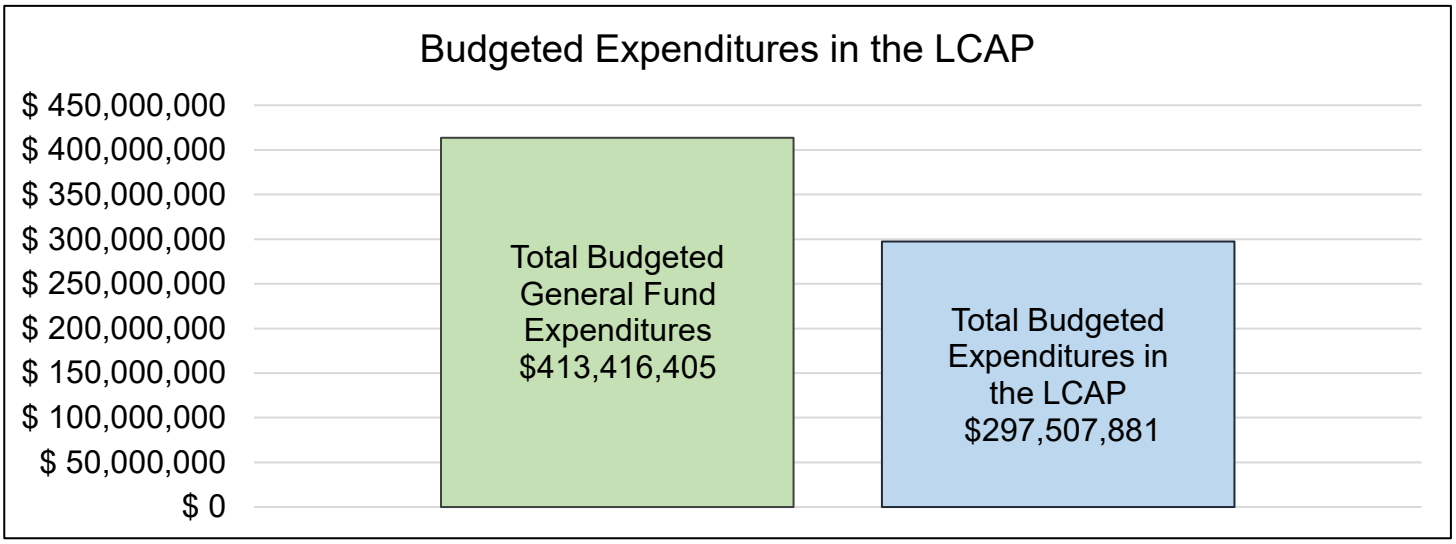


This chart shows the total general purpose revenue Pomona Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pomona Unified School District is $395,084,254.00, of which $295,910,001.00 is Local Control Funding Formula (LCFF), $62,201,548.00 is other state funds, $18,485,925.00 is local funds, and $18,486,780.00 is federal funds. Of the $295,910,001.00 in LCFF Funds, $81,685,807.00 is generated based on the enrollment of high needs students (Foster Youth, English Learners, and Low-Income students).

LCFF Budget Overview for Parents (BOP)

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 Pomona Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pomona Unified School District plans to spend $413,416,405.00 for the 2026-27 school year. Of that amount, $297,507,881.00 is tied to actions/services in the LCAP and $115,908,524.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

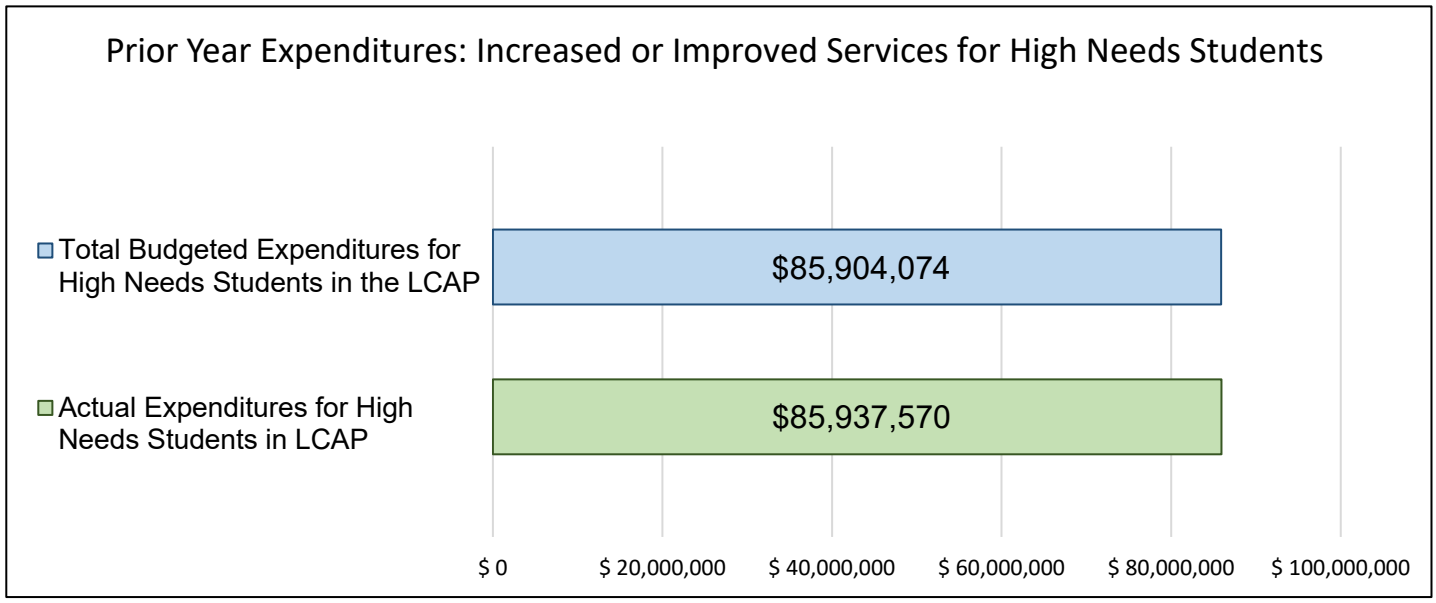
Expenditures not included in the Local Control and Accountability Plan are general fund expenditures that contribute to the Pomona Unified School District's overall general operating functions. These general operating expenditures include certificated, classified and management salaries and benefits, materials and supplies, utilities, equipment, repairs, contracted services, and other costs. In addition, not all expenditures for all restricted programs were included in the Local Control and Accountability Plan. These programs include Special Education, Title I, Title II, Title III, Routine Restricted Maintenance, Extended Learning Opportunity Program (ELO-P), and various other programs such as, Literacy Coaches and Reading Specialists Educator Training (LCRSET), Proposition 28 Arts and Music in Schools (AMS), Ethnic Studies Block Grant, and Student Support and Professional Development Discretionary Block Grant (SSPDBG).

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

In 2026-27, Pomona Unified School District is projecting it will receive $81,685,807.00 based on the enrollment of Foster Youth, English Learners, and Low-Income students. Pomona Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pomona Unified School District plans to spend $81,685,807.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents (BOP)

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



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

The text description of the above chart is as follows: In 2025-26, Pomona Unified School District's LCAP budgeted $85,904,074.00 for planned actions to increase or improve services for high needs students. Pomona Unified School District actually spent $85,937,570.00 for actions to increase or improve services for high needs students in 2025-26.

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
Pomona Unified	Lilia Fuentes Deputy Superintendent, Educational Services	Lilia.Fuentes@pusd.org 909.397.4800 ext. 23821

Plan Summary 2026-2027

General Information

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

The Pomona Unified School District (PUSD) proudly serves the communities of Pomona and Diamond Bar in the eastern region of Los Angeles County. The district educates 19,289 students from Transitional Kindergarten through 12th grade across 36 schools, including 18 elementary schools, 5 K-8 schools, 4 middle schools, 7 high schools, and 2 dependent charter schools. PUSD is committed to providing challenging, high-quality instruction that fosters both academic achievement and the development of character and integrity in every student. To support this mission, the district employs 1,606 certificated staff and 1,716 classified staff, and it continues to fill vacancies for hard-to-fill positions in an effort to ensure that students consistently receive support and resources to succeed.

The student population of PUSD reflects a diverse community. The district's demographics include 3.7% African American, 0.2% American Indian, 4.9% Asian, 1.1% Filipino, 85.4% Hispanic, 1% Two or More Races, 0.2% Pacific Islander, and 2.6% White (California School Dashboard, 2025). Many students come from historically underserved groups, with 23.8% English Learners, 0.8% Foster Youth, 13.2% Homeless, 88.2% Socioeconomically Disadvantaged, and 15% Students with Disabilities. Approximately 88.2% of students qualify for free or reduced-price meals (California School Dashboard, 2025).

Given the needs of the district's student population, PUSD continues to prioritize targeted resources and support, through Equity Multiplier funding, for schools experiencing high concentrations of poverty and high rates of student nonstability. For the 2026-27 school year, Park West Continuation High School and Pomona Alternative School (PAS) will continue to receive Equity Multiplier funding to address enrollment fluctuations and the high percentage of socioeconomically disadvantaged students they serve. As noted in previous years, PAS experiences unique enrollment nonstability due its role in supporting students with involuntary transfers and those receiving home and hospital instruction. Similarly, Park West Continuation High School experiences enrollment nonstability and continues to be identified for low performance in the areas of English Language Arts, Math, and College/ Career Readiness.

Lincoln Elementary and Kellogg Elementary, which were previously identified for Equity Multiplier funding, are now both in the progress monitoring phase. The district will continue to work closely with site administrators and educational partners to review local and state data and provide consultation and support to sustain improvements related to enrollment stability and student outcomes.

Overall, PUSD remains committed to providing comprehensive, high-quality educational programs and services that support student success. At the same time, the district faces ongoing challenges, including rising inflation, declining student enrollment, increasing homelessness,and social and economic uncertainties. Additional factors such as immigration-related concerns, including those connected to ICE, have also contributed to heightened anxiety among families, which affect student attendance and engagement.

In addition, the district continues to experience competition with neighboring districts in recruiting and retaining certificated and classified staff. Fiscal challenges related to declining enrollment have also required ongoing budget planning considerations, including school consolidations and/or closures to ensure long-term sustainability and equitable allocation of resources. As a result, the district remains proactive in reviewing and monitoring all funding sources to respond to potential state and federal budget reductions while ensuring that essential programs and supports remain available to students. Collectively, these factors guide PUSD's collaboration with educational partners to address current uncertainties, meet the academic and social-emotional needs of students, particularly identified low-performing student groups, support staff retention, and strengthen parent and family engagement, while maintaining a focus on improving student outcomes.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates that Pomona Unified School District (PUSD) has made progress in several priority areas while continuing to face persistent challenges, particularly among specific student groups and school sites. The district analyzed state indicators including Academic Performance (ELA and Mathematics), English Learner Progress, Chronic Absenteeism, Graduation Rate, and College/Career Readiness, in addition to local measures such as benchmark assessments, attendance trends, and educational partner feedback.

A REVIEW OF THE DASHBOARD AND LOCAL DATA

PUSD showed SUCCESSES in various areas of student performance in 2025-2026:
Based on local data, students showed improvement in English Language Development, Literacy, Mathematics, and Attendance.
Students showed overall improvements on Benchmark I of the District Interim Assessments (DIAs) in English Language Arts (ELA) and Mathematics. English Learners showed the highest improvement in the ELA DIA, while Foster Youth showed the highest improvement in the Math DIA.
Results of the Achieve3000 Level Set assessment showed overall increases in Lexile scores for all students.
Local Attendance Rates improved slightly by +0.11%, with a rate of 93.03%.
In addition, 2025 Dashboard data showed improvement across several indicators, including ELA, Math, Suspension Rate, Graduation Rate, and College/Career Readiness.
Students made improvements in ELA and College and Career Readiness in the All Students group.
Foster Youth improved two performance level colors (from Red to Yellow) in English Language Arts.
The African-American student group improved two performance level colors (from Red to Yellow) in Suspension Rate. This was an area of focus in 2025, including with the implementation of Goal 6, Action 2 (Restorative Justice) as a Differentiated Assistance Action.
The Asian student group improved two performance level colors (from Orange to Green) in Graduation Rate.
The Pacific Islander student group improved two performance level colors (from Yellow to Blue) in Suspension Rate.
The Two-or-More-Races student group improved two performance levels in both ELA (from Yellow to Blue) and Math (from Orange to Green).
The following student groups improved one performance color on the 2025 Dashboard in the following indicators.
The English Learner student group showed improvement in English Language Arts.
Long-Term English Learners showed improvement across ELA, Suspension Rate, and Graduation Rate.
The Homeless student group showed improvement in Suspension Rate.
The Socioeconomically Disadvantaged student group improved in the College/Career Readiness indicator.
Both the Student with Disabilities and African-American student groups improved in Suspension Rate.
The White student group showed improvement in both English Language Arts and Mathematics.
The Two-or-More-Races student group improved in Suspension Rate and Chronic Absenteeism.

Despite these successes, there were CHALLENGES that will result in students needing focused support in the following areas.
Chronic Absenteeism rates declined slightly, but resulted in a lower performance level on the Dashboard (from Yellow to Orange).
Foster Youth saw a decline in performance across four indicators on the 2025 Dashboard - Math, Suspension Rate, Chronic Absenteeism, Graduation Rate, and College/Career Readiness.
Homeless Youth was in the lowest-performing level (Red) in several indicators districtwide and across multiple school sites.

Socioeconomically Disadvantaged and Hispanic student groups declined in the area of Chronic Absenteeism.
The African American student group was identified at the lowest performance level (Red) in both English Language Arts and Mathematics, and declined one performance level color in both Chronic Absenteeism (from Yellow to Orange) and Graduation Rate (from Green to Yellow).
The Foster Youth, Homeless Youth, and White student groups performed two performance level colors (Orange) below the All Student group in Graduation Rate.
Students with Disabilities placed two performance levels (Red) below the All Students group in College/Career Readiness.
The following student groups in PUSD were at the lowest performance level (Red) in the following indicators: ELA (Students with Disabilities, African American), Math (Foster Youth, Homeless Youth, Students with Disabilities, African American), Suspension Rate (Foster Youth), College/Career Readiness (Students with Disabilities).

EDUCATIONAL PARTNERS expressed the ongoing need for academic support, with a focus on direct, in-person, targeted support to address academic gaps. They also expressed the need for professional development that is relevant and that it be followed by support in its implementation in the classroom. They emphasized that college and career readiness means real pathways for every student, especially high-needs student groups. Educational Partners also expressed that it is important to focus on language development and instruction because it is an entry point for many families in PUSD, and this is a critical point to understand in order to provide overall parent support and improve parent involvement. They finally emphasized that in order to keep students motivated that they need to feel like they belong, and that a wide-range of inclusive activities and real pathways to post-secondary opportunities will improve motivation for students. The support of Elementary and Secondary Resource Teachers (G4A19 and G4A20) continues to provide targeted support for English learners and Low-Income students. Professional learning helped content-area teachers integrate ELD instruction effectively, which supports language development and the closing of academic achievement gaps (G4A10 English Language Development Support). Finally, through the multi-tiered systems of support in PUSD through Mental Health Support (G5A2 Crisis Intervention Team), School Site Specialists (G5A4 Monitor Attendance Patterns), Counselors (G5A5 Elementary Counselors, G5A7 Secondary Counselors), and Attendance Clerks (G5A8 Support for Chronic Absenteeism), PUSD continues to improve Chronic Absenteeism districtwide.

Based on the OUTCOMES OF THE 2025 CALIFORNIA DASHBOARD, the following schools and student groups were identified in the RED performance level in one or several of the dashboard indicators.
Elementary Schools:
Alcott: ELA (Students with Disabilities), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities), Chronic Absenteeism (Homeless Youth).
Allison: ELA (Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Homeless Youth)
Armstrong: Chronic Absenteeism (English Learner, Socioeconomically Disadvantaged)
Arroyo: ELA (English Learner), Chronic Absenteeism (Homeless Youth)
Barfield: Math (Students with Disabilities), Chronic Absenteeism (English Learner)
Decker: (None)
Golden Springs: Chronic Absenteeism (Students with Disabilities)
Kellogg: Math (English Learner)
Kingsley: ELA (All Students, English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (Homeless Youth, Students with Disabilities), Chronic Absenteeism (Homeless Youth)
Lincoln: ELA (All Students, English Learner, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (All Students, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
Lopez: Math (All Students, English Learner, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Homeless Youth)
Madison: ELA (English Learner, Homeless Youth, Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
Pantera: (None)
Philadelphia: Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
Ranch Hills: Math (Students with Disabilities)
Roosevelt: ELPI (All Students, English Learner), ELA (Students with Disabilities), Math (English Learner, Students with Disabilities), Chronic Absenteeism (Homeless Youth, Students with Disabilities)
Washington: ELA (All Students, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (All Students, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
Westmont: (None)
K-8 Schools:
Cortez: ELA (Students with Disabilities), Math (Students with Disabilities)
Harrison: ELA (All Students, English Learner, Socioeconomically Disadvantaged, Hispanic), Math (All Students, English Learner, Socioeconomically Disadvantaged, Hispanic),

Chronic Absenteeism (African-American)
Lexington: ELA (English Learner), Math (Students with Disabilities), Chronic Absenteeism (Long-Term English Learner, Hispanic)
San Jose: ELA (English Learner, Homeless Youth, Students with Disabilities), Math (All Students, English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities), Suspension Rate (Students with Disabilities, Hispanic), Chronic Absenteeism (All Students, English Learner, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic)
Vejar: ELA (Long-Term English Learner, Students with Disabilities), Math (English Learner, Long-Term English Learner, Students with Disabilities), Suspension Rate (Long-Terr English Learner), Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
Middle Schools:
Emerson: ELPI (All Students, English Learner), ELA (Long-Term English Learner, Homeless Youth, Students with Disabilities), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Chronic Absenteeism (Homeless Youth, African American)
Lorbeer: ELPI (Long-Term English Learner), ELA (Students with Disabilities), Math (Homeless Youth, Students with Disabilities)
Marshall: ELA (Students with Disabilities), Math (Homeless Youth, Students with Disabilities)
Simons: ELA (Homeless Youth), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (English Learner, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
High Schools and Academies:
Diamond Ranch: Math (Students with Disabilities), College/Career (English Learner, Students with Disabilities)
Fremont Academy: ELA (Long-Term English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities), Math (Homeless Youth), Chronic Absenteeism (All Students, Long-Term English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
Ganesha: ELA (All Students, English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (All Students, English Learner, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), College/Career (English Learner, Long-Term English Learner, Students with Disabilities)
Garey: ELPI (All Students, English Learner, Long-Term English Learner), ELA (Homeless Youth), Math (Homeless Youth), College/Career (Students with Disabilities)
Park West: ELA (All Students, Socioeconomically Disadvantaged, Hispanic), Math (All Students, Socioeconomically Disadvantaged, Hispanic), College/Career (All Students, English Learner, Long-Term English Learner, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
Pomona Alternative School (PAS): No Dashboard data available.
Pomona: ELPI (All Students, English Learner, Long-Term English Learner), Math (Homeless Youth), College/Career (Long-Term English Learner, Students with Disabilities)
Village Academy: (None)

DISTRICT INTERIM ASSESSMENT (DIA) OUTCOMES:
PUSD students take two district interim benchmark assessments (DIAs) in English Language Arts (ELA) and Mathematics. The districtwide average score for ELA Benchmark I was 54.54%, while the districtwide average score for Math Benchmark I was 57.52%. The districtwide average score for ELA Benchmark II was 55.90%, while the districtwide average score for Math Benchmark II was 55.82%.

Below is a districtwide summary of students meeting the standard in both ELA and MATHEMATICS by grade level in both Benchmarks I and II for 2025-2026.
Kinder students had an average score of 74.1% on ELA Benchmark I, an INCREASE of 12.1%, and had an average score of 71.1% on ELA Benchmark II, an INCREASE of 3.1% compared to 2024-2025. They achieved an average score of 82.8% on Math Benchmark I, an INCREASE of 2.8%, and an average score of 79.2% on Math Benchmark II, an INCREASE of 5.2% compared to 2024-2025.
First grade students had an average score of 61.8% on ELA Benchmark I, a DECREASE of 0.2%, and had an average score of 57.8% on ELA Benchmark II, a DECREASE of 0.2% compared to 2024-2025. They achieved an average score of 74.0% on Math Benchmark I, with NO CHANGE from 2024-2025, and an average score of 64.0% on Math Benchmark II, a DECREASE of 1.0% compared to 2024-2025.
Second grade students had an average score of 50.5% on ELA Benchmark I, an INCREASE of 0.5%, and had an average score of 56.0% on ELA Benchmark II, a DECREASE of 10% compared to 2024-2025. They achieved an average score of 61.4% on Math Benchmark I, an INCREASE of 2.4%, and an average score of 68.4% on Math Benchmark II, an INCREASE of 2.4% compared to 2024-2025.
Third grade students had an average score of 42.8% on ELA Benchmark I, a DECREASE of 0.2%, and had an average score of 46.4% on ELA Benchmark II, an INCREASE of 0.4% compared to 2024-2025. They achieved an average score of 54.5% on Math Benchmark I, an INCREASE of 1.5%, and an average score of 57.2% on Math Benchmark II, an INCREASE of 1.2% compared to 2024-2025.
Fourth grade students had an average score of 35.8% on ELA Benchmark I, a DECREASE of 2.2%, and had an average score of 46.1% on ELA Benchmark II, an INCREASE of 1.1% compared to 2024-2025. They achieved an average score of 51.6% on Math Benchmark I, a DECREASE of 0.4%, and an average score of 48.8% on Math Benchmark II, an INCREASE of 0.8% compared to 2024-2025.
Fifth grade students had an average score of 42.9% on ELA Benchmark I, a DECREASE of 2.1%, and had an average score of 42.7% on ELA Benchmark II, a DECREASE of

0.3% compared to 2024-2025. They achieved an average score of 58.3% on Math Benchmark I, a DECREASE of 0.7%, and an average score of 48.6% on Math Benchmark II, an INCREASE of 0.6% compared to 2024-2025.
Sixth grade students had an average score of 57.6% on ELA Benchmark I, an INCREASE of 1.6%, and had an average score of 61.4% on ELA Benchmark II, an INCREASE of 0.4% compared to 2024-2025. They achieved an average score of 53.9% on Math Benchmark I, an INCREASE of 4.9%, and an average score of 45.6% on Math Benchmark II, a DECREASE of 0.4% compared to 2024-2025.
Seventh grade students had an average score of 60.4% on ELA Benchmark I, an INCREASE of 2.4%, and had an average score of 56.4% on ELA Benchmark II, an INCREASE of 2.4% compared to 2024-2025. They achieved an average score of 63.0% on Math Benchmark I, NO CHANGE from 2024-2025, and an average score of 51.5% on Math Benchmark II, a DECREASE of 0.5% compared to 2024-2025.
Eighth grade students had an average score of 56.2% on ELA Benchmark I, an INCREASE of 0.2%, and had an average score of 63.2% on ELA Benchmark II, an INCREASE of 0.2% compared to 2024-2025. They achieved an average score of 53.4% on Math Benchmark I, an INCREASE of 3.4%, and an average score of 49.4% on Math Benchmark II, an INCREASE of 1.4% compared to 2024-2025.
Ninth grade students had an average score of 56.0% on ELA Benchmark I, an INCREASE of 2.0%, and had an average score of 51.5% on ELA Benchmark II, a DECREASE of 0.5% compared to 2024-2025.
Tenth grade students had an average score of 58.8% on ELA Benchmark I, an INCREASE of 3.8%, and had an average score of 60.0% on ELA Benchmark II, an INCREASE of 2.0% compared to 2024-2025.
Eleventh grade students had an average score of 63.3% on ELA Benchmark I, an INCREASE of 1.3%, and had an average score of 61.6% on ELA Benchmark II, a DECREASE of 2.4% compared to 2024-2025.
Students in Secondary Math I (mainly including ninth graders) had an average score of 35.4% on Math Benchmark I, a DECREASE of 2.6%, and had an average score of 46.5% on Math Benchmark II, a DECREASE of 5.5% compared to 2024-2025.
Students in Secondary Math II (mainly including tenth graders) had an average score of 51.8% on Math Benchmark I, a DECREASE of 0.2%, and had an average score of 51.4% on Math Benchmark II, an INCREASE of 0.4% compared to 2024-2025.
Students in Secondary Math III (mainly including eleventh grade) had an average score of 53.4% on Math Benchmark I, an INCREASE of 1.4%, and had an average score of 58.1% on Math Benchmark II, a DECREASE of 0.9% compared to 2024-2025.

Outcomes of Literacy Efforts:
PUSD students have seen increases in Lexile scores through the implementation of Achieve3000 across all classrooms, with midyear reporting an increase of 6.08% in students meeting their grade-specific Lexile level.
In the past two years, PUSD used the Phonological Awareness Screening Test (PAST) as a measure of students meeting their grade specific reading level. In2025-26, DIBELS became the new approved literacy screener, and beginning-of-year outcomes showed 25% of Kinder students met or exceeded the benchmark; 38% of first grade students met or exceeded the benchmark, and 47% of second grade students met or exceeded the benchmark. End-of-Year outcomes showed 53% of Kinder students met or exceeded the benchmark; 58% of first grade students met or exceeded the benchmark, and 55% of second grade students met or exceeded the benchmark.
Midyear reporting for the Educational Software for Guiding Instruction (ESGI) assessment, 57% of Transitional Kinder students met Reading Readiness, and 72% of students met Math Readiness. Year 2 outcomes showed an increase/decrease of +8% in Reading Readiness and +11% in Math Readiness. Reporting is ongoing.

English Learner Progress:
English Learner progress in PUSD has maintained this school year, however there were some challenges that affected the number of students eligible for reclassification. English Learners who are dual-identified as Students with Disabilities may not have qualified for reclassification due to their ELPAC scores in 2024-2025 and due to a change in state requirements.
ELPI scores in 2025 decreased slightly for All Students by 2.4%. There was a slight increase in students progressing one level on the ELPAC, 3.8% of students maintained a level 4 on the ELPAC. There was also a 6.8% increase in students maintaining a level 1, 2, or 3 2 on the ELPAC, and there was a decrease of 2.8% of students decreasing one level on the ELPAC. Long-Term English Learners making progress declined by 2.4%.
Midyear reclassification outcomes indicated a 9.7% reclassification rate, as opposed to an 18.2% reclassification rate in 2023-24 (see G4 Metric 4 Baseline data). Changes in reclassification requirements affected the percentage of students eligible to reclassify this year.
On the 2025 Dashboard, English Learners increased by 3.2 points on the CAASPP Math assessment, and Long-Term English Learners increased by 4.6 points on the same assessment. English Learners and Long-Term English Learners continue at the lowest performance color (Red) in ELA, and Long-Term English Learners are also lowest-performing (Red) in College/Career Readiness in 2025.

Performance of TSI/ATSI Schools:
Based on the outcomes of the 2025 Dashboard, six schools were identified for Targeted Support and Improvement (TSI) based on their student groups who are lowest-performing and that have the highest need for support:

Ganesha (Students with Disabilities),
Park West (Socioeconomically Disadvantaged, Hispanic)
Kingsley (Homeless Youth),
Lincoln (Students with Disabilities),
San Jose (Students with Disabilities), and
Fremont Academy (Homeless Youth).
Simons Middle School (Students with Disabilities) exited ATSI in 2025. While no longer meeting the criteria for TSI, Diamond Ranch HS (African American) and Pomona High School (Students with Disabilities) have not met the criteria to exit TSI. We continue to monitor the progress of Lincoln, Marshall, and Pomona High, which were identified for CSI in 2023 and exited, and have since shown progress across multiple indicators, including Chronic Absenteeism, Math, and ELA.

Equity Multiplier Schools:
Two schools have been identified for Equity Multiplier for the 2026-27 school year - Park West and Pomona Alternative School (PAS). This is the third consecutive year of Equity Multiplier funds for both sites. The 2025 Dashboard indicated several areas of lowest performance (Red):
ELA (All Students, Socioeconomically Disadvantaged, Hispanic),
Math (All Students, Socioeconomically Disadvantaged, Hispanic), and
College/Career Readiness (All Students, English Learner, Long-Term English Learner, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), although they did show slight improvement by student groups.
Homeless Youth was low-performing in Graduation Rate, dropping two performance levels (from Green to Orange).
There were also areas of improvement on the 2025 Dashboard, including:
English Learner Progress (ELPI) - All student groups improved two performance levels (from Red to Yellow),
Suspension Rate - improved for all student groups at least three performance levels, Red to Blue (All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic) and Red to Green (English Learner, Long-Term English Learner, Homeless Youth)
Graduation Rate maintained their performance level (Green) and improved for almost all student groups, except Homeless Youth.
In consultation with educational partners, there is an ongoing need to support and fund credit recovery for students, mentorship programs, and counselor support for college and career readiness (Goal 10, Actions 2, 3, and 4) to address these areas of low-performance, and maintain the progress achieved in suspension rates and EL progress.
Both Kellogg and Lincoln Elementary Schools no longer meet the criteria for Equity Multiplier funds, however they continue to implement and monitor their actions to address the ongoing needs of their high-needs groups. Kellogg has seen continuous improvement in chronic absenteeism rates after two years of Equity Multiplier support. Lincoln saw improvements in Chronic Absenteeism based on the 2025 Dashboard and local data, and all student groups showed growth on the 2025 Dashboard CAASPP Math.

Learning Recovery Emergency Block Grant (LREBG) and the 2026-2027 LCAP:
PUSD will continue to use Learning Recovery funds for social emotional services, academic support, and to close college and career readiness gaps. LREBG funds allocated for the 2025-2026 school year were expended, and any additional LREBG funding allocations received in 2025-2026 will be used to support those services put in place in last year's LCAP as a part of existing actions, which include:
- Contracts supporting literacy, math, and support for students with dyslexia (G2A6 Additional Math Learning Opportunities, G2A9 Improve Student Achievement, G4A12 English Language Arts Support),
- Tutoring, reading, and writing support for secondary schools (G2A2 Media Center Support, G4A6 Data Analysis),
- Special assignment hours for staff in order to help students recover credits beyond the regular school year and to directly address graduation barriers (G5A1 Online Credit Recovery).
- Academic, mental, and social-emotional wellbeing services for students and families who are low-income, homeless, or in need of trauma-related services (G5A2 Crisis Intervention Team, G5A10 Social Emotional Support - High School),
- Restorative Justice services, positive school climate support, and social emotional support for students (G6A2 Restorative Justice, G6A5 Positive Behavior Intervention and Support, G6A6 Elementary Campus Supervisors),
- Arts and Music partnerships and opportunities for elementary and secondary students (G7A2 Visual and Performing Arts and Physical Education (PE) - Secondary, G7A6 (Art, Music, and Physical Education (PE) - Elementary), and
- Minimizing barriers to college pathways through mentorship, tutoring, and access to college resources, especially for our African-American students (G7A8 College and Career Equity).

Prior California Dashboard Results - 2023 and 2024
For comparison purposes, below is a summary of the 2023 and 2024 CALIFORNIA DASHBOARD ANALYSES that were conducted in prior years.

2023 CALIFORNIA DASHBOARD ANALYSIS
The release of the California School Dashboard Data for PUSD in 2023 indicated several points of significance for student groups in PUSD:
-Multiple student groups showed very low performance in both ELA (English Learners, Students with Disabilities) and Math (English Learners, Homeless Youth, Students with Disabilities, African-American Students).
-English Learners making progress in English Learner Progress decreased 5.7%, from 53.9% to 48.1%.
-Chronic Absenteeism decreased across almost all student groups,
-Suspension Rate increased across almost all student groups, although Foster Youth and African-American students are still showing very low performance (red category) and higher suspension rates.
-While changes in the Graduation Rate vary, Foster Youth saw an increase in Graduation Rate, and English Learners saw a decline to 75.7% Graduation Rate.

Performance of Student Groups in PUSD according to the California Dashboard:
-English Learners and Students with Disabilities have the most categories in the red or lowest bar (indicating very low performance), and those categories include English Language Arts, Mathematics, and College and Career Readiness.
-African American students are at the lowest performance level (red category) in Math and Suspension Rate.
-Foster Youth are at the lowest performance level in Suspension Rate.
-Homeless Youth are lowest-performing in Mathematics.
-Filipino students and White students are lowest-performing in Chronic Absenteeism.

The 2023 California Dashboard highlighted schools and student groups that are in need of improved student outcomes. The following schools received RED performance levels in one or several of the dashboard indicators.

Elementary Schools:
-Alcott: ELA (English Learners, Homeless Youth), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Allison: ELA (English Learners)
-Arroyo: ELA (Homeless Youth, Students with Disabilities) and Math (English Learners, Homeless Youth, Students with Disabilities)
-Barfield: Math (English Learners), Suspension Rate (African-American), and Chronic Absenteeism (Students with Disabilities)
-Decker: ELA (Students with Disabilities) and Math (Students with Disabilities)
-Golden Springs: Suspension Rate (Socioeconomically Disadvantaged, Hispanic)
-Kellogg (Equity Multiplier): Chronic Absenteeism (Students with Disabilities)
-Kingsley: ELA (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)
-Lincoln: ELPI (English Learners), ELA (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Lopez: ELA (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)
-Madison: ELA (Students with Disabilities), Math (Students with Disabilities)
-Pantera: Chronic Absenteeism (Socioeconomically Disadvantaged)
-Philadelphia: ELPI (English Learners), ELA (Students with Disabilities), Math (Homeless Youth)
-Ranch Hills: Math (Students with Disabilities), Chronic Absenteeism (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
-Roosevelt: Math (Students with Disabilities), Suspension Rate (English Learners)
-Washington: ELA (Homeless Youth), Math (Homeless Youth)
-Westmont: Chronic Absenteeism (English Learners, Homeless Youth)

K-8 Schools:
-Cortez: Chronic Absenteeism (All Students, English learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Harrison: ELPI (English Learners), ELA (English Learners), Math (English Learners, Socioeconomically Disadvantaged, Students with Disabilities), Suspension Rate (Homeless Youth, African-American), Chronic Absenteeism (English Learners, Students with Disabilities)
-Lexington: ELPI (English Learners), ELA (Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Homeless Youth)
-San Jose: ELPI (English Learners), ELA (English Learners, Students with Disabilities), Math (English Learners), Suspension Rate (African-American), Chronic Absenteeism (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)

-Vejar: Suspension Rate (English Learners, Homeless Youth)

Middle Schools:
-Emerson: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Suspension Rate (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (English Learners, Students with Disabilities)
-Lorbeer: ELA (English Learners), Math (English Learners, Homeless Youth), Suspension Rate (English Learners), Chronic Absenteeism (English Learners)
-Marshall: ELA (English Learners, Students with Disabilities), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Suspension Rate (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities)
-Simons: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (English Learners, Homeless Youth, Students with Disabilities), Suspension Rate (All Students, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)

High Schools and Academies:
-Diamond Ranch: ELPI (English Learners), Suspension Rate (African-American), College/Career (Students with Disabilities)
-Fremont Academy: ELA (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Chronic Absenteeism (English Learners)
-Ganesha: ELA (All Students, Homeless Students, Socioeconomically Disadvantaged), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Garey: Math (English Learners), Suspension Rate (Students with Disabilities), College/Career (English Learners, Students with Disabilities)
-Pomona: ELPI (English Learners), ELA (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Suspension Rate (English Learners, Homeless Youth, Students with Disabilities), Graduation Rate (English Learners), College/Career (English Learners, Students with Disabilities)
-Pomona Alternative School (PAS): No Dashboard data available.
-Park West Continuation HS: College/Career (English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Village Academy: Math (Hispanic), Suspension Rate (English Learners, Students with Disabilities)

2024 CALIFORNIA DASHBOARD ANALYSIS
The 2024 California Dashboard highlighted schools and student groups that are in need of improved student outcomes.
-Multiple student groups showed very low performance in ELA (English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities) and Math (Students with Disabilities, African-American Students).
-English Learners making progress in English Learner Progress (ELPI) decreased by -2.4%, and Long-Term English Learners decreased by -4.2%.
-Chronic Absenteeism decreased across all student groups, showing improvements in overall attendance in PUSD.
-Suspension Rates decreased for almost all student groups, except African-American students, who saw an increase of +0.4%.
-Graduation Rates varied by student group, but outstanding groups included Homeless Youth showing an increase of +6.8% and African-American students showing an increase of +7.0%. Students with Disabilities showed a decrease of -1.9% and Filipino students a decrease of -5.3%.
- Most student groups are at level or low-performing in College/Career, however Long-Term English Learners are the only student group with the lowest performance level (red) on the Dashboard.

The 2024 California Dashboard highlighted schools and student groups that are in need of improved student outcomes. The following schools received RED performance levels in one or several of the dashboard indicators.

Elementary Schools:
-Alcott: ELA (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
-Allison: ELA (Homeless Youth), Math (Homeless Youth)
-Barfield: Suspension Rate (Homeless Youth), and Chronic Absenteeism (Homeless Youth)
-Decker: ELA (Students with Disabilities)
-Golden Springs: Chronic Absenteeism (White)
-Kellogg (will no longer receive Equity Multiplier funds): Math (English Learners)
-Kingsley: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (English Learners, Homeless Youth, Students with Disabilities), Chronic Absenteeism (English Learners, Homeless Youth)

-Lincoln (exited Comprehensive Support and Improvement-CSI, identified for Equity Multiplier): Math (Homeless Youth), Chronic Absenteeism (Students with Disabilities)
-Lopez: ELA (All Students, English Learners, Socioeconomically Disadvantaged), Math (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Madison: ELPI (All Students, English Learners)
-Philadelphia: ELA (English Learners, Homeless Youth, Students with Disabilities), Math (English Learners, Homeless Youth, Students with Disabilities)
-Ranch Hills: ELA (Students with Disabilities)
-Roosevelt: ELA (English Learners), Math (English Learners)
-Washington: ELA (All Students, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Math (Homeless Youth, Students with Disabilities), Chronic Absenteeism (Students with Disabilities)
-Westmont: ELPI (All Students, English Learners)

K-8 Schools:
-Cortez: ELPI (All Students, English Learners), Suspension Rate (Homeless Youth), ELA (Students with Disabilities), and Math (Students with Disabilities). The Suspension Rate of Homeless Youth dropped two performance levels between 2023 and 2024.
-Harrison: ELA (English Learners)
-Lexington: ELA (English Learners, Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Long-Term English Learners)
-San Jose: ELA (Students with Disabilities), Math (Students with Disabilities), Chronic Absenteeism (Students with Disabilities)
-Vejar: ELA (Long-Term English Learners), Math (Long-Term English Learners, Students with Disabilities)

Middle Schools:
-Emerson: ELA (English Learners, Long-Term English Learners, Students with Disabilities), Math (All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (Students with Disabilities)
-Lorbeer: ELA (English Learners, Long-Term English Learners, Students with Disabilities), Math (Long-Term English Learners), Suspension Rate (African-American), Chronic Absenteeism (Homeless Youth)
-Marshall (exited Comprehensive Support and Improvement-CSI): Chronic Absenteeism (English Learners, Homeless Youth)
-Simons (identified for Additional Targeted Support and Improvement-ATSI): ELPI (Long-Term English Learners), ELA (English Learners, Long-Term English Learners, Homeless Youth, Students with Disabilities), Math (All Students, English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Suspension Rate (Students with Disabilities)

High Schools and Academies:
-Diamond Ranch (identified for Targeted Support and Improvement-TSI): ELA (English Learners, Students with Disabilities), Math (Students with Disabilities), Suspension Rate (African-American)
-Fremont Academy: ELA (All Students, Homeless Youth, Socioeconomically Disadvantaged), Math (All Students, Homeless Youth, Socioeconomically Disadvantaged, Hispanic), Chronic Absenteeism (All Students, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
-Ganesha: ELPI (All Students, English Learners, Long-Term English Learners), ELA (All Students, English Learners, Long-Term English Learners, Students with Disabilities), Math (English Learners, Long-Term English Learners, Students with Disabilities), Suspension Rate (English Learners, Long-Term English Learners, Students with Disabilities)
-Garey: ELA (English Learners, Long-Term English Learners, Students with Disabilities), Math (All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), College/Career (Long-Term English Learners)
-Pomona (exited Comprehensive Support and Improvement-CSI, identified for Targeted Support and Improvement-TSI): ELA (All Students, Long-Term English Learners, Homeless Youth, Students with Disabilities, Hispanic), Math (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Graduation Rate (English Learners, Students with Disabilities), College/Career (Long-Term English Learners, Students with Disabilities)
-Pomona Alternative School (PAS): No Dashboard data available.
-Park West Continuation HS: ELPI (All Students, English Learners, Long-Term English Learners), ELA (All Students, Socioeconomically Disadvantaged, Hispanic), Math (All Students, Socioeconomically Disadvantaged, Hispanic), Suspension Rate (All Students, English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), College/Career (All Students, English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Hispanic)
-Village Academy: Suspension Rate (Long-Term English Learners)

Reflections: Technical Assistance

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

Pomona Unified School District (PUSD) was identified for Differentiated Assistance based on the 2023 CA Dashboard due to low performance levels of three student groups. As a result of the technical assistance support that PUSD received and the Differentiated Assistance Plan that was put in place, PUSD no longer meets the technical assistance criteria for two of the three groups previously identified (based on the 2024 CA Dashboard). Below is a summary of the 2023 technical assistance eligibility, the Differentiated Assistance Plan that PUSD put in place, followed by a summary of changes to the 2024 and 2025 technical assistance eligibility and PUSD's Differentiated Assistance Plan.

2024-25 Technical Assistance Eligibility (2023 CA Dashboard):
PUSD was identified for Differentiated Assistance based on 2023 CA Dashboard lowest performance ratings in the areas of:
-English Learner (EL) student group in College/ Career Indicator (CCI) and CAASPP- English Language Arts and Math,
-African American (AA) student group in Suspension and CAASPP- English Language Arts and Math, and
-Students with Disabilities (SWD) student group in College/ Career Indicator (CCI) and CAASPP- English Language Arts and Math.

2024-25 Differentiated Assistance Plan
As part of receiving technical assistance, our district worked with the county office to develop focus goals in the follow areas:
-By 2028, PUSD will implement a Multi-Tiered System of Support (MTSS)- Building Whole Child Supports Across Tiers (G5A6 Professional Development and G6A5 Positive Behavior Intervention and Support-PBIS) to help with the screening, progress monitoring, multi-level prevention system, and data-based decision making as measured by the Schoolwide Integrated Framework for Transformation (SWIFT) in order to strengthen family and community partnerships; provide inclusive academic, behavioral, and social-emotional instruction; and fully integrate organizational structure with a positive, strong district and school culture.
-By 2028, PUSD will implement support for English Language Arts-Every Child Reading by Third Grade (G4A13 English Language Arts Support, G4A13 Elementary Level Literacy Coaches, and G4A22 Elementary Intervention Teachers) to increase percentage of students in grade 3 scoring proficient and above grade level on the California Assessment of Student Performance and Progress (CAASPP) assessment by 50%; decrease percentage of students in grades K-3 scoring below the automatic level cut point on the universal screener assessment Phonological Awareness Screening Test (PAST) by50%; and decrease the percentage of students in grades K-3 scoring below the benchmark goals on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments by 50%.
-By 2028, PUSD will implement support for Mathematics (G2A6 Additional Math Learning Opportunities and G4A12 Math Support) to have 100% of students in grades K-5 meet the Typical Growth Goal on iReady; 50% of students in grades K-5 meet their Stretch Growth Goal on iReady; 50% of students in grades 3-5 meet or exceed standard (3 or 4) on Mathematics CAASPP assessments; increase the percentage of 6th, 7th, 8th, and 11th grade students who have met or exceeded standards on CAASPP by 5% each year for a total of a 25%; and 80% will score a level 2 or higher on the mathematics discourse rubric in the teacher role category based off of data collected quarterly from site principals and district administration.
-By 2028, PUSD will implement support for TK-1 Chronic Absenteeism (G2A4 Transitional Kindergarten & All Day Kindergarten Support, G3A6 Orientation for Elementary Students, and G5A4 Monitor Attendance Patterns) in order to establish positive attendance culture, provide supportive services, create a school attendance team, sustain efforts, and celebrate successes.

In addition to the above-mentioned focus areas, our district provided support to the following students groups:
-To support English Learner students (G4A10 English Language Development Support, G4A19 Resource Teacher Academic Support- Elementary, and G4A20 Resource Teacher Academic Support-Secondary), PUSD will continue to provide school site leadership professional learning on the English Learner Progress Indicator (ELPI); establish ELPI as the leading School Plan for Student Achievement (SPSA) data metric for the English Language Development (ELD) SPSA goal; provide quarterly professional learning for paraeducators who support English Learner students; and introduce the Urgent- Growth- Celebration Data protocol for data interpretation.
-To support African-American students (G5A4 Monitor Attendance Patterns, G6A1 Positive School Climate and G6A2 Restorative Justice) PUSD will continue enhancing family and community engagement through strong partnerships between schools, families, and communities to create a supportive network; increase support services such as counseling, mentorship, academic support, foster restorative justice practices within schools to address disciplinary issues and empower students with opportunities for conflict resolution, mediation, and community-building activities that help students take responsibility for their actions and repair harm caused; implement culturally responsive practices to increase awareness and understanding of cultural differences and biases that may contribute to disproportionate suspension rates among African American students; and provide academic and behavioral interventions to increase engagement and student academic outcomes.
-To support Students with Disabilities (SWD) (G1A7 Inclusion Staff and G2A14 Partnership Classes), PUSD will continue to increase inclusive practices and provide greater opportunities and accessibility to core academic programs; provide curricular expectations for Tier 3 interventions; provide professional learning for implementation of a

structured literacy approach; provide training for site administrators regarding accessibility for opportunities to the least restrictive environment; and continue encouraging mainstreaming and inclusion to increase accessibility to general education programs for Students with Disabilities.

2025-26 Technical Assistance Eligibility (2024 CA Dashboard) and Modified Differentiated Assistance Plan:
Along with the successes and growth observed on the 2024 CA Dashboard, there were also areas of needed growth. Based on the review of the 2024 CA Dashboard, one student group remains eligible for Differentiated Assistance and meeting the criteria in two different state priority areas and one student group became newly eligible for Differentiated Assistance. These student groups are the African American and Long-Term English Learner students. The African American student group continues to be low performing in Suspension and CAASPP English Language Arts (ELA) and Math. In 2024, African American students declined 6.7 points in English Language Arts and 0.9 points in Math, and increased 0.4 points in Suspension. The district will continue to provide support with the implementation of focused areas mentioned above to ensure that African American students are making progress in the low performing areas. Additionally, with the unexpended Learning Recovery Emergency Block Grant (LREBG) funds, the district is adapting actions (G5A6 Professional Development and G6A2 Restorative Justice) which have been designated as Differentiated Assistance (DA) Actions to ensure that African American students are receiving additional support and services to minimize academic gaps in the area of ELA, Math, and Suspension.

The Long-Term English Learner (LTEL), which is a new student group on the 2024 CA Dashboard, is performing in the areas of College/ Career Indicator (CCI) and CAASPP English Language Arts and Mathematics. In 2024, LTELs declined 1.1 points in English Language Arts and increased 0.9 points in the area of College/ Career Indicator in the Red performance level. To support Long-Term English Learner students, the district will implement the support and services outlined in the focused areas mentioned above in addition to adopting a new limited action designated as a Differentiated Assistance (DA) Action, G4A25 Support for Long-Term English Learners (LTELs). This action will directly support LTEL students through integrated and designated ELD strategies, academic coaching, and regular monitoring of language and content progress. Teachers On Assignment (TOAs) will collaborate with core content teachers to plan scaffolded instruction and analyze student data to inform intervention. In addition, TOAs will implement social-emotional learning (SEL) check-ins and support structures to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness. The district is committed to ongoing work with educational partners to ensure that the lowest performance areas and student groups receive support and services to increase student outcomes.

2026-27 Technical Assistance Eligibility (2025 CA Dashboard) and Modified Differentiated Assistance Plan:
The district remains committed to implementing the targeted supports to address the identified performance areas and student groups based on the CA Dashboard. Furthermore, the district is prioritizing the integration of districtwide Differentiated Assistance actions within each School Plan for Student Achievement (SPSA) to ensure intentional alignment in supporting low-performing student groups throughout the district. This approach is designed to drive improvement at both the district level and across school sites for greater overall impact. Through continued collaboration with educational partners, progress monitoring of student data, and the implementation of Differentiated Assistance actions, PUSD aims to improve student outcomes and close opportunity gaps among student groups across the district.

As part of the continuous cycle of improvement, PUSD annually reviews updated performance data from the CA Dashboard to determine technical assistance eligibility and evaluate the effectiveness of current strategies. In alignment with this work, beginning in the 2025 academic year, the district transitioned from the Phonological Awareness Screening Test (PAST) to Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as the district's literacy screener to further strengthen early identification of student literacy needs and progress monitoring practices. Together, the updates in data systems support a more comprehensive understanding of student performance, with the release of the 2025 CA Dashboard providing the most recent data and informing whether the district continues to meet the criteria for Differentiated Assistance.

Based on the 2025 CA Dashboard, Students with Disabilities (SWD) is the only student group eligible for Differentiated Assistance and meeting the criteria in two different state priority areas. Students with Disabilities are low performing in the areas of English Language Arts, with a decrease of 2.4 points, in Math, with a decrease of 5.2 points, and in College/ Career Indicator, with a decrease of 7.9 points. To address these areas, the previously outlined supports for SWD will continue to be implemented, including G1A7 Inclusion Staff and G2A14 Partnership Classes. PUSD will work with educators to build their capacities to implement a multi-tiered system of supports framework, increase inclusive practices and provide greater opportunities and accessibility to core academic programs, provide curricular expectations for Tier 3 interventions, provide professional learning for implementation of a structured literacy approach, provide training for site administrators regarding accessibility for opportunities in the least restrictive environment, and continue encouraging mainstreaming and inclusion to increase accessibility to general education programs for students with disabilities. Additionally, the district will leverage Title II funds to support recruitment stipends and ongoing professional learning for Special Education teachers, with a focus on reducing staff attrition and strengthening high-quality instructional practices for SWD. Districtwide Differentiated Assistance action will be embedded within the SPSA to ensure improved outcomes for SWD across all school sites. These supports are necessary to improve academic outcomes and ensure SWDs have access to inclusive and rigorous learning opportunities.

The review of the 2025 Dashboard data also indicates that African American students continue to be low performing in the areas of English Language Arts, with a decrease of 1.7 points, and in Math, with a decrease of 7.1 points. However, in the area of Suspension, performance improved from low performing (Red) to medium performing (Yellow), reflecting progress in school climate and the implementation of Multi-Tiered Systems of Support (MTSS). Although the African American students no longer meet the criteria for

Differentiated Assistance, the support through targeted actions such as G6A2 Restorative Justice will remain to continue building community, provide counseling, mentorship, academic interventions and culturally responsive practices in an effort to minimize disparities and ensure equitable opportunities for learning. Furthermore, a districtwide Differentiated Assistance action will be embedded within the SPSA to maintain focus on African American student achievement and sustain progress across academic and school climate indicators.

Similarly, Long-Term English Learners (LTELs) have shown progress on the2025 Dashboard, moving from low performing Red to Orange in both English Language Arts, with an increase of 4.7 points, and in Suspension, maintaining performance at 0.0% change. Although LTEL students no longer meet the criteria for Differentiated Assistance, supports will continue in order to sustain growth and ensure continued academic success. The support for Long-Term English Learners will continue as outlined in G4A25 Support for Long-Term English Learners (LTEL), including designated and integrated ELD strategies, academic coaching, and progress monitoring, to sustain growth in English Language Arts, Math, and College/ Career Readiness. In addition, a districtwide Differentiated Assistance action will be embedded within the SPSA to ensure ongoing support for Long-Term English Learners and continued progress in closing achievement gaps.

Given the 2025 Dashboard data, the district's Differentiated Assistance plan will be modified for 2026-27 to ensure Students with Disabilities (SWD) receive support to address performance gaps and improve outcomes in English Language Arts, Math, and College/ Career Indicator. By continuing targeted supports, embedding districtwide actions into SPSA goals, strengthening progress monitoring, and collaboration with educational partners, PUSD remains focused on closing achievement gaps, improving student outcomes, and fostering equitable opportunities for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were identified as CSI for the 2026-27 school year. The exception is SEEO, our charter school which has its own LCAP.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers engage in Late-Start Friday meetings, professional development days, teacher work days, and other site-based collaborative work (like PLCs) throughout the school year, and give continuous feedback on the work that they do and what their day-to-day instruction looks like, as well as what challenges they face. This year, close to 500 teachers participated in PUSD's LCAP Survey, where they expressed their priorities and what their identified needs were for students. They overwhelmingly expressed that the recruitment and retention of teachers is most effective for supporting students, along with academic intervention, summer school and tutoring. Like most other educational partners, they agreed that parent support and involvement is needed, and that students need reading, counseling, positive experiences through extracurricular activities, and more opportunities in Arts & Music and STEM programs.
Local Bargaining Units	Our district meets monthly with leadership from Associated Pomona Teachers (APT) and California School Employees Association (CSEA). They provide insights and make connections between the day-to-day operations of the schools and how categorical funds can support staff to meet the specific needs of students. During these monthly consultations, members often requested an update to funding provided to the school sites in order to get a better understanding of what is allowable and how that can inform their decisions in the School Site Council or when messaging to their bargaining groups. They expressed an increase in student behavior-related incidents in classrooms and the need for more support staff overall to respond to behavior and academic support. When it comes to programs that are contracted out, members shared that there should be a high-level of accountability and monitoring Members of both bargaining units responded to the PUSD LCAP Survey, and they responded that there is as much of a need for recruitment and retention of qualified teachers as there is focusing on teacher induction and maintaining safe and clean learning environments. They agreed that academic support through intervention and tutoring is effective in providing reading support, and that college/career readiness is an important focus for all staff and students. They also added that credit recovery and support from counselors supports keeping students in school and can help with students' sense of safety and belonging. They responded that there is a need to increase parent support and involvement and that parent committees engage and support parents with joint-decision making. Bargaining unit leadership continued to support the Educational Partner Learning Walks and were part of two additional visits to Lexington and Lorbeer.
Other School Personnel	Both certificated and classified staff participated in the LCAP Survey in larger numbers thanks to site administrators and principals granting time during the work day for employees to take it. PUSD was able to expand survey access for staff and communicated to sites that the voices of their staff were highly important for the development of the LCAP. In reviewing their responses, classified employees (custodians, student interns, paraeducators, campus supervisors, clerks, office managers, and others) expressed that the recruitment and retention of educators and staff is a high priority. PUSD has seen increased incidents involving student behaviors, and classified staff expressed that training would be effective in being able to carry out intervention and tutoring for students. Lack of training in responding to student behavior is often a barrier to those services. Support for parents continues to be a high need for student achievement, along with college and career readiness. Classified staff responded that both counselor support and credit recovery were most effective in keeping students motivated and would help in reducing dropout rates. They continue to support a range of educational experiences for students including Arts & Music and STEM. Certificated staff includes Literacy Coaches, Intervention Teachers, Resource Teachers, School Site Specialists, Counselors, Teachers on Assignment, Teacher Specialists and others. Each of these cohorts meet regularly to address the instructional needs of students, analyze student data, and consult regularly with teachers and administrators to progress monitor their students in need of intervention. They also frequently support teachers and classroom staff in providing professional development at the district and site level and gather feedback on those sessions in order to determine what support is most effective for the classroom. In taking the LCAP Survey, they responded that recruitment and retention continues to be a high priority for engaging and supporting students. Academic and reading support continue to be most effective in helping students master grade-level skills. They expressed that parent support and involvement continue to be important for student success, although they also expressed a greater interest in parent and student emotional support. They continue to indicate that counselor support is necessary to keep students motivated and to ensure a sense of belonging and that students are in need of opportunities in STEM. They observed and expressed that there is a need to address equity in college and career opportunities for all students.
Special Education Local Plan Area (SELPA)	The ongoing collaboration and consultations with the SELPA administrator was integral in the development of the LCAP to ensure that the needs of students with exceptional needs were intentionally considered. These consultations take place throughout the year and

	include weekly district-level Instructional Leadership Team (ILT) meetings, as well as dedicated LCAP consultation meetings with the SELPA administrator during the first and second semesters. Through these ongoing collaborative discussions, the district and SELPA administrator/ leadership analyze student data including the rise in behavioral and socio-emotional needs within the general student population, and examine the implications for both general and special education programs. These conversations emphasize the need for stronger collaboration between the special education team and general education teachers to implement effective strategies and tiered supports that address student needs early and proactively. Additionally, for the 2025-26 school year, Students with Disabilities were identified for Differentiated Assistance due to low performance in the areas of English Language Arts, Math, and College and Career Indicator. This identification prompted a deeper analysis of performance disparities and highlighted the need to better align systems, services, and instructional strategies to address gaps. The SELPA administrator emphasized the continued need to strengthen inclusive practices to ensure that students with exceptional needs are educated in the least restrictive environment with meaningful access to grade-level instruction. Furthermore, these consultations reinforced the importance of the district's Multi-Tiered System of Support (MTSS) as a framework for early identification, targeted intervention, and ongoing progress monitoring. This approach enables differentiated support tailored to student needs while fostering collaboration between general education and special education educators. These priorities align with educational partner feedback and LCAP survey responses, which stress the importance of targeted support to address performance disparities and student-centered learning designed to improve outcomes for all students.
Principals/ Administrators	Collaboration with district and site administrators (principals) was essential to ensure the continued alignment between district LCAP priorities and school-level needs. Although LCAP survey responses from administrators decreased from 47 to 38 in 2026-27, the feedback continues to provide valuable insights that inform both district and site priorities, highlighting the importance of ongoing collaboration between district administrators overseeing LCAP goals and site administrators. These collaborations occurred through various ways, including monthly principals' meetings, district Instructional Leadership (ILT) meetings, directors' meetings, and summer administrative institutes. Such engagement supported a cohesive approach to planning, implementing, and monitoring supports and services for PUSD students. In addition, meetings with district administrators responsible for overseeing specific LCAP goals and actions were held between October through March to review the levels of implementation, determine effectiveness, and discuss changes based on student data and education partner feedback. These collaborative efforts informed both the LCAP Midyear Report and the development of the 2026-27 LCAP. Review of survey responses from district and site administrators identified consistent areas of need, including ongoing professional development and coaching, recruitment and retention of qualified staff, targeted reading support and intervention, continued counselor support, and strengthening of Positive Behavioral Interventions and Supports (PBIS). These priorities continue to guide the refinement of LCAP actions and services to better support student outcomes across the district.
Students (Grades 7th-12th)	Strengthening student voice was a critical component of the district's LCAP development, as students receive the direct services and supports outlined in the plan and provide essential feedback. Throughout the school year, the district engaged students in multiple ways to ensure their perspectives informed LCAP decisions. A key avenue for this engagement was the Superintendent Student Advisory Council (SSAC), which included select students from grades 9-12 representing their school sites. These students participated in four meetings with the Superintendent to gain a deeper understanding of the LCAP, share insights on student needs, and provide feedback to enhance student engagement and outcomes. SSAC students also helped refine the annual LCAP survey by providing input through meetings and a Google Form to ensure the survey was comprehensive before being distributed districtwide to all 7th-12th grade student chromebooks. For the 2026-27 LCAP survey, the district expanded opportunities for student leadership and engagement. SSAC students designed an LCAP survey flyer, which was submitted to the Superintendent, and the winning design was turned into posters displayed across all K-8, middle, and high schools. Additionally, SSAC students took the lead in producing an LCAP commercial, showcasing their creativity and

	leadership in promoting the survey. These student-led initiatives contributed to a notable increase in participation, with student survey responses growing from 2,725 in 2025-26 to 3,553 in 2026-27. Survey responses continued to highlight student priorities, including the need for academic support through intervention, summer school, tutoring and credit recovery in addition to the importance of safe and conducive learning environments, access to college and career readiness, extracurricular activities and sports, and STEM and robotics opportunities.
Parents/ Community Members	PUSD engages with parents and community members throughout its schools in a variety of forums, some of which are parent advisory groups, Back-to-School Night, Town Hall Meetings, Coffee with the Principal, Coffee with the Superintendent, the Parent Center, and district Board meetings. Parents and community members also provided input through the LCAP Survey, as well as through their participation in the Parent Advisory Committee (PAC). (See EDUCATIONAL PARTNERS - DISTRICT ADVISORY GROUPS for additional information). Parents responded that recruiting and retaining educators, and in providing academic support for students is still important to support student learning, although a larger number of parents also responded that professional learning and coaching is needed for instructional staff. They echoed that there needs to be an increase in parent involvement and support and that it is important to help students be college and career ready. Credit recovery and counselor support were the highest areas of need for parents to ensure motivation and reduced dropout rates, a significant change from previous years. They also expressed that following Positive Behavior Interventions and Supports (PBIS) to fidelity and extracurricular activities would improve positive experiences for students. They continue to advocate for activities in STEM for students, indicating higher importance for parents than in previous years. Community members provided similar feedback in their responses to the LCAP Survey, like focusing on the recruitment and retention of educators, providing academic support for students, a need for more parent involvement, as well as holding more parent meetings to address their needs. They expressed that college and career readiness programs and reading support are important for student success. Community members did differ in expressing a higher priority for crisis intervention and trauma services, especially for those student groups that are showing low motivation and that are at high-risk of dropping out of school. They did indicate that more individualized support can improve these outcomes for students and that such support would also address the need to make college and career experiences equitable for all students.
District Advisory Groups	PUSD continues to expand its reach of the Parent Advisory Committee (PAC) by communicating to all other district-level parent committees to participate in the work of PAC. Our district committees include the District English Learner Advisory Committee (DELAC), the District Advisory Committee (DAC), the Community Advisory Committee (CAC) which support our students with disabilities, the African-American Parent Advisory Council (AAPAC), Parent Leads (a cohort of parent representatives from every school), and the Superintendent Student Advisory Council (SSAC), composed of student representatives from our comprehensive high schools. In expanding access to PAC, PUSD is able to share the LCAP Overview - a document that synthesizes the districtwide LCAP for all educational partners. PUSD is also able to update all district-led committees during key parts of the LCAP development process, including the breakdown and analysis of the California Dashboard and other local data, the LCAP Midyear Report, the launch of the PUSD LCAP Survey, share proposed changes to the 2026-27 LCAP, and the Budget Overview for Parents (BOP) once the proposed 2026-27 LCAP is completed and ready for public review. Members of parent committees also participated in the PUSD LCAP Survey and communicated that it is important to focus on recruitment, retention, and teacher induction for beginning teachers. Academic support, support for parents, more involvement from parents, and reading support are a top priority for this group. District advisory groups also responded that it is very important to support English Language Development for all students, as well as support from counselors. Members generally responded in support of several actions that can create a sense of belonging for students and give students a range of educational opportunities - extracurricular activities, implementation of positive behavior intervention (PBIS), Arts and Music, Dual Language Programs, and STEM. The District Advisory Committee (DAC) is made up of parent representatives from every School Advisory Committee (known as SAC) in PUSD, and they focus on services to close achievement gaps of students and barriers to parent involvement. They meet five times a year to learn about services that are implemented districtwide to support academic achievement, to discuss any gaps in parent engagement, and to build their capacity on being a parent leader that communicates with their principals and schools on how they can

move forward with supporting programs and students. In response to the CA Dashboard, DAC members voiced that it is important that parents have the tools to understand student data. That means workshops and time with their teachers to learn more about how to read and respond to data. DAC members expressed that parents who better understand data and systems of support will better inform them on how they can help their children at home. They have expressed that while there are visible efforts in expanding communication and information to parents, there is still a large gap in parent participation, attendance, and in receiving information. In response to the recent political climate, DAC meetings were offered both in-person and virtually.

The District English Learner Advisory Committee (DELAC) meets on a monthly basis, and is composed of parent representatives from all English Learner Advisory Committees (ELACs) in PUSD. DELAC members also form a part of the Parent Advisory Committee (PAC), and actively participate in the input and development of the LCAP. Regular meetings cover discussions on barriers to English language development (ELD) and where students need support for academic success. They review services within the LCAP that are working to provide support for English learners, Long-Term English Learners (LTELs), Newcomer students, and dually-identified English learners (i.e., English learners also in need of Special Education services). They emphasized that early identification and intervention is critical for English Learners, especially those dual-identified as Students with Disabilities. They added that teachers need professional development in order to address the specific learning needs of English Learners, and that additional instructional staff is needed in the classroom to support students - staff such as Teachers on Assignment, Paraeducators, and Resource Teachers. They highlighted that it is important to focus on students' strengths and individual needs because that focus will strengthen their learning and give them the motivation and confidence to express themselves. Parents observed that English learners often struggle with self-confidence, like in the case of Long-Term English Learners, who may not be aware that they have language development needs, and that they may be considered "Long-Term" or "dual-identified". Holding student workshops to teach them about their English Learner needs motivates students to focus on reclassification and academic progress. Valuing their cultures and linguistic ability can further lead towards academic success. All of these are strategies that parents recognized instructional staff could learn and strengthen through professional development and intentional integration of ELD.

The Parent Advisory Committee (PAC) meets five times a year, and is open to all educational partners. Meetings were held in-person, with a virtual option to accommodate parent schedules, and also in response to the current political climate and fears related to immigration raids in the community. As expressed above, PAC contributes to the development of the PUSD LCAP, reviews the LCAP overview and provides input with data analysis to determine which services are best supporting students over the three year LCAP cycle. Our first meeting focused upon the 2025-26 LCAP Overview and to share the overall changes made to this year's plan. Every January, PAC hosts the LCAP Survey Kickoff as the LCAP survey is launched districtwide. At this meeting, parents also reviewed the 2025 CA Dashboard results for PUSD and made connections between the Dashboard, their schools, and the actions in the LCAP. They received a draft of the LCAP Midyear Report and provided feedback on the reported data and expenditures. The following March 2026 meeting provided PAC with responses to the LCAP Survey, which gave them an opportunity to reflect educational partner responses, including calls-to-action from the community. Proposed changes to the LCAP were shared in April 2026, and in May 2026, parents received a completed draft of the 2026-27 LCAP, a proposed Budget Overview for Parents (BOP), and had an opportunity to ask Questions to the Superintendent in time for Public Review and Approval of the LCAP in June 2026.

This was also the second year of implementing the PUSD Educational Partner Learning Walks (Goal 3 Action 4). Educational Partners, including PAC members, expressed that they needed a better understanding of the LCAP actions in order to provide input on what is effective for students, and so the Learning Walks allows them to observe the LCAP in action. PAC members, administrators, bargaining unit members, and school staff visited two school sites this year - Lexington Elementary and Lorbeer Middle School - and observed services that are a part of the LCAP. A significant component of the Learning Walks is taking time to review student data and making connections between the supports and services provided in the LCAP and the impact they have on students. This has been a meaningful experience for those involved, and PUSD continues to reach out to PAC and other educational partners to continue the work of educating the community on the LCAP.

Over the course of the year, PAC attendees have expressed a need to better understand the data within the LCAP. They have expressed wanting to better understand the Dashboard and to have higher participation on the LCAP Survey from all educational partners. They echoed much of what the survey results captured, the importance of focusing on literacy and reading support, and how PUSD must ensure that all students are meeting their grade-level standards.

Consultation for Equity Multiplier	For the 2026-27 school year, two schools, Park West Continuation High School and Pomona Alternate School (PAS) were identified to continue receiving Equity Multiplier funding. To support these two schools, the district implemented a structured process that included the following steps: 1. Formal notification to site administrator at each school regarding their identification for Equity Multiplier funding. 2. Engagement with parents and community members at district parent committees, including PAC, DAC, DELAC, to share the identified schools and provide opportunities for questions, feedback, and input. 3. Initial consultation meeting with site administrator, support staff, and district leadership including the Directors of Elementary and Secondary Support to review nonstability rates and areas of lowest performance as indicated on the 2025 CA Dashboard. 4. Gather feedback and input from educational partners on how to best utilize Equity Multiplier funds to support students in identified areas using a Google Form. 5. Follow-up consultations to review survey responses and collaboratively modify goals and strategies for each school. 6. Finalize and share focus goals with educational partners at the school sites and through PAC, DAC, and DELAC meetings. For schools no longer receiving Equity Multiplier funds, previously established goals are maintained to ensure ongoing monitoring, process, and continued support for students. -Modify Goal 10 PAS and Park West: By June 2027, Pomona Alternative School (PAS) and Park West will decrease chronic absenteeism by 5% and expose students to more Career Technical Education (CTE) courses, opportunities, and mentorship in order to motivate students, improve academic achievement and attendance, expand their post secondary career options in an effort to improve graduation rate as measured by the California School Dashboard and local data. -Maintain Goal 11: Lincoln: Lincoln Elementary received Equity Multiplier funds in 2025-26 based on the 2024 California School Dashboard and has made significant progress. As a result, the school no longer meets the eligibility criteria and will not receive Equity Multiplier funds for the 2026-27 school year. Through consultation with LACOE, site administrator, support staff, and district staff, the team agreed to keep and maintain Goal 11: Lincoln and use unspent funds to ensure continued progress with their nonstability rate and to maintain the effective supports that have been established to support student achievement. -Maintain Goal 9: Kellogg: In addition, Kellogg Elementary, which received Equity Multiplier funds in 2024-25 made significant progress and no longer qualifies for Equity Multiplier funds for the 2025-26 school year based on the 2024 California School Dashboard. Through consultation with LACOE, site administrator, support staff, and district staff, the team agreed to keep and maintain Goal 9: Kellogg Elementary and use unspent funds to ensure continued progress with their nonstability rate and to maintain the effective supports that have been established to support student achievement.

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

Engagement: Pomona USD's LCAP engagement process followed a throughline that began with student data. The district first analyzed academic performance, attendance, engagement, and other key indicators to identify student needs and performance gaps, particularly low- performing student groups. This data-driven approach ensured that all subsequent planning was grounded in student needs and outcomes. Once needs were identified, the district engaged educational partners to collaboratively review and refine goals and actions that directly address identified gaps. These partners included Teachers, Bargaining Unit Members, Other School Personnel, Special Education Local Plan Area (SELPA) Administrators, Principals/ Administrators, Secondary Students in Grades 7-12th, and Parents/ Community Members. Input and feedback was gathered throughout the year through multiple channels, including Board meetings, district committee meetings, principal meetings, annual LCAP Survey, and Superintendent Student Advisory Council (SSAC) meetings. This collaborative engagement helped ensure that district priorities aligned with school-level needs and that LCAP actions were targeted and relevant to student needs. This engagement also reinforced a continuous cycle of improvement allowing educational partners to provide ongoing feedback and monitor progress toward meeting student needs.

Equity Multiplier: For schools such as Pomona Alternative School(PAS) and Park West Continuation High School who continued to receive Equity Multiplier funding, the district collaborated with educational partners to establish Focus Goals under Priority Areas 4 (Pupil Achievement, 5 (Pupil Engagement), and 6 (School Climate). The goal and strategies remain focused on addressing high nonstability rates and supporting socioeconomically disadvantaged and lowest-performing student groups, as identified on the 2025 CA Dashboard, with an emphasis on increasing academic outcomes, post-secondary opportunities, graduation rates, and expanding access to diverse coursework.

Much like previous years, educational partners provided feedback and input through site leadership meetings, School Site Council (SSC) meetings, and district committee meetings such as DAC, DELAC, and PAC. Additionally, a Google Form was shared with parents/ guardians, certificated/ classified staff, and secondary students (PAS/ Park West) on how to best use Equity Multiplier funds to support the site's nonstability rates and identified lowest performing areas and student groups. Survey responses were reviewed by site and district staff during consultations to ensure that the Focus Goals and supports aligned to educational partner feedback and student needs.

Based on feedback and the review of 2025 CA Dashboard data, Park West and Pomona Alternative School will continue addressing the College and Career indicator for all students including English Learners, Long-Term English Learners, Homeless Students, Socioeconomically Disadvantaged Students, and Hispanic students. In addition, under Pupil Achievement in English Language Arts and Math, all student groups including Socioeconomically Disadvantaged and Hispanics will receive support to improve academic achievement and attendance, expand post secondary career options and improve graduation rate in Goal 10.

Lincoln Elementary and Kellogg Elementary, while no longer identified as Equity Multiplier schools, will continue to maintain their goals (9 and 11) in the LCAP. This ensures ongoing monitoring of progress, sustains established support addressing nonstability rates, and allows any unspent funds to be used to maintain effective interventions that increase student achievement. By maintaining these goals, the district can progress monitor student needs even as Equity Multiplier designations change.

Actions: As the district enters the third year of the LCAP three-year cycle, the majority of LCAP actions will remain unchanged in order to maintain continuity and support ongoing progress. Changes to actions are based on analysis of 2025 CA Dashboard data and feedback from educational partners. These changes include the identification of Differentiated Assistance actions aimed at providing targeted support for Students with Disabilities (SWD) who have achievement gaps in English Language Arts, Math, and College/ Career Indicator as evidenced by the 2025 CA Dashboard. The identified Differentiated Actions aim to address the unique learning needs of SWD while strengthening practices already in place for other student groups.

Additionally, G3A7 Parent/ Community Outreach and Engagement will be eliminated. While this new action originally was designed to support the hiring of dedicated staff to lead comprehensive efforts to enhance parent and family engagement across the district and school sites, it required time to fully develop, including the creation of the new dedicated positions and structures to support implementation. Given current state and federal budget reductions and educational partner feedback, the district determined it was not feasible to move forward with this new action and to allocate funds to minimize disruptions of current programs and supports. Despite this, the core work of strengthening family engagement has continued through existing staff and programs. Similarly, G4A24 Secondary Student Interns will be eliminated in response to districtwide budget reductions.

Metrics:To ensure actions are effective and aligned with both state standards and the supports outlined in the plan, the district also refined its metrics to closely monitor progress and measure the impact of supports on student outcomes. One key refinement was the transition from the Phonological Awareness Screening Test (PAST) to the new state-aligned assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which has been added as a metric in the Measuring and Reporting Results table in Goal 4 to strengthen early literacy measurement. As a result, PAST (Goal 4, Metrics 14-17) will no longer be utilized as a district metric for literacy. A note has been included within the Measuring and Reporting Results table in Goal 4, Metrics 14-17 to clearly indicate this transition and ensure transparency for educational partners reviewing the data. Similarly, G4A24 Secondary Student Interns

Proposed Expenditures: Proposed expenditures were developed in alignment with student data and educational partner feedback with a strong emphasis on prioritizing resources to sustain effective supports and services for students. Educational partners' input highlighted the importance of having qualified staff as the foundation of student success. Given current fiscal uncertainties and potential budget reductions, the district carefully evaluated funding allocations to minimize disruption to student programs and services. The district made intentional efforts to preserve staffing while continuing to provide high-quality instructional and support services. As a result, the district strategically reduced and/or reallocated certain expenditures, including special assignment hours, conferences, and contracts, including the utilization of alternative funding sources in order to maintain program implementation without impacting direct services to students. Through thoughtful planning, ongoing monitoring, and continued collaboration with educational partners, Pomona USD prioritized resources in a manner that maintains stability in services, supports student outcomes, and allows the district to remain responsive to changing fiscal conditions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 (Broad): All students will be taught by appropriately assigned and fully credentialed teachers and have access to standards-aligned instructional materials and facilities that are in good repair.	Broad Goal

State priorities addressed by this goal.

1, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need access to high quality staff, proper instructional materials and well-maintained facilities in order to develop the educational foundations needed to succeed in school and move towards graduation. The metrics identified in this goal will measure 1) the extent to which students will be taught by appropriately assigned and fully credentialed teachers, 2) the extent to which students will have access to standards-aligned instructional materials, 3) the extent to which students will have access to facilities in good repair, and the impact that these components will have on student attendance and student academic achievement in ELA and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DataQuest-TAMO Report Percent of teachers in the school district that are appropriately assigned [EC 44258.9], and fully credentialed in the subject areas, and for the pupils they are teaching.	2021-22 TAMO Report 87.8%	2022-23 TAMO Report 87.1%	2023-24 TAMO Report 84.1%	90.0%	-3.7%

2	Facility Inspection Tool (FIT) School Facility Inspection Evaluation Percent of school facilities that are maintained in good repair [as defined in EC 17002].	2023-24 FIT Report 100%	2024-25 FIT Report 100%	2025-26 FIT Report 97%	100%	-3%
3	Sufficiency of Materials Report Percent of pupils in the school district that have sufficient access to the standards-aligned instructional materials [EC 60119].	2023-24 Materials Report 100% Sufficient	2024-25 Materials Report 100% Sufficient	2025-26 Materials Report 100% Sufficient	100%	0%

Goal Analysis for 2025-2026

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.

Most of the actions in Goal 1 were successfully implemented as planned, including G1A1 Support with Staff Recruitment and Hiring, G1A2 Teacher Support, G1A3 Custodial Staff- Vandalism Crew, G1A4 Teaching and Support Staff, G1A5 General Custodial Staff, and G1A6 Custodial Staff.

There were several notable successes across Goal 1 actions that positively impacted student support:
-Human Resources Staff recruited and onboarded both classified and certificated staff, and also organized targeted job fairs to address hard-to-fill positions, resulting in a 32% decrease of vacancies. A key focus of these efforts was Special Education staffing, with the intent of reducing vacancies in high-need service areas (G1A1 Teaching and Support Staff),
-Veteran teachers built the capacity of beginning teachers by strengthening classroom instructional practices. The mentoring and support efforts helped ensure students had access to qualified educators, while also assisting beginning teachers in successfully clearing their credentials (G1A2 Teacher Support),
-Credentialed teachers, administrators, and other educational staff provided quality educational experiences (G1A4 Teaching and Support Staff), and
-Custodial Staff supported the maintenance of safe, conducive, and well-maintained school environments, which are essential for student learning and overall school climate (G1A3 Custodial Staff- Vandalism Crew, G1A5 General Custodial Staff, and G1A6 Custodial Staff).

While most actions in Goal 1 were fully implemented, there was a challenge in one action:
-Challenges with recruiting and filling Campus Service Worker positions in G1A3 Custodial Staff- Vandalism Crew
-G1A7 Inclusion Staff was partially implemented due to challenges in supporting schools with inclusion practices. An increase in student behavioral needs required a shift in support, including expanded inclusion services for students with IEPs as well as those not yet identified, and increased support for teachers in implementing inclusive practices. However, limited staffing and high demand made it difficult to ensure consistent presence at each school site, as staff were often required to respond to immediate and emerging needs within classrooms and across campuses. As a result, schools experienced variability in inclusion support across sites.

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.

Material differences between budgeted and estimated actual expenditures were observed in the following actions:

-G1A1 Support with Staff Recruitment due to Teacher Specialist vacancy,
-G1A2 Teacher Support due to second semester support provider stipends not yet disbursed,
-G1A5 General Custodial Staff due to unfilled custodial vacancies,
-G1A6 Custodial Staff due to additional custodial staff being funded out of this action.

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

Overall, the evaluation of this goal indicated progress in student outcomes in the areas of Chronic Absenteeism and Mathematics achievement, with mixed results in English Language Arts. The staffing and recruitment-related actions (G1A1 Support with Staff Recruitment and Hiring, G1A2 Teacher Support, G1A4 Teaching and Support Staff, and G1A7 Inclusion Staff) demonstrated overall effectiveness, particularly in supporting gains in math achievement. The CAASPP Mathematics data reflected overall growth across most student groups, including All Students (+3.6 points), English Learners (+8.8 points), Low-Income (+2.4 points), Foster Youth (+7.9 points), and Hispanics (+2.5points), with declines observed for Students with Disabilities (-3.2 points), African American students (-8.0 points), and Homeless students (-4.8 points).

Additionally, the Teaching Assignment Monitoring Outcomes (TAMO) report served as an important tool for tracking credentials staffing. While there was a slight decline in the percentage of fully credentialed teachers over time (87.7% in 2021–22, 87.1% in 2022–23, and 84.1% in 2023–24), this monitoring system was effective in identifying staffing gaps and informing increased recruitment efforts. Human Resources staff implemented targeted outreach strategies, including job fairs and recruitments, to address hard-to-fill positions, particularly in Special Education. These efforts supported the recruitment of qualified educators and support staff ensuring students continued to have access to appropriately credentialed personnel. In addition, support for beginning teachers through induction and coaching strengthened instructional practices and contributed to improved student outcomes, particularly in math.

In English Language Arts (ELA), results were more mixed, indicating partial effectiveness of the implemented actions. The CAASPP ELA data showed slight overall declines across several student groups, including All Students (-0.1 points), Low-Income (-1.1 points), Students with Disabilities (-7.3 points), Hispanic students (-0.6 points), and Homeless students (-5.8 points), while English Learners (+6.4 points) and Foster Youth (+8.6 points) demonstrated gains. However, local District Interim Assessment (DIA) data reflected more immediate progress in ELA during the current year, with increases in Semester 1 performance for All Students (+1.26 points), English Learners (+2.03 points), Low-Income (+1.17 points), and Foster Youth (+2.6 points).

Facility support actions (G1A3 Custodial Staff-Vandalism Crew, G1A5 General Custodial Staff, and G1A6 Custodial Staff) demonstrated a positive correlation with improved chronic absenteeism outcomes and school climate indicators. Chronic absenteeism decreased districtwide, with improvements across several student groups, including All Students (-4.64%), English Learners (-6.36%) and Low-Income students (-4.9%), although increases were noted for Foster Youth (+8.97%). The Dashboard Chronic Absenteeism indicator reflected these overall improvements with All Students (-12.4%), English Learner (-14.1%), Low-Income (-12.5%), Foster Youth (-8.7%), Filipino (-10.7%), White (-19%), Hispanic (-12.5%), Homeless (-9.6%), and Students with Disabilities (-11.6%). In addition, Facilities Inspection Tool (FIT) data remained strong at 97%, reflecting well-maintained and safe school environments. Custodial staff, including the vandalism crew, were effective and played a key role in maintaining clean and welcoming campuses, supporting school pride, and contributing to conditions that promote student attendance and engagement. The availability of custodial staff also enabled targeted small-group instruction and intervention, further supporting student engagement.

Overall, the analysis of Goal 1 actions demonstrate a connection between staffing, facilities, and student outcomes in both academic achievement and school climate. These actions were mostly effective and will continue to be implemented for the last year of the LCAP cycle to ensure students have access to fully credentialed staff, quality instructional support, and well-maintained learning environments. However, additional focus will be needed to strengthen ELA outcomes

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 student outcomes and educational partner input, the goal, metric, and desired outcomes will remain the same for the 2026-27 academic year, with the exception of the following changes:

MODIFY/ADAPT G1A1 Support with Staff Recruitment and Hiring by eliminating vacant Teacher Specialist position due to budget reductions and the action being fully supported by Human Resources staff, and MODIFY/ADAPT action description for G1A1 Support with Staff Recruitment and Hiring by removing Teacher Specialist. Revised description will reflect "The Human Resources Staff will support the recruitment, hiring, and placement of the staff that are to be assigned to increase or improve supports for English Learners, Foster Youth, and Low-income students as described in the plan to ensure prompt access to services for our students."
MODIFY/ADAPT G1A3 Custodial Staff- Vandalism Crew by eliminating vacant Campus Service Worker positions due to recruitment challenges and budget reductions.
MODIFY/ ADAPT G1A7 Inclusion Staff by funding Teacher Specialists and Itinerant Teachers that were previously funded out of G2A9 Multi-Tiered Systems of Support (MTSS) Interventions
As applicable, reduce funding for special assignment hours and conferences reflected in the LCAP due to budget reductions.

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	Support with Staff Recruitment and Hiring	The Human Resources clerk will support the recruitment, hiring, and placement of the staff that are to be assigned in order to increase or improve support for English Learners, Foster Youth, and Low-income students as described in the plan, and ensure prompt access to services for our students.	$228,020.00	Yes
2	Teacher Support	Veteran teachers will receive stipends and will use materials, supplies, and professional development management systems to work with beginning teachers to support them through the credentialing process. Special assignment hours and sub days will allow for mentor training, observation and coaching of candidates, and for candidates to observe their mentors and model classrooms. This will enable them to better meet the academic and social emotional needs of our English Learners and Low-income students.	$464,782.00	Yes
3	Custodial Staff - Vandalism Crew	Custodial staff and Campus Service Workers will be assigned to comprehensive high schools with the highest concentration of Low-income students to complete repairs, maintain school grounds, and clean-up vandalism in order to maintain a safe and positive learning environment.	$357,876.00	Yes
4	Teaching and support Staff	Properly credentialed teachers, administrators and other educational support staff will provide a quality educational experience for all students leading to career and college readiness.	$137,040,639.00	No
5	General Custodial Staff	District properties will be maintained in clean condition by the custodial staff in order to sustain a safe and positive learning environment.	$8,770,533.00	No
6	Custodial Staff	Custodians will work to provide a safe and clean learning environment for students at school. This will mitigate interrupted instructional time for our English Learners and Low-Income students.	$1,066,943.00	Yes
7	Inclusion Staff	PUSD's Inclusion Specialists will promote least restrictive environment and inclusive practices by utilizing itinerant education specialists to support the inclusion program. Inclusion specialists will consult and collaborate with general education teachers and paraeducators to allow students receiving special education services access to participate in the general education classroom	$621,099.00	No

		throughout the school day with accommodations, modifications, and support to meet their needs.		

Goal

Goal #	Description	Type of Goal
2	Goal 2: (Broad) State adopted standards will be implemented throughout the district and they will be supported with professional development, materials and opportunities for staff to collaborate to ensure students have access to them.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 6

An explanation of why the LEA has developed this goal.

We developed this goal because our students need additional services put in place that address their academic and behavioral needs in order to access the state academic standards, and in order to graduate and be college and career-ready. The metrics identified in this goal will measure 1) The LEA's Rating on how it is implementing policies and programs for students to access content standards, 2)The LEA's Rating on Professional Development and Teacher Support, 3) Reading and Math Readiness of Transitional Kindergarten and Kindergarten students, and 4) Enrollment data in order to measure the impact on student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Implementation of State Academic Standards (Priority 2 Reflection Tool) LEA's evaluation of progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks. Ratings are assigned using the following rubric scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool ELA: 3 ELD: 3 Math: 3 NGSS: 3 HSS: 3	2024-25 Self Reflection Tool ELA: 4 ELD: 4 Math: 4 NGSS: 3 HSS: 3	2025-26 Self Reflection Tool ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 4	ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 4	ELA: +1 ELD: +1 Math: +1 NGSS: +1 HSS: +1

2	Implementation of State Academic Standards (Priority 2 Reflection Tool) LEA's evaluation of progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. Ratings are assigned using the following rubric scale: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support - 3	2024-25 Self Reflection Tool PD: 4 Teacher Needs: 3 Teacher Support: 4	2025-26 Self Reflection Tool PD: 4 Teacher Needs: 4 Teacher Support: 4	PD: 5 Teacher Needs: 4 Teacher Support: 4	PD: 0 Teacher Needs: +1 Teacher Support: +1

3	Educational Software for Guiding Instruction (ESGI) Transitional K Report Reading Readiness and Math Readiness	2023-24 District TK Report Reading Readiness: 67% Math Readiness: 75%	2024-25 District TK Report Reading Readiness: 77% Math Readiness: 89% *The data for this metric has been updated from what was reported in the 2025-26 LCAP due to a calculation error.	2025-26 District TK Report Reading Readiness: 75% Math Readiness: 86%	Reading Readiness: 69% Math Readiness: 78%	Reading Readiness: +8% Math Readiness: +11%
4	Student Enrollment Report CA Dashboard	2023 CA Dashboard EL: 27.8% FY: 0.9% HL: 15.5% LI: 90.8% SWD: 13.9%	2024 CA Dashboard EL: 26.7% FY: 0.9% HOM: 15% LI: 89.6% SWD: 14.5%	2025 CA Dashboard EL: 23.8% FY: 0.8% HOM: 13.2% LI: 88.2% SWD: 15%	N/A *Student enrollment data does not require Target for Year 3 Outcome	N/A *Student enrollment data does not require Difference from Baseline.
5	DataQuest Enrollment by Subgroup	Updated 2023-24 DataQuest All: 21,633 EL: 25.0% FY: 0.8% HOM: 14.2% SWD: 14.1% LI: 87.6%	2024-25 DataQuest All: 21,122 EL: 22.4% FY: 0.8 % HOM: 12.5 % SWD: 14.6% LI: 86.7%	2025-26 DataQuest All: 20,058 EL: 20.5% FY: 0.7% HOM: 3.0% SWD: 15.7% LI: 86.0%	N/A *Student enrollment data does not require Target for Year 3 Outcome	N/A *Student enrollment data does not require Difference from Baseline.

Goal Analysis for 2025-2026

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.

Almost all actions in Goal 2 were implemented as planned, with the exception of G2A1 (Library Support), G2A6 (Additional Math Learning Opportunities, G2A9 (Multi-Tiered Systems of Support) and G2A13 (Elementary Paraeducators and Student Interns), which were partially implemented this year due to staffing and systemwide practices that could be improved.

There were significant successes for several actions in Goal 2.
- Schools were able to provide more reading materials and resources to students because of G2A2 (Media Center Support), and more sample lessons were made available to teachers that encouraged literacy and access to reading materials.
- There were more teachers able to support a reduction in combination classrooms, reducing staff-to-student ratios (G2A3 Combination Class Reduction).
- There was an increase in TK classes this year, which meant that more TK-aged students had access to programs throughout the year (G2A4 Transitional Kindergarten and All Day Kindergarten Support).
- Despite time constraints, support from G2A5 Technology Teacher Leads (TTLs) meant that more TTLs were able to work to build the capacity of teachers around the effective use of instructional technology.
- Three more teachers were able to receive National Board Certification this year; therefore, more students had access to high quality teachers (G2A7 National Board Certified Strategies).
- PUSD was able to provide high-quality professional development opportunities that allowed schools and the district to address high needs students (G2A8 Support for Classroom Instruction).
- More Kindergarten classrooms allowed for more core instruction implementation for all students (G2A11 Kindergarten Teachers).
- Program Specialists in special education (G2A12) were able to successfully provide districtwide professional development.
- Partnership classes allowed for inclusion and instruction in the least restrictive environment for students (G2A14).

With the support of Learning Recovery (LREBG) funds, the following actions were successful in funding more resources and targeted support for students and staff.
- The ongoing investment in literacy events and contracts resulted in more exposure to reading opportunities and support with building literacy (G2A2 Media Center Support). These continued efforts reinforce the goal of ensuring every student meets their grade level standards and that we continue to close achievement and literacy gaps.
- Special assignment hours for teachers continued to support students during the year and in the summer providing structured math support and intervention (G2A6 Additional Math Learning Opportunities).
- There were outside tutoring services that provided high-dosage tutoring and contracted in-classroom support for our schools highest in need (G2A10 Improve Student Achievement).

While most actions in Goal 2 were fully implemented, there were challenges in carrying out services for students - mainly related to not having the staff needed to implement these programs.
- G2A1 (Library Support) was fully implemented, but it was a challenge to have library staff available for a full day of school at the sites due to the 6-hour work days for library clerks and the additional work needed during the summer.
- In order to meet the increasing and targeted needs of all student groups, G2A9 (Multi-Tiered Systems of Support (MTSS) Interventions) has been able to provide districtwide professional development sessions; however, a systemwide sustainable partnership between general education and special education is still needed.
- Paraeducators play a significant role in providing students with interventions to target specific needs in the classroom; however, due to the inability to hire additional paraeducators, not all elementary schools were provided this needed support (G2A13 Elementary Paraeducator and Student Interns).
- G2A6 (Additional Math Learning Opportunities) was partially implemented - Teaching Teacher Specialists are an important part of closing achievement gaps in math for secondary students - and the program to have a cohort of specialists supporting math teachers has been a difficult one to carry out this year due to vacancies.

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.

Most of the actions within Goal 2 had no material differences, with the following actions showing significant differences between budgeted and estimated actual expenditures.
- G2A3 (Combination Class Reduction Elementary and K-8) had a higher expenditure than anticipated due to a higher need for combination class reduction teachers.
- G2A4 (Transitional Kindergarten and All-Day Kindergarten Support) had a higher expenditure than anticipated due to a need for more TK and Kinder teachers this year.
- G2A6 (Additional Math Learning Opportunities) and G2A13 (Elementary Paraeducators and Student Interns) had some lower expenditures than anticipated due to some teacher and student intern vacancies.
- G2A10 (Improve Student Achievement) had a higher expenditure than anticipated due to an increased need of academic support services districtwide.
- G2A11 (Kindergarten Teachers), G2A12 (Program Specialists), and G2A13 (Elementary Paraeducators and Student Interns) had lower expenditures than anticipated due to unanticipated vacancies during the school year.
- G2A14 (Partnership Classes) had a higher expenditure due to unanticipated higher costs for partnership programs.

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

The actions within Goal 2 were partially effective in continuing to provide all students access to the California State Academic Standards.

In evaluating actions G2A1 (Library Support), G2A2 (Media Center Support), G2A7 (National Board Certified Strategies to Support Classroom Instruction), G2A8 (Support for Classroom Instruction), G2A10 (Improve Student Achievement), and G2A13 (Elementary Paraeducators and Student Interns) highlighted both progress for students and areas for improvement in English Language Arts (ELA). All students, including English Learners, Foster Youth, and Low-Income students, showed an improvement on DIA ELA Benchmark I. Students overall showed an improvement of 1.26% on average, indicating that staff directly supporting students, high-impact strategies, and professional work days dedicated to supporting classroom instruction were somewhat effective. In comparison, students showed slight decreases in points below standard on the CAASPP ELA, with the All Students group decreasing by 0.1 points. While English Learners and Foster Youth showed increases in points below standard, Hispanic students decreased by 0.6 points, Low Income students decreased by 1.1 points, Homeless students decreased by 5.8 points, and Students with Disabilities had the largest decrease by 7.3 points. Outcomes from DIA Benchmarks and CAASPP ELA show that student performance in ELA is maintaining, with a suggestion that some efforts may not be reaching the student groups with the highest need. Achieve3000 outcomes showed overall improvement for all student groups, with the All Students group showing an overall increase of 6.08% in average Lexile level. However, English Learners saw a decrease of 14.83% in average Lexile level. While there is staff that is providing students with reading materials, high-impact strategies in the classroom, and direct intervention in the classroom, it is resulting in specific student groups that are performing disproportionately in comparison to All Students. To improve these outcomes, there has to be targeted services for students who are low-income, homeless, or are dually-identified at the elementary level. That means strategic placement of paraeducators and student interns, a more purposeful distribution of reading materials, and professional development that allows educators to determine what strategies will best address disparities in achievement in ELA for these student groups.

In evaluating actions G2A3 (Combination Class Reduction), G2A4 (Transitional Kindergarten & All Day Kindergarten Support), G2A5 (Technology Teacher Leads), and G2A6 (Additional Math Learning Opportunities), these actions showed progress in Mathematics across multiple student groups. All students, including English Learners, Foster Youth, and Low-Income students showed improvement on DIA Math Benchmark I. Students overall showed an improvement of 1.62% on average, indicating that the reduction of combo classes, the addition of TK classes, support for teachers in integrating educational technology tools, and math intervention and summer opportunities are showing results in building math literacy and closing achievement gaps in mathematics. G2A5 (Technology Teacher Leads) and G2A6 (Additional Math Learning Opportunities) have been highly effective because, overall, students showed an improvement of 3.6 points on the CAASPP Math, and English Learners had the highest increase of 8.8 points, and Foster Youth showed an increase of 7.9 points. Low-Income students and Hispanic students also showed an improvement of 2.4 points and 2.5 points, respectively. Both of these actions were aimed at targeting the instructional needs of teachers and the academic support needs of students in math. In contrast, G2A9 (Multi-Tiered Systems of Support (MTSS) Interventions) was less effective in addressing student needs in Math as evidenced by decreases in math for Students with Disabilities, Homeless Students, and African American students. Students with Disabilities saw a decrease in 3.2 points, Homeless students saw a decrease of 4.8 points, and African American students saw the largest decrease of 8.0 points. This suggests that the actions meant to specifically target disparities in achievement for these groups did not address their needs in math support.

G2A9 was effective in improving attendance rates for all students (with an increase of 0.61% for All Students), and reducing chronic absenteeism (a decrease of 4.64% for All Students) and suspension rates (a decrease of 2.4% for All Students). However, an improved systemwide understanding of MTSS would effectively target student groups and their academic needs, both in ELA and Math.

Educational partner input called for continued focus on literacy instruction and interventions in order to ensure that all students are meeting their grade-level standards and reading levels. They expressed that the purchase of instructional materials should align to students' literacy needs and district initiatives. Additional literacy support from paraeducators is needed in Kinder classrooms, and that the need for paraeducators is and should be based on academic and behavioral data. Lastly, teacher input and coaching, when aligned to CAASPP and LCAP data, would be effective in reinforcing good teaching strategies that address and respond to student needs.

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 student outcomes and educational partner input, the goal, actions, metrics, and desired outcomes will remain the same for the 2026-27 year, with the exception of the following metrics, actions and their services:
MODIFY/ADAPT G2 Metric 3 to include a description under Year 1 Outcome, which addresses a calculation error in the data reported in the 2025-26 LCAP.
MODIFY/ADAPT G2 Metrics 4 and 5, which now include "N/A" in the "Target for Year3 Outcome" column. This change was made to acknowledge that student enrollment data does not need a Year 3 outcome.
MODIFY/ADAPT G2A4 Transitional Kindergarten and All-Day Kindergarten Support by removing paraeducators and updating the action description to the following, "Teachers will provide access to the standards-based curriculum while students are in Transitional and All-day Kindergarten. These programs will provide early access to education for English Learners and Low-income students who otherwise would begin school in first grade. Materials and supplies including technology licenses will be utilized. Academic and social foundational skills will be established in order to increase literacy."
MODIFY/ADAPT G2A6 Additional Math Learning Opportunities by reducing Teaching Teacher Specialists, due in part to the challenges in hiring Teaching Teacher Specialists for secondary schools and due in part to districtwide budget reductions. This action
ABANDON G2A9 Multi-Tiered Systems of Support due to existing supports and services being moved to funding sources that better align with the services being provided to students.
MODIFY/ADAPT G2A12 Elementary Paraeducators and Student Interns by eliminating Student Interns due to budget reductions districtwide. These were positions that had a high turnover and that were difficult to fill from year to year. MODIFY the action description as follows, "Paraeducators will be placed at elementary school sites to work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios. English Learners and Low-Income students will receive daily support in order to improve their academic progress."
Several actions (Improve Student Achievement, Kindergarten Teachers, Program Specialists, Elementary Paraeducators, and Partnership Classes) will be renumbered due to the elimination of G2A9 Multi-Tiered Systems of Support.
As applicable, reduce funding for special assignment hours and conferences reflected in the LCAP due to districtwide budget reductions.

G2A2, G2A6, and G2A9 (previously G2A10) will continue to support LREBG activities for schools districtwide. G2A2 Media Center Support will continue to support programs and contracts for literacy, and will use $5,263 in LREBG funds in the 2026-2027 school year. G2A6 Additional Math Learning Opportunities will continue to support a contract with Bright Prospects for a total of $418,513 in LREBG funds in the 2026-2027 school year. G2A9 (Improve Student Achievement) will continue to support contracts for academic support for a total of $62,625 in LREBG funds in the 2026-2027 school year.

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	Library Support	Library Clerks will provide students access to elementary school libraries. Training for the library clerks will be offered to increase their ability to support English Learners and Low-income students. This will help increase the students' literacy skills and encourage their interest in reading which will support our PUSD reading initiative.	$1,110,141.00	Yes
2	Media Center Support	LREBG Action Teacher Specialists and Media technicians will promote literacy by providing support in research, literacy and media skills to English Learners and Foster Youth students by creating and	$1,302,456.00	Yes

		maintaining the learning environments in the middle and high school libraries, including providing literacy events. Digital libraries will be available in order to encourage and support student's academic success. Research from the “Seven Steps to a Language Rich Classroom” indicates that maintaining print-rich environments with meaningful texts and opportunities support literacy efforts, and encourage shared reading experiences between students and adults. This action will support literacy events and contracts to continue to expose students to authors and books to encourage and nurture a love of reading and stories. Metrics being used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 10 (CAASPP ELA), G4 Metric 13 (Achieve 3000). LREBG funds supporting this action: $7,533 through 2025-26, $5,263 through 2026-27.		
3	Combination Class Reduction Elementary and K-8	Additional Teachers at elementary and K-8 sites will help to reduce class size and the number of combination classes to better serve the Low-income students and English Learners who need interventions in order to increase scores on state and local assessments.	$2,781,204.00	Yes
4	Transitional Kindergarten & All Day Kindergarten Support	Teachers, classified staff and paraeducators will provide access to the standards-based curriculum while students are in Transitional and All-day Kindergarten. These programs will provide early access to education for English Learners and Low-income students who otherwise would begin school in first grade. Academic and social foundational skills will be established in order to increase literacy.	$6,658,097.00	Yes
5	Technology Teacher Leads	Technology Teacher Leads (TTLs) will train classroom teachers to engage English Learners and Low-income students by integrating technology with the support of contracted services in order to think critically, problem solve, communicate, and collaborate, resulting in higher college and career readiness.	$514,828.00	Yes
6	Additional Math Learning Opportunities	LREBG Action Teaching Teacher Specialists at the Middle and High School level will provide support in the area of mathematics to English Learners and Low-income students. Additionally, classified and certificated staff will provide support to the summer programs in order to extend the educational year for English Learners and Low-income students. Research from the Wallace Foundation on “Getting to Work on Summer Learning” indicates that summer programs that offer structured math-focused transition programs have the ability to bridge gaps and help build student confidence. This action will support additional hours for teachers and contracts, providing structured opportunities for incoming ninth graders during the summer and throughout the school year. Metrics being used to monitor this action: G4 Metric 2 (DIA Math), G4 Metric 11 (CAASPP Math). LREBG funds supporting this action: $706,572 through 2025-26 and $418,513 through 2026-27	$1,321,335.00	Yes
7	National Board Certified Strategies to Support Classroom Instruction	National Board Certified Teachers will implement high impact and evidence-based strategies during instruction that support Low-Income students. A Teacher Specialist will provide support with recruitment and resources to teachers that seek to become National Board Certified.	$75,044.00	Yes
8	Support for Classroom Instruction	Certificated staff will receive professional development and ongoing coaching to support classroom instruction for Foster Youth and Low-income students. The professional development	$2,132,998.00	Yes

		for certificated staff will include the integration of technology, State Standards, and the use of positive behavior strategies to increase college and career readiness.		
9	Improve Student Achievement	LREBG Action Certificated and classified staff will coordinate and manage services for English Learners, Foster Youth and Low-income students in order to increase and improve student academic achievement and socio-emotional wellbeing. Staff will attend conferences designed to maintain compliance of designated services. Research from the Institute for Education Sciences (IES) and What Works Clearinghouse on general practices that improve student learning indicates that teachers that make instruction manageable for students through chunking or scaffolding instruction and setting high expectations support student success. Building relationships and connections support student social-emotional wellbeing. This action will support contracts that provide additional tutoring and mentoring for students, as well as provide teachers more opportunities for professional learning in incorporating effective strategies for learning and connection. Metrics being used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 2 (DIA Math), G4 Metric 10 (CAASPP ELA), G4 Metric 11 (CAASPP Math). LREBG funds supporting this action: $316,261 through 2025-26, $1,083,540 through 2026-27.	$1,173,575.00	Yes
10	Kindergarten Teachers	Kindergarten teachers will provide 180 minutes of instruction per day in order to implement the core Kindergarten Program for all Kinder students in the district.	$5,779,529.00	No
11	Program Specialists	Program Specialists will provide training, coaching, resources, and support for school staff to develop high-quality, standards-based goals for students' individualized education plans.	$648,519.00	No
12	Elementary Paraeducators	Paraeducators will be placed at elementary school sites to work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios. English Learners and Low-Income students will receive daily support in order to improve their academic progress.	$178,613.00	Yes
13	Partnership Classes	General Education Teachers and Education Specialists will provide a co-teaching model for students with disabilities allowing access to educational opportunities alongside general education peers, creating a least restrictive, inclusive environment for students.	$1,321,319.00	No

Goal

Goal #	Description	Type of Goal
3	Goal 3: (Broad) Parents and Guardians will be invited to participate in the implementation and evaluation of programs designed to benefit students.	Broad Goal

State priorities addressed by this goal.

3, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because strong family-school partnerships lead to improved student academic achievement, increased student engagement and attendance, decreased suspension, and increased parent involvement in the educational decisions that benefit student outcomes. The metrics identified in this goal will measure 1) the extent of communication and resources for parent and family engagement, 2) the extent of parent and family engagement at the school and district levels, 3) students' academic progress on state and local assessments, and 4) students' engagement in order to enhance and increase parent involvement and student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Communication -Parent and Family Engagement Rate the PUSD district's progress in developing multiple opportunities for the district and schools to engage in two-way communication Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool All: 5: 40.56% 4:23.78% 3: 22.38% 2: 8.39% 1: 4.90%	2024-25 Self-Reflection Tool All: 5: 42.90% 4: 35.33% 3: 12.30% 2: 3.79% 1: 2.52% EL: 5: 45.21% 4: 34.25% 3: 12.33% 2: 3.42% 1: 2.74% FY: 5: 44.44% 4: 25.93% 3: 18.52% 2: 7.41% 1: 0.00% LI: 5: 41.41% 4: 36.36% 3: 11.11% 2: 3.03% 1: 3.03%	2025-26 Self Reflection Tool All: 5: 32.17% 4: 36.46% 3: 20.86% 2: 7.17% 1: 3.66% EL: 5: 38.71% 4: 34.14% 3: 16.40% 2: 6.72% 1: 4.03% FY: 5: 26.74% 4: 41.86% 3: 27.91% 2: 2.33% 1: 1.16% LI: 5: 27.15% 4: 36.61% 3: 22.16% 2: 8.31% 1: 2.77%	All: 5: 43.56% 4: 27.78% 3: 21.38% 2: 5.39% 1: 1.90%	All: 5: -8.39% 4: +12.68% 3: -1.52% 2: -1.22% 1: -1.24% EL: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a FY: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a LI: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a

2	Resources-Parent and Family Engagement Rate PUSD's progress in providing families with information and resources to support student learning and development in the home. Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool All: 5: 31.58% 4: 24.81% 3: 26.32% 2: 11.28% 1: 6.02%	2024-25 Self Reflection Tool All: 5: 38.49% 4: 33.75% 3: 16.72% 2: 5.68% 1: 3.15% EL: 5: 44.52% 4: 30.14% 3: 17.12% 2: 5.48% 1: 2.74% FY: 5: 48.15% 4: 22.22% 3: 25.93% 2: 3.70% 1: 0.00% LI: 5: 34.34% 4: 38.38% 3: 16.16% 2: 7.07% 1: 2.02%	2025-26 Self Reflection Tool All: 5: 35.67% 4: 30.25% 3: 21.34% 2: 9.71% 1: 3.34% EL: 5: 40.59% 4: 27.96% 3: 18.55% 2: 9.14% 1: 3.76% FY: 5: 31.40% 4: 31.40% 3: 24.42% 2: 11.63% 1: 1.16% LI: 5: 31.02% 4: 34.35% 3: 21.61% 2: 10.25% 1: 2.77%	All: 5: 34.58% 4: 28.81% 3: 25.32% 2: 8.28% 1: 3.02%	All: 5: +4.09% 4: +5.44% 3: -4.98% 2: -1.57% 1: -2.68% EL: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a FY: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a LI: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a

3	Engagement- Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023-24 Self Reflection Tool All: 5: 30.95% 4: 13.49% 3: 32.54% 2: 15.08% 1: 7.94%	2024-25 Self Reflection Tool All: 5: 35.65% 4: 26.81% 3: 13.25% 2: 11.04% 1: 4.42% EL: 5: 40.41% 4: 31.51% 3: 10.96% 2: 6.85% 1: 4.79% FY: 5: 40.74% 4: 18.52% 3: 22.22% 2: 11.11% 1: 3.70% LI: 5: 35.35% 4: 24.24% 3: 16.16% 2: 13.13% 1: 2.02%	2025-26 Self Reflection Tool All: 5: 35.19% 4: 30.89% 3: 19.27% 2: 10.51% 1: 4.46% EL: 5: 39.78% 4: 29.84% 3: 16.13% 2: 9.14% 1: 5.11% FY: 5: 33.72% 4: 33.72% 3: 22.09% 2: 6.98% 1: 3.49% LI: 5: 31.58% 4: 32.41% 3: 21.61% 2: 10.25% 1: 4.16%	All: 5: 33.95% 4:17.49% 3: 31.54% 2: 12.08% 1: 4.94%	All: 5: +4.24% 4: +17.4% 3: -13.27% 2: -4.57% 1: -3.48% EL: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a FY: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a LI: 5: n/a 4: n/a 3: n/a 2: n/a 1: n/a

Goal Analysis for 2025-2026

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

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

The majority of the actions in Goal 3 were successfully implemented as planned, including G3A1 Community Schools, G3A2 Parent Training on Student Data, G3A3 Parent Support and Involvement, G3A4 Educational Partners Learning Walks, G3A5 Community Advisory Committee (CAC), and G3A6 Orientation for Elementary Students.

Implementation successes for Goal 3 reflected strong districtwide efforts to increase family engagement and strengthen home-school connections:

Community school personnel engaged students and families through needs assessments, home visits, parent conferences, and phone conferences to identify barriers to attendance and engagements. These efforts resulted in 64% of students being actively served with targeted supports and services to help reduce barriers and improve student attendance (G3A1 Community Schools),
The State and Federal Programs department provided multiple trainings to build parents and community members capacity on how to analyze and interpret student data, understand academic progress, and engage meaningfully in decision-making processes for English Learner, Foster Youth, and Low-Income students (G3A2 Parent Training on Student Data),
Community school liaisons, family caseworkers, and classified staff provided parents relevant workshops, community events, and direct support and contact to families, ensuring access to academic resources and strategies to support student learning at home (G3A3 Parent Support and Involvement),
Educational Partner Learning Walks conducted across elementary, middle, and high school sites provided educational partners from various groups the opportunity to observe LCAP-funded supports and services in action, engage in collaborative dialogue, and provide feedback to support continuous improvement across school sites (G3A4 Educational Partners Learning Walks),
Educational partners' input and recommendations related to special educational programs were provided through regular Community Advisory Committee (CAC) meetings and ongoing dialogue to strengthen collaboration between families and the district, and they helped inform improvements in program design, systematic supports and practices, and compliance with special education requirements (G3A5 Community Advisory Committee–CAC), and
School staff supported smooth transitions for students entering Transitional Kindergarten, Kindergarten, or new school settings by helping students and families acclimate to school, building relationships, establishing routines, and strengthening early school engagement (G3A6 Orientation for Elementary School).

While implementation was mostly successful, there were specific challenges that limited full implementation of select actions.
G3A7 Parent/ Community Outreach and Engagement, was not implemented due to challenges in fully developing and establishing the dedicated positions and structural systems necessary to support full implementation. Despite this challenge, the core work of strengthening family engagement continued through existing staff and other established systems.
Additionally, G3A4 Educational Partners Learning Walk experienced a partial disruption, as one learning walk was not completed due to an unforeseen school site emergency that required administrative and staff response. Efforts to reschedule the walk were impacted by scheduling constraints, including instructional priorities such as assessment and testing windows during the second semester.

Overall, implementation of Goal 3 actions demonstrate continued progress in strengthening family engagement and supporting positive student outcomes across the district.

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

Material differences between the budgeted expenditures and estimated actuals were observed in the following actions:

-G3A3 Parent Support and Involvement due to unused special assignment hours and mileage,
-G3A4 Educational Partner Learning Walks due to unused special assignment hours, substitute days, and mileage
-G3A5 Community Advisory Committee (CAC) due to utilizing other funds to support action, and
-G3A7 Parent/ Community Outreach and Engagement due to challenges with fully developing action and establishing the dedicated positions and structural systems necessary to support implementation.

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

Overall, the evaluation of this goal indicated progress in parent involvement with actions that were mostly effective in improving student outcomes across academic achievement and graduation rates. The Community Schools (G3A1) action established targeted protocols to support students and families that directly contributed to improvements in attendance and graduation metrics. Through home visits, phone conferences, needs assessments, and parent conferences, Community Schools staff identified barriers to attendance and connected families with appropriate resources and services. These coordinated efforts contributed to decreased chronic absenteeism across all student groups, including All Students (23.8%, a decrease of 12.4%), English Learners (20.7%, a decrease of 14.1%), Low-Income (25.2%, a decrease of 12.5%), Foster Youth (30.3%,a decrease of 8.7%), Homeless (34.0%, a decrease of 9.4%), White (25.8%, a decrease of 19%), Hispanic (24.4%, a decrease of 12.5%), and Students with Disabilities (33.4%, a decrease of 11.6%). In addition, graduation rates improved across most student groups, including All Students (+3.3%), English Learners (+7.6%), and Low-Income students (+3.0%), with a slight decrease for Foster Youth (-1.0%).

The Parent Training and Support actions (G3A2 Parent Training on Student Data and G3A3 Parent Support and Involvement) further strengthened parent engagement by building parents' capacity to understand and analyze student data in order to support learning. State and Federal Programs staff (G3A2), along with Community School Liaisons and Family Service Caseworkers (G3A3), provided a coordinated system of trainings, workshops, events, and individualized support that strengthened parent understanding of academic progress and school expectations. These efforts are reflected in results from the Self-Reflection Tool, which evaluated the district's parent engagement implementation efforts across three critical areas- Communication, Resources, and Engagement, using a comprehensive 5-point ranking scale where 1 indicated "No Implementation" and 5 indicated "High Implementation." In the area of Communication, approximately 68% of all respondents rated implementation at levels 4 or 5, with even higher ratings among English Learners (over 72%) and Foster Youth families (nearly 69%) indicating that communicating strategies are effectively reaching diverse families. In the area of Resources, over 65% of all respondents rated implementation at levels 4 or 5, with English Learner rating over 68%. Foster Youth and Low-Income families also reported strong implementation, however had higher percentages in levels 2 and 3 (over 12%), which suggest the need to improve consistency and accessibility of resources. In the area of Engagement, approximately 66% of all respondents rated implementation at levels 4 or 5, with similar ratings across English Learners and Foster Youth families. A portion of responses across student groups ranked implementation at level 3 (Developing), indicating the need to deepen and expand meaningful engagement. Collectively, these results demonstrate sustained progress toward strong implementation of parent engagement practices, particularly in communication and resources.

G3A4 (Educational Partner Learning Walks) provided structured opportunities for diverse educational partners to observe LCAP-funded actions and services in practice and provide meaningful feedback regarding implementation and effectiveness. In addition to strengthening transparency and building a shared understanding of supports and services, the learning walks served as a component of the continuous evaluation of LCAP services to ensure they remain responsive to student needs. The analysis of local District Interim Assessment (DIA) data reflected the effectiveness of implemented supports. DIA English Language Arts (ELA) showed increases in Benchmark 1 for All Students (+1.26 points), English Learners (+2.03 points), Low-Income (+1.17 points), and Foster Youth (+2.6 points). Similarly, DIA ELA Benchmark 2 continued to show increases for All Students (+1.26 points), English Learners (+0.99 points), Low-Income (+1.44 points), and Foster Youth (+3.86 points). DIA Math Benchmark 1 results also showed gains for All Students (+1.62 points), English Learners (+3.86 points), Low-Income (+2.14 points), and Foster Youth (+6.14 points), indicating overall positive trends in academic growth across student groups. Lastly, DIA Math Benchmark 2 results showed gains for All Students (+2.83 points), English Learners (+3.16 points), Low-Income (+2.85 points), and Foster Youth (+3.59 points),

G3A7 Parent/ Community Outreach and Engagement was not effective due to implementation challenges, as the action was not fully implemented. As a result, planned engagement supports and outreach efforts were not delivered as intended, and effectiveness could not be measured due to the absence of sufficient implementation data and related outcomes.

For contributing actions (G3A1-G3A4, and G3A6), effectiveness for English Learner, Foster Youth, and Low-Income students was examined using local metrics, including G4 Metric 1 DIA ELA, G4 Metric 2 Math, and G5 Metric 1 Attendance data. These actions were effective in supporting academic progress as DIA data showed progress in the current year in ELA with All Students (+1.26 points), English Learners (+2.03 points), Low-Income (+1.17 points), and Foster Youth (+2.6 points). DIA Math results also showed gains for All Students (+1.62 points), English Learners (+2.04 points), Low-Income (+2.14 points), and Foster Youth (+6.14 points). Similarly, local attendance rates indicated favorable

outcomes as most student groups increased, including All Students (+0.61%), English Learners (+0.87%), Low-Income (+0.55%), while Foster Youth showed a decrease (-2.51%). These positive results indicate overall progress, however, continued targeted supports are necessary to address areas of decline for specific student groups and to sustain and build upon these gains.

All in all, the analysis of Goal 3 indicated mostly effectiveness and meaningful progress in student achievement through the implementation of parent supports, trainings, access to resources, and increased opportunities for meaningful engagement. While these actions have been mostly effective and will continue to be implemented to strengthen and build the capacity of parents and families, there have been notable challenges with declined parent participation at district and site-level advisory meetings in recent years. As a result, the district will continue to refine and expand strategies to effectively engage parents and families in hopes of increasing participation across all engagement opportunities.

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 educational partner feedback and student outcomes, the metric and desired outcomes will remain the same for the 2026-27 academic year with the exceptions of the following:

-ADAPT G3A3 Parent Support and Involvement by reclassifying School Community Liaisons as Family Service Caseworkers in order to provide more 1:1 support for families
-ABANDON G3A7 Parent/ Community Outreach and Engagement. While this new action originally was designed to support the hiring of dedicated staff to lead comprehensive efforts to enhance parent and family engagement across the district and school sites, it required time to fully develop, including the creation of the new dedicated positions and structures to support implementation. Given current state and federal budget reductions and educational partner feedback, the district determined it was not feasible to move forward with this new action and to allocate funds to minimize disruptions of current programs and supports. Despite this, the core work of strengthening family engagement will continue through existing staff,
-As applicable, reduce funding for special assignment hours and conferences reflected in the LCAP due to districtwide budget reductions, and reorganization/ restructuring of certain positions to better align to the supports provided.

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	Community Schools	Community Schools Clerk, Liaisons, Coordinators, and Caseworkers will offer a wide range of social services and resources to support the specific needs of Low-income students, and their families at each comprehensive High School. They will use materials and supplies, special assignment hours, and attend conferences to guide the development of systematic and targeted protocols to determine priorities, best practices, and engagement strategies to increase graduation rates, improve student attendance, reduce suspensions, and increase family engagement.	$601,381.00	Yes
2	Parent Training on Student	The Director of State and Federal Programs, alongside Teacher Specialists and Classified Staff,	$701,332.00	Yes

	Data	will work with parents and community members in the evaluation of student data. Parents and community members will participate in the decision-making process in order to advocate for Foster Youth, English Learners, and Low-Income students, and receive training on strategies for academic success and legal rights to support meaningful engagement.		
3	Parent Support and Involvement	The Director of Pupil and Community Services will coordinate the work of the Community School Liaisons, Family Service Caseworkers, and other classified staff as they support English Learners, Foster Youth and Low-income students. The Parent Center staff will provide assistance and training for parents and community members. Conferences and special events will be available to parents and staff to support the academic achievement of students.	$630,914.00	Yes
4	Educational Partners Learning Walks	Educational Partners (teachers, principals, administrators, other school personnel, local bargaining units, parents, SELPA administrator, and secondary students) will engage in school walkthroughs to learn about LCAP supports and services, and to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions to increase parental involvement and student academic achievement.	$3,139.00	Yes
5	Community Advisory Committee (CAC)	The Community Advisory Committee (CAC) will meet five times annually to learn, discuss, and provide input to the Special Education Department regarding the local education plan and become familiar with resources from Pomona's partner agencies. Materials and supplies will be provided to members of the committee.	$500.00	No
6	Orientation for Elementary Students	Teachers and support staff will provide orientation to English Learners, Foster Youth and Low-income students entering Transitional Kindergarten/Kindergarten and newly enrolled students in order to build rapport with incoming families and improve students' transition into school.	$20,414.00	Yes

Goal

Goal #	Description	Type of Goal
4	Goal 4: (Broad) Students will be provided support in order to access academic content and performance standards. The support will include language acquisition strategies that will assist English Learners to access English only content and prepare students to participate in post-secondary education and pursue career pathways.	Broad Goal

State priorities addressed by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

We developed this goal because our students need interventions and programs that will help them improve academically and on state and local assessments. English Learners need services that will address their language acquisition and literacy needs, while Foster Youth need academic and social emotional support to be on par with all students in accessing the standards and improving in academic achievement. The metrics identified in this goal will measure 1) progress on state and local assessments, 2) English Learner progress, 3) CTE, A-G, and AP completion, and 4) Lexile and Phonological awareness in order to monitor overall student academic achievement and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DIA ELA Average Percent Correct of Students meeting the standards BM1 and BM2	2023-24 DIA Report All: 53.28% 54.64% ELs: 40.09% 43.26% LI: 52.30% 53.73% FY: 45.58% 48.31%	2024-25 DIA Report All: 55.53% 55.32% ELs: 55.94% 44.56% LI: 55.22% 54.4% FY: 49.97% 47.62%	2025-26 DIA Report All: 54.54% 55.90% ELs: 42.12% 44.25% LI: 53.47% 55.17% FY: 48.18% 52.17%	All: 55.28% 57.64% ELs: 43.09% 46.26% LI: 55.30% 56.73% FY: 48.58% 51.31%	All: +1.26% +1.26% ELs: +2.03% +0.99% LI: +1.17% +1.44% FY: +2.60% +3.86%
2	DIA Math Average Percent Correct of Students meeting the standards BM1 and BM2	2023-24 DIA Report All: 55.90% 52.99% ELs: 48.81% 45.10% LI: 54.73% 51.92% FY: 49.08% 48.83%	2024-25 DIA Report All: 51.88% 54.87% ELs: 51.63% 47.01% LI: 50.70% 53.75% FY: 43.85% 42.03%	2025-26 DIA Report All: 57.52% 55.82% ELs: 50.85% 48.26% LI: 56.87% 54.77% FY: 55.22% 52.42%	All: 58.90% 55.99% ELs: 51.81% 48.10% LI: 57.73% 54.92% FY: 52.08% 51.83%	All: +1.62% +2.83% ELs: +2.04% +3.16% LI: +2.14% +2.85% FY: +6.14% +3.59%

3	Reclassification Rates Percent of ELs Reclassifying by school type	2023-24 District Reclassification Report Elementary: 8.9% Middle: 23.7% High: 35.6% District Total: 18.2%	2024-25 District Reclassification Report Elementary: 11.4% Middle: 33% High: 15.2% District Total: 14.8%	2025-26 District Reclassification Report Elementary: 10.39% Middle: 17.16% High: 10.56% District: 11.38%	Elementary: 11.9% Middle: 26.7% High: 38.6% District Total: 21.2%	Elementary: +1.49% Middle: -6.54% High: -25.04% District: -6.82%
4	EL Progress on Language Proficiency The percentage of ELs at each level Beginning to Develop Somewhat Developed Moderately Developed Well Developed	Updated 2023 CA Dashboard Progressed 1 Level: 43.9% Maintained Level 4: 4.4% Maintained Levels 1-3: 32.7% Decreased 1 Level: 18.9%	2024 CA Dashboard Progressed 1 Level: 45.4% Maintained Level 4: 0.5% Maintained Levels 1-3: 38.2% Decreased 1 Level: 15.9%	2025 CA Dashboard Progressed 1 Level: 43.8% Maintained Level 4: 0.6% Maintained Levels 1-3: 39.5% Decreased 1 Level: 16.1%	Progressed 1 Level: 46.9% Maintained Level 4: 1.4% Maintained Levels 1-3: 29.7% Decreased 1 Level: 15.9%	Progressed 1 Level: -0.1% Maintained Level 4: -3.8% Maintained Levels 1-3: +6.8% Decreased 1 Level: -2.8%

5	CTE Pathway Completion- CA Dashboard Percent of students with CTE Pathway Completers Percent of students with both A-G/CTE Completers	2023 CA Dashboard CTE Pathway Completers All: 4.8% ELs: 3% LI: 4.8% FY: 3% Both A-G/CTE Completers All: 2.2% ELs: 0.6% LI: 2.2% FY: 3.0%	2024 CA Dashboard CTE Pathway Completers All: 4.5% ELs: 3.8% LI: 4.5% FY: 2.9% Both A-G/CTE Completers All: 1.8% ELs: 0.5% LI: 1.8% FY: 2.9%	2025 CA Dashboard CTE Pathway Completers All: 0.4% ELs: 0.0% LI: 0.4% FY: 0.0% Both A-G/CTE Completers All: 0.2% ELs: 0.0% LI: 0.1% FY: 0.0% *The data above is from the California Dashboard CTE Pathway Completers data. There is a discrepancy in the reported data as compared to our internal records for pathway completers. (Internal) CALPADS District CTE Pathways Completers data is available below. (Internal) CALPADS CTE Pathway Completers All: 19.2% ELs: 5.1% LI: 18.5% FY: 7.4% Internal Both A-G/CTE Completers All: 8.4% ELs: 0.7% LI: 7.1% FY: 0.0%	All: 5.8% ELs: 4% LI: 5.8% FY: 4% All: 3.2% ELs: 1.6% LI: 3.2% FY: 4.0%	All: -4.4% ELs: -3.0% LI: -4.4% FY: -3.0% All: -2.0% ELs: -0.6% LI: -2.1% FY: -3.0% *The difference from baseline above is from the California Dashboard CTE Pathway Completers data. There is a discrepancy in the reported data as compared to our internal records for pathway completers. The difference from baseline for (Internal) CALPADS District CTE Pathway Completers is available below. All: +14.4% ELs: +2.1% LI: +13.7% FY: +4.4% All: +6.2% ELs: +0.1% LI: +4.9% FY: -3.0%

6	College and Career Readiness Dashboard The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2023 CA Dashboard All: 31.6% EL: 9.2% FY: 13.8% HOM: 18.6% LI: 30.8% SWD: 6.8% HI: 29.0%	2024 CA Dashboard All: 33.1% EL: 10.3% FY: 19.4% HOM: 24.9% LI: 31.9% SWD: 12.2% HI: 32.2%	2025 CA Dashboard All: 36.5% EL: 12.4% FY: 12.0% HOM: 26.9% LI: 35.8% SWD: 5.1% HI: 35.9%	All: 31.6% EL: 9.2% FY: 16.8% HOM: 21.6% LI: 33.8% SWD: 9.8% HI: 31.0%	All: +4.9% EL: +3.2% FY: -1.8% HOM: +8.3% LI: +5% SWD: -1.7% HI: +6.9
7	A-G Meeting Requirements Rate Dashboard Percent of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements	2023 CA Dashboard All: 36.4% ELs: 15.3% LI: 35.4% FY: 24.2%	2024 CA Dashboard All: 35.1% ELs: 13.0% LI: 33.9% FY: 23.5%	2025 CA Dashboard All: 38.0% ELs: 14.5% LI: 36.6% FY: 22.2%	All: 39.4% ELs: 18.3% LI: 38.4% FY: 27.2%	All: +1.6% ELs: -0.8% LI: +1.2% FY: -2%

8	EAP-ELA: Percent Ready Percent Conditionally Ready	2023 CA Dashboard All Ready: 20.01% All Conditionally Ready: 27.64% EL Ready: 0.36% EL Conditionally Ready: 5.09% LI Ready: 18.4% LI Conditionally Ready: 28.36% FY Ready: 18.18% FY Conditionally Ready: 36.36% *The data for the Baseline "All Ready" and "All Conditionally Ready" has been updated from what was reported in the 2025-26 LCAP due to a calculation error.	2024 CA Dashboard All Ready: 18.64% All Conditionally Ready: 26.97% EL Ready: 0.00% EL Conditionally Ready: 7.27% LI Ready: 17.27% LI Conditionally Ready: 26.60% FY Ready: N/A FY Conditionally Ready: N/A	2025 CA Dashboard All Ready: 20.43% All Conditionally Ready: 28.89% EL Ready: 1.13% EL Conditionally Ready: 7.34% LI Ready: 18.42% LI Conditionally Ready: 29.04% FY Ready: 15.38% FY Conditionally Ready: 7.69%	All Ready: 15.36% All Conditionally Ready: 25.58% EL Ready: 3.36% EL Conditionally Ready: 8.09% LI Ready: 18.4% LI Conditionally Ready: 31.36% FY Ready: 18.18% FY Conditionally Ready: 39.36%	All Ready: +0.42% All Conditionally Ready: +1.25% EL Ready: +0.77% EL Conditionally Ready: +2.25% LI Ready: +0.02% LI Conditionally Ready: +0.68% FY Ready: -2.80% FY Conditionally Ready: -28.67%
9	EAP-Math Percent Ready Percent Conditionally Ready	2023 CA Dashboard All Ready: 8.20% All Conditionally Ready: 13.30% EL Ready: 0.00% EL Conditionally Ready: 0.36% LI Ready: 3.09% LI Conditionally Ready: 9.75% FY Ready: 0.00% FY Conditionally Ready: 9.09%	2024 CA Dashboard All Ready: 5.68% All Conditionally Ready: 11.54% EL Ready: 0.42% EL Conditionally Ready: 1.26% LI Ready: 5.09% LI Conditionally Ready: 11.49% FY Ready: N/A FY Conditionally Ready: N/A	2025 CA Dashboard All Ready: 8.44% All Conditionally Ready: 13.15% EL Ready: 4.32% EL Conditionally Ready: 5.95% LI Ready: 7.37% LI Conditionally Ready: 12.24% FY Ready: 0.00% FY Conditionally Ready: 7.69%	All Ready: 11.20% All Conditionally Ready: 16.30% EL Ready: 3.00% EL Conditionally Ready: 3.36% LI Ready: 6.09% LI Conditionally Ready: 11.75% FY Ready: 0.00% FY Conditionally Ready: 9.09%	All Ready: +0.24% All Conditionally Ready: -0.15% EL Ready: +4.32% EL Conditionally Ready: +5.59% LI Ready: +4.28% LI Conditionally Ready: +2.49% FY Ready: 0.00% FY Conditionally Ready: -1.40%

10	CAASPP ELA Distance of Students meeting the State Standard Points Below Standard (PBS)	2023 CA Dashboard All: 37.9 PBS EL: 80.5 PBS LI : 44.5 PBS FY: 76.3 PBS SWD: 111.6 PBS HI: 43.7 PBS HOM: 63.9 PBS	2024 CA Dashboard All: 41.3 PBS EL: 81.2 PBS LI: 47.8 PBS FY: 88.1 PBS SWD: 116.5 PBS HI: 47.2 PBS HOM: 62.9 PBS	2025 CA Dashboard All: 38.0 PBS EL: 74.1 PBS LI: 45.6 PBS FY: 67.7 PBS SWD: 118.9 PBS HI: 44.3 PBS HOM: 69.7 PBS	All: 34.9 PBS EL: 77.5 PBS LI : 41.5 PBS FY: 73.3 PBS SWD: 108.6 PBS HI: 40.7 PBS HOM: 60.9 PBS	All: +0.1 points EL: -6.4 points LI: +1.1 points FY: -8.6 points SWD: +7.3 points HI: +0.6 points HOM: +5.8 points
11	CAASPP Math Distance of Students meeting the State Standard Points Below Standard (PBS)	2023 CA Dashboard All: 85.0 PBS EL: 116.9 PBS LI: 91.6 PBS FY: 123.2 PBS SWD: 152.3 PBS AA: 118.0 PBS HOM: 108.1 PBS HI: 91.6 PBS	2024 CA Dashboard All: 82.9 PBS EL: 113.7 PBS LI: 89.4 PBS FY: 106.0 PBS SWD: 150.3 PBS AA: 118.9 PBS HOM: 104.7 PBS HI: 90.4 PBS	2025 CA Dashboard All: 81.4 PBS EL: 108.1 PBS LI: 89.2 PBS FY: 115.3 PBS SWD: 155.5 PBS AA: 126.0 PBS HOM: 112.9 PBS HI: 89.1 PBS	All: 82.0 PBS EL: 113.9 PBS LI: 89.6 PBS FY: 120.2 PBS SWD: 149.3 PBS AA: 115.0 PBS HOM: 105.1 PBS HI: 89.6 PBS	All: -3.6 points EL: -8.8 points LI: -2.4 points FY: -7.9 points SWD: +3.2 points AA: +8.0 points HOM: +4.8 points HI: -2.5 points

12	CAASPP Science CA Dashboard Science (CAST) California Science Test data Percentage of students moving toward meeting their grade level Distance from Standard (DFS)	2023 CA Reporting Site All Standard Exceeded: 3.39% All Standard Met: 13.59% All Standard Nearly Net: 61.58% All Standard Not Met: 21.44% EL Standard Exceeded: 0.00% EL Standard Met: 1.78% EL Standard Nearly Met: 54.44% EL Standard Not Met: 43.78% LI Standard Exceeded: 2.73% LI Standard Met: 12.47% LI Standard Nearly Met: 62.52% LI Standard Not Met: 22.28% FY Standard Exceeded: 0.00% FY Standard Met: 9.68% FY Standard Nearly Met: 54.84% FY Standard Not Met: 35.48%	2024 CA Reporting Site All Standard Exceeded: 3.43% All Standard Met: 13.25% All Standard Nearly Net: 60.67% All Standard Not Met: 22.64% EL Standard Exceeded: 0.00% EL Standard Met: 1.18% EL Standard Nearly Met: 48.88% EL Standard Not Met: 49.94% LI Standard Exceeded: 2.64% LI Standard Met: 12.24% LI Standard Nearly Met: 61.43% LI Standard Not Met: 23.69% FY Standard Exceeded: 2.56% FY Standard Met: 7.69% FY Standard Nearly Met: 56.41% FY Standard Not Met: 33.33%	2025 CA Reporting Site All Standard Exceeded: 4.37% All Standard Met: 15.30% All Standard Nearly Net: 59.72% All Standard Not Met: 20.60% EL Standard Exceeded: 0.12% EL Standard Met: 2.26% EL Standard Nearly Met: 53.80% EL Standard Not Met: 43.82% LI Standard Exceeded: 3.43% LI Standard Met: 14.41% LI Standard Nearly Met: 60.78% LI Standard Not Met: 21.38% FY Standard Exceeded: 7.69% FY Standard Met: 11.54% FY Standard Nearly Met: 46.15% FY Standard Not Met: 34.62%	All Standard Exceeded: 3.39% All Standard Met: 13.59% All Standard Nearly Net: 60.58% All Standard Not Met: 19.44% EL Standard Exceeded: 1.00% EL Standard Met: 2.78% EL Standard Nearly Met: 55.44% EL Standard Not Met: 42.78% LI Standard Exceeded: 3.73% LI Standard Met: 13.47% LI Standard Nearly Met: 63.52% LI Standard Not Met: 20.28% FY Standard Exceeded: 1.00% FY Standard Met: 10.68% FY Standard Nearly Met: 55.84% FY Standard Not Met: 32.48%	All Standard Exceeded: +0.98% All Standard Met: +1.71% All Standard Nearly Net: -1.86% All Standard Not Met: -0.84% EL Standard Exceeded: +0.12% EL Standard Met: +0.48% EL Standard Nearly Met: -0.64% EL Standard Not Met: +0.04% LI Standard Exceeded: +0.70% LI Standard Met: +1.94% LI Standard Nearly Met: -1.74% LI Standard Not Met: -0.90% FY Standard Exceeded: +7.69% FY Standard Met: +1.86% FY Standard Nearly Met: -8.69% FY Standard Not Met: -0.86%
13	Achieve 3000 Average Level set	UPDATED 2023-24 Achieve 3000 District Report All: 18.24% EL: 16.74% FY: 9.17% LI: 16.42%	2024-25 Achieve 3000 District Report All: 19.25% EL: 17.88% FY: 9.09% LI: 17.17%	2025-2026 Achieve 3000 District Report All: 24.32% EL: 1.91% FY: 12.26% LI: 20.29%	All: 18.24% EL: 16.74% FY: 9.17% LI: 16.42%	All: +6.08% EL: -14.83% FY: +3.09% LI: +3.87%

14	PAST Phonological Awareness Screening Test All-Highest Achievement Level	UPDATED 2023-24 DnA PAST Report K: 5% 1: 8% 2: 6%	2024-25 DnA PAST Report K: 12% 1: 25% 2: 20%	The 2024-2025 school year was the final year PAST data was available districtwide and has been replaced by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	K: 8% 1: 11% 2: 9%	N/A
15	PAST Phonological Awareness Screening Test Highest Achievement Level- EL	UPDATED 2023-24 DnA PAST Report K: 4% 1: 7% 2: 4%	2024-25 DnA PAST Report K: 9% 1: 20% 2: 19%	The 2024-2025 school year was the final year PAST data was available districtwide and has been replaced by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	K: 7% 1: 10% 2: 7%	N/A
16	PAST Phonological Awareness Screening Test Highest Achievement Level- FY	UPDATED 2023-24 DnA PAST Report K: 0% 1: 19% 2: 0%	2024-25 DnA PAST Report K: 13% 1: 10% 2: 8%	The 2024-2025 school year was the final year PAST data was available districtwide and has been replaced by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	K: 3% 1: 22% 2: 3%	N/A
17	PAST Phonological Awareness Screening Test Highest Achievement Level- LI	UPDATED 2023-24 DnA PAST Report K: 5% 1: 8% 2: 5%	2024-25 DnA PAST Report K: 11% 1: 25% 2: 18%	The 2024-2025 school year was the final year PAST data was available districtwide and has been replaced by Dynamic Indicators of Basic Early Literacy Skills (DIBELS).	K: 8% 1: 11% 2: 8%	N/A

18	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Percent of students meeting or exceeding benchmark at the Beginning of Year and End of Year Assessment	2025-26 DIBELS All K: 25% 53% 1: 38% 58% 2: 47% 55% EL K: 12% 39% 1: 22% 39% 2: 22% 33% FY K: 25% 50% 1: 0% 33% 2: 27% 44% LI K: 21% 51% 1: 34% 55% 2: 43% 53% *Starting with the 2025-2026 school year, DIBELS replaced PAST as the new state-approved literacy screener.	N/A	N/A	All K: 54% 1: 59% 2: 56% EL K: 40% 1: 40% 2: 34% FY K: 51% 1: 34% 2: 45% LI K: 52% 1: 56% 2: 54%	N/A
19	Advance Placement (AP)- AP Score Reports for Educators-- College Board Percent of students passing AP Exam with score of 3 or higher	2023-24 College Board Report Score 3: 30% Score 4: 13% Score 5: 4%	2023-24 College Board Report Score 3: 33% Score 4: 15% Score 5: 4%	2024-25 College Board Report Score 3: 22.4% Score 4: 12.1% Score 5: 3.9%	Score 3: 54.4% Score 4: 30.0% Score 5: 15.2%	Score 3: -7.6% Score 4: -0.9% Score 5: -0.1%

Goal Analysis for 2025-2026

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.

Almost all actions in Goal 4 were implemented as planned, with the exception of G4A1 (AVID) and G4A18 (Special Education Teams), which were partially implemented this year due to vacancies.

There were significant successes for several actions in Goal 4. With the support of Learning Recovery (LREBG) funds (G4A4, G4A7, G4A13), more resources and targeted support for students and staff were expanded.
- Middle school and high school students met or exceeded their Lexile benchmark. Of that group, 79% of English Learner students met their Lexile benchmark based on local internal data (G4A3 Content Disciplinary Literacy).
- A partnership with the TLC programs allowed PUSD to offer families a 9-hour summer program, compared to a 4-hour program in previous years (G4A4 Summer and Saturday School).
- Technicians have been able to provide full services districtwide despite vacancies and a high turnover rate (G4A5 Maintaining Technology).
- Full implementation of services has allowed the district to build the capacity of school sites to analyze student data in order to better inform and improve instruction (G4A7 Data Analysis).
- PUSD was able to directly respond to data and focus on good instruction and software that supports that instruction (G4A8 Technology Support and Services).
- Teachers received high-quality professional development to support students with high needs, and also had the opportunity to analyze student data (G4A9 Data Analysis by Staff).
- A significant number of middle and high school math teachers (85 teachers) completed Constructing Meeting training this year - Constructing Meaning is a series of professional development training aimed at building capacity of teachers on strategies for effective language instruction across content areas. There was an increase in classroom observations this year, and there is a greater degree of progress monitoring (G4A10 English Language Development Support).
- Progress monitoring of Foster Youth has improved in PUSD and more students have been able to stay in programs in their schools of origin (G4A11 Well Being of Foster Youth).
- Literacy Coaches and Teacher Specialists provided much support to schools, leading to a decrease in percentage of students falling well below the benchmark on local diagnostic assessments at the start of the school year (G4A13 English Language Arts Support).
- Schools received support in analyzing data and were able to provide interventions (G4A14 Elementary Level Literacy Coaches)
- PUSD was able to support schools with coordinating field trips by improving systems districtwide and supplying schools with pre-approved educational field trips to facilitate the process (G4A15 Academic Contextualization).
- Kindergarten teachers were able to use student data to guide instruction in order for students to gain access to the state standards and in order to support communication and understanding of that data with parents (G4A16 Kindergarten Teaching Staff).
- Teachers and support staff continue to implement 21st-Century learning with integrated technology in order to provide students with equitable college and career pathways (G4A17 Computer and Technology Support for the District).
- Resource Teachers were able to meet with small student groups more frequently, leading to an increase in reclassification rates (G4A19 Resource Teacher Academic Support - Elementary and G4A20 Resource Teacher Academic Support - Secondary).
- PUSD was able to hold increased training sessions with Paraeducators this year (G4A21 Paraeducators for English Learners).
- Intervention teachers were able to meet individually and in small student groups in a timely manner in response to student needs, maintaining a system of progress-monitoring (G4A22 Elementary Intervention Teachers and G4A23 Secondary Intervention Teachers).

With the support of Learning Recovery (LREBG) funds, the following actions were SUCCESSFUL in funding more resources and targeted support for students and staff.
- Support staff addressed gaps in literacy and attendance with special assignment hours (G4A4 Summer and Saturday School).
- Contracts and additional platforms facilitated the work around housing and analyzing student data (G4A7 Data Analysis).
- Contracts and outside consultants were able to support training for teachers addressing the needs of students with dyslexia (G4A13 English Language Arts Support).

Within Goal 4, there were CHALLENGES in carrying out some of the actions for students.
- PUSD continued to struggle with hiring tutors, making it difficult to implement the program across secondary schools (G4A1 AVID).
- It has been an ongoing challenge to enroll students, which makes it difficult to sustain sections of AVID Excel (G4A2 AVID Excel).
- While the use of Achieve3000 districtwide is yielding positive student outcomes, it has been a challenge ensuring that all schools utilize the program to fidelity - which makes it difficult to monitor effectiveness (G4A6 Literacy Intervention).
- Vacancies of Math Teacher Leads and a Math Teacher Specialist led to inconsistent support for math teachers (G4A12 Math Support).
- Vacancies in the Special Education department and long-term substitute teachers continue to impact our ability in meeting students' needs (G4A18 Special Education Teams).
- Vacancies of Student Interns across secondary schools impacted the ability to provide small-group intervention for high-need students (G4A24 Secondary Student Interns).
- While the focus on Long-Term English Learners (LTELs) is leading to better systems for progress monitoring, is it a challenge for Teachers on Assignment to meet with LTELs that are frequently absent during the school day (G4A25 Support for Long-Term English Learners). This is a Differentiated Assistance action, meant to also address needs around Pupil Achievement and College and Career Readiness.

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.

Material differences for Goal 4 were primarily attributed to vacancies during part of the school year or throughout the school year.
Positions such as AVID Tutors, Math Teacher Leads, Education Specialists, and Intervention Teachers Student Interns were difficult to hire throughout the year (G4A2 AVID Excel, G4A12 Math Support, G4A24 Secondary Student Interns).
- G4A4 (Summer and Saturday School) expenditures were significantly lower than planned due to the utilization of alternative funding sources to support summer school programs
- G4A7 (Data Analysis) expenditures were lower than previously anticipated due to lower costs for services.
- G4A13 (English Language Arts Support) saw a significant increase in expenditures because of higher costs and the need for more support for ELA programs.
- G4A15 (Academic Contextualization) saw significantly lower expenditures due to fewer field trips and services provided for students.
- G4A21 (Paraeducators for English Learners) had a higher material difference because of the need to hire more paraeducators than anticipated.
- G4A23 (Secondary Intervention Teachers) had higher than anticipated expenditures due to a need to hire additional teachers to provide interventions.

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

Evaluating actions G4A1 (AVID), G4A3 (Content Disciplinary Literacy), G4A4 (Summer and Saturday School), G4A7 (Data Analysis), G4A12 (Math Support), G4A13 (English Language Arts Support), G4A14 (Elementary Level Literacy Coaches), G4A15 (Academic Contextualization), G4A22 (Elementary Intervention Teachers), G4A23 (Secondary Intervention Teachers), and G4A24 (Secondary Student Interns) has shown that students made progress and have areas for improvement in both English Language Arts and Math. All student groups, including English Learners, Foster Youth, and Low-Income students made progress on both DIA ELA Benchmark I and DIA Math Benchmark I, with all students making progress of 1.26% average in DIA ELA and an increase of 1.62% average score on the DIA Math - suggesting that staff support in providing academic intervention to students was mostly effective. However, CAASPP ELA and CAASPP Math outcomes showed mixed results for student groups. CAASPP ELA results showed improvements of 6.4 points for English Learners and 8.6 points for Foster Youth. All Students had a decline of 0.1 points, Low-Income students had a decline of 1.1 points, Hispanic students had a decline of 0.6 points, Homeless students had a decline of 5.8 points, and Students with Disabilities showed the largest decline of 7.3 points. The CAASPP ELA outcomes suggest that efforts by literacy coaches and ELA support staff were PARTIALLY EFFECTIVE for some groups, but not for others. CAASPP Math results showed increases for several student groups, including All Students with an increase of 3.6 points, Low-Income students with an increase of 2.4 points, Hispanic students with an increase of 2.5 points, Foster Youth showing an increase of 7.9 points, and English Learners with the largest increase of 8.8 points. Educational Partner input called out the need to focus on academic support and intervention during and beyond the school day, especially since there are significant achievement gaps between student groups and grade levels. While the work of teachers, literacy coaches, and teacher specialists is focused upon providing greater access to literacy strategies and practices, some work is still needed in addressing the gaps in learning and achievement that is disproportionately affecting some student groups more than others. To improve student outcomes, teachers, literacy coaches, and teacher specialists need to find and target a specific need based on ELA and Math data, and respond to that through implementation and collaboration.

In evaluating the actions that address English Learner progress - G4A2 (AVID Excel), G4A10 (English Language Development Support), G4A19 (Resource Teacher Academic Support - Elementary), G4A20 (Resource Teacher Academic Support - Secondary), G4A21 (Paraeducators for English Learners), G4A22 (Elementary Intervention Teachers), G4A23 (Secondary Intervention Teachers), and G4A25 (Support for Long-Term English Learners) - it showed that there were areas of progress and of improvement in academic achievement and college and career readiness for English Learners. In comparing Year 2 outcomes to the Baseline data, English Learners showed improvement on their DIA ELA Benchmark I with an increase of 2.03% average correct, and improvement on their DIA Math Benchmark I with an increase of 2.04% average correct. This shows that the targeted academic support and interventions in the classroom for English Learners were mostly effective. English Learner Progress (ELPI) data was less favorable, with less English Learners maintaining a Level 4, and 6.08% more students maintaining Levels 1-3. A positive outcome is that 2.8% less students decreased one proficiency level. Reclassification rates in the first semester also declined in elementary, middle, and high school levels, with Year 2 outcomes showing 11.38% reclassification rates. These results suggest that efforts to reclassify English Learners were somewhat effective. When compared to the Baseline data, English Learners overall performed well on both the CAASPP ELA and CAASPP Math, with an increase of 6.4 points on the CAASPP ELA and an increase of 8.8 points on the CAASPP Math. English Learners did have a decrease on the Achieve3000 average level set of 14.83% compared to the Baseline data, suggesting that interventions and support services addressing literacy were partially effective for English Learners. English Learners saw a slight decrease of 0.8% in A-G Completion rate, but had an increase of 3.2% on the College/Career Indicator on the CA Dashboard and in Graduation Rate of 7.6% compared to the Baseline data. These college/career outcomes show that efforts to ensure that English learners have access to a broad course of study have been effective, and that their prospects of graduating and being college and career ready have improved. Educational partners expressed that literacy and real college and career pathways are important for all students, and data suggests that these efforts can have significant impacts of improvement or decline on English Learners.

In evaluating actions G4A5 (Maintaining Technology), G4A6 (Literacy Intervention), G4A8 (Technology Support and Services), G4A9 (Data Analysis by Staff), and G4A11 (Well-Being of Foster Youth), students made some progress but have areas of improvement in the area of College and Career Readiness. While local DIA ELA and Math data showed an increase in average percent correct for all student groups, there were differences in achievement amongst student groups on the CAASPP ELA and CAASPP Math. In comparison to the baseline data on the CAASPP ELA, English Learners showed an increase of 6.4 points and Foster Youth showed an increase of 8.6 points. However, Low Income students showed a decrease of 1.1 points, Students with Disabilities showed a decrease of 7.3 points, Homeless students had a decrease of 5.8 points, and Hispanic students had a decrease of 0.6 points. When looking at the CAASPP Math outcomes, English Learners showed an increase of 8.8 points, Low-Income students showed an increase of 2.4 points, Foster Youth showed an increase of 7.9 points, and Hispanic students showed an increase of 2.5 points. Students with Disabilities showed a decrease of 3.2 points, African-American students showed a decrease of 8.0 points, and Homeless students showed a decrease of 4.8 points. This evaluation shows that efforts in technology access for students, educational technology integration in classrooms, and support for Foster Youth has been effective, but have not been as effective for specific student groups, like our Students with Disabilities and African-American students. Graduation rates have increased for almost all student groups, except Foster Youth that showed a decrease of 1% from the baseline rate of 78.8%. Foster Youth also decreased 2% in A-G Completion rate compared to the 24.2% baseline data, and English Learners also decreased by 0.8%. English Learners have the lowest baseline A-G rate of 15.3%. Educational partners emphasized that real college and career pathways are needed for every student, and that means ensuring that gaps in literacy acquisition and academic achievement go hand-in-hand with college and career readiness.

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 student outcomes and educational partner input, the goal, and most actions will remain the same for the 2026-27 academic year with an exception of the following to improve student achievement and college and career readiness for students.
- ADAPT G4 Metric 8 Baseline data for "All Ready" and "All Conditionally Ready". This data was updated from the 2025-26 LCAP due to a calculation error.
- ABANDON G4 Metrics 14-17 (Phonological Awareness Screening Test (PAST)); 2024-25 was the last year of reporting PAST data, and was replaced with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as the new literacy screener for PUSD.
- ADOPT G4 Metric 18, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), with 2026-25 data established as the Baseline data.
- ABANDON G4A4 (Summer and Saturday School) due to districtwide budget adjustments and summer school services now being provided using alternative funding sources. Several actions under Goal 4 will also be renumbered on the 2026-27 LCAP due to the elimination of G4A4 (Summer and Saturday School).
- MODIFY/ADAPT G4A4 (Maintaining Technology) by reclassifying the Network and Systems Supervisor position to Computer Service Supervisor. The updated action description will change to: "Computer Service Technicians will support Low-income students by maintaining technology to decrease the technology access gap thus providing access to career and post-secondary education. The Computer Service Supervisors will support Computer Technicians and coordinate services to ensure each school receives timely support. Staff will receive training in their field to ensure they keep up to date with current practices."
- MODIFY/ADAPT G4A14 (Academic Contextualization) by reducing funding allocated for educational field trips due to districtwide budget reductions.
- ABANDON G4A24 (Secondary Student Interns) by eliminating Student Interns due to districtwide budget reductions.
- MODIFY/ADAPT G4A25 (Long Term English Learners) will be renumbered to G4A23 due to the removal of G4A4 (Summer and Saturday School) and G4A24 (Secondary Student Interns).
- As applicable, reduce funding for special assignment hours and conferences reflected in the LCAP due to districtwide budget reductions.

G4A6 Data Analysis and G4A12 English Language Arts Support will continue to support LREBG activities for schools districtwide. G4A6 will continue to support districtwide systems of accountability, and will use $100,847 in LREBG funds in the 2026-2027 school year. G4A12 will continue to fund out-of-district contracts to address the needs of students with dyslexia, and will use a total of $571,188 in LREBG funds in the 2026-2027 school year.

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	AVID	Advancement Via Individual Determination (AVID) trained District Personnel will support Low-income elementary and secondary school students by providing additional academic preparation using materials and supplies, which include AVID Weekly subscriptions and membership fees. Staff will attend conferences and training sessions to ensure they are using and sharing the latest research-based strategies with classroom teachers and students. Also, AVID Tutors will work with students in small groups to assist them in overcoming the opportunity gap and increase college and career readiness.	$409,982.00	Yes
2	AVID Excel	Teachers and tutors will use AVID Excel membership and curriculum to provide English Learners support with developing the skills necessary to mastering the English language. Materials and supplies will also be used during the AVID Excel Summer Bridge to provide instruction to selected students during the summer prior to the school year starting. Teachers at the sites implementing AVID Excel will be given 6th period assignments to conduct data analysis to improve language coaching and instruction to engage students in order to improve and advance their language	$44,419.00	Yes

		acquisition.		
3	Content Disciplinary Literacy	Secondary Teachers will provide content disciplinary reading and writing for English Learners, Foster Youth, and Low-Income students. Classroom teachers will be provided to supplement the master schedule to better serve these students who are in need of interventions. District personnel will coordinate student interns and teacher special assignment hours, in order to increase scores on state and local assessments leading to graduation.	$1,796,495.00	Yes
4	Maintaining Technology	Computer Service Technicians will support Low-income students by maintaining technology to decrease the technology access gap thus providing access to career and post-secondary education. Computer Service Supervisors will support Computer Technicians and coordinate services to ensure each school receives timely support. Staff will receive training in their field to ensure they keep up to date with current practices.	$3,300,719.00	Yes
5	Literacy Intervention	Teachers will use online services to provide small group and one-to-one intervention during the regular school day to support English Learners, Low-income, and Foster Youth students in all grades in order to accelerate proficiency in reading comprehension, develop foundation literacy skill, and provide access to a grade-level curriculum.	$366,154.00	Yes
6	Data Analysis	LREBG Action The Director and team members of Accountability and Assessment will work with consultants to establish and revise the data systems that serve as the infrastructure for creating a responsive system of support (Multi-tiered Systems of Support). The system will be used to monitor the progress of English Learners, Foster Youth, and Low-income students. The tools implemented will support the use of real-time data that allows teams to interpret, plan, and communicate student progress and success. Research from Dynamic Indicators of Basic Early Literacy Skills (DIBELs) indicates that educators that maintain consistent, collaborative practices of reviewing student data and work samples help in the identification of gaps and areas of need to adjust instruction where needed. This action will support contracts needed for consultations and additional platforms to house and analyze student data. Metrics being used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 2 (DIA Math). LREBG funds supporting this action: $223,035 through 2025-26 and $100,847 through 2026-27.	$650,331.00	Yes
7	Technology Support and Services	Educational Technology (EdTech) administrators, teacher specialists, clerical and technology staff will attend conferences to stay current on teaching strategies and technology tools, enabling them to provide professional learning to classroom teachers who will design rigorous and relevant learning opportunities for Foster Youth, English Learners, and Low-Income students in order to equip students to use technology actively and enhance students academic growth.	$1,406,237.00	Yes
8	Data Analysis by Staff	Classroom teachers will use the equivalent of two (2) full-day sessions and extra hours at the beginning of each semester to analyze the academic and behavior data of English Learners, Foster Youth, and Low-Income students to guide their use of evidence-based practices and to prepare the learning environments to support the academic and social-emotional needs of students.	$1,422,814.00	Yes
9	English Language Development Support	Teacher Specialists will provide classroom teachers with support in the implementation of designated and Integrated English Language Development (ELD) Program Elementary and Middle School Levels in order to accelerate English Language Acquisition and Reclassification for English Learners. A Program Administrator will coordinate professional development, teacher	$932,819.00	Yes

		special assignment hours, and monitor student progress to support classroom teachers as they ensure consistent implementation of ELD programs. Clerical support for the program will be provided to ensure current data is available for reclassification. Staff will attend conferences as needed to provide effective support.		
10	Well Being of Foster Youth	School Counselors, Mental Health Clinicians, and outside providers will collaborate to address the needs of Foster Youth by providing social-emotional supports, small group learning sessions, and ongoing progress monitoring. Contracted Service providers will support students and families by providing tutoring and mentoring services. These services will create a stable learning environment to increase their college and career readiness.	$284,573.00	Yes
11	Math Support	Teacher Specialists will work with classroom teachers and Math Teacher Leads (MTL) to provide job-embedded coaching and support to improve instructional strategies for Low-Income students in the area of mathematics.	$501,487.00	Yes
12	English Language Arts Support	LREBG Action Teacher Specialists with staff support will work with classroom teachers to provide job-embedded coaching and support to improve instructional strategies for English Learners, Foster Youth and Low-income students in the area of English Language Arts. Materials and supplies and transportation to literacy events will be provided. Research from the National Center on Improving Literacy indicates that structured literacy instruction, phonological awareness, and multisensory techniques support reading comprehension and literacy development, particularly for students with Dyslexia. This action will support contracts for outside consultants to train teachers in addressing Dyslexia and improving students' reading and writing skills. Metrics used to monitor this action: G4 Metric 1 (DIA ELA), G4 Metric 10 (CAASPP ELA), G4 Metrics 14-17 (PAST) LREBG Funds supporting this action: $442,805 through 2025-26 and $571,188 through 2026-27.	$1,423,402.00	Yes
13	Elementary Level Literacy Coaches	Literacy Coaches will work with classroom teachers to model and facilitate the most effective literacy teaching strategies. Teachers will be provided with time to collaborate and identify best strategies for Low-income students, English Learners, and students who may have experienced interrupted schooling such as Foster Youth. Contracted services, materials, and supplies will be purchased as needed. This will result in a balanced reading program to support our literacy initiative of all students reading at grade level by 3rd grade.	$3,803,533.00	Yes
14	Academic Contextualization	School staff will work in cross curricular teams to provide enriched academic experiences for Low-income students by coordinating field trips aligned to the content standards and real-life experiences in order to increase the academic needs of Elementary students and support grade level academic achievement and a career and college going culture. Transportation will be provided.	$241,435.00	Yes
15	Kindergarten Teaching Staff	Staff will monitor progress in order to make instructional decisions using a variety of achievement measures. This data will guide instructional strategies to ensure all students are able to access the content standards. State assessments will be administered and site support will be provided to analyze State data. Local assessments will be developed and discussed during parent conferences. Materials will be purchased as needed.	$2,715,988.00	No
16	Computer and Technology Support for the District	Staff will support a technology rich learning environment for all students in order to promote 21st Century learning and provide access to career and technical fields and increase graduation rates.	$640,672.00	No

17	Special Education Teams	Education Specialists at each school site will meet at least annually for each student receiving special education services to review and discuss student's progress toward meeting goals outlined in the student's individualized education plan and to ensure accommodations and support services are established, implemented, and aligned with student's present level needs.	$24,403,961.00	No
18	Resource Teacher Academic Support-Elementary	Resource Teachers will be placed at each elementary school site to work with students in small groups to close educational gaps. English Learners and Low-income students will be provided with timely support in order to improve academic progress and increase English Language Development.	$2,814,610.00	Yes
19	Resource Teacher Academic Support-Secondary	Resource Teachers will be placed at each secondary level school site to work with students in small groups to close educational gaps. English Learners and Low-income students will be provided with timely support in order to improve academic progress and increase English Language Development.	$1,744,159.00	Yes
20	Paraeducators for English Learners	Paraeducators will work with English Learners to ensure they have access to core content and receive academic support with English Language Development. This will result in English Learners gaining English proficiency to be academically successful and reclassify in a timely manner.	$1,323,551.00	Yes
21	Elementary Intervention Teachers	Intervention Teachers will be placed at each elementary school site to analyze student data and work with students in small groups to close the educational gaps for Low Income, Foster Youth and English Learners that have been identified by the data.	$661,721.00	Yes
22	Secondary Intervention Teachers	Intervention Teachers, Teachers on Assignment (TOAs), and a Teaching Teacher Specialist will be placed at each secondary level school site to analyze student data and work with students in small groups to close the educational gaps that Low- Income, Foster Youth and English Learners that have been identified by the data.	$911,305.00	Yes
23	Support for Long-Term English Learners (LTELs)	Differentiated Assistance (DA) Action PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the Long-Term English Learner student group in the areas of Pupil Achievement (ELA and Math) and Outcomes to a Broad Course of Study (College/Career). Long-Term English Learner Teachers on Assignment (LTEL TOAs) will directly support LTEL students through integrated and designated ELD strategies, academic coaching, and regular monitoring of language and content progress. TOAs will collaborate with core content teachers to plan scaffolded instruction and analyze student data to inform intervention. TOAs will implement social-emotional learning (SEL) check-ins and support structures to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness.	$607,644.00	Yes

Goal

Goal #	Description	Type of Goal
5	Goal 5: (Broad) Attendance rates will be monitored and opportunities for students to engage and participate in their course of study will be supported to promote high graduation rates for all students.	Broad Goal

State priorities addressed by this goal.

4, 5, 6, 7

An explanation of why the LEA has developed this goal.

We developed this goal because our students need to feel connected to school in order to be more motivated and engaged in their academic achievement. The metrics identified in this goal will measure 1) attendance and graduation rates, 2) chronic absenteeism, 3) middle and high school dropout rates, 4) progress on local and state assessments, and 5) CTE Completion in order to monitor students' outcomes through attendance and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Attendance Rates Central Attendance Report Percentage of days present through reporting period (P2) Chronic Absenteeism Pupil Resources Report Percent of students absent more than 10% of the year	2023-24 District Attendance Rates Report All: 92.92% ELs: 92.53% FY: 91.83% LI: 92.98% 2023-24 District Chronic Absent. Report All: 25.15% ELs: 26.89% FY: 23.90% LI: 25.70%	2024-25 District Attendance Rates Report All: 93.22% ELs: 93.05% FY: 93.15 LI: 93.23% 2024-25 District Chronic Absent. Report All: 23.88% ELs: 21.89% FY: 18.11% LI: 21.67%	2025-26 District Attendance Rates Report All: 93.03% ELs: 92.48% FY: 87.30% LI: 93.00% 2025-26 District Chronic Absent. Report All: 21.93% ELs: 22.91% FY: 27.91% LI: 22.43%	All: 94.42% ELs: 94.03% FY: 93.33% LI: 94.48% District Chronic Absent. Report All: 23.15% ELs: 24.89% FY: 21.90% LI: 23.70%	All: +0.11% ELs: -0.05% FY: -4.53% LI: +0.02% All: -3.22% ELs: -3.98% FY: +4.01% LI: -3.27%
2	Chronic Absenteeism (Dashboard) Percentage of students who are chronically absent	2023 CA Dashboard All: 36.2% EL: 34.8% LI: 37.7% FY: 39.0% FI: 22.1% WH: 44.8% HI: 36.9% HOM: 43.6% SWD: 45.0 %	2024 CA Dashboard All: 26.5% EL: 24.7% LI: 27.6% FY: 32.1% FI: 18.1% WH: 31.2% HI: 26.9 % HOM: 34.6% SWD: 37.2%	2025 CA Dashboard All: 23.8% EL: 20.7% LI: 25.2% FY: 30.3% FI: 11.4% WH: 25.8% HI: 24.4% HOM: 34.0% SWD: 33.4%	All: 34.2% EL: 32.8% LI: 35.7% FY: 37.0% FI: 19.1% WH: 41.8% HI: 33.9% HOM: 40.6% SWD: 42.0 %	All: -12.4% EL: -14.1% LI: -12.5% FY: -8.7% FI: -10.7% WH: -19% HI: -12.5% HOM: -9.6% SWD: -11.6%
3	Graduation Rates- CA Dashboard Percentage of students who received a high school diploma within four or five years of entering ninth grade	2023 CA Dashboard All Rate: 89.5% EL Rate: 75.7% LI Rate: 89.6% FY Rate: 78.8%	2024 CA Dashboard All Rate: 90.5% EL Rate: 80.5% LI Rate: 90.7% FY Rate: 85.3%	2025 CA Dashboard All Rate: 92.8% EL Rate: 83.3% LI Rate: 92.6% FY Rate: 77.8%	All Rate: 91.5% EL Rate: 78.7% LI Rate: 91.6% FY Rate: 81.8%	All Rate: +3.3% EL Rate: +7.6% LI Rate: +3.0% FY Rate: -2.0%

4	Middle School Dropout Rate (CALPADS 1.12 Report) Percent of students dropping out of grade 8	2023-24 CALPADS Report All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%	2024-25 CALPADS Report All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%	2025-26 CALPADS Report All Rate: 0.2% EL Rate: 0.5% FY Rate: 0% LI Rate: 0.3%	All All Rate: 0.00% EL Rate: 0.00% FY Rate: 0.00% LI Rate: 0.00%	All Rate: +0.2% EL Rate: +0.5% FY Rate: 0.0% LI Rate: +0.3%
5	High School Drop Out Rate: Ed Source Report percentage of students in the four-year cohort who dropped out of school	2022-23 Ed Source Report All: 6.3% EL: 13.0% FY: 11.8% LI: 6.3%	2023-24 Ed Source Report All: 3.7% EL: 8.16% FY: 6.45% LI: 3.81%	2024-25 CALPADS Report All: 4.13% EL: 9.37% FY: 16.00% LI: 4.27% *CALPADS Report used due to Ed Source Report not able to provide current data	All: 5.3% EL: 12.0% FY: 10.8% LI: 5.3%	All: -2.17% EL: -3.63% FY: +4.20% LI: -2.03%

Goal Analysis for 2025-2026

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

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

The majority of the actions in Goal 5 were successfully implemented as planned, including G5A1 Online Academic Credit Recovery, G5A2 Crisis Intervention Team, G5A3 Health Services, G5A5 Counselors Elementary School, G5A6 Professional Development, G5A7 Counselors Secondary Schools, G5A8 Support for Chronic Absenteeism, G5A10 Social Emotional Support-High School, G5A11 Trauma Informed Services, and G5A12 Student Engagement Support.

Implementation successes for Goal 5, Student Engagement included:

-The amount of recovery credits tripled (90% recovery rate) with the support of secondary teachers trained in online learning licenses to minimize academic gaps and increase Foster Youth and Low-Income students' graduation eligibility (G5A1 Online Academic Credit Recovery),
-The Crisis Intervention Team and Mental Health Support Staff provided more students/ families with emotional and behavioral support and resources. Additionally, based on staff feedback, 430 staff indicated that trainings were effective in meeting the needs of the students who needed additional support (G5A2 Crisis Intervention Team),
-Collectively, School Nurses, Classified Nurses, and Health Services Assistants serviced more students leading to an increase in health referrals and health office visits. School Nurses provided 20,250 office visits and 1,370 successful referrals for free resources to vaccinations/ immunizations and other physical and mental health resources for students. Classified Nurses provided 7,039 office visits and 62 successful referrals for free resources to vaccinations/ immunization for students. Health Assistants provided 124,062 office visits and 668 successful referrals for free resources to vaccinations/ immunization for students (G5A3 Health Services),
-Attendance Specialists provided services such as the Chronic Absent Re-Engagement Effort (CARE) Plan and completed 1,396 visits that helped reduce chronic absenteeism. School Site Specialists continued to build rapport with students and families to monitor attendance patterns and provide support that may impact attendance. (G5A4 Monitor Attendance Patterns),

-Both elementary and secondary counselors provided comprehensive supports through classroom lessons, individual sessions, and small group interventions to address social-emotional needs, college/ career readiness, and academic achievement. As a result, three elementary schools—Golden Springs, Pantera, and Washington—received recognition as Recognized American School Counselor Association Model Program (RAMP) schools during the 2025-26 academic year, highlighting the positive impact of their counseling programs on student success and overall school improvement. Additionally, secondary school counselors provided 21,035 visits with students, demonstrating a high level of counseling supports (G5A5 Counselors Elementary School and G5A7 Counselors Secondary Schools),
-Teacher Specialists and select classroom teachers provided professional development trainings across more than 30 topics for elementary, middle, and high school teachers, totaling approximately 3,800 hours of training. In addition, they provided ongoing coaching in literacy, mathematics, science, social science, social-emotional learning (SEL), behavioral support, and multi-tiered systems of support (MTSS) to strengthen the instructional capacity and support effective classroom practices (G5A6 Professional Development),
-Kindergarten and first grade teachers continued to address foundational gap in content knowledge for students who are chronically absent, and attendance clerks maintained consistent communication with families to support ongoing engagement and improve student attendance (G5A8 Support for Chronic Absenteeism),
-Paraeducators worked with students to provide additional academic, social-emotional, and behavioral support in the classroom using evidence-based strategies and interventions to enhance student learning and engagement (G5A9 Paraeducators),
-PUSD Mental Health Clinicians provided students with a safe place and social emotional support at the 7 Wellness Centers, resulting in 14,447 student visits (G5A10 Social Emotional Support- High School),
-Student Support Specialists provided more students with timely trauma-informed behavioral approach services and support in groups, as opposed to individually, reducing the waitlist for services provided (G5A11 Trauma Informed Services), and
-Low-Income students and families, who lack a fixed, regular, and adequate nighttime residence were provided full service delivery to reduce barriers to school engagement (G5A12 Student Engagement Support).

Additional implementation successes were found with the support of identified LREBG actions:
-Staff were given special assignment hours to support students in recovering credits beyond the regular school year to address barriers to learning. These efforts ensured students received the targeted supports needed to improve engagement, support academic learning recovery, and increase college eligibility (G5A1 Online Academic Credit Recovery),
-Additional contracts with outside consultants provided a variety of services for students and families, including mental health, grief and loss, mentoring, restorative practices and other therapeutic services in order to remove barriers to learning and support consistent engagement/ attendance (G5A2 Crisis Intervention Team),
-Additional professional development opportunities were provided to elementary and secondary school counselors to strengthen their capacity in culturally responsive interventions that build resilience, emotional regulation skills, and academic confidence in order to support academic learning recovery, social and emotional well-being, and improve student engagement (G5A5 Counselors Elementary School and G5A7 Counselors Secondary Schools),
-Contracts for comprehensive interventions and mental health services provided secondary students experiencing high levels of trauma with targeted supports in order to promote academic recovery, strengthen social and emotional wellbeing, and increase student engagement. Through individualized services based on student needs, these supports enhanced school connectedness and decreased chronic absenteeism (G5A10 Social Emotional Support- High School), and
-Contracts helped address root causes of academic and behavioral challenges to help students develop the necessary skills to overcome adversity and achieve academic success in addition to improving social and emotional well-being and overall student engagement (G5A11 Trauma Informed Services).

While implementation was mostly successful, there were challenges that limited full implementation of select actions:
-Vacancies in School Site Specialists positions (G5A4 Monitor Attendance Patterns)
-Vacancies in Paraeducator positions (G5A9 Paraeducators)

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.

Material differences between budgeted expenditures and estimated actuals were observed in the following actions:

- G5A2 Crisis Intervention Team due to school mental health services vacancies,
- G5A3 Health Services due to utilization of alternative funding for School Nurse and LVN special assignment hours,
- G5A6 Professional Development due to unaccounted special assignment and inservice hours in the second semester,
- G5A9 Paraeducators due to increase in staffing cost,
- G5A10 Social Emotional Support- High School due to increase in cost for services and the need to hire additional mental health clinicians,
- G5A11 Trauma Informed Services due to vacancies, and
-G5A12 Student Engagement Support due to unused extra hours and overtime for social workers and family caseworker.

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

The analysis of Student Engagement actions indicated that they were mostly effective in supporting student outcomes related to attendance, academic performance, graduation rates, and suspension rates. These outcomes were supported in part by LREBG-funded actions (G5A2 Crisis Intervention Team, G5A5 Counselors Elementary School, G5A7 Counselors Secondary Schools, G5A10 Social Emotional Support-High School, and G5A11 Trauma Informed Services) that expanded access to targeted interventions, academic support, and professional development designed to remove barriers to learning and increase student connection to school. Actions including G5A1 Online Academic Credit, G5A2 Crisis Intervention Team, G5A3 Health Services, G5A4 Monitor Attendance Patterns, G5A5 Counselors Elementary School, G5A6 Professional Development, G5A7 Counselors Secondary Schools, G5A8 Support for Chronic Absenteeism, G5A10 Social Emotional Support-High School, G5A11 Trauma Informed Services, and G5A12 Student Engagement Support contributed to overall positive trends, while also highlighting areas requiring continued focus.

The review of attendance and chronic absenteeism data demonstrated meaningful improvement in student engagement. CA Dashboard results showed notable reductions in chronic absenteeism across all student groups, including All Students (23.8%, a decrease of 12.4%), English Learners (20.7%, a decrease of 14.1%), Low-Income (25.2%, a decrease of 12.5%), Foster Youth (30.3%, a decrease of 8.7%), Homeless (34.0%, a decrease of 9.4%), White (25.8%, a decrease of 19%), Hispanic (24.4%, a decrease of 12.5%), and Students with Disabilities (33.4%, a decrease of 11.6%). These improvements were aligned with targeted interventions such as Online Academic Credit Recovery (G5A1), which increased student engagement by providing opportunities to earn and recover credits. Additionally, attendance-focused actions (G5A4, G5A8, and G5A12) supported these outcomes through the implementation of Multi-Tiered Systems of Support (MTSS), relationship-building by attendance clerks and school site specialists, targeted early-grade instruction, and the resources to address barriers faced by vulnerable student populations, like that of Low-Income students who lack fixed, regular and adequate nighttime residence.

In addition, CA Dashboard Graduation rates increased across most student groups, including All Students (+3.3%) and Low-Income students (+3.0%), with significant gains for English Learners (+7.6%), while Foster Youth experienced a slight decrease (-1.0%). At the same time, Dashboard Dropout rates reflected mixed results at the high school level, with decreases for All Students (-2.17%), English Learners (-3.63%), and Low-Income students (-2.03%), but an increase for Foster Youth (+4.20%). Middle schools maintained a 0.00% dropout rate, indicating continued effectiveness in early intervention and student retention efforts.

Further, the Health Services action (G5A3) demonstrated effectiveness with school nurses providing 20,250 office visits and 1,370 successful referrals for vaccination, immunizations, and other physical and mental health resources. Classified Nurses provided 7,039 office visits and 62 referrals, while Health Assistants provided 124,062 office visits and 668 referrals. These services helped remove health-related barriers to learning and helped students to attend school more consistently and remain engaged in their education. In addition, the Professional Development action (G5A6) strengthened instructional practices through over 3,800 hours of training across more than 30 topics, along with ongoing coaching in literacy, mathematics, science, social science, social-emotional learning (SEL), behavioral supports, and MTSS. This increased staff capacity contributed

to more engaging and supportive classroom environments and impacted student participation and academic engagement as evidenced in growth results in CAASPP and DIA data. Behavioral and trauma-informed supports (G5A10 and G5A11) also contributed significantly, with seven Wellness Centers providing 14,447 student visits across multiple sites and Trauma-Informed Services expanding group-based supports to reduce service waitlists. Additionally, paraeducators (G5A9) supported student engagement academically, socially, and behaviorally, though staffing vacancies remain an area for improvement.

For contributing actions (G5A1–G5A8 and G5A10–G5A11), data analysis indicated they were mostly effective in supporting English Learners, Foster Youth, and Low-Income students based on CAASPP English Language Arts (ELA) and Math, as well as Suspension and Expulsion data. CAASPP Math results showed overall growth for All Students (+ 3.6 points), English Learners (+8.8 points), Low-Income (+2.4 points), Foster Youth (+7.9 points), and Hispanics (+2.5 points) while Students with Disabilities (-3.2 points), African American (-8.0 points), and Homeless (-4.8 points) experienced declines. In CAASPP ELA, results were mixed, with gains for English Learners (+ 6.4 points) and Foster Youth (+8.6 points), but slight declines for All Students (-0.1 points), Low-Income (-1.1 points), Students with Disabilities (-7.3 points), Hispanic (-0.6 points), and Homeless students (-5.8 points). Further, CA Dashboard Suspension Rate data demonstrated effectiveness, with decreases across all student groups, including All Students (-2.4%), English Learners (-2.9%), Low-Income (-2.5%), Foster Youth (-0.5%), Hispanic (-2.4%), Homeless (-3.3%), and Students with Disabilities (-3.4%), with African American students (-4.3%) showing the most significant improvement. Additionally, the expulsion rate remained at 0%, reflecting continued effectiveness in maintaining safe and supportive school environments.

Overall, the analysis of this goal indicated meaningful progress and effectiveness of Student Engagement actions. However, there remains a need for continued targeted supports, particularly to address declines in CAASPP ELA for specific student groups and to sustain reductions in suspension rates, especially for African American students.

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

Based on student outcomes and educational partner input, the goal, metrics, and desired outcomes will remain the same for the 2026-27 academic year, along with the continuation of previously identified LREBG-funded actions, with the exception of the following changes:

-MODIFY/ADAPT G5A2 Crisis Intervention Team by restructuring some Senior Social Worker and Student Support Specialist positions due to reclassification and districtwide budget reductions.
-MODIFY/ADAPT G5A3 Health Services by moving existing supports and services provided by School Nurses and Licensed Vocational Nurses (LVNs) to funding sources that better align with the services being provided to students.

-MODIFY/ADAPT G6A6 action title from Elementary Campus Supervisors to Elementary Engagement Support in order to restructure action by moving School Site Specialists out of G5A4 Monitor Attendance Patterns and into G6A6 Elementary Engagement Support to better align the work of School Site Specialists with the guidance and coordination they provide to campus supervisors to ensure consistent implementation of behavior expectations and social-emotional practices in order to foster a safe and positive school environment and improved school culture. The revised action description will read, "School Site Specialists, Elementary Campus Supervisors and School Climate Safety Officers will assist Low-income students with behavior and social skills to increase a positive school environment and improve school culture."
-MODIFY/ADAPT, as a result of the above-mentioned change to G6A6, the action description for G5A4 Monitor Attendance Patterns will read, "The Attendance Specialists will use contracted services to monitor attendance patterns to identify and support Foster Youth and Low-Income students who are chronically absent and who are at-risk of becoming chronic absent. Through targeted outreach and coordinated interventions, Attendance Specialists will provide individualized support to address attendance barriers, improve student engagement, and decrease chronic absenteeism."
-As applicable, reduce funding for special assignment hours and conferences reflected in the LCAP due to districtwide budget reductions and reorganization/ restructuring of certain positions to better align to the supports provided.

G5A1 Online Academic Credit Recovery, G5A2 Crisis Intervention Team and G5A10 Social Emotional Support-High School will continue to support LREBG activities for schools districtwide. G5A1 Online Academic Credit Recovery will continue to support special assignment hours, and will use $8,526 in LREBG funds in the 2026-27 school year. G5A2 will continue to support out-of-district contracts for services that address the social emotional needs and well-being of students, and will use $822,075 in LREBG funds in the 2026-2027 school year. G5A10 will continue to fund out-of-district contracts to address the intervention needs of students and family support services, and will use a total of $376,350 in LREBG funds in the 2026-2027 school year. Additionally, G5A5 Counselors Elementary School, G5A7 Counselors Secondary School, and G5A11 Trauma Informed Services are no longer designated as an LREBG actions for the 2026-27 school year and will be removed from the LREBG action list to align with revised grant funding priorities.

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	Online Academic Credit Recovery	LREBG Action Teachers trained to use online learning licenses, will support the extended day credit recovery and acceleration program, so that students from Foster Youth and Low-income households are able to fill academic gaps and increase the number of students eligible to graduate with their designated four-year cohort. Research from California Department of Education- Continuation High School Guidance indicates	$8,526.00	Yes

		the importance of comprehensive supports for at-risk students through the use of evidence-based instructional strategies/ programs, flexible scheduling, and guidance and counseling services. LREBG funds will provide special assignment hours for staff to help students recover credits beyond the regular school year and directly address these barriers by ensuring students receive the services they need in order to improve student engagement, support academic learning recovery, and increase college eligibility. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism; G5 Metric 3 Graduation Rates LREBG Funds supporting this action: $307,442.00 through 2025-26 and $8,526.00 through 2026-27.		
2	Crisis Intervention Team	LREBG Action Crisis intervention team, Program Assistant Administrative Support, and mental health support staff will deploy to sites and assist English Learners, Foster Youth, and Low-income students in order to meet their emotional/behavioral needs. Training will be provided to the staff to address the needs of the targeted population. Research from Collaborative for Academic, Social, and Emotional Learning (CASEL) and Attendance Works indicate the importance of addressing social-emotional and mental health barriers for maintaining positive student attendance and engagement. LREBG funds will provide contracts with outside consultants to provide a variety of services for students and families, including mental health, grief and loss, mentoring, restorative practices and other therapeutic services. By taking a holistic approach, these services aim to remove barriers to learning, support consistent attendance, and promote long-term academic and social-emotional success for students. Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard); G5 Metric 3 Graduation Rates LREBG Funds supporting this action: $830,214 through 2025-26 and $822,075 through 2026-27.	$4,328,136.00	Yes
3	Health Services	The Director of Health Services, Administrative Secretary, and Health Services Assistants will support Foster Youth and Low-income students by coordinating access to basic medical care through Medi-Cal referrals for health, mental health and substance abuse services that improve health outcomes leading to improved school attendance and completion. Special assignment and in-service will be provided for learning outside of the contracted time.	$2,609,901.00	Yes
4	Monitor Attendance Patterns	The Attendance Specialists will use contracted services to monitor attendance patterns to identify and support Foster Youth and Low-Income students who are chronically absent and who are at-risk of becoming chronic absent. Through targeted outreach and coordinated interventions, Attendance Specialists will provide individualized support to address attendance barriers, improve student engagement, and decrease chronic absenteeism.	$464,646.00	Yes
5	Counselors Elementary School	Elementary School Counselors will support Foster Youth, English Learners, and Low income students by providing individual and small group counseling addressing the social-emotional needs of our students. Materials and supplies will be utilized to provide targeted lessons and an environment to increase academic achievement, improve attendance rates while decreasing behavior referrals and raise college and career awareness.	$2,760,887.00	Yes

6	Professional Development	Differentiated Assistance (DA) Action PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the African American student group in the areas of Pupil Achievement (Math, ELA) and School Climate (Suspension Rate). Based on the 2025 CA School Dashboard, Students with Disabilities were identified for Differentiated Assistance in the areas of Pupil Achievement (Math, ELA), and College/ Career Indicator. Teacher Specialists and selected classroom teachers will provide ongoing and job-embedded professional development (i.e. training, coaching one-on-one) to administrators, teachers, and parents, in order to build the capacity of adult learners in the system to transform teaching and learning to meet the various needs of English Learners, Low-income, Foster Youth, and African American students. Special assignment and in-service will be provided for learning outside of the contracted time. Program administrators and other classified staff will help to coordinate these services.	$548,876.00	Yes
7	Counselors Secondary Schools	Secondary School Counselors will support English Learners, Foster Youth, and Low Income students by providing targeted interventions using materials and supplies during individual and small groups sessions that address both academic and social-emotional needs of students. Secondary counselors will work with elementary school counselors in transitioning incoming secondary students by providing direct supports throughout the school year. Counselors will collaborate with educational partners (i.e. parents, teachers, community agencies/partners) in an effort to increase student engagement, graduation rates, financial aid completion rates, and college/career readiness.	$2,542,622.00	Yes
8	Support for Chronic Absenteeism	Kindergarten and first grade teachers will develop lessons to bridge academic gaps in content knowledge for Low-income students who experienced chronic absenteeism in order to ensure students will be able to access grade level content standards. Attendance Clerks will support identified schools with high rates of Chronic Absenteeism in monitoring attendance and communicating with families in order to improve student engagement and attendance.	$313,299.00	Yes
9	Paraeducators	Paraeducators will be trained to support student engagement by assisting students academically, socio-emotionally, and behaviorally with evidence-based practices, strategies, and interventions.	$24,623,181.00	No
10	Social Emotional Support-High School	LREBG Action Mental Health Clinicians will provide direct social emotional support to our Foster Youth and Low-Income students at our four comprehensive high schools, one middle school, and two of our Academies focusing on those who have experienced a high degree of trauma and continue to experience challenges. Students will be provided with services and/or referrals based on the particular case of the student case, as well as supporting students who are returning to school after hospitalizations. This will lead to higher academic achievement and graduation rates. Research from Collaborative for Academic, Social, and Emotional Learning (CASEL) shows that providing direct-social emotional support to students, especially those who have experienced trauma significantly improves academic outcomes, mental health, overall school engagement, and reduces absenteeism rates. Targeted trauma-informed interventions help address the root causes of school and academic disengagement. LREBG funds will provide contracts for comprehensive interventions and mental health services for secondary students who have experienced a high degree of trauma in order to support academic learning recovery, the social and emotional well-being of students, and improve student engagement. Students will receive direct support based on their needs in order to enhance school connectedness and reduce chronic absenteeism.	$1,619,365.00	Yes

		Metrics being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard) LREBG Funds supporting this action: $454,918 through 2025-26 and $376,350 through 2026-27.		
11	Trauma Informed Services	Student Support Specialists will alleviate the increased caseload of students waiting to receive services for experienced trauma. Trauma-informed behavioral approach services and personalized support plans will be provided in a timely manner to Foster Youth and Low-income students. This service will be imperative to the student's mental well-being and mitigate the impact on their academic achievement.	$617,404.00	Yes
12	Student Engagement Support	Low-Income students, specifically those who lack a fixed, regular, and adequate nighttime residence, will be provided resources to remove barriers and challenges in accessing and succeeding in school in order to improve attendance and college and career readiness.	$31,787.00	Yes

Goal

Goal #	Description	Type of Goal
6	Goal 6: (Broad) Behavioral support and academic counseling will be made available to students to increase their connectivity to school, reduce suspension rates, and improve school safety and culture.	Broad Goal

State priorities addressed by this goal.

4, 5, 6

An explanation of why the LEA has developed this goal.

We created this goal because there is a need to address school climate for our students and to put systems in place that will be conducive to improving school environments and fostering students' sense of belonging. The metrics identified in this goal will measure 1) connectedness and safety according to the California Healthy Kids Survey, 2) Suspension and Expulsion rates, and 3) and graduation rates for our Continuation High School in order to see progress in perceptions of school climate and improved student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Connectedness Students: California Healthy Kids Survey (CHKS) - Percentage of students that feel "School Connectedness" based on five school connectedness scale indicators (5th	2023-24 CHKS Survey Students Grade 5: 61% Grade 7: 49% Grade 9: 43% Grade 11: 44% NT: 53% 2023-24 CSSS Survey Staff All: 32% 2023-24 CSPS Survey Parents All: 84%	2024-25 CHKS Survey Students Grade 5: 63% Grade 7: 51% Grade 9: 47% Grade 11: 52% NT: 68% 2024-25 CSSS Survey (A5.4) Staff All: 39% 2024-25 CSPS Survey Parents All: 85%	2025-26 CHKS Survey Students Grade 5: 64% Grade 7: 52% Grade 9: 52% Grade 11: 52% NT: 67% 2025-26 CSSS Survey Staff All: 34% 2025-26 CSPS Survey Parents All: 77%	Students Grade 5: 67% Grade 7: 55% Grade 9: 49% Grade 11: 50% NT: 59% Staff All: 38% Parents All: 90%	Students Grade 5: +3% Grade 7: +3% Grade 9: +9% Grade 11: +8% NT: +14% Staff All: +2% Parents All: -7%

	grade: average reporting "Most of the time" & "All of the time" - A6.8; Secondary: average reporting "Agree or "Strongly agree" - A6.8) Staff: California School Staff Survey (CSSS) - Average reporting "Strongly agree" on four Staff Working Environment Scale Questions (A6.4) Parents: California School Parent Survey (CSPS) - Percentage of parents who "Strongly agree" and "Agree" that parents feel welcome to participate at their child's school (A6.1)					
2	Perceived School Safety	2023-24 CHKS Survey Students	2024-25 CHKS Survey Students	2025-26 CHKS Survey Students	Students	Students

School is a safe place for students. Students: California Healthy Kids Survey (CHKS) Percentage of students that feel safe (5th grade) "most of the time" and "all of the time" (A9.1) or (Secondary) "Safe" and "Very Safe" (A8.1) at school Staff: California School Staff Survey (CSSS) - Percentage of staff that "Strongly agree" and "Agree" that their school is a safe place for students. (A6.2) Parents: California School Parent Survey (CSPS) Percentage of parents that "Strongly agree" and	Grade 5: 62% Grade 7: 47% Grade 9: 44% Grade 11: 41% NT: 59% 2023-24 CSSS Survey Staff All: 84% 2023-24 CSPS Survey Parents All: 84%	Grade 5: 65% Grade 7: 47% Grade 9: 49% Grade 11: 52% NT: 77% 2024-25 CSSS Survey (A5.2) Staff All: 91% 2024-25 CSPS Survey Parents All: 83%	Grade 5: 68% Grade 7: 55% Grade 9: 60% Grade 11: 60% NT: 75% 2025-26 CSSS Survey Staff All: 89% 2025-26 CSPS Survey Parents All: 84%	Grade 5: 68% Grade 7: 53% Grade 9: 50% Grade 11: 47% NT: 65% Staff All: 90% Parents All: 90%	Grade 5: +6% Grade 7: +8% Grade 9: +16% Grade 11: +19% NT: +16% Staff All: +5% Parents All: 0%

	"Agree" that their school is a safe place for their child (A7.1).					
3	Suspension Rate (Dashboard) Percentage of students who were suspended at least once	Updated 2023 CA Dashboard All: 4.3% EL: 4.8% LI: 4.5% AA: 10.0% FY: 10.9% HI: 4.3% HOM: 6.5% SWD: 6.5%	2024 CA Dashboard All: 3.4% EL: 3.5% LI: 3.6% AA: 10.4% FY: 9.1% HI: 3.3% HOM: 5.2% SWD: 5.4%	2025 CA Dashboard All: 1.9% EL: 1.9% LI: 2.0% AA: 5.7% FY: 10.4% HI: 1.9% HOM: 3.2% SWD: 3.1%	All: 1.3% ELs: 1.8% LI: 1.5% AA: 7.0% FOS: 7.9% HI: 1.3% HOM: 1.5% SWD: 3.5%	All: -2.4% EL: -2.9% LI: -2.5% AA: -4.3% FY: -0.5% HI: -2.4% HOM: -3.3% SWD: -3.4%
4	Expulsions-Local data from Pupil Resources	2022-23 Expulsions- Ed Data All: 0% ELs: 0% LI: 0% FY: 0%	2023-24 Expulsions- Ed Data All: 0.00015% (3 expulsions) ELs: 0% LI: 0% FY: 0%	2024-25 Expulsions- Ed Data All : 0% EL : 0% FY : 0% LI : 0%	All: 0% ELs: 0% LI: 0% FY: 0%	All : 0% EL : 0% FY : 0% LI : 0%
5	Park West- Grad Rate CA Dashboard	2023 CA Dashboard 72.7%	2024 CA Dashboard 83.3%	2025 CA Dashboard 84.5%	75.7%	+11.8%

Goal Analysis for 2025-2026

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.

All actions in Goal 6 were implemented as planned, with outcomes that showed overall improvement in attendance at secondary schools, an increase in credit completion, and alignment of district practices to PBIS principles and initiatives.

There were significant successes for several actions in Goal 6. With the support of Learning Recovery (LREBG) funds (G6A2 Restorative Justice, G6A5 Positive Behavior Interventions and Supports, G6A6 Elementary Campus Supervisors), more resources and targeted support for students and staff were expanded.
- Leadership opportunities for Foster Youth and Low-Income students showed overall improvement in student attendance at the comprehensive high schools and two academies (G6A1 Positive School Climate).
The continued implementation of restorative justice practices at the middle schools and comprehensive high schools resulted in a decrease in overall suspension rate, especially for African-American students (G6A2 Restorative Justice - Differentiated Assistance Action).
- In-school and summer extracurricular programs allowed for more students (86.2% of Low-Income students) to participate in the school year (G6A3 Extracurricular Activities).
- The work of teachers and support staff at the continuation high school resulted in more students completing over 8,000 credits; Foster Youth completed 498.5 credits and Low-Income students completed 7,422.68 credits in the first semester (G6A4 Individualized Student Academic and Emotional Support).
- Having a full staff that could implement positive behavior systems districtwide led to increased individualized support to schools - giving more support to PBIS teams and coordinators. The Behavior Analyst (BCBA) supported teachers with training to have better alignment and understanding of students' behavior plans (G6A5 Positive Behavior Intervention and Support).
- Elementary campus supervisors aligned their practices to PBIS school initiatives (G6A6 Elementary Campus Supervisors).
- Training and collaborations between schools and behavior analysts (BCBAs) led to the building of a partnership between special education and general education cohorts (G6A7 Evidence-Based Positive Behavioral Supports).

With the support of Learning Recovery (LREBG) funds, the following actions were successful in funding more resources and targeted support for students and staff.
PUSD was able to work with organizations that specialize in conflict resolution and inclusivity in order to engage students in proactive discussions (G6A2 Restorative Justice).
Programs for wellness and social emotional support helped classrooms in reducing behavior disruptions (G6A5 Positive Behavior Intervention and Support).
Outside consultants worked with staff to help students with their social skills and self-regulate their behavior (G6A6 Elementary Campus Supervisors).

Challenges in implementation for Goal 6 included:
- The only challenge that G6A6 (Elementary Campus Supervisors) experienced was a high turnover rate of campus supervisors.

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.

There were no material differences expected across most actions in 2025-2026, except for G6A1 Positive School Climate and G6A6 Elementary Campus Supervisors:
- G6A1 (Positive School Climate) had lower expenditures than anticipated due to services that could be supported through other actions in the LCAP.
- G6A6 (Elementary Campus Supervisors) experienced some vacancies and high turnover throughout the year.

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

In evaluating actions G6A1 (Positive School Climate), G6A2 (Restorative Justice), G6A3 (Extracurricular Activities), G6A4 (Individualized Student Academic and Emotional Support), there were clear positive outcomes and some areas for improvement. Most student groups showed improvement in attendance rates in the first semester based on Central Attendance data (G6M1 Attendance Rates - Central Attendance Report), with the exception of Foster Youth, which showed a decrease of attendance of 2.51% compared to the Baseline data. Additionally, while most student groups showed improvement in Chronic Absenteeism, Foster Youth saw an increase of 8.97% based on the internal Pupil Resources Report (G6M2). These outcomes suggest that while these actions were mostly effective in improving student participation and overall school culture, they were disproportionately ineffective in improving attendance for Foster Youth. Park West had significant improvement in Graduation Rate, increasing 11.8% from the Baseline data back in 2023, suggesting that individualized targeted support for students is effective in helping continuation students graduate on time. Annual CHKS data on School Connectedness (G6M1) showed an increase for Grades 5, 7, 9, and 11, but a decrease for parents of -7%, showing that these actions were partially effective in improving student connectedness with their school. Educational partner input highlighted that students need an inclusive range of school activities in order for them to feel like they belong, and they expressed the importance of applying PBIS principles to fidelity in order to see positive outcomes in school climate. While these actions that support leadership opportunities, restorative justice, extracurricular activities, and support for continuation school students are mostly effective for most student groups, targeted strategies are needed to improve academic and post-secondary outcomes for Foster Youth.

In evaluating G6A5 (Positive Behavior Intervention and Support), G6A6 (Elementary Campus Supervisors), and G6A7 (Evidence-Based Positive Behavior Supports), there was progress and areas for improvement. All student groups showed a decline in Suspension Rate based on the 2025 CA Dashboard, with African American students showing the largest decline of 4.3% from the Baseline data. This suggests that positive behavior interventions (G6A5) and having elementary campus supervisors supporting PBIS initiatives (G6A6) were effective in improving outcomes for students. All students showed a decrease of 2.4%, English Learners showed a decrease of 2.9%, Low-Income students showed a decline of 2.5%, and Foster Youth showed a decline of 0.5%. While all groups showed improvement with less suspensions, Foster Youth showed the smallest decline, which suggests that support needs to be more intentionally directed for Foster Youth. In addition, annual CHKS data on School Safety (G6M2) showed an increase for students in Grades 5, 7, 9, and 11, as well as an increase for Staff of +5%, however parents reported no change in School Connectedness, showing that these actions were mostly effective in improving students' perception of safety at school. Educational partner input indicated that strategies to improve school safety and belonging requires adults who are present, and it is evident that based on these actions and outcomes, having the staff necessary to apply positive climate practices in schools has a significant impact on student behavior and perceptions of safety.

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 student outcomes and educational partner input, the goal, metrics, and desired outcomes will remain the same for the 2026-27 academic year with the exception of the following changes:
- MODIFY/ADAPT G6A5 Positive Behavior Intervention and Support by significantly reducing special assignment hours that support PBIS implementation (about a 40% reduction) due to districtwide budget reductions.
- MODIFY/ADAPT G6A6 (Elementary Campus Supervisors) by including School Site Specialists (previously in G5A4), aligning with the work needed to improve school climate, and renaming action to Elementary Engagement Support.
- As applicable, reduce funding for special assignment hours and conferences reflected in the LCAP due to districtwide budget reductions, and reorganization/ restructuring of certain positions to better align to the supports provided.

G6A2 Restorative Justice, G6A5 Positive Behavior Intervention and Support, and G6A6 Elementary Campus Supervisors will continue to support LREBG activities for schools districtwide. G6A2 will continue to fund out-of-district contracts for mentoring services to support students, and will use $228,345 in LREBG funds in the 2026-2027 school year. G6A5 will continue to fund out-of-district contracts to support services for students in managing self-regulation, and will use a total of $152,625 in LREBG funds in the 2026-2027 school year. G6A6 will continue to fund out-of-district contracts for services to support students with engaging physical education activities during non-instructional time, and will use a total of $702,625 in LREBG funds in the 2026-27 school year.

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	Positive School Climate	Consultants will provide leadership opportunities for Foster Youth and Low-Income students in order to increase student participation in extracurricular activities, school attendance, and academic achievement.	$68,950.00	Yes
2	Restorative Justice	LREBG and Differentiated Assistance (DA) Action PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the African American student group in the areas of Pupil Achievement (ELA and Math) and School Climate (Suspension Rate). School Site Administrators and classified staff will provide support to Foster Youth, English Learners, and Low-income students by using and facilitating restorative justice practices that develop students' problem-solving skills which will help increase attendance by minimizing behavior incidents and suspensions in order to increase their college and career readiness. Research from the Collaborative for Academic and Emotional Learning (CASEL) shows that focusing on self awareness and management, social awareness, relationship skills, and practices that lead to responsible decision making can build upon improved school culture and overall school climates. This action will support contracts that bring in community organizations to teach students how to resolve conflict in a structured manner that is inclusive of all students and that engages students in proactive discussions. Metrics being used to monitor this action: G5 Metric 1 (Attendance Rates and Chronic Absenteeism), G6 Metric 1 (CHKS Connectedness), G6 Metric 3 (Suspension Rate) LREBG funds supporting this action: $453,975 through 2025-26 and $228,345 through 2026-27.	$1,878,099.00	Yes
3	Extracurricular Activities	Athletic Coordinators, Activity Directors, and Walk-on coaches at secondary schools will receive stipends to design, instruct, and facilitate engaging sports and other extra-curricular activities for Low-Income students during the school year and summer in order to promote student, family, community, and school connectedness.	$296,422.00	Yes
4	Individualized Student Academic and Emotional Support	Teachers, a Mental Health Supervisor, and a Counselor at the continuation high school will provide academic and emotional support to Foster Youth and Low-Income students who are deficient on credits for graduation. Services from an outside consultant will provide additional support to the students to alleviate other barriers to school attendance and increase graduation rates.	$771,449.00	Yes
5	Positive Behavior Intervention and Support (PBIS)	LREBG Action Positive Behavior Intervention and Support (PBIS) Administrators, teachers, and Board Certified Behavior Analyst (BCBA) will use the Schoolwide Information System (SWIS) behavior management system and Social-Emotional Learning techniques to meet the social-emotional	$2,151,207.00	Yes

		needs of English Learners, Foster Youth, and Low-income. Teacher Specialists, BCBA, selected classroom teachers, and classified staff will provide professional development, training, coaching, and one-on-one supports to school site staff. Research from the Collaborative for Academic and Emotional Learning (CASEL) indicated that students that receive social emotional support have higher levels of school functioning and can lead to positive student outcomes. This action will support contracts for programs and outside consultants that support staff and students with wellness, social-emotional intelligence, and decreases in disruptive behaviors. Metrics being used to monitor this action: G5 Metric 1 (Attendance Rates and Chronic Absenteeism), G6 Metric 1 (CHKS Connectedness), G6 Metric 3 (Suspension Rate) LREBG Funds supporting this action: $402,535 through 2025-26 and $152,625 through 2026-27.		
6	Elementary Campus Supervisors	LREBG Action Elementary Campus Supervisors, School Site Specialists, and School Climate Safety Officers will assist Low-income students with behavior and social skills to increase a positive school environment and improve school culture. Research from Attendance Works and from the “Reducing Barriers to School Attendance” Initiative indicates that chronic absenteeism leads to unhealthy lives, and that eliminating exclusionary practices can improve school climates. This action will support contracts to have outside consultants work with staff to ensure that students are developing their social skills and learning to self-regulate their own behavior. Metrics being used to monitor this action: G5 Metric 1 (Attendance Rates and Chronic Absenteeism), G5 Metric 2 (Chronic Absenteeism CA Dashboard), G6 Metric 1 (CHKS Connectedness), G6 Metric 3 (Suspension Rate) LREBG funds supporting this action: $1,122,535 through 2025-26 and $702,625 through 2026-27.	$4,883,429.00	Yes
7	Evidence-Based Positive Behavioral Supports	Coordinators that are Board Certified Behavior Analysts will provide ongoing training, collaboration, and consultation for staff to develop evidence-based, positive behavioral supports to address students with challenging behaviors.	$607,597.00	No

Goal

Goal #	Description	Type of Goal
7	Goal 7: (Broad) Students will have opportunities to enroll in a broad course of study to support them as they become ready for post-secondary education and careers of their choice.	Broad Goal

State priorities addressed by this goal.

4, 5, 7

An explanation of why the LEA has developed this goal.

We developed this goal because our students need a well-rounded education that enables them to access a broad course of study and expand their post-secondary career options. The metrics identified in this goal will measure 1) progress on local and state assessments, 2) attendance and graduation rates, 3) chronic absenteeism, 4) CTE completion and A-G requirements rates in order to ensure students have access to a broad course of study to support and prepare them for post-secondary education and career options, and 5) average ratio of elementary students to robotics kits per classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	CTE Pathway Completion- CA Dashboard Percent of students with CTE Pathway Completers Percent of students with both A-G/CTE Completers	2023 CA Dashboard CTE Pathway Completers All: 4.8% ELs: 3% LI: 4.8% FY: 3% Both A-G/CTE Completers All: 2.2% ELs: 0.6% LI: 2.2% FY: 3.0%	2024 CA Dashboard CTE Pathway Completers All: 4.5% ELs: 3.8% LI: 4.5% FY: 2.9% Both A-G/CTE Completers All: 1.8% ELs: 0.5% LI: 1.8% FY: 2.9%	2025 CA Dashboard CTE Pathway Completers All: 0.4% ELs: 0.0% LI: 0.4% FY: 0.0% Both A-G/CTE Completers All: 0.2% ELs: 0.0% LI: 0.1% FY: 0.0% *The data above is from the California Dashboard CTE Pathway Completers data. There is a discrepancy in the reported data as compared to our internal records for pathway completers. (Internal) CALPADS District CTE Pathways Completers data is available below. (Internal) CALPADS CTE Pathway Completers All: 19.2% ELs: 5.1% LI: 18.5% FY: 7.4% Internal Both A-G/CTE Completers All: 8.4% ELs: 0.7% LI: 7.1% FY: 0.0%	All: 5.8% ELs: 4% LI: 5.8% FY: 4% All: 3.2% ELs: 1.6% LI: 3.2% FY: 4.0%	All: -4.4% ELs: -3.0% LI: -4.4% FY: -3.0% All: -2.0% ELs: -0.6% LI: -2.1% FY: -3.0% *The difference from baseline above is from the California Dashboard CTE Pathway Completers data. There is a discrepancy in the reported data as compared to our internal records for pathway completers. The difference from baseline for (Internal) CALPADS District CTE Pathways Completers is available below. All: +14.4% ELs: +2.1% LI: +13.7% FY: +4.4% All: +6.2% ELs: +0.1% LI: +4.9% FY: -3.0%

2	A-G Meeting Requirements Rate Dashboard Percent of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements	2023 CA Dashboard All: 36.4% ELs: 15.3% LI: 35.4% FY: 24.2%	2024 CA Dashboard All: 35.1% ELs: 13.0% LI: 33.9% FY: 23.5%	2025 CA Dashboard All: 38.0% ELs: 14.5% LI: 36.6% FY: 22.2%	All: 39.4% ELs: 18.3% LI: 38.4% FY: 27.2%	All: +1.6% ELs: -0.8% LI: +1.2% FY: -2.0%
3	Robotics Kits Per Classroom- Average ratio of elementary students to robotics kits Source: District Internal Report (Ed. Technology)	2023-24 Ratio of Elementary Students to Robotics Kits 3.9 : 1	2024-25 Ratio of Elementary Students to Robotics Kits 3.1 : 1	2025-26 Ratio of Elementary Students to Robotics Kits 2.5 : 1	2 : 1	-1.4 : 1
4	(Internal) CALPADS CTE Completion	(Internal) CALPADS CTE Pathway Completers All: 19.2% ELs: 5.1% LI: 18.5% FY: 7.4% Internal Both A-G/CTE Completers All: 8.4% ELs: 0.7% LI: 7.1% FY: 0.0%	N/A	N/A	(Internal) CALPADS CTE Pathway Completers All: 20.2% ELs: 6.1% LI: 19.5% FY: 8.4% Internal Both A-G/CTE Completers All: 9.4% ELs: 1.7% LI: 8.1% FY: 1.0%	

Goal Analysis for 2025-2026

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

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

The majority of the actions in Goal 7 were successfully implemented as planned, including G7A1 Dual Language Program, G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary, G7A3 Science, Technology, Engineering, and Mathematics (STEM), G7A4 Science Support, G7A5 Robotics Computer Science Program, G7A6 Art, Music, and Physical Education (PE)- Elementary, G7A8 College and Career Equity, G7A9 College and Career Exposure, and G7A10 Academy School Supports.

Implementation successes for Goal 7, Course Access included:
-English Learner and Low-Income students were provided opportunities to engage in language enrichment programs and develop biliteracy through the Dual Language Immersion (DLI) program. Additionally, there was an increased collaboration among teachers at the DLI sites which strengthened instructional alignment and shared practices (G7A1 Dual Language Program),
-More students are provided extracurricular and summer enrichments as Visual and Performing Arts (VAPA) teachers receive more professional development in the areas of Dance, Music, Theatre, and Visual Arts (G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary)
-Science, Technology, Engineering, and Mathematics (STEM) teachers provided Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects leading to an increase in participation with the science fair and eSports competition (G7A3 Science, Technology, Engineering, and Mathematics (STEM))
-Science and Social Science Teacher Specialists provided teachers professional development, coaching, and support leading to an increase in entries to the science fair, successful implementation of district initiatives such as the Culturally Responsive Anti-Racism Equitable System (CARES) lessons and ethnic students (G7A4 Science Support)
-More students, including Transitional Kindergarten had access to student-centered learning experiences with hands-on robotic kits, experiments, and computer science to foster critical thinking and problem solving skills (G7A5 Robotics Computer Science Program)
-Foster Youth and Low-Income students were provided opportunities to participate in art, music, physical education, and extracurricular programs such as robotics, dance, and speed cube at the elementary level. Additionally, Teacher Specialist collaborated with support staff to coordinate events and enrichment programs to support student engagement and enhance leadership and problem-solving skills (G7A6 Art, Music, and Physical Education (PE)- Elementary)
-Teacher Specialist and school staff continued to provide Low-Income students with equitable college and career opportunities such as college exposition, mentorship with the Rising Scholars program for enrollment support, academic advising, and resources in addition to conferences with students and families to strengthen their knowledge of college and career options (G7A8 College and Career Equity)
-Low-Income students in secondary schools were provided with enriching academic experiences through field trips, including college tours and expositions. These opportunities helped connect classroom learning to real-world applications, reinforced content standards, and supported students in building awareness and readiness for post secondary education and careers of their choice (G7A9 College and Career Exposure), and
-Teachers and staff at Fremont School of Engineering and Design and Village Academy supported Low-Income students through smaller class sizes, restorative practices, and targeted outreach. These efforts helped students access a broad course of study, improve achievement, and complete A–G requirements for college and career readiness (G7A10 Academy School Supports).

Additional implementation successes were found with the support of identified LREBG actions:
-Additional contracts for visual and performing arts expanded access to extracurricular and enrichment opportunities for elementary and secondary Foster Youth and Low-Income students, supporting equitable access to a well-rounded educational experience (G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary & G7A6 Art, Music, and Physical Education (PE)-Elementary), and
-Expanded summer opportunities through targeted contracts and supports provided Low-Income students with enrichment experiences and mentorship to strengthen college and career readiness (G7A8 College and Career Equity).

While implementation was mostly successful, there were challenges that limited full implementation of the following actions:
-G7A7 Career Readiness, was partially implemented due to delays in purchasing materials and supplies necessary to support student learning in programs. Some items exceeding $100,000 required a formal bidding process, which stalled requisitions and impacted program implementation. Despite these challenges, student enrollment for career readiness pathways increased, and 254 students successfully completed Career Technical Education (CTE) courses, demonstrating continued student engagement and progress toward

college and career readiness.

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.

Material differences between budgeted and estimated actual expenditures were observed in the following actions:

-G7A1 Dual Language Programs due to increase of cost for staffing and materials and supplies,
-G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary due to unaccounted special assignment hours for the second semester,
-G7A5 Robotics Computer Science Program due to unused teacher substitute allocation, as well as a reprioritization of funds for materials and supplies through the Learning Recovery Emergency Block Grant (LREBG),
-G7A7 Career Technical Education (CTE) due to vacancies, and materials and supplies not purchased as originally planned for,
-G7A9 College and Career Exposure due to unused teacher substitute allocation and classified overtime, in addition to unaccounted field trips in the second semester.

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

Overall, the analysis of Course Access actions indicated partial effectiveness in student outcomes in the areas of attendance, academic performance, and college and career readiness. These outcomes were supported in part by LREBG-funded actions (G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary, G7A6 Art, Music, and Physical Education (PE)- Elementary, and G7A8 College and Career Equity) that expanded access to broad course of study to increase school connectivity, social and emotional well-being, and reduce chronic absenteeism. Actions including G7A1 Dual Language Programs, G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary, G7A3 Science, Technology, Engineering, and Mathematics (STEM), G7A4 Science Support, G7A5 Robotics Computer Science Program, G7A6 Art, Music, and Physical Education (PE)-Elementary, G7A7 Career Technical Education (CTE), G7A8 College and Career Equity, G7A9 College and Career Exposure, and G7A10 Academy School Supports demonstrated varying levels of effectiveness, as evidenced by several local and state indicators.

Language development related action (G7A1 Dual Language Programs) was mostly effective in supporting student engagement and academic growth. Local DIA English Language Arts (ELA) showed increases in Benchmark 1 for All Students (+1.26 points), English Learners (+2.03 points), Low-Income (+1.17 points), and Foster Youth (+2.6 points), indicating progress in literacy outcomes associated with dual language instruction. Similarly, DIA ELA Benchmark 2 continued to show increases for All Students (+1.26 points), English Learners (+0.99 points), Low-Income (+1.44 points), and Foster Youth (+3.86 points). Additionally, arts-related actions (G7A2 Visual and Performing Arts & PE-Secondary, G7A6 Art, Music, and PE-Elementary) demonstrated a positive impact on student engagement. Attendance data suggested that these actions contributed to increased school connectedness and reductions in chronic absenteeism across student groups.

STEM, science, and robotic actions (G7A3 Science, Technology, Engineering, and Mathematics (STEM), G7A4 Science Support, G7A5 Robotics Computer Science Program) demonstrated partial effectiveness in increasing student engagement and improving academic performance in science. Increased student-to-robotics kit ratios (4:1 to 2.5:1) expanded robotics access and 127 students participated in the annual district science fair. These results reflect increased opportunities for hands-on learning experiences. Further, CAASPP Science data showed mixed, but positive growth, including increases in Standard Met and Standard Exceeded across multiple student groups, particularly Foster Youth (+7.69% in Standard Exceeded) and Low-Income students (+0.70% in Standard Exceeded). However, declines in the “Nearly Met” category indicate varying progression across proficiency levels, and suggest the need to strengthen instructional supports to ensure improved outcomes across Standard Nearly Met, Met, and Exceeded while decreasing in Standard Not Met.

Career and college actions (G7A7 Career Readiness, G7A8 College and Career Equity, G7A9 College and Career Exposure) showed partial effectiveness in expanding student access and participation. Internal CTE data indicated an increase in student engagement, including growth in enrollment and 254 students completing CTE courses. This demonstrated strong participation despite implementation challenges with purchasing materials and supplies in a timely manner. It is important to also note that CA Dashboard

CTE pathway completion data reflected discrepancies when compared to internal district records; therefore, internal CTE completion data was utilized for analysis to ensure accuracy and consistency in reporting. Internal CTE completion data indicated that 19.2% of All Students, 5.1% of English Learners, 18.5% of Low-Income, and 7.4% of Foster Youth students completed a CTE pathway. Additionally, internal data for students completing both A-G requirements and a CTE pathway showed All Students (8.4%), English Learners (0.7%), Low-Income (7.1%), and Foster Youth (0.0%). These data show student participation while also highlighting opportunities to strengthen access and support for student groups with lower competition rates. Further, college and career exposure and equity actions (G7A8 and G7A9) expanded student awareness of postsecondary pathways through field trips, career events, and programs such as Rising Scholars, while supports for academy schools (G7A10 Academy School Supports) provided targeted academic, behavioral, and attendance interventions. Despite increased access and engagement, A–G completion rates showed mixed results, with slight gains observed for All Students (+1.6%) and Low-Income (+1.2%), and declines for English Learners (-0.8%) and Foster Youth (-2.0%), indicating the need for continued focus on improving completion rates across all student groups.

All contributing actions (G7A1–G7A10) demonstrated effectiveness with improvement in reducing chronic absenteeism across student groups, including English Learners (20.7%, decrease of 14.1%), Low-Income (25.2%, decrease of 12.5%), and Foster Youth (30.3%, decrease of 8.7%). These decreases indicate that expanded engagement opportunities, including those supported by LREBG-funded resources, are contributing to improved long-term attendance patterns. Additionally, local attendance rates reflected positive trends, with increases across most student groups, including All Students (+0.61%), English Learners (+0.87%), and Low-Income (+0.55%), while Foster Youth showed a decrease (-2.51%), highlighting an area for continued attention. Together, these results suggested that both chronic absenteeism and overall attendance are improving and sustained focus is needed to ensure continued progress across all student groups. In addition, DIA Math data demonstrated academic gains across all student groups, including All Students (+ 1.62 points), English Learners (+2.04 points), Low-Income (+2.14 points), and Foster Youth (+6.14 points), indicating that instructional supports embedded within Course Access actions contributed to measurable academic growth.

All in all, Course Access actions were partially effective in expanding access, improving engagement and attendance, and supporting academic growth. The additional support from LREBG-funded resources expanded equitable access to arts, STEM, and college and career readiness experiences. However, the discrepancy in CTE data, A-G completion, and varying results in Science data indicate the need to strengthen supports to ensure more consistent and equitable outcomes across all student groups.

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 student outcomes and educational partner input, the goal, metrics, and desired outcomes will remain the same for the 2026-27 academic year, along with the continuation of previously identified LREBG-funded actions, with the exception of the following changes:

-MODIFY/ADAPT G7, Metric 1 to include (Internal) CALPADs CTE Pathways Completers data due to a discrepancy in the reported data on the California Dashboard,
-MODIFY/ADAPT G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary and G7A6 Art, Music, and Physical Education (PE)- Elementary by reducing the funding allocated for special assignment hours and materials and supplies due to districtwide budget reductions,
-MODIFY/ADAPT G7A5 Robotics Computer Science Program by reducing funding allocated for special assignment hours and contracts in due to districtwide budget reductions,
-MODIFY/ADAPT the action title and description in G7A4 from Science Support to Science and Social Science Support to reflect the work of the Social Science Teacher Specialist who provides ongoing professional development, coaching, and support to teachers in order to improve student engagement and learning outcomes in social science,
-MODIFY/ADAPT G7A9 College and Career Exposure by reducing funding allocated for educational field trips due to districtwide budget reductions, and
-ADOPT new metric (7.4), (Internal) CALPADS CTE Completion, to better measure the effectiveness of CTE programs.

G7A2 Visual and Performing Arts & Physical Education (PE)-Secondary, G7A6 Art, Music, and Physical Education (PE)- Elementary, and, G7A8 College and Career Equity will continue to support LREBG activities for schools districtwide. G7A2 will continue to fund out-of-district contracts to provide students with music and theatre-related assemblies and learning experiences, and will use $96,149 in LREBG funds in the 2026-2027 school year. G7A6 will continue to fund out-of-district contracts to provide students with VAPA-related learning opportunities and experiences, and will use a total of $1,007,136 in LREBG funds in the 2026-2027 school year. G7A8 will continue to fund out-of-district contracts for services to support students with tutoring, mentoring and college/career access opportunities, and will use a total of $3,832,965.00 in LREBG funds in the 2026-27 school year.

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	Dual Language Programs	Teachers will implement a Dual Language Immersion (DLI) program, with the support of Student Interns, Teachers on Assignments, and contracted services to provide English Learners and Low-Income students at elementary and secondary grades an opportunity to develop academic biliteracy, grade level proficiency, and cultural awareness. School staff will provide opportunities for parents to learn how to support their students in the DLI program.	$3,700,187.00	Yes
2	Visual and Performing Arts & Physical Education (PE)-Secondary	LREBG Action Teachers and Paraeducators will provide extracurricular and summer enrichment to Foster Youth and Low-income students by incorporating Arts instruction, physical education (PE), performance, competition, and practice opportunities. Uniforms, repairs, and maintenance will allow students access to cultural and artistic resources using materials, supplies and transportation in order to promote school connection, school spirit, academic achievement, and attendance. Research from Covid Relief Playbook and Attendance Works indicate Studies show that access to arts and music education not only enhances creativity and academic performance, but also fosters a culturally diverse environment that engages students in meaningful ways. LREBG funds	$833,700.00	Yes

		will provide contracts for arts and music partnerships to ensure students of all grades have access to a diverse and enriched range of artistic and musical learning experiences in order to motivate increase school connectivity, social and emotional well-being, and reduce chronic absenteeism. Metric being used to monitor this action for effectiveness: G5 Metric 1 Attendance Rates & Chronic Absenteeism LREBG Funds supporting this action: $245,070 through 2025-26 and $96,149 through 2026-27.		
3	Science, Technology, Engineering, and Mathematics (STEM)	Science, Technology, Engineering, and Mathematics (STEM) teachers and staff, will receive special assignment hours to provide elementary and middle school Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competition. Materials, supplies, and competition fees will be provided to support students in the program in order to develop their skills and academic interest in the STEM field.	$105,294.00	Yes
4	Science and Social Science Support	Science and Social Science Teacher Specialists will provide professional development, and coaching opportunities to teachers who will engage English Learners, Foster Youth and Low-income students in hands-on activities during instruction using updated technology software, licenses, materials and supplies to ensure interventions for students are effectively facilitated and data analysis is used to increase student understanding of the curriculum.	$317,828.00	Yes
5	Robotics Computer Science Program	Classroom teachers will ensure Low-Income students have access to student-centered learning experiences using materials and supplies for hands-on robotics kits, experiments, and computer science during classroom instruction in order to ensure the students will have problem solving skills needed for college and career readiness.	$154,500.00	Yes
6	Art, Music, and Physical Education (PE)-Elementary	LREBG Action Teachers will provide Foster Youth and Low-income students an opportunity to participate in art and music, physical education (PE), and extracurricular programs at the elementary level. A Teacher Specialist will collaborate with contract services and support staff to coordinate events to provide students the opportunity to compete and explore their talents. These enrichment programs will support student engagement and enhance their teamwork, leadership, and problem-solving skills. Research from Covid Relief Playbook and Attendance Works indicate that access to arts and music education not only enhances creativity and academic performance, but also fosters a culturally diverse environment that engages students in meaningful ways. LREBG funds will provide contracts for arts and music partnerships to ensure students of all grades have access to a diverse and enriched range of artistic and musical learning experiences in order to increase school connectivity, social and emotional well-being, and reduce chronic absenteeism. Metrics being used to monitor this action for effectiveness : G5 Metric 1 Attendance Rates & Chronic Absenteeism, G5 Metric 2 Chronic Absenteeism (Dashboard) LREBG Funds supporting this action: $1,736,021 through 2025-26 and $1,007,136 through 2026-27.	$3,381,261.00	Yes
7	Career Readiness	Career Technical Education (CTE) teachers and Career Center Technicians will help prepare English learners, Foster Youth, and Low-Income students to be career ready by completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce, career exploration, workforce development, and industry partnerships to strengthen career connections in the community. Students will have opportunities to engage in	$3,135,887.00	Yes

		work-based learning experiences, including internships, apprenticeships, pre-apprenticeships, and Regional Occupational Programs (ROP). In addition, students will have access to industry-recognized certifications, dual enrollment opportunities, articulated courses, to earn community college credits, Career and Technical Student Organizations, leadership and financial literacy education.		
8	College and Career Equity	LREBG Action School staff receive special assignment and overtime hours to provide equitable college and career ready opportunities for Low-income students who have been underserved in college and careers attainment. Staff, students, and parents will have an opportunity to attend conferences to strengthen their knowledge of college and career options. Research from EdResearch for Action indicates that Low-Income students benefit from support systems to help close equity gaps in college access and attainment. LREBG funds will support contracts for external organizations that provide college and career readiness programs, including mentorship, tutoring, and college counseling to remove barriers that socioeconomically disadvantaged students face and equip them with tools and resources for postsecondary success. These programs and services will help Low-Income students access the necessary resources to pursue college and career pathways, receive adequate support for academic learning recovery, and reduce barriers to education. Metrics being used to monitor this action for effectiveness : G7 Metric 1 CTE Pathway Completion and Percent of Students with both A-G/ CTE Completers (Dashboard), G7 Metric 2 A-G Meeting Requirements Rate (Dashboard) LREBG Funds supporting this action: $5,449,114 through 2025-26 and $3,832,965 through 2026-27.	$4,588,111.00	Yes
9	College and Career Exposure	School staff provide enriched academic experiences for Low-Income students in secondary schools by coordinating field trips aligned to the content standards and real-life experiences to support them as they become ready for post secondary education and careers of their choice.	$175,000.00	Yes
10	Academy School Supports	Teachers, staff, and administrators at Fremont School of Engineering and Design, and Village Academy of Media and Information Technology will provide academic, behavioral, and attendance support to address the needs of Low-Income students in order to promote their academic achievement by ensuring students complete the A-G requirements and become College and Career ready. Additional teachers at these academies will provide students the opportunities to take courses beyond the core curriculum such as Project Lead the Way, NAF, and CTE classes.	$1,680,659.00	Yes

Goal

Goal #	Description	Type of Goal
8	Goal 8: (Broad) (The following Goal Description was developed in response to schools being identified for Comprehensive Support and Improvement (CSI): Lincoln Elementary School, Marshall Middle School, and Pomona High School. Based on the 2024 CA Dashboard, all of these schools no longer meet the criteria and will be exiting CSI.) CSI Schools meeting the criteria for Comprehensive Support and Improvement (CSI) will be supported using evidence-based resources that best align with the findings of the comprehensive needs assessment in order to increase student academic achievement and increase graduation rates.	Broad Goal

State priorities addressed by this goal.

4, 5, 6, 8

An explanation of why the LEA has developed this goal.

We developed this goal in order to address the needs of our schools who met the criteria for Comprehensive Support and Improvement (CSI) —Lincoln Elementary School, Marshall Middle School, and Pomona High School. Their needs are aligned to the areas of low performance on the California Dashboard. The metrics for this goal will measure progress on 1) state and local academic assessments for all three schools and 2) suspension and chronic absenteeism for Marshall Middle School in order to ensure that all three schools are showing improvement on the 2023 Dashboard red indicators and overall student academic achievement. We will continue to monitor the progress of these three schools after they have exited CSI in order to ensure continued academic success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Lincoln- DIA District Interim Assessments English Language Arts and Mathematics BM 1 and BM2	2023-24 DnA District Report ELA: 45.80% 52.23% Math: 53.72% 49.33%	2024-25 DnA District Report ELA: 45.62% 53.10% Math: 57.79% 55.83%	2025-26 DnA District Report ELA: 48.66% 50.84% Math: 61.99% 57.34%	ELA: 48.80% 55.23% Math: 58.72% 51.33%	ELA: +2.86% -1.39% Math: +8.27% +8.01%

2	Lincoln- ELA CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard 97.3 PBS	2024 CA Dashboard 71.1 PBS	2025 CA Dashboard 76.2 PBS	92.3 PBS	-21.1 points
3	Lincoln- Math CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard 117.5 PBS	2024 CA Dashboard 99.7 PBS	2025 CA Dashboard 90.3 PBS	112.5 PBS	-27.2 points
4	Lincoln ELPI- English Learner Progress CA Dashboard Percent of students at each Level	2023 CA Dashboard Progressed 1 Level: 31.1% Maintained Level 4: 2.7% Maintained Levels 1-3: 33.8% Decreased 1 Level: 32.4%	2024 CA Dashboard Progressed 1 Level: 46.7% Maintained Level 4: 0% Maintained Levels 1-3: 38.9% Decreased 1 Level: 14.4%	2025 CA Dashboard Progressed 1 Level: 37.8% Maintained Level 4: 0.0% Maintained Levels 1-3: 46.3% Decreased 1 Level: 15.9%	Progressed 1 Level: 33.1% Maintained Level 4: 3.7% Maintained Levels 1-3: 34.8% Decreased 1 Level: 30.4%	Progressed 1 Level: +6.7% Maintained Level 4: -2.7% Maintained Levels 1-3: +12.5% Decreased 1 Level: -16.5%
5	Marshall- DIA District Interim Assessments Mathematics BM1 and BM2	2023-24 DnA District Report Math: 58.72% 51.63%	2024-25 DnA District Report Math: 56.24% 52.82%	2025-26 DnA District Report Math: 51.91% 57.79%	Math: 61.72% 54.63%	Math: -6.81% +6.16%
6	Marshall Math CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 120.3 PBS	2024 CA Dashboard Report 99.6 PBS	2025 CA Dashboard Report 91.0 PBS	117.3 PBS	-29.3 points
7	Marshall Chronic Absenteeism CA Dashboard Percentage of students who are chronically absent	2023 CA Dashboard Report 36.4%	2024 CA Dashboard Report 31.7%	2025 CA Dashboard Report 23.0%	33.4%	-13.4%

8	Marshall Suspension CA Dashboard Suspension Rate Percentage of students who have been suspended for at least one day	2023 CA Dashboard Report 15.5%	2024 CA Dashboard Report 8.3%	2025 CA Dashboard Report 2.5%	13.5%	-13.0%
9	Pomona High DIA Report Districtwide Assessments English Language Arts and Mathematics BM1 and BM2	2023-24 DnA District Report ELA: 53.04% 48.20% Math: 43.62% 42.11%	2024-25 DnA District Report ELA: 57.60% 54.04% Math: 46.42% 47.90%	2025-26 DnA District Report ELA: 53.76% 51.69% Math: 42.17% 53.87%	ELA: 55.04% 51.20% Math: 46.62% 45.11%	ELA: +0.72% +3.67% Math: -1.45% +11.76%
10	Pomona High ELA CAASPP CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 62.2 PBS	2024 CA Dashboard Report 59.5 PBS	2025 CA Dashboard Report 26.4 PBS	58.2 PBS	-35.8 points
11	Pomona High CAASPP Mathematics CA Dashboard Points Below Standard (PBS)	2023 CA Dashboard Report 139.1 PBS	2024 CA Dashboard Report 136.1 PBS	2025 CA Dashboard Report 115.3 PBS	121.1 PBS	-23.8 points
12	Pomona High ELPI-English Learner Progress CA Dashboard Percentage of students at each level	2023 CA Dashboard Progressed 1 Level: 33.0% Maintained Level 4: 2.4% Maintained Levels 1-3: 42.9% Decreased 1 Level: 21.7%	2024 CA Dashboard Progressed 1 Level: 34.2% Maintained Level 4: 0.0% Maintained Levels 1-3: 50.3% Decreased 1 Level: 15.5%	2025 CA Dashboard Progressed 1 Level: 29.0% Maintained Level 4: 0.0% Maintained Levels 1-3: 53.2% Decreased 1 Level: 17.7%	Progressed 1 Level: 36.0% Maintained Level 4: 5.4% Maintained Levels 1-3: 43.9% Decreased 1 Level: 19.7%	Progressed 1 Level: -4.0% Maintained Level 4: -2.4% Maintained Levels 1-3: +10.3% Decreased 1 Level: -4.0%

Goal Analysis for 2025-2026

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.

All three schools identified for Comprehensive Support and Improvement (CSI) in 2023 continue to implement their actions and strategies outlined in their School Plans for Student Achievement (SPSAs). In addition, all three actions in this Goal were implemented as planned, and saw successes in the following areas:
- Lincoln strengthened its MTSS, Leadership, and PLC teams to analyze data and expand their social-emotional strategies and approaches. Behavior management initiatives improved classroom environments, which led to reducing barriers to academic achievement. Lincoln was able to provide intensive intervention support through targeted reading, writing, and math to address any skill gaps, especially to support English learners and socioeconomically disadvantaged students. Staff support from the literacy coach, resource teacher, school site specialist, the intervention teacher, and administrators made it possible to effectively address academic needs.
- Marshall focused on implementing professional development and teacher collaboration time in order to support the intervention measures necessary to improve student outcomes in Mathematics. Data analysis, data review checkpoints, and targeting specific students enhanced the collaborative efforts of teachers and PLCs and produced positive outcomes for students. They also utilized curriculum support (like iReady Math), although consistency in implementation varied across classrooms.
- Pomona High focused on professional development workshops and conferences for teachers and counselors in order to build their capacity around college and career readiness. Teachers also used collaboration time for curriculum mapping, close reading, timed writing prompts, and implementation of AVID strategies. Data analysis, including reading student writing samples, helped teachers create visuals for literacy support, and informed teachers on what interventions to apply to their daily instruction in order to help students succeed in their classes and increase graduation rates.

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.

There were no material differences for Goal 8. CSI funding for all three sites (Lincoln, Marshall, Pomona) ended in 2025. Progress monitoring is ongoing for this goal and its actions.

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

In evaluating Lincoln's CSI action aimed at improving academic achievement in English Language Arts (ELA), Mathematics, and English Language Development (ELD), the strategies implemented were effective in improving student outcomes. Students showed improvement on the DIA ELA Benchmark I, with an increase of 2.86% from the Baseline data reported, and also showed improvement on the DIA Math Benchmark I, with an increase of 8.27% from the Baseline data reported. CAASPP ELA data showed an improvement of 21.1 points, and the CAASPP Math data also showed an improvement of 27.2 points for all students. In addition, English Learner Progress (ELPI) showed good progress for English learners (ELs), with 37.8% of ELs progressing one level, despite 0% maintaining a level 4, and 46.3% maintaining levels 1-3. This suggests that coordinated MTSS efforts and PLC planning and collaboration was effective for students at Lincoln in the areas of ELA and Math, but more coordination and application of strategies for ELs is needed in order to help students improve in ELD in order to reclassify.

In evaluating Marshall's CSI action aimed at improving Math, Chronic Absenteeism, and Suspension Rate, results were mixed, with some areas showing progress and others showing areas for improvement. In DIA Math Benchmark I, students showed a decline of 6.81%, however, CAASPP Math results showed an improvement of 29.3 points from the Baseline data reported. This suggests that the efforts to implement targeted intervention and math instructional strategies were partially effective in improving Math outcomes for all students. Chronic Absenteeism and Suspension Rate improved dramatically, with a decrease of 13.4% in Chronic Absenteeism and a decrease of 13.0% in Suspension Rate. This suggests that strategies to support student engagement and family partnerships were effective in improving student attendance at Marshall.

In evaluation of Pomona's CSI action for improving academic achievement in English Language Arts (ELA), Math, and English Language Development (ELD), students showed good progress across all areas. Both DIA Benchmark I assessments showed little progress for students. DIA ELA Benchmark I showed an increase of 0.72%, while DIA Math Benchmark I showed a decrease of 1.45%. CAASPP ELA and Math outcomes were significantly better - CAASPP ELA showed improvement of 35.8 points from the reported Baseline data, and CAASPP Math showed improvement of 23.8 points. English learners showed a decline in making progress of 4.0% from the Baseline data.This shows that efforts of collaboration between teachers and counselors were effective in improving student achievement but focus on English Learner progress needs to increase in order to help students reclassify.

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.

This goal, actions, and identified metrics will continue to be in place for monitoring in the 2026-27 school year. All three schools have exited CSI and do not have any funds allocated to their actions. All three schools will continue to implement strategies outlined within its action description (G8A3) and in their School Plans for Student Achievement (SPSAs) in order to meet the needs of the targeted student groups.

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	Lincoln E.S: Comprehensive Support & Improvement	(The following Action Description was developed in response to Lincoln Elementary School's CSI status. Based on the 2024 CA Dashboard, Lincoln no longer meets the criteria and has thus exited CSI.) Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.	$0.00	No

2	Marshall M.S: Comprehensive Support & Improvement	(The following Action Description was developed in response to Marshall Middle School's CSI status. Based on the 2024 CA Dashboard, Marshall no longer meets the criteria and has thus exited CSI.) Teachers will receive professional development in the areas of Math, Chronic Absenteeism, and Suspension Rate to implement effective instructional practices, evidence-based strategies such as tutoring and intervention to increase academic achievement, and strengthen partnerships with families to increase attendance rate and decrease suspension rate.	$0.00	No
3	Pomona H.S: Comprehensive Support & Improvement	(The following Action Description was developed in response to Pomona High School's CSI status. Based on the 2024 CA Dashboard, Pomona no longer meets the criteria and has thus exited CSI, but has been identified for Targeted Support and Improvement (TSI) for Students with Disabilities.) Teachers will receive professional development in the areas of English Language Arts (ELA), Math, and English Language Development to provide effective instructional practices and evidence-based strategies such as tutoring and intervention to increase academic achievement.	$0.00	No

Goal

Goal #	Description	Type of Goal
9	Goal 9: (Focus Goal): By June 2027, Kellogg will decrease its overall chronic absenteeism rate including Students with Disabilities (SWD) by 6% and English Learners by 3.5%, with the implementation of a comprehensive multi-tiered system that addresses root causes for absenteeism, improves school climate, boosts student and family engagement, provides training to staff on attendance best practices, and reviews attendance data, as measured by the Chronic Absenteeism Indicator on the California Dashboard.	Maintenance of Progress Goal

State priorities addressed by this goal.

5

An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the 2023 California School Dashboard data that had previously identified Kellogg Polytechnic Elementary School with nonstability rates and the lowest-performing in the area of Chronic Absenteeism among the Students with Disabilities group. The metrics identified in this goal will measure chronic absenteeism in order to increase students' attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Kellogg Chronic Absenteeism CA Dashboard	Updated 2023 Dashboard Report All: 38.4% EL: 34.0% FY: N/A LI: 39.7% SWD: 53.3%	2024 Dashboard Report All: 32.2% EL: 30.9% FY: 28.6% LI: 32.4% SWD: 47.5%	2025 Dashboard Report All: 28.1% EL: 19.4% FY: 7.1% LI: 28.6% SWD: 35.0%	All : 32.4% EL: 30.50% FY: N/A LI: 33.7% SWD: 47.3%	All: -10.3% EL: -14.6% FY: N/A LI: -11.1% SWD: -18.3%
2	Kellogg Chronic Absenteeism Rates Pupil Resources Report	2023-24 District Report All: 29.02% ELs: 33.33% FY: 66.67% LI: 28.98%	2024-25 District Report All: 24.00% ELs: 12.96% FY: 12.50% LI: 20.43%	2025-26 District Report All : 16.60% EL : 9.76% FY : 0.00% LI : 14.93%	All: 23.02% ELs: 29.83% FY: 60.67% LI: 22.98%	All : -12.42% EL : -23.57% FY : -66.67% LI : -14.05%

Goal Analysis for 2025-2026

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.

Based on consultations with the site administrator and support staff, this goal was mostly implemented.

Similar to the 2024-25 school year, successes were observed in several areas:
-Students receiving a multi-tiered system of support and intervention, and
-Decrease in overall chronic absenteeism rate, particularly with the Students with Disabilities and English Learner student groups.

A challenge with implementation was sustaining ongoing staff training on attendance best practices. Competing professional development priorities and scheduling constraints limited opportunities to consistently have these trainings, which impacted the depth and continuity of staff capacity-building in this area. Additionally, another challenge was related to the use of Equity Multiplier funds. While supports were provided, they were funded through alternative funding sources rather than Equity Multiplier allocations. This resulted in lower than anticipated utilization of Equity Multiplier funds.

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

The difference between budgeted expenditures and estimated actuals was observed in the unspent funds ($482,876) from the original 2023 allocation. The remaining funds will be carried forward and utilized in the 2026-27 school year to sustain the targeted support and interventions.

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

The maintenance of this goal was effective in supporting Kellogg's improvement in Chronic Absenteeism, as reflected by its Yellow performance level on the 2025 CA Dashboard. Decreases were observed across multiple student groups, including All Students (-4.1%), English Learners (-11.5%), Low-Income (-3.8%), and Students with Disabilities (-12.5%). Additionally, locally collected Chronic Absenteeism data, as reported in the Pupil Resources Report, indicated greater decreases across student groups. All Students decreased by 12.42%, English Learners decreased by 23.57%, Foster Youth decreased by 66.67%, and Low-Income students decreased by 14.05%, demonstrating the positive impact of targeted supports and interventions.

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 the 2024 and 2025 CA Dashboard, Kellogg no longer is eligible for the Equity Multiplier funds. The goal will continue to be maintained for the 2026-27 academic year in order to sustain the support in maintaining nonstabilitiy rate and student outcomes in the area of Pupil Engagement: Attendance.

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	Kellogg Elementary School (aligned with Priority 5)	By June 2026, Kellogg will continue to decrease its overall chronic absenteeism rate including Students with Disabilities (SWD) and English Learners, with the implementation of a comprehensive multi-tiered system that addresses root causes for absenteeism, improves school climate, boosts student and family engagement, provides training to staff on attendance best practices, and reviews attendance data, as measured by the Chronic Absenteeism Indicator on the California Dashboard.	$0.00	No

Goal

Goal #	Description	Type of Goal
10	Goal 10: (Equity Multiplier Focus Goal) By June 2027, Pomona Alternative School (PAS) and Park West will decrease chronic absenteeism by 5%, expose students to more Career Technical Education (CTE) courses, opportunities, and mentorship in order to motivate students, expand their post secondary career options in order to show growth on all red indicators, including ELA, Math, English Learner Progress, Suspension Rate and College/Career, and maintain green graduation status as measured by the California School Dashboard.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

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An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the 2023 California School Dashboard data that identified both Pomona Alternative School (PAS) and Park West Continuation High School with nonstability rates and Park West with the lowest-performing in the area of College and Career Indicator. The metrics identified in this goal will measure 1) attendance for both PAS and Park West and 2) graduation rate at Park West in order to increase students' attendance through the exposure of broad course access such as Career Technical Education (CTE). Additional metrics and actions will focus on also addressing the lowest-performing (red) areas on the 2024 and 2025 Dashboard, which include ELA, Math, English Learner Progress, Suspension Rate, and College/Career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Pomona Alternative School (PAS)/Park West Pupil Resources Report Attendance Rate	2023-24 Pupil Resources Report Pomona Alternative School (PAS) Attendance Rate: 85.71% 2023-24 Pupil Resources Report Park West Attendance Rate: 73.09%	2024-25 Pupil Resources Report Pomona Alternative School (PAS) Attendance Rate: 85.00% 2024-25 Pupil Resources Report Park West Attendance Rate: 55.65%	2025-26 Pupil Resources Report Pomona Alternative School (PAS) Rate: 50.24% 2025-26 Pupil Resources Report Park West Rate: 75.98%	Pomona Alternative School (PAS) Attendance Rate: 88.71% Park West Attendance Rate: 76.09%	Rate: -35.47% Rate: +2.89%

2	Park West CA Dashboard Graduation Rate	2023 CA Dashboard Park West Graduation Rate 72.7%	2024 CA Dashboard Park West Graduation Rate 83.3%	2025 CA Dashboard Park West Graduation Rate 84.5%	Graduation Rate 75.7%	Graduation Rate +11.8%
3	CAASPP ELA - Park West Distance of Students meeting the State Standard Points Below Standard (PBS)	2024 CA Dashboard Park West All: -104.3 PBS EL: -147.6 PBS FY: N/A LI: -104.3 PBS HI: -107.7 PBS	N/A	2025 CA Dashboard Park West All: 127.4 PBS EL: 163 PBS FY: N/A LI: 129.0 PBS HI: 127.7 PBS	All: -102.3 PBS EL: -145.6 PBS FY: N/A LI: -102.3 PBS HI: -105.7 PBS	All: +23.1 points EL: +15.4 points FY: N/A LI: +24.7 points HI: +20.0 points
4	CAASPP Math - Park West Distance of Students meeting the State Standard Points Below Standard (PBS)	2024 CA Dashboard Park West All: -195.5 PBS EL: -231.2 PBS FY: N/A LI: -195.5 PBS HI: -228.1 PBS	N/A	2025 CA Dashboard Park West All: 199.4 PBS EL: 256.6 PBS FY: N/A LI: 201.3 PBS HI: 200.8 PBS	All: -193.5 PBS EL: -229.2 PBS FY: N/A LI: -193.5 PBS HI: -226.1 PBS	All: +3.9 points EL: +25.4 points FY: N/A LI: +5.8 points HI: -27.3 points
5	EL Progress on Language Proficiency - Park West The percentage of ELs at each level	2024 CA Dashboard Park West Progressed 1 Level: 33.3% Maintained Level 4: 0% Maintained Levels 1-3: 36.5% Decreased 1 Level: 30.2%	N/A	2025 CA Dashboard Park West Progressed 1 Level: 36.2% Maintained Level 4: 0% Maintained Levels 1-3: 39.7% Decreased 1 Level: 24.1%	Progressed 1 Level: 36.3% Maintained Level 4: 0% Maintained Levels 1-3: 33.5% Decreased 1 Level: 27.2%	Progressed 1 Level: +2.9% Maintained Level 4: 0% Maintained Levels 1-3: +3.2% Decreased 1 Level: -6.1%
6	Suspension Rate (Dashboard) - Park West Percentage of students who were suspended at least once	2024 CA Dashboard Park West All: 8.8% EL: 12.9% FY: N/A LI: 9.3% LTEL: 13% HOM: 10.8% SWD: 23.7% HI: 7.6%	N/A	2025 CA Dashboard Park West All: 1.3% EL: 1.1% FY: 11.1% LI: 1.3% LTEL: 1.2% HOM: 0.7% SWD: 0.0% HI: 1.0%	All: 6.8% EL: 10.9% FY: N/A LI: 7.3% LTEL: 11% HOM: 8.8% SWD: 21.7% HI: 5.6%	All: +7.5% EL: +11.8% FY: N/A LI: +8.0% LTEL: +11.8% HOM: +10.1% SWD: +23.7% HI: +6.5%

7	College and Career Readiness Dashboard - Park West The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2024 CA Dashboard Park West All: 2.3% EL: 0% FY: N/A LI: 2.3% LTEL: 0% HOM: 1.6% HI: 2.4%	N/A	2025 CA Dashboard Park West All: 3.2% EL: 0% FY: N/A LI: 3.2% LTEL: 0% HOM: 2.2% HI: 3.4%	All: 4.3% EL: 2% FY: N/A LI: 4.3% LTEL: 2% HOM: 3.6% HI: 4.4%	All: +0.9% EL: 0% FY: N/A LI: +0.9% LTEL: 0% HOM: +0.6% HI: +1.0%

Goal Analysis for 2025-2026

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.

All actions in Goal 10 were fully implemented as intended.

Park West and Pomona Alternative School did have SUCCESSES in implementation.
- Students had more opportunities for credit recovery through sixth period assignments that lessened any workload by providing focused support (G10A2 Academic Credit Recovery).
- The Mentorship program that began through the help of Equity Multiplier funding has helped students stay connected with an adult mentor on campus, which has led to increased school connectedness (G10A3 Mentorship Program).
- Counselors have been able to troubleshoot barriers to attendance at the start of the school year and have monitored patterns throughout the school year in order for students to meet the 90+% attendance rate goal for Park West students (G10A4 Support for College and Career Readiness).

Although there was an unanticipated CHALLENGE, Park West/PAS was still able to implement its programs.
- While they were able to maintain their three CTE pathway programs (Culinary, Construction, and Health Support), one section of the Health Support pathway did close due to declining interest from students that was not anticipated (G10A1 PAS and Park West Continuation School). More incoming juniors and seniors are expected to enroll in the pathway to ensure no other sections close on the master schedule.

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.

There were material differences between what was budgeted under Goal 10 and what was spent in 2025-2026.
- G10A1 (PAS and Park West Continuation School) saw lower expenditures than previously planned due to academic and secondary support also supported through other LCAP actions.
- G10A2 (Academic Credit Recovery and Support), G10A3 (Mentorship Program), and G10A4 (Counselor Support for College and Career Readiness) had significantly lower expenditures than anticipated due to these actions being supported out of G10A1.

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

In evaluating the effectiveness of G10A1 (PAS and Park West Continuation School) and G10A3 (Mentorship Program), these actions were effective in improving overall attendance and participation. Students showed an increase of 10.25% in attendance rates at Park West and an 11.8% increase in Graduation Rate. Homeless Youth was the only group that saw a decline in graduation rate by 1%. Also, overall Suspension Rate is down for all student groups, down to 1.3% for the All Students group. This suggests that the CTE pathways and mentorship program have been mostly effective in keeping students in school and interested in a broad course of study.

In evaluating the effectiveness of G10A2 (Academic Credit Recovery), this action was partially effective in improving student achievement for students. While students showed a decline of 23.1 points on the CAASPP ELA and a decline of 3.9 points on the CAASPP Math. Socioeconomically Disadvantaged students and Hispanic students were identified as very low performing in ELA and Math on the 2025 CA Dashboard. English Learners showed progress in English Language Development with an increase of 2.9%. This suggests that academic credit recovery opportunities have been effective for English Learner progress. These actions have been mostly effective in improving participation and college/career readiness outcomes for the two identified student groups, but ELA and Math supports need to be a greater priority; much of the focus has been on college and career readiness and attendance - scores in ELA and Math show that more attention needs to go to achievement in those areas.

In evaluating the effectiveness of G10A4 (Support for College and Career Readiness), this action was mostly effective in improving college and career readiness for PAS and Park West students. While the College/Career Readiness Indicator on the CA Dashboard data does not show much progress, there was an increase of students who completed A-G requirements, as well as an increase in students being CTE pathway completers. In addition, A-G completion increased from 7 students in 2024-2025 to 16 students in 2025-2026. Nine students from PAS and Park West were accepted into four-year colleges in 2025-2026, in comparison to 2 students in 2024-2025. This indicates that efforts to conduct student intakes and CTE/A-G discussions with students have been effective in preparing students for post-secondary opportunities.

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

Goal 10, along with its actions, metrics, and target outcomes will remain the same for the 2026-27 school year. These actions will remain the same in order to maintain the progress made in attendance, graduation rate, and suspension rate. Staff at PAS and Park West will dedicate planning time to ensure more focus for the Hispanic and Socioeconomically Disadvantaged student groups in the areas of ELA and Math to provide more support and increase student achievement.

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	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	Pomona Alternative School (PAS) and Park West will continue to decrease chronic absenteeism by 5% and expose students to more Career Technical Education (CTE) courses and opportunities in order to motivate students and increase attendance, expand their post secondary career options, and improve graduation rate, as measured by Graduation Rate and the College and Career Indicators on the California Dashboard.	$87,215.00	No
2	Academic Credit Recovery and Support for Park West/PAS	Teachers and staff at Park West/PAS will provide academic credit recovery support and take on sixth-period assignments that will lessen student workload and provide more focused support in order to improve student academic outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California School Dashboard.	$198,215.00	No

3	Park West/PAS Mentorship Program	Park West/PAS staff will provide mentorship to students through daily check-ins and attendance monitoring in order to improve student engagement and suspension rates, as measured by the California School Dashboard.	$59,464.00	No
4	Park West/PAS Counselor Support for College and Career Readiness	Counselors at Park West/PAS will utilize planning time in order to provide intakes that include CTE pathway and A-G completion discussions for all students during the enrollment period or during periods of transition in order to improve college and career readiness, as measured by the California School Dashboard.	$51,536.00	No

Goal

Goal #	Description	Type of Goal
11	Goal 11 (Equity Multiplier Focus Goal): By June 2027, Lincoln will decrease its overall Chronic Absenteeism rate including Students with Disabilities by 6% and improve by one performance level on the Dashboard for Chronic Absenteeism through the implementation of a comprehensive multi-tiered system that addresses root cause for absenteeism. Homeless students will improve in their single-year growth in Math achievement as measured by iReady and improve one performance level on the Dashboard for Mathematics through targeted and tiered math support.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

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An explanation of why the LEA has developed this goal.

With the collaboration of Education Partners at district level committee meetings, consultation meetings, and site level survey, we developed this focus goal based on the California School Dashboard data that identified Lincoln Elementary School with nonstability rates and lowest-performing in the area of Math with the Homeless student group and Chronic Absenteeism with the Students with Disabilities student group. The metrics identified in this goal will measure 1) Local Chronic Absenteeism data 2) Dashboard Chronic Absenteeism data and 3) local and Dashboard Math data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Lincoln Chronic Absenteeism CA Dashboard	2024 Dashboard Report All: 33% EL: 22.2% FY: N/A LI: 33.2% SWD: 48%	N/A	2025 Dashboard Report All: 33.4% ELs: 24.8% FY: N/A LI: 34.6% SWD: 54.2%	All: 27% EL: 16.2% FY: n/a LI: 27.2% SWD: 42.0%	All: +0.4% EL: +2.6% FY: N/A LI: +1.4% SWD: +6.2%

2	Lincoln Chronic Absenteeism Pupil Resources Report	Chronic Absenteeism-Local 2023-24 District Report Lincoln All: 30.03% ELs: 22.06% FY: 25.00% LI: 29.67%	N/A	Chronic Absenteeism-Local 2025-26 District Report Lincoln All: 27.42% ELs: 29.81% FY: N/A LI: 26.35%	Chronic Absenteeism-Local 2023-24 District Report Lincoln All: 24.03% ELs: 16.06% FY: 19.00% LI: 23.67%	All: -2.61% ELs: +7.75% FY: N/A LI: -3.32%
3	Lincoln CAASPP Math CA Dashboard	2024 Dashboard Report Lincoln Math All: 99.7 PBS EL: 106.2 PBS FY: n/a LI: 101.8 PBS HOM: 138.4 PBS HI: 130.8 PBS	N/A	2025 Dashboard Report Lincoln Math All: 90.3 PBS EL: 102.9 PBS FY: N/A LI: 93.2 PBS HOM: 128.7 PBS HI: 89.5 PBS	2024 Dashboard Report Lincoln Math All: 97.7 PBS EL: 104.2 PBS FY: n/a LI: 99.8 PBS HOM: 136.4 PBS HI: 128.8 PBS	All: -9.4 points EL: -3.3 points FY: N/A LI: -8.6 points HOM: -9.7 points HI: -41.3 points
4	Lincoln iReady Math Percent Meeting or Above grade-level	2024-2025 iReady Diagnostic Report Fall: 2.8% Winter: 9.9% Spring: 27.2%	N/A	2025-2026 iReady Diagnostic Report Lincoln Fall: 4.0% Winter: 13.1% Spring: 28.8%	Fall: 4.8% Winter: 11.9% Spring: 29.2%	Fall: +1.2% Winter: +3.2% Spring: +1.6%

Goal Analysis for 2025-2026

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.

Based on consultation with the site administrator and support staff, this goal was partially implemented.

The notable successes in this goal that positively impacted student support included:
-Implementation of a comprehensive multi-tiered system to decrease chronic absenteeism, and
-Students receiving math support.

A key challenge in implementation was the need for more consistent and ongoing consultation between the district and site team throughout the year. Competing priorities and scheduling conflicts made it difficult to maintain regular collaboration focused on this goal. As a result, there is a need to strengthen structures for communication and support in order to ensure that the site receives timely guidance and resources from the district to effectively implement and sustain targeted supports.

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

The difference between budgeted expenditures and estimated actuals was observed in the unspent Equity Multiplier funds ($423,512) due to the prioritization and use of alternative funding sources, such as Literacy Coaches and Reading Specialists Educator Training Grant (LCRSET), which funded $111,987 in expenditures. The unspent Equity Multiplier funds will be carried forward and utilized in the 2026-27 school year to sustain the targeted support and interventions.

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

This goal was partially effective in supporting Lincoln's improvement in Chronic Absenteeism. Based on the 2025 CA Dashboard, results were mixed, with a decrease observed by Homeless (-9.8%), while several student groups increased, including All Students (+0.4%), English Learners (+2.6%), Low-Income (+1.4%), Students with Disabilities (+6.2%), and Hispanic (+1.7%). Similarly, locally collected Chronic Absenteeism data, as reported in the Pupil Resources Report, reflected mixed results across student groups. All Students decreased by 2.61%, Low-Income decreased by 3.32%, while English Learners increased by 7.75%.

In contrast, this goal was effective in supporting student growth in the area of Mathematics. The 2025 CA Dashboard showed gains across multiple student groups, including All Students (+9.4 points), English Learners (+3.3 points), Low-Income (+8.6 points), Homeless (+9.7 points), and Hispanic (+41.3 points). Additionally, local iReady Math data demonstrated overall growth from 2024-25 to 2025-26. While these outcomes highlight the positive impact of math supports on student achievement, they also reinforce the importance of addressing Chronic Absenteeism to ensure students can fully benefit from academic interventions.
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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 the 2025 CA Dashboard, Lincoln no longer is eligible for the Equity Multiplier funds. The goal will be maintained for the 2026-27 academic year in order to sustain the support in maintaining nonstability rate, improve chronic absenteeism, and student outcomes in the areas of Pupil Achievement and Engagement.

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	Lincoln Elementary School (aligned with Priority 5)	By June 2026, Lincoln will decrease its overall Chronic Absenteeism rate including Students with Disabilities by 6% and improve by one performance level on the Dashboard for Chronic Absenteeism through the implementation of a comprehensive multi-tiered system that addresses root cause for absenteeism. Homeless students will improve in their single-year growth in Math achievement as measured by iReady and improve one performance level on the Dashboard for Mathematics through targeted and tiered math support.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$81,685,807.00	$10,348,343.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.47%	0.00%	$0.00	38.47%

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 #(s)	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
G1 A1 Support with Staff Recruitment and Hiring	Our English Learners, Foster Youth, and Low-Income students need timely services and qualified personnel to provide academic and social-emotional support, especially given their unique needs such as having language barriers and lacking academic support at home as English Learners, lacking stability with housing and care as Foster Youths, and lacking resources and adult support due to some parents having to work multiple jobs to make ends meet as Low-Income students. In 2023, these unique	Our district will continue to have Human Resources Staff focused on the recruitment and hiring process of qualified personnel to ensure that our English Learner, Foster Youth, and Low-Income students receive timely services and support at school. This action addresses the timely academic and social-emotional support our English Learner, Foster Youth, and Low Income students need in order to minimize academic gaps and strengthen foundational skills. It will be provided on a LEA-wide basis because all our students will benefit from	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DataQuestTAMO Report (G1, Metric 1) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

	needs were reflected with CAASPP ELA data which indicated that English Learners were 80.5 points below the standard, Foster Youth were 76.3 points below the standard, and Low-Income students were 44.5 points below the standard. Additionally, CAASPP Math data indicated that English Learners were 116.9 points below the standard, Foster Youth were 123.2 points below the standard, and Low-Income students were 91.6 points below the standard. In the 2024 CAASPP English Language Arts (ELA) data indicated that English Learners were 81.2 points below the standard, Foster Youths were 88.1 points below the standard, and Low-Income students were 47.8 points below the standard. Additionally, CAASPP Math data indicated that English Learners were 113.7 points below the standard, Foster Youth were 106 points below the standard, and Low-Income students were 89.4 points below the standard. In 2025, CAASPP ELA indicates that English Learners are 74.1 points below the standard, Foster Youths are 67.7 points below the standard, and Low-Income students are 45.6 points below the standard. CAASPP Math data indicates that English Learners are 126 points below the standard, Foster Youth are 115.3 points below the standard, and Low-Income students are 89.2 points below the standard. Through outreach with parents/ guardians, students, and teachers, we learned that many of our English Learner, Foster Youth, and Low-Income students lack stability and resources at home which impact our students' academic performance and social well-being. Based on current educational partner input, parents and community members continued to express the need for high quality staff and retention to ensure students receive proper instructional support systems.	having qualified staff to increase engagement and academic achievement. In addition, we expect that having staff support with recruitment and hiring will help English Learner (2024), Long Term English Learner (2024), Foster Youth (2024), Students with Disabilities (2023, 2024, 2025), and African American students (2025) in response to the red indicators in English Language Arts on the California Dashboard, and help Homeless Youth (2023, 2025), Students with Disabilities (2023, 2024, 2025) African American (2023, 2024, 2025), and Foster Youth (2025) students in response to the red indicators in Math on the California Dashboard. Note: The years in parentheses (2023, 2024, 2025) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	

G1 A2 Teacher Support	Based on the 2023 California School Dashboard, English Learner students were 80.5 points below the standard in ELA and 116.9 points below the standard in Math, and Low-Income students were 44.5 points below the standard in ELA and 91.6 points below the standard in Math. In 2024, English Learners were 81.2 points below the standard in English Language Arts and 113.7 points below the standard in Math, and Low-Income students were 47.8 points below the standard in ELA and 89.4 points below the standard in Math. The California Dashboard data also indicated that English Learner and Low-Income students were low in College and Career Readiness. In 2025, English Learners are 74.1 points below the standard in ELA and 126 points below the standard in Math, and Low-Income students are 45.6 points below the standard in ELA and 89.2 points below the standard in Math. Our English Learner students struggle with language barriers while our Low-Income students often struggle with not having adults at home to provide academic support due to working parents or other added responsibilities. As a result, English Learner and Low-Income students struggle to meaningfully connect fundamental academic concepts in the curriculum to their own experiences. For this reason, these students need teachers who understand their unique needs and challenges in order to provide effective instructional strategies and teaching modalities to increase engagement and comprehension. The results of data and educational partner feedback continued to inform us that English Learner and Low-Income students need academic support and interventions to increase academic outcomes.	Veteran teachers will support beginning teachers through the teaching credentialing process and help beginning teachers develop instructional pedagogy specific to meeting the needs of English Learners and Low-Income students, like instructional strategies for students with language barriers to promote language acquisition or evidenced-based teaching approaches for students with limited resources in order to increase student engagement and academic outcomes. This action addresses the needs of English Learner and Low-Income students to have beginning teachers that are in touch with their unique academic and social emotional needs. It will be provided on a LEA-wide basis because all students will benefit from having teachers that have effective instructional practices. In addition, we expect that having Teacher Support will help students in response to the red indicators in English Language Arts and Math on the California Dashboard.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DataQuestTAMO Report (G1, Metric 1) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G1 A3 Custodial Staff - Vandalism Crew	Our Low-Income students live in neighborhoods that are disproportionately exposed to crime, violence, and vandalism. As a result, our comprehensive high schools endure more property damage, graffiti, and vandalism causing these facilities to be less conducive learning environments. The 2023 California Dashboard data indicated that 37.7% of Low-Income students were chronically absent and the 2024 California Dashboard data indicated that 27.6% of Low-Income students were chronically absent. In 2025, California Dashboard data indicates that 25.2% of Low-Income students are chronically absent. These students need positive learning environments that increase their sense of safety and pride in school. Educational partner feedback from parents and students continued to inform us that students need well-maintained and clean (school) facilities to feel more connected and safe in order to increase school engagement.	To keep our comprehensive high school facilities comparable to other school sites, our district will continue having a vandalism repair crew attend to the needs of the facilities and provide services to maintain a conducive learning environment for students. In addition, Campus Service Worker positions were adopted to help provide additional support to maintaining school grounds at the comprehensive high schools. This action will address the repair and clean up of vandalism at comprehensive high schools with the highest concentration of Low-Income students. It will be provided on a schoolwide basis to help all students feel safer and more connected to their learning environment and schools.	We will monitor progress Low-Income students, and for all students using: -Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1, Metric 2) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G1 A6 Custodial Staff	The 2023 California School Dashboard data indicated that our English Learners were 80.5 points below the standard in ELA and 116.9 points below the standard in Math; Low-Income students were 44.5 points below the standard in ELA and 91.6 points below the standard in Math. In addition, the California School Dashboard indicated that 34.8% of English Learners were chronically absent and 37.7% of Low-Income students were chronically absent. The 2024 California School Dashboard data indicated that English Learners were 81.2 points below the standard in ELA and 113.7 points below the standard in Math, and Low-Income students were 47.8 points below the standard in ELA and 89.4 points below the standard in Math. Furthermore, 24.7% of English Learners were chronically absent and 27.6% of Low-Income students were chronically absent. In addition, the 2025 California School Dashboard indicates that English Learners are 74.1 points below the standard in ELA and 108.1 points below the standard in Math, and Low-Income students are 45.6 points below the standard in ELA and 89.2 points below the standard in Math. Furthermore, 20.7% of English Learners are chronically absent and 25.2% of Low-Income students are chronically absent. These data highlight the need for our English Learner and Low-Income students to have custodial staff during school hours to maintain a clean conducive learning environment in order to foster a sense of connectedness in addition to opening up instructional areas for small group targeted instruction and interventions to increase academic achievement in the classroom without interrupting instructional time. Educational partner feedback indicated the need and importance of having custodial staff during school and after school to keep schools clean and orderly in order to positively impact the student learning environment and to minimize interruption of instructional time when students need to gather in small groups for targeted instructional support.	Custodial staff at school sites will clean and maintain classrooms to provide conducive learning environments and access to additional workspace for small group instruction and interventions. This will ensure that the physical learning areas in classrooms are maintained to help with student engagement. This action addresses a safe and clean learning environment for English Learner and Low-Income students at school. It will be provided on a LEA-wide basis to help minimize interruptions in instructional time for these student groups, as well as all students, as they transition between learning settings at their school sites.	We will monitor progress English Learner and Low-Income students, and for all students using: -Facility Inspection Tool (FIT) School Facility Inspection Evaluation (G1, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G2 A1 Library Support	Many of our English Learner and Low-Income students need access to books and reading materials in order to close the literacy gap since Pomona only has access to one public library. In 2023, ELA District Interim Assessments (DIAs) continued to indicate that support was needed for English Learners, as they were the lowest-performing group on the DIAs behind Low-Income students, with scores of 40.09% on Benchmark I and 43.26% on Benchmark II. Low-Income students scored 52.30% on Benchmark I and 53.73% on Benchmark II. English Learners also had the lowest performance category (red) on the Dashboard in English Language Arts (ELA), with CAASPP data indicating 80.5 points below the standard. Low-Income students scored 44.5 points below the standard in ELA. In addition, more currently, Year1 outcomes show students scored an average of 55.53% on Benchmark I, with English learners scoring an average of 55-94%, and Low-Income scoring an average of 55.22%. English Learners continue to fall on the lowest performance category (Red) on the Dashboard in English Language Arts (ELA), with CAASPP data indicating a decrease of -0.7 points below standard. In 2025, English Learners scored an average of 44.25% on DIA ELA Benchmark II, and Low Income students scored an average of 55.17% on DIA ELA Benchmark II. English learners showed improvement of +0.99%, and Low-Income students showed an improvement of +1.44%. Both English Learners and Low-Income students improved one performance level (Orange) on the 2025 Dashboard in ELA. In consultation with parents, staff, and other educational partners, Pomona continues to need access to literacy spaces at all elementary schools. Based on current educational partner input, students need technology and learning resources to make progress in ELA, but parents also stressed that technology is not a substitute for human interaction, emphasizing that direct in-person support is important.	Our district will continue to provide library support for all elementary schools so that English Learners and Low-Income students have access to books and digital texts. Library clerks will continue to support literacy initiatives by extending library hours from 6 to 8 hours, making academic research tools available, and receive ongoing training to best support the academic and literacy needs of English Learners and Low-Income students. This action addresses literacy gaps in our English Learner and Low Income students. It will be provided on a LEA-wide basis at our elementary schools in order for all students to gain access to the state standards. In addition, we expect that Library Support will help Students with Disabilities (2023, 2024, 2025) and African American students (2025), in response to the red indicators in English Language Arts on the California Dashboard.	We will monitor progress for English Learner and Low Income students, and for all students using: - DIA ELA (G4, Metric 1) - CAASPP ELA (G4, Metric 10) - Achieve 3000 (G4, Metric 13)

G2 A2 Media Center Support	Many of our English Learners and Foster Youth students do not have access at home to research tools and resources that enable them to complete class assignments. English Learners were very-low performing in ELA, as shown by the red indicator at 80.5 points below the standard. Additionally, Foster Youth were low performing in ELA, as shown by the orange indicator at 76.3 points below the standard. In Math, English Learners were very-low performing, as shown in the red indicator at 116.9 points below the standard, and Foster Youth were low performing, as shown by the orange indicator at 123.2 points below the standard. Based on Year 1 outcomes, English Learners continue to be very-low performing in ELA, as shown by the red indicator on the 2024 Dashboard. Foster Youth dropped to the very-low performing level in ELA, down to -88.1 points below the standard. However, students did improve to 19.25% on the Achieve 3000 Average Level set. In 2025, both English Learners and Foster Youth made improvements on the CAASPP ELA. English Learners improved one performance level (Orange) on the Dashboard being at 74.1 points below standard, and Foster Youth improved two performance levels (Yellow) on the Dashboard being at 67.7 points below standard. Educational partners continue to voice that academic support is a high priority for students, specifically in reading, writing, and math. They voiced that targeted support is needed to address academic achievement gaps.	Media Technicians and Teacher Specialists will provide the space and resources necessary for an optimal learning environment. They will also build the capacity of students to connect them to resources that will enable them to work, think critically, and collaborate with other students. The Media Centers at the middle schools and high schools will continue to provide an environment for students that support literacy and engagement with academic content, which aligns to the state standards. This action addresses the literacy, research, media skills, and academic support needs of our English Learners and Foster Youth. This action will be implemented LEA-wide in order for students to gain equitable access to the state standards.	We will monitor progress for English Learner and Foster Youth students, and for all students using: - DIA ELA (G4, Metric 1) - CAASPP ELA (G4, Metric 10) - Achieve 3000 (G4, Metric 13)
G2 A3 Combination Class Reduction Elementary and K-8	Many of PUSD’s schools are small and have several combination classes, making it challenging for students to receive the interventions they need, were they to be in a non-combination class. Our English Learners and Low-Income students need access to grade-level specific instruction, interventions, and differentiated instruction in order to minimize barriers to language acquisition and academic achievement. Based on PUSD's ELA and Math CAASPP Dashboard data, both English Learner and Low-Income students are low-performing. English Learners at several elementary schools are very low-performing in ELA and Math, as shown by the red indicators on the Dashboard.	The purpose of this action is to provide resources that aid in reducing class sizes and the likelihood of combination classes in elementary schools. Additional teachers at the elementary schools help keep staff-to-student ratios low in order to ensure an optimal classroom environment for English Learners, and it allows teachers to focus more time on grade-level standards. With fewer students, teachers can provide increased differentiated instruction to their students with the highest needs, and ensure academic support where it is needed. Less combination classes allows teachers to focus on language-building pedagogy for English Learners that will minimize the likelihood of having more students become Long-Term English Learners. This action addresses the need for fewer combination classes	We will monitor progress for English Learner and Low-Income students, and for all students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - CAASPP ELA (G4, Metric 10) - CAASPP Math (G4, Metric 11)

	ELA (Alcott, Allison, Harrison, Lincoln, San Jose) -Math (Alcott, Arroyo, Barfield, Harrison, Lincoln, Lopez) Low-Income students at several elementary schools are also very-low performing in ELA and Math. -ELA (Kingsley, Lincoln, Lopez) Math (Alcott, Harrison, Lincoln, Lopez) Based on Year 1 outcomes, English learners were in the red very-low performing level on the Dashboard. The following schools were at the lowest performance level on the Dashboard. ELA (Alcott, Harrison, Kingsley, Lexington, Lopez, Philadelphia, Roosevelt, Washington) Math (Kellogg, Kingsley, Lopez, Philadelphia, Roosevelt) Low-Income students at several elementary schools are also very-low performing in ELA and Math. ELA (Alcott, Lopez, Washington) Math (Lopez) Based on Year 2 outcomes, English Learners across the district moved up one performance level in ELA (Orange), and maintained their performance level in Math (Orange) on the 2025 Dashboard. The following schools continue to be very-low performing (Red) on the Dashboard for English Learners: - ELA (Arroyo, Harrison, Kingsley, Lexington, Lincoln, Madison, San Jose, Washington) - Math (Harrison, Kellogg, Lopez, Roosevelt, San Jose, Vejar, Washington). Low-Income students maintained their performance level in ELA and Math (Orange). The following schools continue to be very low-performing (Red) on the Dashboard: - ELA (Harrison, Kingsley, Lincoln, Washington) - Math (Alcott, Harrison, Lopez, San Jose, Washington) Educational Partners continue to stress a need for academic support, intervention and tutoring. Based on current educational partner feedback, technology and learning resources are also needed for students, with an understanding that direct, in-person targeted support is valuable.	that would ensure increased intervention and targeted support where it is needed. It will be implemented on a schoolwide basis to all elementary schools to keep staff-to-student ratios low to maximize academic support.	

G2 A4 Transitional Kindergarten and All Day Kindergarten Support	English Learner and Low-Income students are experiencing achievement gaps as a result of unstable learning environments and teacher vacancies. In response, PUSD has made an effort to put systems in place to ensure that interventions needed are provided as early as possible. The number of TK classes available in PUSD expanded from 11 to 36 during the 2023-24 school year.There is currently a waiting list for students to join, and therefore, there is a growing need for TK teachers and staff. The efforts in growing the TK and K program resulted in 67% of students showing Reading Readiness and 75% of students showing Math Readiness, according to the ESGI data. While English Learners and Low-Income students showed improvement in ELA District Interim Assessments (DIA), both groups showed a decline in Math on those same assessments. Based on Year One outcomes, students declined in improvement on the CAASPP ELA, dropping to -41.3 points below standard. Based on Year 2 outcomes, students showed improvement to 38.0 points below standard. PUSD students showed Reading Readiness of 75% and Math Readiness of 86% based on ESGI data. Educational partners indicated that academic support and intervention continue to be needed, especially for English Learners and Low-Income students at the early grade levels, along with targeted support to address specific achievement gaps.	With the addition of teachers in Transitional Kindergarten and Kindergarten classrooms, PUSD teachers and staff will be better prepared to implement small-group instruction, class-size reduction, and the academic interventions needed to see consistent increases in DIA percentages across early grade levels. This action addresses the need for additional staff and resources for English Learner and Low-Income students in the TK and Kinder program. It will be implemented on a schoolwide basis in order to provide early education and intervention. This will give students equitable access to content consistent with the state standards.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -ESGI Transitional K Report - Reading Readiness and Math Readiness (G2, Metric 3)

G2 A5 Technology Teacher Leads	Many of our English Learners and Low-income students and their families come to school with large gaps in the utilization of technology for learning and monitoring progress. Students need instruction that integrates technology with problem-based learning. Based on the 2023 California Dashboard, our English Learners and Low- Income students were low-performing in ELA and Math. Based on the 2024 CA Dashboard, Long-Term English learners are also very low-performing in ELA. The 2025 Dashboard indicated that English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students continue to be low-performing (Orange) in ELA and Math. Students need teachers that are integrating technology in everyday instruction, and that are engaging students in problem-solving and collaborative activities. Educational partners expressed a need for more job-embedded coaching, professional development opportunities where they learn effective instructional strategies and improve instruction quality, and integration with technology during classroom instruction. In addition, they expressed the need for training to be relevant and that there must be ongoing support for its implementation.	In order for students to receive instruction consistent with the state standards, PUSD incorporates professional development models that allow for peer-coaching and district-led professional development. Technology Teacher Leads, or TTLs, will continue to support their peers with learning about new educational technology tools and will provide support to teachers to use technology in their instruction and in the activities they do with students. This allows teachers to better differentiate student tasks in the classroom for our English Learners and Low-Income students. As a result, Low-Income students will have access to instruction that will allow them to use technology to strengthen their understanding of curriculum, and English Learners will have access to instructional strategies through technology that will help with their language acquisition. This action addresses the need for our English Learner and Low-Income students to receive instruction that integrates technology to raise the rigor and relevance of content activities. It will be implemented LEA-wide in order to support teachers, and to help all students improve their overall academic achievement.	We will monitor progress for English Learner and Low-Income students, and for all students using: -LEA Rating - Professional Learning, Teacher Needs, and Teacher Support (G2, Metric 2) - CAASPP ELA (G4, Metric 10) - CAASPP Math (G4, Metric 11)

G2 A6 Additional Math Learning Opportunities	Our Low-Income students and English Learners at our middle schools have a wide gap in their academic achievement in mathematics, as evidenced by the red indicators on the Dashboard. On the 2023 Dashboard, both Emerson and Lorbeer Low-Income students were very-low performing in math (Emerson -131.6 points and Marshall -121.4 points), and English Learners were very low-performing at all four middle schools (Emerson -165.9, Lorbeer -155.6, Marshall -172.4, Simons -150.3). In 2024, both Emerson and Lorbeer Low-Income students were very-low performing in math (Emerson -138.8 points and Simons -118.6 points), and English Learners were very-low performing at three middle schools (Emerson -91.1, Lorbeer -98.9, Simons -101.2). The 2025 Dashboard indicated that both Emerson and Simons Low-income student group made progress on the CAASPP Math; they both were also very-low performing (Red), with a score of -135.4 points and -117.2 points, respectively. English Learners made progress at all middle schools, but continue to be low-performing (Orange) with Emerson -160.3 points, Lorbeer -110.7 points, Marshall -122.1 points, Simons -138.5 points. English Learners and Low-Income students need additional opportunities in the summer and the comprehensive high schools to continue interventions. Almost all of our educational partners indicated a need for intervention, academic support, and tutoring, especially for English Learners and Low-Income students in the area of mathematics, in response to DIA results and Dashboard data. Educational Partners have noticed more academic gaps with English Learners and Low-Income students at the secondary level, especially going into high school. They expressed that direct support is needed to address achievement gaps.	To address the academic achievement gaps in mathematics of English Learners and Low-Income students, our middle schools and comprehensive high schools need more dedicated time for math support, PUSD is going to implement a model of teacher coaching and academic support for students. Math Teaching Teacher Specialists will teach part of the day, and will dedicate the rest of the instructional day coaching teachers, sharing high-impact strategies, and also providing support to students, including English Learners and Low-Income students, during instruction. The Teaching Teacher Specialists will also receive training to support math teachers, and they will incorporate best coaching practices to build the capacity of math teachers at their sites. This action addresses the need for additional math support and opportunities for math comprehension for our English Learner and Low-Income students. This action will be implemented LEA-wide in order for secondary teachers to work and collaborate together on best practices during the school year. There will also be opportunities for English Learners and Low-Income students during the summer, including summer school and other targeted programs, and intervention during the school year in order to minimize achievement gaps in Mathematics at the upper grade levels. In addition, we expect that Additional Math Learning Opportunities will help Homeless Youth (2023, 2025), Students with Disabilities (2024, 2025), African American students (2024, 2025) and Foster Youth (2025). Note: The years in parentheses (2023, 2024, 2025) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DIA Math(G4, Metric 2) -CAASPP Math(G4, Metric 11)

G2 A7 National Board Certified Strategies to support Classroom Instruction	Our Low-Income students experienced learning loss for the last three years. PUSD has had difficulty filling teacher positions, and as a result, Low-Income students have experienced a decline in academic performance. In 2023, PUSD Low-Income students showed improvement on ELA Local District Interim Assessments (DIAs), but DIA Math data indicated that they scored 49.09% in Benchmark I and 48.83% in Benchmark II, showing a decline throughout the year. Additionally, in 2024, Low-Income students showed improvement on ELA Local District Interim Assessments (DIAs), with an increase of +2.92%.They showed a decline on the Math DIA, with a decrease of -4.03%. Low-Income students in 2025 showed improvement of +1.17% on ELA Benchmark I, and +1.44% on ELA Benchmark II. Low-Income students showed an improvement of +2.14% on Math Benchmark I and +2.85% on Math Benchmark II. Low-income students need teachers that are implementing additional professional learning and high-impact and evidence-based strategies in order for them to improve their academic performance. Educational partners indicated a need for professional development for teachers on high-impact strategies. They also indicated that teachers need coaching and ongoing support in order to deliver high-quality instruction that is relevant and that can be supported through its implementation. This is in response to the disparities in academic achievement for Low-Income students, observed in Dashboard data and DIA results. Based on current educational partner input, they emphasized that teacher development and instruction quality needs to be a focus of improving student outcomes.	PUSD values the efforts of teachers that become National Board Certified because they are high quality teachers who have met national standards for what accomplished teachers should know and be able to do. Low-Income students need these types of high-quality teachers that provide high-impact and evidence-based instructional practices in order to address the achievement gaps in ELA and Math, and for them to have high academic success and access to the state standards. PUSD will improve support to teachers by providing information and resources on how to become National Board Certified. This action addresses the need for our Low-Income students to have access to high-impact instruction for academic success. It will be implemented LEA-wide in order to give all teachers the opportunity to gain resources to become National Board Certified, and therefore improve access to the state standards and student outcomes.	We will monitor progress for Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math(G4, Metric 11)

G2 A8 Support for Classroom Instruction	Our Low-Income and Foster Youth students continue to experience instability in housing, schooling, and instruction, leading to lower academic achievement. Low-Income students were low-performing in ELA (-44.5 points) and Math (91.6 points), as evidenced by the orange indicators on the 2023 Dashboard. Foster Youth were low-performing in ELA (-76.3 points) and Math (-123.2 points) based on the orange indicators on the Dashboard. -ELA (Kingsley, Lincoln, Lopez, Fremont, Ganesha, Pomona) -Math (Alcott, Harrison, Lincoln, Lopez, Emerson, Marshall, Fremont, Ganesha, Pomona). Based on the 2024 CA Dashboard, Low-Income students were low-performing on the CAASPP ELA, with a decrease of -3.2 points below standard but showed improvement on the CAASPP Math with an increase of +2.2 points. In order to address the discrepancies in student achievement and engagement, we need educators to analyze data and receive professional learning on high-impact practices and social emotional strategies. Our educational partners expressed a need for professional learning for teachers, and to continue providing academic support for Foster Youth and Low-Income students who are in need of high-impact strategies.	Teachers and school staff will receive professional development, participate in coaching and collaborate in Professional Learning Communities (PLCs) during designated professional development days to support the needs of Foster Youth and Low-Income students. Topics will include how to integrate technology during instruction, evidence-based academic and behavior practices, and social-emotional learning. This action addresses the need for Low-Income and Foster Youth students to receive evidence-based instruction that is tailored to their academic, behavior, and social emotional needs. It will be implemented LEA-wide to all schools for all Certificated staff in order to best serve Low-Income students with the greatest needs. and for them to continue to have access to the state standards.	We will monitor progress for Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G2 A9 Improve Student Achievement	Our English Learners, Foster Youth and Low-income students have experienced unstable learning conditions over the last several years as a result of the COVID learning gap and the number of vacancies in our schools, resulting in a need to increase services to support their academic needs. The 2023 Dashboard data indicated that Low-Income students were low-performing in ELA and Math, and English Learner Progress (ELPI) decreased for English Learners. Local District Interim Assessments (DIAs) indicated that the number of students meeting the Benchmark decreased in both ELA (1st, 7th, 11th graders), Math (K, 1st, 4th, 5th, 6th, 7th, 8th graders, and HS Math II), and ELPI (English Learners). In 2024, students on the DIA ELA showed an increase of +2.25%, and showed a decline in improvement on the Math DIA of -4.02%. English learners also showed improvement on the English Language Progress Indicator (ELPI) on the 2024 Dashboard, with +1.5% progressing one level, and +3.9% maintaining a level 4. In 2025, English Learners, Low-Income students and Foster Youth showed growth on the CAASPP ELA and English Learners and Low-Income students showed growth of the CAASPP Math; however Foster Youth was very-low-performing (Red). All three student groups showed growth on DIA ELA and Math Benchmark I - EL (ELA +2.03%, Math +2.04%), LI (ELA +1.17%, Math +2.14%), FY (ELA +2.6, Math +6.14%). All three student groups showed growth on DIA ELA and Math Benchmark II - EL (ELA +0.99%, Math +3.16%), LI (ELA +1.44%, Math +2.85%), FY (ELA +3.86, Math +3.59%). Students need resources and services that will aid in their academic achievement, and they need staff to manage and monitor those services. Educational Partner feedback indicated a need for academic support, improved services and better communication between schools, the district and the home in order to better support students and families.	In an effort to address the learning loss experienced by English Learner, Foster Youth, and Low-Income students, PUSD Certificated and Classified Staff will coordinate and manage services to support students and families and improve overall academic achievement, including a focus on social-emotional well-being for students. Classified Staff will receive bilingual stipends in order to support families in need of translation services at all schools. Additional Typist Clerks will be allocated to larger school sites in need of additional direct support to students and families. Certificated Staff will attend conferences to address the unique needs of specific student groups. Program administrators will support schools with program implementation and progress monitoring. This action addresses the need for students to have access to academic support services. It will be implemented LEA-wide so that English Learner, Low-Income, Foster Youth students and all students have access to services that will improve their academic outcomes and have equitable access to the state standards.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G2 A12 Elementary Paraeducators	English Learners and Low-Income students have a higher need for academic support and tutoring in school. Our students lack access to resources that make it difficult for students to connect with the content outside of the school day. PUSD implements services that provide additional support in the classroom for students with the highest needs. The 2023 CA Dashboard data indicated that English Learners and Low-income students were low-performing in ELA and Math. Local Math District Interim Assessments (DIAs) also indicated that fewer English Learners made progress between Benchmark assessments (K, 1st, 4th, 5th, 6th, 7th, 8th, HS Math II). In 2024, students showed an improvement of +2.25% on the DIA ELA, but English learners made the largest improvement of +15.85%. While students showed a decline in improvement of -4.02% in the DIA Math, English learners improved by +2.82%, showing the impact of paraeducators and student interns in the classroom. In 2025, English Learners continued to show growth on both DIA ELA Benchmark I (+2.03%) and II (+0.99%) and Math Benchmark I (+2.04%) and II (+3.16%). Low-Income students also showed growth on DIA ELA Benchmark I (+1.17%) and II (+1.44%), and DIA Math Benchmark I (+2.14%) and II (+2.85%). Educational partner input indicated that additional tutoring and intervention is needed for all students.	Paraeducators will work with English Learners and Low-Income students in order to help close academic achievement gaps in English and Math. Students will receive daily support in order to improve their academic progress and close achievement gaps. This action addresses the need for all students, including English Learners and Low-Income students, to have additional support in the classroom in real-time and minimize the staff-to-student ratio. It will be implemented LEA-wide to all elementary schools in order to reduce staff-to-student ratios and for interventions to be classroom and site-specific.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)
G3 A1 Community Schools	Our Low-Income students and families often face many challenges such as lack of resources, housing, and health care. They require the need for a variety of educational, socio-emotional, and physiological support to improve student attendance and increase family engagement. Through outreach and data from the community schools report, many of our families have shared their unique circumstances that have caused limitations to student engagement and academic success. Based on current educational partner input and needs assessment, parents and families have continued to express the need for educational support and training in addition to engagement opportunities to grow their capacity in order to better support students.	Personnel at community schools will provide support to students and families so they can access resources such as food, clothing, school supplies, transportation, and housing. The personnel at community schools will connect students and families who need additional mental and health services as well as leveraging and coordinating resources from the community to support and strengthen a positive educational environment for students and families. This action addresses the limited resources of our Low-Income students and families. It will be provided on a schoolwide basis to support families with resources and help increase parent/ family and student engagement.	We will monitor progress for Low Income students, and for all students using: -Communication -Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Graduation Rates- CA Dashboard (G5, Metric 3)

G3 A2 Parent Training on Student Data	As a district with 88.2% of socioeconomically disadvantaged students, our students and families have limited resources at home which impacts academic achievement. This is evident in the data shared in the Annual Performance section as our English Learner, Foster Youth, and Low-Income students are low performing in English Language Arts (ELA) and Math. To support these student groups, we need to increase parent involvement in order to increase academic achievement and connectivity to school. The need to bridge the academic gap by providing support and training to parents/ guardians is pivotal in building rapport with families, providing resources, information, and support that may be limited due to their unique circumstances. Educational partner feedback from parents and staff indicated a significant need to continue increasing parental support and involvement at the district and site level to bridge academic gaps.	Our district will continue to have Teacher Specialists and classified staff provide scheduled meetings to engage parents in meaningful conversations to better understand district and site level plans for student academic achievement, provide resources and trainings to understand student data and available services, and inform on support and strategies that can be implemented at home to better support English Learner, Foster Youth, and Low-Income students. This action addresses the engagement of parents/ guardians to become involved in the evaluation of student data and participate in the decision making process to support and advocate for English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase parent capacity and involvement, and access to available resources and information to increase student academic achievement for all students.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)
G3 A3 Parent Support and Involvement	The needs of our English Learner, Foster Youth, and Low-Income students vary from language barriers and housing instability to limited resources. To better support these students at home, their parents/guardians need assistance, training, and knowledge on how to support their academic achievement and increase academic outcomes. This is evident in the feedback from educational partners at both district and site levels who are concerned with the lack of parent involvement, support, and participation. The feedback indicated the need for continued effort to provide relevant training and workshops for parents/guardians and families to help support student outcomes at both the district and school site level.	The Parent Center will continue to collaborate with parents/guardians and families to provide trainings and workshops to increase parent capacity and awareness to better support students' academic success. This action will give parents/ guardians the opportunity to learn about the academic services and resources available to students and how to support them at home. This action addresses the assistance and trainings for parents/ guardians of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to support all families with a variety of services such as workshops, enrollment support, and content trainings. Efforts are being considered to expand accessible workshops and support to parents/ guardians and families at school clusters with the pilot of Parent University on wheels to further increase parent involvement and participation.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2)

G3 A4 Educational Partners Learning Walks	Parents and families of English Learners, Foster Youth, and Low-Income students may often lack understanding and knowledge about district and site plans that are aimed at closing the achievement gap. Collaboration among educational partners is key to student academic success, increase family and student engagement and rapport, enhance communication, and increase knowledge of district and school site plans and initiatives to better support students. Our educational partners have expressed the need to better understand district level and site level plans and initiatives to better support student academic outcomes, in addition to increasing parent involvement as noted in comments and suggestions from the annual LCAP survey and Parent and Family Engagement Self-Reflection Tool.	Educational Partners (teachers, principals, administrators, other school personnel, local bargaining units, parents/ community members, SELPA administrator, secondary students) engage in meaningful walkthroughs at school sites to learn about the supports and services within the LCAP to increase parental involvement and student academic performance. This action also addresses the engagement of educational partners to provide meaningful feedback regarding implementation and effectiveness of select LCAP goals and actions for English Learner, Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to strengthen educational partner collaborations, and increase parent involvement and understanding of district and school level plans to better support academic achievement for all students.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -DIA ELA(G4, Metric 1) -DIA Math (G4, Metric 2)
G3 A6 Orientation for Elementary Students	Due to limited educational resources available at home, our English Learners, Foster youth, and Low-Income elementary students need to establish a strong home-school connection when they are enrolling in school, whether it is a student entering school for the first time or a student enrolling in a PUSD elementary school for the first time. Educational partners indicated the need to increase parent involvement and academic support through school connectedness by having orientations for students entering school to help build rapport with incoming families and improve students' transition into school.	This action was adapted and moved from Priority 2 to Priority 3 in response to educational partners feedback and the expansion of the Transitional Kindergarten programs. The orientation(s) will help parents better understand the school expectations and academic programs/ services to better support their child at home and increase parent involvement. This action addresses our English Learner, Foster Youth, and Low-Income students' connectivity as they transition into school. It will be provided on a LEA-wide basis to help these students, and all students feel welcomed and acclimated to their new school setting which will increase home-school partnership, student engagement, and academic success.	We will monitor progress for English Learner, Foster Youth, and Low Income students, and for all students using: -Communication- Parent and Family Engagement (G3, Metric 1) -Resources- Parent and Family Engagement (G3, Metric 2) -Engagement- Parent and Family Engagement (G3, Metric 3) -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2)

G4 A1 AVID	Low-Income students often lack the additional resources needed to succeed academically and to prepare for college and future careers. Low-Income students in all four middle schools were low-performing on the Dashboard in ELA and Math. There was a decrease in 1st, 5th, 7th, and 11th graders meeting the standard on the ELA District Interim Assessment (DIA). In 2024, students improved on the DIA ELA by +2.25%, but decreased by -4.02% on the DIA Math. In 2025, All Students showed growth on the DIA ELA Benchmark I (+1.26%) and II (+1.26%), as well as DIA Math Benchmark I (+1.62%) and II (+2.83%). Educational partners indicated that students need college and career exposure, and students expressed that they want more support with college and career readiness, which means that every student needs access to real college and career pathways.	Advancement Via Individual Determination (AVID) trained District Personnel will support Low-Income students in select elementary and secondary schools by providing additional academic support. AVID classrooms continue to promote communication, mentoring, and team building activities. AVID Tutors will work with students in small groups to assist them in overcoming the opportunity gap and increase college and career readiness. This action addresses the need for Low-Income students to have college and career opportunities. It will be provided schoolwide at select elementary schools (Cortez, Vejar), middle schools (Emerson, Lorbeer, Marshall, Simons), and high schools (Diamond Ranch, Garey, Ganesha, Pomona, Fremont) in order to close the gaps in college and career readiness and academic achievement.	We will monitor progress for Low Income students, and for all students using: -DIA ELA (G4, Metric 1) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6)
G4 A3 Content Disciplinary Literacy	English Learners, Low-income, and Foster Youth students need focused support due to lack of access to additional academic support and strategies to help improve their literacy. Dashboard data indicated that the identified student groups were low-performing in ELA. Local District Interim Assessments (DIAs) in ELA improved for the majority of grade levels in 2023, including English Learners. In 2024, all students and identified student groups improved on the DIA ELA - all students improved by +2.25%. In 2025, All Students continued to show growth on DIA ELA Benchmarks I (+1.26%) and II (+1.26%). Educational partners indicated that students need additional support in reading and writing to improve their outcomes in coursework and college and career readiness. Based on current educational partner input, students also need English language development support. Parents emphasized that literacy is the infrastructure upon which students prepare to become college/career ready.	Teachers and Literacy Coaches at middle schools will provide support with strategies and evidence-based interventions for English Learners, Foster Youth, and Low-Income students. Teachers will continue to provide targeted support through small-group instruction. This action addresses the literacy needs of English Learners, Foster Youth, and Low-Income students, and will be implemented LEA-wide at the middle schools and high schools so that students are better prepared for high school in ELA and all high school coursework.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1)

G4 A4 Maintaining Technology	Many of our Low-Income students do not have access to technology or Wi-Fi access at home which is necessary to extend their learning and interact with the curriculum in their classrooms. According to the Dashboard, our Low-Income students are low-performing in ELA and Math, and while they showed improvement in local assessments, their performance in math needs improvement. Low-Income students need maintenance and support with their devices in order to address achievement gaps. In 2024, students have made improvements on the DIA ELA Benchmarks of +2.25%, but have declined by -4.02% on the DIA Math. In 2025, Low-Income students showed growth of +1.17% on DIA ELA Benchmark I and +1.44% on DIA ELA Benchmark II. In addition, Low-Income students showed some growth on the CAASPP ELA (+2.1 points) and CAASPP Math (+0.2 points), and showed growth in Graduation Rate (+1.9%) on the 2025 Dashboard. Educational partner feedback indicated that students need up-to-date resources in order to bridge academic gaps, including technology. They also emphasized that they want to see real college and career pathways made available for all students.	Technology staff will continue to provide support to schools by trouble-shooting technology-related hardware and software issues so that Low-Income students have functioning devices that can be used in the classroom, during extended day learning programs and at home. They will support teachers in making sure that they have the tools they need to implement instruction with the use of technology. This will ensure that we continue to reduce the gap in access to technology for Low-Income students. This action addresses the need for access to technology of our Low-Income students. It will be implemented LEA-wide to ensure that the systems currently in place remain consistent – making sure that students have working devices and that teachers and staff can have consistency in services and access to their technology tools.	We will monitor progress for Low-Income students, and for all students using: -CTE Pathway Completion (G4, Metric 5) -CAASPP (ELA) (G4, Metric 10) -CAASPP Math (G4, Metric 11) -Graduation Rates (Dashboard) (G5, Metric 3)

G4 A5 Literacy Intervention	PUSD students, including English Learners, Foster Youth and Low-Income students enter school with limited access to literacy materials and environments at home and in the community. English Learner, Foster Youth, and Low-Income students showed improvement on their ELA Benchmark assessments in 2023-2024. The 2023 Dashboard indicated that all three student groups were low-performing in ELA districtwide. The data shows a need for literacy intervention across all grade levels for all students. 2024 Dashboard CAASPP ELA data showed a decrease of -3.4 points for All Students, although local DIA ELA data indicated an increase across Benchmark I of +2.25%. 2025 Dashboard data showed all students moving up one performance level (to Yellow) on the CAASPP ELA, with an increase of +3.3 points, and also improved on the A-G Meeting Requirements, with an increase of +1.6%. Students overall showed growth on DIA ELA Benchmark I (+1.26%) and DIA ELA Benchmark II (+1.26%). In addition, All Students showed growth in Lexile of +6.08% based on the Achieve3000 Level Set. Educational Partners indicated that English Learners need resources and academic support in order for them to improve their language proficiency. They also indicated the need for more attention to literacy programs and small-group instruction. Educational partners have voiced that literacy is the infrastructure needed for students to be college and career ready, and it needs to continue to be a top priority.	Teachers will use online programs for small-group and one-to-one intervention to support English Learners, Foster Youth, and Low-Income students to improve their reading comprehension and literacy skills that are transferable in their other content area classes. These programs will help increase students' reading levels and help them gain equitable access to grade-level curriculum in the classroom and at home. This action addresses the need for literacy intervention for English Learners, Foster Youth, and Low-Income students. It will be implemented LEA-wide so that all schools and all grade level classrooms can benefit from using the same programs and activities to improve literacy. Online programs provide the necessary scaffolding so that students may improve on their local and state assessments. In addition, we expect that Literacy Intervention will help Students with Disabilities (2023, 2024, 2025) in response to the red indicators in English Language Arts on the California Dashboard. Note: The years in parentheses (2023, 2024,2025) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner, Foster Youth, Low Income students, and for all students using: -DIA ELA (G4, Metric 1) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6) -CAASPP ELA (G4, Metric 10) -Achieve 3000 Data (G4, Metric 13)
G4 A6 Data Analysis	All of the needs, conditions, and circumstances of our English Learners, Foster Youth, and Low-Income students require systems for data analysis and response. English Learners have language acquisition goals, Foster Youth need resources to stay in school and monitor their well-being, and Low-Income students need access to learning materials. English Learners, Foster Youth and Low-Income students scored lower on ELA and Math District Interim Assessments in comparison to all students. All three groups had increased scores between Benchmarks I and II for both ELA and Math. Dashboard data showed that English Learners	Research and Assessment staff will support school and district administrators, teachers, and other certificated staff in analyzing student data and improving upon data infrastructure systems in order to maintain PUSD's Multi-Tiered Systems of Support (MTSS). These systems will ensure that MTSS is ongoing, and that there is always data available to evaluate the effectiveness of programs. They will also assist in monitoring student progress, including English Learners, Foster Youth, and Low-Income students in order for teachers and administrators to interpret, plan, and communicate student academic achievement. This action addresses the need for targeted academic interventions for English Learners, Low-Income, and Foster	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2)

	were very low-performing in ELA and Math districtwide, and Foster Youth and Low-Income students were low-performing, as shown by the orange indicators on the Dashboard. In 2024, English learners and Foster Youth both showed improvement on the DIA ELA with increases of +15.85 and +4.39, respectively. The CAASPP ELA did not show favorable results, with English learners decreasing by -0.7 points and Foster Youth decreasing by -11.8 points. DIA Math results indicated an increase for English learners of +2.82% but a decrease of -5.23% for Foster Youth. In 2025, all three student groups showed growth on DIA ELA Benchmark I and DIA ELA Benchmark II - English Learners (+2.03% and +0.99%), Low-Income (+1.17% and +1.44%), and Foster Youth (+2.6% and +3.86%). All student groups showed growth on DIA Math Benchmark I and DIA Math Benchmark II - English Learners (+2.04%, +3.16%), Low-Income (+2.14%, +2.85%), Foster Youth (+6.14%, +3.59%). Of all three groups, Foster Youth is the only group that saw a decline in performance (Red) on the CAASPP Math (-9.3 points). Educational partner feedback indicated that there is a need for maintaining and improving multiple services to students, from academic support to social emotional support. In order to manage those services, student data should inform the implementation of services. Educational partners, including SELPA, also expressed a need to reinforce Multi-Tiered Systems of Support (MTSS) across PUSD so that all students receive the interventions that they need, and so that educators can better diagnose student gaps. In addition, parents and teachers see achievement gaps and want capacity-building on understanding student data.	Youth. It will be implemented LEA-wide in order to ensure that PUSD implements consistent systems for all students to see academic achievement.	
G4 A7 Technology Support and Services	Low-Income students and Foster Youth in PUSD have academic needs that affect their academic performance and college and career readiness resulting in a strong need for high quality instruction. Access to high-quality instruction and technology enhances learning opportunities, improves engagement and connects classroom experiences to the real world. Low-Income students also face academic challenges due to	Educational Technology (EdTech) Staff will continue to provide professional development to teachers in order to support Foster Youth and Low-Income students in their academic growth and college and career readiness. EdTech support will enable teachers to create and implement interactive lessons that are rigorous and relevant. This action will address the need for academic support that enhances learning opportunities through the use of	We will monitor progress for Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6)

	lack of resources and learning loss, and the learning instability that Foster Youth experience requires enhanced learning opportunities. In 2023, Low-income students showed improvement in meeting the benchmark on ELA District Interim Assessments (DIAs) – with the exception of 1st, 5th, 7th, 11th graders. Dashboard data also indicated that several schools had Low-Income and Foster Youth students low-performing in ELA and Math. Based on 2024 DIA ELA outcomes, all student groups made improvements on Benchmark I assessments, but most groups made declines on the DIA Math Benchmark I assessments. Also, there were declines on A-G meeting requirements based on the 2024 Dashboard, where students declined by -1.3%. In 2025, Low-Income students and Foster Youth showed growth on DIA ELA - Low Income (Benchmark I +1.17%, Benchmark II +1.44%), Foster Youth (Benchmark I +2.6%, Benchmark II +3.86%), and also showed improvement on DIA Math - Low Income (Benchmark I +2.14%, Benchmark II +2.85%), Foster Youth (Benchmark I +6.14%, Benchmark II +3.59%). While Low-Income students showed improvement on A-G Meeting Requirements by +1.2%, Foster Youth showed a decline by -2.0%. Educational partners expressed a need for academic support – in particular services for intervention because students are struggling with ELA and Math. They also indicated that Low-Income students and Foster Youth need access to curriculum that give them real-world experiences and skills. Based on current educational partner input, students need their coursework to have a college and career focus so that they sense that what they are learning and doing has meaning. These student groups need access to real college and career pathways that can provide them with the experience needed to see a future after graduation.	educational technology tools and other services for our Foster Youth and Low-Income students. It will be implemented LEA-wide in order to bring professional learning opportunities to educators that are relevant, timely and improve academic achievement for all students.	

G4 A8 Data Analysis by Staff	Our English Learners, Foster Youth, and Low-Income students have unique conditions like low attendance and low achievement that requires our school district to keep accurate data. Our Low-Income students face various challenges that impact attendance, like unstable housing, unreliable transportation and lack of access to healthcare. All three identified groups showed improvement on ELA Local Assessments and a decrease in Math Local Assessments. Dashboard data indicated that all three identified groups were low-performing in ELA and Math. Based on 2024 DIA data, students made improvements in ELA but showed declines in Math, with students' scores increasing by +2.25% and declining by -4.02%, respectively. In 2025, all three student groups showed growth on DIA ELA - English Learners (Benchmark I +2.03, Benchmark II +0.99%), Low Income (Benchmark I +1.17%, Benchmark II +1.44%), Foster Youth (Benchmark I +2.6%, Benchmark II +3.86%), and also showed improvement on DIA Math - English Learners (Benchmark I +2.04%, Benchmark II +2.83%) Low Income (Benchmark I +2.14%, Benchmark II +2.85%), Foster Youth (Benchmark I +6.14%, Benchmark II +3.59%). However, the 2025 Dashboard showed a decline in students meeting A-G Requirements - English Learners by -0.8% and Foster Youth by -2.0%. In looking at Educational Partner feedback, educational partners indicated that students need academic support in all areas and additional services that address student well-being. Educational partners also voiced the importance of ensuring that services for students are leading to positive academic outcomes. Data analysis, along with dedicated time for reflection by staff and other educational partners, is essential in determining what is effective. Staff also need the infrastructure and capacity-building necessary to understand and respond to student data effectively.	Teachers will continue to use full-day sessions to analyze student data on academic performance and behavior, including for English Learners, Foster Youth, and Low-Income students. This analysis will continue to allow teachers to adapt their instruction to the needs of students using high-impact strategies and improving their learning environments to support the academic and social emotional needs of students. This action addresses the need for intentional analysis of academic, attendance, and behavioral data in order for all students, including English learner, Foster Youth, and Low-Income students to receive the academic support they need. This action will be implemented LEA-wide so that all teachers can dedicate time looking at student data and collaborating with colleagues on how to respond to that data to meet the needs of students. Correlating services to student data will help improve academic achievement.	We will monitor progress for Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -A-G Meeting Requirements Rate Dashboard (G4, Metric 6)

G4 A11 Math Support	Math progress continues to be a challenge across all of our PUSD schools. Our Low-Income students lack academic support at home and resources which can affect their progress in accessing the standards and math curriculum. In 2023, our Local Math Interim Assessment indicated that only a few grade levels met the standard between Benchmarks I and II (2nd, 3rd, High School Math I, High School Math III). Dashboard data showed Low-Income students were low-performing in Math. 2024 Dashboard data, however, showed improvement of +2.1 points. Local 2024 DIA Math data showed a decline of -4.02%. Based on the 2025 Dashboard, Low-Income students showed improvement on the CAASPP Math by +2.4%, and showed growth on the DIA Math (Benchmark I +2.14%, Benchmark II +2.85%). Our students need teachers that can implement evidence-based strategies to improve academic outcomes. Educational partner feedback indicated a high need for academic support, especially in Math, and professional development focused on building the capacity of our educators through the use of high-impact instructional strategies. They also voiced the need for targeted support for students and professional development that can be implemented in a timely manner, so that it is relevant to teachers and students.	Teacher Specialists will continue to coach classroom teachers and work with Math Teacher Leads (MTLs) on effective instructional strategies. They will provide support to teachers to improve the overall math performance of our students, including Low-Income students. This action addresses the need for targeted math instruction for our Low-Income students. It will be provided LEA-wide to support all of our schools in improving teacher support in math and in building the capacity of our math teachers to improve math student academic performance. In addition, we expect that the support from Math Teacher Specialists and Math Teacher Leads will help address the red performance levels in Math for Students with Disabilities (2023, 2024, 2025), African American students (2024, 2025), Foster Youth (2025) and Homeless Youth (2025). Note: The years in parentheses (2023, 2024, 2025) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for Low-Income students, and for all students using: -DIA Math (G4, Metric 2) -CAASPP Math (G4, Metric 11)

G4 A12 English Language Arts Support	Our English Learners, including Long-Term English Learners, Foster Youth, and Low-Income students lack resources that create barriers to them making connections to the English Language Arts (ELA) curriculum. Local ELA Interim Assessment data indicated that Low-Income students and English Learners showed improvement between Benchmarks I and II. However, all three identified student groups were low-performing (Orange) in ELA according to the 2023 Dashboard. Current 2024 DIA ELA data indicate that students showed improvement on Benchmark I, but students declined in progress on the CAASPP ELA based on the 2024 Dashboard. The 2025 Dashboard showed favorable outcomes for three student groups. English learners improved one performance level (Orange) to -74.1 points, Long-Term English Learners improved one performance level to -108.6 points, Low-Income improved up to -45.6 points, and Foster Youth improved two performance levels (Yellow) to -67.7 points. All three student groups also showed overall growth on DIA ELA Benchmark I and Benchmark II. Educational partners gave input on the need for additional opportunities and support with reading and writing, as well as professional learning for teachers and educators. They voiced that it is important for students to be literate so that they can be college and career ready.	Teacher Specialists will continue to provide classroom teachers with supplementary content area coaching and guidance to help with monitoring student progress and to help students make meaningful connections with the ELA curriculum. This action addresses the need for targeted instruction in English Language Arts for all students, including English Learner, Foster Youth, and Low-Income students. It will be provided LEA-wide to support all of our schools in improving teacher support in ELA and in building the capacity of our English teachers to improve students' ELA academic performance. In addition, we expect that the work from Teacher Specialists and staff support will help address the red performance levels in ELA for English Learners (2024), Long-Term English learners (2024), Foster Youth (2024), Students with Disabilities (2023, 2024, 2025), and African American students (2025). Note: The years in parentheses (2023, 2024, 2025) noted above reflect the year in which the student group was identified as Red or lowest performing on the California School Dashboard.	We will monitor progress for English Learner, Foster Youth, Low Income students, and for all students using: -DIA ELA (G4, Metric 1) -CAASPP ELA (G4, Metric 10) -Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (G4 Metric 18)

G4 A13 Elementary Level Literacy Coaches	Our English Learners, Foster Youth, and Low-Income students experience challenges in accessing ELA curriculum due to limited resources. These identified student groups need intervention in academic vocabulary and literacy skills. In 2024, our DIA ELA data showed improvement for the three student groups. Multiple elementary schools were low-performing on the Dashboard for ELA, and all three identified student groups were low-performing districtwide. In 2024, all student groups, with the exception of Homeless Youth, declined in progress on the CAASPP ELA. Local ELA DIA data, however, showed improvements for all student groups, especially English learners. Students made positive growth in 2025, with DIA ELA and DIA Math outcomes showing growth for all student groups, and CAASPP ELA outcomes improving at several elementary schools. Educational partners continued to provide input on the need for additional opportunities and support with reading and writing, as well as continued support for teachers and educators providing services in literacy.	Literacy Coaches will continue to model effective literacy strategies and support teachers with collaboration to improve overall academic achievement of English Learners, Foster Youth, and Low-Income students. Teachers will implement evidence-based interventions for all students. This action addresses the need for professional coaching in literacy interventions and strategies for English Learner, Foster Youth, and Low-Income students. This action will be implemented LEA-wide at all elementary schools to support the district literacy initiative of all students reading at grade level by 3rd grade. Additional support will ensure that upper elementary grade levels are receiving literacy intervention prior to starting middle school and high school.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)
G4 A14 Academic Contextualization	Our Low-Income students lack opportunities to experience learning outside the classroom. Our 2023 data indicated that our Low-Income students are low performing in English Language Arts (ELA) and Math, therefore they need enriched academic experiences such as field trips to make relevance of what they learn with real-world connections/ applications in order to develop deeper comprehension of ELA and Math content. In 2024 and 2025, local DIA assessments showed improvements in both ELA and Math. Feedback from parents and students have shared the need and appreciation for field trips to provide students the opportunity to enhance their learning and engagement. Based on current educational partner input, students need experiences that can give perspective on what they are learning, which can lead to real and positive college and career pathways.	School staff will work in cross curricular teams to provide academic experiences such as field trips aligned to the content standards and real-life experiences in order to meet the academic needs of our Low-Income students. This will foster a desire to pursue college or post-secondary career options, raise awareness of college experiences, and help Low-Income students make connections to future college and career goals. This action addresses the need for Low-Income students to have access to learning experiences outside of the classroom. This action will be implemented on a LEA-wide basis to integrate field trips into curriculum to enhance students' overall educational experience.	We will monitor progress for Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G4 A18 & G4 A19 Resource Teacher Academic Support- Elementary/ Secondary	Our English Learner and Low Income students often require additional academic support such as targeted intervention and resources which are limited at home. These students need academic interventions and small- group instruction tailored to their needs to help develop English language proficiency, foster academic confidence, and navigate local and state assessments in which they are indicated as low-performing on the Dashboard. Based on 2024 Dashboard data, +1.5% progressed one level on their English language proficiency, and fewer students decreased by one level, -3.0%. In 2025, English Learners had mixed outcomes based on the ELPI data on the Dashboard. It showed a decline in Progressing One Level of -0.1%, and an increase in Maintaining Levels 1-3 of +6.8%. However, less students Decreased One Level with a decrease of -2.8%. Educational partners also expressed the need for academic support and resources for students such as tutoring and intervention due to limited resources and support at home and to help strengthen foundation literacy skills. Based on current educational partner input, our English learners and Long-Term English Learners continue to need English language development support, because it is a core academic need.	Resource Teachers at the elementary and secondary school sites will work with students in small groups and provide support in order to improve academic progress and increase English Language Development and reclassification rates. These actions (G4 A18 and G4 A19) address the support English Learner and Low-Income students need to minimize academic gaps. It will be on a LEA-wide basis to help address the resource gap students face and ensure that all students can access grade-level content.	We will monitor progress for English Learner and Low-Income students, and for all students using: -DIA ELA (G4, Metric 1) -DIA Math (G4, Metric 2) -Reclassification Rates (G4, Metric 3) -EL Progress on Language Proficiency (G4, Metric 4) -CAASPP ELA (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G4 A21 Elementary Intervention Teachers & G4 A22 Secondary Intervention Teachers	Our District Interim Assessment (DIA) and Dashboard data indicates that our English Learner, Foster Youth, and Low Income students are low performing in English Language Arts (ELA) and Math. These student groups lack resources and support at home, therefore they need the academic support and small group targeted intervention at school to help bridge academic gaps. Local 2024 DIA ELA data showed improvements for all students, but DIA Math data showed that some student groups, in particular Foster Youth, would benefit from tiered interventions. The 2025 DIA ELA and Math outcomes showed growth for all student groups. CAASPP ELA and CAASPP Math also showed positive outcomes for these groups, except for Foster Youth, which declined one performance level (to Red) on the Dashboard. Education partners shared the need for more academic support and resources to help students strengthen foundation literacy and mathematical skills as many do not have the academic support at home. More educational partners agree that academic support needs to be direct and targeted in order to address barriers to academic achievement.	Intervention Teachers at elementary and secondary school sites will analyze student data and work with English Learner, Foster Youth, and Low Income students in small groups to provide targeted interventions. Teachers on Assignment (TOA) at the secondary sites will also work with Intervention Teachers to determine the areas of academic need to support students. This action addresses the support English Learner, Foster Youth, and Low-Income students need to minimize academic gaps. It will be provided on a LEA-wide basis to ensure that all students have the opportunity to reach their full academic potential with support and early intervention.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - EL Progress on Language Proficiency (G4, Metric 4) - CAASPP (ELA) (G4, Metric 10) - CAASPP Math (G4, Metric 11)
G5 A1 Online Academic Credit Recovery	Our Foster Youth and Low-Income students who have experienced trauma from housing instability or challenges with limited resources and added stressors such as the responsibility of taking care of younger siblings are more likely to drop out of school. With a population of 13.2% homeless students, 88.2% socioeconomically disadvantaged, and 0.8% foster youth, our district continues to recognize the challenges some of these students face and need to support them to recover credits towards graduation. Through outreach with parents and families of Foster Youth and Low-Income students, we've learned the challenges that have contributed to why these students become academically unmotivated and drop out of school. These groups of students need the opportunity to participate in a credit recovery license program where teachers can re-engage them and provide them extra support in order to work towards graduation.	This action will continue to have teachers use online learning licenses to support the extended day credit recovery and acceleration program in order to help motivate Foster Youth and Low-Income students, minimize academic gaps, and increase graduation rates. This action will address the need for Foster Youth and Low-Income students to recover credits. It will be provided on a LEA-wide basis to support students who are facing challenges in order to recover credits toward graduation and reduce middle and high school dropout rates.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Graduation Rates- CA Dashboard (G5, Metric 3)

G5 A2 Crisis Intervention Team	Some of our English Learners, Foster Youth, and Low-Income students come to school with significant Adverse Childhood Experiences (ACEs). Our district aims to create a nurturing environment that addresses the diverse needs of our students. Due to the challenges of these students, it is imperative that they receive early intervention, ongoing support, and a trauma-informed approach to minimize barriers to learning, foster a sense of belonging, and provide the necessary tools to thrive academically, emotionally, and socially. Feedback and outreach from educational partners recognize that these student groups often face additional emotional and behavioral challenges that affect their academic success. They have indicated the need to provide students continued mental and social-emotional support. Additionally, based on current educational partner input, parents and community members have expressed the need for comprehensive support expanding from mental and socio-emotional health services to engaging curriculum, extra-curricular activities, and positive school environments.	The Crisis Intervention Team and Mental Health Support Staff will deploy to school sites to support English Learner, Foster Youth, and Low Income students who need additional emotional or behavioral support, and help them develop coping mechanisms. The adoption of the new Program Assistant Administrative Support position in 2024-25 helps provide additional support for students, and provide trainings to staff to address the needs of our student groups. This action addresses the emotional and behavioral needs of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to help all students navigate emotional and behavioral challenges through a trauma-informed approach to minimize barriers to learning. The support of the Crisis Intervention Team, Program Assistant Administrative Support, and Mental Health Support Staff will provide a safe and supportive environment for students in order to increase student engagement and academic achievement.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Graduation Rates- CA Dashboard (G5, Metric 3)
G5 A3 Health Services	As a district with 88.2% socioeconomically disadvantaged students, our Foster Youth and Low-Income students need access to health services beyond required screenings. These student groups and their families have various unmet health needs due to lack of resources, language, and support. For these reasons, the accessibility to Nurses and Health Assistants at school sites ensure equitable access to health services and resources, and minimizes health disparities. Our parents and guardians have continued to share the importance and impact of prioritizing the health and well-being of our Low Income and Foster Youth students, and the profound impact these services have on students' academic performance and attendance.	The Nurse and Health Assistants in this action will continue to provide health screenings in addition to coordinating access to basic medical care referrals for health and mental health services. This action addresses access to health services beyond required screenings for Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to connect these student groups, along with other students and their families to essential medical care and minimize barriers families may have in order to increase student engagement and attendance.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G5 A4 Monitor Attendance Patterns	Although attendance has improved to 82.8% on EduCLIMBER, attendance monitoring still plays a crucial role in supporting the academic success of our Foster Youth and Low-Income students. These student groups often face unique challenges such as housing instability, trauma, and limited access to resources and transportation that can hinder their regular attendance in school. For these reasons, Foster Youth and Low Income students need additional services in place to monitor attendance. Through outreach with parents and families of Foster Youth and Low-Income students, they shared the continued need for support to help with their unique circumstances in order to better support student attendance.	Attendance Specialists will provide extensive outreach to students and families through ongoing communication and technical assistance to address barriers impacting student attendance. Through consistent monitoring of attendance patterns, targeted support and follow-up, and coordination with school staff and families, Attendance Specialists will support with timely interventions to identified at-risk Foster Youth and Low-Income students. This action addresses the support for Foster Youth and Low-Income students who are chronically absent or who are at-risk of becoming chronic absentees. It will be provided on a LEA-wide basis to increase school attendance for these student groups, as well as all students in order to strengthen students' connectivity to school. In addition, we expect that this Monitor Attendance Patterns action will help our Filipino and White student groups, in response to the red indicators in Chronic Absenteeism on the 2023 California Dashboard.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3) -Expulsions- Local data from Pupil Resources (G6, Metric 4)
G5 A5 Counselors Elementary School	Our English Learner, Foster Youth, and Low-Income students come to school with social-emotional needs that impact their academic performance. The California School Dashboard data indicates that 20.7% of English Learners, 30.3% of Foster Youth, and 25.2% of Low-Income students are chronically absent. These students need a safe and supportive learning environment to not only increase their school connectedness, but also to help them with coping tools and strategies, and developing personal and academic goals, growth mindset, and organization. Educational partners have shared the importance of having school counselors to support students with their social-emotional needs. The support of school counselors continues to positively enhance students' academic and personal growth– enabling them to be safe, supported, and connected to school. Current educational partner input from parents and community members have continued to express the need for comprehensive support expanding from mental and socio-emotional health services to engaging curriculum and positive school environments.	Elementary School Counselors will provide individual and small group counseling to support the personal and social needs of English Learner, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. This action addresses the social-emotional needs of English Learner, Foster Youth, and Low-Income students. It will be provided on an LEA-wide basis to address the social-emotional needs of all students as well as increase academic achievement, improve attendance rates, and college and career awareness.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)
G5 A6 Professional Development	PUSD was previously identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the African American student group in the areas of Pupil Achievement (Math,	Teacher Specialists and select classroom teachers will provide professional development to build the capacity of teachers and staff in the areas of content specific pedagogy, integration of various learning modalities to strengthen instructional	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -CAASPP ELA (G4, Metric 10)

	ELA), and School Climate (Suspension Rate). Based on the 2025 CA School Dashboard, Students with Disabilities were identified for Differentiated Assistance in the areas of Pupil Achievement (Math, ELA) and College/ Career Indicator. The need for teachers to continue with professional development is crucial in helping them stay current with effective instructional practices, content specific pedagogies, and tools/ strategies to address the diverse needs of English Learner, Foster Youth, Low-Income, African American students, and Students with Disabilities. In 2023, CAASPP ELA indicated that English Learners were 80.5 points below the standard, Foster Youth were 76.3 points below the standard, and Low-Income students were 44.5 points below the standard. Additionally, CAASPP Math data indicated that English Learners were 116.9 points below the standard, Foster Youth were 123.2 points below the standard, and Low-Income students were 91.6 points below the standard. In 2024, CAASPP English Language Arts (ELA) data indicated that English Learners were 81.2 points below the standard, Foster Youth were 88.1 points below the standard, Low-Income students were 47.8 points below the standard, and African American students were 69.2 points below the standard. Additionally, CAASPP Math data indicated that English Learners were 113.7 points below the standard, Foster Youth were 106 points below the standard, Low-Income students were 89.4 points below the standard, and African American students were 118.9 points below the standard. In 2025, CAASPP ELA indicates that English Learners are 74.1 points below the standard, Foster Youths are 67.7 points below the standard, Low-Income students are 45.6 points below the standard, and Students with Disabilities are 118.9 points below the standard. CAASPP Math data indicates that English Learners are 126 points below the standard, Foster Youth are 115.3 points below the standard, Low-Income students are 89.2 points below the standard, and Students with Disabilities are 155.5 points below the standard. Therefore, the ongoing job-embedded coaching and professional development will help teachers better understand how to support these student groups who often face unique challenges such	practices, and social-emotional learning in order to address the needs and increase engagement of English Learner, Foster Youth, and Low-Income students. This action addresses the ongoing and job-embedded professional development (i.e. training and coaching one-on-one) that teachers and staff need to transform teaching and learning to meet the various needs of English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase attendance, academic achievement, and engagement, for all students. In addition, we expect that Professional Development will help address the red indicators in English Language Arts on the California Dashboard for English Learner (2024), Long Term English Learner (2024), Foster Youth (2024), and also help Homeless Youth (2023, 2025), Students with Disabilities (2023, 2024, 2025) and African American (2023, 2024, 2025) students in response to the red indicators in Math on the California Dashboard. Note: The years in parentheses noted above (2023, 2024, 2025) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	-CAASPP Math (G4, Metric 11) -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)

	as limited resources, academic support, and unstable home environments in order to minimize academic gaps and increase engagement. Feedback from teachers and staff who attend professional development share that they gain a deeper understanding of the needs these student groups require, particularly English Learners who have language barriers, enabling them to develop empathy, and being more mindful about their instructional practices to engage students and meet their various needs.		
G5 A7 Counselors Secondary Schools	The transition to secondary school can be very stressful for our English Learner, Foster Youth, and Low-Income students. These students may encounter academic, social, and behavioral challenges as they transition from one familiar school setting to another unfamiliar school setting. For this reason, these students need support and guidance to cope with stress management, academic needs, and social-emotional needs. Educational partners have shared the importance of having school counselors to support students with their social-emotional needs. The support of secondary school counselors continues to positively enhance students' academic and personal growth, enabling them to be safe, supported, and connected to school. Their guidance to stay on path to graduation and post-secondary career options is evident in the dropout rates, which were sustained in middle school at 0.00% in 2023-24 and 2024-25, with a slight increase to 0.2% in 2025-26. At the high school level, the dropout rate decreased 2.17% in 2025 indicating continued progress in supporting students toward graduation.	Secondary School Counselors will continue to provide individual and small group counseling to support the personal and social needs of English Learner, Foster Youth, and Low-Income students in addition to providing early identification of students who are at-risk. Counselors will help increase college and career awareness and post secondary career options. The efforts of Secondary School Counselors will help these students develop resilience, self-confidence, and a growth mindset as they transition and acclimate to secondary school. This action addresses the social-emotional needs of English Learner, Foster Youth, and Low-Income students. It will be provided on an LEA-wide basis to address social-emotional needs of all students, increase academic achievement, improve attendance and graduation rates, and college and career awareness.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3) -Expulsions- Local data from Pupil Resources (G6, Metric 4) -CTE Pathway Completion- CA Dashboard (G7, Metric 1)

G5 A8 Support for Chronic Absenteeism	Many of our Low-Income students enter school with minimal content knowledge and literacy skills, and this disadvantage is exasperated when school attendance is not consistent. Although chronic absenteeism for Low-Income students decreased by 5.4% in 2023, 10.2% in 2024, and 12.5% in 2025, the need to continue monitoring attendance remains high in order to strengthen foundational skills, provide early interventions, and minimize academic gaps, especially in Kindergarten and First Grade. As the Transitional Kindergarten program expands in the district, feedback from teachers and administrators expressed the continued need to provide academic support for students at an early stage to increase academic achievement, and to build rapport with students and families to establish strong home-school partnerships.	Kindergarten and First Grade teachers will continue to develop lessons to bridge academic gaps in content knowledge for Low Income students, and provide guidance and support for families who have limited resources at home. This action addresses the academic gaps in content knowledge for Low-Income students who experienced chronic absenteeism. It will be provided on a schoolwide basis to allow primary teachers to collaborate, create, and provide foundational lessons to strengthen literacy skills and foster a positive home-school partnership for Low-Income students, and all students, in order to increase school engagement and attendance.	We will monitor progress for Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)
G5 A10 Social Emotional Support-High School	Our Foster Youth and Low-Income adolescents often face a large amount of social-emotional distress which leads to anxiety, fear, and mental health crisis. The need for these students to feel safe and supported is very important to their overall health and well-being. Through outreach from parents and families of Foster Youth and Low-Income adolescents, they continued to share a need for these students to have support from staff and a safe place to go to at school to help them navigate their challenges with proper coping strategies/ tools, resilience, and empowerment.	Mental Health Clinicians at our four comprehensive high schools, one middle school, and two academies will provide direct social- emotional support and additional referrals to services for Foster Youth and Low-Income adolescents based on their needs, and/or those who experience a high level of stress, and/ or psychological and emotional trauma. This action addresses the social-emotional distress our Foster Youth and Low-Income students face. It will be provided on a schoolwide basis to help these student groups, as well as all students feel more supported, connected to school, and safe which will lead to higher academic engagement, decrease in dropout rates, and increase in graduation rates.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G5 A11 Trauma Informed Services	Our Foster Youth and Low-Income students often face challenges that include significant trauma, which needs to be addressed in a timely manner. It is evident that trauma can have a profound impact on children at a young age, leaving them with many emotions. These students need trauma-informed behavioral approach services to help them heal and overcome the barriers imposed by their traumatic experiences. Through outreach from parents and families of Foster Youth and Low-Income students, they continued to share the need for continued mental health support to help students feel safe and supported at school in addition to helping students develop healthy coping strategies for their stress.	Student Support Specialists will use trauma-informed behavioral approaches to provide timely service and personalized support plans to address the ever-increasing needs of Foster Youth and Low-Income students while ensuring that students feel safe, valued, and empowered to heal and thrive in school. This action addresses the caseload of Foster Youth and Low-Income students waiting to receive services for experienced trauma. It will be provided on an LEA-wide basis to help Foster Youth and Low-Income students, and any other students referred for support to learn and develop proper coping strategies, emotional regulation techniques, conflict resolution skills, and self-advocacy in order to mitigate the impact trauma may have had on academic achievement, and increase school engagement and attendance.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2) -Suspension Rate (Dashboard) (G6, Metric 3)
G6 A1 Positive School Climate	Our Foster Youth and Low-Income students have limited opportunities for academic growth and leadership. Our students have the capability to be successful and to be great leaders; they just need the access and opportunity. 2023 Dashboard data indicated that Chronic Absenteeism decreased for our Foster Youth and Low-Income students. However, the graduation rate decreased and the suspension rate increased. 2024 Dashboard data indicates that Chronic Absenteeism decreased for our Foster Youth by -4.0% and Low-Income students by -10.2%. Students' perceptions of school connectedness improved by +4% for ninth graders, +8% for eleventh graders, and +15% for non-traditional students. In 2025, students continued to show improvement in Chronic Absenteeism, with Low-income students showing a decline of -12.5% and Foster Youth a decline of -8.7%. Students' perception of school connectedness improved to 52% for ninth graders and stayed the same for eleventh graders. Our educational partners expressed concerns about safety and school climate conditions districtwide, but specially at our secondary schools. They communicated a need for diverse extracurricular activities in order to build school spirit, culture, and belonging.	PUSD students, especially Foster Youth and Low-Income students, will participate in extracurricular activities, like leadership workshops, that will improve their school attendance and academic achievement. Such activities will help them build relationships with their peers and improve their communication skills in order to help them feel more connected to their school. This action addresses the need for Foster Youth and Low-Income students to have opportunities for leadership and improve communication skills. It will be implemented on a LEA-wide basis at the high schools in order to maximize student engagement and improve overall school climate.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - CHKS Connectedness (G6, Metric 1)
G6 A2 Restorative	PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School	School administrators and School Climate Safety Officers (CSOs) will receive support from district administrators on how	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and

Justice	Dashboard for the African American student group in the areas of Pupil Achievement (ELA and Math) and School Climate (Suspension Rate). Our secondary students, especially our English Learners, Foster Youth, and Low-Income students, have had behavioral challenges in and out of the classroom during the last three years due to unstable learning environments and adverse conditions in their community. These behavioral challenges led to an increase in suspensions for Foster Youth, and an increase in suspensions for both English Learners and Low-Income students, according to the 2023 Dashboard. English Learners (Pomona High) and Low-Income students (Diamond Ranch) saw increases in Suspension Rate at the high schools, which is concerning because we know that students with high rates of suspension are less likely to be college and career ready. The Dashboard also indicated several high schools (Diamond Ranch, Garey, Pomona, Park West Continuation HS) as Very-Low Performing in College and Career Readiness Based on this data, students need behavior strategies and coping skills that will improve their overall engagement in school and minimize behavior incidents. Based on the 2024 Dashboard, African-American students showed an increase in suspension rate of +0.4%. All other groups had decreases in suspension. Perceptions of school connectedness improved for students and staff, seventh graders increased by +2%, ninth graders decreased by -1%, eleventh graders increased by +3%, and non-traditional students decreased by -6%. Staff showed an increase of +7%. In 2025, PUSD had a decrease in Suspension Rate among all student groups, including African-American students who showed a decrease of -4.3%. All PUSD secondary schools are now at Green and Blue performance levels on the CA Dashboard. Based on the CHKS Survey in 2026, perceptions of school safety increased by +6% for seventh graders, +17% for ninth graders, +16% for eleventh graders, and +22% for non-traditional students. Staff perceptions did increase by 6%. Our educational partners have expressed concerns about safety and school climate conditions at our secondary schools that have	to implement restorative justice practices in order to minimize behavior incidents and maximize engagement of all student groups, especially English Learners, Foster Youth, and Low-Income students. School Climate Safety officers will also implement restorative justice practices in order to improve school climates by working 1-on-1 with students or in small groups. This action addresses the safety needs for English Learner, Foster Youth, and Low-Income students. It will be implemented on a LEA-wide basis to service our secondary schools in order to increase safety, connectedness at school sites, educational outcomes, and improve school climates. In addition, we expect that Restorative Justice will help lower suspension rates for African-American students (2023,2024) and Foster Youth (2025), in response to the red indicators for Suspension Rate on the California Dashboard (2023, 2024). Note: The years in parentheses noted above (2023, 2024, 2025) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - CHKS Connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G6, Metric 3)

	resulted in increased safety concerns. They advocated for more inclusive activities and having consistent and present adults around campuses for students to feel a better sense of belonging.		
G6 A3 Extracurricular Activities	Our Low-Income students have limited access to extracurricular activities due to lack of resources within the community, including access to activities, sports, and competitions. While in 2023 Chronic Absenteeism decreased for our Low-Income students, so did the Graduation rate. Suspension Rate for Low-Income students also increased. In 2024, Chronic Absenteeism improved by -5.71%, based on PUSD's local Pupil Resources Report, and by -9.07% on the 2024 Dashboard. Graduation rates improved by +1.0%. In 2025, there was further improvement for Low-Income students in Chronic Absenteeism, with a decline of --12.5% on the Dashboard, and -4.39% based on the local Pupil Resources Report. Suspension and Graduation Rates have also shown improvement. Educational partner feedback, particularly parents and community members, indicated a need for improved school climates, including more extracurricular activities opportunities in order to build school spirit, inclusiveness, and community.	PUSD will provide extracurricular opportunities in the summer and during the school year in order to improve overall school connectedness. Athletic Coordinators, athletic directors, and walk-on coaches design, instruct and facilitate sports and coordinate other extracurricular activities in order to provide leadership and team-building opportunities for students. This action addresses the need for extracurricular opportunities for our Low-Income students. It will be implemented on a LEA-wide basis in order to increase student engagement and school connectedness from our Low-Income students and all students at the secondary school sites.	We will monitor progress for Low-Income students, and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - CHKS Connectedness (G6, Metric 1)

G6 A4 Individualized Student Academic and Emotional Support	Our Low-Income and Foster Youth face instability in schooling and housing, which indicates a need for academic and emotional support at the high school level. There is a need for college and career readiness for our secondary students at Park West Continuation High School. The Dashboard data for 2023 indicated that the graduation rate for Park West Continuation High School was at 72.7% for all students. In 2024, Park West's graduation rate improved by +10.6% based on the Dashboard. The 2025 Dashboard showed another jump in Graduation Rate of +11.8% for Park West. Educational partner feedback indicated a need for more academic and counseling support to increase college and career readiness and graduation rates. Based on current educational partner input for Park West, students need for their coursework to be aligned with real-world learning, and they need additional opportunities for credit recovery in order to improve their post-secondary outcomes. Educational partners support mentorship and counseling as targeted support for students in continuation school.	School staff will continue to provide academic and emotional support to Foster Youth and Low-Income students in order to provide opportunities for credit recovery. These services will help improve student attendance and increase credit completion and graduation rates. This action addresses the need for college and career readiness services for Low-Income and Foster Youth students at Park West. It will be implemented on a schoolwide basis to students at Park West Continuation High School in order to focus resources on students that need to recover coursework for graduation.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: - A-G Meeting Requirements Rate Dashboard (G4, Metric 6) - CHKS Connectedness (G6, Metric 1) - Park West - Grad Rate (G6, Metric 5)

G6 A5 Positive Behavior Intervention and Support (PBIS)	Our English Learners, Foster Youth, and Low-Income students face challenges that can get in the way of becoming a part of the school community resulting in disruptive behaviors. This led to an increase in behavior incidents this school year. PUSD students need resources, consistency in progress-monitoring, and opportunities to make connections to their school, schoolwork, and peers. Our English Learners have to acclimate to a new school environment while acquiring a new language, which creates a barrier for the school when communicating school expectations. Our Foster Youth who are experiencing unstable housing struggle with adapting to behavioral expectations that change from one home environment to another making it difficult to establish routines and consistency. The 2023 CA Dashboard data indicated an increase of 0.4% in suspension rate for Low-Income students, an increase of 0.6% for English Learners, and an increase of 0.5% for Foster Youth being very-low (red) performance for Suspension Rate. The 2024 Dashboard indicated a drop in suspension rate of -0.9%, but an increase of +0.4% for African-American students. In 2025, Foster Youth were the only student group with a very high Suspension Rate of 10.4%. Educational partner feedback indicated that behavior intervention and mental health support is needed for our English Learner, Foster Youth, and Low-Income students. They indicated that our Foster Youth and English Learners need social emotional strategies in the classroom and on school campuses in order to reduce behavior incidents and increase school safety. This means that PBIS must be implemented to fidelity to ensure positive outcomes for our most vulnerable student groups.	PUSD staff, with the addition of a Board Certified Behavior Analyst (BCBA), will implement the Positive Behavior Intervention and Support (PBIS) framework, and use the Schoolwide Information System (SWIS) behavior management system to improve overall school connectedness and climate. Professional development for staff, coaching, and one-on-one support will build the capacity of staff in building positive school climates. Staff will also use Social Emotional Learning (SEL) strategies to support English Learners, Foster Youth, and Low-Income students consistent with PBIS principles. This action addresses the need for students to have positive behavior interventions in order to minimize disruptive behaviors. It will be implemented LEA-wide for our English Learners, Foster Youth, and Low-Income students, and all students so that they may establish a sense of connectedness to their school, school staff, and their peers. Positive strategies for behavior will lead to improved school climates. In addition, we expect that PBIS will help address the red performance levels in suspension for African American students (2023, 2024) and Foster Youth (2025). Note: The years in parentheses noted above (2023, 2024, 2025) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	PUSD will monitor progress for English Learner, Foster Youth, and Low-Income students, and all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - CHKS Connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G6, Metric 3)

G6 A6 Elementary Engagement Support (formerly Elementary Campus Supervisors)	Our Low-Income students lack the social skills needed to make connections to their peers and to school staff. They need support in developing their social emotional learning competencies, which include managing their emotions, building relationships, and making good decisions. Our students need resources to better understand behaviors and skills to improve school climates. This results in increased behavior challenges for both students and school staff. The 2023 CA Dashboard indicated an increase in student suspension rates for Low-Income students. With more staff supporting school climate efforts, suspension rates dropped by -0.9% based on the 2024 Dashboard. In 2025, Suspension Rate continued to improve at elementary sites, however Alcott, Lopez, and San Jose are low-performing (Orange) on the Dashboard. Educational Partners, including parents, indicated that school climates across PUSD need to improve, along with overall improved student engagement. They emphasized that there is a need for adults on campus who are present and consistent with helping students improve their behavior and sense of belonging.	PUSD will add the support of Campus Supervisors and School Site Specialists to help nurture and maintain stable learning environments for all students, specially for Low-Income students. Campus Supervisors are trained in behavior and social skills and use positive reinforcement strategies to maintain a positive school environment. This action addresses the need for Low-Income students to learn strategies for improved behaviors and skills to resolve conflicts. It will be implemented on a LEA-wide basis for all elementary schools in order to improve overall school climate.	PUSD will monitor progress for Low-Income students and for all students using: - Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) - Chronic Absenteeism (Dashboard) (G5, Metric 2) - CHKS Connectedness (G6, Metric 1) - Suspension Rate (Dashboard) (G6, Metric 3)
G7 A1 Dual Language Programs	According to our 2023 ELA District Interim Assessments (DIAs) data, English Learners were low-performing with scores of 40.09% on Benchmark I and 43.26% on Benchmark II. Low-Income students were also low-performing with scores of 52.30% on Benchmark I and 53.73% on Benchmark II. Our 2024 ELA District Interim Assessments (DIAs) data indicated that English Learners were low-performing with scores of 55.94% on Benchmark I and 44.56% on Benchmark II. Low-Income students were also low-performing with scores of 55.22% on Benchmark I and 53.73% on Benchmark II. Additionally, our 2025 ELA District Interim Assessments (DIA) data indicates that English Learners are low-performing with scores of 42.12% on Benchmark I and 44.25% on Benchmark II. Low-Income students are also low-performing with scores of 53.47% on Benchmark I and 55.17% on Benchmark II. These data illustrate that English Learner students have language barriers that limit their ability to fully grasp instruction taught in English	The Dual Language Immersion (DLI) program at select elementary schools will provide students the opportunity to enroll in a broad course of study and become multilingual learners. Additionally, the support of teachers and student interns in the Dual Language Immersion program will provide English Learners targeted language support and development, and provide Low-Income students with the opportunity to learn another language. This action addresses the opportunity for students to develop academic biliteracy. It will be provided on a schoolwide basis to expand the learning experience of English Learner and Low-Income students and allow them to navigate content in two languages. By giving our students this opportunity, they will gain diverse learning experiences, show an appreciation for linguistic diversity, and motivate them to continue taking a broad course of study in the upper grades.	We will monitor progress for English Learner and Low-Income students, and for all students using: - DIA ELA (G4, Metric 1)

	while Low-Income students lack the support and resources at home to increase academic achievement. For these reasons, our English Learner and Low-Income students need the opportunity to be in a Dual Language Immersion (DLI) program to help bridge between their home language and the language of instruction, and have access to a broad course program that otherwise wouldn't be available to them due to financial constraints. Additionally, having access to a Dual Language Immersion (DLI) program will allow English Learner and Low-Income students to engage in a learning environment that celebrates diversity, foster a sense of belonging, and/or the opportunity to learn another language which will broaden future career opportunities. Feedback from parents and families have continued to share the appreciation of having a Dual Language Immersion (DLI) program to help students maintain their native language and/ or learn another language. By incorporating the native language into the curriculum or giving students an opportunity to learn another language, the DLI program allows students to expand their learning, develop culture appreciation, broaden career opportunities, and celebrate diversity. Based on current educational partner input, parents and families have shared the need for multilingual educational and cultural programs to help students foster biliteracy/ multiliteracy and linguistic inclusivity.		

G7 A2 Visual and Performing Arts & Physical Education (PE)-Secondary	Many of our Foster Youth and Low-Income students have financial constraints that limit their ability to access extracurricular activities or classes such as art and music outside of school. Due to their circumstances, our Foster Youth and Low- Income students need access to a well rounded education that expands to extracurricular activities or program enrichment beyond the core content programs to allow them opportunities to enhance critical thinking, creativity, and communication skills, all of which are essential tools for success in any post-secondary career choice. Our educational partners and results of the Self-Reflection tool have shared the need to expand the Visual and Performing Arts (VAPA) program due to the financial constraints that many students and families have. Additionally, feedback shared the positive impacts of the VAPA program in nurturing well-rounded individuals and allowing students to explore their talents and creativity.	VAPA teachers and Teacher Specialists will continue to receive professional development to provide Foster Youth and Low-Income students the opportunity to take extracurricular and program enrichment through art instruction, performances, and competitions. This action will allow students the opportunity to hone in their artistic abilities and foster growth that extends beyond the traditional contents taught to engage the various parts of their brain. This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a LEA-wide basis to increase school connectivity and the interest of all students participating in art and music programs that are above core content programs.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)
G7 A3 Science, Technology, Engineering, and Mathematics (STEM)	Our Foster Youth and Low-Income students often have limited resources and minimal enriching experiences that creates barriers to problem solving and critical thinking skills. The need for access to Science, Technology, Engineering, and Mathematics (STEM) education is imperative to expose our Foster Youth and Low Income students to opportunities for interactive, enriching, and hands-on learning experiences to prepare them for the future where STEM skills are in high demand across various industries. Educational partner feedback has indicated the continued need for STEM education to expand students' learning beyond core content programs and provide them opportunities to tap into their creativity and critical thinking skills in order to motivate and increase academic achievement. Current educational partner input has expressed the same needs.	Science, Technology, Engineering, and Mathematics (STEM) teachers will provide elementary and middle school Foster Youth and Low-Income students with hands-on learning experiences during extended learning time to create projects in preparation for competitions. Students will compete and collaborate on STEM centered projects, emphasizing team-building, critical thinking, and leadership skills. This action addresses the gap in skills and academic interest in the STEM field for Foster Youth and Low-Income students. It will be provided on a LEA-wide basis to enhance student learning and provide students the opportunity to access a broad course of study.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1)

G7 A4 Science and Social Science Support	Ensuring access to technology and providing comprehensive support for science education is pivotal in bridging the achievement gap for English Learner, Foster Youth, and Low-Income students. These students need inquiry-based science instruction with the incorporation of technology and hands-on experiences to broaden access and comprehension of high quality science education. Based on feedback from educational partners at district committee meetings and the LCAP survey, many have continued to shared the importance of having academic support and resources for students in subject matter including science in order to enhance student academic achievement.	Science Teacher Specialists will provide professional development and coaching opportunities to teachers who will engage English Learner, Foster Youth, and Low-Income students with hands-on learning instruction using adapted technology software to increase student understanding of the science curriculum. This action addresses science experience and comprehension of the science standards for English Learner, Foster Youth, and Low-Income students. It will be provided on a LEA-wide basis to increase student enrollment in related STEM classes.	We will monitor progress for English Learner, Foster Youth, and Low-Income students, and for all students using: - CAASPP Science CA Dashboard Science (CAST) (G4, Metric 11)
G7 A5 Robotics Computer Science Program	With limited resources due to financial constraints, our Low-Income students need the opportunity to develop essential skills and competencies that will help them enhance their academic achievement. This is evident in our district 2023 DIA Math data which indicated that our Low-Income students scored 54.73% in Benchmark I and 51.92% in Benchmark II, showing a decline throughout the year. In 2024, Low-Income students scored 50.7% in Benchmark I and 53.75% in Benchmark II showing an increase through the year. Additionally, in 2025, Low-Income students scored 56.87% in Benchmark I and 54.77% in Benchmark II. Having a robotics and computer science program supports the development of skills and competencies that Low-Income students need. Robotics and computer science provide opportunities for students to think critically and problem solve. Feedback from parents, families, and students have shared the desire to continue with the robotics and computer science program to motivate students to think outside the box and learn through hands-on experiences.	Classroom teachers will provide Low-Income students access to the Robotics Computer Science Program by delivering robotics instruction on a weekly basis which incorporates student-centered learning experiences using hands-on robotics kits, experiments, and computer science during classroom instruction to enhance problem solving skills. Students also have the opportunity to showcase their robotic devices each year at the district's Robotics Competition. This action addresses access to collaborative experience and skills that will offer Low-Income students opportunity to explore, create, and compete in the technology field. It will be provided on a LEA-wide basis to enrich students' learning experience to apply theoretical concepts to practical applications, which cultivates critical thinking and analytical skills.	We will monitor progress for Low-Income students, and for all students using: - DIA Math (G4, Metric 2)

G7 A6 Art, Music, and Physical Education (PE)-Elementary	With Foster Youth and Low-Income students having limited resources and often facing challenges, the access to art and music programs can provide a safe platform for self-expression, creativity, and personal growth. The need for the art and music program for these students is imperative to address disparities they face, and enhance their overall educational experience, and school engagement. Educational partners indicated the need to increase the art and music program in the last LCAP to continue providing students the opportunity to the art and music program. As a result, based on the Director of Elementary Support's feedback, more art and music teachers were hired last year and the program grew from 5,956 students in the prior year to 10,310 students in 2023-2024. Based on current educational partner input, the need for arts and music programs continue to be essential to help students explore their talents and creativity.	Teachers will provide Foster Youth and Low-Income students art, music and P.E. instruction, and in addition, provide opportunities to participate in extracurricular district-wide events. Identified Art Teacher Leads from every school will receive professional development throughout the school year and will build the capacity of classroom teachers at their respective school sites to deliver high quality arts instruction to students. Music and P.E. instruction will be provided in designated spaces by dedicated specialized teachers. Teacher Specialists will provide professional development, model lessons and coach teachers, in addition to coordinating events to provide students the opportunity to compete on a schoolwide and district-wide basis. These enrichment programs will support student engagement and enhance their teamwork, leadership, and problem-solving skills. This action addresses Foster Youth and Low-Income students' access to cultural and artistic resources in order to promote school connection and spirit, attendance, and academic achievement. It will be provided on a LEA-wide basis to provide the opportunity for students to enhance self-expression, personal growth, and their overall educational experience.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: -Attendance Rates and Chronic Absenteeism Pupil Resources Report (G5, Metric 1) -Chronic Absenteeism (Dashboard) (G5, Metric 2)

G7 A7 Career Readiness	Our English Learner students have language barriers that hinder their ability to build strong academic foundations; our Foster Youth students experience challenges with housing and care stability; and our Low-income students lack academic support and financial constraints due to adults at home having to work multiple jobs to make ends meet. According to the College and Career Indicator on CALPADS Report 51.1, 3% of English Learner, 3% of Foster Youth, and 4.8% of Low-Income students completed the CTE Pathways and 0.6% of English Learner, 3% of Foster Youth, and 2.2% of Low-Income students completed A-G/ CTE in 2022-2023. In 2023-24, 3.8% of English Learner, 2.9% of Foster Youth, and 4.5% of Low-Income students completed the CTE Pathways and 0.5% of English Learner, 2.9% of Foster Youth, and 1.8% of Low-Income students completed A-G/ CTE. In 2025, 5.1% of English Learner, 7.4% of Foster Youth, and 18.5% of Low-Income students completed the CTE Pathways based on internal district CTE Pathways Completers data due to discrepancy in the reported data on Dashboard. Additionally, internal district data showed that completion of both A-G requirements and a CTE pathway remained limited among student groups, with 0.7% of English Learners, 0.0% Foster Youth, and 7.1% of Low-Income students meeting both indicators. These completion numbers demonstrate the various needs and academic supports that our English Learner, Foster Youth, and Low-Income students need in order to increase academic achievement and post-secondary career options. The combination of these needs hinder our students' opportunities for college and career readiness. These students need assistance and exposure to skill-building for various career fields, such as information technology, child development, health sciences, and advanced manufacturing. Our educational partners shared the need to expose students to post-secondary career options in order to motivate and support them with career opportunities.	Career Technical Education (CTE) teachers and Career Center Techs will provide contracted service opportunities of internships to English Learner, Foster Youth, and Low-Income students. This action has been adapted with an addition of CTE teachers to expand the CTE program with aviation pathway, construction pathway, and medical pathway classes to further provide students opportunities to explore post-secondary career options, receive certifications, and earn community college credits. This action addresses college and career readiness support for English Learner, Foster Youth, and Low-Income students. It will be provided on a schoolwide basis to ensure all students have the opportunity for college and career readiness success and options and increase A-G compliance for graduating seniors and increase CTE pathways completions.	We will monitor progress for English Learner, Foster Youth and Low-Income students, and for all students using: -CTE Pathway Completion- CA Dashboard (G7, Metric 1) -A-G Meeting Requirements Rate Dashboard (G7, Metric 2) -*new Internal CALPADS CTE Completion (G7, Metric 4)

G7 A8 College and Career Equity	Our A-G data indicated in 2023 that only 35.4% of our Low- Income students met the requirement for UC/ USC. In 2024, only 33.9% of our Low-Income students met the requirement for UC/USC. Additionally, in 2025, only 36.6% of our Low-Income students met the requirement for UC/USC. This illustrates the disparities our Low-Income students face such as the unawareness of college requirements, the lack of guidance to prepare for college or post-secondary options, and the lack of adult support at home due to having some parents working multiple jobs. These barriers limit our Low-Income students' access to college and career readiness support. These students need opportunities to attend workshops, conferences, and have access to mentors to equip them and their parents with the knowledge and resources necessary to ensure equitable access to college courses and programs. Feedback from students and parents have shared that limited transportation, lack of resources and awareness of college and career requirements/ options, and financial constraints are barriers they often face. They continued to share the importance of having opportunities for students to achieve higher education and post-secondary career options through exposure and guidance from school.	Teacher Specialist, school staff and mentoring consultants from programs such as Rising Scholars and Bright Prospects will provide Low-Income students college tours, assistance with college essays, field trips, and weekend workshops for college and career readiness. This action addresses the limited knowledge and the mentorship needs of Low-Income students to increase and expand their college and career options, and creates the foundation necessary for every student to have post-secondary success. It will be provided on a LEA-wide basis to provide all students and their parents an opportunity to attend conferences in order to strengthen their knowledge of college and career options. In addition, we expect that College and Career Equity will help address the low performance in College and Career Readiness that's also observed among our Long Term English Learners (2024), English Learner (2023) and Students with Disabilities (2023, 2025) student groups on the California Dashboard. Note: The years in parentheses noted above (2023, 2024, 2025) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for Foster Youth and Low-Income students, and for all students using: - CTE Pathway Completion- CA Dashboard (G7, Metric 1) - A-G Meeting Requirements Rate Dashboard (G7, Metric 2)
G7 A9 College and Career Exposure	With limited transportation and financial constraints, our Low-Income students lack the ability to travel and participate in excursions in comparison to other student groups. These students need the opportunity to participate in academically-based excursions/ field trips to enrich their learning and support their preparation for college or post-secondary career options. Feedback from students and parents have indicated that limited transportation and financial constraints have restricted their ability to travel and enhance their educational experiences.	School staff will provide enriched academic experiences for Low-Income students in secondary schools by coordinating field trips aligned to the content standards and real-life experiences to allow students to gain better comprehension and relevance of what they are learning. This action addresses the opportunity for Low-Income students to participate in academically-based excursions to enrich their learning. It will be provided on a LEA-wide basis to support students as they prepare and/or transition for postsecondary education and careers of their choice.	We will monitor progress for Low-Income students, and for all students using: - CTE Pathway Completion- CA Dashboard (G7, Metric 1) - A-G Meeting Requirements Rate Dashboard (G7, Metric 2)

G7A10 Academy School Supports	The disparities that our Low-Income students face create a gap between what they learn in school and what they experience in the real-world. These students need a broad course of study to prepare them for future career paths and graduation. Additionally, they benefit from project-based learning to enhance their learning experience and allow them to participate in a course of study in Engineering, Media and Informational Technology in small school settings. Education partners have continued to share the importance of academic support and motivation for Low-Income students to make learning relevant, practical, and hands-on in order to better prepare them for success.	Teachers, staff, and administrators at Fremont School of Engineering and Design, and Village Academy of Media and Information Technology will provide academic, behavioral, and attendance support for Low-Income students. This action addresses the academic needs of Low-Income students in order to promote their academic achievement. It will be provided on a schoolwide basis to ensure students complete A-G requirements and become college and career ready through project-based learning.	We will monitor progress for Low-Income students, and for all students using: - CTE Pathway Completion- CA Dashboard (G7, Metric 1) - A-G Meeting Requirements Rate Dashboard (G7, Metric 2)

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
G4 A2 AVID Excel	With 23.8% of our population being English Learners, it is important to help these students, especially our Long-Term English Learners (LTELs), navigate the complexity of the English language since English is not the primary language at home. Local ELA district interim assessments in 2023-24 showed that English Learners were the lowest performing group, and are also very-low performing in ELA based on the 2023 California Dashboard data. In 2024, current district interim assessment data showed that English Learners have made progress. However, they were still lowest performing on the California Dashboard. In 2025, English Learners increased by 6.4 points to 74.1 points below the standard on the CA Dashboard and 2.09 points in the ELA District Interim Assessments. Our Long-Term English Learner (LTELs) and English Learner students need AVID Excel curriculum to provide differentiated and additional literacy instruction to help them comprehend course materials, participate in classroom discussions, and demonstrate their knowledge through written assignments in order to develop and strengthen English language skills and reclassify as Fluent English Proficient (RFEP). Also, AVID Excel provides English Learners with college and career exposure at the middle schools, so that they build the skills necessary to succeed in college preparatory classes in high school. Educational partner feedback from the District English Learner Advisory Committee (DELAC) shared the importance of academic support for our English Learner students who often have limited resources and academic support at home. They voiced that this is especially important in order for students to realize their strengths and can focus on their interests, leading to an increase in English learner confidence and language development.	Teacher Specialists, a Teaching Teacher Specialist, and Teachers on Assignment will provide classroom teachers with support in the implementation of Designated and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, Teachers on Assignment will work with Long Term English Learners (LTELs) and families in order to accelerate English Language Acquisition and Reclassification. This work will include small-group instruction, individualized academic support, regular progress monitoring reports, and workshops for parents. This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills. In addition, we expect that ELD support will help address the red performance levels in ELA for English Learners (2023, 2024) and Long-Term English Learners (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for English Learner and Long-Term English Learner students using: - DIA ELA (G4, Metric 1) - Reclassification Rates (G4, Metric 3) - EL Progress on Language Proficiency (G4, Metric 4) - CAASPP ELA (G4, Metric 10)

G4 A9 English Language Development Support	English Learners have limited resources and limited academic support that contribute to their academic gap. In 2023, English Learners were the lowest-performing student group on the local District Interim Assessments, and they are very-low performing in ELA according to the red indicators on the Dashboard. PUSD has seen steady increases in reclassification over the last three years (see Annual Update), however, reclassification rates are the lowest at the elementary level, in comparison to middle school and high school, and 2025 continued the same trend with an overall reclassification rate of 11.38%, a -6.82% decrease from the Baseline data. In 2024, English Learners made the greatest gain of +15.85% on the DIA ELA, and were the only group that made a gain of +2.82% on the DIA Math. In 2025, English Learners continued to show growth on both DIA ELA and Math Benchmarks. The unique circumstances of English Learners highlight the need to enhance English Language Development (ELD) instruction in order to bridge language acquisition gaps and move students towards reclassification, and avoid the increase in Long Term English Learners (LTELs). Educational partner feedback from our District English Learner Advisory Committee (DELAC) shared the importance of academic support and tutoring for our English Learner students in order to increase reclassification rates and decrease Long Term English Learners (LTELs). They emphasized a greater focus on earlier intervention and early identification of dually-identified English Learners with learning disabilities.	Teacher Specialists, a Teaching Teacher Specialist, and Teachers on Assignment will provide classroom teachers with support in the implementation of Designated and Integrated English Language Development (ELD) to improve the English Learner program and minimize linguistic gaps. Additionally, Teachers on Assignment will work with Long Term English Learners (LTEL) and families in order to accelerate English Language Acquisition and Reclassification. This work will include small-group instruction, individualized academic support, regular progress monitoring reports, and workshops for parents. This limited action will help teachers be better equipped with effective instructional practices in order to support English Learner students and help them strengthen their English language skills.	We will monitor progress for English Learner students using: - DIA ELA (G4, Metric 1) - Reclassification Rates (G4, Metric 3) - EL Progress on Language Proficiency (G4, Metric 4) - CAASPP ELA (G4, Metric 9)

G4 A10 Well Being of Foster Youth	Our Foster Youth students lack stability in their living situations which has a significant impact in their academic achievement as indicated on the California School Dashboard. These students are low performing in both English Language Arts (ELA) and Math, and need academic and social-emotional support to provide them the interventions, guidance, and resources they need to become more motivated and engaged in order to increase academic achievement. Based on the 2025 Dashboard, Foster Youth improved two performance levels (to Yellow) on the CAASPP ELA, but declined one performance level (to Red) on the CAASPP Math. They continue to struggle with improving Graduation Rates (with a decline of -7.5% on the Dashboard) and in College/Career Readiness. Educational partners shared the need for students to receive academic support as well as social-emotional support to increase school connectivity. Educational partners indicated that more staff and inclusive activities are needed to reach more Foster Youth students.	School Counselors, a Mental Health Clinician, and outside providers will collaborate to address the needs of Foster Youth students by providing social-emotional support, small group learning sessions, and ongoing progress monitoring. This limited action will also provide Foster Youth students with academic support such as tutoring and mentoring services to increase their college and career readiness and school connectivity. In addition, we expect these services will help address the red performance levels in ELA for Foster Youth (2024), as well as Math (2025). Note: The years in parentheses noted above (2023, 2024, 2025) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for Foster Youth students using: - CTE Pathway Completion- CA Dashboard (G4, Metric 5) - CAASPP ELA English Language Arts Dashboard (G4, Metric 10) - CAASPP Mathematics Dashboard (G4, Metric 11) - Graduation Rates- CA Dashboard (G5, Metric 3)
G4 A20 Paraeducators for English Learners	English Learners, including Long-Term English Learners, need support in making connections and constructing meaning from the curriculum taught in their core instruction classes. They face language barriers when they interact with their teachers and with the content. The support of Paraeducators can help bridge gaps in communication and improve academic outcomes. (DIA) data for ELA indicated that English Learners improved in meeting their benchmarks in 2023-2024 (all grades, except 1st, 7th, and 11th grade English Learners). However, local DIA data for Math indicated a need for improvement across multiple grade levels (Kinder, 1st, 4th, 5th, 6th, 7th, 8th, High School Math II). California Dashboard Data indicates that English Learners are very-low-performing (red) in both ELA and Math indicators. In 2024, English Learners saw significant gains on the CAASPP and local DIA assessments for both ELA and Math. They were the only student group with the smallest decline in progress on the CAASPP ELA of -0.7 points, but gained +3.2 points on the CAASPP Math. On the ELA DIA they made an improvement of	Paraeducators will work with English Learners, including Long-Term English Learners, and provide intervention and support in English Language Development (ELD). This will help increase English Learners' local assessment scores in ELA and Math, as well as increase reclassification rates across the district. This limited action will also provide access to core content and help English Learners improve their language proficiency to meet the criteria for reclassification.	We will monitor progress for English Learner and Long-Term English Learner students using: - DIA ELA (G4, Metric 1) - DIA Math (G4, Metric 2) - Reclassification Rates (G4, Metric 3)

	+15.85%, and on the Math DIA they made an improvement of +2.82%. In 2025, English Learners continue to make progress on the CAASPP ELA (+6.4 points) and on the DIA ELA (Benchmark I +2.03, Benchmark II +0.99%). Educational partners indicated the need for academic intervention for English Learners, who typically struggle to communicate and make meaningful connections to academic content. They also indicated that English Learners still need the support in their most challenging academic classes through tutoring and evidence-based practices. This limited action will also provide Foster Youth students with academic support such as tutoring and mentoring services to increase their college and career readiness and school connectivity. In addition, we expect these services will help address the red performance levels in ELA for Foster Youth (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.		

G4 A23 Support for Long-Term English Learners (LTELs)	PUSD was identified for Differentiated Assistance (DA) based on the 2024 CA School Dashboard for the Long-Term English Learner student group in the areas of Pupil Achievement (ELA and Math) and Outcomes to a Broad Course of Study (College/Career). While English Learners in PUSD have access to paraeducators, resource teachers, and programs to help them academically and to reclassify, there was a gap in meeting the needs of students who were still English learners going into middle school and high school. As English learners get older, and enter upper grade levels, their motivation to reclassify diminishes, and this classification limits access to courses that affect their college and career outcomes. Now that LTELs have their own category on the 2024 Dashboard, we can see that this group of students falls on the lowest-performance level in ELA and College and Career Readiness. With a renewed focus on their improvement, the 2025 Dashboard showed favorable outcomes, with an improvement of one performance level (to Orange) for both the CAASPP ELA (+4.7 points) and CAASPP Math (+7.4 points). Educational partners, including resource teachers, students, parents, and staff indicated that Long-Term English learners need academic support, access to additional opportunities for credit recovery, and mentorship to encourage them, build their confidence and knowledge of reclassification, and to be college and career focused.	Teachers on Assignment will directly support LTEL students a two middle schools and two comprehensive high schools to address the high number of LTELs at each of those schools and their needs around reclassification. They will engage in ongoing progress monitoring, ELD instruction, and provide reports to teachers and parents in order to address academic gaps and language acquisition gaps. They will also collaborate with teachers to plan scaffolded instruction and analyze student data to inform intervention. Social-emotional learning (SEL) check-ins are meant to strengthen student engagement, build confidence, and increase motivation toward reclassification, academic achievement, and college and career readiness. In addition, we expect that support for LTELs will help address the red performance levels in ELA and in the College / Career indicator (2024). Note: The years in parentheses noted above (2023, 2024) reflect the year in which the student group was identified as Red or lowest-performing on the California School Dashboard.	We will monitor progress for English learners and Long-Term English Learners using: - EL Progress on Language Proficiency (G4, Metric 4) - College and Career Readiness (Dashboard) (G4 Metric 6) -CAASPP (ELA) (G4, Metric 10) -CAASPP Math (G4, Metric 11)

G5A12 Student Engagement Support	PUSD has a 88.2% socioeconomically disadvantaged student population and of that student population some lack fixed, regular, and adequate nighttime residence. These Low-Income students face unique and compounding challenges that create barriers to consistent school attendance, academic achievement, and social-emotional well-being. The instability with living circumstances often results in frequent school changes, absences, and increased stress and disengagement. These Low-Income students need enhanced support and wraparound services to remove educational barriers to academic success. Educational partner feedback has indicated a need for Low-Income students to receive comprehensive academic and social-emotional support in order to address challenges and increase engagement and attendance.	Staff from Students and Family Support Services will provide Low-Income students, specifically those who lack a fixed, regular, and adequate nighttime residence, with resources to remove barriers and challenges in accessing and succeeding in school in order to improve attendance and college and career readiness. This limited action will help address the needs that arise from economic hardship and housing instability and ensure specialized services are provided to Low-Income students to remove barriers that affect their access and success in school.	We will monitor progress for Low-Income students using: - College and Career Readiness (Dashboard) (G4 Metric 6) -Attendance Rates & Chronic Absenteeism (G5 Metric 1) -Chronic Absenteeism (Dashboard) (G5 Metric 2)

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

Not applicable.

Additional Concentration Grant Funding

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

Based on the review of data and educational partner feedback, the additional concentration grant add-on funding will continue to be used to increase the number of staff members providing direct services to students at school sites with a high concentration (greater than 55%) of Foster Youth, English Learner, and Low-Income students. The investment in staffing aims to enhance the support systems and interventions available to our unduplicated student populations, address their unique needs, increase and improve services, and provide equitable educational opportunities.

The following actions describe how the additional concentration grant add-on will be used to increase the number of certificated and classified staff providing direct services to students in schools:

G2A4 - Teachers will support the growth of the Transitional Kindergarten program across all elementary sites in support of the needs for English learners, Foster Youth, Low-Income students around academic and social skill building.
G2A13- Paraeducators will work with English Learners and Low-Income students in order to help close academic achievement gaps and minimize staff-to-student ratios in order to improve these students' academic progress.
G3A1 - Family Service Caseworker Specialists will arrange a variety of services and resources for Low-Income students and their families to increase attendance and graduation rates.
G4A19 &G4A20- Adaptation of additional Resource Teachers at both elementary and secondary levels will provide timely support in order to improve academic progress and increase English Language Development for our English Learner and Low-Income students.
G4A21- Paraeducators will provide services to English Learner students to increase their English proficiency levels.
G4A22 & G4A23- Intervention Teachers, both elementary and secondary levels, will analyze student data and work with students in small groups to close the educational gaps that have been identified in Low-Income, Foster Youth and English Learner students.
G5A5 - Elementary counselors will provide individual and group counseling to Low-Income, English learner, and Foster Youth students to increase their academic achievement and improve attendance.
G5A10 - Mental Health Clinicians will provide and refer Foster Youth and Low-Income students to mental health support services at each of the academies and comprehensive high schools.
G5A11 - Student Support Specialists will provide timely support and trauma-informed behavioral approach services to Foster Youth and Low-Income students experiencing trauma.
G6A2 - School Climate Safety Officers will provide support to English Learner, Foster Youth, and Low-Income students by using and facilitating restorative justice practices that develop students' problem-solving skills which will help increase attendance by minimizing behavior incidents and suspensions.
G6A6 - Elementary Campus Supervisors will assist Low-Income students with behavior and social emotional support that will improve their connectivity to the school.
G7A1 - Student Interns will support English learners and Low-Income students in the Dual Language Immersion program in building their literacy and cultural awareness through in-class support.
G7A7 - CTE Teachers and Career Technicians will help English learners, Foster Youth, and Low-Income students engage with work-life experiences, provide access to industr certifications, and additional coursework to ensure college and career readiness.

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	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$212,310,298.00	$81,685,807.00	38.47%	0.00%	38.47%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$236,633,168.00	$58,758,175.00	$0.00	$2,116,538.00	$297,507,881.00	$277,603,787.00	$19,904,094.00

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	Support with Staff Recruitment and Hiring	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$228,020	$0	$228,020	$0	$0	$0	$228,020	0.00%
1	2	Teacher Support	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	$457,282	$7,500	$464,782	$0	$0	$0	$464,782	0.00%
1	3	Custodial Staff - Vandalism Crew	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Diamond Ranch, Garey, Ganesha, Pomona H.S	3 Years	$357,876	$0	$357,876	$0	$0	$0	$357,876	0.00%
1	4	Teaching and support Staff	All	No				3 Years	$136,331,940	$708,699	$137,040,639	$0	$0	$0	$137,040,639	0.00%
1	5	General Custodial Staff	All	No				3 Years	$8,770,533	$0	$8,770,533	$0	$0	$0	$8,770,533	0.00%

1	6	Custodial Staff	English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	$1,066,943	$0	$1,066,943	$0	$0	$0	$1,066,943	0.00%
1	7	Inclusion Staff	Student with Disabilities (SWD)	No				3 Years	$621,099	$0	$0	$621,099	$0	$0	$621,099	0.00%
2	1	Library Support	English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$1,110,141	$0	$1,110,141	$0	$0	$0	$1,110,141	0.00%
2	2	Media Center Support	English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	3 Years	$1,297,193	$5,263	$1,297,193	$5,263	$0	$0	$1,302,456	0.00%
2	3	Combination Class Reduction Elementary and K-8	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	3 Years	$2,781,204	$0	$2,781,204	$0	$0	$0	$2,781,204	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	3 Years	$6,658,097	$0	$6,658,097	$0	$0	$0	$6,658,097	0.00%
2	5	Technology Teacher Leads	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	3 Years	$514,828	$0	$514,828	$0	$0	$0	$514,828	0.00%
2	6	Additional Math Learning Opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Middle and High Schools	3 Years	$902,822	$418,513	$902,822	$418,513	$0	$0	$1,321,335	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$75,044	$0	$75,044	$0	$0	$0	$75,044	0.00%
2	8	Support for Classroom Instruction	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$2,132,998	$0	$2,132,998	$0	$0	$0	$2,132,998	0.00%
2	9	Improve Student Achievement	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$1,110,950	$62,625	$1,110,950	$62,625	$0	$0	$1,173,575	0.00%
2	10	Kindergarten Teachers	All	No				3 Years	$5,779,529	$0	$5,779,529	$0	$0	$0	$5,779,529	0.00%

2	11	Program Specialists	Student with Disabilities (SWD)	No				3 Years	$648,519	$0	$0	$648,519	$0	$0	$648,519	0.00%
2	12	Elementary Paraeducators	English learner (EL), Low Income	Yes	Schoolwide	Low Income, English learner (EL)	Specific Grade Spans,	3 Years	$178,613	$0	$178,613	$0	$0	$0	$178,613	0.00%
2	13	Partnership Classes	Student with Disabilities (SWD)	No				3 Years	$1,321,319	$0	$0	$1,089,232	$0	$232,087	$1,321,319	0.00%
3	1	Community Schools	Low Income	Yes	Schoolwide	Low Income	All Schools	3 Years	$576,594	$24,787	$601,381	$0	$0	$0	$601,381	0.00%
3	2	Parent Training on Student Data	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$701,332	$0	$701,332	$0	$0	$0	$701,332	0.00%
3	3	Parent Support and Involvement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$610,414	$20,500	$630,914	$0	$0	$0	$630,914	0.00%
3	4	Educational Partners Learning Walks	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$3,139	$0	$3,139	$0	$0	$0	$3,139	0.00%
3	5	Community Advisory Committee (CAC)	Student with Disabilities (SWD)	No				3 Years	$0	$500	$0	$500	$0	$0	$500	0.00%
3	6	Orientation for Elementary Students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$20,414	$0	$20,414	$0	$0	$0	$20,414	0.00%

4	1	AVID	Low Income	Yes	Schoolwide	Low Income	Specific Schools, All Secondary Schools, and Armstrong and Kellogg	3 Years	$409,982	$0	$409,982	$0	$0	$0	$409,982	0.00%
4	2	AVID Excel	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, Emerson, Marshall, and Simons Middle Schools	3 Years	$40,894	$3,525	$44,419	$0	$0	$0	$44,419	0.00%
4	3	Content Disciplinary Literacy	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	3 Years	$1,796,495	$0	$1,796,495	$0	$0	$0	$1,796,495	0.00%
4	4	Maintaining Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$3,300,719	$0	$3,300,719	$0	$0	$0	$3,300,719	0.00%
4	5	Literacy Intervention	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$366,154	$366,154	$0	$0	$0	$366,154	0.00%
4	6	Data Analysis	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$324,499	$325,832	$549,484	$100,847	$0	$0	$650,331	0.00%
4	7	Technology Support and Services	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$1,385,393	$20,844	$1,406,237	$0	$0	$0	$1,406,237	0.00%
4	8	Data Analysis by Staff	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$1,422,814	$0	$1,422,814	$0	$0	$0	$1,422,814	0.00%

4	9	English Language Development Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	3 Years	$807,369	$125,450	$932,819	$0	$0	$0	$932,819	0.00%
4	10	Well Being of Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	3 Years	$184,573	$100,000	$284,573	$0	$0	$0	$284,573	0.00%
4	11	Math Support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$501,487	$0	$501,487	$0	$0	$0	$501,487	0.00%
4	12	English Language Arts Support	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$852,214	$571,188	$852,214	$571,188	$0	$0	$1,423,402	0.00%
4	13	Elementary Level Literacy Coaches	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$3,803,533	$0	$3,803,533	$0	$0	$0	$3,803,533	0.00%
4	14	Academic Contextualization	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	3 Years	$73,435	$168,000	$241,435	$0	$0	$0	$241,435	0.00%
4	15	Kindergarten Teaching Staff	All	No				3 Years	$2,715,988	$0	$2,715,988	$0	$0	$0	$2,715,988	0.00%
4	16	Computer and Technology Support for the District	All	No				3 Years	$640,672	$0	$640,672	$0	$0	$0	$640,672	0.00%
4	17	Special Education Teams	Student with Disabilities (SWD)	No				3 Years	$24,403,961	$0	$0	$22,549,699	$0	$1,854,262	$24,403,961	0.00%
4	18	Resource Teacher Academic Support-Elementary	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Elementary	3 Years	$2,814,610	$0	$2,814,610	$0	$0	$0	$2,814,610	0.00%
4	19	Resource Teacher Academic Support-Secondary	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Secondary	3 Years	$1,744,159	$0	$1,744,159	$0	$0	$0	$1,744,159	0.00%
4	20	Paraeducators for English Learners	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Years	$1,323,551	$0	$1,323,551	$0	$0	$0	$1,323,551	0.00%

4	21	Elementary Intervention Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Elementary	3 Years	$661,721	$0	$661,721	$0	$0	$0	$661,721	0.00%
4	22	Secondary Intervention Teachers	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, Secondary	3 Years	$911,305	$0	$911,305	$0	$0	$0	$911,305	0.00%
4	23	Support for Long-Term English Learners (LTELs)	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Schools,		$607,644	$0	$607,644	$0	$0	$0	$607,644	0.00%
5	1	Online Academic Credit Recovery	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, High Schools, All Schools	3 Years	$8,100	$426	$0	$8,526	$0	$0	$8,526	0.00%
5	2	Crisis Intervention Team	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Years	$3,506,061	$822,075	$3,506,061	$822,075	$0	$0	$4,328,136	0.00%
5	3	Health Services	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	$2,579,901	$30,000	$2,609,901	$0	$0	$0	$2,609,901	0.00%
5	4	Monitor Attendance Patterns	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	3 Years	$464,646	$0	$464,646	$0	$0	$0	$464,646	0.00%
5	5	Counselors Elementary School	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	3 Years	$2,760,887	$0	$2,760,887	$0	$0	$0	$2,760,887	0.00%
5	6	Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$509,832	$39,044	$548,876	$0	$0	$0	$548,876	0.00%

5	7	Counselors Secondary Schools	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	3 Years	$2,542,622	$0	$2,542,622	$0	$0	$0	$2,542,622	0.00%
5	8	Support for Chronic Absenteeism	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Elementary Schools	3 Years	$313,299	$0	$313,299	$0	$0	$0	$313,299	0.00%
5	9	Paraeducators	Student with Disabilities (SWD)	No				3 Years	$15,432,722	$9,190,459	$0	$24,592,992	$0	$30,189	$24,623,181	0.00%
5	10	Social Emotional Support-High School	Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, High Schools	3 Years	$1,243,015	$376,350	$1,243,015	$376,350	$0	$0	$1,619,365	0.00%
5	11	Trauma Informed Services	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$617,404	$0	$617,404	$0	$0	$0	$617,404	0.00%
5	12	Student Engagement Support	Low Income	Yes	Limited	Low Income	All Schools		$0	$31,787	$31,787	$0	$0	$0	$31,787	0.00%
6	1	Positive School Climate	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, High Schools	3 Years	$0	$68,950	$68,950	$0	$0	$0	$68,950	0.00%
6	2	Restorative Justice	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, High Schools	3 Years	$1,649,754	$228,345	$1,649,754	$228,345	$0	$0	$1,878,099	0.00%
6	3	Extracurricular Activities	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	3 Years	$296,422	$0	$296,422	$0	$0	$0	$296,422	0.00%
6	4	Individualized Student Academic and Emotional Support	Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Continuation High School	3 Years	$771,449	$0	$771,449	$0	$0	$0	$771,449	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools and Middle Schools	3 Years	$1,972,217	$178,990	$1,998,582	$152,625	$0	$0	$2,151,207	0.00%

6	6	Elementary Campus Supervisors	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	3 Years	$4,180,804	$702,625	$4,180,804	$702,625	$0	$0	$4,883,429	0.00%
6	7	Evidence-Based Positive Behavioral Supports	Student with Disabilities (SWD)	No				3 Years	$607,597	$0	$0	$607,597	$0	$0	$607,597	0.00%
7	1	Dual Language Programs	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Pantera, Allison, Westmont	3 Years	$3,700,187	$0	$3,700,187	$0	$0	$0	$3,700,187	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, Secondary Schools, Specific Grade Spans, Secondary	3 Years	$737,551	$96,149	$737,551	$96,149	$0	$0	$833,700	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	3 Years	$47,144	$58,150	$105,294	$0	$0	$0	$105,294	0.00%
7	4	Science and Social Science Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$317,828	$0	$317,828	$0	$0	$0	$317,828	0.00%
7	5	Robotics Computer Science Program	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$4,000	$150,500	$154,500	$0	$0	$0	$154,500	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, Elementary, Specific Schools, Elementary Schools	3 Years	$2,684,600	$696,661	$2,507,250	$874,011	$0	$0	$3,381,261	0.00%
7	7	Career Readiness	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	3 Years	$3,135,887	$0	$3,135,887	$0	$0	$0	$3,135,887	0.00%
7	8	College and Career Equity	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Years	$546,123	$4,041,988	$755,146	$3,832,965	$0	$0	$4,588,111	0.00%

7	9	College and Career Exposure	Low Income	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	3 Years	$0	$175,000	$175,000	$0	$0	$0	$175,000	0.00%
7	10	Academy School Supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Secondary Schools	3 Years	$1,680,659	$0	$1,680,659	$0	$0	$0	$1,680,659	0.00%
8	1	Lincoln E.S: Comprehensive Support & Improvement	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
8	2	Marshall M.S: Comprehensive Support & Improvement	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
8	3	Pomona H.S: Comprehensive Support & Improvement	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
9	1	Kellogg Elementary School (aligned with Priority 5)	Student with Disabilities (SWD), English learner (EL), All	No				1 Year	$0	$0	$0	$0	$0	$0	$0	0.00%
10	1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	All	No				1 Year	$0	$87,215	$0	$87,215	$0	$0	$87,215	0.00%
10	2	Academic Credit Recovery and Support for Park West/PAS	All	No				1 year	$198,215	$0	$0	$198,215	$0	$0	$198,215	0.00%
10	3	Park West/PAS Mentorship Program	All	No				1 year	$59,464	$0	$0	$59,464	$0	$0	$59,464	0.00%
10	4	Park West/PAS Counselor Support for College and Career Readiness	All	No				1 year	$51,536	$0	$0	$51,536	$0	$0	$51,536	0.00%
11	1	Lincoln Elementary School (aligned with Priority 5)	All	No					$0	$0	$0	$0	$0	$0	$0	0.00%

2026-2027 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
$212,310,298.00	$81,685,807.00	38.47%	0.00% - No Carryover	38.47%	$81,685,807.00	0.00%	38.47%	**Total:**	$81,685,807.00
								LEA-wide Total:	$56,629,365.00
								Limited Total:	$3,224,793.00
								Schoolwide Total:	$21,831,649.00

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	Support with Staff Recruitment and Hiring	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$228,020.00	0.00%
1	2	Teacher Support	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$464,782.00	0.00%
1	3	Custodial Staff - Vandalism Crew	Yes	Schoolwide	Low Income	Specific Schools, Diamond Ranch, Garey, Ganesha, Pomona H.S	$357,876.00	0.00%
1	6	Custodial Staff	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$1,066,943.00	0.00%
2	1	Library Support	Yes	LEA-wide	Low Income, English learner (EL)	Specific Schools, Elementary Schools	$1,110,141.00	0.00%
2	2	Media Center Support	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Schools, Middle and High Schools	$1,297,193.00	0.00%

2	3	Combination Class Reduction Elementary and K-8	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	$2,781,204.00	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Elementary Schools	$6,658,097.00	0.00%
2	5	Technology Teacher Leads	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$514,828.00	0.00%
2	6	Additional Math Learning Opportunities	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Middle and High Schools	$902,822.00	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	LEA-wide	Low Income	All Schools	$75,044.00	0.00%
2	8	Support for Classroom Instruction	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$2,132,998.00	0.00%
2	9	Improve Student Achievement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,110,950.00	0.00%
2	12	Elementary Paraeducators	Yes	Schoolwide	Low Income, English learner (EL)	Specific Grade Spans,	$178,613.00	0.00%
3	1	Community Schools	Yes	Schoolwide	Low Income	All Schools	$601,381.00	0.00%
3	2	Parent Training on Student Data	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$701,332.00	0.00%
3	3	Parent Support and Involvement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$630,914.00	0.00%
3	4	Educational Partners Learning Walks	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,139.00	0.00%
3	6	Orientation for Elementary Students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$20,414.00	0.00%
4	1	AVID	Yes	Schoolwide	Low Income	Specific Schools, All Secondary Schools, and Armstrong and Kellogg	$409,982.00	0.00%
4	2	AVID Excel	Yes	Limited	English learner (EL)	Specific Schools, Emerson, Marshall, and Simons Middle Schools	$44,419.00	0.00%
4	3	Content Disciplinary Literacy	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Middle Schools	$1,796,495.00	0.00%
4	4	Maintaining Technology	Yes	LEA-wide	Low Income	All Schools	$3,300,719.00	0.00%

4	5	Literacy Intervention	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$366,154.00	0.00%
4	6	Data Analysis	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$549,484.00	0.00%
4	7	Technology Support and Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$1,406,237.00	0.00%
4	8	Data Analysis by Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,422,814.00	0.00%
4	9	English Language Development Support	Yes	Limited	English learner (EL)	All Schools	$932,819.00	0.00%
4	10	Well Being of Foster Youth	Yes	Limited	Foster Youth	All Schools	$284,573.00	0.00%
4	11	Math Support	Yes	LEA-wide	Low Income	All Schools	$501,487.00	0.00%
4	12	English Language Arts Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$852,214.00	0.00%
4	13	Elementary Level Literacy Coaches	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$3,803,533.00	0.00%
4	14	Academic Contextualization	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	$241,435.00	0.00%
4	18	Resource Teacher Academic Support-Elementary	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Elementary	$2,814,610.00	0.00%
4	19	Resource Teacher Academic Support-Secondary	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans, Secondary	$1,744,159.00	0.00%
4	20	Paraeducators for English Learners	Yes	Limited	English learner (EL)	All Schools	$1,323,551.00	0.00%
4	21	Elementary Intervention Teachers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Elementary	$661,721.00	0.00%
4	22	Secondary Intervention Teachers	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, Secondary	$911,305.00	0.00%
4	23	Support for Long-Term English Learners (LTELs)	Yes	Limited	English learner (EL)	Specific Schools,	$607,644.00	0.00%
5	1	Online Academic Credit Recovery	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, High Schools, All Schools	$0.00	0.00%
5	2	Crisis Intervention Team	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$3,506,061.00	0.00%
5	3	Health Services	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$2,609,901.00	0.00%

5	4	Monitor Attendance Patterns	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$464,646.00	0.00%
5	5	Counselors Elementary School	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools	$2,760,887.00	0.00%
5	6	Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$548,876.00	0.00%
5	7	Counselors Secondary Schools	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	$2,542,622.00	0.00%
5	8	Support for Chronic Absenteeism	Yes	Schoolwide	Low Income	Specific Schools, Elementary Schools	$313,299.00	0.00%
5	10	Social Emotional Support-High School	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, High Schools	$1,243,015.00	0.00%
5	11	Trauma Informed Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$617,404.00	0.00%
5	12	Student Engagement Support	Yes	Limited	Low Income	All Schools	$31,787.00	0.00%
6	1	Positive School Climate	Yes	LEA-wide	Foster Youth, Low Income	Specific Schools, High Schools	$68,950.00	0.00%
6	2	Restorative Justice	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, High Schools	$1,649,754.00	0.00%
6	3	Extracurricular Activities	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	$296,422.00	0.00%
6	4	Individualized Student Academic and Emotional Support	Yes	Schoolwide	Foster Youth, Low Income	Specific Schools, Continuation High School	$771,449.00	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Elementary Schools and Middle Schools	$1,998,582.00	0.00%
6	6	Elementary Campus Supervisors	Yes	LEA-wide	Low Income	Specific Schools, Elementary Schools	$4,180,804.00	0.00%
7	1	Dual Language Programs	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Pantera, Allison, Westmont	$3,700,187.00	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, Secondary Schools, Specific Grade Spans, Secondary	$737,551.00	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$105,294.00	0.00%
7	4	Science and Social Science Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$317,828.00	0.00%

7	5	Robotics Computer Science Program	Yes	LEA-wide	Low Income	All Schools	$154,500.00	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, Elementary, Specific Schools, Elementary Schools	$2,507,250.00	0.00%
7	7	Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Schools	$3,135,887.00	0.00%
7	8	College and Career Equity	Yes	LEA-wide	Low Income	All Schools	$755,146.00	0.00%
7	9	College and Career Exposure	Yes	LEA-wide	Low Income	Specific Schools, Secondary Schools	$175,000.00	0.00%
7	10	Academy School Supports	Yes	Schoolwide	Low Income	Specific Schools, Secondary Schools	$1,680,659.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$301,054,201.00	$299,572,192.00

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	Support with Staff Recruitment and Hiring	Yes	$280,568.00	$108,533.00
1	2	Teacher Support	Yes	$431,742.00	$295,668.00
1	3	Custodial Staff - Vandalism Crew	Yes	$445,458.00	$445,458.00
1	4	Teaching and support Staff	No	$128,552,814.00	$130,268,815.00
1	5	General Custodial Staff	No	$10,112,952.00	$8,576,372.00
1	6	Custodial Staff	Yes	$1,243,502.00	$2,193,156.00
1	7	Inclusion Staff	No	$521,031.00	$593,535.00
2	1	Library Support	Yes	$1,117,849.00	$1,117,849.00
2	2	Media Center Support	Yes	$1,613,324.00	$1,602,291.00
2	3	Combination Class	Yes	$3,594,883.00	$4,642,480.00

		Reduction Elementary and K-8			
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	$4,074,993.00	$6,945,219.00
2	5	Technology Teacher Leads	Yes	$517,237.00	$498,383.00
2	6	Additional Math Learning Opportunities	Yes	$2,022,395.00	$1,139,594.00
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	$679,341.00	$675,646.00
2	8	Support for Classroom Instruction	Yes	$2,956,022.00	$3,093,022.00
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	$182,161.00	$182,161.00
2	10	Improve Student Achievement	Yes	$2,363,691.00	$2,833,360.00
2	11	Kindergarten Teachers	No	$7,033,473.00	$5,653,335.00
2	12	Program Specialists	No	$1,000,578.00	$513,947.00
2	13	Elementary Paraeducators and Student Interns	Yes	$201,471.00	$43,775.00
2	14	Partnership Classes	No	$1,088,991.00	$1,289,162.00
3	1	Community Schools	Yes	$431,904.00	$431,904.00
3	2	Parent Training on Student Data	Yes	$694,928.00	$694,057.00
3	3	Parent Support and Involvement	Yes	$391,081.00	$292,047.00
3	4	Educational Partners Learning Walks	Yes	$9,214.00	$3,097.00
3	5	Community Advisory Committee (CAC)	No	$500.00	$0.00
3	6	Orientation for Elementary Students	Yes	$20,392.00	$20,392.00
3	7	Parent/ Community Outreach and Engagement	Yes	$173,036.00	$0.00
4	1	AVID	Yes	$405,600.00	$405,600.00
4	2	AVID Excel	Yes	$68,455.00	$44,252.00
4	3	Content Disciplinary Literacy	Yes	$2,236,451.00	$2,236,619.00
4	4	Summer and Saturday School	Yes	$256,453.00	$7,325.00

4	5	Maintaining Technology	Yes	$3,297,202.00	$3,218,653.00
4	6	Literacy Intervention	Yes	$606,000.00	$606,000.00
4	7	Data Analysis	Yes	$875,933.00	$476,435.00
4	8	Technology Support and Services	Yes	$1,403,074.00	$1,272,215.00
4	9	Data Analysis by Staff	Yes	$1,478,016.00	$1,578,016.00
4	10	English Language Development Support	Yes	$1,115,618.00	$1,115,618.00
4	11	Well Being of Foster Youth	Yes	$344,283.00	$344,283.00
4	12	Math Support	Yes	$692,828.00	$584,502.00
4	13	English Language Arts Support	Yes	$1,456,397.00	$1,799,531.00
4	14	Elementary Level Literacy Coaches	Yes	$3,736,127.00	$3,944,450.00
4	15	Academic Contextualization	Yes	$817,652.00	$253,362.00
4	16	Kindergarten Teaching Staff	No	$2,701,302.00	$2,701,303.00
4	17	Computer and Technology Support for the District	No	$627,041.00	$627,623.00
4	18	Special Education Teams	No	$22,995,694.00	$21,754,829.00
4	19	Resource Teacher Academic Support-Elementary	Yes	$2,784,017.00	$2,784,017.00
4	20	Resource Teacher Academic Support-Secondary	Yes	$1,724,254.00	$1,724,254.00
4	21	Paraeducators for English Learners	Yes	$726,297.00	$1,204,942.00
4	22	Elementary Intervention Teachers	Yes	$164,176.00	$164,176.00
4	23	Secondary Intervention Teachers	Yes	$365,107.00	$488,375.00
4	24	Secondary Student Interns	Yes	$110,560.00	$0.00
4	25	Support for Long-Term English Learners (LTELs)	Yes	$699,780.00	$699,780.00
5	1	Online Academic Credit Recovery	Yes	$723,123.00	$766,265.00
5	2	Crisis Intervention Team	Yes	$4,957,451.00	$4,152,335.00
5	3	Health Services	Yes	$3,315,075.00	$2,948,363.00
5	4	Monitor Attendance Patterns	Yes	$3,998,205.00	$3,647,623.00
5	5	Counselors Elementary	Yes	$3,516,358.00	$3,516,358.00

		School			
5	6	Professional Development	Yes	$633,046.00	$509,285.00
5	7	Counselors Secondary Schools	Yes	$3,519,012.00	$3,517,744.00
5	8	Support for Chronic Absenteeism	Yes	$486,668.00	$458,081.00
5	9	Paraeducators	No	$20,868,252.00	$23,559,482.00
5	10	Social Emotional Support-High School	Yes	$1,470,474.00	$1,638,500.00
5	11	Trauma Informed Services	Yes	$517,489.00	$337,673.00
5	12	Student Engagement Support	Yes	$59,879.00	$34,900.00
6	1	Positive School Climate	Yes	$69,450.00	$0.00
6	2	Restorative Justice	Yes	$2,213,490.00	$2,016,299.00
6	3	Extracurricular Activities	Yes	$380,748.00	$352,909.00
6	4	Individualized Student Academic and Emotional Support	Yes	$854,227.00	$781,341.00
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	$1,917,025.00	$2,099,003.00
6	6	Elementary Campus Supervisors	Yes	$2,338,360.00	$1,849,225.00
6	7	Evidence-Based Positive Behavioral Supports	No	$602,562.00	$595,828.00
7	1	Dual Language Programs	Yes	$2,540,622.00	$3,167,930.00
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Yes	$1,190,077.00	$974,702.00
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	$150,000.00	$150,000.00
7	4	Science Support	Yes	$315,571.00	$315,571.00
7	5	Robotics Computer Science Program	Yes	$347,887.00	$60,414.00
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	$4,691,295.00	$4,872,613.00
7	7	Career Readiness	Yes	$4,713,469.00	$3,081,061.00
7	8	College and Career Equity	Yes	$7,206,009.00	$7,801,397.00

7	9	College and Career Exposure	Yes	$634,286.00	$223,067.00
7	10	Academy School Supports	Yes	$1,725,705.00	$1,618,447.00
8	1	Lincoln E.S: Comprehensive Support & Improvement	No	$0.00	$0.00
8	2	Marshall M.S: Comprehensive Support & Improvement	No	$0.00	$0.00
8	3	Pomona H.S: Comprehensive Support & Improvement	No	$0.00	$0.00
9	1	Kellogg Elementary School (aligned with Priority 5)	No	$513,674.00	$30,798.00
10	1	Pomona Alternative School (PAS) and Park West Continuation School (aligned with Priority 7)	No	$453,976.00	$193,573.00
10	2	Academic Credit Recovery and Support for Park West/PAS	No	$169,901.00	$0.00
10	3	Park West/PAS Mentorship Program	No	$49,267.00	$0.00
10	4	Park West/PAS Counselor Support for College and Career Readiness	No	$44,208.00	$0.00
11	1	Lincoln Elementary School (aligned with Priority 5)	No	$423,512.00	$111,987.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$82,269,270.00	$85,904,074.00	$85,937,570.00	($33,496.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Support with Staff Recruitment and Hiring	Yes	$280,568.00	$108,533.00	0.00%	0.00%
1	2	Teacher Support	Yes	$431,742.00	$295,668.00	0.00%	0.00%
1	3	Custodial Staff - Vandalism Crew	Yes	$445,458.00	$445,458.00	0.00%	0.00%
1	6	Custodial Staff	Yes	$1,243,502.00	$2,193,156.00	0.00%	0.00%
2	1	Library Support	Yes	$1,117,849.00	$1,117,849.00	0.00%	0.00%
2	2	Media Center Support	Yes	$1,602,291.00	$1,602,291.00	0.00%	0.00%
2	3	Combination Class Reduction Elementary and K-8	Yes	$3,594,883.00	$4,642,480.00	0.00%	0.00%
2	4	Transitional Kindergarten & All Day Kindergarten Support	Yes	$4,074,993.00	$6,945,219.00	0.00%	0.00%
2	5	Technology Teacher Leads	Yes	$517,237.00	$498,383.00	0.00%	0.00%
2	6	Additional Math Learning Opportunities	Yes	$1,161,790.00	$651,792.00	0.00%	0.00%
2	7	National Board Certified Strategies to Support Classroom Instruction	Yes	$679,341.00	$675,646.00	0.00%	0.00%
2	8	Support for Classroom Instruction	Yes	$2,956,022.00	$3,093,022.00	0.00%	0.00%
2	9	Multi-Tiered Systems of Support (MTSS) Interventions	Yes	$182,161.00	$182,161.00	0.00%	0.00%
2	10	Improve Student Achievement	Yes	$1,078,430.00	$1,102,078.00	0.00%	0.00%
2	13	Elementary Paraeducators and Student Interns	Yes	$201,471.00	$43,775.00	0.00%	0.00%
3	1	Community Schools	Yes	$431,904.00	$431,904.00	0.00%	0.00%
3	2	Parent Training on Student Data	Yes	$694,928.00	$694,057.00	0.00%	0.00%
3	3	Parent Support and Involvement	Yes	$391,081.00	$292,047.00	0.00%	0.00%
3	4	Educational Partners Learning Walks	Yes	$9,214.00	$3,097.00	0.00%	0.00%

3	6	Orientation for Elementary Students	Yes	$20,392.00	$20,392.00	0.00%	0.00%
3	7	Parent/ Community Outreach and Engagement	Yes	$173,036.00	$0.00	0.00%	0.00%
4	1	AVID	Yes	$405,600.00	$405,600.00	0.00%	0.00%
4	2	AVID Excel	Yes	$68,455.00	$44,252.00	0.00%	0.00%
4	3	Content Disciplinary Literacy	Yes	$2,236,451.00	$2,236,619.00	0.00%	0.00%
4	4	Summer and Saturday School	Yes	$178,227.00	$7,325.00	0.00%	0.00%
4	5	Maintaining Technology	Yes	$3,297,202.00	$3,218,653.00	0.00%	0.00%
4	6	Literacy Intervention	Yes	$606,000.00	$606,000.00	0.00%	0.00%
4	7	Data Analysis	Yes	$571,231.00	$278,919.00	0.00%	0.00%
4	8	Technology Support and Services	Yes	$1,403,074.00	$1,272,215.00	0.00%	0.00%
4	9	Data Analysis by Staff	Yes	$1,478,016.00	$1,578,016.00	0.00%	0.00%
4	10	English Language Development Support	Yes	$1,115,618.00	$1,115,618.00	0.00%	0.00%
4	11	Well Being of Foster Youth	Yes	$344,283.00	$344,283.00	0.00%	0.00%
4	12	Math Support	Yes	$692,828.00	$584,502.00	0.00%	0.00%
4	13	English Language Arts Support	Yes	$850,999.00	$1,141,051.00	0.00%	0.00%
4	14	Elementary Level Literacy Coaches	Yes	$3,736,127.00	$3,944,450.00	0.00%	0.00%
4	15	Academic Contextualization	Yes	$817,652.00	$253,362.00	0.00%	0.00%
4	19	Resource Teacher Academic Support-Elementary	Yes	$2,784,017.00	$2,784,017.00	0.00%	0.00%
4	20	Resource Teacher Academic Support-Secondary	Yes	$1,724,254.00	$1,724,254.00	0.00%	0.00%
4	21	Paraeducators for English Learners	Yes	$726,297.00	$1,204,942.00	0.00%	0.00%
4	22	Elementary Intervention Teachers	Yes	$164,176.00	$164,176.00	0.00%	0.00%
4	23	Secondary Intervention Teachers	Yes	$365,107.00	$488,375.00	0.00%	0.00%
4	24	Secondary Student Interns	Yes	$110,560.00	$0.00	0.00%	0.00%
4	25	Support for Long-Term English Learners (LTELs)	Yes	$699,780.00	$699,780.00	0.00%	0.00%
5	1	Online Academic Credit Recovery	Yes	$415,681.00	$321,404.00	0.00%	0.00%

5	2	Crisis Intervention Team	Yes	$3,811,083.00	$3,284,730.00	0.00%	0.00%
5	3	Health Services	Yes	$3,315,075.00	$2,948,363.00	0.00%	0.00%
5	4	Monitor Attendance Patterns	Yes	$3,998,205.00	$3,647,623.00	0.00%	0.00%
5	5	Counselors Elementary School	Yes	$3,465,090.00	$3,465,090.00	0.00%	0.00%
5	6	Professional Development	Yes	$633,046.00	$509,285.00	0.00%	0.00%
5	7	Counselors Secondary Schools	Yes	$3,467,744.00	$3,467,744.00	0.00%	0.00%
5	8	Support for Chronic Absenteeism	Yes	$486,668.00	$458,081.00	0.00%	0.00%
5	10	Social Emotional Support-High School	Yes	$856,371.00	$1,114,684.00	0.00%	0.00%
5	11	Trauma Informed Services	Yes	$430,221.00	$337,673.00	0.00%	0.00%
5	12	Student Engagement Support	Yes	$59,879.00	$34,900.00	0.00%	0.00%
6	1	Positive School Climate	Yes	$69,450.00	$0.00	0.00%	0.00%
6	2	Restorative Justice	Yes	$1,592,315.00	$1,574,307.00	0.00%	0.00%
6	3	Extracurricular Activities	Yes	$380,748.00	$352,909.00	0.00%	0.00%
6	4	Individualized Student Academic and Emotional Support	Yes	$854,227.00	$781,341.00	0.00%	0.00%
6	5	Positive Behavior Intervention and Support (PBIS)	Yes	$1,366,342.00	$1,573,806.00	0.00%	0.00%
6	6	Elementary Campus Supervisors	Yes	$785,056.00	$727,951.00	0.00%	0.00%
7	1	Dual Language Programs	Yes	$2,540,622.00	$3,167,930.00	0.00%	0.00%
7	2	Visual and Performing Arts & Physical Education (PE)-Secondary	Yes	$852,699.00	$792,699.00	0.00%	0.00%
7	3	Science, Technology, Engineering, and Mathematics (STEM)	Yes	$150,000.00	$150,000.00	0.00%	0.00%
7	4	Science Support	Yes	$315,571.00	$315,571.00	0.00%	0.00%
7	5	Robotics Computer Science Program	Yes	$347,887.00	$60,414.00	0.00%	0.00%
7	6	Art, Music, and Physical Education (PE)- Elementary	Yes	$2,521,005.00	$2,341,691.00	0.00%	0.00%
7	7	Career Readiness	Yes	$4,713,469.00	$3,081,061.00	0.00%	0.00%
7	8	College and Career Equity	Yes	$451,382.00	$451,382.00	0.00%	0.00%

7	9	College and Career Exposure	Yes	$634,286.00	$223,067.00	0.00%	0.00%
7	10	Academy School Supports	Yes	$1,725,705.00	$1,618,447.00	0.00%	0.00%

2025-2026 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)
$209,056,922.00	$82,269,270.00	0.39%	39.74%	$85,937,570.00	0.00%	41.11%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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