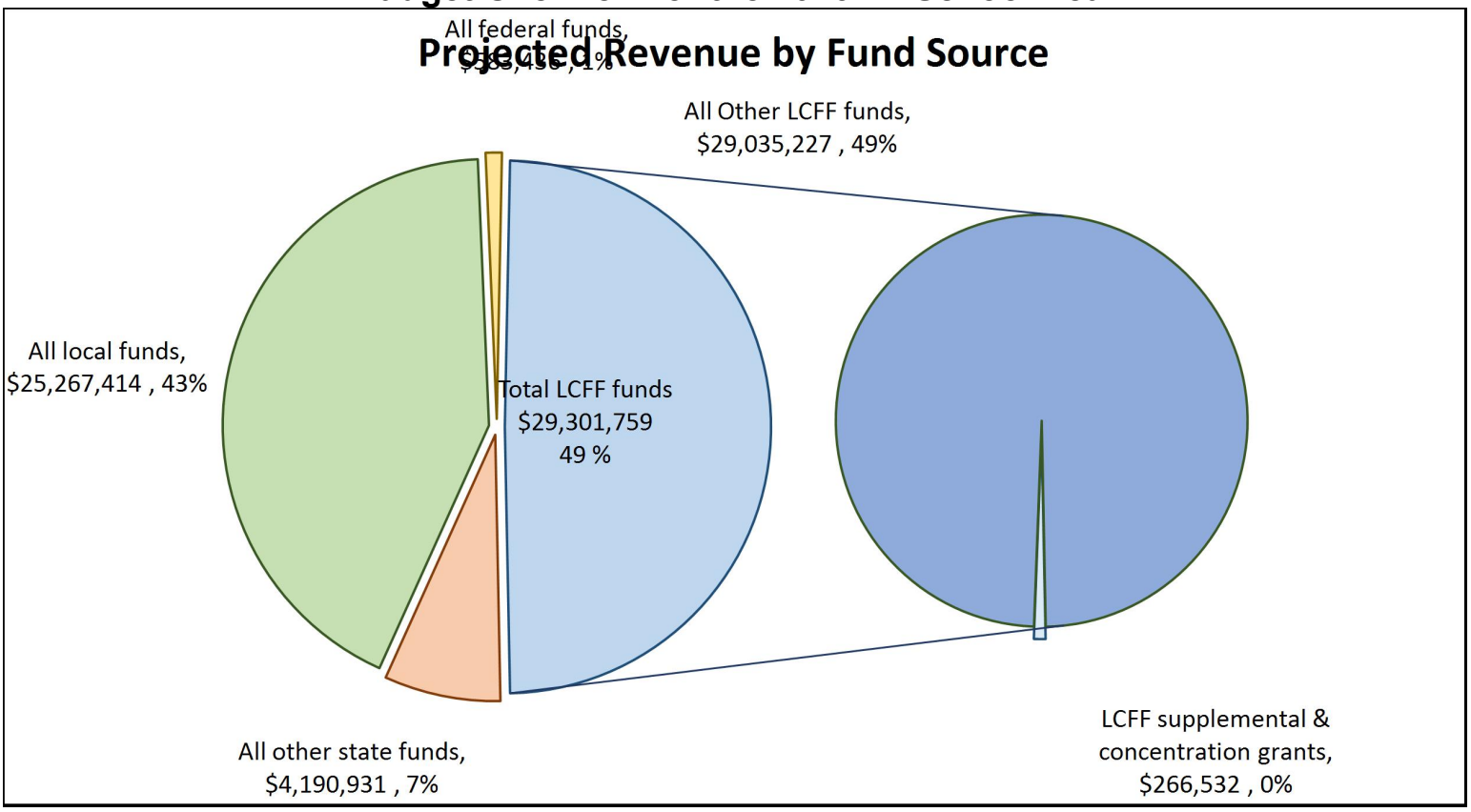
Piedmont Unified School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Piedmont Unified School District
CDS Code: 01-61275-0000000
School Year: 2026-27
LEA contact information:
Dr. Jennifer Hawn
Superintendent
jhawn@piedmont.k12.ca.us
510-594-2614

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

Budget Overview for the 2026-27 School Year

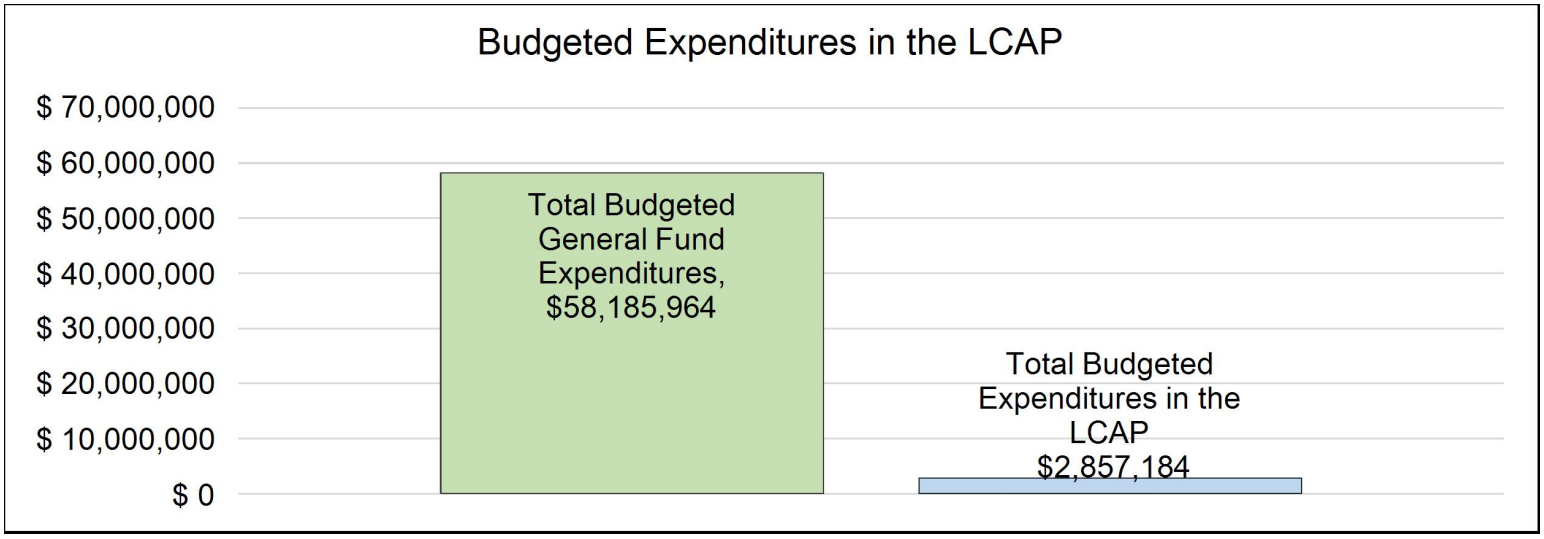


This chart shows the total general purpose revenue Piedmont Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Piedmont Unified School District is $59,343,540, of which $29,301,759 is Local Control Funding Formula (LCFF), $4,190,931 is other state funds, $25,267,414 is local funds, and $583,436 is federal funds. Of the $29,301,759 in LCFF Funds, $266,532 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Piedmont 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: Piedmont Unified School District plans to spend $58,185,964 for the 2026-27 school year. Of that amount, $2,857,184 is tied to actions/services in the LCAP and $55,328,780 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

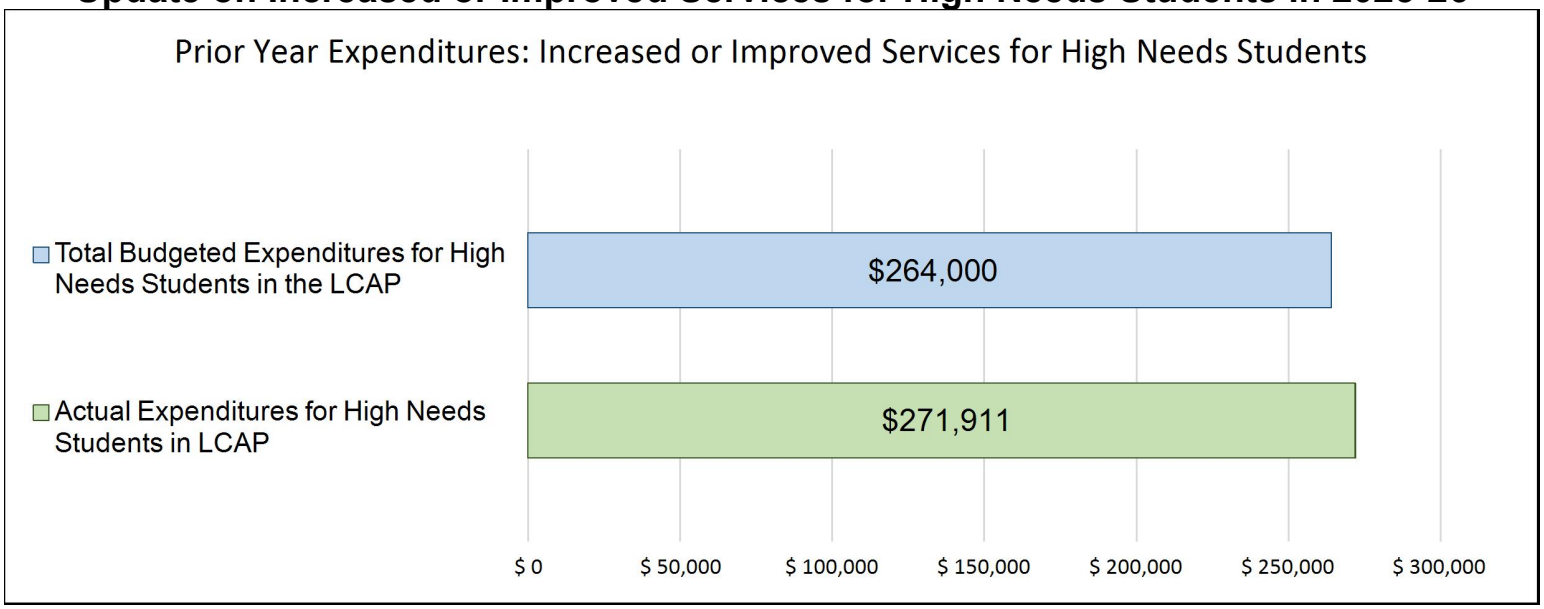
Expenditures not included in the LCAP include salaries and benefits for classroom teachers, student support staff, administrators, administrative support staff, custodians, and facilities maintenance staff. Also, not included is the cost of insurance, utilities, classroom supplies, technology operating costs and business operations.

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

In 2026-27, Piedmont Unified School District is projecting it will receive $266,532 based on the enrollment of Foster Youth, English learner, and low-income students. Piedmont Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Piedmont Unified School District plans to spend $282,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Piedmont 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 Piedmont 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, Piedmont Unified School District's LCAP budgeted $264,000 for planned actions to increase or improve services for high needs students. Piedmont Unified School District actually spent $271,911 for actions to increase or improve services for high needs students in 2025-26.

Piedmont Unified School District

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
Piedmont Unified School District	Dr. Jennifer Hawn Superintendent	jhawn@piedmont.k12.ca.us 510-594-2614

Plan Summary [2026-27]

General Information

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

Piedmont Unified School District serves an increasingly diverse group of students and aims to prepare all students to thrive as engaged, global citizens in a constantly evolving world. Piedmont Unified's newly developed graduate profile places an emphasis on developing students' critical thinking and communication skills while providing students with a broad foundation of academic knowledge to pursue post-secondary goals of choice. Educators in Piedmont make it a priority to nurture students' sense of empathy towards others in order to develop an inclusive community in which everyone belongs and feels a sense of connectedness. Piedmont stands acutely aware of the role race, cultural identity, and religion play in a student's self-identity during their childhood years and aims to create an environment that is centered on student voice and identity assets. Regardless of demographics, all Piedmont parents and guardians are actively involved in their student's education, demonstrated through strong participation in classrooms and events, on field trips, and as integral members of community committees.

A dedicated team of over 360 highly experienced teachers, support staff, and administrators work with students at the following six school sites: Wildwood Elementary, Beach Elementary, Havens Elementary - known as the 'Tri-Schools'; Piedmont Middle; Piedmont High School; and Millennium High School (an alternative high school). Piedmont Unified also has a Preschool as well as the Piedmont Adult School, which is WASC-accredited and offers both a diploma program and a fee-based program.

In the 2025-26 school year, the student population of Piedmont Unified totaled 2,455 students. California's Local Control Funding Formula recognizes unduplicated pupils and provides supplemental funds for the following three subgroups – English Learners, Low Socioeconomic Status, and Foster Youth. Of the district's total enrollment, 105 students (or 4.3%) are identified as economically disadvantaged and 24

students are identified as English Learners (ELs). Piedmont does not have any students identified as Foster Youth. The student enrollment in Piedmont disaggregated by ethnicity (as reported in Data Quest) is as follows: 2.1% African-American/Black; 15.9% Asian; 1.0% Filipino; 10.7% Hispanic or Latino; 20.4% Two or More Races; 49.8% White.

Piedmont is an affluent city located in the east bay hills, surrounded on all sides by the city of Oakland, and almost entirely zoned for single-family dwelling residential use. Piedmont has a total population of just over 11,000 residents who demonstrate their generous commitment to education in a variety of ways. The Piedmont Education Foundation provides over $3 million in funding support which is raised through Parent Club fundraising events and through the annual Giving Campaign. Piedmont residents pay a parcel tax that contributes approximately $9.0 million, or nearly one-third of the district budget, yearly. Piedmont residents currently pay a second parcel tax that contributes $2.6 million annually toward Piedmont Unified School District (PUSD) employees' salaries. Thanks to generous financial support, PUSD is able to attract and retain highly qualified educators who provide an outstanding educational experience for our students. Parent and guardian involvement is a cornerstone of Piedmont Schools, and the input of community members is integral to the process of creating our LCAP. Members of parent support groups (PRAISE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC), parent clubs, and Piedmont Education Foundation, as well as teachers, classified staff, site, and district administrators, and students give input into creating the actions and services developed to meet them.

Piedmont is consistently among the highest-ranking unified school districts in California on standardized testing measures; over 96% of Piedmont Unified School District graduates pursue a college education. This year district and Board leadership, with staff and community input, created a Graduate Profile focused on developing Piedmont graduates who are: 1) Empathetic 2) Scholars 3) Collaborators 4) Critical Thinkers 5) Self-Regulated. Ultimately, PUSD's goal is for all students to learn in a culturally responsive and academically enriched school environment where they feel a sense of connectedness and belonging, irrespective of race, socioeconomic status, and background.
We are extremely proud of the efforts and new approach that went into creating the 2024-27 Local Control Accountability Plan; Piedmont stands ready to build from its strong foundation and further create dynamic and inclusive communities for all students, centered on an academically excellent education for all.

Reflections: Annual Performance

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

Piedmont has a tradition of academic excellence in education, demonstrated by the fact that Piedmont consistently ranks as one of the top ten public school districts in the state of California as measured by the summative CAASPP assessment in English Language Arts and Mathematics as well as in the California Science Assessment (CAST) based on the Next Generation Science Standards. Moreover, over 97% of Piedmont Unified graduates attend a four-year university or college upon graduation from high school. Based on this year's CAASPP results Piedmont Unified stands as the 3rd highest achieving unified school district in the state in both English Language Arts and Mathematics and stands as the 4th highest achieving school district in the state in Science. 82 students earned "perfect" results in at least one of these exams alsp. Notably, student groups showed a noticeable uptick for low socio-economically disadvantaged students in both ELA and Math. The hard work of our staff and students deserve acknowledgement and recognition.

Per the 2025 CA Dashboard, the rate of students meeting and/or exceeding state standards in Mathematics and English Language Arts (ELA) are approximately 84.7% and 82.2%, respectively. For Science - taken by 5th, 8th, and 11th graders - 72.4% of students taking the

test met or exceeded state science standards. Moreover, all ethnicities in significant subgroups, outperformed their counterparts when compared in the state of California, including Latinx students, Black students and students with multiple race ethnicities. In ELA, African-American students in the Meeting/Exceeds category increased by 6% and in Mathematics, African-American students increased in the Meeting/Exceeds category by 18%. Piedmont's Asian students increased in the Meeting/Exceeds category in Mathematics by 5% students. Out of the entire state, Piedmont's special education students out-performed all other districts' special education students. This is a fact that we are deeply proud of.

This, however, is not to say that student group achievement gaps do not exist or that structural improvements could not yield even more improved results. A discernible achievement gap exists for Latino students compared with the overall Piedmont results. Latino students met or exceeded in ELA at 76% and in Mathematics at 74%, a notable discrepancy from achievement of other student groups. The discrepancy also still exists for our African-American students. From a systems standpoint, for example, our 12th grade students used to take the CAST in four areas including biology, chemistry, physics and earth science, covered by the end of 11th grade; this past year, we transitioned to have 11th grade students take the CAST rather than 12th graders so they are closer to their last science class in our 3-year integrated science pathway which cover these standards. This resulted in an overall growth in high school CAST scores by 4%.

Moreover, all ethnicities in significant student groups, outperformed their counterparts when compared in the state of California, including Latinx students, Black students and students with multiple race ethnicities. In ELA, students with two or more races in the Meeting/Exceeds category increased by 5.2 points. Piedmont's students with disabilities continued the increase in Math in 2025 and grew by 6.9 points.

California re-launched the California Dashboard in Fall of 2022, and access to data has supported our district to more easily reflect on the efficacy of our LCAP actions. Performance levels on the Dashboard are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). PUSD has very strong results on the California Dashboard. Nearly all performance indicators were at the highest level and Piedmont schools continue to score among the highest in Northern California in English Language Arts and Mathematics.

PUSD's Academic Performance Overall and by Student Group for 2025:

(1) English/Language Arts: BLUE Very High, 86.9 points above Standard
Students with Disabilities: Increased to High
English Learners: Maintain
Socio-economically Disadvantaged: increase to Very High
Asian, Socio-economically Disadvantaged, White, Two or More Races: Very High
African American: No performance level

(2) Mathematics: Very High, 78.7 points above Standard
Students with Disabilities: Increased 29.2 points to Very High
Socioeconomically Disadvantaged: High
English Learners: Increased to 16.7%
Asian, Hispanic, English Learners Socio-economically Disadvantaged, Two or More Races: Very High

African American: No performance level

(3) English Learner Progress: No performance level, 50% making progress toward English language proficiency

(4) College and Career Indicator:
Students with Disabilities: increase to High (Green)
Two or More Races and White: Very High
No Performance Level for all other student groups

(5) Academic Engagement and Conditions and Climate Overall:

(a) Chronic Absence: Low – This continues to be an area for our district to address.

Three student groups with indicators in the red/lowest performance in 2023 -- Asian, English Learners, Students with Disabilities.
At the school level, we had one school - Havens Elementary - and particularly Asian students at Havens - whose students were more chronically absent as indicated by red/lowest performance. As a result we developed an attendance intervention monitoring and engagement plan and worked closely with site administrators, attendance staff and counselors to implement a plan to address chronic absenteeism that includes positive reinforcement (celebrations) and close monitoring with interventions for chronically absent students.
2024: no groups in Red, Orange, or Yellow.
Hispanic, Two or More Races, Students with Disabilities: High (Green)
Asian and White students: Very High Blue

2025:No student groups were in the Blue (Very High).
Four student groups in 2025 were in the Green (High):
Hispanic, Two or More Races, Socio-economically Disadvantaged, Students with Disabilities, White
One student group was in the Yellow (Medium): Asian
All other student groups had No Performance color.

(b) Graduation Rate: Very High (Blue)
Two or more races and white: increased to High (green)
Student with disabilities: Very High
No Performance Level for all other student groups

(c) Suspension Rate: High (Green)

Below are the numerical performance levels reflected in the ratings above, including the CAASPP and other local measures. CAASPP - 'California Assessment of Student Performance and Progress' is an umbrella acronym for several assessments:
All students in grades 3 through 8, and grade 11 take the Smarter Balanced Assessments in English language arts/literacy and mathematics.
The California Science test is taken in the 5th, 8th, and 11th or 12th grades.

The ELPAC language tests- an initial ELPAC is taken by any student whose home language is not English. If they are determined to not be fluent in English, the student becomes eligible for EL services and is tested each spring to assess English proficiency until they are deemed fluent.

(1) English Language Arts: 82.2% of our students Meet or Exceed state standards.
(2) Math: 84.7% meet or exceed the state math standards.
(3) Science: 72.4% met or exceeded state science standards

Piedmont Unified School District has a lot to be proud of this year:
We are #3 in English in the state for unified school districts.
We are #3 in Math in the state for unified school districts.
We are #4 in Science in the state for unified school districts.
There was a reduction in Achievement gaps in student groups.

We continue to implement K-12 Reading assessments and assess students on their reading progressthree times during this academic year. We selected a new agnostic assessment to implement three times in the 2026-27 school year, STAR from Renaissance for both ELA and Mathematics. We implement DIBELS k-5 throughout the year. DIBELS results are used at the site level for SPSA measures, in SSTs and intervention cycles. To further support reading development, we partnered with California Reading & Literature Project with UC Berkeley to have all K-5 staff receive training on Science of Reading for literacy, with an emphasis on phonics, phonological awareness, and word recognition. At the secondary level we switched from Scholastic Reading Inventory (SRI) for grades 6-12 to the NWEA MapGrowth product for the 2025-26 school year. As mentioned, we will transition to implement STAR instead of Map Growth for the 2026-27 school year. A district assessment team selected this agnostic assessment tool during the 2026-27 school year.

And for science - taken by 5th, 8th, and last year 12th graders - almost 73% or those students taking the test met or exceeded state science standards in 2025. It's important to note that in science students are tested on multiple years of science standards. Fifth graders are tested on 4th and 5th grade science topics, Eighth graders are tested on 6th-8th grade standards, 11th and 12th graders took a test focused on three years of high school science in four areas including biology, chemistry, physics and earth science. We have transitioned to having our 11th graders take this test so they are "closer" to their last science class in our 3 year integrated science pathway and we believe this improves results in this subject area.

All Learning Recovery Emergency Block Grant (LREBG) funds totaling $7,997 will be allotted for academic tutoring purposes for student groups in need to additional support. District leaders have worked with site leaders to create site Academic Achievement Plans that align with SPSAs and tutoring is one focus area to support academically struggling students.

Reflections: Technical Assistance

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

Not applicable.

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.

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Support for Identified Schools

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

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

Piedmont Unified has no schools within the LEA that have been identified for Comprehensive Support and Improvement under the Every Student Succeeds Act.

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
Throughout the 2025-26 school year, a variety of engagements occurred with a multitude of stakeholders. This included the following meetings: meetings that included union leadership which touched upon aspects within the LCAP (i.e. CSEA, APT, and APSA), presentations and engagements at staff meetings, district-wide professional learning opportunities, meeting with site parent club leadership and school-site council meetings, and meetings with students through ASB class and academy class periods. In addition to the aforementioned meetings, Ed Services also led leadership meetings with members of the district management team and convened a series of community-wide LCAP meetings for parents, staff, students, and community members to attend, receive updated information and data, and also have an opportunity to provide input and suggestions. Examples of engagements in the 2025-26 school year for school personnel, students, and community members included, but is not limited to, the following examples: -July 31 and Aug. 1, 2025: APSA and Management Leadership Retreat -Aug. 5, 2025: New Teacher Orientation -Aug. 7, 2025: District-wide and Site-led Professional Development, APSA, APT, CSEA	PUSD stands dedicated to engaging all community partners in meaningful review of the LCAP to ensure processes and engagements were more inclusive than in past years. To continue to receive input and suggestions for the 2024-2027 LCAP, Piedmont Unified School District took a multi-tiered approach towards engagements and built upon the strong processes that was first established, beginning in the fall of 2023 to develop the district's Strategic Plan. Previous staff feedback stated that the previous approach to the LCAP was limited and restrictive in nature to certain members of the educational community; thus, LCAP engagements both in the 2025-26 and 2024-25 school years were purposely designed to be more inclusive, transparent, and responsive to staff and community feedback. The following is a review of the different ways in which PUSD solicited input from our education partners and received input in the 2025-26 school year to continue to refine and update the 2024-2027 LCAP. 1. Monthly Community and Staff Engagements, from fall, 2025 through spring, 2026 Now in the second year of implementation, district and site leadership led a strategic approach to engaging with both staff and community in the fall. Through both district-wide professional learning opportunities, staff meetings and common collaboration time

Educational Partner(s)	Process for Engagement
-Aug. 7, 2025: Piedmont High School -Aug. 13, 2025: PMS Staff Collaboration -Sept. 4, 2025: LCAP Community Meeting -Sept 11, 2025: Superintendent's Advisory Council Community Meeting -Sept. 23, 2025: Tri-School Elementary Staff Meetings -Oct. 7, 2025: Tri-School Community Meeting -Oct. 23, 2025: Language Arts Update - Community Meeting -Nov. 6, 2025: LCAP Community Meeting -Dec. 4, 2025: Community Meeting: Behavior Matrix Updates -Jan. 6, 2026: District-wide Professional Learning Day (APT, CSEA, APSA) -Jan. 8, 2026: LCAP Community Meeting -Feb. 5, 2026: LCAP Mid-Year Update & Community Meeting -Mar. 4, 2026: Piedmont Middle Staff Meeting -Mar. 13, 2026: Professional Learning Day (CSEA and APT) -Mar. 19, 2026: Instructional Leadership Planning (APSA) -April 1, 2026: Final LCAP Community Mtg. -April 21, 2026: Budget Advisory Committee This approach continued the engagements that took place in the 2023-24 in which district leadership cast a wide net of engagements for a variety of the community -- staff, parents, and students alike -- to have considerable voice into the creation of a new Strategic Plan and also in the 2024-25 school year for feedback with the first year implementation of the actions and services. At the onset of each year, district and site leadership created a calendar of engagement opportunities that provided opportunities for school personnel, students, local bargaining units, and community members to provide input, meaningfully collaborate, and serve as an integral part of the LCAP process. In addition to school personnel at respective sites and district-wide, along with students and community members, the LCAP process also specifically engaged the community's local bargaining units: Association of Piedmont Teachers (APT), California School Employees Association, Piedmont Chapter 60 (CSEA), and Association of Piedmont School Administrators (APSA).	opportunities, there were essential aspects of the LCAP that staff collaborated on to put into action or improve alignment for implementation. Site and district leaders engaged with parents and community through monthly community meetings and school site council meetings. District leadership also convened a series of LCAP community engagement forums to receive community and staff input and share data with respect to progress monitoring year one LCAP implementation. 2. LCAP Community Engagements & Parent Advisory Committee (PAC) Meetings: Piedmont has a very engaged parent community. Interested LCAP Advisory Committee members were either recommended by the school sites or reached out to from Ed Services. Once the LCAP goals were solidified from the aforementioned process in the fall with the school communities, an initial LCAP Advisory Committee meeting and engagement open to all community members occurred; the meeting included members of an LCAP Advisory Committee comprised of staff, parents, teachers, and site principals. The meetings began with developing a shared understanding of the LCAP and an understanding of LCFF and California's 8 state priorities. A collaborative and structured process then generated actions and services aligned with each of the previously crafted LCAP goals. The members were also asked to give feedback. 3. Staff Engagements and Opportunities for Input: From the onset in the fall of 2025, multiple opportunities existed with staff from each of the six school communities to learn about actions and services within with the four LCAP goals -- through such forums as staff meetings as well as district-led community meetings -- and also to provide feedback on the actions and implementation. For secondary schools, staff from each of the three schools (Piedmont Middle, Millennium and Piedmont High Schools) joined together at Piedmont High School on January 6, 2026 to engage with explicit actions in the LCAP and provide feedback. For elementary schools, actions were spotlighted at specific staff meetings in the beginning of

Educational Partner(s)	Process for Engagement
	the school year. On March 13, 2026 at the district professional development day for staff, classified staff (CSEA) gathered together and had an opportunity to provide feedback as well and receive a district presentation. Finally, both the Ed Services Team and the All Administrators Team convened in multiple meetings to also have an opportunity to provide recommendations related to the LCAP goals. 4.Schools Site Councils and site parent club meetings: 6 out of 6 school sites within the district dedicated at least one of their parent club meetings to reviewing LCAP Priorities and Goals and to connect site-specific needs to be considered in light of the LCAP actions and services. 5. Mid-year LCAP Report to the PUSD Board of Education: In February, the Assistant Superintendent of Educational Services presented a summary of LCAP 2025-26 highlights and monitoring information to the Board of Trustees. This data included a review of implementation progress for each goal, a comprehensive report attached with data and budget expenditures related to the LCAP, and a review of the timeline moving forward. 6. SELPA Engagement: In order to align our LCAP with the regional plan and services for our students with IEPs, meetings have occured between our Director of Special Education and the SELPA Director for feedback and recommendations based on our current programs and data analysis. 7. Student Voice Opportunities: Multiple student groups had opportunities to engage and participate in LCAP meetings. This included district-wide engagements as well as such engagements with classes like Piedmont High School's ASB class. Students received an overview of the process and made contributions to the recommended actions and services aligned with each LCAP goal.

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

The 2024-2027 LCAP and four goals were a direct response to community engagements that occurred during the fall of the 2023-24 school year and have been subsequently refined and updated during both the 2024-25 school year and the 2025-26 school year, based on quantitative and qualitative data and feedback. Actions and services are aligned to community feedback and the limitations the district experienced with the previous three-year LCAP. Based on an analysis of the results of actions and the recommendations of staff, student, parent and community groups, we have highlighted the following areas that have been influenced by this reflective process.

Before outlining each of the four goals below, it should be noted that the most substantial change based on feedback received will again occur within Goal 2, Investing in Outstanding Academics. Based on community and student feedback, there is interest to expand World Language offerings as early as grade 5 district-wide at the elementary level effective for the 2026-27 school year, expand elective offerings at the middle school, and prioritze academic classes at the high school that meet student demand. For this reason, we began the year with the formation of two design teams, one at the elementary level and one at the middle school level to gather staff and community input for programmatic design. We also held Board workshops and community meetings based on academic rigor and course offerings to receive input and explore new course offerings. Please find below additional descriptions of each of the four goals:

Goal 1: Creating an Environment to Thrive
In direct response to community and staff input, we origianlly identified the area of School Culture and Community-Building at the site level for leaders and staff to develop a targeted action plan (Action 1.1). This has been a district goal and has served as a recurring theme from staff who hope to target and improve morale and also from parents/community members who wish for students to have meaningful experiences to connect with their school community. Also, two Board Policies related to Diversity, Equity, and Inclusion (BP 0415, BP 0415.1) have been developed in response to feedback from educational partners and insights from our community; as a result, DEIB student and staff-centered activities (Actions 1.2 and 1.4 as well as Action 1.9) have been built in and connect directly with supporting and enacting these policies. Finally, we have a passionate, committed interest from students, staff, and community in the areas of both gender inequities in athletics (1.3) and climate literacy education (1.5). For gender inequities, we initially made progress with a Title IX Task Force that helped improve our athletic participation data and for climate literacy, we have a newly adopted Board resolution that is supported by an engaged and motivated group of staff, students, and parents that are looking to further support a climate literacy program. We offered new and exciting climate literacy professional development opportunities at all three levels -- elementary, middle, and high school -- and have a committed team in place to continue leading this work.

Goal 2: Investing in Outstanding Academics
At the elementary level, this was the first year of implementation of a new district-wide elementary English Language Arts curriculum, Fishtank Learning. Thus, a continued focus on literacy training district-wide took place with teacher-leaders took place as a point of emphasis for professional development. This year we formed a Fishtank Instructional Leads Team and supplemented Fishtank with From Phonics to Learning (K-3) and Spellography, a word study and spelling curriculum, at grades 4 & 5 (Action 2.3). We also implemented Dibels as a screener in all grades K-5. After presenting in LCAP community and staff engagements and sharing context about expanding world languages, a world language was selected to implement at the 5th grade and 6th graders will also have the opportunity to take a semester of a world languages foundations course in a language of their choice (Spanish, French, or Mandarin). At the middle school level, we transitioned Health as a required course at the 8th grade level, thus opening up possibilities to pilot four new elective courses at the middle

school level. Finally at the high school level, we approved new courses such as Modern World History Honors, English 10 Honors, and AP Business with personal finance.

Goal 3: Partnering Beyond the Classroom
The potential to connect class learning with meaningful field experiences outside of the classroom has been identified as an important component by parents and community members. Staff also see the value in field trips and experiential learning, however, have additional constraints to consider. Local partnerships in such areas as technology, performing arts groups, or science/climate literacy education are all examples that community members or staff identified as feasible and logical for the purpose of field trips or guest speakers (Action 3.1). Students and staff in a similar way, advocated to continue to develop expert series speakers and career days on secondary campuses (Action 3.7). In addition, we have continued to develop a grades 9-12 Independent Study option based on community interest for students and the number of students has now grown to six (Action 3.4) as well as explore potential partnerships for students to be exposed to career and technical opportunities that are local and nearby (3.3, 3.6).

Goal 4: Building for Operational Excellence
Staff and community members alike demonstrated overwhelming interest in developing AI guidelines (for students to adhere to and also for training purposes for staff (Action 4.4) and improving internal operational efficiencies related to digital processes (Action 4.5). We have taken steps with Droplet to digitize forms and curriculum ordering for staff and our IT department also developed a draft Technology Plan with student, staff, and and parent input. As a result of Board Policies 0415 & 0415.1, we are committed to addressing chronic absenteeism and intervening as appropriate with attendance matters (Action 4.1) and continuing to improve hiring and retention practices to retain diverse teaching and staff members (Action 4.8). This year based on respective SPSA's, each site principal developed an academic achievement plan to determine strategies to intervene for students struggling the most academically. These two aspects were of important interest after staff and community members reviewed current district data in naming actions to incorporate. During the Budget Advisory Committee meeting that invited LCAP feedback, the representative from the Piedmont Ed Foundation encouraged the District to continue to address the need to maintain outstanding facilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Creating an Environment to Thrive: Cultivate a culture of caring, belonging, and trust that will provide students and staff with the support they need to foster connections and truly engage in meaningful learning by: a. Prioritizing student and staff social and emotional well-being. b. Cultivating a culture of respect and connectedness among students, staff, and families. c. Leaning into a restorative justice culture through aligned and consistent application of RJ practices. d. Incorporating a climate literacy education for students and staff with curriculum matters, as appropriate, and related to site activities outside of the classroom.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the fall of 2023, district leadership in coordination with the PUSD Board of Education, engaged with each school community in order to receive input and feedback that led to the creation of this goal. Engagements included students, staff, parents, and community members and a clear theme emerged to prioritize students' social-emotional well-being and foster a culture of belonging in our communities for both students and staff. Coupled with qualitative data from the California Healthy Kids Survey as well as the district's SEL screener, Goal 1 serves as foundational in honoring community feedback to continually create inclusive environments that are welcoming and in which students feel a sense of connectedness, irrespective of race, ethnicity, and socioeconomic status.

Thus, Goal 1 continues the district's equity work and supports our community's core values – centered on integrity, equity, academic excellence, curiosity, and courage – as well as our newly created Graduate Profile that places an emphasis on relationships and culture-building. Research has shown that when schools (or families or communities) provide three developmental supports—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes.

Students, staff and parents in Piedmont report in climate surveys that schools in Piedmont are safe places to learn. Further analysis reveals that there is also an opportunity for growth in perceptions around respect, collaboration, empathy and self-regulation skills - all key ingredients of our new Graduate Profile. Nineteen percent of high schoolers report being disrespected by a staff member because of their race, ethnicity or culture. Twenty-one percent of students report being victims of low violence acts such as being pushed, rumors spread, and social media bullying. Twenty-six percent of high school students report harassment based on race, ethnicity, religion, gender, sexuality, disability, or immigrant status in the last 12 months. And nearly a quarter of high schoolers believe that there is a lot of tension between different races and cultures.

Many of the indicators from the last LCAP cycle showed improvements in "Feeling safe at school", "School Connectedness" and "Caring Adults at school". For this LCAP cycle we will continue DEIB and equity work, and will work creatively and with more intention to cultivate a positive climate in our schools to create the conditions necessary for more meaningful engagement and substantial learning to take place. Actions and services will support students and staff to prioritize SEL skills and structures, foster a culturally responsive mindset, and place equity at the forefront of instructional decisions.

Linked below are two articles that further validate this goal:
https://calschls.org/docs/factsheet-19_pupil_engagement.pdf
What Works brief 2 https://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Cal Healthy Kids Survey students (priority 6)	2023-24 Elementary 85% School Connectedness 89% Feel Safe at School 75% Caring Adults at School PMS 84% School Connectedness 90% Feel Safe at School 80% Caring Adults at School	2024-25 Elementary 86% School Connectedness 93% Feel Safe at School 78% Caring Adults at School PMS 80% School Connectedness 83% Feel Safe at School 78% Caring Adults at School	2025-26 Elementary 84% School Connectedness 91% Feel Safe at School 77% Caring Adults at School PMS 85% School Connectedness 89% Feel Safe at School 74% Caring Adults at School	Elementary - all measures 85% or above Middle School - all measures 85% or more PHS - School Connectedness => 75% Feel Safe =>85% Caring Adults =>75% No Harassment =>75%	2025-26 Elementary -1% School Connectedness +2% Safety (MET) +2% Caring Adults PMS +1% School Connectedness, (MET) -1% Safety (MET) -6% Caring Adults PHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PHS 76% School Connectedness 84% Feel Safe at School 77% Caring Adults at School 74% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) MHS 67% School Connectedness 71% Feel Safe at School 83% Caring Adults at School Source: CA Healthy Kids Survey	PHS 83% School Connectedness 94% Feel Safe at School 81% Caring Adults at School 85% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) Climate Indicator MHS 69% School Connectedness 84% Feel Safe at School 81% Caring Adults at School Source: CA Healthy Kids Survey	PHS 83% School Connectedness 93% Feel Safe at School 84% Caring Adults at School 81% students report no Harassment (race, ethnicity, religion, gender, sexuality, disability, immigrant...) Climate Indicator MHS 69% School Connectedness 75% Feel Safe at School 85% Caring Adults at School Source: CA Healthy Kids Survey	MHS School Connectedness => 75% Feel Safe =>85% Caring Adults =>85%	+7% School Connectedness (MET) +9% Safety (MET) +7% Caring Adults, (MET) +7% No Harassment (MET) MHS +2% School Connectedness +4% Safety +2% Caring Adults (MET)
1.2	CALSCHLS Climate Perception Surveys Staff/Parents (priority 6)	2023-24 Lack of Respect of Staff by Students is a Problem (A6.8) 35% Staff (mod-severe problem) School is a supportive and inviting place for staff to work. A6.4 78% Staff	2024-25 Lack of Respect of Staff by Students is a Problem (A5.8) 38% Staff (mod-severe problem) School is a supportive and	2025-26 Lack of Respect of Staff by Students is a Problem (A5.8) 24% Staff (mod-severe problem) School is a supportive and	Lack of Respect of Staff =< 30% School is a supportive/inviting place to work =>80% Students treated fairly by rules - all measures greater	2025-26 =11% Lack of Respect a problem from Staff compared with baseline +11% School is a supportive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students treated fairly by rules 78% Students (A6.8) 75% Parents (A7.1) 94% Staff (A8.8) Harassment or bullying of students - Parent Survey (A10.4) 17% "Large problem" Black African Americans parents. Source: CA Healthy Kids Staff, Parent and Student Surveys	inviting place for staff to work. A5.4 81% Staff (agree-strongly agree) Students treated fairly by rules 78% Students (A6.8) 78% Parents (A7.1) 87% Staff (A7.8) Harassment or bullying of students - Parent Survey (A10.4) 18% "Large problem" Asian or Asian American parents. Source: CA Healthy Kids Staff, Parent and Student Surveys	inviting place for staff to work. A5.4 89% Staff (agree-strongly agree) Students treated fairly by rules 77% Students (A6.8) 69% Parents (A7.1) 98% Staff (A7.5) Harassment or bullying of students - Parent Survey (A10.4) 0% "Large problem" No groups reported. Source: CA Healthy Kids Staff, Parent and Student Surveys	than 80% Harassment or bullying of students a "large problem" reported by Black African American parents =< 10% Source: CA Healthy Kids Staff, Parent and Student Surveys	workplace from Staff MIXED results in perceptions of fairness -1% change Students -6% Parents +4% Staff Harassment a "large problem" for Black/African American parents - NO DATA.
1.3	Social-Emotional Screener (Priority 6)	September 2023 3rd-12th Asian- 67% Hispanic/Latino- 68% Two or More Races- 67% White- 76% *Black/African American- American Indian/Alaska Native (combined)- 62%	Belonging - September 2024 3rd-12th Asian- 66% Hispanic/Latino- 64% Two or More Races- 62% White- 64% *Black/African American-	September 2025 Belonging 3rd-12h Asian- 72% Hispanic/Latino- 70% Two or More Races- 72% White- 71% *Black/African American- 60%	Increase sense of "belonging" as measured by a survey such as the Panorama SEL survey so that all measurable student groups are ->75% "How much do you feel like you belong at this	Sept 2026 Belonging +5% Asian student belonging +2% Hispanic/Latino +2% Two or More Races -5% White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Panorama SEL survey	American Indian/Alaska Native (combined)-51% Source: Panorama SEL survey	Source: Panorama SEL survey	school" (Completely", "quite a bit")	-2% Black/African American-American Indian/Alaska Native (combined) compared with baseline
1.4	Expulsions (Priority 6)	2022-23 0 expulsions	2023-24 0 expulsions	2024-25 0 expulsions	Maintain 0 expulsions Source: Dataquest	2024-25 MET 0 expulsions
1.5	Suspensions (Priority 6)	2022-23 .7% Suspension Rate Source: Dataquest https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?year=2022-23&agglevel=District&cds=0161275	2023-24 .4% Suspension Rate Source: Dataquest https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?cds=0161275&agglevel=District&year=2023-24&ro=y	2024-25 .9% Suspension Rate Source: Dataquest https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRateLevels.aspx?year=2024-25&agglevel=District&cds=0161275	Suspension rate below .3% Eliminate any student group suspension rate gap more than 2 levels from the overall student outcome on the CA Dashboard Source: Dataquest Suspension Rate, CA Dashboard	2024-25 +0.2% change in suspension rate No student groups more than 2 levels from the overall student outcome on the CA Dashboard Source: Dataquest Suspension Rate, CA Dashboard
1.6	Drop-out Rates - High School and Middle School (Priority 5)	2022-23 0% Middle school drop-out rate 3.7% Drop-out rate High School Source: Dataquest Four-Year Adjusted Cohort Outcome https://dq.cde.ca.gov/dataquest/dqcensus/CohO	2023-24 0% Middle school drop-out rate 0.5% Drop-out rate High School Source: Dataquest Four-Year Adjusted Cohort Outcome https://dq.cde.ca.g	2024-25 0% Middle school drop-out rate 1.7% Drop-out rate High School Source: Dataquest Four-Year Adjusted Cohort Outcome https://dq.cde.ca.g	Maintain middle school drop-out to less than 1% Reduce High School Drop-out rate to 2% or less (drop-out rate includes those that do not graduate	2024-25 0% middle school rop-out rate -2% high school drop-out rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		utcomeLevels.aspx?agglevel=district&year=2022-23&cds=0161275	ov/dataquest/dqcensus/CohOutcomeLevels.aspx?cds=0161275&agglevel=district&year=2023-24&initrow=&ro=y	ov/dataquest/dqcensus/CohOutcomeLevels.aspx?cds=0161275&agglevel=district&year=2024-25&initrow=&ro=y	with a regular high school diploma, do not complete high school, and those not enrolled as a "fifth year senior") Source: Dataquest Four-Year Adjusted Cohort Outcome, CALPADS Fall 1 Report 8.1c; CALPADS EOY Report 1.10 Completers and Dropouts, Student List	
1.7	School Attendance (Priority 5)	2022-23 95.04% ADA Source: Internal ADA report (Monthly Attendance Summary Annual)	2023-24 96.30% P2 ADA Source: Internal ADA report (Monthly Attendance Summary Annual)	2024-25 96.33% P2 ADA Source: Internal ADA report (Monthly Attendance Summary Annual)	ADA => 97% Source: Internal ADA report (Monthly Attendance Summary Annual)	2024-25 +1.29% ADA compared with baseline
1.8	DEIB Student centered actions (priority 6) (AR 0415.1, 1a)	2 sections, 51 students, enrolled in Affinity Mentor course. Activities from the BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club advertised at PHS/MHS	2024-25 2 sections, 68 students enrolled in Affinity Mentor course. Activities from the BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club advertised at PHS/MHS	2025-26 2 sections, 68 students enrolled in Affinity Mentor course. Activities from the BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club advertised at PHS/MHS	Evidence of DEIB actions including Affinity Mentor classes and club meetings.	2025-26 = students = evidence of activities

Goal Analysis [2025-26]

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

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

Piedmont Unified School District made significant progress with respect to successful implementation of planned actions during the 2025-26 school year as it pertains to Goal 1.

SUCCESSFUL IMPLEMENTATION:
Action 1.1 School-Culture and Community-Building Activities: Beginning with a summer leadership retreat, site administrators developed site-specific plans to implement with staff and school-wide. Plans and strategies varied by administrator and site, however, each included assemblies, academy lessons, music on campus, community-building activities for students, etc. Next level work will include building on plans with new administrators and intentionally distributing responsibilities for implementation among other staff leaders. From our Panorama social-emotional learning data, Aftican-American students an increase of 8%, increasing from 62% t0 70%, when responding to the prompt Feeling Like You Belong at school. For the same question on the Panorama social-emotional learning survey, Multi-racial students also reported a 6% increase, growing from 68% in the 2024-25 school year to 74% in the 2025-26 school year.

Action 1.2 Student-centered DEIB activities continued to grow and improve from last year with a focus on prioritizing student-led activities in order to cultivate a culture of belonging and inclusion among our students. First, this has been demonstrated through a comprehensive plan of action to implement student-led lessons and events:

AUG: PHS Welcome Belonging Assembly
SEPT: PHS Classroom Conversations
OCT: SEL Data Review, PMS Affinity Mentor Microaggression, History of Piedmont, GSA Presentation, PMS School Values
NOV: PMS Belonging
JAN: Classroom Conversations: How We Engage With One Another
FEB: Elementary Black History Month Assembly, AXIS Dance
MAR: Schindler's List Film, PMS Holocaust Survivor, Mobile Museum of Tolerance, PMS Be The Reason
APR: Diversity Week, I Am Here, Classroom Conversations
MAY: PMS Diversity Celebration
ONGOING: Be the Reason Lessons, The Belonging Space, Student Affinity Club

Second, participation in our student Affinity Mentorship Program has continued to build and had positive impact district-wide:

Mentors (defined as 9-12th graders) for the following years:
2022-23: 40 students
2023-24: 49 students
2024-25: 68 students
2025-26: 70 students

Mentees (defined as student participants directly involved at grades K-8) for the following years:
2022-23: 92 students
2023-24: 112 students
2024-25: 132 students
2025-26: 138 students

Action 1.4. DEIB Staff-Centered Trainings & Workshops: All staff have received developmentally appropriate Anti-Bias trainings in partnership with ACOE's Chief of Whole Child Programs to ensure vertical alignment throughout our system with respect to providing our staff with the tools to address racial tension and conflict among our students. All year we have had various Flex PD offerings, an active DEIB Council comprised of staff, and trainings for the newly developed PUSD Behavior & Support Matrix.

Additional DEIB trainings throughout the year for staff have included:
AUG: District-wide
OCT: TriSchool Elementary Overview of MOSAIC and Anti-bias Lessons
DEC: PMS Anti-Bias Training
JAN: District-wide Culturally and Linguistically Responsive Pedaogy
MARCH: Unconscious Bias & Artifacts Walk
APRIL: PMS Cultivating Belonging: How we Onboard New Staff
Ongoing: Flex PD Learning Series: 5 Part Learning Series

Action 1.6 Student, Parent, and Community Workshops: The district continued in the 2025-26 school year to partner with outside organizations (i.e. PRAISE, PIE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC, etc.), parent clubs, and Piedmont Education Foundation to provide educational workshops/series for prioritized topics of interest aligned to PUSD instructional vision.
Examples of events include but are not limited to the following: Ruby Bridges Walk to School Day; Dia De Los Muertos; Elementary WinterFest; Mobile Museum of Tolerance (second consecutive year); PADC Community Meeting - “Being Together In This Moment."

Action 1.7 Counseling/Wellness Center: As a district, prioritization of counseling and student wellness services continued for students; this included an evening with an expert panel of health care practitoners in which over 60 participants attended, including students and parents. The district also prioritized mental-health wellness events during the instructional day for students (i.e. the Wellness Center at Piedmont High School - BP 0415, 4) and engaged in matters related to social-emotional well-being and mental-health wellness through guest speakers series. One counselor also fully transitioned to the role of college and career counselor for both high schools and this will continue moving forward.

Action 1.9 District Professional Development for Classified and Certificated Staff: Based on staff feedback, successful implementation has occurred in four areas related to this action:
A. Prioritize PUSD culture and community building aligned with a clear instructional vision in support of all staff collaborating together - staff feedback from PD days, Newsletter communication, and clear vision.

B. Offer professional development opportunities for staff to be trained in instructional engagement strategies and building classroom community – with students and among one another -- this action has been accomplished to varying degrees based on district-led professional learning and can continue to be supported.
C. Continue to train and provide professional development for staff around restorative circles, practices and the development of harm circles -- this action was implemented with fidelity district-wide as evidenced by the following elementary examples:
Beach Elementary: 1. Dad's Circle 2. 2nd Grade Circle. 3. 3rd Grade Circle. 4. Tri-School Circle. 5. 5th Grade Tri-School Circle 6. Belonging Circles; Havens Elementary: 1. Being a Good Friend Circle. 2. Transition to Middle School Circle. 3. Getting to Know Your. Friend's Culture Circle. 4. Talking About BIG FEELINGS Circle. 5. Grade Level Circle. 6. Friend Groups Circle. 7. New Parent Circle
Wildwood Elementary: 1. 2nd Grade Circles. 2. Neurodiverse Circles. 3. 3rd Grade Circles 4. Belonging Circles
D. Offer trainings in developing a culturally responsive mindset in meetings with certificated and classified staff.

MODIFIED IMPLEMENTATION:
Action 1.5 Climate Literacy Educational Activities: During the 2023-24 school year the Board of Education formally approved Piedmont's Climate Literacy Resolution. With nominal fiscal impact, two primary goals from this resolution focus on: 1) raising awareness to improve systems such as recycling and composting at all sites and district-wide and 2) receiving professional development for integration into curriculum across content areas. We again sent a team of staff to the Climate Literacy Bay Area Exchange this year, some sites developed teams (recycling, composting, etc.), the district prioritized Climate Literacy as a topic during the district-wide professional learning date (and partnered with a local climate literacy expert from Fremont Unified). This year we included integrating the topic in site professional development throughout the year at each level and having a local team at each site.

Action 1.8: Support Employee Wellness: As a district, we offered counseling and support services for staff through the Employee Assistance Program and other related programs to support staff mental-health wellness. Additional opportunities throughout the year will be a next step for consistent implementation.

IMPLEMENTATION CHALLENGES:
Action 1.3. Gender Equity in Athletics: Due to facility constraints and logistical issues -- such as the community pool not completed according to the city timeline, thus impacting water sports teams -- we have had to adapt and modify original plans. This also includes logistical scheduling challenges with our girls beach volleyball team (renting locations).

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 in Goal 1 were identified for the following actions:
Action 1.1 - Bulletin board displays were purchased to emphasis diverse cultures and individuals. The District used a local grant to provide the same materials for all three elementary sites.
Action 1.2 - Cost of Non-Personnel expenses for the Affinity mentorship program increased due to availability of local grant funds for class and meeting supplies.

Action 1.9 - Action 1.9 was budgeted $39,212. Actual expenditures were $42,172, which reflects funds at sites carried over from the prior year that were spent in 2025-26.

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

Based on an analysis of metrics and outcomes, the implementation of actions yielded generally positive results in monitoring levels of effectiveness, as exemplified by both quantitative and qualitative data for Goal 1.

Action 1.1 School-Culture and Community-Building Activities demonstrated relatively strong effectiveness based on the principal and administrative team that implemented site-specific plans. This was evidenced by strong numbers with CA Healthy Kids survey data in the 2025-26 school year at the elementary level, although there was a slight change in School Connectedness from 86% to 84% and also in Feeling Safe at School from 93% to 91% for the 2025-26 -- nonetheless, both strong numbers and indicators of positive student feelings on campus. Again, the high percentages in both categories, despite slight declines, indicate specific actions that site leaders took as a part of school culture activities produced targeted results that were above satisfactory.

More focused implementation at Piedmont Middle, according to the metric of the California Healthy Kids Survey, resulted in students reporting an increase in School Connectedness from 80% in the 2024-25 school year to 85% in the 2025-26 school year. Similarly, at PMS, students Feeling Safe at School improved from 83% in 2024-25 school year to 89% in the 2025-26 school year. With a relatively new administration at Piedmont High School, quantitative data yielded strong levels of effectiveness, as did Millennium High School. For Piedmont High School, students level of School Connectedness maintained from the 2024-5 school year to the 2025-26 school year at 83%. There was also a similar for PHS students reporting Feeling Safe at School which fell slightly from 94% in the 2024-25 school year to 93% in the 2025-26 school year. For Millennium High School, students' level of School Connectedness maintained at 69% for both the 2024-25 school year and the 2025-26 school year. At Millennium, students reported an increased sense of Caring Adult at School, growing from 81% in the 2024-25 school year to 85% identifying a Caring Adult at School in the 2025-26 school year. The high schools implemented the following actions: a comprehensive climate and culture plan (action 1.1) with specific acivities school-wide (i.e. Academy lessons or assemblies) and also vertically articulated actions (i.e. Affinity Mentor lessons). The strong results in the CA Healthy Kids survey validate that the actions were effective.

Action 1.2 Student-centered DEIB activities, Action 1.4. DEIB Staff-Centered Trainings & Workshops; Action 1.6 Student, Parent, and Community Workshops; Action 1.9 District Professional Development for Classified and Certificated Staff
For Actions 1.2, Action 1.4, and Action 1.6, also demonstrated strong effectiveness based on quantitative data and qualitative indicators. There were a significant number of parents who spoke at the end-of-year DEIB presentation at the April 23, 2026 Board Meeting substantiating the impact that the Affinity Mentor program has on students at both the elementary, middle, and high school levels. In a district survey to staff -- provided a rating scale of meeting outcomes ranging from 1 through 5 (1 = not effective and 5 = effective), 78% of staff feedback results from district professional development, community workshops, and DEIB-staff and community meetings rated meeting outcomes of either a 4 or 5. Put in a different context, almost 8 out of every 10 staff members viewed district professional development and DEIB-related staff meetings favorably, believing that it deserved either a 4 or 5 (out of a scale of 5). This speaks directly to the climate actions and activities yielding strong results and proving overall effective. Moreover, additional comments and insights from students, staff, and parents from professional learning workshops for staff and for DEIB activities have been positive and appreciative of the opportunities

offered in these areas this year. This qualitative data also substantiates that Action 1.2, Action 1.4, Action 1.6, and Action 1.0 were indeed effective.

Action 1.3 Gender Equity in Athletics. Based on facility constraints and logistical issues, our district experienced challenges with closing the participation gap for gender equity in athletics. Thus, actions proved to result in limiting effectiveness in this area and we will make adjustments accordingly.

Action 1.5 Climate Literacy Educational Activities
A climate literacy professional development opportunity was offered for the first time in the 2025-26 school year at each respective level (i.e. elementary, middle, and high school levels) and the district again partnered with a leading climate literacy expert from Fremont Unified to lead workshops for staff related to climate literacy initiatives and discuss integration of climate literacy across the curriculum. In addition, the district sent a team of staff to the Bay Area Literacy Climate Exchange. Each of the three aforementioned opportunities were positively received and effective based on a district survey that garnered staff responses from staff who were a part of the aforementioned professional development. A total of 182 out of 264 teaching staff who responded to the survey, rated the Climate Literacy specific PD with a 4 or 5 (out of 5) with respect to establishing a vision and providing concrete tools for staff to use for cross-curricular climate literacy options. As mentioned, district leadership took the active step this year to provide all staff with opportunities embedded in staff professional learning at respective levels -- elementary, middle, and high -- throughout the year and staff survey responses were very positive. Next year we are seeking to extend Climate Literacy to include student created programs at the site level to affect climate literacy change.

Action 1.7 Counseling/Wellness
Counseling/Wellness actions continue to be effective. Mental Health experts and the high school counseling team presented parent engagements separately this year that were well received, as evidenced by feedback form ratings from the Mental Health speaker series, specifically. For participants in the Mental Health speaker series, exit tickets were provided which included ratings of the presentations and qualitative feedback that helped us measure and evaluate these opportunities and provided targeted information for how to build off of them the following year.

For Action 1.8, counseling and support services have been offered for staff throughout the year. Data from the EAP provider indicate that a small number of staff take advantage of the service, in line with other districts.

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 our analysis, here are planned adjustments for the 2024-27 LCAP cycle:

Goal Description: no changes

Actions Modifications:
Modify Action 1.3 Gender Equity in Athletics to add for 2026-27 reestablish quarterly meetings to review Title IX measures.
Modify Action 1.5 Climate Literacy Educational Activities to "Climate Literacy Program": add For 2026-27 develop site led teams on Climate Literacy, and support training opportunities for staff.

Modify Action 1.9 Professional Development to include foci for 2026-27. Specifically adjusting an elementary focus on the Year of Calibration -- with respect to DIBELS implementation, writing calibration - and selection of a supplemental writing program, a new agnostic district benchmark (STAR from Renaissance) and EduClimber platform.

These modifications align with our effectiveness analysis and implementation experiences from the current 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
1.1	School Culture and Community-Building - Site Level Activities	Create school-centered activities that motivate and celebrate student and staff achievements and foster a sense of connectedness among students, staff, and families. Support sites to implement/monitor new or improved site level services addressing engagement, sense of belonging, and/or conditions of learning.	$8,000.00	No
1.2	DEIB Student-Centered Activities	Continue DEIB activities with students that promote equity and inclusion and and create space for student-voice; offer a Piedmont Affinity Mentorship Class and Program to improve vertical articulation for mentorship with our diverse students, grades K-12 (BSU, AAA, ASU, Mi Gente, JSU, GSA, Diversity Club) (AR 0415.1, 1a) (AR 0415, 1)	$45,000.00	No
1.3	Gender Equity in Athletics	Continue to implement remedies identified in the Title IX audit of high school athletics to remove inequities based on gender.	$1,000.00	No
1.4	DEIB Staff-Centered Trainings and Workshops	Continue to provide staff with training and workshops such as: restorative circles and instructional tools in the classroom, DEIB Council Meetings and events, to develop site-based plans and empower Council members to facilitate CCT meetings, staff meetings, gather and compile staff input for respective plans and share resources and update DEIB progress	$103,824.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Climate Literacy Program	Develop a climate literacy program (5th in state of California) that incorporates curriculum connections, as appropriate, partnerships and activities with local organizations, and green use of facilities to raise student and community awareness with respect to climate matters. For 2026-27 develop site led teams on Climate Literacy, and support training opportunities for staff.	$5,000.00	No
1.6	Student, Parent, & Community Workshops	Partner with outside organizations (i.e. PRAISE, PIE, ALPS, Piedmont Arts Fund, Piedmont Makers, PADC, PAAC, etc.), parent clubs, and Piedmont Education Foundation to provide educational workshops/series for prioritized topics of interest aligned to PUSD instructional vision	$0.00	No
1.7	Counseling/Wellness	Continue counseling and student wellness services for students; prioritize mental-health wellness (i.e. the Wellness Center at Piedmont High School - BP 0415, 4) and engage in - and support - students with matters related to social-emotional well-being and mental-health wellness	$430,000.00	No
1.8	Support Employee Wellness services	Continue to offer counseling and support services for staff through the Employee Assistance Program and other related programs to support staff mental-health wellness.	$0.00	No
1.9	District Professional Development for Classified and Certificated Staff	A. Prioritize PUSD culture and community building aligned with a clear instructional vision in support of all staff collaborating together B. Offer professional development opportunities for staff to be trained in instructional engagement strategies and building classroom community – with students and among one another C. Continue to train and provide professional development for staff around restorative circles, practices and the development of harm circles (included in 1.4 above)	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		D. Offer trainings in developing a culturally responsive mindset and explore DEIB-related topics from notable scholars and practitioners. (included in 1.4 above) E. Partner with National Equity Project to provide specific district-wide trainings (included in 1.4 above)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Investing in Outstanding Academics: Provide our students with an excellent education and opportunities for personal growth to develop a deep understanding of and skills in the arts, humanities, math, sciences, and technology by: Advancing coursework and evidence-based instruction that inspires all learners and produces comprehensive student literacy in skills needed for the future. Ensuring classrooms are led by exceptional, diverse teachers. Augmenting academic instruction with safety nets that support student learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Piedmont has a tradition of academic excellence in education, demonstrated by the fact that Piedmont consistently ranks as one of the top ten public school districts in the state of California as measured by the summative CAASPP assessment in English Language Arts and Mathematics as well as in the California Science Assessment (CAST) based on the Next Generation Science Standards. Moreover, over 98% of Piedmont Unified graduates attend a four-year university or college upon graduation from high school. Based on this year's CAASPP results Piedmont Unified stands as the 3rd highest achieving public unified school district in the state in both English Language Arts and Mathematics and stands as the 4th highest achieving school district in the state in Science. Notably, based on the California Dashboard, Piedmont Unified has also experienced a reduction in achievement gaps for significant student subgroups. The hard work of our staff and students deserve acknowledgement and recognition.

Per the 2023 CA Dashboard, the rate of students meeting and/or exceeding state standards in Mathematics and English Language Arts (ELA) are approximately 82.4% and 86.1%, respectively. For Science - taken by 5th, 8th, and last year's 12th graders -- 68% of students taking the test met or exceeded state science standards. Moreover, all ethnicities in significant subgroups, outperformed their counterparts when compared in the state of California, including Latinx students, Black students and students with multiple ethnicities. In ELA, Asian students in the Meeting/Exceeds category increased by 10%. Piedmont's Hispanic/Latinx students increased in the Meeting/Exceeds category in Mathematics by 6% and our biggest overall growth came from students with disabilities who increased in both ELA and Math in the Meeting/Exceeds category by 5%. In fact, out of the entire state, Piedmont's special education students out-performed all other districts' special education students. This is a fact that we are deeply proud of.

This, however, is not to say that student group achievement gaps do not exist or that structural improvements could not yield even more improved results. A discernible achievement gap exists for Black/African-American students compared with the overall Piedmont results. From a systems standpoint, for example, our 12th grade students took the CAST in four areas including biology, chemistry, physics and earth science, covered by the end of 11thh grade; thus, we are transitioning to have 11th grade students take the CAST so they are closer to their last science class in our 3-year integrated science pathway which cover these standards.

Ultimately, PUSD strongly believes all students are able to achieve academically provided the proper conditions and support. Thus, by focusing on teaching and learning and supporting our teachers in the area of instruction, curriculum, and pedagogy, students' academic achievement will continue to grow. Furthermore, by embracing and implementing a culture of continuous improvement in partnership with teachers and students, we will create lifelong learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA (Priority 4)	2023 86% meet/exceed District ELA distance from standard +90 SwD +36 distance from standard Source: CAASPP results in Illuminate and state website	2024 85.43% meet/exceed District ELA +87 distance from standard SwD +25 distance from standard Source: CAASPP results in Illuminate and state website	2025 84.74% District ELA +87 distance from standard SwD +38 distance from standard Source: CAASPP results in Illuminate and state website	District CAASPP ELA => 86% meet/exceed District ELA Distance from standard =>+90 SwD Distance from standard => +40 for ELA	2024-25 -1% meet/exceed in ELA from baseline -3 pt decrease in District overall distance from standard +2 pts increase in SwD distance from standard
2.2	CAASPP Math (Priority 4)	2023 83% meet/exceed District Math distance from standard +77 SwD Math +9 distance from standard	2024 81.14% meet/exceed District Math +76 distance from standard	2025 82.16% District Math +79 distance from standard	District CAASPP Math =>85% meet/exceed District Math distance from standard =>90+	2024-25 -1% meet/exceed % Math from baseline +2 pt overall distance from standard in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CAASPP results in Illuminate and state website	SwD Math +7 distance from standard Source: CAASPP results in Illuminate and state website	SwD Math +23 distance from standard Source: CAASPP results in Illuminate and state website	SwD Distance from standard => +10 for Math Source: CAASPP results in Illuminate and state website	+14 pts in SwD distance from standard
2.3	CAST results Science 5, 8, 12 (Priority 4)	2023 68% meet/exceed Source: CAASPP results state website	2024 72.64% meet/exceed Source: CAASPP results in Illuminate and state website	2025 72.44 meet/exceed Source: CAASPP results state website	CAST meet/exceed =>70%	2024-25 +4% overall meet/exceed % in Science from baseline
2.4	EL progress - English learner reclassification rate (Priority 4)	2022-23 31% 11 out of 35 EL students were reclassified as proficient in English in the 22-23 school year. Source: Internal analysis	2023-24 49% 17 out of 35 EL students were reclassified as proficient in English in the 23-24 school year. Source: Internal analysis	2024-25 18% 4 out of 22 EL students were reclassified is proficient in English in the 24-24 school year. Source: Internal analysis	Maintain 25%-31% reclassification rate	2024-25 -13 pts less EL students were reclassified as proficient, compared with baseline
2.5	English Learner Progress Indicator (Priority 4)	2022-23 58.8% EL students made progress as measured by the ELPAC Summative assessment "High Status" on CA Dashboard English Learner Progress LTEL rate at 3.5%	2023-24 50.0% EL students made progress as measured by the ELPAC Summative assessment "High Status" on CA Dashboard English Learner Progress	2024-25 66.7% EL students made progress as measured by the ELPAC Summative assessment as indicated on the CA School Dashboard English Learner Progress	"High Status" as measured on the 5x5 Additional Reports from the CA Dashboard LTEL rate at <5% Source: CA Dashboard. Dataquest "At-	2024-25 +8% in English Learner Progress Indicator, compared with baseline NO STATUS available on the CA Dashboard English Learner

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: CA Dashboard. Dataquest "At-Risk" and Long-Term English Learners (LTEL) report https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=0161275&agglevel=District&year=2022-23	LTEL rate at 5.2% Sources: CA Dashboard. Dataquest "At-Risk" and Long-Term English Learners (LTEL) report https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=0161275&agglevel=District&year=2023-24	Indicator LTEL rate at 2.2% Sources: CA Dashboard. Dataquest "At-Risk" and Long-Term English Learners (LTEL) report https://dq.cde.ca.gov/dataquest/longtermel/EverElTypeLevels.aspx?cds=0161275&agglevel=District&year=2024-25	Risk" and Long-Term English Learners (LTEL) report	Progress Student Group Five-by-Five Placement 1.3 pt improvement in LTEL rate
2.6	English Learner programs and services (Priority 2)	2023-24 ELD services provided to 27 students as of census day October 2023 Source: CALPADS 1.17 FRPM- English Learner-Foster Youth-Count Assistive technology supports provided to all EL students as appropriate Source: CALPADS, SARC, Internal Analysis	2024-25 ELD services provided to 22 students as of census day October 2024 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count Assistive technology supports provided to all EL students as appropriate	2025-26 ELD services provided to 15 students as of census day October 2025 Source: CALPADS 1.17 FRPM-English Learner-Foster Youth-Count	ELD services provided to all EL students (who did not decline services). All classroom teachers of EL students hold a CLAD credential. Assistive technology supports provided to all EL students as appropriate	2025-26 Evidence of adequate staffing. No vacancies. Appropriate ELD service provided by qualified staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: CALPADS, SARC, Internal Analysis		Source: CALPADS, SARC, Internal Analysis	
2.7	Access and success in AP courses (Priority 4)	22-23 606 Exams taken 86% exams passed with a 3 or above 57% of Black/African American students taking an AP course also take the AP test. Source: Illuminate College Readiness: Advanced Placement Report. Racial Equity 0415.1 Internal Analysis	2023-24 944 Exams taken 87% exams passed with a 3 or above 64% of Black/African American students taking an AP course also take the AP test. [increase of 7% pts] Source: Illuminate College Readiness: Advanced Placement Report. Racial Equity 0415.1 Internal Analysis	2024-25 895 Exams taken 89% exams passed 43% of Black/African American students taking an AP course also take the AP test.	700+ tests taken with at least 87% resulting in a 3 or above. Improve AP test-taking rate of Black/AA identified students who are enrolled in an AP class =>80%	2024-25 +289 Exams taken compared with baseline +3% passage rate increase -14% in Black/African Americans taking exam
2.8	Access to high-level coursework for historically underrepresented student groups (Priority 7)	2022-23 AP Computer Science course enrollment 43% female AP access 62% of all 9th-12th graders took an AP course	2023-24 AP Computer Science course enrollment 38% female AP access 52% of all 9th-12th graders took an AP course	2025-26 AP Computer Science course enrollment 42% female AP access 60% of all 9th-12th graders took an AP course	Enrollment in AP computer Science courses is 50% female. % of students with a Black identity taking AP courses is within 10% points of average overall student	2025-26 -1% the percentage of female enrollment in AP CS courses from baseline 42% female to 58% male AP access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30% of students with a Black identity took an AP course	29% of students with a Black identity took an AP course	42% of students with a Black identity took an AP course	participation in those courses Source: Internal analysis using Racial Equity BP 0415.1 monitoring tool and Computer Science roster counts.	-2% of all 9th-12th graders took an AP course +12% percentage of Black identity students who took an AP course, compared with baseline (30% to 42%)
2.9	HS Science integrated science three-course pathway completion (Priority 4)	23-24 53% of all MHS/PHS students completed the 3yr pathway SwD 3rd year of Science Pathway completion MHS: 0% PHS: 24%	2024-25 54% of all MHS/PHS students completed the 3yr pathway SwD 3rd year of Science Pathway completion MHS: 29% PHS: 32% Source:internal analysis	2025-2026 41% of all MHS/PHS students completed the 3yr pathway SwD 3rd year of Science Pathway completion MHS: 33% PHS: 5% (1 of 19 seniors) Source: internal analysis	Improve the % of students who complete the 3 course integrated science pathway that covers all state science standards.	2025-26 -12% decline in the overall % of students completed 3yr Science pathway over baseline SwD 3rd year of Science pathway completion over baseline +33% MHS -19% PHS
2.10	A-G Completion: Percentage of graduating cohort who met UC/CSU Requirements (Priority 7)	2023 MHS 88.2% A-G completed PHS 92.9% A-G completed PHS 74.1% SwD A-G completed Alameda 62.8%	2024 Graduates MHS 77.8% A-G completed PHS 98.4% A-G completed PHS 91.7% SwD A-G completed	2025 Graduates MHS 85.0% A-G completed PHS 93.1% A-G completed PHS 76.7% SwD A-G completed Alameda 88.8%	A-G completion MHS => 75% completion PHS =>93% PHS SwD =>75% completion Source: Dataquest Four-Year	2024-25 -3.2% A-G completion MHS -0.2% A-G completion PHS +2.6% SwD A-G completion PHS over baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Dataquest 2022-23 Four-Year Adjusted Cohort Graduation Rate	Alameda 88.5% Grad rate, 57.6% A-G completion Source: Dataquest 2023-24 Four-Year Adjusted Cohort Graduation Rate	Grad rate, 60.8% A-G completion Source: Dataquest 2024-25 Four-Year Adjusted Cohort Graduation Rate https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2024-25&cds=0161275	Adjusted Cohort Graduation Rate	
2.11	CTE pathways completion (Priority 4)	2022-23 1 student completed a CTE pathways Pathway(s): Computer Science Source: Internal Analysis or CALPADS 3.19 Career Technical Education Completers	2023-24 65 students completed a CTE pathway Pathway(s): Computer Science 174-Software and Systems Development Source: Internal Analysis or CALPADS 3.19 Career Technical Education Completers	2024-25 71 students completed a CTE pathway Pathway(s): Computer Science 174-Software and Systems Development Source: CALPADS 3.19 Career Technical Education Completers	Add at least one more CTE pathway, and increase CTE pathway completion over 2022-23 levels. Source: CALPADS 3.19 Career Technical Education Completers	2024-25 +70 students completed CTE pathways over baseline
2.12	A-G AND CTE Completion Percentage of graduating cohort completing UC/CSU Requirements AND completing a Career	2022-23 .5% of graduates completed both A-G requirements and a CTE pathway Source: Met UC/CSU Requirements and CTE	2023-24 14.2% of graduates completed both A-G requirements and a CTE pathway	2024-25 22.5% of graduates completed both A-G requirements and a CTE pathway	Increase % students who complete both a CTE pathway and A-G course requirements =>5%	2023-24 +20 percentage points of students who complete both a CTE pathway and A-G course

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Technical Education (CTE) Pathway (Priority 4)	Pathway Completion Report addl report from CA Dashboard	Source: Met UC/CSU Requirements and CTE Pathway Completion Report addl report from CA Dashboard https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_cte?&year=2024&cdcode=0161275&scode=&reporttype=schools	Source: Met UC/CSU Requirements and CTE Pathway Completion Report addl report from CA Dashboard https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_cte?&year=2025&cdcode=0161275&scode=&reporttype=schools		requirements over baseline
2.13	Graduation rate (Priority 5)	2023 Graduation Rate 5 year district cohort rate = 95.8% PHS 4 year cohort graduation rate =95.8% MHS 4 year cohort grad rate =73.9% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2022-23&cds=0161275	2024 Graduation Rate PHS 4 year cohort graduation rate =98.4% MHS 4 year cohort grad rate =100% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports https://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2023-24&cds=0161275	2025 Graduation Rate PHS 4 year cohort graduation rate = 98.1% MHS 4 year cohort graduation rate = 85.0% Source: Dataquest "4 year cohort graduation" reportshttps://dq.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?cds=0161275&agglevel=district&year=2	PHS 4 year cohort grad rate =>96% MHS 4 year cohort grad rate =>75.0% Source: Dataquest "5 year cohort graduation" and "4 year cohort graduation" reports	2024-25 +2.3% Improved graduation rates at PHS over baseline +11.1% improved graduation rate MHS over baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				024-25&initrow=&ro=y "5 year cohort graduation' report		
2.14	Broad course of study offered K-6 EC 51210 and 7-12 EC 51220(a) - (i) (Priority 7)	2023 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2023	2024 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, June, 2024	2025 All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board, master schedules	All students have access to required course of study K-6 and 7-12 Source: Local Indicators report to School Board	2024-25 MET continue to offer broad course of study.
2.15	Professional learning for K-5 classroom teachers on Science of Reading (priority 1)	All classroom teachers were trained in Modules 1-3 of the California Reading & Literature Project Source: sign-in sheets and binders	2024 All TK-5 teaching staff trained in modules 4-6 of California Reading & Literature Project Science of Reading trainings.	2025 ALL teachers trained in ELA adoption Fishtank. Source: attendance at CCT meetings	All K-5 teachers trained in latest ELA adoption materials.	2025-26 = teachers trained in new ELA adoption compared with baseline
2.16	Number of teachers of who are National Board Certified (Priority 1)	2023-24 9 teachers in the district are National Board Certified Co-curricular stipend position to support district teachers seeking National Board certification Source: HR analysis	2024-25 No co-curricular support position provided for 2024-25 due to lack of teachers pursuing National Boards. Source: HR analysis	2025-26 9 teachers in the district are National Board Certified Source: HR analysis	At least one new National Board certified teacher approved each year, with support from co-curricular stipended position Source: HR analysis, meeting materials	2025-26 = number of teachers are Board Certified compared with baseline
2.17	Academic Growth for students not at grade level. (Priority 4) (added for the 2025-26 LCAP)	2024-25 # of gen ed students NOT at grade level **DIBELS for K-5th**	2025-26 # of gen ed students NOT at grade level		For general ed students not at grade level (as defined by either	2025-26 # of gen ed students NOT at grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		40 students Beach MOY 2024-25 31 students Havens MOY 2024-25 30 students WWD MOY 2024-25 **CAASPP 6th-8th** 10 incoming 6th graders (CAASPP 2024) 14 incoming 7th graders (CAASPP 2024) 14 incoming 8th graders (CAASPP 2024) UPDATE FOR 2025 DIBELS report, Illuminate report	**DIBELS for K-5th** 32 students Beach MOY 27 students Havens MOY 16 students WWD MOY **CAASPP 6th-8th** 14 6th graders (CAASPP 2025) at Level 1 or 2 14 7th graders (CAASPP 2025) at Level 1 or 2 15 8th graders (CAASPP 2025) at Level 1 or 2 DIBELS report https://my.amplify.com/admin-reports/#/mclass-literacy/performance, Illuminate reports, Performance Summary and Multi-year cohort		the DIBELS, NWEA MapGrowth or CAASPP), 20% will advance to grade level by end of the following year.	**DIBELS for K-5th** -8 students NOT at grade level at Beach -4 students NOT at grade level at Havens -14 students NOT at grade level Wildwood, over baseline **CAASPP 6th-8th** +4 6th graders at Level 1 or 2 = 7th graders at Level 1 or 2 +1 8th grader at Level 1 or 2
2.19						

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while also adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1. Standards-Aligned Instruction to Maintain High Levels of Academic Achievement for All Students: These actions have continued regularly through staff meetings, professional development opportunities, and common collaboration time -- all staff were able to plan and implement standards aligned-instruction throughout the district for grades K-12 at the aforementioned times. This included opportunities for staff to align with respect to Essential Learning Outcomes (ELO's) and collaborate on instructional practices that are a part of respective scope and sequence for courses.

Action 2.3. Supplemental Spelling & Word Study Curriculum, grades 4 & 5: Successfully continued to implement Spellography, the district-adopted supplemental and word study curriculum, for grades 4 & 5. This year we successfully coordinated trainings for each of our 4th and 5th grade teachers throughout the district to attend trainings for the first time with Spellography implementation.

Action 2.4. Elementary English Language Arts Adoption: District and sites transitioned successfully from piloting last year to full implementation of the newly adopted curriculum, Fishtank Learning, K-5 district-wide As a part of the train the trainers model, 7 teacher-leaders received a stipend and along with site principals served as instructional leads in developing a scope and sequence and facilitating grade-level professional development throughout the year. This included attended summer trainings and launching and supporting the implementation. Grade-levels received training on 5 specific modules and during this process, some alternate units were selected to replace initial units, most notably at the grade 5 level. The district created a formal process for curriculum changes and received staff feedback and parent community feedback during end-of-year surveys with respect to the first year of this particular knowledge-based curriculum.

Action 2.5. World Languages Curriculum at Secondary Level: District successfully purchased and implemented newly adopted French curriculum and is looking to implement a new Spanish AP curriculum and Mandarin curriculum in the 2026-27 school year. During the past summer, distrct leaderhisp also convened two World Language Design Teams to expand world languages vertically, from grades 5-12. The middle school world language team proved successful in collaboration and designed a semester World Languages Foundations course to implement for each of the three languages at the 6th grade level (French, Spanish, Mandarin) for the 2026-27 school year. The district also moved forward in identification of a world language to be implemented 60 minutes weekly at the grade 5 level for the 2026-27 school year.

Action 2.6: A-G Grant: High school administration collaborated with counseling staff to develop and implement an on-track process for counselors to monitor A-G completion each year. In addition a tutoring program was set-up for students who are failing an A-G course and the district purchased site licenses with IXL for math intervention purposes at the middle school and for Millennium High School, the district's alternative high school.

Action 2.7 : Academic Supports for Students with Disabilities: Training from Special Education department and UC Davis Mind Institute occurred to provide staff with the appropriate tools for students designated with disabilities to receive necessary supports and services both inside and outside of the classroom.

Action 2.9: EL Learner Support and ELD Instruction: District provided specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff member provided targeted services for English learners. In elementary, students met with the EL teacher either one-on-one or as part of a small group regularly. In middle and high school, EL students were scheduled for one period to be in a designated ELD class.

Action 2.10. High School Science adoption and implementation: The district successfully implemented this action. Previously, the district took the following steps with this action: I. Implemented newly-adopted Chemistry CP curriculum II. Purchased and implemented new Biology textbooks

Action 2.12. Professional Development: As evidence by both certificated and classified staff feedback, comprehensive professional development proved to meet staff expectations and provide new learning opportunities based on a workshop model of choice for staff.

Action 2.13: Increase Opportunities for Pre-K Students with Disabilities: Increased inclusion opportunities for were provided for preschoolers with IEP's to be in our general education program that has more than 50% of peers without IEPs. We added a general education preschool to ensure this action was implemented successfully.

Action 2.14: Maximize Push-In Services was successfully prioritized by Special Education staff and administrative supported in communication and professional trainings. This led to co-taught classes prioritized in the Piedmont Middle master schedule.

Implementation Challenges:
Action 2.2. The District offered cohort support for any teachers working towards their certification. We will expand actions to include building educator capacity at all levels of the profession and include oversight of the TIP program for teachers clearing their credential. The new TIP coordinator has now been hired and we are looking to improve this action. We will adjust moving forward and halt the stipend for a coordinator for National Board Certification.

Action 2.15: Although we successfully implemented 4th grade Theater Arts to expand Performing Arts opportunities, the program experienced challenges, namely due to staffing inconsistencies. This was noted in parent feedback regarding the first year of the program. We will continue the program next year and will look to provide additional support to ensure its success.

Action 2.11 Multi-Tiered Systems of Support and Safety Nets: The reduction of an MTSS TOSA position and also administrative resignation and impacted site's abilities to monitor, revise, and implement tiered systems of support as a safety net to the same level of effectiveness as previously in place. For the 2026-27 school year, the district will hire an elementary TOSA to provide additional support in the 2026-27 school year in this area. This is also the category the district will support targeted academic tutoring for struggling students in ELA and Math with restricted funds.

Modified Implementation:

Action 2.8 Elementary Curriculum Council: Due to contract limitations which allow for one set of elementary grade-level stipends to be provided, the district prioritized the Elementary Literacy Team to facilitate the new implementation of the district's English Language Arts curriculum and did not pursue the formation of an Elementary Curriculum Council. The Literacy Team will continue in its formation in the 2026-27 school year.

Non-implemented Actions:
Action 2.2 We did not have any new staff members pursuing their National Board Certification this year. We will look to rebrand this next year. See below.

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.

Overall, the District spent 91% of budgeted funds for Goal 2 Actions. Most differences were adjustments based on actual costs. Major differences are as follows:
Action 2.2 The teacher who was coordinating the program decided not to continue and no one wanted to take his spot.
Action 2.3 The budget was preliminary and did not include the full costs for all three schools and two grades.
Action 2.4 The Fishtank purchases were increased to include additional copies for Specialists, and for additional text that teachers requested.
Action 2.5 Beyond the French textbooks, additional Chinese texts were purchased, increasing the cost for this action.
Action 2.6 The actual carryover from the prior year was less than what was budgeted (c/o was under $6K; budget was $10K). Only spent what was available.
Action 2.7 Actual costs were slightly less than budgeted due to a vacancy for part of the year in a SPED support position.
Action 2.8 Two additional teachers were added to the council, increasing the cost by $4,000.
Action 2.10 The actual cost of the AP Physics C was less than budgeted.
Action 2.12 The District was able to provide the PD listed in this Action at a lower cost than anticipated. .
Action 2.13 The Preschool inclusion did not require additional resources.

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

Based on our analysis of metrics and outcomes the implementation of actions showed varying levels of effectiveness in achieving Goal 2 Investing in Outstanding Academics, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1. Standards-Aligned Instruction to Maintain High Levels of Academic Achievement for All Students: Our CAST results maintained at a very high level of achievement at 72% (#4 ranked in the state), and, our overall ELA results in CAASPP maintained at 85% and in Math at 82% (both ranked #3 in the entire state for unified districts). Although not significant improved from the previous year, results significant in terms of overall achievement, thus, we have demonstrated continued effectiveness in this category. We will add a related goal to provide concrete actions with target growth metrics that support all students, and most especially our most vulnerable and struggling students, with intervention plans to monitor and support academic growth. To this end, we will. adopt STAR assessments three times a year to yield additional data to progress monitor and intervene with students earlier.

Action 2.2. Did not achieve desired outcome. Will adjust and consider discontinuing this goal in the next LCAP.

Action 2.3. Supplemental Spelling & Word Study Curriculum, grades 4 & 5: Strong levels of effectiveness with 100% of all grade 4 and grade 5 students receiving supplemental instruction in Spellography each week as a part of Word Study and Spelling focus within our allotted English Language Arts instructional minutes. We also successfully trained all grade 4 and 5 teachers for the first time with Spellography.

Action 2.4. Elementary English Language Arts Adoption: Demonstrated strong level of implementation with the district implementation of a new knowledge-based English Language Arts adoption curriculum. We made natural adjustments with identification of alternate units at respective grades (i.e. 5th grade being most primed example). As a part of the implementation process, consultation occurred with a literacy specialist and the district successfully formed a team of instructional leads from the three elementary sites that supported implementation and facilitated professional development.

Action 2.5. World Languages Curriculum at Secondary Level: Strong implementation and effectiveness with all 100% students in French classes (levels I-IV and AP) receiving newly adopted curriculum this year and two world language design teams formed and, ultimately, identification of a world language for grade 5 and a semester foundations course for grade 6 for the 2026-27 school year.

Action 2.6: A-G Grant: The A-G Grant was successfully budgeted for and implemented through partnerships between district leadership, site administration, and our high school counseling department as evidenced by multiple new A-G processes and events for students and families. Our 2025 graduates A-G completion percentages from MHS improved to 85.0%, our PHS graduates for A-G declined to 93.1% (yet still met our goal of over 93% completion) and our PHS students with disabilities A-G preparation declined to 76.7% SwD A-G completion (again, still meeting our stated goal).

Action 2.7 : Academic Supports for Students with Disabilities continues to be an area of focus which we prioritize implementation and develop structures, especially as students transition from elementary to middle and middle to high school. We have noticed an increase LT EL's and many of those are SwD. We have formed a team comprised of general education with special education staff, and also partnered with the county to raise awareness. Our goal is to ensure the accommodations are in place and implemented with fidelity and that writing goals are linguistically appropriate. This continues to a work in progress as systems are introduced from Special Education staff into general education classroom settings; progress has been positive and celebrated in qualitiative comments among staff.

Action 2.8 Elementary Curriculum Council: Adjusted during the 2025-26 year to implement the first year of the new knowledge-based curriculum, Fishtank Learning, with a committee of instructional leads from throughout the three sites.

Action 2.9: EL Learner Support and ELD Instruction: Effectively provided ELD services to all 24 EL students in the secondary setting.

Action 2.10. High School Science adoption and implementation: Demonstrated strong effectiveness with full implementation of newly-adopted Chemistry CP curriculum -- all high students in Chemistry utilized newly adopted curriculum. We also implemented new Biology textbooks and 100% of high school students in Biology classes used the new curriculum.

Action 2.11 Multi-Tiered Systems of Support and Safety Nets: This goal resulted in uneven implementation; despite teams in place, with administrative turnover and a reduction of an MTSS coordinator, other site priorities prevented consistent monitoring and supports for all

identified students. We conducted an elementary intervention analysis and will apply the findings with an elementary TOSA in the 2026-27 school year, including improved calibration of processess.

Action 2.12. Professional Development: Prioritizing a workshop choice model and including options in partnership with nearby organizations we have offered workshops with anti-bias resources (DEIB with Chief of Whole Child Programs, ACOE); Special Education resources and trainings (UC Davis Mind Institute and Diagnostic Center); climate literacy resources and updates (Nate Ivy, Fremont USD); National Equity Project; internal staff-led AI trainings, a draft technology plan and updates; and others. Using a five-point rating scale we have seen growth in staff feedback for professional development, accumulating ratings of 82% of staff feedback as a four or five with qualitative comments highlighting the positive, refreshing change in professional development offerings and structure.

Action 2.13: Increase Opportunities for Pre-K Students with Disabilities: We successfully added a general education preschool to ensure this action was implemented and provided all preschoolers with IEP's to be in our general education program that has more than 50% of peers without IEPs.

Action 2.14: Maximize Push-In Services proved effectively implemented as evidenced by co-taught sections at Piedmont Middle School. In addition, staff trainings and subsequent feedback from staff demonstrated evidence that Special Education staff, with administrative support, prioritized providing push-in services in the general education classroom for all students with disabilities.

Action 2.15: Improve Performing Arts Programming opportunities. The district launched a Theater Arts program within the instructional day at the 4th grade level only across the three elementary sites. At 5th grade, students have the opportunities of either the Strings program or elementary Band. At the 4th grade level, all students experience the Theater Arts program with a culminating performance at the end of the school year. The experience year 1 of this new program was mixed due staff absence issues but tangible efforts were made to support this new program and we are excited to continue it and build on it from last year.

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

Based on our planned analysis, here are the planned adjustments for the 2024-2027 LCAP cycle:

Metrics Modification:
Added 2.17 "Academic Growth for students not at grade level. (Priority 4)" in order to capture student achievement at all levels the district has worked with site leaders to develop site specific Academic Achievement plans that will include proficiency scores using DIBELS, NWEA MapGrowth or CAASPP as works best at the grade level. Next year, DIBELs and CAASPP scores will be used but we will replace NWEA MapGrowth with STAR assessments from Renaissance. Through the formation of a district Assessment Team this year, STAR was selected as an agnostic assessment to be implemented three times in the 2026-27 school year (beginning, middle, and end of year) in both ELA and Math in grades 2-12. We will progress monitor formative and summative data and connect strategies with intervention support provided by the elementary TOSA (Action 2.16) and academic tutoring support (restricted funding coupled with site budgets).

Actions Modification:
Modified 2.1 Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students to focus on review achievement data and plan instructional design rather than ELO work. We will implement STAR assessments as a benchmark screener for progress monitoring of student academic achievement earlier and to intervene. We will also use district-adopted curriculum assessments and CAASPP to utilize for collaborative planning purposes.

Modified 2.2 National Board Certification: Rebrand as "Enhance Educator Professional Capacity." Expand actions to include building educator capacity at all levels of the profession and include oversight of the TIP program for teachers clearing their credential. Recruit a new staff coordinator and communicate district-wide to gauge interest in continuing this action. The new coordinator has now been hired and we are looking to improve this action.

Modified 2.4 Elementary English Language Arts new curriculum implementation, Fishtank Learning in grades K-5 - with the support of identified Instructional Leads. Continue to utilize instructional leads to implement relatively new curriculum, facilitate grade-level meetings, identify curriuclum change process to select alternate texts, when necessary. We will be in year 2 of a 3 three-year implementation plan for the new ELA curriculum and will prioritize the Year of Calibration in upcoming monthly professional development opportunities.

Modified 2.5. World Languages: Continue curriculum implementation at the secondary level (AP Spanish, Mandarin) and added expansion of World Language offerings at younger grades, effective in grade 5. The district will offer World Languages for all 5th students district-wide and at the 6th grade level students will have the option to select a semester World Language Foundations course, effective for the 2026-27 school year, to now be paired as a part of the elective wheel.

Modified 2.7 Academic Supports for Students with Disabilities: To focus on innovative and responsive programming for students with disabilities including additions of counseling enriched classrooms and home base programs. "Provide responsive support and services to address varying student needs." This is a continuous goal that we will continue to support, especially with Special Education staff working closely with general education to ensure communication and system development are responsive to student needs.

Modified 2.10. High School Science adoption and implementation: Continue implementation of science curriculum, and will continue to include a science course AP Physics C.

Modified 2.11 Multi-Tiered Systems of Support and Safety Nets Expected Outcomes: Reestablish MTSS teams with expectations to monitor and support students not making adequate academic achievement gains in the classroom. We will implement findings from an elementary intervention program analysis and also have an elementary TOSA to support in improving consistency and coherence among our programs across the district.

Modified 2.13 Continue to review balance of rosters and offer inclusion opportunities for preschoolers with IEP’s to be in a general education program that has more than 50% of peers without IEPs.

Added 2.15 "Improve Performing Arts Programming opportunities" to design expanded elementary opportunities and provide input on Prop 28 fund distribution. We will continue to offer Theater Arts for 4th grade students next year.

Added 2.16 "Elementary TOSA" -- this is a new action based on uneven student CAASPP scores and academic achievement across the tri-school elementary schools. There is interest to improve alignment with our intervention support program and replicate best practices in our district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	Provide opportunities for staff collaboration in order to review achievement data and plan instructional design.	$0.00	No
2.2	Enhance Educator Professional Capacity	Continue to partner with, and support, PUSD teachers at the beginning, middle and apex of their careers, including onboarding, developing teacher leaders and National Board Certification.	$14,000.00	No
2.3	Supplemental Spelling & Word Study Curriculum, grades 4 & 5	All teachers will implement the adopted supplementary spelling and word study curriculum for grades 4 & 5.	$5,200.00	No
2.4	Elementary English Language Arts Adoption, K-5	Purchase, implement, and receive training for the newly recommended knowledge-based elementary English Language Arts curriculum, K-5. Stated goal for all students to be able to access research-based core reading instruction, including phonics, phonemic awareness, spelling patterns, and morphology.	$0.00	No
2.5	World Languages	Implement secondary World Language curriculum in a staggered sequence (Spanish, French, and Chinese). Beginning in 2025-26 expand World Language offerings to lower younger grades. The district aims to offer World Languages for all 7th graders and	$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
		will form design teams to explore adding World Languages for both 5th and 6th graders, effective for the 2026-27 school year.		
2.6	A-G Grant	A-G Grant is completed as of June 30, 2026.	$0.00	No
2.7	Academic Supports for Students with Disabilities	Provide responsive support and services to address varying student needs.	$390,000.00	No
2.8	Elementary Curriculum Council	Convene Elementary Curriculum Council to advise on all materials related to curriculum and assessment matters, K-5	$14,000.00	No
2.9	EL Learner Support and ELD Instruction	Provide specialized instruction by certificated English Learner (EL) teachers. Four elementary and one secondary certificated staff member provide targeted services for English learners for approximately 25% of their total FTE. In elementary, students meet with the EL teacher either one-on-one each day or as part of a small group. In middle and high school, EL students are scheduled for one period to be in a designated ELD class	$282,000.00	Yes
2.10	High School Science Curriculum adoption and implementation	Continue adoption cycle for high school science curriculum in the following subjects. I. Implement newly-adopted Chemistry CP curriculum (monitor 2025-26) II. Pilot and adopt curriculum for AP Physics I (discontinued 2025-26) III. Implement new Biology textbooks (implement 2024-25, monitor 2025-26) IV. Implement AP Physics C curriculum (2025-26)	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Multi-Tiered Systems of Support and Safety Nets	Continue to monitor, revise, and implement tiered systems of support to ensure a safety net for all students With a growth mindset, all educators continue to ask: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when students do not learn? • How will we extend the learning for students who are already proficient? • For students in need of additional support or opportunities to accelerate, consider partnering with local organizations to provide after-school tutoring. Sessions will be offered first to students who are English learners, low income, foster youth, or homeless. • Continue to provide acceleration opportunities and advanced coursework, when appropriate. • Continue to provide opportunities for intervention, when appropriate. • Foster positive school cultures by building upon Social-Emotional Learning-based Multi-Tiered Systems of Support (MTSS) that support students healthy identity in the categories of academic, behavioral, and social-emotional supports for students (AR 0415.1, 1a) (BP 0415, 4) • Beginning 2025-26 Reestablish MTSS teams to monitor and support students not making adequate academic achievement gains in the classroom and provide action updates to the the Education Services team. Learning Recovery Emergency Block grant will be utilized to provide additional academic support curriculum for our most struggling students. We will also utilize additional funds to provide site-specific academic tutoring for student groups that are struggling academically.	$13,000.00	No
2.12	Professional Development	Support certificated, classified, and administrative staff through embedded collaboration time, curriculum and pedagogical training, and quality professional development opportunities including but not limited to topics	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		such as state-standards implementation, evidence-based instructional standards, Social/Emotional Learning (SEL) and technology integration. A. All K-5 teachers will complete early literacy training with California Reading & Literature Project based out of UC Berkeley to focus on science of reading and build capacity and foundational reading skills that are developmentally appropriate for each grade level. All grade 4 & 5 teachers will complete Spellography training. B. Prioritize staff collaboration opportunities focused on content and grade-level academic excellence (i.e. ELO's, scope and sequence, common and formative assessments, etc.) C. Continue the process of identifying Essential Learning Outcomes in secondary courses to ensure all students have mastered the essential standards and embed cycles of inquiry with data analysis and instructional planning D. Develop strategies in collaboration with staff to further culturally sensitive and responsive ways to support students and staff in building community (BP 0415, 8) (v) E. Provide regular opportunities for teacher collaboration including through PLCs, grade-level/department teams, and use of grade-level Essential Learning Outcomes F. Continue to support staff to develop differentiated instructional practices and support for students G. Approved Flex-PD plans.		
2.13	Increase Opportunities for Pre-K Students with Disabilities	Increase inclusion opportunities for preschoolers with IEP's to be in a general education program that has more than 50% of peers without IEPs. Explore opportunity to use early intervention grant 6547 in order expand inclusive opportunities for all students with IEP's at the preschool level (age 0-5, up to grade Pre-K).	$15,800.00	No

Action #	Title	Description	Total Funds	Contributing
2.14	Maximize Push-In Services	Maximize push-in for related Special Education services (i.e. Speech and Language Pathologists, Occupational Therapists, etc.) in a regular academic setting.	$0.00	No
2.15	Improve Performing Arts opportunities	Convene a performing arts planning committee to investigate opportunities to expand programming, especially at the elementary level. Utilize existing feedback and collaboration structures to roll-out Prop 28 funding.	$5,000.00	No
2.16	Elementary TOSA	Added TOSA position to support student academic achievement and multi-tiered systems of support at the elementary levels.	$130,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partnering Beyond the Classroom Harness community resources to expand experiential learning opportunities both inside and outside the classroom resulting in a student-centric experience for all types of learners by: A. Enhancing classroom education through experiential field trips that can supplement and enrich education. B. Providing opportunities for robust life skill development through the use of expert speakers and hands-on activities. C. Cultivating an understanding of our role beyond Piedmont through meaningful community interactions and service-based learning.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Piedmont Unified understands the importance of providing learning opportunities for students both inside and outside of the classroom. Based on the realities of our current and evolving society, technology and global social and environmental issues have a profound impact on student growth, their learning, and career interests and aspirations. As an organization, Piedmont aims to embrace this reality and partner with the local Piedmont community, which has the potential to harness extraordinary resources to expand learning beyond the typical classroom experience.

Experiential Learning Theory, as developed by psychologist David Kolb, stands as the process of learning by doing; through hands-on experiences and reflection, students are better able to connect theories and knowledge learned in the classroom to real-world situations. By engaging students in hands-on experiences and prioritizing opportunities for reflection, students are better able to connect theories and knowledge learned in the classroom to real-world situations. Experiential learning opportunities may exist in a variety of classroom-led and outside-the-classroom forums and may include opportunities for students that include field trips, guest speakers, community and service-

learning projects, and culminating experiences such as internships, college coursework, and capstone projects, to name a few. When students participate in experiential education opportunities, it is Piedmont Unified's belief that they gain:

- A better understanding of course material
- A broader view of the world and an appreciation of community
- Insight into their own skills, interests, passions, and values
- Opportunities to collaborate with diverse organizations and people
- Positive professional practices and skill sets
- The gratification of assisting in meeting community needs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Field Trip / Experiential Learning opportunities (Priority 5)	2023-24 K-5 – approximately 48 field trips Source: Internal audit from Asst. Superintendent	2024-25 K-5 – approximately 54 field trips Source: Internal audit from Asst. Superintendent	2025-26 TK-5 - 64 field trips Source: internal analysis "Field Trip Data_All Years"	Increase by one the number of field trip/experiential learning exposures per year per grade level on average.	2025-26 +16 fields trips compared with baseline.
3.2	Community-Wide Educational Events (Priority 3)	No data currently collected. Collect data in 2024-25 school year.	2024-25 5 DEIB community events 45 Community meetings led by district leaders	2025-26 4 DEIB community events 36 Community meetings led by district leaders	Evidence of three or more educational events or other community-wide events each year.	2025-26 -1 DEIB meeting -9 community meetings compared with baseline
3.3	Percentage of students who graduate with college level credit already earned (Priority 4)	2023-24 15 students took community college/college courses No students showing on the College and Career Readiness Indicator from the CDE	2024-25 7 students took community college/college courses Source: PUSD Off-Campus Course Permission Form 4-15-2025	2025-26 18 students tooka dual-enrollment course Calculus 0 students earned College Credit according to the 2025 College and Career Readiness	5% or more of 12th graders graduate with some college level credit already earned. Ideally reporting in the College/Career Levels and Measures Report	2025-26 +3 students earning college credit while in high school. +2.5% of graduates, compared with baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: PUSD OffCampus Course Permission Form 3-6-2023 and CCI indicator https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=0161275&scode=&reporttype=schools	1 student earned College Credit according to the 2024 College and Career Readiness Indicator https://www6.cde.ca.gov/californiamodel/ccireport?&year=2024&cdcode=0161275&scode=&reporttype=schools	Indicator https://www6.cde.ca.gov/californiamodel/ccireport?&year=2025&cdcode=0161275&scode=&reporttype=schools	& Data from the CDE.	= # students showing as completed College coursework according to the College and Career Readiness Indicator compared with baseline
3.4	Improve College and Career Readiness (Priority 4)	2023-2023: Yellow (53.8%) - Hispanic students prepared. 11.7% all students "not prepared" Source: College/Career Levels and Measure Report (Addl Reports) https://www6.cde.ca.gov/californiamodel/	2023-2024: No student groups in Red, Orange or Yellow. 4.7% of all graduates "not prepared" Source: CA Dashboard College/Career Levels and Measure Report (Addl Reports) https://www6.cde.ca.gov/californiamodel/Default?cds=01612750000000&year=2024&source=dashboard https://www6.cde.ca.gov/californiamodel/grid?indicator=cci&year=2024&cdcode=0161275&sc	2024-25 No student groups in Red, Orange or Yellow. 7.8% of all graduates "not prepared" Source: CA Dashboard College/Career Levels and Measure Report (Addl Reports) https://www6.cde.ca.gov/californiamodel/ccireport?&year=2025&cdcode=0161275&scode=&reporttype=schools	Increase Hispanic/Latinx students "readiness" to "blue" as measured on the CA Dashboard. Decrease the % of the overall graduating cohort who are "not prepared" for college and career as indicated on the Dashboard College and Career Indicator additional reports. Source: CA Dashboard and Addl Reports	2024-25 Dashboard No student groups Red, Orange or Yellow. NO DATA for Hispanic/Latinx students as the student size was too small to report in 2025 -3.9% decrease in the number of students "not prepared" IMPROVEMENT

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ode=&reporttype=sgroups			
3.5	Industry certificate or Third-party culminating assessment (Priority 4)	2022-23 11% of 9th-12th grade students with a Black identity pass an AP test 40% of 9th-12th grade students students overall pass an AP exam Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.	2023-24 19% of 9th-12th grade students with a Black identity pass an AP test 48% of 9th-12th grade students students overall pass an AP exam Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.	2024-25 11% of 9th-12th grade students with a Black identity pass an AP test 44% of 9th-12th grade students students overall pass an AP exam Source: Racial Equity Board Policy 0415.1 monitoring report.	Increase the percentage of Black/African American identity students who earn an industry recognized certificate or pass an AP test. Source: Racial Equity Board Policy 0415.1 monitoring report. CTE Completer industry certificate IC report.	2024-25 =% number of students with a Black identity passing an AP test. +4% of all 9th-12th graders pass an AP exam.
3.6	Seal of Civic Engagement	2023-24 No opportunity for State Seal of Civic Engagement	2024-25 28 students completed the requirements and earned a State Seal of Civic Engagement	2025-26 88 total students participated and qualified to earn the State Seal of Civic Engagement. Of the 88 eligible students, 14 are graduating seniors this year.	150 of graduates will earn the State Seal of Civic Engagement	2024-25 +88 over 23-24

Goal Analysis [2025-26]

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

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

The district made tangible progress in implementing most planned actions with respect to Goal 3:

Successful Implementation:
Action 3.1 Local Partnerships with Organizations. For an update regarding Field Trips, which is a district priority and focus we took active steps to engage with parent clubs and their local communities to coordinate and support field trips. Here is a three-year comparative report with respect to growth in field trips: in the 2023-24 school year – for grades K-5 – there were approximately 48 field trips; in the 2024-25 school year there were a total of 54 field trips; in the 2025-26 school year there were a total of 59 trips at the same respective levels. We discussed strategies to engage parent volunteers at management meetings throughout the year. Separately, we continued to maintain strong partnerships with National Equity Project, Alameda County Office of Education's Chief of Whole Child Programs, and Mosaic for elementary lessons.

In order to model field trip opportunities and breathe life into this goal, Ed Services coordinated interactive assemblies for students with Axis Assemblies and In March, 2026, Ed Services also coordinated and facilitated the second ever visit by the Mobile Museum of Tolerance (MMOT) based out of Los Angeles.

Action 3.2. Improve Computer Science Pathway (CTE) -- PUSD continued to include Computer Science course offerings in the master schedule and had discussion with the Peralta Colleges of offering an advanced Computer Science course through Dual Enrollment. This may take place in the 2026-27 school year but it did not come to fruition this year.

Action 3.3 Improve Career and Technical Education (CTE) -- The district did make progress on this goal, adding two more opportunities for student pathway completion this past year that will be maintained.

Action 3.4 Independent Study -- Incremental progress was made in this regard with the Independent Study program totaling 6 students during the 2026-27 school year. The components of the program that have been created include the following: a comprehensive program overview; an electronic application; a contract for families; partnership with a third-party platform; meetings with our high school counseling department; a complete list of Frequently Asked Questions (FAQs); and communication with the local community.

Action 3.5. Science Education and Environmental Partnerships -- The district and site leaders continued to partner with a climate literacy expert from Fremont USD for a district-wide professional development workshop this year (2nd year consecutively) and developed our local climate literacy team. Sites also prioritized science theme field trips (i.e.Berkeley Botanical Garden (science, grade 1 - includes hands-on exhibits, Lindsay Wildlife Museum, Sibley Volcanic Regional Preserve). We are interested in improving climate literacy systems on campuses such as site led programs that include recycling/composting. This is a tangible step for us in the 2026-27 school year.

Action 3.6.College and Career Readiness & Counseling Services: This year we had a full-time college and career counselor who collaborates with the remainder of the high school counseling department. This included the following services: 1:1 meetings with

Juniors/Seniors (in addition to meetings with academic counselors); 9th and 10th gr 1:1 meetings with academic counselor, encourage a college visit+use Naviance; Parent/Guardian Meetings (as requested); College Rep Visits (August - November); Community College Night (November); Financial Aid Night (November); Application and Essay Support (lunch and after school); Career Explorations 2026 (February); Case Study/Mock Admissions Night (March); MHS Career Journey (March). Additional college and career counseling resources that were provided include: Website & Newsletter (Grade level checklists, college prep summer ops, etc.); use of Naviance as a planning tool for students; Scholarships; Research tools for gap year, etc. post-grad options.

Action 3.7 Development of Expert Speaker Series and Career Day -- Integration of the expert speaker series continued at secondary sites and career day was built upon and expanded to include 39 different presenters for high school students.

Action 3.8. Improve opportunities for Community College coursework for high schoolers -- The district successfully implemented the agreed-upon CCAP agreement to offer Dual Enrollment course(s) with Berkeley City College of the Peralta Colleges. District leadership in partnerhship with Berkeley City College offered Calculus III in the fall of 2025 and Business Entrepreneurship in the spring of 2026. The Dual Enrollment partnership will continue and we will look to creatively consider community college courses that meet student interest and demand.

Action 3.9. State Seal of Civic Engagement: The district successfully implemented the local criteria for students to earn a State Seal of Civic Engagement for. second consecutive year.. This includes a civic action project and this year 88 students successfully participated in, and met the criteria, to earn the State Seal emblem on their diploma and to have this honor as a part of their high school transcript for college admission purposes. 14 of the students were graduating seniors and earned the emblem on their diploma.

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.

Overall, the District was successful in implementing the Actions of Goal 3. The major differences between the budget and actual expenditures were because the actual costs for personnel were higher and funds were carried over from last year and were available for field trips.
Action 3.2 Decided not to expand computer science pathway.
Action 3.3 Cost of teacher in additional CTE course was higher than the estimate.
Action 3.4 Cost of teacher providing Independent study was higher than the estimate.
Action 3.6 The counseling department was restructured so that one counselor could be college and career focused full time. The position was already funded but only .8 FTE was budgeted for this Action. The actual cost at 1.0 FTE is shown.
Action 3.8 Cost of textbooks was covered by parents.
Action 3.10 Fieldtrips took off this year. Sites had carryover funds that they used, resulting in $31K in costs rather than the $10K original estimate.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1 For Field Trips -- there were approximately 48 field trips in 2023-24 school year and in the 2024-25 school year there were a total of 54 field trips and in the 2025-26 school year there were a total of 59 field trips at the same respective levels -- growth of 5 more field trips offered. There are inherent challenges with field trips, including transportation and car seats for younger children; however, we are aiming to offset some of those challenges with strategic planning. On the aggregate, we continued to increase the number of experiences for students, which is the goal, thus it was relatively effective. We also maintained partnerships with local organizations such UC Davis Mind Institute, the National Equity Project, Alameda County Office of Education's Chief of Whole Child Programs, and Mosaic -- all participants in district-wide professional development offerings. The staff feedback from surveys and the consistency of the practitioners has been cited as a strength and the quality of the professional development has been rated 80% or above on staff feedback surveys.

Action 3.2 We will continue to offer and maintain 4 CTE pathways, and will be reviewing course articulation for Computer Science pathways to better address 7th-12th student interest.

Action 3.3 This action proved ineffective. A lack of actions to date resulted in developments with career and technical education not taking effect this year.

Action 3.4 We experienced relative effectiveness with Independent Study -- a strong foundation has been established with a comprehensive program and all the essential tenets necessary (i.e. electronic application, third-party platform contract, FAQs, communication and outreach), and we increased the number of students currently participating to a total of 6. We are proud of this improvement.

Action 3.5 Although an emphasis was placed on science field trips, the two significant partnerships that occurred included sending a staff team to the Climate Bay Area Exchange and offering professional development workshops for all three levels, elementary, middle, and high school during monthly professional development options. We maintained the relationship with a local climate literacy expert as well as having the Piedmont Climate Literacy team provide a professional development specific to each respective level as mentioned, elementary, middle, and high. This proved a considerable lift and staff in feedback responses were appreciative of the climate literacy focus. We characterize this as incremental progress and effectiveness creating more momentum in this area but more can be done to make it highly effective. The next step as expressed by the team and involved students is to identify student leaders to drive projects and climate activities at the site level.

Action 3.6 College and Career Readiness was substantially improved with a specific night dedicated to the college application process and how to use the platform Naviance. Students and parents provided a great deal of positive feedback and the efforts of the college and career counselor and high school counseling department were deeply valued. A number of newly added services and resources (described above in the analysis) result in the strong effectiveness in actions and progress made in this area.

Action 3.7 A number of expert speakers were consistently provided district-wide, including but not limited to, a Mental Health Awareness event, a College Application event, and an AI panel, just to name a few. We also built upon and expanded the number of speakers for the College and Career Day which developed more robust career experience events making this action highly effective. Overall, very effective based on an increase in events and the feedback from the events.

Action 3.8 We successfully implemented the a partnership with Berkeley City College as a part of the CCAP agreement with the Peralta Colleges to offer Dual Enrollment. We implemented two courses, a Calculus III and a Business Entrepreneurship in the 2025-26 school year.

This is a significantly positive development and this action has been highly effective. We will continue this partnership and have surveyed students to gauge interest in other subject areas students may be interested in with community classes.

Action 3.9 Seal of Civic Engagement demonstrated strong effectiveness for the second year with a total of 88 students successfully participating in a civic education project, writing a reflection, and meeting character trait expectations to qualify for the honor. 14 graduating seniors were honored during graduation and received emblems from the California Department of Education.

Action 3.10 This action is in partnership with 3.1, specifically with respect to local partnerships as it aims to increase the number of elementary field trips. This goal was supported in a recent elementary school fundraiser and we are aiming to use funds to offset transportation costs and the overalll costs of the field trips in order to remove barriers for teachers and increase the number of off-campus, curricular related experiences our students receive in the upcoming 2026-27 school year.

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

Goal Description: No changes to current goal focusing on Partnering Beyond the Classroom.

Metrics Modifications: No metric modifications.

Actions Modifications:
Modified 3.3 We will provide improved support for Career and Technical Education (CTE) - replaced explore with "implement" Acting CTE pathways.
Modified 3.8 We will maintain our partnership with the Peralta Community Colleges and survey students with respect to potential coursework for high school students - offer a variety of opportunities for dual-enrollment.
Modified 3.9 State Seal of Civic Engagement - Continues to be relevant for high school students to take civic action and will partner with high school Government courses to expand opportunity. This year for instance, we had a local issue with AC Transit halting service on Route 33 in Piedmont and it affected families and students. Students were passionate to advocate on a local issue and we will continue to surface such opportunities for student to take local civic action, including in the climate literacy arena.
Added 3.10 "Expand Field Trip Opportunities" which aligns with Local Organizations and Partnerships and will be a focus of donation funds that are used to support elementary transportation options for curricular connected experiences off campus.

Expected Outcomes: Added 3.6 "State Seal of Civic Engagement" with goal outcome of 150 of graduates earning the distinction by the end of the 2026-27 school year. Currently, there are 88 qualified students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Local Partnerships with Organizations	Expand partnerships with local organizations such as non-profits, performing arts groups, and athletic organizations to broaden and expand students' interests and abilities.	$0.00	No
3.2	Improve Computer Science Pathway (CTE)	Explore ways to improve and augment our Computer Science Pathway that results in increased student participation with internships, industry certification and civic engagement through targeted outreach.	$0.00	No
3.3	Improve Career and Technical Education (CTE)	Explore, develop, and create partnerships to expand either course opportunities or local partnerships related to Career and Technical Education to promote increased student engagement and achievement related to real-world career competencies. Implement a CTE Pathway that may include Acting and/or other Visual and Performing arts.	$34,000.00	No
3.4	Independent Study	Develop and implement a grade 9-12 Independent Study option for students to earn a Piedmont Unified high school diploma.	$34,000.00	No
3.5	Science Education and Environmental Partnerships	Explore outside education and science camps and field trips with local agencies to provide our students with developmentally appropriate outdoor science or history experiences aligned with their grade curriculum. (See also Action 3.10)	$0.00	No
3.6	College and Career Readiness & Counseling Services	Place an emphasis on college and career application processes or post-secondary options. Increase student opportunities to: -learn about various 2 and 4-year university opportunities; -earn college credit while still in high school; -participate in CTE industry pathway opportunities; -support students with local internships; -participate in experiential and/or service learning opportunities	$158,360.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Development of Expert Speaker Series and Career Day	Continue to partner with parents, community members, and local organizations to host and offer a wide-array of speakers that span various sectors including but not limited to: youth mental health, business and entrepreneurship, AI and robotics, sports and wellness, neurodiversity and equity, current events and local and national events, etc	$0.00	No
3.8	Improve opportunities for Community College coursework for high schoolers	Explore and improve processes for communication and enrollment in community college courses and dual-enrollment opportunities.	$0.00	No
3.9	State Seal of Civic Engagement	Refine and improve opportunities for students to earn a State Seal of Civic Engagement. This would include a civic action project such as volunteering for non-profit organizations; advocacy at the local, state, or federal level to change policy; raising awareness about a pressing issue or training others to implement a solution; developing a unique solution to a persistent problem.	$0.00	No
3.10	Expand Field Trip opportunities	Continue to expand off-site experiences for K-5 students.	$65,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Building for Operational Excellence: Create clearly defined systems and processes that support our commitment to excellence with access to high-quality educators, outstanding curriculum, and well-maintained facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Outstanding learning in all classrooms across the district depends on excellence in operational systems and processes and staff and district leadership modeling a unique, innovative approach that reflects student ideals. In PUSD, we strongly believe that in order to create opportunities for our students to become ready for the world and develop into future leaders of change and progress, we must partner with our students and also demonstrate that same leadership through innovative approaches to managing our organization. Operational systems and processes ensure equitable support for all students. Actions and services in this goal provide optimal environments for learning and further improvement:

The overall TK-8th grade Chronic Absenteeism rate of less than 10% (precisely at 4.6% district-wide), including reducing the rates of absenteeism in the following student groups has yielded the following:
Five student groups in the green on the Dashboard (Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White)
Asian student group in yellow on Dashboard,
English Learners 6.3%,
Students with Disabilities in Green on Dashboard meeting goal with 7%.

Diverse staff demographics:
White 65%,
Hispanic/Latino 13%,
Asian 9%,
Black or African American 6%,
Native Hawaiian/Pacific Islander 3%,
Two or more races 3%

When students feel connected to school and want to be physically present, they logically are less likely to demonstrate chronic absenteeism. This includes but is not limited to the following: continually improving and maintaining state-of-the-art facilities, partnering with local artists and muralists – with our student artists – to create beautiful and welcoming spaces that celebrate our diverse population, providing access to modern technology, and establishing powerful new ways to look at data and the district budget so that we make the best decisions to serve our students.
We also recognize with the current teacher shortage that we must differentiate and expand our recruitment strategies to meet the needs of our community and effectively serve our evolving student population. This includes new approaches to recruitment and hiring to ensure the strongest, most qualified candidates join our district and that we effectively retain them once they do. Finally, we must further improve the promotion of and access to, the district's educational, athletic, and extracurricular programs and partnerships so our families are excited to continue learning in Piedmont Unified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities in good repair (Priority 1)	All schools with "good" or better on FIT report completed mid-year.	2024 FIT report showed all schools with "good".	2025 FIT report showed all schools with "good" rating Source: FIT reports, SARC reports	No schools marked with rating other than "good" on the FIT report. Source: FIT reports, SARC reports	2025 All schools with facilities with "good" rating
4.2	Chronic Absenteeism (Priority 5)	2022-23 -Overall "orange" for Absenteeism on the CA Dashboard. -Asian student group in "red" (status 10.2%, increase +8.1) -English Learners in "red" (status 30.3, Change +30.3) -Students with disabilities in "red" (Status 11.1, change +3.5)	2023-24 -Overall "blue" for Absenteeism on the CA Dashboard. -Asian Student group in "blue" exceeding goal. -No colors for English Learners due to numbers. 8% absenteeism. Students w/ disabilities in "green" meeting goal.	2024-25 -Overall "green" for Absenteeism on the CA Dashboard. -Asian Student group in "yellow" (below goal.) -No colors for English Learners due to numbers 6.3% absenteeism -Students w/ disabilities in "green" meeting goal 7%	-Overall "green" for Absenteeism on the CA Dashboard. -Asian student group in "green" (decrease the # of C/A students by 2 each year) -English Learner absenteeism in "green" (decrease # of C/A students by 3 each year)	2025 • Overall "green" for Absenteeism on the CA Dashboard. + 2 levels from baseline. • Asian Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Havens Elementary in "red" (status 13.8%, change, change +4.8%) -K-8 school absenteeism is 8.7% Source: CA Dashboard	-Havens Elementary meeting goal in "green" -All k-8 schools have less than =<10% chronically absent students Source: CA Dashboard	-Havens Elementary in "yellow" 5.3% -All k-8 schools have less than =<10% chronically absent students Source: CA Dashboard, additional reports https://www6.cde.ca.gov/californiamodel/grid?indicator=chron&year=2025&cdcode=0161275&scode=&reporttype=schools&cdsname=	-Students with disabilities absenteeism in "green" on the CA Dashboard (decrease by 2 students/year) -Havens Elementary absenteeism in "green" =<10% -All k-8 schools have less than =<10% chronically absent students Source: CA Dashboard, CALPADS EOY Report 14.1/14.2	group in "yellow" + 2 levels compared with baseline +24% pts improvement for English Learners (no placement color) +4.1 pts Students with disabilities improvement compared with baseline +8.5 pts improvement at Havens Elementary School compared with baseline + 2 levels on Dashbaord
4.3	Percent of Schools providing Students with Standards-Based Instructional Materials thereby meeting Williams Act requirements (Priority 1)	100% schools provide all students with standard-based instructional materials as reported at a school board hearing by the end of the eighth week of the school year	Piedmont Unified School district held a Public Hearing on September 25, 2024 and determined that each school in the District has sufficient and good	2025-26 Piedmont Unified School district held a Public Hearing on September 24, 2025 and determined that each school in the District has	Maintain 100% schools provide all students with standard-based instructional materials as reported at a school board hearing by the end	2025-26 = 100% compared with baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: School board agenda	quality textbooks and instructional materials.	sufficient and good quality textbooks and instructional materials. Source: School board agenda	of the eighth week of the school year Source: School board agenda	
4.4	Misassignments and vacancies (Priority 1)	2021-22 In 2021-22, .66% of Teachers were without credentials or were misassignments (“ineffective” under ESSA) Source: Dataquest Teaching Assignment Monitoring Outcomes	2022-23 In 2022-23, 1.8% of teachers had "ineffective" credentials. Source: Dataquest Teaching Assignment Monitoring Outcomes https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=0161275&year=2022-23	2023-24 In 2023-24, .4% of teachers had "ineffective" credentials. Source: Dataquest Teaching Assignment Monitoring Outcomes https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?cds=0161275&agglevel=District&year=2023-24&initrow=Subj&ro=y	Over 90% of teachers fully credentialed and less than 1% "ineffective" as reported on the Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) report Source: Dataquest Staff Assignment Data	2025-26 -.26% decrease in teachers with "ineffective" credentials.
4.5	Interpretation provided for non-English proficient community members. (Priority 3)	2024-25 New service - no baseline data	2024-25 LanguageLine service introduced Fall 2024 20 requests for interpretation filled July- April. 202 minutes of interpretation provided	2025-26 18 audio requests for interpretation filled April 2025 - April 2026 315 minutes of interpretation provided	95% or greater of interpretation requests successfully provided. Source: Interpretation invoices and scheduling reports	2025-26 -2 less calls than 2024-25 +113 minutes of interpretation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Source: LanguageLine reports		
4.6	AI Guidance	New service - no baseline data	2024-25 Student Responsible Use Policy approved by board in Fall 2024. AI Policy has had 2 readings before the board. Several PD opportunities	2025-26 AI BP approved 6-25-2025 AI Section added to website https://www.piedmont.k12.ca.us/genai Month of AI Literacy March 2026, newsletters added to website 2nd AI Incubator PD pathway 9 students completed AI 101 course	Evidence of AI Guidance provided to staff, students and families. Source: district website	2025-26 + board policy + Ai added to website + 2 newsletters to students + 2 newsletters to families +10 newsletters to staff
4.7	Improved Processes	New service - no baseline data	2024-25 PUSD Knowledgebase technical issue resolved in January 2025 Improved Curriculum Ordering process for implementation in 2025-26	2025-26 Droplet workflows developed to improve processes: -Personnel Transaction form -Secondary Curriculum ordering -IDT -Employee Reimbursement	Evidence of documentation on improved processes Source: PUSD Knowledgebase or website	2025-26 +15 improved processes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Enrollment processing improvements	10+ HR workflows Supporting documentation in knowledgebase. Links to forms included on district website https://www.piedmont.k12.ca.us/staff/staff-forms		
4.8	Technology Improvements	2023-24 103/150 classrooms and meeting spaces feature laser projectors and a wireless A/V kit.	2024-25 38 laser projectors and wireless A/V kits installed 2024-25 to date. 141/150 classrooms and meeting spaces feature laser projectors and a wireless A/V kit.	2025-26 2 Beach Classrooms were reconfigured with short-throw A/V kits and HDMI 1 Havens classrooms was updated with HDMI 2 PHS classrooms were outfitted	150 classrooms are equipped with laser Projectors and wireless A/V features. Source: internal analysis Laser/Vivi Implementation https://docs.google.com/spreadsheets/d/1EVLzzYZVIkQqUke0_P-fpkk0rBnKy-Xz3L3W468STsc/edit#gid=1610960224	2025-26 +5 classrooms were equipped with laser projectors and wireless A/V kits. 154 Vivis in use
4.9	PUSD Threat Management Plan (Priority 6)	2023-24 School Safety Plans exist, but internal documentation on student threat assessment does not.	2024-25 Convened two comprehensive Threat Management Plan meetings with a diverse group of stakeholders Convened a separate Threat	2025-26 Trained staff on Threat management Plan at January 6, 2026 PD day Shared details of plan at school staff meetings spring 2026	Evidence of a Threat Management Plan Source: Source: PUSD Knowledgebase or website	2025-26 +trainings +briefing at staff meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Management working group and have a draft (near completion) Threat Management Team Guide with threat assessment included and community and staff stakeholder input			
4.10	Parents of Students with Exceptional Needs engaging in site and district meetings	2023-24 3 Parent meetings focused on the needs of families of students with disabilities led by Director of Special Education and staff. 2 parents of SwD attended LCAP Parent Advisory Committee meetings 2 parents of SwD attended two meetings of the Technology Advisory Committee	2024-25 6 parent community meetings held. 2 parents of SwD have participated in DTAC meetings this year. 2 parents of SwD attended LCAP Parent Advisory Committee meetings	2025-26 8 parent community meetings held. 3 parents of SwD have participated in DTAC meetings this year. 2 parents of SwD attended LCAP Parent Advisory Committee meetings.	At least 2 meetings each year as documented by email announcements or meeting sign-in sheets. At least one parent with a SwD on the LCAP Parent Advisory Committee. At least one parent with a SWD attends a District Technology Advisory Committee meeting.	2025-26 1 additional parent of a student with exceptional needs engaged in district LCAP meetings.

Goal Analysis [2025-26]

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

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

The district made progress in continuing to implement our planned actions while also adapting to emerging needs throughout the year.

Successful Implementation:
Action 4.1 Student Chronic Absenteeism: District leadership worked closely with site leadership to support with differentiated attendance strategies including parent meetings, MTSS meetings, and communication with families, based on attendance patterns. At PHS and PMS family communication was personal and individual and at MHS there were focal students identified. This past year we had two new leaders at our elementary sites, and consistent and agreed upon strategies and chronic absenteeism data improved across all student groups because of increased communication, targeted outreach, and clearer intervention processes that led to more timely and consistent responses to attendance barriers.

Action 4.2 Student Behavioral Supports: We again closely collaborated between district and site leaders on a PUSD Behavior Support Matrix and updated it with such components that included dealing with AI generated images and cyber bullying. Communication and parent feedback on how administrators align and utilize this resource in supporting student behaviors took place in both district Community meetings and in Parent Club meetings. All site administrators were also trained with entering student behaviors into Infinite Campus in order to progress monitor data with respect to reported incidents.

Action 4.4 AI Guidelines: A new student draft Technology Use plan was developed with educational partners and shared in the spring of 2026. Multiple opportunities for staff input and involvement have taken place with district DTAC meetings. The Information Technology department also led an AI panel that included a student moderator and student participants in addition to local experts from the technology sector.

Action 4.5 Digitize and Improve Processes: District leadership has taken concrete steps to digitize a number of processes, including forms such reimbursement and curriculum ordering. This year we continued a new paperless workflow process for IDT enrollment, personnel transactions, and as mentioned, such areas as reimbursements and curriculum ordering, are now digitized.

Action 4.6 Technology Infrastructure: As a part of local fundraising, steps have been taken to improve the technology infrastructure within elementary classrooms. We also engaged in a an outside Technology Audit to better understand operations, efficiency, and staffing responsibilities as it relates to the district's technology department. We also evaluated instruction and student learning vis-a-vis technology and produced a survey for students, staff, and parents to receive feedback on student time on devices during the instructional day and for waht purposes. 33 classrooms were outfitted with new laser projectors and wireless A/V units. Improved anti-virus and endpoint protections were added to all Windows and Apple devices.

4.8 Recruitment and Hiring Practices: We continued to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; we expanded hiring through development of partnerships with local university programs (i.e. St. Mary's,

UC Berkeley, etc.). We have included our DEIB Director on administrative hiring panels and prioritized have the DEIB director embed interview questions. We now have a TK-3 Special Education candidate through Alder for the 2026-27 school year.

Implementation Challenges:
Action 4.3 Improved Interpretation Services: We contracted with an organization to provide interpretation services. Administrators have been trained and use the service when needed. We experienced an increase overall in the amount interpretation services this year, however, not all staff have been trained or rely on this service consistently.
Action 4.7 New Employee Mentoring and Support: This has been an area in which we have demonstrated varying levels of effectiveness. We have an effective formal onboarding process and hired a new teacher as coordinator of TIP program for teachers clearing their credential and also a TEAM of staff who mentor and coach new teachers to the profession. As a next step, we will look to embed quarterly meetings and check-ins to better support new teacher to the district throughout the year.
Action 4.9 Facilities Updates, Maintenance, & Campus Beautification Projects have continued to be a focus of the district and progress has been made with approved murals and identified green spaces on campus. This will remain an area of focus to beautify our campuses.
4.10. Through multiple meetings with a variety of educational partners, the updated PUSD Threat Management team has developed a comprehensive Guide for School Personnel and Parents that we continue to meet and collaborate on. Leaders from the Threat Management also joined respective site staff meetings to provide updates about this coordinated project.

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

Action 4.5 The final cost was higher than the initial estimate but included service and support that was not initially anticipated.
Action 4.6 This project has straddled multiple school years with actual costs spread out but within overall expectations.
Action 4.7 The actual expense is tied to the number of new teachers we get each year. We do not always know at the time the budget is developed in the spring, how many actual new teachers we will have in the fall.
Action 4.8 The District ended up not having an Alder Intern in 2025-26.
Action 4.9 We were able to add facilities projects after the initial budget thanks to (1) the one-time State funds; and (2) parent contributions toward specific projects.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed overall strong levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative and qualitative data.

Action 4.1 Chronic Absenteeism has improved in our district to overall 4.6% chronically absent and we have a "green" for Absenteeism on the CA Dashboard. However, our Asian Student group is in "yellow" so there is work to be done. In addition, all K-8 schools have less than 10% chronically absent students.
Action 4.2 Student Behavioral Supports: We continue to align administrative practice with respect to the Behavior and Support Matrix and use this as a living document to report incidents through Infinite Campus. This has been well received in Parent Club and district Community meetings from standpoint of transparency and alignment.

Action 4.3 Improved Interpretation Services: We contracted this year with LanguageLine to provide on-demand phone and video interpretation services. Administrators have been trained and use the service when needed and we have experienced an increase with overall use.
Action 4.4. We have a newly drafted technology plan that includes AI guidelines and staff training identified as a next step to further discuss this topic. This was a central component of the district DTAC meetings this year and will continue to be refined next year. We also convened a first annual AI panel with student participants and local experts in the technology sector.
Action 4.5: Positive developments occurred with digitizing processes including Droplet for digital curriculum ordering process and also a new digitized form for staff reimbursements. We are excited to continue developing digitized internal processes.
Action 4.6: Technology Improvements in elementary classrooms have been effective in providing students and teachers tools for learning. We engaged in an outside Technology Audit to assess the efficiency and operations of our IT department, including staffing responsibilities. We also started a process of surveying students, staff, and parents with respect to device use and purpose of device use -- as it relates to technology use during the instructional day.
Action 4.7 New Employee Mentoring and Support: This has been an area in which we have demonstrated varying levels of effectiveness. We have an effective formal onboarding process and also a TEAM of staff who mentor and coach new teachers to the profession. As a next step, we will look to embed quarterly meetings and check-ins to better support new teacher to the district throughout the year.
Action 4.8 Recruitment and Hiring Practices: We continued to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; we expanded hiring through development of partnerships with local university programs (i.e. St. Mary's, UC Berkeley, etc.). We have included our DEIB Director on administrative hiring panels and prioritized have the DEIB director embed interview questions.
Action 4.9 Facilities Updates, Maintenance, & Campus Beautification Projects have been a focus of the district and progress has been made with a Piedmont High School approved mural and identified green spaces on campus. We will continue to build upon this progress.
Action 4.10 A draft Threat Management Plan was developed this year. We worked to improve the plan and will continue in 2026-27 school year.

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

Based on our analysis, changes for the 2026-2027 LCAP as follows:
Metric Modifications:
Cleaned up Metric 4.4 data.

Action Modifications:
4.6 Technology Infrastructure- We will conduct an analysis and make adjustments based on results from the outside Technology Audit and also feedback from staff and community survey responses. Those results have yet to be received and the analysis will take place once the information is received once the school year ends.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Chronic Absenteeism	Monitor site absenteeism and collaborate with site leaders to target and implement timely attendance interventions, and celebrate attendance consistently; coordinate available resources (including counselors, district nurses, and site staff). Monitor absenteeism of all students at Havens, and specifically Asian students, to intervene and implement timely and responsive attendance plan for this site.	$0.00	No
4.2	Student Behavioral Supports	Create and implement a balanced student behavior and support matrix protocol for responding to events on campus and building an inclusive community. Communicate with, and educate, students and community for partnership and alignment purposes focused on kindness and inclusion.	$0.00	No
4.3	Improved Interpretation Services	Reevaluate language translation services and fund interpreters as needed for non-English proficient staff and community members to more fully participate in school interactions.	$0.00	No
4.4	AI Guidelines	Collaborate with staff in order to minimize risks and maximize benefits of artificial intelligence emerging technologies.	$0.00	No
4.5	Digitize and Improve Processes	Improve internal processes in business services, educational services and human resources in order to better serve staff, students, and the community.	$15,000.00	No
4.6	Technology Infrastructure	Continually refine and enhance the needs for technology infrastructure as it relates to educational objectives as outlined in the district technology plan. Emphasis will include classroom learning technology (teaching labs); student devices (6th and 9th grades), and cybersecurity Improvements (Crowdstrike, phishing training).	$255,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	New Employee Mentoring and Support	To ensure teaching success and retention offer mentoring and support for all new certificated employees, including a formal onboarding process, regardless of years of service in the profession.	$50,000.00	No
4.8	Recruitment and Hiring Practices	Continue to partner with Alameda County Office of Education and Alder GSE to hire, train, and retain diverse teaching candidates; expand hiring through development of partnerships with local university programs (i.e. Cal State East Bay, SFSU, UC Davis, UC Berkeley, etc.). Continue to refine and expand job descriptions and interview processes to incorporate DEIB practices and Board Policy that attracts diverse and highly qualified candidates.	$13,000.00	No
4.9	Facilities Updates, Maintenance, & Campus Beautification Projects	Continue to update facilities based on need and incorporate campus beautification projects in appropriate spaces district-wide (i.e. development of green spaces for students and artistic murals including professional artists with student artists to incorporate site themes and student voice).	$551,000.00	No
4.10	PUSD Threat Management Plan	In partnership with Piedmont Police and Fire Departments, refine protocols and processes of campus safety plans to ensure a safe and welcoming environment for all students, staff, and parents. These include review of staffing and security resources and procedures, continued situational assessment, and recommendations based upon Governing Board direction and identified district and site safety priorities.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$266,532	$0

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
0.926%	0.000%	$0.00	0.926%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	**Action:** EL Learner Support and ELD Instruction **Need:** ELD instruction **Scope:** Limited to Unduplicated Student Group(s)	Provides push-in, pull-out, and ELD class instruction for English Language Learners	English Learner reclassification rate, English Learner progress indicator, English Learner programs and services

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

N.A.

Additional Concentration Grant Funding

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

Not Applicable

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

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 certificated staff providing direct services to students	0	0

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,782,556	266,532	0.926%	0.000%	0.926%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,114,324.00	$371,200.00	$1,366,660.00	$5,000.00	$2,857,184.00	$1,688,184.00	$1,169,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Culture and Community-Building - Site Level Activities	All	No			All Schools	2024-2027	$0.00	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00	
1	1.2	DEIB Student-Centered Activities	All	No			All Schools	2024-2027	$44,000.00	$1,000.00	$22,000.00	$0.00	$23,000.00	$0.00	$45,000.00	
1	1.3	Gender Equity in Athletics	All	No			Specific Schools: Piedmont Middle School, Piedmont High School, Millennium High School	2024-27	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
1	1.4	DEIB Staff-Centered Trainings and Workshops	All	No			All Schools	2024-27	$77,824.00	$26,000.00	$80,324.00		$23,500.00	$0.00	$103,824.00	
1	1.5	Climate Literacy Program	All	No			All Schools	2026-27	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
1	1.6	Student, Parent, & Community Workshops	All	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Counseling/Wellness	All	No			All Schools	2024-27	$345,000.00	$85,000.00	$25,000.00	$65,000.00	$340,000.00	$0.00	$430,000.00	
1	1.8	Support Employee Wellness services	All	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	District Professional Development for Classified and Certificated Staff	All	No			All Schools	2024-27	$0.00	$35,000.00	$5,000.00	$5,000.00	$25,000.00	$0.00	$35,000.00	
2	2.1	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	Enhance Educator Professional Capacity	All	No			All Schools	2024-27	$0.00	$14,000.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	
2	**2.3**	Supplemental Spelling & Word Study Curriculum, grades 4 & 5	4th and 5th grades	No			Specific Schools: Beach Elementary, Havens Elementary, Wildwood Elementary Grades 4 & 5	2025-27	$0.00	$5,200.00	$0.00	$5,200.00	$0.00	$0.00	$5,200.00	
2	**2.4**	Elementary English Language Arts Adoption, K-5	All	No			Specific Schools: Beach Elementary, Havens Elementary, Wildwood Elementary Grades K-5	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.5**	World Languages	All	No			Specific Schools: Piedmont Middle School, Piedmont High School, Millennium High School Grades 7-12	2024-27	$117,000.00	$13,000.00	$0.00	$13,000.00	$117,000.00	$0.00	$130,000.00	
2	**2.6**	A-G Grant	All	No			Specific Schools: Piedmont High School, Millennium High School Grades 9-12	2024-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.7**	Academic Supports for Students with Disabilities	Students with Disabilities	No			All Schools	2024-27	$390,000.00	$0.00	$390,000.00	$0.00	$0.00	$0.00	$390,000.00	
2	**2.8**	Elementary Curriculum Council	All	No			Specific Schools: Beach Elementary, Havens Elementar	Ongoing	$14,000.00	$0.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							y, Wildwood Elementary Grades K-5									
2	2.9	EL Learner Support and ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$280,000.00	$2,000.00	$282,000.00	$0.00	$0.00	$0.00	$282,000.00	
2	2.10	High School Science Curriculum adoption and implementation	All	No			Specific Schools: Piedmont High School, Millennium High School Grades 9-12	2026-27	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
2	2.11	Multi-Tiered Systems of Support and Safety Nets	All	No			All Schools	2026-27	$0.00	$13,000.00	$0.00	$8,000.00	$0.00	$5,000.00	$13,000.00	
2	2.12	Professional Development	All	No			All Schools	2026-27	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	$0.00	$50,000.00	
2	2.13	Increase Opportunities for Pre-K Students with Disabilities	Students with Disabilities	No			All Schools	2024-27	$14,000.00	$1,800.00	$0.00	$0.00	$15,800.00	$0.00	$15,800.00	
2	2.14	Maximize Push-In Services	Students with Disabilities	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.15	Improve Performing Arts opportunities	All	No			All Schools	2026-27	$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.16	Elementary TOSA	All	No			Specific Schools: Havens Elementary, Wildwood Elementary, Beach Elementary K-5	2026-27	$130,000.00	$0.00			$130,000.00		$130,000.00	
3	3.1	Local Partnerships with Organizations	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Improve Computer Science Pathway (CTE)	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Improve Career and Technical Education (CTE)	All	No			All Schools	2024-2027	$34,000.00	$0.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Independent Study	9th-12th grade	No			Specific Schools: Piedmont High School, Millennium High School	2024-2027	$34,000.00	$0.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	
3	3.5	Science Education and Environmental Partnerships	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	College and Career Readiness & Counseling Services	9th-12th grade	No			Specific Schools: Piedmont High School, Millennium High School	2024-2027	$158,360.00	$0.00	$0.00	$0.00	$158,360.00	$0.00	$158,360.00	
3	3.7	Development of Expert Speaker Series and Career Day	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Improve opportunities for Community College coursework for high schoolers	9th-12th grade	No			Specific Schools: Piedmont High School, Millennium High School	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.9	State Seal of Civic Engagement	All	No			Specific Schools: PHS, MHS	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.10	Expand Field Trip opportunities	All	No			Specific Schools: Beach, Havens & Wildwood Elementaries	2025-2027	$0.00	$65,000.00	$0.00	$0.00	$65,000.00	$0.00	$65,000.00	
4	4.1	Student Chronic Absenteeism	All Students with Disabilities Asian, English Learners	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Student Behavioral Supports	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Improved Interpretation Services	All	No			All Schools	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	AI Guidelines	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.5	Digitize and Improve Processes	All	No			All Schools	2024-2027	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.6	Technology Infrastructure	All	No			All Schools	2026-27	$0.00	$255,000.00	$0.00	$115,000.00	$140,000.00	$0.00	$255,000.00	
4	4.7	New Employee Mentoring and Support	All	No			All Schools	2026-27	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	
4	4.8	Recruitment and Hiring Practices	All	No			All Schools	2026-27	$0.00	$13,000.00	$13,000.00	$0.00	$0.00	$0.00	$13,000.00	
4	4.9	Facilities Updates, Maintenance, & Campus Beautification Projects	All	No			All Schools	2026-27	$0.00	$551,000.00	$150,000.00	$150,000.00	$251,000.00	$0.00	$551,000.00	
4	4.10	PUSD Threat Management Plan	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,782,556	266,532	0.926%	0.000%	0.926%	$282,000.00	0.000%	0.980 %	**Total:**	$282,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$282,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.9**	EL Learner Support and ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$282,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,010,656.00	$3,331,091.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Culture and Community-Building - Site Level Activities	No	$0.00	$8,626
1	**1.2**	DEIB Student-Centered Activities	No	$45,374.00	$48,576
1	**1.3**	Gender Equity in Athletics	No	$0.00	$0.00
1	**1.4**	DEIB Staff-Centered Trainings and Workshops	No	$142,032.00	$142,431
1	**1.5**	Climate Literacy Program	No	$0.00	$0.00
1	**1.6**	Student, Parent, & Community Workshops	No	$0.00	$3,300
1	**1.7**	Counseling/Wellness	No	$385,652.00	$390,274
1	**1.8**	Support Employee Wellness services	No	$0.00	$0.00
1	**1.9**	District Professional Development for Classified and Certificated Staff	No	$39,212.00	$42,172
2	**2.1**	Standards- Aligned Instruction to Maintain High Levels of Academic Achievement for All Students	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Enhance Educator Professional Capacity	No	$14,000.00	$9,000
2	2.3	Supplemental Spelling & Word Study Curriculum, grades 4 & 5	No	$5,200.00	$26,371
2	2.4	Elementary English Language Arts Adoption, K-5	No	$110,000.00	$134,048
2	2.5	World Languages	No	$50,000.00	$96,820
2	2.6	A-G Grant	No	$10,000.00	$5,850
2	2.7	Academic Supports for Students with Disabilities	No	$411,000.00	$389,672
2	2.8	Elementary Curriculum Council	No	$18,000.00	$14,000
2	2.9	EL Learner Support and ELD Instruction	Yes	$264,000.00	$271,911
2	2.10	High School Science Curriculum adoption and implementation	No	$10,000.00	$5,471
2	2.11	Multi-Tiered Systems of Support and Safety Nets	No	$0.00	$0.00
2	2.12	Professional Development	No	$73,530.00	$47,164
2	2.13	Increase Opportunities for Pre-K Students with Disabilities	No	$45,000.00	$14,555
2	2.14	Maximize Push-In Services	No	$0.00	$0.00
2	2.15	Improve Performing Arts opportunities	No	$5,000.00	$5,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Local Partnerships with Organizations	No	$0.00	$0.00
3	3.2	Improve Computer Science Pathway (CTE)	No	$5,000.00	$350
3	3.3	Improve Career and Technical Education (CTE)	No	$26,000.00	$33,494
3	3.4	Independent Study	No	$26,000.00	$31,693
3	3.5	Science Education and Environmental Partnerships	No	$0.00	$0.00
3	3.6	College and Career Readiness & Counseling Services	No	$95,017.00	$158,359
3	3.7	Development of Expert Speaker Series and Career Day	No	$0.00	$0.00
3	3.8	Improve opportunities for Community College coursework for high schoolers	No	$10,000.00	$0.00
3	3.9	State Seal of Civic Engagement	No	$2,000.00	$0.00
3	3.10	Expand Field Trip opportunities	No	$10,000.00	$30,864
4	4.1	Student Chronic Absenteeism	No	$0.00	$0.00
4	4.2	Student Behavioral Supports	No	$0.00	$0.00
4	4.3	Improved Interpretation Services	No	$0.00	0.00

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)
4	**4.4**	AI Guidelines	No	$0.00	0.00
4	**4.5**	Digitize and Improve Processes	No	$15,000.00	$28,125
4	**4.6**	Technology Infrastructure	No	$259,000.00	$225,044
4	**4.7**	New Employee Mentoring and Support	No	$24,000.00	$40,548
4	**4.8**	Recruitment and Hiring Practices	No	$26,000.00	$0.00
4	**4.9**	Facilities Updates, Maintenance, & Campus Beautification Projects	No	$884,639.00	$1,127,373
4	**4.10**	PUSD Threat Management Plan	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$261,682	$264,000.00	$271,911.00	($7,911.00)	0.000%	0.890%	0.890%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.9**	EL Learner Support and ELD Instruction	Yes	$264,000.00	$271,911	0.00%	0.89%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$27,755,935	$261,682	0.058%	1.001%	$271,911.00	0.890%	1.870%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024