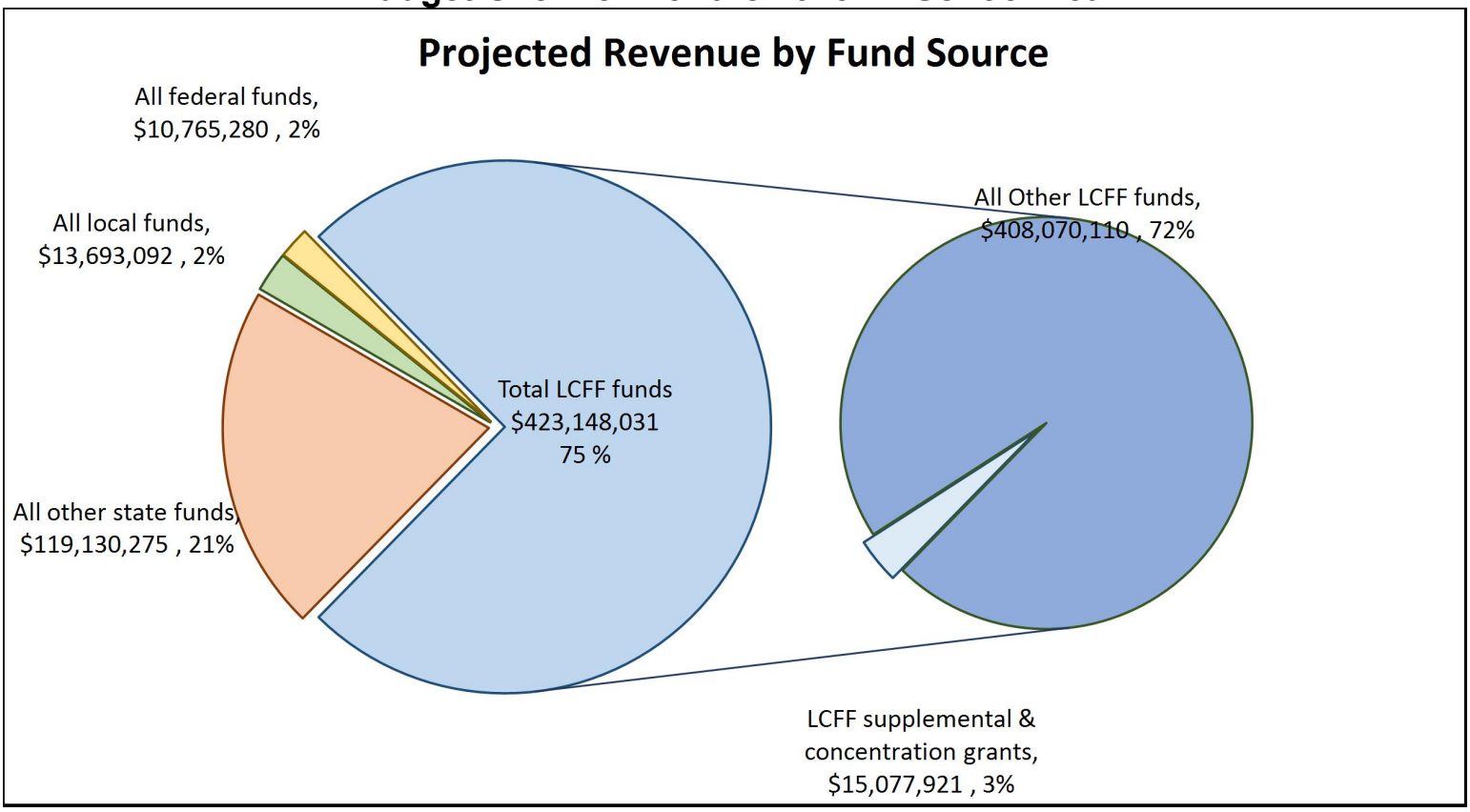
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Poway Unified School District
CDS Code: 3768296000000
School Year: 2026-27
LEA contact information:
Dr. Ben Churchill
Superintendent
bchurchill@powayusd.com
858-521-2800

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

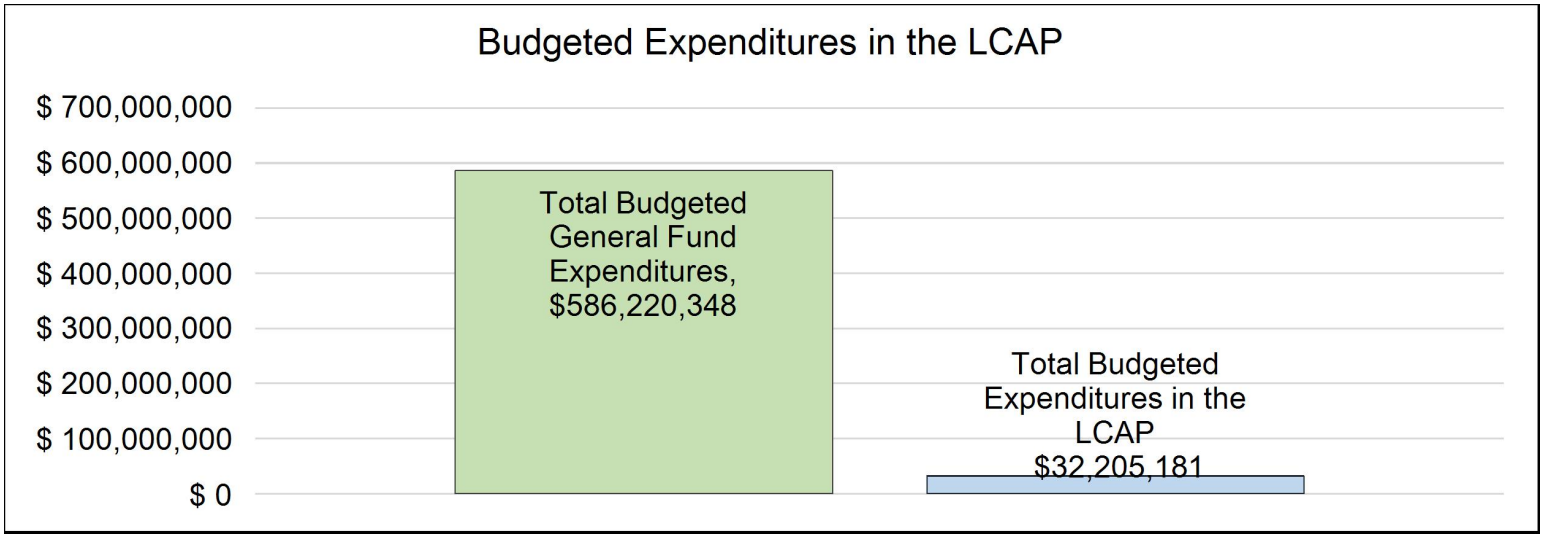


This chart shows the total general purpose revenue Poway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Poway Unified School District is $566,736,678, of which $423,148,031 is Local Control Funding Formula (LCFF), $119,130,275 is other state funds, $13,693,092 is local funds, and $10,765,280 is federal funds. Of the $423,148,031 in LCFF Funds, $15,077,921 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 Poway 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.

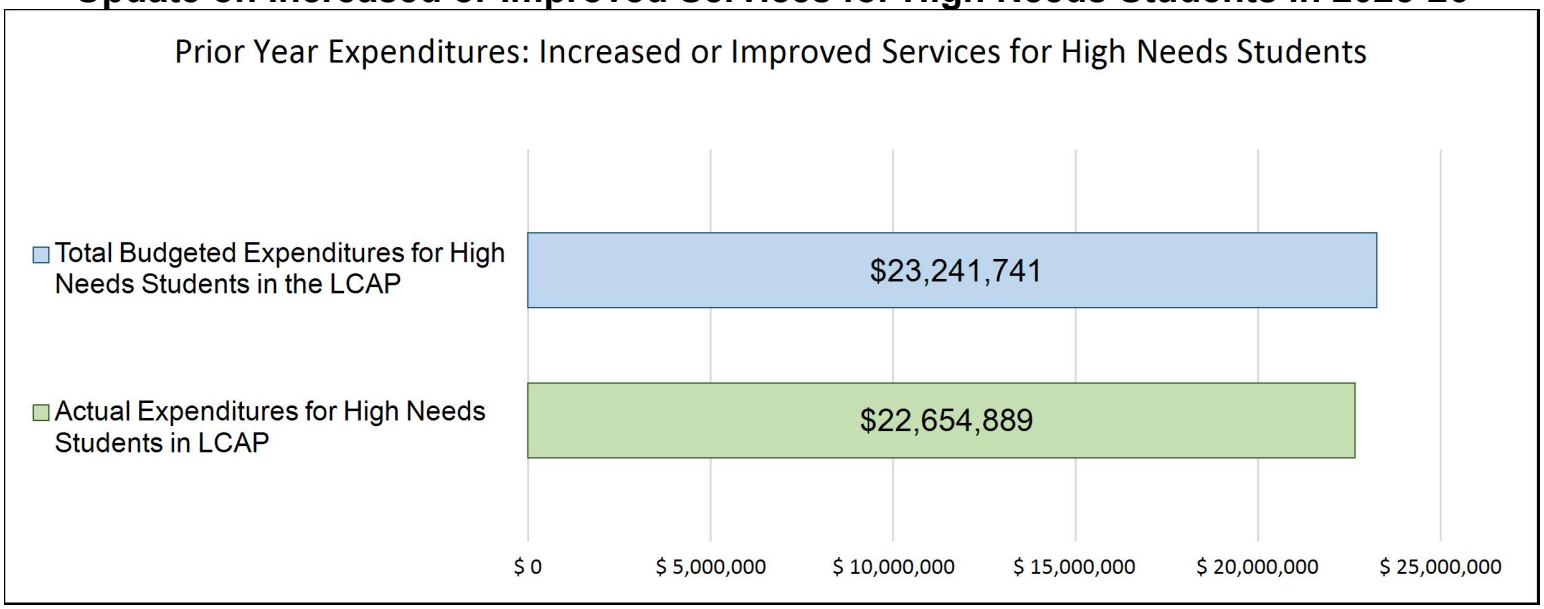
The text description of the above chart is as follows: Poway Unified School District plans to spend $586,220,348 for the 2026-27 school year. Of that amount, $32,205,181 is tied to actions/services in the LCAP and $554,015,167 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Poway Unified School District is projecting it will receive $15,077,921 based on the enrollment of Foster Youth, English learner, and low-income students. Poway Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Poway Unified School District plans to spend $23,418,306 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 Poway 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 Poway 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, Poway Unified School District's LCAP budgeted $23,241,741 for planned actions to increase or improve services for high needs students. Poway Unified School District actually spent $22,654,889 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Poway Unified School District	Dr. Ben Churchill Superintendent	bchurchill@powayusd.com 858-521-2800

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.

The vision of Poway Unified School District (PUSD) is to create the culture and conditions to empower world-class learners. This aspirational vision guides the district's commitment to supporting students in their pursuit of a wide range of post-secondary opportunities as they prepare for life beyond their PUSD experience. World-class learners are defined as students who use their minds well, demonstrating the ability to reason, synthesize, evaluate, design, innovate, and create. These learners take ownership of their education, develop agency and advocacy for themselves and others, and value learning as a service to humanity.

Located in northern San Diego County, California, Poway Unified spans approximately 100 square miles and serves both suburban areas of San Diego and the rural city of Poway. The district benefits from a community that places a strong emphasis on education. Parents and staff collaborate to fulfill the district's mission to inspire passion and prepare every student to thrive in college, career, and life by offering personalized, rich, and rigorous learning experiences. PUSD is further supported by robust community and business partnerships, which foster innovation and provide students with real-world learning opportunities. These collaborations help ensure that students graduate with the knowledge, skills, and mindset needed to succeed in the 21st century and beyond.

The district operates 25 elementary schools (K–5), six middle schools (6–8), one K–8 school, five comprehensive high schools (9–12), one continuation high school, one middle college, 26 preschools, and various alternative programs. Of the district's schools, 25 are located in the city of San Diego, 11 in the city of Poway, and three in the unincorporated areas of San Diego County. PUSD serves approximately 34,500 K–12 students, making it the third largest school district in San Diego County.

The student population reflects the district's rich diversity: 1.6% African American, 0.1% American Indian/Alaskan Native, 25.5% Asian, 5.6% Filipino, 17.4% Hispanic, 0.1% Pacific Islander, 37.6% White, and 11.9% identifying as two or more races. Additionally, 15.6% of students are identified as Students with Disabilities, and 6.8% are classified as English Learners.

Poway Unified remains committed to its vision by continuously evolving its educational practices to meet the needs of all learners and ensure their readiness for a rapidly changing global society.

Reflections: Annual Performance

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

Poway Unified School District continues to focus on student success through high quality instruction, providing equitable access to rich learning experiences for all students, fostering student well-being, and strengthening relationships among students, staff, and families. A review of state and local data from the past year shows that our investments in strong instruction, equitable access, and student engagement are making a positive impact. Results from the 2024–25 and 2025–26 school years reflect continued strong academic performance and student engagement across the district.

Our analysis also points to the need for continued, targeted support for student groups who may require additional resources or focused strategies. This will help ensure all students have what they need to succeed. These findings guide our ongoing work and reinforce our commitment to providing a high-quality, equitable education for every student. The following section summarizes key successes, challenges, and progress based on the 2025 California School Dashboard and local data.

SUCCESSES:
On the 2025 California School Dashboard, 6 of the 7 State Indicators were in the Blue (highest) and Green (second highest) performance levels demonstrating strong overall performance and progress.

Summary of PUSD performance on the 2025 California School Dashboard:
Academic Performance Indicators
-English Language Arts (ELA) - Blue (highest), 56.5 points above, maintained (+0.8 points) from previous year
-Math - Blue (highest), 39.8 points above, maintained (+2.6 points) from previous year
-English Learner Progress - Orange (second lowest) 53.4% made progress, declined 4.6% from previous year
-College and Career Preparedness - Blue (highest), 76.9% prepared, increased 2% from previous year

Academic Engagement Indicators
-Chronic Absenteeism (grades Kinder through 8) - Green (second highest), 8.5% chronically absent, declined 1.4% from previous year
-Graduation Rate - Blue (highest), 95.6% graduated, increased 1% from previous year

Conditions & Climate Indicators
-Suspension Rate - Green (second highest),1.2% suspended, declined 0.4% from previous year

Academic Indicators included in the CA School Dashboard for Informational Purposes

-Science - Blue (highest), 66.4 points above, maintained from previous year
-ELA Growth - Average Growth, 67.5% of students in grades 4-8 improved their score from the prior year
-Math Growth - Accelerated, 71.3% students of students in grades 4-8 improved their score from the prior year

While the 2025 CA School Dashboard overall performance is strong for PUSD, the English Learner Progress Indicator was in the Orange performance level due to a decline in the percentage of students who are English Learners making progress on the English Language Proficiency Assessment for California (ELPAC).

In the 2024–25 school year, 30% of English learners in PUSD met the criteria to reclassify as Fluent English Proficient, which is significantly higher than in a typical year. This is a positive outcome and reflects strong progress in English language development. At the same time, a high reclassification rate can affect the following year's English Learner Progress Indicator (ELPI). The ELPI only includes students who remain classified as English learners. When many students who have reached higher levels of English proficiency are reclassified and are no longer included in the calculation, the remaining group includes a larger proportion of students who are still developing English skills. As a result, the ELPI score may decrease even when many students have successfully reached English proficiency.

In addition the the CA School Dashboard data, PUSD uses multiple state and local measures to evaluate performance and progress over time. PUSD continues to see strong academic performance, student engagement, and college and career readiness.

High Academic Achievement
PUSD students continue to show high academic achievement in English Language Arts (ELA), Math, and Science. The results of the CA Assessments of Student Performance and Progress (CAASPP) which includes the Smarter Balanced Assessments in ELA and Math as well as the CA Science Test have remained high with 74% of student meeting or exceeding standards in ELA, 66% in Math, and 60% in Science. iReady Reading and Math data from fall and winter administrations show similar patterns of performance and growth.

Student Engagement
Attendance is improving with chronic absenteeism declining by 5% since 2023, down to 10% in the 2024-25 school year. Suspension rates have remained low at 1.2% and declined by 0.6% districtwide since 2023. School climate remains a district strength, with students reporting high levels of connectedness, support, and safety.

College and Career Readiness
PUSD has grown Career Technical Education course and pathways over the last 10 years to align with student interests and priority industry sectors in San Diego county. The College and Career Indicator on the Dashboard shows that 33.5% seniors completed a CTE course pathway which is 5% higher than 2023 baseline data. Additionally, graduation rates are very high at 95.6% with 77% of graduates meeting a-g requirements.

CHALLENGES:
Although overall performance and progress remained strong across PUSD, when reviewing Dashboard performance by student group, it is evident that some student groups continue to show equity gaps across multiple measures. This highlights the need to continue to provide focused strategies and support to address resource and performance inequities.

Schools within PUSD that received the lowest performance level (Red) on one or more state indicators on the 2025 Dashboard include;
-Abraxas Continuation High School - Graduation Rate and College and Career
-Midland Elementary School - English Learner Progress
-Morning Creek Elementary - English Learner Progress
-Mt. Carmel High - English Learner Progress

Student groups within PUSD that received the lowest performance level (Red) on one or more state indicators on the 2025 Dashboard;
-Long-Term English Learners - English Language Arts, Math, and Chronic Absenteeism
-Students experiencing homelessness - Math and Chronic Absenteeism

Student groups within a PUSD school that received the lowest performance level (Red) on one or more state indicators on the 2025 Dashboard;

Elementary Schools: 13 out of 26 elementary schools have at least one student group with one or more indicators in the red performance level
-Canyon View ES (1), White - Chronic Absenteeism
-Chaparral ES (1), Students with Disabilities - English Language Arts and Math
-Deer Canyon ES (2), Socioeconomically Disadvantaged - Suspension Rate, Students with Disabilities - Suspension Rate
-Del Sur ES (1), Socioeconomically Disadvantaged - Chronic Absenteeism
-Garden Road ES (1), Socioeconomically Disadvantaged - Chronic Absenteeism
-Los Peñasquitos ES (2), Students with Disabilities - Chronic Absenteeism, Hispanic or Latino - Chronic Absenteeism
-Midland ES (3), English Learners - English Learner Progress, Chronic Absenteeism, Socioeconomically Disadvantaged - Chronic Absenteeism, Hispanic or Latino - Chronic Absenteeism
-Morning Creek ES (1), English Learners - English Learner Progress
-Stone Ranch ES (1), Socioeconomically Disadvantaged - Chronic Absenteeism
-Tierra Bonita ES (1), Socioeconomically Disadvantaged - Chronic Absenteeism
-Turtleback ES (3), English Learners - Suspension Rate, Socioeconomically Disadvantaged - Chronic Absenteeism, Students with Disabilities - English Language Arts
-Valley ES (4), English Learners - English Language Arts and Math, Homeless - Suspension Rate, Socioeconomically Disadvantaged - English Language Arts, Students with Disabilities - Chronic Absenteeism
-Willow Grove ES (2), English Learners - Chronic Absenteeism, Filipino - Chronic Absenteeism

Middle Schools: 4 out of 6 middle schools have at least one student group with one or more indicators in the red performance level
-Bernardo Heights MS (3), English Learners - Chronic Absenteeism, Socioeconomically Disadvantaged - Chronic Absenteeism, Students with Disabilities - Chronic Absenteeism
-Black Mountain MS (5), Long-Term English Learners - Chronic Absenteeism, Socioeconomically Disadvantaged - Chronic Absenteeism, Students with Disabilities - Chronic Absenteeism, Black or African American - Chronic Absenteeism, Hispanic or Latino - Chronic Absenteeism
-Meadowbrook MS (5), English Learners - Chronic Absenteeism, Long-Term English Learners - Chronic Absenteeism, English Language Arts, and Math, Homeless - Chronic Absenteeism, Socioeconomically Disadvantaged - Chronic Absenteeism and Math, Students with

Disabilities - Chronic Absenteeism
-Twin Peaks MS (3), English Learners - Chronic Absenteeism and Math, Long-Term English Learners - Math, Students with Disabilities - Math

High Schools: 4 out of 6 high schools have at least one student group with one or more indicators in the red performance level
-Abraxas (2), Socioeconomically Disadvantaged - Graduation Rate and College and Career, Hispanic or Latino - Graduation Rate
-Del Norte HS (1), Students with Disabilities - English Language Arts
-Mt. Carmel HS (3), English Learners - English Learner Progress, Homeless - Suspension Rate, Students with Disabilities - English Language Arts and Math
-Poway HS (1), English Learners - Math

Summary: Across schools, chronic absenteeism is the most common area of need, particularly among student groups such as Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, and Hispanic or Latino students. Additional patterns include academic and behavioral support for Students with Disabilities and English Learners. These trends highlight the need for targeted support to improve attendance, academic outcomes, and overall student success for our students.

Progress: Chronic absenteeism continues to be an area for improvement across PUSD with a focus on improving attendance for students who are Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and students who are Hispanic or Latino. Although some student groups continue to have higher rates of absenteeism, all student groups, except students experiencing homelessness, show improved attendance from the previous school year. Chronic absenteeism data for all grade levels in 2024–25, compared to 2023–24, is provided below for each focus student group.
-All students ; 10% chronically absent (-2%)
-Socioeconomically Disadvantaged ; 22% chronically absent (-1%)
-English Learners ; 18% chronically absent (-1%)
-Students with Disabilities ; 19% chronically absent (-1%)
-Hispanic or Latino ; 18% chronically absent (-2%)
-Students experiencing homelessness ; 41% chronically absent (+11%)

PUSD summarized baseline data from the 2023 CA School Dashboard as well as progress data for the 2024 and 2025 Dashboards which includes the following information as required:
-Schools within PUSD that received the lowest performance level (Red) on one or more state indicators on the Dashboard
-Student groups within PUSD that received the lowest performance level (Red) on one or more state indicators on the Dashboard
-Student groups within a school within PUSD that received the lowest performance level (Red) on one or more state indicators on the Dashboard

The 2023 baseline data as well as the 2024 and 2025 progress data can be found online using the following link:
https://docs.google.com/spreadsheets/d/14CA07g0C0-Ucxe5Q050q3lqNgUKG2wE1WClqEfCOOD4/view?usp=sharing

Learning Recovery Emergency Block Grant (LREBG) funds
PUSD used the Learning Recovery Emergency Block Grant (LREBG) funds to support targeted actions within Goal 2: Improving Systems,

Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All to accelerate learning recovery and expand access to instruction for students most impacted by disrupted learning. Specifically, LREBG funds supported Action 2.2: Co-Teaching and Inclusive Practices Support Secondary, which strengthened co-teaching and inclusive instructional practices to increase access to grade-level instruction for students with disabilities in the least restrictive environment through staffing and professional learning. LREBG funds also supported Action 2.13: Expanded Learning Structures, including summer school and credit recovery opportunities for students in grades 9–12 to address unfinished learning, improve credit attainment, and strengthen graduation and college and career readiness outcomes. Additionally, Action 2.3: Elementary Intervention Support and Planning strengthened teacher collaboration and intervention planning to better meet the diverse academic needs of students through data analysis, targeted intervention planning, and coordination of supports.

If allocated by the State, future LREBG funding will continue to support these actions and services to sustain learning recovery efforts and improve student outcomes. PUSD will continue to prioritize expanded learning opportunities, inclusive instructional practices, and targeted intervention supports to address unfinished learning and increase access to grade-level instruction for students requiring additional academic support. The impact of these efforts will continue to be monitored through measures including CAASPP performance, graduation rates, college and career readiness indicators, and progress toward grade-level achievement.

Reflections: Technical Assistance

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

1. Why the District Entered Differentiated Assistance
Poway Unified School District entered Differentiated Assistance based on California School Dashboard results identifying declining English Learner Progress (ELPI) for English Learners and Long-Term English Learners, as well as very high and increasing rates of chronic absenteeism for students experiencing homelessness. While overall district outcomes remained stable, disaggregated data showed that these student groups were not consistently benefiting from existing systems. Declines in ELPI from prior performance levels and chronic absenteeism rates reaching 43% for students experiencing homelessness highlighted persistent opportunity gaps. These trends, examined across multiple years and further explored through district data dives, indicated the need to strengthen system coherence, instructional consistency, and early, coordinated support. Differentiated Assistance provided a focused opportunity for collaborative inquiry across the district to better understand these patterns and address the system conditions contributing to inequitable outcomes.

2. Analysis of Underlying System Conditions
Through structured data analysis, root cause conversations, and cross-department collaboration, Poway Unified examined factors contributing to outcomes for English Learners and students experiencing homelessness. This analysis included ELPI data reviews, feeder pattern data dives, SPSA labs, instructional schedules, attendance data, and staff feedback. Findings revealed variability in the implementation of integrated and designated ELD, including inconsistent instructional minutes, unclear expectations, and limited alignment of instructional assistant roles. In addition, systems for identifying and responding early to attendance barriers for students experiencing homelessness varied across sites, with inconsistent staff awareness of rights, referral processes, and available support. Data-sharing practices and role clarity limited the district’s ability to respond proactively. These findings reinforced that outcomes reflected system misalignment rather than student capacity, guiding the district to prioritize instructional coherence, role clarity, and coordinated support.

3. Educational Partner Engagement

Poway Unified engaged educational partners throughout the Differentiated Assistance process to deepen understanding of student experience and system performance. District leaders, site administrators, teachers, instructional assistants, Youth in Transition staff, counselors, and program coordinators participated in ongoing DA team meetings, data dives, improvement planning sessions, SPSA labs, and reflective discussions facilitated with the SDCOE DA coach. Staff closest to the work shared insights related to instructional implementation, student engagement, attendance barriers, and resource access. Educational partners emphasized the need for clearer expectations, practical tools, and aligned professional learning to support multilingual learners and students experiencing homelessness. This input informed root cause analysis, refinement of improvement priorities, and sequencing of actions across departments. Engagement structures ensured that improvement efforts were grounded in lived experience and fostered shared ownership of system improvement.

4. Actions Aligned to Identified Need
In response to identified needs, Poway Unified is implementing targeted actions aligned to existing LCAP goals to strengthen instructional consistency and coordinated student support. For English Learners, actions include district and site-level data dives, professional learning for administrators and teachers on integrated and designated ELD, ML shadowing, collaborative learning through culturally and linguistically sustaining ELD structures, clarification of instructional assistant roles, and alignment of SPSA EL actions to district priorities. For students experiencing homelessness, actions include differentiated training for teachers, bus drivers, and health technicians on identification and rights, improved referral processes, expanded access to technology and basic needs supports, home visits in partnership with ASES, and the development of a districtwide online support request button. These efforts are embedded within MTSS and designed for sustainability and coherence.
Goal 1, Action 1.9 (Families Experiencing Homeless Support);
Goal 2, Actions 2.1 (Intervention Support Secondary) and 2.13 (Expanded Learning Structures)
Goal 2, Actions 2.7 (Site Intervention Support for English Learners) and 2.10 (English Language Development)
Goal 1, Actions 1.4 (Multi-Tiered Systems of Supports Teams) and 1.5 (Inclusive Practices and MTSS Support K-12)

5. Monitoring, Progress, and Continuous Improvement
Poway Unified monitors progress through an ongoing cycle of review, reflection, and adjustment. District teams regularly examine ELPI data, reclassification patterns, chronic absenteeism rates, and local measures such as professional learning participation, implementation evidence, and access to supports. Monitoring occurs through recurring DA team meetings, leadership reviews, SPSA labs, and site-level check-ins. For Youth in Transition, the district monitors identification rates, attendance trends, technology access, referrals, and utilization of the support request system. Qualitative data, including staff feedback, observations, and empathy-based conversations, complements quantitative measures. Findings are used to refine actions, adjust professional learning, and strengthen coordination across departments, ensuring improvement efforts remain responsive and data-informed.

6. Equity, Belonging, and System Responsibility
Poway Unified affirms that improving outcomes for English Learners, Long-Term English Learners, and students experiencing homelessness requires strengthening the systems that shape access, instruction, and belonging. Through Differentiated Assistance, the district has increased system responsibility by examining how instructional practices, staff roles, data use, and support structures impact student experience. This work builds on existing assets, including collaborative leadership and cross-department partnerships, while addressing inconsistencies that limit equitable access to instruction and support. By centering student experience, improving staff capacity, and increasing system accessibility, Poway Unified is fostering conditions that support belonging, engagement, and learning. Differentiated

Assistance has supported greater coherence across LCAP actions and reinforced a sustained commitment to equity-driven continuous improvement.

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.

Abraxas Continuation High School

Support for Identified Schools

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

Schools qualify for Comprehensive Support and Improvement (CSI) when their combined graduation rate remains below 68% over a three-year period. With combined four- and five-year graduation rates of 28.2% in 2023, 42.5% in 2024, and 21.6% in 2025, Abraxas continues to meet the criteria for CSI designation.

Through a collaborative analysis of resource inequities and root causes involving the School Site Council, district personnel, and educational partners, Abraxas High School identified critical gaps by analyzing California School Dashboard indicators and internal student surveys. This process revealed that 93% of students face mental health barriers such as chronic stress and anxiety, which necessitated addressing insufficient counseling access through the addition of a 1.0 FTE counselor. The review of resource inequities also highlighted limited intervention staffing due to severe skill gaps, with 75% of students entering without having completed sophomore math, as well as significant attendance support gaps stemming from chronic absenteeism.

To address inequitable academic support for credit-deficient students who typically arrive two quarters behind, the school identified technology and curriculum access concerns, leading to the implementation of the Headrush Learning Management System to facilitate Competency-Based Education (CBE). Over the three-year CSI process, conditions have improved significantly; the LEA now provides a higher per-pupil resource ratio than other schools in the district, and longitudinal data shows that extra math sections now support an average of 26 students per quarter in earning additional credits toward graduation. Furthermore, these targeted interventions have led to improved graduation completion rates for English Language Learners and allowed the school to refine its strategies, such as moving from ineffective contracts to a coaching model for 5th-year students to ensure continuous progress toward a 70% on-time graduation rate.

The selection of interventions for Abraxas High School was driven by a collaborative needs assessment involving school administration, district personnel, and educational partners to identify the root causes of the school's low graduation rate, attendance and other local data. This process revealed that students often arrive significantly behind in credits and require intensive social-emotional support to overcome mental health barriers such as chronic stress and anxiety, which affect a large percent of the student population. To meet CSI eligibility criteria and align with the district's LCAP, the school selected evidence-based interventions, such as credit recapture strategies and increased staffing, that directly address these academic gaps and social-emotional challenges. As the plan enters Year 3, implementation

has been refined based on lessons learned; for instance, because prior contracts for 5th-year students were ineffective, a coaching model will be implemented to better support attendance and credit attainment. Additionally, math tutoring funds were eliminated due to underutilization, and a TOSA position was adjusted to focus on a co-taught orientation class emphasizing positive psychology and mindset shifts. These strategies continue because longitudinal data shows their effectiveness, such as five years of math remediation supporting students each quarter and improved graduation rates for English Language Learners receiving enhanced academic and counseling support. By connecting intensive, individualized interventions to identified student needs, the school aims to improve the on-time graduation rate.

CSI funding is strategically allocated to bolster these efforts through increased staffing and specialized resources. Academic support is a primary focus, with a 0.5 FTE position dedicated to math interventions and expanded tutoring. Another 0.25 FTE is assigned to manage the Headrush Learning Management System (LMS) and lead professional development in competency-based grading. To support the whole student, a 1.0 FTE counseling position will provide social-emotional services and attendance outreach along with a .25 FTE for a Co-taught class with counseling focusing on positive psychology and mindset shifts. An additional 0.5 FTE is dedicated specifically to hire staff to focus on students facing chronic absenteeism. To further support Abraxas, CSI funds will also be used to provide direct support in the form of a .10 FTE dedicated to district office support.

Beyond staffing, these funds provide the necessary infrastructure for modern learning, including curriculum materials, assessment software, and career exploration programs. A portion of the funding also ensures administrative support at the district level. Together, these resources are aligned with the district's LCAP Goals 1 and 2 and are integrated into the Single Plan for Student Achievement (SPSA), ensuring that Abraxas can provide the intensive, individualized support necessary for students to reach their post-secondary goals.

Monitoring and Evaluating Effectiveness

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

Poway Unified School District monitors and evaluates the CSI plan as well as the School Plan for Student Achievement (SPSA) to ensure alignment with the district's Local Control and Accountability Plan (LCAP). The monitoring and evaluation process includes Schoolsite Council (SSC) oversight, annual review of measurable outcomes and metrics, and continuous goal analysis and review.

The Schoolsite Council, which consists of parents, students, and staff, is primary to the ongoing evaluation process. The SSC meets monthly to develop, discuss, and modify the SPSA. They annually review the plan, establish a budget, and make necessary modifications to reflect changing school needs and student priorities.

The plan is also evaluated against specific annual measurable outcomes established for each of the school's four main goals: Mathematics, English Language Arts, Equity and Belonging, and Graduation Rate. Progress is measured using state data in areas such as graduation rates, suspension rates, and college/career readiness. Local data will continue to be utilized in the form of independent assessments for pre- and post-data on math and ELA skills, as well as specific project rubrics like the Financial Literacy Projects.

At the end of each school year, Abraxas, along with district support, conducts a formal goal analysis for each articulated goal. This evaluation includes a description of the overall implementation and effectiveness of the strategies used, identification of any major differences between

intended implementation and actual budgeted expenditures, and revisions for specific changes to be made to goals, metrics, or strategies for the following year to ensure continuous improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Poway Unified Teachers	Certificated teachers contributed to the development of the LCAP through participation in the districtwide ThoughtExchange (January and May). In addition to this formal feedback process, ongoing collaborative discussions held throughout the year have offered opportunities for teachers to share insights and perspectives that inform the continuous improvement of the LCAP.
Poway Unified Principals	Principals contributed to the development of the LCAP through participation in the districtwide ThoughtExchange survey (January and May). In addition, monthly coaching meetings with principals and site supervisors provide a structured forum for ongoing dialogue, enabling the exchange of feedback and insights throughout the year. All site principals also convene monthly to engage in collaborative discussions focused on instructional priorities, district initiatives, and emerging site needs. These regular meetings serve as a key source of input that informs the continuous refinement and development of the LCAP.
Poway Unified Administrators	Site and district administrators contributed to the development of the LCAP through participation in the districtwide ThoughtExchange (January and May). In addition to this formal engagement, ongoing collaborative discussions throughout the year created further opportunities for administrators to share feedback, helping to inform and guide the continuous refinement of the LCAP.
Poway Unified School Personnel	School personnel contributed to the development of the LCAP through participation in the districtwide ThoughtExchange (January and May). In addition to this formal feedback process, ongoing

Educational Partner(s)	Process for Engagement
	collaborative discussions within departments have provided continued opportunities for engagement and input throughout the year.
Poway Unified Parents	Parents played an active role in the development of the LCAP through participation in the districtwide ThoughtExchange. In addition, targeted outreach was conducted to ensure feedback from educational partners representing specific student groups, including families of English learners, foster youth, low-income students, and students with disabilities. Additional feedback from parents was gathered through key district advisory groups, including the Community Advisory Committee (CAC), representing students with disabilities; the District English Learner Advisory Committee (DELAC); and the District Advisory Committee (DAC). Input from School Site Councils further supported site-level engagement in the LCAP development process. • DAC meetings were held on the following dates on: 11/13, 12/9, 2/3, 3/19, and 5/27 • DELAC meetings were held on the following dates: 10/28, 1/21, 3/18, 5/27 • CAC meeting for LCAP review and feed back was held on: 5/27 Families of students in foster care are contacted at least three times annually to assess needs, offer available supports, and gather feedback to inform the development and refinement of the LCAP.
Poway Unified Students	Students in Poway Unified School District contributed to the development of the LCAP through multiple avenues designed to elevate student voice. During the months of January and May, a districtwide ThoughtExchange survey engaged over 3,000 high school students, providing broad input on their experiences and priorities. In addition to this platform, throughout the school year students participated in School Site Councils, campus-based clubs and committees, and the Superintendent’s Student Advisory Council. District leadership also conducted targeted outreach by visiting Designated ELD and Academic Support classes to gather direct feedback from students receiving specialized services. Furthermore, students enrolled in the Poway to Palomar Middle College program shared their perspectives with district administrators. Students

Educational Partner(s)	Process for Engagement
	experiencing homelessness participate in surveys administered multiple times throughout the year to identify their needs and ensure appropriate supports are in place. These diverse and intentional engagement efforts ensured that student insights were meaningfully incorporated into the LCAP planning process.
Poway Unified Special Education Local Plan Area (SELPA)	The SELPA Director actively supported the development of the LCAP and provided additional feedback on the full draft of the plan to ensure alignment with the needs of students with disabilities and compliance with special education requirements.
Poway Unified Bargaining Units	Collective Bargaining Units contributed to the development of the LCAP through participation in the districtwide ThoughtExchange (in January and May), with input from members of the Poway Federation of Teachers (PFT) and members of the Poway School Employees Association (PSEA). In addition to this formal engagement, ongoing monthly collaborative discussions with both bargaining units throughout the year have provided further opportunities for feedback, helping to inform and shape the continuous development of the LCAP.

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

Poway Unified School District (PUSD) recognizes that meaningful engagement with parents, students, educators, staff, bargaining units, advisory groups, and community partners is essential to the development of the Local Control and Accountability Plan (LCAP) and the district budget process. Educational partner engagement strengthens districtwide planning, supports accountability, and ensures that improvement efforts are informed by the voices and experiences of the students, families, staff, and communities we serve.

Educational partner engagement is an ongoing, annual process that allows PUSD to listen to and learn from our community so that input and perspectives help shape districtwide improvement plans. During the 2025–26 school year, input was gathered through surveys, ThoughtExchange, community meetings, staff meetings, consultation with labor partners, and advisory committee meetings.

As part of the annual LCAP engagement process, members of the PUSD community were invited to respond to the prompt, “What do you value most about Poway Unified and what can we do better to prepare our students for the challenges and opportunities of the future?” Responses were gathered from families, staff, and high school students and were analyzed to identify common themes across grade spans and educational partner groups. The top themes included a strong sense of school community, academic performance and curriculum, extracurricular and enrichment opportunities, mental health supports, student safety, communication and transparency, technology use, facilities, and college and career preparation.

Summary of Educational Partner Feedback
Across elementary, middle, and high school communities, educational partners consistently identified the importance of safe, inclusive, and well-supported learning environments. Families, staff, and students valued the strong sense of community in PUSD schools and emphasized the need to maintain welcoming campuses where students are known, supported, and able to access the resources they need to be successful. Feedback also highlighted the importance of mental health resources, respectful school climates, positive student behavior, and continued attention to safety and student well-being.

Academic excellence and access to high-quality learning opportunities were also strong themes across the feedback. Educational partners expressed appreciation for PUSD's academic performance and rigorous programs while also identifying opportunities to strengthen individualized student support, academic intervention, consistent instructional practices, college and career preparation, and access to enrichment opportunities. Parents and staff shared interest in continued attention to class sizes, staffing supports, instructional materials, support for diverse learners, and programs that support both students who need additional intervention and students seeking advanced learning opportunities.

Communication and transparency were identified as important areas for continued growth. Parents and community members expressed a desire for clear, timely, and consistent communication about student progress, school and district decisions, available supports, and opportunities for family involvement. Feedback also reflected the need for families to better understand how decisions are made and how parent, student, and staff input is used to inform district planning.

Student feedback provided important insight into campus experience and student needs. Students shared the importance of supportive teachers and counselors, clean and well-maintained facilities, access to arts, athletics, and career-oriented courses, and additional guidance related to college, career pathways, internships, and mental health support. Students also emphasized the importance of inclusive school environments. Feedback from student groups including English learners, students with disabilities, foster youth, and students experiencing homelessness reinforced many of the broader themes while also emphasizing the importance of targeted and comprehensive supports and access to programs that support academic, social-emotional, and postsecondary success.

Advisory Committee and Community Consultation
In addition to feedback gathered through ThoughtExchange, PUSD engaged student and parent advisory groups throughout the LCAP development process. These groups included the Community Advisory Committee (CAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and student leadership groups. Advisory groups reviewed district data, discussed progress on current LCAP goals, and provided feedback on needs and priorities for future planning.

Each advisory group provided input based on the perspectives of the students, families, and communities they represent. CAC feedback emphasized the importance of inclusive practices, staffing supports, communication, and resources to meet the needs of students with disabilities. DAC and DELAC members highlighted academic interventions, parent engagement opportunities, communication, and targeted supports for English learners and families. Student leaders shared feedback related to school culture, mental health, academic pressure, student safety, and the desire for more real-world learning and career exploration opportunities.
PUSD also solicited feedback from certificated and classified bargaining units. Staff feedback emphasized the importance of student accountability, family partnership, safe and well-maintained facilities, sufficient staffing, instructional assistant support, access to essential

materials, clear curriculum, mental health resources, and support for students with diverse academic, behavioral, social-emotional, and physical needs.

Connection to LCAP Goals and Actions
Educational partner feedback directly informed the refinement of the LCAP goals, actions, and services. Input related to safety, student wellness, mental health, inclusive practices, student behavior, and campus conditions aligned closely with Goal 1: Safe and Inclusive Learning Environments.
Feedback related to academic support, high-quality instruction, staffing, class size, intervention, enrichment, technology use, college and career preparation, and support for diverse learners aligned with Goal 2: Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All.
Feedback related to communication, transparency, family involvement, advisory committee input, and community partnership aligned with Goal 3: Foster and Maintain Positive Relationships with Parents and Community.

The themes identified through this engagement process were used alongside student outcome data, California School Dashboard data, local measures, and input from district and site leaders to inform improvement planning. This included continued attention to mental health and wellness supports, academic intervention, inclusive practices, communication systems, family engagement, enrichment opportunities, and alignment between district LCAP actions and site School Plans for Student Achievement (SPSAs).

Overall, the educational partner engagement process confirmed that PUSD families, students, staff, and community members value the district's strong academic programs, school communities, and broad opportunities for students. At the same time, the feedback identified clear priorities for continued improvement, including communication, student support, mental health and wellness, safe and inclusive schools, academic intervention, and equitable access to programs and opportunities. PUSD will continue to use this input to guide implementation, monitor progress, and refine actions to better meet the needs of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

With the intent to provide Safe and Inclusive Learning Environments for all PUSD students, baseline data was reviewed to support the following documented needs:

Although we have seen improvements in chronic absenteeism and discipline data, CA School Dashboard data as well as local data tracking systems show higher rates of absenteeism and suspensions for some schools and students groups.

Analysis of CHKS, Panorama, and Kelvin data, coupled with community feedback, underscores the necessity of supporting the holistic needs of every student. To maintain a safe and equitable learning environment, the district will prioritize systemic investments in mental health, social-emotional learning (SEL), and anti-bias programs.

Conditions of our facilities as evaluated using the Facilities Inspection Tool (FIT), campus safety walks with school Safety Committees, as well as feedback from families identified the need to address facilities concerns as well as safety and security of schools and offices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percent of K-12 students attending school disaggregated by student groups, English	2022-23: Overall District attendance rate was 93.4%.	2023-24: Overall district attendance rate: 93.7% (+.3%)	2024-25:Overall district attendance rate: 93.9% (-.2%)	2026-27: PUSD overall attendance rate will increase 3.1% to 96.5% and	Attendance rate increase 0.5% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. Data Source: Synergy/ CALPADS	Those student groups below the District average include: African American/Black - 91.3% American Indian/Alaskan Native - 88.6% Hispanic/Latino - 90.7% Pacific Islander: - 91% English Learners - 92.6% Foster Youth - 91% Homeless Youth - 90% Socioeconomically Disadvantaged - 91.6% Students with Disabilities - 90.5% See Appendix (A) for disaggregated student group data	Student groups below district average: African American/Black: 91.6% (+.3%) American Indian/Alaskan Native: 84.9% (-3.7%) Hispanic/Latino: 91% (no change) Pacific Islander: 90.7% (-.3%) English learners: 92.6% (no change) Foster Youth: 91.3% (+.3%) Homeless Youth: 90.6% (+.3%) Socioeconomically Disadvantaged: 91.8% (+.2%) Students with Disabilities: 90.5% (no change) See Appendix (A) for disaggregated student group data.	Student groups below district average: African American/Black: 90.9% (-.7%) American Indian/Alaskan Native: 86.7% (+1.8%) Hispanic/Latino: 90.9% (-.1) Pacific Islander: 93.2% (+2.5%) English learners: 92.6% (no change) Foster Youth: 93.8% (+.2.5%) Homeless Youth: 90.7% (+.1%) Socioeconomically Disadvantaged: 91.5% (-.3%) Students with Disabilities: 91.3% (+.8) NOTE: To increase transparency, the data is included by student group in the metrics section. The data Appendix has been removed and	5% for specific groups below the district average.	Progress from baseline for each student group: African American/Black: 90.9% (-0.4%) American Indian/Alaskan Native: 86.7% (-1.9%) Hispanic/Latino: 90.9% (+0.2%) Pacific Islander: 93.2% (+2.2%) English learners: 92.6% (no change) Foster Youth: 93.8% (+.2.8%) Homeless Youth: 90.7% (+0.7%) Socioeconomically Disadvantaged: 91.5% (+1%) Students with Disabilities: 91.3% (+0.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				the disaggregated data is included here with annual progress noted for each group reducing the need to scroll or page through the LCAP to review data by student group.		
1.2	The percentage of students who were absent 10% or more of the days that they were enrolled in the district disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: Synergy/ CALPADS, DataQuest	2022-23: 15% of PUSD students were chronically absent from school. Those student groups above the district average include: African American/Black: 23% American Indian/Alaskan: 36% Hispanic/Latino: 24% Pacific Islander: 19% English Learners: 23% Foster Youth: 42% Homeless Youth: 33% Socioeconomically Disadvantaged: 28% Students with Disabilities: 25% See Appendix (B) for disaggregated student group data.	2023-24: Percent of PUSD students chronically absent from school: 11.5% (-3.5%) Student groups above the district average: African American/Black: 22% (-1%) American Indian or Alaska Native: 32% (-4%) Hispanic/Latino: 20% (-4%) Pacific Islander: 16% (-3%) English Learner: 18% (-5%) Foster Youth: 42% (no change) Homeless Youth: 31% (-2%)	2024-25: Percent of PUSD students chronically absent from school: 10% (-1.5%) Student groups above the district average: African American/Black: 19% (-3%) American Indian or Alaska Native: 15% (-17%) Hispanic/Latino: 18% (-2%) Pacific Islander: 15% (-1%) English Learner: 16% (-2%) Foster Youth: 21% (-21%) Homeless Youth:	2026-27: Overall Chronic Absenteeism rate will decrease by 5% with a 7% decrease for each student group above the 2022-23 average.	Percent of PUSD students chronically absent from school decreased by 5% from baseline. Progress from baseline for each student group: African American/Black: 19% (-4%) American Indian or Alaska Native: 15% (-21%) Hispanic/Latino: 18% (-6%) Pacific Islander: 15% (-4%) English Learner: 16% (-7%) Foster Youth: 21% (-21%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*corrected data entry error for this metric	Socioeconomically Disadvantaged: 24% (-4%) Students with Disabilities: 21% (-4%) See Appendix (B) for disaggregated student group data. *corrected data entry error for this metric	43% (+12%) Socioeconomically Disadvantaged: 22% (-2%) Students with Disabilities: 19% (-2%) NOTE: Chronic Absenteeism data can be reviewed by district, school or student group on the DataQuest website - https://dq.cde.ca.gov/dataquest/.		Homeless Youth: 43% (+10%) Socioeconomically Disadvantaged: 22% (-6%) Students with Disabilities: 19% (-6%)
1.3	Percentage of middle and high school cohort dropouts disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	2022-23: 2.1% of our senior cohort students dropped out of high school. Those student groups below the district average include: African American/Black - 7.1% Hispanic/Latino - 2.7% White - 2.7% English Learners -7.6% Homeless Youth - 14.3% Socioeconomically Disadvantaged - 4.5%	2023-24: Percent of PUSD seniors who dropped out of high school: 1% (-1.1%) Student groups above the district average: African American/Black: 1.8% (-5.3%) Hispanic/Latino: 1.6% (-1.1%) White: 0.9% (-1.8%)	2024-25: Percent of PUSD seniors who dropped out of high school: .6% (-.4%) Student groups above the district average: African American/Black: 0% (-1.8%) Hispanic/Latino: 1.7% (+0.1%) White: 0.6% (-0.3%) English Learner:	2026-27: Percentage of senior cohort dropouts will decrease by 1% with a 2% decrease for each student group below the district average. The middle school dropout rate will remain at 0.	Progress from baseline for the percent of PUSD seniors who dropped out of high school: 0.6% (-1.5%) Student groups above the district average: African American/Black: 0% (-7.1%) Hispanic/Latino: 1.7% (-1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 4.1% In 2022-23 the dropout rate for middle school students was 0.0%. See Appendix (C) for disaggregated student group data	English Learner: 7% (-.6%) Homeless Youth: 3.7% (-10.6%) Socioeconomically Disadvantaged: 2.9% (-1.6%) Students with Disabilities: 2.4% (-1.7%) In 2023-24 the dropout rate for middle school students remained 0.0%. See Appendix (C) for disaggregated student group data	4.7% (- 2.3%) Homeless Youth: 9.6% (+5.9%) Socioeconomically Disadvantaged: 1.9% (-1%) Students with Disabilities: 2.2% (- 0.2%) In 2024-25 the dropout rate for middle school students remained 0.0% NOTE: Cohort outcome data can be reviewed by district, school or student group on the DataQuest website - https://dq.cde.ca.gov/dataquest/.		White: 0.6% (- 2.4%) English Learner: 4.7% (- 2.9%) Homeless Youth: 9.6% (-4.7%) Socioeconomically Disadvantaged: 1.9% (-2.6%) Students with Disabilities: 2.2% (-1.9%) Middle school students drop out rate remained at 0.0%
1.4	Percent of students suspended disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities.	2022-23: The district student overall suspension rate was 1.5%. Those student groups below the district average include: African American/Black - 5.5%	2023-24: Overall suspension rate: 1.6% (+.1%) Student groups above the district average:	2024-25 Overall suspension rate: 1.2% (-.4%) Student groups above the district average: African American/Black:	2026-27: The district's overall suspension rate will decrease to 0.75%. Suspension rates for each student group above the current district	Progress from baseline for suspension rates: 1.2% (-0.3%) African American/Black: 2.8% (-2.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest	American Indian/Alaskan - 4.3% Hispanic/Latino - 2.6% Pacific Islander - 4.8% English Learners - 1.8% Foster Youth - 17.9% Homeless Youth - 4.6% Socioeconomically Disadvantaged - 3.5% Students with Disabilities - 3.9% See Appendix (D) for disaggregated student group data.	African American/Black: 6.2% (+.7%) American Indian or Alaska Native: 4.3% (no change) Hispanic/Latino: 2.2% (-.4%) Pacific Islander: 6.8% (+2%) English Learners: 1.9% (+.1%) Foster Youth: 20% (+2.1%) Homeless Youth: 5.3% (+.7%) Socioeconomically Disadvantaged: 3.5% (no change) Students with Disabilities: 4.3% (+.4%) See Appendix (D) for disaggregated student group data.	2.8% (-3.4%) American Indian or Alaska Native: 2.1% (-2.2) Hispanic/Latino: 2% (-.2%) Pacific Islander: N/A, data not reported by the state for PUSD in 24-25 English Learners: 1.8% (-.1%) Foster Youth: 9.4% (-10.6%) Homeless Youth: 4.8% (-.5%) Socioeconomically Disadvantaged: 2.7% (-.8%) Students with Disabilities: 3.0% (-1.3%) NOTE: Suspension data can be reviewed by district, school or student group on the DataQuest website - https://dq.cde.ca.gov/dataquest/.	average in 2022-23 will decrease by 3%.	American Indian or Alaska Native: 2.1% (-2.2%) Hispanic/Latino: 2% (-0.6%) Pacific Islander: N/A English Learners: 1.8% (=) Foster Youth: 9.4% (-8.5%) Homeless Youth: 4.8% (+0.2%) Socioeconomically Disadvantaged: 2.7% (-0.8%) Students with Disabilities: 3% (-0.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percent of students expelled, disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	2022-23: The district's overall expulsion rate was 0%. See Appendix (E) for disaggregated student group data.	2023-24: District overall expulsion rate continued to be 0% as there were no expulsions during the 2023-24 academic year. See Appendix (E) for disaggregated student group data.	2024-25: District overall expulsion rate continued to be 0% as there were no expulsions during the 2024-25 academic year. NOTE: Expulsion data can be reviewed by district, school or student group on the DataQuest website - https://dq.cde.ca.gov/dataquest/.	2026-27: The district's overall expulsion rate will remain at 0%.	Expulsion rate remained at 0%
1.6	The percent of parents who Strongly Agree with the statement "This school is a safe place for my child" disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: California Healthy Kids Parent Survey, Winter 2022 administration.	Winter 2022: 39% of all parents Strongly Agree with the statement "This school is a safe place for my child". The student groups below the district average includes: Native Hawaiian or Pacific Islander See Appendix (F) for disaggregated student group data.	Winter 2024: 40% of all parents Strongly Agree and 54 % of all parents Agree (94% combined) with the statement "This school is a safe place for my child". (+1%) The student groups below the district average includes: American Indian or Alaska Native: 38% (-12%)	PUSD did not administer the CALSCHLS Parent Survey in the 2024-25 or 2025-26 school years. Parent perception of school safety was gathered through ThoughtExchange in May 2026. Spring 2024: 41% of all parents Strongly Agree and 49% of all parents Agree (90% combined)	2026-27: An overall increase of 2% of parents agreeing with the statement "This school is a safe place for my child".	+1% overall for Strongly Agree) American Indian or Alaska Native: 38% (-12%) Hispanic or Latino/a: 39% (-5%) Two or more races: 39% (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic or Latino/a: 39% (-5%) Two or more races: 39% (no change) See Appendix (F) for disaggregated student group data.	with the statement "This school is a safe place for my child". (-4%)		
1.7	The number of students indicating they had experienced bullying at each grade level, disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: California Healthy Kids Parent Survey, 2022-23 administration.	2022-23: In elementary school, 30% of students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ and 30% had experienced ‘mean rumors spread about you’. At the secondary level, middle schoolers reported 29% and 37%, high schoolers in 9th grade 14% and 28% and high schoolers in 11th grade 8% and 22%. See Appendix (G) for disaggregated student group data.	2024-25: In elementary school, 32% (+2%) of students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ and 37% (+7%) had experienced ‘mean rumors spread about you’. At the secondary level, middle schoolers reported 29% (no change) and 39% (+2%), high schoolers in 9th grade 11% (-3%) and 23% (-5%) and high schoolers in 11th grade 8% (no	2025-26 March CHKS results In elementary school, 27% (-5%) of students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ and 34% (-3%) had experienced ‘mean rumors spread about you’. At the secondary level, middle schoolers reported 23% (-6%) and 38% (-1%), high schoolers in 9th grade 13% (+2%) and 29% (+6%) and high schoolers	2026-27: Decrease the percentage of students indicating experiences of bullying by 5%. Those students above the district average in 2022-23 will decrease by 7%.	Progress on positive school connectedness from 2023 baseline: Elementary: decrease of 3% hit or pushed increase of 4% experienced 'mean rumors spread' Middle School: decrease of 6% hit or pushed increase of 1% experienced 'mean rumors spread' High School: 9th Grade: decrease of 1% hit or pushed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*corrected data entry error for this metric	change) and 26% (+4%. See Appendix (G) for disaggregated student group data. *corrected data entry error for this metric	in 11th grade 7% (-1%) and 28% (+2%).		increase of 1% experienced 'mean rumors spread' 11th Grade: decrease 1% hit or pushed decrease of 6% experienced 'mean rumors spread'
1.8	Number of instances where facilities do not meet the 'Good Repair' standard (including deficiencies and extreme deficiencies.) State Board of Education Self-Reflection Tool (Local Indicator 1 - Basic Conditions At School-Facilities). Data Source: Facilities Inspection Tool (FIT)	2023: All school sites continue to meet the 'Good Repair' standard. See Appendix (H).	2024: All school sites continue to meet the 'Good Repair' standard. See Appendix (H).	2025:All school sites continue to meet the 'Good Repair' standard. FIT ratings by school can be reviewed on the SARC by visiting the PUSD SARC webpage https://www.powayusd.com/apps/pages/school-accountability-report-card-SARC	2026-27: All school sites continue to meet the 'Good Repair' standard.	100% of school sites continue to meet the 'Good Repair' standard on the FIT.
1.9	Overall percentage rating from FIT of each school site with Good to Exemplary rating. Data Source: Facilities Inspection Tool (FIT)	2022-23: Overall percentage rating for Good to Exemplary was measured at 92% across the district. See Appendix (I) for ratings by systems inspected.	2023-24: Overall percentage rating for Good to Exemplary was measured at 100% across the district. (+8%)	2024-25: Overall percentage rating for Good to Exemplary was measured at 100% across the district. (same) FIT ratings by	2026-27: Maintain at 92% or above, site safety ratings of Good to Exemplary as measured by annual Facilities Inspection	100% of schools in PUSD received a rating of Good or better on the FIT

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			See Appendix (I) for ratings by systems inspected.	school can be reviewed on the SARC by visiting the PUSD SARC webpage https://www.powayusd.com/apps/pages/school-accountability-report-card-SARC	Tool (FIT) reports.	
1.10	School climate: The percentage of students reporting positive school connectedness and students reporting feeling safe at school or that school is safe. Data Source: CA Healthy Kids Survey (CHKS) data	2022-23: Students reporting positive school connectedness: Grade 5 = 78% Grade 7 = 65% Grade 9 = 66% Grade 11 = 63% Students who perceive school as safe or very safe: Grade 5 = 86% Grade 7 = 65% Grade 9 = 67% Grade 11 = 68% See Appendix (MM) for CHKS data. *corrected data entry error for this metric	2024-25: California Healthy Kids Survey is taken biennially and was administered in the Fall of 2024. Students reporting positive school connectedness: Grade 5 = 77% (-1%) Grade 7 = 69 % (+4%) Grade 9 = 71% (+5%) Grade 11 = 69% (+6%) Students who perceive school as safe or very safe: Grade 5 = 84% (-3%) Grade 7 = 67% (+2%)	2025-26 March CHKS results Students reporting positive school connectedness: Grade 5 = 80% (+3%) Grade 7 = 73% (+4%) Grade 9 = 72% (+1%) Grade 11 = 72% (+3%) Students who perceive school as safe or very safe: Grade 5 = 87% (+3%) Grade 7 = 74% (+7%) Grade 9 = 74% (no change) Grade 11 = 80% (+6%)	2026-27: An overall increase of 5% in the number of students at each grade level in reporting connectedness to school and that school is safe.	Progress on positive school connectedness from 2023 baseline: Grade 5 = (+2%) Grade 7 = (+11%) Grade 9 = (+6%) Grade 11 = (+9%) Progress on perceive school as safe or very safe from 2023 baseline: Grade 5 = (+1%) Grade 7 = (+9%) Grade 9 = (+7%) Grade 11 = (+12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 9 = 74% (+5%) Grade 11 = 74% (+7%) See Appendix (J) for CHKS data. *corrected data entry error for this metric			
1.11	School Climate: The percentage of Staff who report healthy learning environments for students and a positive school climate for students and staff. Data Source: CA Healthy Kids Survey (CHKS) data	2022-23: The percentage of Staff who report healthy learning environments for students and a healthy working environment disaggregates to: This School (is a) . . . Supportive and Inviting Place for Students to Learn 98% Agree to Strongly Agree Promotes Academic Success for All Students: 95% Agree to Strongly Agree Safe Place for Students: 96% Agree to Strongly Agree	2024-25: California Healthy Kids Survey is taken biennially and was administered in the Fall of 2024: The percentage of Staff who report healthy learning environments for students and a healthy working environment disaggregates to: This School (is a) . . . Supportive and Inviting Place for Students to Learn 98% Agree to Strongly Agree. (no change)	PUSD did not administer the CALSCHLS Staff Survey in the 2024-25 or 2025-26 school years. Staff perception of learning environments and school climate was gathered through ThoughtExchange 2025-26 ThoughtExchange results include responses that were neutral or favorable (agree/strongly agree) This School . . . is a supportive and inviting place for	2026-27: An overall increase of 3% in the number of staff at each reporting level (ES/ MS/ HS) reporting a healthy learning environment for students and staff.	Progress on staff perceptions of the learning and working environment -Supportive and inviting place for students to learn (-2%) -Promotes Academic Success for All Students: (+1%) -Safe Place for Students: (-2%) -Motivates Students to Learn: (no change) -Supportive & inviting place to work: (+9%) -Promotes Trust and Collegiality Among Staff: (+2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Motivates Students to Learn: 97% Agree to Strongly Agree Supportive & Inviting place to work: 87% Agree to Strongly Agree Promotes Trust and Collegiality Among Staff: 82% Agree to Strongly Agree Is a Safe Place for Staff: 92% Agree to Strongly Agree See Appendix (NN) for CHKS data.	Promotes Academic Success for All Students: 96% Agree to Strongly Agree (+1%) Safe Place for Students: 95% Agree to Strongly Agree (-1%) Motivates Students to Learn: 97% Agree to Strongly Agree (no change) Supportive & Inviting place to work: 87% Agree to Strongly Agree (no change) Promotes Trust and Collegiality Among Staff: 81% Agree to Strongly Agree (-1%) Is a Safe Place for Staff: 90% Agree to Strongly Agree (-2%) See Appendix (K) for CHKS data.	students to learn. 96% (-2%) Promotes Academic Success for All Students: 94% (-2%) is a safe place for students. 95% (no change) Motivates Students to Learn: 96% (-1%) is a supportive and inviting place to work. 89% (+2%) promotes trust and collegiality among staff. 84% (+3%) is a safe place for staff. 91% (+1%)		-Safe Place for Staff: (+1%)

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.

Each of the actions and services outlined within Goal 1 were fully implemented as planned. PUSD's strategy to provide safe and inclusive learning environments focus on building sustainable systems of support including;
-providing specialized school level support staff (social workers, counselors, campus supervisors, MTSS teams) to provide wrap around services as well as additional adults on campus to connect with students and collaborate on school-wide student support needs
-leadership on targeted strategies, preventative methods, and strengthening partnership with students and families to address high rates of chronic absenteeism
-comprehensive program to support our students experiencing homelessness through the PUSD Youth in Transition program which includes staff who are experts on the unique needs of students and families experiencing homelessness.
-professional learning, collaboration, and coaching support through Teachers on Special Assignment (ToSAs) as well as Classified Staff on Special Assignment (CoSAs) to coach, develop, support, and collaborate with school staff on effective evidence based strategies to promote positive, engaging, and inclusive learning environments (i.e. PBIS, MTSS, restorative responses to student discipline incidents, addressing barriers to attendance, responsive learning strategies to support student behavior challenges for early learners).

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.

PUSD defines a material difference as a 10% variance between the budgeted and actual expenditures. The following were material differences in the implementation of Goal 1 strategies in the 2025-26 school year:
1.3 - The actual salary expenses were lower than the budgeted amount for the positions which support the Caring Connections center as one counselor position was shifted into the Career Technical Education department and funded with a CTE grant to provide targeted support to students who are underrepresented in CTE enrollment and CTE pathway completion rates.
1.7 - The actual salary was lower than the budgeted amount for the Director position which leads our efforts to create systems and supports to reduce chronic absenteeism,.

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

Action 1.1: Intervention Counselors Secondary
Counseling support provided through Intervention Counselors has been effective in contributing to progress toward Goal 1. This action was implemented across middle school sites to strengthen student support systems, with counselors serving as points of contact for Foster Youth, English Learners, students experiencing homelessness, and students requiring attendance, academic, or behavioral support. Intervention Counselors use tools such as the RTI Console and Early Warning Screener and collaborate with Assessment and Care Teams (ACT) to monitor student progress and provide timely interventions. Action 1.1 is monitored through chronic absenteeism, suspension rates, and local counseling data for targeted student groups.

Chronic absenteeism (Metric 1.2) decreased from 15% at baseline to 10% in Year 2. Several student groups demonstrated improvement, including English Learners, who decreased from 23% to 16%; Students with Disabilities, who decreased from 25% to 19%;

Socioeconomically Disadvantaged students, who decreased from 28% to 22%; and Foster Youth, who decreased from 42% to 21%. Suspension rates (Metric 1.4) also decreased overall from 1.5% at baseline to 1.2% in Year 2. Suspension rates decreased for African American/Black students from 5.5% to 2.8%, Foster Youth from 17.9% to 9.4%, Socioeconomically Disadvantaged students from 3.5% to 2.7%, and Students with Disabilities from 3.9% to 3.0%.

The data show positive trends as attendance interventions, including CAIP, home visits, and SART meetings, have resulted in lower rates of chronic absenteeism. Continued implementation of regular ACT meetings, improved data systems, and professional learning for counselors will continue to strengthen the impact of this action.

Action 1.2: Mending Matters Social Worker Secondary
School-based mental health and socio-emotional support provided through Mending Matters Social Workers has been effective in increasing access to mental health and socio-emotional supports for targeted student groups and effective in contributing to broader Goal 1 outcomes. This action was implemented across 12 secondary schools and includes individual and group support, crisis intervention, walk-in self-regulation spaces, family engagement, and case management in collaboration with school staff. Action 1.2 is monitored through chronic absenteeism, attendance, suspension, graduation, academic performance indicators, and socio-emotional well-being measures.

Local implementation data demonstrate strong access and follow-through. As of midyear, Mending Matters received 807 student referrals, with a 79% completion rate. Students served included high proportions of priority populations, including English Learners, students with IEP/504 plans, Foster Youth, and Socioeconomically Disadvantaged students. Embedding services on campus reduced barriers to access and supported early identification and intervention.

Districtwide outcomes also show positive trends in related indicators. Chronic absenteeism (Metric 1.2) decreased from 15% at baseline to 10% in Year 2, and suspension rates (Metric 1.4) decreased from 1.5% to 1.2%.

Action 1.3: Caring Connections Counseling
Caring Connections Counseling has also been effective in contributing to progress toward Goal 1. This action was fully implemented to provide academic, social-emotional, and behavioral support for students and families across grades TK-12. The Caring Connections Counselor facilitates family conferences, develops personalized action plans, provides coping and self-regulation strategies, connects families to mental health services when needed, and refers families to parent education and community resources. Action 1.3 is monitored through chronic absenteeism, suspension data, and local metrics for targeted student groups.

Chronic absenteeism (Metric 1.2) decreased from 15% at baseline to 10% in Year 2, and suspension rates (Metric 1.4) decreased from 1.5% to 1.2%. Local feedback from parents and students indicates that family conferences provide a safe space to discuss social-emotional concerns, learn healthy coping strategies, develop goals, and access referrals. The action is considered effective because it has strengthened access to individualized family support and community referrals.

Action 1.4: Multi-Tiered Systems of Supports Teams and Action 1.5: Inclusive Practices and MTSS Support K–12

The establishment and scaling of MTSS teams and Inclusive Practices and MTSS Support K–12 have been partially effective in contributing to progress toward Goal 1. These actions were implemented as planned through a structured cohort model and districtwide coaching

supports. In 2025–26, 15 schools established MTSS teams that participated in targeted professional learning and collaboration to strengthen integrated instruction, intervention planning, and schoolwide practices aligned to the MTSS framework. In addition, two district MTSS TOSAs supported elementary and secondary schools through coaching, professional learning, and resources to strengthen MTSS implementation and inclusive practices. Actions 1.4 and 1.5 are monitored through chronic absenteeism, suspension rates, and local data for targeted student groups, including Foster Youth, English Learners, Students with Disabilities, African American students, Hispanic students, and students experiencing homelessness.

Strengthening site-based data teams, intervention planning, progress monitoring, and collaborative problem-solving through these actions has been effective in improving student engagement and school climate. Chronic absenteeism (Metric 1.2) decreased from 15% at baseline to 10% in Year 2, and suspension rates (Metric 1.4) decreased from 1.5% to 1.2%. In addition to improved attendance and behavior outcomes, student survey data demonstrate positive movement in key school climate indicators (Metric 1.6: School Climate/Student Perception Data). Positive school connectedness increased from 2024–25 to 2025–26 across all reported grade levels: grade 5 increased from 77% to 80%, grade 7 increased from 69% to 73%, grade 9 increased from 71% to 72%, and grade 11 increased from 69% to 72%. Student perceptions of school safety also improved in three of four grade levels: grade 5 increased from 84% to 87%, grade 7 increased from 67% to 74%, and grade 11 increased from 74% to 80%, while grade 9 remained stable at 74%.

These outcomes suggest that strengthening site-based systems for identifying and responding to student needs is contributing not only to improved attendance and behavior outcomes, but also to stronger student connection and perceptions of safety. The actions are considered partially effective as implementation is still being scaled across schools, and continued professional learning and coaching are needed to ensure consistent MTSS structures and inclusive practices are fully embedded districtwide.

Action 1.6: Increased Counseling Support Elementary
Maintaining the increased elementary counseling support has been effective in contributing to progress toward Goal 1. This action was implemented to provide comprehensive social-emotional and academic support at elementary schools through grade-level small groups, social-emotional learning and support, collaboration with MTSS and Attendance Teams, as well as targeted support for students. Action 1.6 is monitored through chronic absenteeism, suspension rates, and local data for targeted student groups.

Chronic absenteeism (Metric 1.2) decreased from 15% at baseline to 10% in Year 2, and suspension rates (Metric 1.4) decreased from 1.5% to 1.2%. The team input indicates that elementary counseling supports helped shift schools from primarily reactive responses to more proactive Tier 1 and Tier 2 support, including small groups, attendance monitoring, and full-day RTI collaboration sessions. This action is considered partially effective because the system has strengthened and outcome data have improved overall, but several student groups continue to have chronic absenteeism rates above the district average.

Action 1.7: Chronic Absenteeism Action Plan
The Chronic Absenteeism Action Plan has been effective in contributing to progress toward Goal 1. This action was implemented through a coordinated district-wide approach using disaggregated attendance data, early warning indicators, family outreach, attendance contracts, home visits, case management, and referrals to the School Attendance Review Board when appropriate. Action 1.7 is monitored through chronic absenteeism, suspension, and local data for targeted student groups, including Foster Youth, McKinney-Vento students, English Learners, Long-Term English Learners, and Students with Disabilities.

Chronic absenteeism (Metric 1.2) decreased from 15% at baseline to 10% in Year 2. English Learners decreased from 23% to 16%, Students with Disabilities decreased from 25% to 19%, Socioeconomically Disadvantaged students decreased from 28% to 22%, Hispanic or Latino students decreased from 24% to 18%, and Foster Youth decreased from 42% to 21%. In addition, Dashboard performance improved from 2024 to 2025, with no student groups identified in the Red performance level for chronic absenteeism and only Foster Youth in the Orange performance level.

The action is considered effective because as chronic absenteeism has declined districtwide. Continued focus is needed to improve attendance for students experiencing homelessness as this student group continues to demonstrate significant attendance needs. Chronic absenteeism for students experiencing homelessness increased to 43% in Year 2. Continued cross-department collaboration with Foster Youth, McKinney-Vento, English Learner, and Special Education teams will be necessary to strengthen targeted attendance supports.

Action 1.8: Campus Supervisors Middle School
Middle school campus supervision has been effective in contributing to progress toward Goal 1. This action is designed to increase school safety, strengthen student connection, and provide additional trusted adults who can identify and communicate student needs to school staff. Campus Supervisors support student supervision during non-instructional times, build relationships with students, assist with de-escalation, and communicate concerns to counselors, administrators, and student support teams. Action 1.8 is monitored through chronic absenteeism, suspension, and school climate data for targeted student groups, including Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and students experiencing homelessness.

Suspension rates (Metric 1.4) decreased from 1.5% at baseline to 1.2% in Year 2, and chronic absenteeism (Metric 1.2) decreased from 15% to 10% during the three-year implementation period. Student perception data also demonstrate improvement in key school climate indicators (Metric 1.6: School Climate/Student Perception Data) at the secondary level. Positive school connectedness increased from 69% to 73% for grade 7 students and from 69% to 72% for grade 11 students, while grade 9 increased from 71% to 72%. Student perceptions of school safety improved from 67% to 74% for grade 7 students and from 74% to 80% for grade 11 students, while grade 9 remained stable at 74%.

These improvements suggest that broader school climate and supervision supports, including additional trusted adults on campuses, are contributing to safer and more connected school environment.

Action 1.9: Families Experiencing Homeless Support
Support provided through the Youth in Transition program for students and families experiencing homelessness has been effective in contributing to progress toward Goal 1. This action was fully implemented as a multifaceted support system to remove educational barriers for students experiencing housing instability. Supports included Grab and Go events, food distributions, hygiene supplies, clothing, transportation support, school busing, transit passes, ride-share options for medical and mental health appointments, tutoring, home visits, postsecondary planning, and community referrals. Action 1.9 is monitored through chronic absenteeism, suspension, graduation, and local data for students experiencing homelessness.

Graduation outcomes for students experiencing homelessness improved from 64.3% at baseline to 74.4% in Year 2 (Metric 2.15). Local implementation data also show strong wraparound support. The YIT program provided free before- and after-school childcare for 30 elementary and middle school students, supported 191 students through food opportunities, served 121 students at back-to-school events,

sponsored 9 students for STEAM camps, and provided 476 individual high school student check-ins. The YIT Counselor also addressed 93 resource needs, made 65 referrals for mental health and tutoring, and helped secure $14,235.75 in CalKIDS college savings funds.

The action is considered effective because graduation and local support indicators improved. Continued focus is needed for students experiencing homelessness as chronic absenteeism increased from 33% at baseline to 43% in Year 2 (Metric 1.2), and suspension rates remained above the district average at 4.8% (Metric 1.4). Continued improvement efforts should focus on strengthening identification, monitoring, and targeted attendance interventions for students experiencing homelessness.

Action 1.10: STEAM Participation
STEAM participation has been effective in contributing to progress toward Goal 1. This action was implemented as planned and provides opportunities for students to participate in Career Technical Education pathways in STEAM, with integration into the core curriculum. Action 1.10 is monitored through the College and Career Indicator, graduation, and postsecondary transition data for targeted student groups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, African American students, and students experiencing homelessness.

College and Career Indicator outcomes (Metric 2.14) increased from 72.2% of graduating seniors identified as “Prepared” at baseline to 76.9% in Year 2. The team also noted that English Learners and Long-Term English Learners increased to the Yellow performance level on the College and Career Indicator, students experiencing homelessness increased from Orange to Green, and Socioeconomically Disadvantaged students increased from Yellow to Green. There continued to be no student groups identified in the Red performance level for CCI. This action is considered effective because STEAM and CTE participation contributed to increased college and career readiness for targeted student groups.

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

Goal 1 will continue as planned in the 26-27 school year. When implementing the plan for 26-27, district leaders will partner with specialized staff outlined in Goal 1 to provide more focused support and partnership for students who are experiencing homeless as well as long-term English learners.

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	Intervention Counselors Secondary	Counseling support at the middle and high schools will provide additional focus on students requiring intervention. Counselors will serve as points of contact for students who are chronically absent, struggling academically, or who are experiencing behavioral challenges. Supplemental counseling	$4,098,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services will be provided for students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and other student groups identified as priorities within the LCAP. Goal 1; Action 1 2025 Update: Beginning in the 2025–26 school year, intervention counselors will be funded through supplemental resources at the middle school level. This adjustment reflects an ongoing need for targeted social-emotional and behavioral support at middle schools, as identified through analysis of local data, while high school metrics such as chronic absenteeism, suspension rates, graduation rates, and the College/Career Indicator (CCI) have demonstrated improvement. This strategic refinement aligns resources with areas of highest need and supports the continued implementation of safe, supportive, and inclusive learning environments. There will be no changes to the goal or associated metrics.		
1.2	Mending Matters Social Worker Secondary	A full time social worker will be assigned to secondary schools to provide mental health and socioemotional support for students. Social workers will work with counseling and administrative teams to refer mental health services to students and families, identify academic interventions and supports, and provide an additional resource for students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and other student groups identified as priorities within the LCAP.	$1,195,000.00	Yes
1.3	Caring Connections Counseling	Caring Connections (CC) Counselor will support students' social, emotional, and behavioral challenges, which affect academic performance and home life. The Caring Connections Counselor will extend support to families with students in foster care or experiencing homelessness, providing personalized family counseling sessions to address their specific needs.	$219,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Establish and maintain Multi-Tiered Systems of Supports (MTSS) Teams in each school to address the diverse academic, behavioral, and social-emotional needs of students.	$1,066,407.00	Yes
1.5	Inclusive Practices and MTSS Support K-12	Teachers On Special Assignment (TOSAs) and Classified staff On Special Assignment (COSA) will support the expansion of inclusive practices and multi-tiered systems of support at the elementary and secondary levels.	$292,933.00	Yes
1.6	Increased Counseling Support Elementary	Maintain counseling support and services four to five days per week at each elementary school. In addition, Student Support Assistants at the elementary level and Student Support Supervisors at middle and high schools will be available to support students both academically and socio-emotionally.	$4,937,282.00	Yes
1.7	Chronic Absenteeism Action Plan	In collaboration with Learning Support Services, our Attendance and Student Engagement team developed and implemented a strategic plan to reduce chronic absenteeism. The plan includes enhancing the process of identifying and supporting chronically absent students K-12 as well as focusing on preventative systems of support.	$258,099.00	Yes
1.8	Campus Supervisors Middle School	Additional school campus supervisors will act as an enhanced support for students by serving as another trusted adult on campus as a point of connection and mentorship.	$2,616,145.00	Yes
1.9	Families Experiencing Homeless Support	The Youth In Transition program will assist preschool through grade 12 students and families experiencing homelessness by providing support for school, referrals to community agencies, and additional resources as determined.	$288,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	STEAM Participation	Provide opportunities for students to participate in Career Technical Education pathways in STEAM at the high schools as well as the integration into the middle school curriculum.	$3,306,403.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improving Systems, Structures and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal. LCFF Priorities: 1.Basic, 2.Implementation of Standards, 4.Pupil Achievement, 5.Pupil Engagement, 7.Course Access, 8. Pupil Outcomes.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To meet the diverse needs of our students, an analysis of California School Dashboard indicators from 2021 through 2025 was conducted with a focus on student groups and schools with a Red (lowest) performance level of the Dashboard highlighting lower academic performance and progress.

A comprehensive analysis of California School Dashboard indicators from 2021 through 2025 reveals a need to address systemic opportunity gaps. While district-wide averages remain strong across multiple academic measures, specific student groups, show lower performance and progress. When reviewing Dashboard data by school, the following student groups had a Red (lowest) performance level for one or more academic measures on the Dashboard in from 2023-2025.; students with disabilities, English learners, long term English learners, foster youth, socioeconomically disadvantaged students, Black/African American students, and homeless youth.

This data underscore that our primary challenge is not a lack of effort, but a need for targeted staff development to better support the diverse needs of underperforming populations.

To address inequitable academic outcomes for some student groups, PUSD is committed to the following strategic shifts:

Standards Alignment & Resource Integration: As California continues to roll out updated content frameworks, there is an urgent need to align core instruction with specialized intervention resources. Ensuring that our Tier 1 (core) instruction is accessible to all students requires ongoing professional learning that helps teachers navigate these evolving state standards.

Expansion of Learning Pathways: Both current research and internal survey data indicate that a "one-size-fits-all" approach is insufficient. We must explore and implement multiple learning pathways—for both students and staff—to accommodate diverse learning styles and ensure equitable access to rigorous curriculum.

Evidence-Based Interventions: Beyond the CAASPP, internal metrics and alternative assessments demonstrate that student success is tied to our ability to remain flexible. By providing diverse professional growth opportunities, we empower our staff to utilize data-driven interventions that foster academic growth for students who have historically been underserved.

Ultimately, the broad need for flexibility in how we teach and learn requires a systemic commitment to professional learning. By aligning our resources and expanding our instructional toolkits, we ensure that every student in Poway Unified has a clear, equitable path to academic mastery.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of mis-assignments of teachers. Number of mis-assignments of teachers of English learner students. Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1- Basics Conditions at School-Teachers)	2022-23: (0%) mis-assignments of all teachers. (0%) mis-assignments of teachers of English learner students. See Appendix (H).	2023-24: Teachers who were appropriately assigned: 99.4% (-.06%) Mis-assignments of all teachers: 0.57% Mis-assignments of teachers of English learner students: 0.01% The indicator on the 2024 California Dashboard reads Above State Average for "Appropriately	2024-25: Teachers who were appropriately assigned: 99.4% Mis-assignments of all teachers: 0.057% Mis-assignments of teachers of English Learner Students: 0% The indicator on the 2025 California Dashboard reads “Above Statewide Average” for Appropriately Assigned	2026-27: 0% mis-assignments of all teachers. 0% mis-assignments of teachers of English learner students.	Teacher mis-assignments rates increased slightly from 0 to 0.57%. Teacher of English learners mis-assignments rates returned to 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Assigned Teachers." See Appendix (L).	Teacher assignment data by school can be reviewed on the SARC by visiting the PUSD SARC webpage https://www.powayusd.com/apps/pages/school-accountability-report-card-SARC		
2.2	Percentage of students with access standards-aligned instructional materials for use at school and at home. Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1-Basics Conditions at School-Instructional Materials)	2022-23: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home. See Appendix (I).	2023-24: Students who had access to standards-aligned instructional materials and textbooks for use at school and at home: 100%. See Appendix (L).	2024-25: Students who had access to standards-aligned instructional materials and textbooks for use at school and at home: 100%. Access to standards aligned materials data by school can be reviewed on the SARC by visiting the PUSD SARC webpage https://www.powayusd.com/apps/pages/school-accountability-report-card-SARC	2026-27: Every student will have access to standards-aligned instructional materials and textbooks for use at school and at home.	No change: 100% have access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Implementation of academic content and performance standards for all students, including how English learners will access the CCSS and ELD standards. Local Indicator 2 'Implementation of Academic Standards' Self-reflection rating for supporting English Learners in accessing the California State Standards and ELD standards through professional development, instructional materials, policy and program support. Data Source: State Board of Education Self-Reflection Tool (Local Indicator 2- Implementation of Academic Standards)	2023: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation And Sustainability). See Appendix (J).	2024: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership received ratings continue to range from 4 (Full Implementation) to 5 (Full Implementation And Sustainability). See Appendix (M).	PUSD completes the Local Indicator report for “Implementation of Academic Standards' using the Self reflection tool each year in the spring and reports the results to the public in June. The full reports are also available on the CA School Dashboard - https://www.caschooldashboard.org/reports/3768296000000/2025 2025: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership ratings continue to range from 4 (Full Implementation) to 5 (Full Implementation	2026-27: PUSD will earn the rating of 5 "Full Implementation and Sustainability" in the areas of Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership relative to the English Learner program.	All areas continue to earn Full Implementation (4) or Full Implementation and Sustainability (5).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				And Sustainability).		
2.4	Percentage of certificated staff completing at least one Teaching and Learning Cooperative offerings. Data Source: Internal data	2023: 62% of certificated staff completed at least one Teaching and Learning Cooperative offering. See Appendix (K).	2024: Certificated staff who completed at least one Teaching and Learning Cooperative offering: 58.1% (-3.9%) See Appendix (N).	2025: Certificated staff who completed at least one Teaching and Learning Cooperative offering: 65.4% (+7.3%)	2026-27: 70% of certificated staff completed at least one Teaching and Learning Cooperative offering.	The percentage of certificated staff completing a TLC increase from 62% to 65.4%
2.5	Percent of certificated employees participating in the regularly scheduled Teacher Professional Learning and effectiveness System (TPLES) evaluation process. Data Source: Internal Data (PSS)	2023: 100% of certificated employees on a given evaluation cycle participated in the Teacher Professional Learning and Effectiveness System.	2024: Certificated employees who are on a given evaluation cycle and are participating in the Teacher Professional Learning and Effectiveness System: 100%	2025: Certificated employees who are on a given evaluation cycle and are participating in the Teacher Professional Learning and Effectiveness System: 100%	2026-27: 100% of certificated employees (on a given evaluation cycle) participated in the Teacher Professional Learning and Effectiveness System.	No change: 100% participate
2.6	Progress on the State Accountability Indicator for English proficiency by English Learner students. Data Source: California Dashboard	2023 Dashboard: 55.4% of EL students were reported to be making progress toward English language proficiency. See Appendix (L)	2024 Dashboard: English Learners who were reported to be making progress toward English language proficiency: 57.9% (+2.5%) See Appendix (O)	2025 Dashboard: Percent of English Learners who participated in the ELPAC for two consecutive years and made progress toward English language proficiency by increasing one	2026-27: The California Dashboard will report 60% of our EL students progressing towards English language proficiency.	There has not been a consistent pattern to ELPI progress as there was a notable increase from 2023 to 2024 and notable decrease from 2024 to 2025. Progress from 2023 to 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ELPI level or maintain the highest performance level: 53.4% (-4.5%)		shows a decline of 2%
2.7	Reclassification rate of English Learner students. Data Source: DataQuest	2022-23: Reclassification rate for English Learners was 12.3%. Updated to include reclassification rates: The percentage of students who are English learners who met the district reclassification criteria to be reclassified as Fluent English Proficient in 22-23 = 21.3% See Appendix (L) .	2023-24: Reclassification rate for English Learners was 12.7% (+.7%). Updated to include reclassification rates: The percentage of students who are English learners who met the district reclassification criteria to be reclassified as Fluent English Proficient in 23-24 = 21.9% (+0.6%) See Appendix (O)	2024-25 The percentage of students in PUSD who have been reclassified during any academic school year = 12.8% (+.1%). Updated to include reclassification rates: The percentage of students who are English learners who met the district reclassification criteria to be reclassified as Fluent English Proficient in 24-25 = 30.7% (+8.8%)	2026-27: The reclassification rate of English learner students will increase by 3%. Updated to include reclassification rates: Maintain reclassification rates at or around 21%	The percentage of students who have been reclassified during any academic year remained stable at 12.8% (minimal change from 2023) The percentage of students who are English learners who met the district reclassification criteria to be reclassified as Fluent English Proficient during the 24-25 school year was 30.7% (+9.5% from 2023)
2.8	Percentage of students identified as Long-Term English Learners (LTEL) who progress at least one English Language Performance Indicator (ELPI).	2023 Dashboard: 58% of students identified as Long-Term English Learners who progressed at least one English Language Performance Indicator level	2024 Dashboard: ELPI performance for LTELs 65.4% (+7.3%) *corrected data entry error for this metric	2025: Dashboard: ELPI performance for LTELs 54.6% (-10.7%)	2026-27: The percentage of students identified as Long-Term English Learners will progress at least one English Language	There has not been a consistent pattern to ELPI progress for students who are LTEL as there was a notable increase from 2023 to 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: 2023 Dashboard	*corrected data entry error for this metric See Appendix (L)	See Appendix (O)		Performance Indicator (ELPI) by 5% each year.	and notable decrease from 2024 to 2025. Progress from 2023 to 2025 shows a decline of 3.4%
2.9	Percent of students completing the English Language Proficiency Assessments for California (ELPAC) summative assessment. Data Source: 2022-23 ELPAC	2022-23: 67% of EL students performed at the "Well Developed" or "Moderately Developed" performance levels. See Appendix (M)	2023-24: English Learners who performed at the "Well Developed" or "Moderately Developed" performance levels: 66.13% (-0.87%) See Appendix (P)	2025: English Learners who performed at the "Well Developed" or "Moderately Developed" performance levels: 66.86% (-0.89%)	2026-27: The number of EL students will increase by 3% who performed at the "Well Developed" or "Moderately Well Developed" levels.	The percent of students who took the ELPAC and scored within the "Well Developed" or "Moderately Well Developed" range maintained stable at 66-67% over the last 3 years.
2.10	The percentage of students in grades 3-8 and 11 who perform "At", or "Exceeding" standards as measured by Smarter Balanced English Language Arts (ELA) assessments disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest CAASPP public reporting webpage -	Spring 2023: 74.63% of all students performed "At or Exceeding" standards in ELA. Those student groups below the district average include: American Indian/Alaskan Native : 66.7 Black or African American: 48.2 Hispanic/Latino: 57.1 White: 73.6 Socioeconomically Disadvantaged: 52.3	Spring 2024: 3-8 and 11th grade students who scored "At or Exceeding" standards in ELA: All students: 73.54% (-1.09%) Student groups below the district average: American Indian/Alaskan Native: 72.22% (+5.55 %)	2025: 3-8 and 11th grade students who scored "At or Exceeding" standards in scored : All students: 73.68% (+.14%) Student groups below the district average: American Indian/Alaskan Native: 68% (-4.2%)	2026-27: The district average of students who scored "At or Exceeding" standards in ELA will increase by 3% and by 4% for each student group below the Spring 2023 average.	CAASPP progress from baseline in ELA: All students: -1% American Indian/Alaskan Native: +1.3% Black or African American: -1% Hispanic/Latino: -1.1 White: -1.2 Socioeconomically Disadvantaged: -1.5 English Learner students: -4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://caaspp-elpac.ets.org/caaspp/Default	English Learner students: 24.2 Students with Disabilities: 37.9 Homeless Youth: 50.3 See Appendix (N) for disaggregated student group data.	Black or African American: 49.09% (+.86%) Hispanic/Latino: 57.05% (-.05%) White: 72.06% (-1.55%) Socioeconomically Disadvantaged: 54.10% (+1.76 %) English Learner students: 21.16% (-3.05%) Students with Disabilities: 38.18% (+.22%) Homeless Youth: 49.24% (-1.08%) See Appendix (Q) for disaggregated student group data.	Black or African American: 47.2% (-1.91%) Hispanic/Latino: 56%(-1.02%) Native Hawaiian or Pacific Islander 68.2% (-2.6%) White: 72.42% (+.36%) Socioeconomically Disadvantaged: 50.76% (-3.34 %) English Learner students: 19.41 (-1.75%) Students with Disabilities: 37.38% (-.8%) Homeless Youth: 37.16% (-12.08%)		Students with Disabilities: (minimal change) Homeless Youth: -13.1
2.11	The percentage of students in grade 3-8 and 11 who perform "At" or "Exceeding" standards as measured by Smarter Balanced Math assessments disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with	Spring 2023: 66.95% of all students performed "At or Exceeding" standards in Mathematics. Those student groups below the district average include: American Indian/Alaskan Native: 57.2	Spring 2024: 3-8 and 11th grade students who scored "At or Exceeding" standards in Mathematics: All students: 65.48% (-1.47)	2025: 3-8 and 11th grade students who scored "At or Exceeding" standards in Mathematics: All students: 66.43% (.95%)	2026-27: The district average of students who scored "At or Exceeding" standards in Mathematics will increase by 2% and by 7% for each student group below the Spring 2023 average.	CAASPP progress from baseline in math: All students: (minimal change) American Indian/Alaskan Native: -14.9 Black or African American: +5.6 Hispanic/Latino: (minimal change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disabilities. Data Source: DataQuest CAASPP public reporting webpage - https://caaspp-elpac.ets.org/caaspp/Default	Black or African American: 32.1 Hispanic/Latino: 43.5 White: 65 Socioeconomically Disadvantaged: 40.4 English Learner students: 28.3 Students with Disabilities: 32.6 Homeless Youth: 37 See Appendix (O) for disaggregated student group data.	Student groups below the district average: American Indian/Alaskan Native: 61.1% (+3.96%) Black or African American: 33.45% (+2.24%) Hispanic/Latino: 43.35% (-.13%) White: 62.43% (-1.07%) Socioeconomically Disadvantaged: 44.21% (+3.8%) English Learner students: 24.98% (-3.32%) Students with Disabilities: 32.02% (-.53%) Homeless Youth: 40.83% (+3.84%) See Appendix (R) for disaggregated student group data.	Student groups below the district average: American Indian/Alaskan Native: 42.31% (-18.71%) Black or African American: 37.68% (4.3%) Hispanic/Latino: 43.12% (-.23%) Filipino: 64.35% (.18%) Native Hawaiian or Pacific Islander 54.54% (+8.71%) White: 64.18% (1.07%) Socioeconomically Disadvantaged: 41.47% (-2.74%) English Learner students: 27.41% (2.43%) Students with Disabilities: 31.40% (- .62%) Homeless Youth: 20.74% (-20.09%)		White: -0.8 Socioeconomically Disadvantaged: +1 English Learner students: -0.9 Students with Disabilities: -1.2 Homeless Youth: -16.3
2.12	Percent of students meeting a-g requirements disaggregated by student groups, English	2022-23: The district percentage of students meeting a-g requirement was 71%.	2023-24: Percentage of students meeting the UC/CSU a-g	2024-25: Percentage of students meeting the UC/CSU a-g requirements:	2026-27: The percentage of all students meeting a-g requirements will increase by 7%	Progress on the percentage of students meeting UC/CSU a-g requirements from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: CALPADS	Those student groups below the district average include: Black or African American: 59.1 Hispanic/Latino: 62.8 Socioeconomically Disadvantaged: 57.9 English Learner students: 32.6 Students with Disabilities: 26.5 Homeless Youth: 59.6 See Appendix (T) for disaggregated student group data. *added baseline data in the metric section for easy reference	requirements: 75% (+4%) Student groups below the district average: Black or African American: 61% (+2%) Hispanic/Latino: 59% (-3%) Socioeconomically Disadvantaged: 52.6 (-5.3) English Learner students: 27.4 (-5.2) Students with Disabilities: 26.6 (no change) Homeless Youth: 34.5 (-25.1) See Appendix (S) for disaggregated student group data. *corrected data entry errors for this metric	76.7% (+1.7%) Student groups below the district average: Black or African American: 57.9% (-2%) Hispanic/Latino: 60.6% (+1.6%) Socioeconomically Disadvantaged: 52.7% (no change) English Learner students: 32% (+4.6%) Students with Disabilities: 34% (+7.4%) Homeless Youth: 41.5% (+7%) *data is reported by school and students group on the public DataQuest website - Four-Year Adjusted Cohort Graduation Rate report https://dq.cde.ca.gov/dataquest/	from 2022-23; 8% for all student groups below the district average.	baseline: 76.7% (+5.7%) Student groups below the district average: Black or African American: 57.9% (-1.2) Hispanic/Latino: 60.6% (-2.2) Socioeconomically Disadvantaged: 52.7% (-5.2) English Learner students: 32% (no change) Students with Disabilities: 34% (+7.5) Homeless Youth: 41.5% (-18.1)
2.13	Percent of graduates who scored 3 and above on an Advanced	2022-23: 61.2% of graduates passed an	2023-24: Percentage of graduates who	2024-25. Percentage of graduates who	2026-27: 75% of all graduating students	Progress on percentage of graduates who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Placement (AP) test, disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: College Board and Internal Data. CA School Dashboard additional reports - College/Career Levels and Measures Report & Data - https://www6.cde.ca.gov/californiamodel/default	AP exam with a score of 3 or higher. Those student groups below the district average include: Black or African American: 55.6 Filipino: 52.4 Hispanic/Latino: 46.1 White: 55.6 Socioeconomically Disadvantaged: 44.9 English Learner students: 40 Students with Disabilities: 21.9 Homeless Youth: 31 See Appendix (W) for disaggregated student group data. *data updated to reflect the data reported on the public CA School Dashboard additional reports - College/Career Levels and Measures Report & Data	passed an AP exam with a score of 3 or higher: 63.1% (+1%) Student groups below the district average: Black or African American: 53.3 (-2.3) Filipino: 55.2 (+2.58) Hispanic/Latino: 49.4 (+3.3) White: 57.1% (+1.5) Socioeconomically Disadvantaged: 48.5 (+3.6) English Learner students: 35.5 (-4.5) Students with Disabilities: 28.8 (+6.9) Homeless Youth: 39.1 (+8.1) See Appendix (T) for disaggregated student group data.	passed an AP exam with a score of 3 or higher: 71.7% (+8.6%) Student groups below the district average: Black or African American: 47.8 (-5.5) Filipino: 63% (+7.8%) Hispanic/Latino: 58.6% (+9.2%) White: 68.4% (+12.8%) Socioeconomically Disadvantaged: 57.5 (+9) English Learner students: 52.4 (+16.9) Students with Disabilities: 33.1 (+4.3) Homeless Youth: 43.3 (+4.2) *data is reported by school on the public CA School Dashboard additional reports - College/Career	will pass an AP examination with a score of 3 or higher. Student groups below the district average will increase by 6%. Target was adjusted as a result of the data being updated to reflect the public CA School Dashboard additional reports - College/Career Levels and Measures Report & Data	passed an AP exam with a score of 3 or higher when compared to baseline: All students: 71.7% (+10.5%) Student groups below the district average: Black or African American: 47.8 (-7.8) Filipino: 63% (+10.6%) Hispanic/Latino: 58.6% (+12.5%) White: 68.4% (+12.8%) Socioeconomically Disadvantaged: 57.5 (+12.6) English Learner students: 52.4 (+12.4) Students with Disabilities: 33.1 (+11.2) Homeless Youth: 43.3 (+12.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*data updated to reflect the data reported on the public CA School Dashboard additional reports - College/Career Levels and Measures Report & Data	Levels and Measures Report & Data - https://www6.cde.ca.gov/californiamodel/default		
2.14	Graduating Seniors identified as "Prepared" for College and Career. Data Source: California Dashboard Local Indicator and Dataquest. CA School Dashboard additional reports - College/Career - https://www6.cde.ca.gov/californiamodel/default	Class of 2023: 72% of graduates who met the "Prepared" criteria for the College and Career Indicator on the CA Dashboard. Data regarding specific student groups is included in Appendix (KK).	2023-24: Percent of of graduates who met the "Prepared" criteria for the College and Career Indicator on the CA Dashboard = 74.3% (+2.1%) No Student Groups are in the Red performance level on the 2024 Dashboard. Three Student Groups are in the Orange performance level : English Learners, Homeless, and Long Term English Learners. Data regarding specific student	2024-25: Percent of of graduates who met the "Prepared" criteria for the College and Career Indicator on the CA Dashboard = 76.9% (+2.6%) No Student Groups are in the Red or Orange performance levels on the 2025 Dashboard. Data by school and student group can be reviewed through the CA School Dashboard additional reports - College/Career Placement Report or the Student Group report-	2026-27: The district will continue to meet this Local Indicator with an increase of 5% of our graduating seniors noted to be 'Prepared' for College and Career.	Progress on the CCI for the Dashboard: 76.9% (+2.6%) Access to a broad course of study Local Indicator continued to be rated as Standard Met. No Student Groups are in the Red or Orange performance levels on the 2025 Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			groups is included in Appendix (U).	https://www6.cde.ca.gov/californiamodel/default		
2.15	Percentage of graduating high school students disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: Dashboard/Dataquest CA School Dashboard additional reports - Graduation rate- https://www6.cde.ca.gov/californiamodel/default	2022-23: Student graduation rate (including 5th year seniors) was 93%. Those student groups below the district average include: Black or African American: 78.9 Hispanic/Latino: 86.5 Socioeconomically Disadvantaged: 83.6 English Learner students: 71.8 Students with Disabilities: 70.7 Homeless Youth: 64.3 See Appendix (Z) for disaggregated student group data. *baseline data updated to correct data entry error for cohort graduation rate as reported on the 2023 CA School Dashboard	2023-24: Student graduation rate (including 5th year seniors): 94.6% (+1.6%). Student groups below the district average: Black or African American: 87.5 (+8.6) Hispanic/Latino: 91.4% (+4.9) Socioeconomically Disadvantaged: 86.8 (+3.2) English Learner students:76.7 (+4.8) Students with Disabilities: 78.5 (+7.8) Homeless Youth: 69.4 (+5.1) See Appendix (V) for disaggregated student group data.	2024-25: Student graduation rate (including 5th year seniors): 95.6% (+1%). Student groups below the district average: Black or African American: 97.4 (+9.9) Hispanic/Latino: 91 (-0.3) Socioeconomically Disadvantaged: 89.2 (+2.4%) English Learner students: 81.2 (+4.5) Students with Disabilities: 82.8 (+4.3) Homeless Youth: 74.4% (+4.9) Data by school and student group can be reviewed through the CA School Dashboard additional reports -	2026-27: Increase the overall graduation rate of students to 97% and by 3% for student groups below the district average in 2022-23.	Progress on cohort graduation rate since baseline All students: 95.6% (+2.3%). Black or African American: 97.4 (+18.5) Hispanic/Latino: 91 (+4.5) Socioeconomically Disadvantaged: 89.2 (+5.6) English Learner students: 81.2 (+9.4) Students with Disabilities: 82.8 (+12.1) Homeless Youth: 74.4% (+10.1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*data updated to correct data entry error for cohort graduation rate as reported no the 2024 CA School Dashboard	Graduation Rate Report- https://www6.cde.ca.gov/californiamodel/default		
2.16	Measurement of progress in which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. Data Source: State Board of Education Self-Reflection Tool (Local Indicator 7. Access to Broad Course of Study) as provided in Dashboard and Internal Source (SRC)	2022-23: LCFF Priority 7 narrative presented to PUSD governing board states 'Standard Met'. Report notes specific local measures, summarizes the results, identifies barriers, and explains the actions PUSD will implement to ensure access to a broad course for students. See Appendix (AA) & (II).	2023-24: LCFF Priority 7 narrative were presented to PUSD governing board on June 13, 2024. LCFF Priority 7 narrative presented to PUSD governing board states 'Standard Met'. Report notes specific local measures, summarizes the results, identifies barriers, and explains the actions PUSD will implement to ensure access to a broad course for students. See Appendix (W)	2024-25: Priority 7 narrative were presented to PUSD governing board on June 17, 2025. LCFF Priority 7 narrative presented to PUSD governing board states 'Standard Met'. Report notes specific local measures, summarizes the results, identifies barriers, and explains the actions PUSD will implement to ensure access to a broad course for students. The full report for the Local Indicators including access to	2026-27: Present an annual narrative noting progress in which students have access to, and are enrolled in, a broad course of study for Grades 1-12; meeting the CA State Standard.	Access to a broad course of study Local Indicator continued to be rated as Standard Met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				a broad course can we reviewed on the public CA School Dashboard - https://www.caschooldashboard.org/ by clicking on each Local Indicator from the Dashboard overview		
2.17	Percent of graduates who completed at least one state defined Career Technical Education pathway disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: CALPADS CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report	2022-23: 32.7% of graduates completed at least one Career Technical Education Course Completion pathway. Those student groups below the district average include: Black or African American: 12.3 Filipino: 26.8 Hispanic/Latino: 24.1 Socioeconomically Disadvantaged: 22.7 English Learner students: 12.7 Students with Disabilities: 23.6 Homeless Youth: 14.3 Foster Youth: N/A, too few students in this group to publicly report data	2023-24: Percent of graduates who completed at least one Career Technical Education Course Completion pathway: 35% (+2.3) Student groups below the district average: Black/African American: 23.2 (+10.9) Filipino: 35.8 (+9) Hispanic/Latino: 27.1 (+0.3) Socioeconomically Disadvantaged: 25.8 (+3.1)	2024-25: Percent of graduates who completed at least one Career Technical Education Course Completion pathway: All graduates: 37.3% (+2.3) Student groups below the district average: Black/African American: 28.2% (+5) Filipino: 34.1 (-1.7) Hispanic/Latino: 28.4% (+1.3) Socioeconomically Disadvantaged: 26.4% (+0.6)	2026-27: Career Technical Education Course Completion rates increase by 1% each year; 2% for each student group below the current district average.	Progress on percent of graduates who completed at least one Career Technical Education Course Completion pathway: All graduates: 37.3% (+4.6) Student groups below the district average: Black/African American: 28.2% (+15.9) Filipino: 34.1 (+7.3) Hispanic/Latino: 28.4% (+4.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		See Appendix (BB) for disaggregated student group data. *baseline data updated to correct data entry error for the percent of graduates who completed at least one Career Technical Education Course Completion pathway reported on the 2023 CA School Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report additional report	English Learner students: 12 (-0.7) Students with Disabilities: 23.8 (+0.2) Homeless Youth: 21.2 (+6.8) See Appendix (X) for disaggregated student group data. *data updated to correct data entry error for the percent of graduates who completed at least one Career Technical Education Course Completion pathway reported on the 2023 CA School Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report additional report	English Learner Students: 23.9% (+11) Students with Disabilities: 22.9% (-0.7) Homeless Youth: 24.4% (+3.2) *data can be reviewed by school and students group using the CA School Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report additional report https://www6.cde.ca.gov/californiamodel/default		Socioeconomically Disadvantaged: 26.4% (+3.7) English Learner Students: 23.9% (+11.2) Students with Disabilities: 22.9% (-0.7) Homeless Youth: 24.4% (+10.1)
2.18	Percentage of pupils who have successfully completed both a-g requirements and Career Technical Education courses from at least	2022-23: 25% of PUSD graduates met UC/CSU requirements AND completed at least one Career Technical Education pathway.	2023-24: Percent of graduates who met the UC/CSU a-g requirements AND completed at least one Career	2024-25: Percent of graduates who met the UC/CSU a-g requirements AND completed at least one Career	2026-27: 30% of PUSD graduates met UC/CSU requirements AND completed at least one Career	Progress on percent of graduates who completed at least one Career Technical

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	one approved pathways disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: CALPADS CA School Dashboard Additional Reports - Met UC/CSU Requirements and CTE Pathway Completion Report	Those student groups below the district average include: Black or African American: 8.8 Filipino: 21.6 Hispanic/Latino: 17.2 Two or More: 24.4 White: 32.8 Socioeconomically Disadvantaged: 13.7 English Learner students: 7.7 Students with Disabilities: 7..6 Homeless Youth: 9.2 See Appendix (LL) for disaggregated student group data. *added baseline data in the metric section for easy reference	Technical Education pathway: 27.4 % (+2.4%) Student groups below the district average: Black or African American: 17.9% (+9.1%) Filipino: 28.4 (+6.8) Hispanic/Latino: 16.9% (-.3%) Two or More: 25.9% (-2.5%) White: 25.9% (+1%) Socioeconomically Disadvantaged:15.7% (+2%) English Learner students: 4.7% (-3%) Students with Disabilities: 7.8% (+.2%) Homeless Youth: 11.8% (+2.6%) See Appendix (Y) for disaggregated student group data.	Technical Education pathway: 30% (+2.6%) Student groups below the district average: Black or African American: 17.9% (no change) Filipino: 28.5 (no change) Hispanic/Latino: 18.5% (+1.6%) Two or More: 29.4% (-+3.5%) White: 27.6% (+1.7%) Socioeconomically Disadvantaged:16.1% (+.4%) English Learner students: 11.6% (+6.9%) Students with Disabilities: 9.8% (+2%) Homeless Youth: 11.5% (-.3%) *data can be reviewed by school and students group using the CA School Dashboard	Technical Education pathway.	Education Course Completion pathway: All graduates: 30% (+5) Student groups below the district average: Black or African American: 17.9% (+9.1) Hispanic/Latino: 18.5% (+1.3) Filipino: 28.5 (+6.9) Two or More: 29.4% (+5) White: 27.6% (-5.2) Socioeconomically Disadvantaged:16.1% (+2.4) English Learner students: 11.6% (+3.9) Students with Disabilities: 9.8% (+2.2) Homeless Youth: 11.5% (+2.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report additional report https://www6.cde.ca.gov/californiamodel/default		
2.19	Percentage of 3rd grade students achieving "At or Near Standard," or "Above Standard" on the Reading Claim of the English Language Arts CAASPP CAASPP public reports website - https://caaspp-elpac.ets.org/caaspp/Default	We implemented a new foundational reading program, IMSE, in grades K-2 during the 2021-22 and 2022-23 school years. Third grade student performance in the Reading Claim area of the English Language Arts Spring 2023 CAASPP was 92% of students performing "At or Near Standard," or "Above Standard." 8% of 3rd graders scored "Below Standard" in the Spring of 2023. See Appendix (OO).	Spring 2024: Third grade student performance in the Reading Claim area of the English Language Arts Spring 2024 CAASPP was 92.18% of students performing "At or Near Standard," or "Above Standard." (no change) 7.82% of 3rd graders scored "Below Standard" in the Spring of 2024. (no change) See Appendix (Z).	2024-25: Third grade student performance in the Reading Claim area of the English Language Arts Spring 2025 CAASPP was 91.65% of students performing "At or Near Standard," or "Above Standard." (-.54%) 8.36% of 3rd graders scored "Below Standard" in the Spring of 2025. (+.54%) CAASPP results by claim or area are publicly available on the CAASPP reporting	2026-27: Student performance in the Reading Claim area of the English Language Arts CAASPP will improve by 2% each year for third grade students with no more than 2% of third graders "Below Standard." 98% of all third graders will achieve "At or Near Standard" or "Above Standard" on the Reading Claim area of the English Language Arts CAASPP.	CAASPP Reading claim level results for grade 3 show consistent proficiency at around 92% with ~8% of 3rd grade students scoring "below standard" on the reading claim

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				website by school and student group and be accessed at https://caaspp-elpac.ets.org/caaspp/Default		
2.20	Percentage of grade 3-5 students achieving "Near, At, or Above Standard" on the Problem Solving and Modeling & Data Analysis Claim of the Mathematics CAASPP CAASPP public reports website - https://caaspp-elpac.ets.org/caaspp/Default	We implemented a new problem-based mathematics program in grades K-5 during the 2023-24 school year. Grades 3-5 student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Spring 2023 Mathematics CAASPP: 89.8% of grade 3 students performed "Near, At, or Above Standard" 89.6% of grade 4 students performed "Near, At, or Above Standard" 88% of grade 5 students performed "Near, At, or Above Standard" See Appendix (OO).	Spring 2024: Grades 3-5 student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Spring 2023 Mathematics CAASPP: 89% of grade 3 students performed "Near, At, or Above Standard". (-1%) 89% of grade 4 students performed "Near, At, or Above Standard". (no change) 87% of grade 5 students performed "Near, At, or Above Standard". (-1%)	2024-25:Grades 3-5 student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Spring 2025 Mathematics CAASPP: Percent of each grade level who scored "Near, At, or Above Standard" in the target claim area 89.72% of grade 3 students (+.72%) 92.39% of grade 4 students (+3.39%) 84.91% of grade 5 students (-1.5%) CAASPP results by claim or area are publicly available on the	2026-27: Student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Mathematics CAASPP will improve by 1-2% each year for grade 3-5 students with no more than 5% of grade 3-5 "Below Standard." 95% of all grade 3-5 students will achieve "Near, At, or Above Standard" on Problem Solving and Modeling & Data Analysis Claim area of the Mathematics CAASPP.	Problem Solving: Near, At or Above Standard grade 3 students: (minimal change) grade 4 students: (+2.8%) grade 5 students: (-3.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11% of grade 3 students performed "Below Standard". 11% of grade 4 students performed "Below Standard". 13% of grade 5 students performed "Below Standard". See Appendix (Z).	CAASPP reporting website by school and student group and be accessed at https://caaspp-elpac.ets.org/caaspp/Default		
2.21	Percentage of students achieving Met or Exceeding Science standards overall as measured by the CAST. CAASPP public reports website - https://caaspp-elpac.ets.org/caaspp/Default	2022-23 61.2% Met or Exceeded Standards Black or African American: 35.48 Hispanic/Latino: 41.35 White: 60.28 Socioeconomically Disadvantaged: 37.87 English Learner students: 8.96 Long Term English Learner: 3.92 Students with Disabilities: 29.5 Homeless Youth: 31.53 See Appendix (PP).	2023-24: Percent of students who Met or Exceeded Standards in the CAST: 60.1% (-1.1%) Student groups below the district average: Black or African American: 32.15% (-3.33%) Hispanic/Latino:40.49% (-.86%) White: 57.63% (-2.65%)	2024-25: Percent of students who Met or Exceeded Standards in the CAST: 60.44% (+.34%) Student groups below the district average: Black or African American: 31.07% (-1.08%) Hispanic/Latino:40.61% (+.12%) White: 57.20% (-.43%) Socioeconomically Disadvantaged:	2026-27: Increase district wide percentage of students meeting or exceeding standards as measured by CAST to 66%.	CAST progress from baseline in ELA: All students: -0.8% Black or African American: -4.4% Hispanic/Latino: -0.7% White: -3% Socioeconomically Disadvantaged: -1.4% English Learner students: (minimal change) Students with Disabilities: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*added baseline data in the metric section for easy reference	Socioeconomically Disadvantaged: 38.02% (+.15%) English Learner students: 8.72% (-.24%) Long Term English Learner 1.96% (-1.96%) Students with Disabilities: 27.8% (-1.7%) Homeless Youth: 33.33% (+1.88%) See Appendix (AA).	36.47% (-1.55%) English Learner students: 9.31% (+.59%) Long Term English Learner 6.82% (+4.86%) Students with Disabilities: 25.98% (- 1.82%) Homeless Youth: 13.16% (-20.17%) CAST results are publicly available on the CAASPP reporting website by school and student group and be accessed at https://caspp-elpac.ets.org/caaspp/Default		Homeless Youth: -18.4%
2.22	Pupils prepared for college by the Early Assessment Program (EAP). Data Source: Dataquest CAASPP public reports website - https://caaspp-elpac.ets.org/caaspp/Default	Students CAASPP/EAP results are reported on the Student Score Report. Class of 2023: 80.82% of 2022-23 11th graders were noted to Meet or Exceed ELA standards and 65.2% of 2022-23 11th graders were noted to Meet or Exceed Math standards.	Student CAASPP/EAP results are reported on the Student Score Report. Class of 2024: 78.07% of 2023-24 11th graders were noted to Meet or Exceed ELA standards. (-2.75%)	Student CAASPP/EAP results are reported on the Student Score Report. Class of 2025: 76.19% of 2024-25 11th graders were noted to Meet or Exceed ELA standards. (-1.88%)	2026-27: Increase district wide percentage of students in grade 11 who scored in the standard met or exceeded range in: ELA: Math: The district will improve on this indicator with an	Progress from baseline for the percentage of 11th grader students were scored within the Standard Meet/Exceeded on CAASPP tests in: ELA: 76.19% (-4.6%) Math: 62.09% (-3.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Those student groups below the district average include: Black or African American ELA: 70.5 Math: 39.5% Hispanic/Latino ELA: 66% Math: 41.8% Socioeconomically Disadvantaged ELA: 61% Math: 40.4% English Learner students ELA: 23.4% Math: 19.2% Students with Disabilities ELA: 39.5% Math: 19.1% Homeless Youth ELA: 54.2% Math: 29.2% See Appendix (KK). *added baseline data in the metric section for easy reference	61.79% of 2023-24 11th graders were noted to Meet or Exceed Math standards. (-3.41%) Student groups below the district average include: Black or African American: (ELA: 55.55%) - 14.91% (Math: 28.58%) - 10.95% Hispanic/Latino: (ELA: 62.63%) - 3.36% (Math: 37.4%) - 2.13% Socioeconomically Disadvantaged: (ELA: 58.49%) - 2.55% (Math: 38.45%) - 1.95% English Learner students: (ELA: 2.7%) - 20.71%	62.09% of 2024-25 11th graders were noted to Meet or Exceed Math standards. (+.3%) Student groups below the district average include: Black or African American: ELA: 57.45% (+1.9%) Math: 34.78% (+6.2)% Hispanic/Latino: ELA: 61.07% (-1.56%) Math: 41.07% (+3.67%) Socioeconomically Disadvantaged: ELA: 57.33% (-1.16%) Math: 40.95% (+2.5%) English Learner students: ELA: 3.23% (+.53%) Math: 6.67% (+4.17%)	increase of 5% of our 11th grade students scores on ELA and Math standards reaching 'Meet or Exceed' Standards with an increase of 3%. Student groups below the district average will increase by 7% on both Math and ELA.	Black or African American: ELA: 57.45% (-13) Math: 34.78% (-4.7) Hispanic/Latino: ELA: 61.07% (-4.9) Math: 41.07% (-0.7) Socioeconomically Disadvantaged: ELA: 57.33% (-3.7) Math: 40.95% (minimal change) English Learner students: ELA: 3.23% (-20.2) Math: 6.67% (-12.5) Students with Disabilities: ELA: 34.08% (-5.4) Math: 18.97% (minimal change) Homeless Youth: ELA: 50%(-5.4) Math: 21.74% (-7.5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Math: 2.5%) - 16.73% Students with Disabilities: (ELA: 40.67%) +1.17% (Math: 19.65%) +.59% Homeless Youth: (ELA: 52.17%) - 2% (Math: 34.7%) +5.53% See Appendix (BB).	Students with Disabilities: ELA: 34.08% (-6.59%) Math: 18.97% - .68%) Homeless Youth: ELA: 50%(- 2.17%) Math: 21.74% (-12.96%) CAASPP results are publicly available on the CAASPP reporting website by school and student group and be accessed at https://caspp-elpac.ets.org/caaspp/Default		

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.

Each of the actions and services outlined within Goal 2 were fully implemented as planned. PUSD's strategy focused on strengthening systems, structures, and programs to improve student achievement and expand learning opportunities for all students. PUSD continues to demonstrate strong performance in several foundational conditions that support student achievement and learning opportunities. The district maintained high levels of access to appropriately assigned teachers and standards-aligned instructional materials. In 2024, 99.4% of teachers were appropriately assigned, and 100% of students had access to standards-aligned instructional materials and textbooks for use at school and at home. The district also maintained strong implementation ratings for academic standards, including supports for English

learners to access California State Standards and ELD standards through professional development, instructional materials, policy, and program support.

Key actions included:
-Implementation of the AVID program at middle and high schools to support college and career readiness
-Strengthening family partnerships through the PUSD Family Learning Center and Bilingual Parent Liaisons to increase access to resources and engagement
-Providing instructional resources and intervention supports for students performing below grade level
-Establishing Professional Learning Leaders at each elementary school to support high-quality instruction, curriculum implementation, equity and inclusion, and effective intervention systems
-Allocating staffing at middle and high schools to support co-teaching models, intervention courses, and targeted student support
-Providing protected collaboration time at elementary schools for data analysis, instructional planning, and progress monitoring
-Delivering targeted staffing, resources, and instructional support for English Learners
-Expanding alternative programs to provide additional pathways and supports for students
-Continuing to expand high-interest CTE pathways aligned to priority industry sectors and career opportunities

Implementation was consistent across the district, with systems in place to support instruction, intervention, and student access to programs.

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

There were the following material differences between budgeted and actual expenditures for Goal 2 actions.
2.2 - Actual expenses were higher than budgeted - position costs were estimated at a baseline cost as incumbents were not yet determined, once incumbents filled each position many were at a higher step and column as well as higher health and welfare elections.
2.6 - Actual expenses were lower than budgeted due to lower-than-anticipated participation in professional learning activities that required substitute costs. Specifically, fewer teachers participated in the EL Champions professional learning series than originally projected.
2.13 -The Connect Academy program was discontinued in the 2025–26 school year due to low and declining student enrollment.

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

Action 2.1: Intervention Support Secondary
Secondary intervention support has been effective in contributing to progress toward Goal 2. This action is monitored through English Language Arts (Metric 2.1), Mathematics (Metric 2.2), graduation rates (Metric 2.15), College and Career Indicator outcomes (Metric 2.14), and A-G completion (Metric 2.16). Graduation rates increased from 93.0% at baseline to 95.6%, including gains for Students with Disabilities (70.7% to 82.8%), English Learners (71.8% to 81.2%), students experiencing homelessness (64.3% to 74.4%), and Socioeconomically Disadvantaged students (83.6% to 89.2%). College and Career Indicator outcomes improved from 72.2% to 76.9%. However, achievement gaps remain in English Language Arts and Mathematics for English Learners, Students with Disabilities, students experiencing homelessness, and Socioeconomically Disadvantaged students, indicating continued need for targeted intervention supports.

Action 2.2: Co-Teaching and Inclusive Practices Support Secondary

Co-teaching and inclusive practices have been effective in contributing to progress toward Goal 2. This action is monitored through data on Least Restrictive Environment placement (Metric 2.22), English Language Arts (Metric 2.1), Mathematics (Metric 2.2), graduation rates (Metric 2.15), and College and Career Indicator outcomes (Metric 2.14) for Students with Disabilities. Graduation rates for Students with Disabilities increased from 70.7% to 82.8%, while College and Career Indicator outcomes increased from 19.9% to 30.9%. However, academic achievement remains below district averages, with 37.4% meeting or exceeding standards in English Language Arts and 31.4% in Mathematics, indicating a need to strengthen instructional impact in co-taught classrooms.

Action 2.3: Elementary Intervention Support and Planning
Elementary intervention support and planning has been effective in contributing to progress toward Goal 2. This action is monitored through English Language Arts (Metric 2.1), Mathematics (Metric 2.2), and iReady Reading and Mathematics growth and proficiency (Metrics 2.7–2.10). Implementation data indicates that collaboration time strengthened intervention planning, progress monitoring, and use of student data. Districtwide achievement remained strong overall, with 73.7% of students meeting or exceeding standards in English Language Arts and 66.4% in Mathematics. However, targeted student groups continue to perform below district averages, indicating a continued need for differentiated intervention supports.

Action 2.4: Equity and Inclusion Plan
The Equity and Inclusion Plan has been effective in contributing to progress toward Goal 2. This action is monitored through suspension rates (Metric 1.4), school climate and perception data (Metric 1.6), graduation rates (Metric 2.15), and College and Career Indicator outcomes (Metric 2.14). Suspension rates decreased overall from 1.5% to 1.2%, including decreases for African American/Black students from 5.5% to 2.8%. Graduation outcomes for African American/Black students increased to 97.4%. School climate survey data also demonstrated improved perceptions of school connectedness and safety across grade spans. Continued monitoring is needed to evaluate implementation consistency and impact across schools and departments.

Action 2.5: Professional Learning Leaders Elementary
Professional Learning Leads have been effective in strengthening staff capacity for curriculum implementation and intervention planning. This action is monitored through iReady Reading and Mathematics growth and proficiency (Metrics 2.7–2.10), English Language Arts (Metric 2.1), and Mathematics (Metric 2.2). In 2025–26, 69 teachers served as Professional Learning Leaders supporting curriculum implementation, intervention systems, and data-driven planning. Team input indicates that PLLs strengthened consistency in instruction and progress monitoring across schools. This action has been effective in strengthening systems and staff capacity to support student learning.

Action 2.6: Support for Long-Term English Learners
Support for Long-Term English Learners has been partially effective in contributing to progress toward Goal 2. This action is monitored through English Learner Progress outcomes (Metric 2.3), Summative ELPAC performance (Metric 2.4), reclassification outcomes (Metric 2.5), and English Language Arts achievement (Metric 2.1). In Year 2, 50.6% of English Learners progressed at least one ELPI level, compared with 54.5% in Year 1. Long-Term English Learners remained in the Orange performance level for English Learner Progress, indicating continued need for acceleration. Implementation data indicate that designated ELD, literacy supports, and professional learning strengthened systems of support; however, implementation and progress monitoring continue to vary across sites.

Action 2.7: Site Intervention Support for English Learners

Site intervention support for English Learners has been partially effective in contributing to progress toward Goal 2. This action is monitored through English Learner Progress (Metric 2.3), Summative ELPAC performance (Metric 2.4), reclassification outcomes (Metric 2.5), English Language Arts (Metric 2.1), Mathematics (Metric 2.2), and iReady Reading and Mathematics growth (Metrics 2.7–2.10). English Learner Progress declined from 54.5% to 50.6% of students progressing at least one ELPI level, and English Learners continue to perform below district averages in English Language Arts and Mathematics. At the same time, reclassification rates improved, with 30.7% of English Learners reclassified in 2024–25.

Action 2.8: Advancement Via Individual Determination (AVID)
AVID has been effective in contributing to progress toward Goal 2. This action is monitored through graduation rates (Metric 2.15), College and Career Indicator outcomes (Metric 2.14), A-G completion (Metric 2.16), and participation in rigorous coursework. All 12 AVID elective sites were rated Highly Qualified, with more than 2,200 students participating in AVID pathways. Graduation rates increased from 93.0% to 95.6%, and College and Career Indicator outcomes increased from 72.2% to 76.9%. AVID strengthened college readiness, academic routines, and postsecondary access for students.

Action 2.9: AVID Excel Middle School
AVID Excel has been effective in supporting English language development and academic engagement for multilingual learners. This action is monitored through English Learner Progress (Metric 2.3), English Language Arts (Metric 2.1), Mathematics (Metric 2.2), iReady Reading and Mathematics growth (Metrics 2.7–2.10), and attendance (Metric 1.2). Implementation included teacher collaboration, professional learning, and monthly student data review. Classroom observations demonstrated strong student engagement and opportunities for academic discourse. Continued improvement will focus on strengthening transitions from AVID Excel into traditional AVID pathways following reclassification.

Action 2.10: English Language Development
English Language Development supports have been partially effective in contributing to progress toward Goal 2. This action is monitored through English Learner Progress (Metric 2.3), Summative ELPAC performance (Metric 2.4), reclassification outcomes (Metric 2.5), English Language Arts (Metric 2.1), Mathematics (Metric 2.2), and local indicators related to language acquisition. In Year 2, 50.6% of English Learners progressed at least one ELPI level, a decrease from 54.5% in Year 1, while 30.7% of English Learners reclassified. English Learners continue to perform below district averages in English Language Arts and Mathematics. Stronger outcomes were demonstrated at schools fully implementing the EL Instructional Assistant push-in model and designated ELD practices, while implementation consistency remains a challenge across sites.

Action 2.11: Family Learning Center
The Family Learning Center has been effective in increasing engagement and access to resources for multilingual and newcomer families. This action is monitored through family participation and engagement data (Metric 2.19) and parent survey feedback. DELAC feedback indicate that families value supports such as Newcomer Night, tutoring, technology access, and multilingual resources to help navigate the school system and support learning at home. This action has been effective in strengthening family-school connections and increasing access to information and resources.

Action 2.12: Bilingual Parent Liaisons

Bilingual Parent Liaisons have been effective in strengthening communication between schools and multilingual families. This action is monitored through parent participation and engagement data (Metric 2.19) and family feedback. Team input indicates that Parent Liaisons improved communication, supported student registration and placement, connected families to school and community resources, and increased participation in school activities. Families reported increased understanding of school systems and available supports, indicating improved access and engagement for multilingual families.

Action 2.13: Expanded Learning Structures
Expanded Learning Structures have been effective in contributing to progress toward Goal 2. This action is monitored through graduation rates (Metric 2.15), College and Career Indicator outcomes (Metric 2.14), A-G completion (Metric 2.16), and participation in early college opportunities (Metric 2.18). Graduation rates increased from 93.0% at baseline to 95.6%, while College and Career Indicator outcomes increased from 72.2% to 76.9%. Team input indicates that expanded pathways, including Poway Virtual Courses, New Directions, Poway to Palomar Middle College High School, dual enrollment, and credit recovery, increased access to flexible learning opportunities and supported student engagement and graduation. Dual enrollment participation increased from 127 students in 2024–25 to 313 students in 2025–26, reflecting expanded access to early college credit.

Action 2.14: Career Technical Education Pathways
Career Technical Education (CTE) Pathways have been effective in contributing to progress toward Goal 2. This action is monitored through College and Career Indicator outcomes (Metric 2.14), graduation rates (Metric 2.15), CTE pathway completion (Metric 2.17), and A-G completion (Metric 2.16). College and Career Indicator outcomes improved from 72.2% of students identified as “Prepared” at baseline to 76.9% in Year 2. Student group outcomes also improved, with English Learners and Long-Term English Learners increasing to the Yellow performance level, students experiencing homelessness improving from Orange to Green, and Socioeconomically Disadvantaged students improving from Yellow to Green. In Year 2, 37.3% of graduates completed at least one CTE pathway, and 30% completed both a CTE pathway and UC/CSU A-G requirements. Team input indicates that expanded pathway access and work-based learning opportunities strengthened college and career readiness.

Action 2.15: Least Restrictive Environment
Least Restrictive Environment supports have been partially effective in contributing to progress toward Goal 2. This action is monitored through Least Restrictive Environment placement (Metric 2.22), English Language Arts (Metric 2.1), Mathematics (Metric 2.2), graduation rates (Metric 2.15), and College and Career Indicator outcomes (Metric 2.14) for Students with Disabilities. Graduation rates for Students with Disabilities increased from 70.7% at baseline to 82.8%, while College and Career Indicator outcomes increased from 19.9% to 30.9%. However, academic achievement outcomes remain below district averages, with 37.4% of Students with Disabilities meeting or exceeding standards in English Language Arts and 31.4% in Mathematics. Implementation data and feedback from staff emphasized that professional learning, co-teaching, and Universal Design for Learning strengthened inclusive practices, while continued implementation support is needed to improve academic outcomes for Students with Disabilities.

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 this analysis, the district will refine implementation of actions to strengthen impact:
-Provide clearer expectations and support for how instructional staff and support personnel are utilized to improve student outcomes.

-Strengthen use of data and effective collaboration for instruction and intervention

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	Intervention Support Secondary	Implement intervention support classes aimed at providing additional academic assistance to students who require extra support to meet grade-level standards. These classes will offer targeted instruction tailored to individual student needs, focusing on areas such as math, reading, and writing. (For LREBG, see Prompt 4 in the Goal Analysis section for more information.)	$2,275,441.00	Yes
2.2	Co-Teaching and Inclusive Practices Support Secondary	Implement co-teaching support in the Least Restrictive Environment (LRE) to enhance inclusive practices and provide targeted instructional support for students with disabilities. Co-teaching pairs a general education teacher with a special education teacher to deliver instruction, accommodate diverse learning needs, and promote student engagement and success within the regular classroom setting. (For LREBG funding, see Prompt 4 in the Goal Analysis section for more information.)	$1,730,901.00	Yes
2.3	Elementary Intervention Support and Planning	Implement dedicated collaboration time for elementary school teachers to support intervention efforts aimed at addressing the diverse academic needs of students. This collaboration time will provide opportunities for teachers to analyze student data, plan targeted interventions, share best practices, and coordinate resources effectively. (For LREBG funding, see Prompt 4 in the Goal Analysis section for more information.)	$1,599,054.00	Yes
2.4	Equity and Inclusion Plan	Continue district-wide, site-based, and community actions focused on racial equity and inclusion to implement PUSD's comprehensive racial equity and inclusion plan which includes professional development, planning, and progress monitoring.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Learning Leaders Elementary	Professional Learning Leaders (PLLs) at each elementary site to focus on intervention support for students with academic and social-emotional needs.	$311,620.00	Yes
2.6	Support for Long-Term English Learners	Support for Long-Term English Learners by integrating the California English Language Development (ELD) standards in classrooms with a focus on academic language acquisition, targeted reading and writing support, and systematic professional development to inform best practices with this specific student population.	$475,116.00	Yes
2.7	Site Intervention Support for English Learners	Supplemental interventions for students identified as English Learners (ELs) to address several critical needs within the LCAP.	$187,200.00	Yes
2.8	Advancement Via Individual Determination AVID	Advancement Via Individual Determination (AVID) support by providing AVID Tutors, membership for schools, and professional development for AVID teachers and non AVID teachers.	$467,376.00	Yes
2.9	Advancement Via Individual Determination AVID Excel Middle School	Meadowbrook, Black Mountain and Twin Peaks Middle Schools will provide Advancement Via Individual Determination (AVID) Excel classes for English learners.	$116,844.00	Yes
2.10	English Language Development	Support English learner students by integrating the California English Language Development (ELD) standards in classrooms with a focus on providing instructional assistants, staff development for teachers and assistants, and the integration of formative assessments to inform instruction for ELD students.	$1,311,367.00	Yes
2.11	Family Learning Center	Provide support to students/parents new to the US whose primary language is other than English including tutoring, technology support, internet access, and primary language resources.	$101,249.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Bilingual Parent Liaisons	Spanish speaking Parent Liaisons provide assistance and information to parents to support their students' educational experience. This includes support with student registration, placement, district information, and community resources.	$156,444.00	Yes
2.13	Expanded Learning Structures	Expand Alternative learning opportunities to meet the needs of students by offering programs such as Connect Academy 6-8, and Poway Virtual Courses 9-12, further develop dual credit earning opportunities for high school students through the Intersegmental General Education Transfer Curriculum (IGETC) program at Palomar College and the implementation of Poway to Palomar Middle College Pilot. Other alternative offerings include independent study, home education program (PHEP), dual enrollment courses, summer school, and after school credit recovery. 2024 Revised Description: Expand Alternative learning opportunities to meet the needs of students by offering programs such as Poway Virtual Courses 9-12, and early college credit opportunities for high school students through credit by exam, dual enrollment, concurrent enrollment, and the implementation of Poway to Palomar Middle College High School (PPMC). Other alternative offerings include New Directions independent study, Poway Home Education Program (PHEP), summer school, and after-school credit recovery. Update: For the 2025-26 school year, summer school will be funded using the Learning Recovery Emergency Block Grant (LREBG), providing opportunities for students in grades 9–12 who need academic intervention and credit recovery. Research supports the effectiveness of extended learning time in the summer to address learning gaps and improve outcomes such as credit attainment, graduation rates, and college readiness (McCombs et al., RAND Corporation, 2011). By offering focused academic support, summer school aims to accelerate student progress toward high school graduation and postsecondary preparedness. The impact of this action will be measured by graduation rates, the percentage	$1,629,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of students meeting UC/CSU a–g requirements, and the percentage of graduating seniors identified as “Prepared” for College and Career. A total of $439,485 in LREBG funds will be allocated to support staffing, instructional materials, and operational costs for this summer intervention program. (For LREBG funding, see Prompt 4 in the Goal Analysis section for more information.)		
2.14	Career Technical Education Pathways	Provide learning opportunities in grades K-12 content which integrates academic subjects with relevant, challenging technical and occupational knowledge. Through Career Technical Education (CTE) pathways, students will incorporate applied learning across disciplines preparing them for both college and career. A focus will be on targeted support for students who are approaching, prepared or not prepared on the CCI.	$3,135,142.00	No
2.15	Least Restrictive Environment	Students K-12 identified as Non-Severe Handicapped (NSH) are placed in least restrictive environments via general education settings. To support this effort, and to help meet the needs of all students, teachers and support staff will continue to engage in professional learning in Universal Design for Learning (UDL). Revised Description: Students PreK-12 identified with mild to moderate disabilities are enrolled in classes in the least restrictive environments in the general education settings to the extent appropriate to meet their educational and developmental needs. To promote student success in the least restrictive environment, Classified Staff on Special Assignment (COSAs) will provide ongoing coaching, modeling, and professional learning for instructional assistants on strategies to increase student independence and access to rigorous learning experiences.	$266,485.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster and Maintain Positive Relationships with Parents and Community: Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences. LCFF Priority 3.Parent Involvement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

With the intent to Foster and Maintain Positive Relationships with Parents & Community, baseline data was reviewed to create goals to support the following areas of understanding:

1. The Importance of parents as partners in the educational experience of our students. Thus, we seek their input and involvement at district and site levels.

2. Identification of opportunities for growth in parent engagement with the last administration of our California Healthy Kids Survey Parent Survey which reported:
* 85% of parents agree “The school encourages me to be an active partner with the school”
* 85% of parents agreed with the statement "Parents feel welcome to participate at this school”
* 67% of parents agreed with the statement "School actively seeks the input of parents before making important decisions”

3. In response to needs communicated by our families regarding for parent education to support their students, we will broaden the number and types of parent education, including offerings regarding parenting and managing stress and anxiety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percent of parents who agree or strongly agree with the statement "The school encourages	2023: 49% of parents agree, and 38% strongly agree with the statement “The school encourages me to be	California Healthy Kids Survey is taken biennially and was	The last administration of the CA School Parent Survey was fall 2024.	2026-27: The percentage of parents who agree or strongly agree with the statement	We used two different survey tools to collect this data from families, CA School Parent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	me to be an active partner with this school." Disaggregated data is available only for the Indicator Strongly Agree. Therefore Strongly Agree values are identified for All Parents and disaggregated student groups. Data Source: California Healthy Kids Parent Survey (CHKS), 2022-23 administration.	an active partner with the school". Those student groups below the district average who strongly agree include: Native Hawaiian or Pacific Islander See Appendix (CC) for disaggregated data.	administered in the Fall of 2024. 2024-25: 47% of parents agree, and 38% strongly agree (85% combined) with the statement "The school encourages me to be an active partner with the school". (-2%) Those student groups below the district average who strongly agree include: American Indian or Alaska Native: 25% Black or African American: 33% Native Hawaiian or Pacific Islander: 36% See Appendix (CC) for disaggregated data.	To gather perception data from families on their school's efforts to encourage families to be an active partner with this school was collected through the spring PUSD ThoughtExchange. Winter ThoughtExchange Survey results: favorable responses by families reported by level Combined: 85% (no change) Elementary: 90% Middle: 80% High: 79%	"The school encourages me to be an active partner with this school" will increase by 5%.	Survey and ThoughtExchange (TE). Reponses on the CA School Parent Survey were more favorable in 2023 and 2024 than on the ThoughtExchange survey in 2025. Families were more likely to feel that they are encouraged to be a partner at school in the elementary than in secondary
3.2	The percent of parents who agree or strongly agree with the statement "School actively seeks	2023: 43% of parents agree, and 24% strongly agree with the statement "School	California Healthy Kids Survey is taken biennially and was	The last administration of the CA School	2026-27: The percentage of parents who agree or strongly agree	We used two different survey tools to collect this data from families,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the input of parents before making important decisions." Disaggregated data is available only for the Key Indicator strongly agree. Therefore strongly agree values are identified for All Parents and disaggregated student groups. Data Source: California Healthy Kids Parent Survey, 2022-23 administration.	actively seeks the input of parents before making important decisions". Those student groups below the district average who strongly agree include: White Two or more ethnicities See Appendix (EE) for disaggregated data.	administered in the Fall of 2024. 2024-25: 38% of parents agree, and 23% strongly agree (61% combined) with the statement "School actively seeks the input of parents before making important decisions". (-6%) Those student groups below the district average who strongly agree include: Black or African American: 17% White: 21% See Appendix (DD) for disaggregated data.	Parent Survey was fall 2024. To gather perception data from families on their school's efforts to actively seek input of parents before making important decisions was collected through the spring PUSD ThoughtExchange. Winter ThoughtExchange Survey results: favorable responses by families reported by level Combined: 74% (+13%) Elementary: 79% Middle: 69% High: 69%	with the statement "School allows input and welcomes parent's contributions" will increase by 3%.	CA School Parent Survey and ThoughtExchange. The percentage of families who reported favorably increased in 2025-26 on the TE survey compared to the CA School Parent Survey in 2023 and 2024. Families were more likely to feel that their school actively seeks the input of parents before making important decisions in the elementary than in secondary
3.3	The percent of parents who agree or strongly agree with the statement "Parents feel welcome to participate at this school."	2023: 48% of parents agree, and 37% strongly agree with the statement "Parents feel welcome to participate at this school"	California Healthy Kids Survey is taken biennially and was administered in the Fall of 2024.	The last administration of the CA School Parent Survey was fall 2024. To gather perception data	2026-27: The percentage of parents who agree or strongly agree with the statement "Parents feel welcome to participate at this	We used two different survey tools to collect this data from families, CA School Parent Survey and ThoughtExchange.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disaggregated data is available only for the Indicator Strongly Agree. Therefore Strongly Agree values are identified for All Parents and disaggregated student groups. Data Source: California Healthy Kids Parent Survey, 2022-23 administration.	Those student groups below the district average who strongly agree include: Black or African American Hispanic or Latino Two or more ethnicities White Students with Disabilities See Appendix (FF) for disaggregated data.	2024-25: 46% of parents agree, and 38% strongly agree (84% combined) with the statement “Parents feel welcome to participate at this school” Those student groups below the district average who strongly agree include: American Indian or Alaska Native: 25% Black or African American: 36% Native Hawaiian or Pacific Islander: 36% White: 37% See Appendix (EE) for disaggregated data.	from families on how welcome they feel to patriciate of their school was collected through the Spring PUSD ThoughtExchange. Spring ThoughtExchange Survey results: favorable responses by families reported by level Combined: 84% (no change) Elementary: 89% Middle: 81% High: 76%	school” will increase by 3%.	The percentage of families who reported favorably remained stable in 2025-26 on the TE survey compared to the CA School Parent Survey in 2023 and 2024
3.4	Number of events for parents of unduplicated students and students with exceptional needs. Data Source: Internal data.	2022-23: 207 events took place for parents of unduplicated students and students with exceptional needs. This includes 77 for English learner families, 21 for Foster Youth, 35 for	2023-24: 287 events took place for parents of unduplicated students and students with exceptional needs (+80). This	2024-25: Parent meetings are scheduled throughout the school year. To date, approximately 177 events have taken	2026-27: The number of events for parents of unduplicated students and students with exceptional needs to increase by 4%.	Maintained a high number of parent events and engagement opportunities for families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families experiencing homelessness, and 64 for students with disabilities. See Appendix (GG).	includes 114 for English learner families (+37), 28 for Foster Youth (+7), 57 for families experiencing homelessness (+22), and 88 for students with disabilities (+24). See Appendix (FF).	place for parents of unduplicated students and students with exceptional needs. This includes: 100 for English learner families,19 for Foster Youth, 23 for families experiencing homelessness, and 35 for students with disabilities.		
3.5	Self-reflection rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making Data Source: State Board of Education Self-Reflection Tool (Local Indicator 3-Parent and Family Engagement).	2022-23: the ratings for all 3 metrics: *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making were found to be in Full Implementation (4). See Appendix (HH)	2023-24: the ratings for all 3 metrics: *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making were found to be in Full Implementation or Full With	PUSD completes the Local Indicator report for “Building relationships between school staff and families, building partnerships for student outcomes and seeking input for decision-making” using the Self-reflection tool each year in the spring and reports the results to the public in June. Please see the most recent report dated June 2025	2026-27: The ratings for these 3 metrics: *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making will continue to be in the 4-5 range: (4 = Full Implementation)	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sustainability (4-5). See Appendix (GG)		(5= Full with Sustainability).	
3.6	Parent School Connectedness will be measured by a LEA determined survey and deployed in the 2024-25 school year to establish a baseline.	Baseline will be determined in 2024-25 schoolyear.	Baseline was not determined during the 2024-25 school year.	Perception data from families is gathered on a variety of topics using ThoughtExchange. The following areas were assessed in winter and spring 2026 Percentage of favorable responses: Effective district communication: Elementary: 87% Middle: 85% High: 87% Effective school communication: Elementary: 93% Middle: 91% High: 91% Supporting your student at home Elementary: 90% Middle: 87% High: 87%	2026-27: Once baseline is determined, metrics will be added.	Perception data was gathered from families through ThoughtExchange. Parent survey results indicate high levels of favorable responses across grade spans regarding district and school communication, support for learning at home, and customer service (85–94%), while opportunities for parent input in decision-making received comparatively lower ratings, particularly at the secondary level (74%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Input in decision-making: Elementary: 84% Middle: 74% High: 74% Customer Service: Elementary: 94% Middle: 91% High: 89%		

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.

Poway Unified School District remains firmly committed to fostering and sustaining positive relationships with parents and the broader community, recognizing these partnerships as essential to student success. The district actively engages parents and community members through a variety of channels designed to enrich students' educational experiences. This includes ongoing collaboration with the local community college district, partnerships with local businesses, and the provision of parent education opportunities and involvement initiatives. Through a comprehensive approach to parent and community engagement, the district emphasizes collaboration, shared responsibility, and continuous improvement. Ongoing efforts include soliciting and incorporating our educational partner feedback, refining strategies based on data and assessment, and expanding partnerships to meet the evolving needs of students and families. These efforts align with the district's broader vision of ensuring every student is supported academically, socially, and emotionally. The following is a description of the successes and any challenges with implementation of specific actions in achieving Goal 3.

-Two Way Communication
-College Partnerships
-Parent Education and Parent Engagement
-Community Partnerships

Additionally, the YIT program leverages partnerships with churches, service clubs, and local businesses to provide students and families with critical supplies including backpacks, school materials, toiletries, menstrual products, cleaning supplies, food, snacks, and gift cards. These community-supported contributions have made it possible to host quarterly Grab and Go distribution events and annual Back-to-School events, which have had a significant positive impact on participating families.

Beyond direct support services, PUSD has also prioritized community engagement through initiatives such as the Community Conversations on Equity and Inclusion. Over the past few years, these events have created space for families, students, and community members to share their experiences, perspectives, and hopes related to belonging, equity, and school culture. These conversations have informed the district's Racial Equity and Inclusion Plan and emphasized the importance of site-based learning and capacity-building efforts. As implementation of the plan continues, the district remains focused on empowering school communities with the tools and understanding necessary to cultivate inclusive, welcoming environments for all students.

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

The actions and services within Goal 3 are funded with other district funds, not LCFF Supplemental, and therefore are not considering as contributing to increased and improved services. We include these expenditures in this goal to demonstrate district funded supports to improve family and community engagement. Although not required to be reported here, for clarity to the community, we are also reporting on the following differences in budgeted compared to actual expenditures.
3.4 - The Communication Specialist position funded in this action was vacant for 1.5 months so expenditures were lower
3.5 - No funding associated with this action in 2025-26. The expenditure for ThoughtExchange is included in the 2026-27 LCAP to provide additional clarity and context for the community.

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

Action 3.1: Two-Way Communication
Two-way communication efforts have been effective in contributing to progress toward Goal 3. This action was implemented through a winter family ThoughtExchange in January-February 2026. Families responded to the prompt, "What do you value most about Poway Unified and what can we do better to prepare our students for the challenges and opportunities of the future?" Participants submitted more than 2,100 thoughts and provided more than 47,000 ratings, averaging 21–23 ratings per thought. Action 3.1 is monitored through ThoughtExchange participation, parent survey results, and local engagement data (Metrics 3.1, 3.2, and 3.3).

The ThoughtExchange engaged families across grade spans, though participation varied. Participation by race/ethnicity included families who identify as Asian at 22.3%, Hispanic/Latino at 14.4%, Two or More Races at 20.1%, and White at 39.2%. Representation among English Learners at 4% and students in Special Education at 11% was lower than their proportion of the student population.

Action 3.2: College Partnerships
College partnerships have been effective in contributing to progress toward Goal 3. This action was implemented as planned through regional initiatives such as the K–16 Collaborative and partnerships with California State University San Marcos, Palomar College, Miramar College, and MiraCosta College. These partnerships support dual enrollment, concurrent enrollment, and credit-by-exam pathways that allow students to earn college credit while still enrolled in high school. Action 3.2 is monitored through participation in early college credit opportunities and access to postsecondary pathways, particularly for students historically underrepresented in postsecondary education (Metrics 3.4 and 3.5).

Dual enrollment participation increased from 127 students in 2024–25 to 313 students in 2025–26, demonstrating increased access to early college credit (Metric 3.4). The action is considered effective because it expanded college partnerships and strengthened early college pathways. However, credit-by-exam participation declined compared with prior years due to course availability and college partner recognition issues, so continued work is needed to strengthen course alignment and articulated credit opportunities.

Action 3.3: Parent Education
Parent Education has been effective in contributing to progress toward Goal 3. This action was implemented through the Caring Connections Center's partnership with Poway Adult School to provide parent education courses for TK-12 families in English and Spanish. Offerings included workshops related to stress management, behavioral strategies, IEP development, bereavement support, teen parenting, and family communication. Action 3.3 is monitored through parent participation data, parent surveys, family feedback, and participation in parent education opportunities (Metrics 3.2 and 3.3).

The team input indicates consistent engagement and accessibility across parent education programming. The Caring Connections Center removed financial barriers through the parent scholarship program and provided multilingual outreach to increase access. Family engagement event feedback also demonstrated strong satisfaction. At the Mental Health event, 100% of participants agreed or strongly agreed that the information shared was easy to understand and that the panel discussion was helpful (Metric 3.3). This action is considered effective because it equipped families with practical tools and strengthened supports for students' academic and social-emotional needs.

Action 3.4: Parent Engagement
Parent engagement efforts have been effective in contributing to progress toward Goal 3. This action was implemented through multiple communication and engagement channels, including direct school and district email, websites, newsletters, social media, podcasts, Board Briefs, EmpowerEd, PeachJar, in-person events, and Family Engagement Series events. Action 3.4 is monitored through parent surveys, participation in engagement events, use of communication channels, and local district metrics (Metrics 3.1, 3.2, and 3.3).

Families reported the highest use of direct school email, with 84.8% of elementary families, 86.0% of middle school families, and 81.9% of high school families accessing this communication method. Direct district email was also used by 68.7% of elementary families, 66.2% of middle school families, and 71.5% of high school families. School communications were rated positively, with 82.1% of families agreeing or strongly agreeing that school information is easy to understand and 78.8% agreeing or strongly agreeing that it is timely (Metric 3.2). District communication ratings were lower, with 65.8% agreeing or strongly agreeing that information is easy to understand and 68.4% agreeing or strongly agreeing that it is timely. Families were less positive about two-way communication at the district level, with 34% agreeing or strongly agreeing that meaningful opportunities exist (Metric 3.1).

Family Engagement Series events were well received. At the Learning in the Age of AI event, 89% agreed or strongly agreed that the information was easy to understand, 78% agreed or strongly agreed that the panel was helpful, and 94% indicated they planned to attend future events. At the Mental Health event, 100% agreed or strongly agreed that the information was easy to understand and that the panel was helpful, and 80% indicated they planned to attend future events (Metric 3.3). This action is considered partially effective because families are accessing information and event feedback is strong, but meaningful two-way communication at the district level remains an area for growth.

Action 3.5: Community Partnerships

Community partnerships have been effective in contributing to progress toward Goal 3. This action was implemented as planned through Caring Connections and Youth in Transition partnerships with community organizations, clinics, private therapists, social service agencies, faith-based organizations, and local service clubs. These partnerships provide referrals and resources related to mental health, social services, childcare, food, dental care, medical care, vision care, women's health, and other basic needs. Action 3.5 is monitored through local participation data, referrals, family access to services, and student/family support outcomes (Metrics 3.3 and 3.5).

Local implementation data demonstrate strong access to community-based supports. Eighty-three percent of students regularly accessed YIT Grab and Go events, 22 Youth in Transition families accessed ESS support at no cost, and 8 students in transition participated in PUSD's ASES program. Families also accessed dental, medical, vision, and women's health screenings. Community partnerships also supported parent workshops, including workshops with organizations such as Elizabeth Hospice. This action is considered effective because it expanded the district's referral network and increased access to timely resources for students and families.

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.

Educational partner engagement remains an ongoing, annual process that allows PUSD to listen to and learn from the community so that input and perspectives inform districtwide improvement planning. Moving forward, PUSD will continue to strengthen engagement structures by providing accessible opportunities for input, improving communication about how feedback influences decisions, and deepening partnerships with families and community members to support student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Two-Way Communication	Utilize a variety of avenues to promote two-way communication with our parents and community. Enhanced parent involvement via such methodologies as ThoughtExchange, parent surveys, site and district parent forums which encourage feedback on areas of celebration and areas of improvement.	$50,000.00	No
3.2	College Partnerships	Continue partnerships with local community colleges and public universities to increase pathways and educational opportunities for students in order to enhance all forms of early college credit, particularly for those students who are underrepresented in post secondary education.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Education	In collaboration with Poway Adult School, the Caring Connections Center will provide Parent Education courses to provide strategies to TK-12 families in order to support the academic and social-emotional needs of students in both English and Spanish. Special Education department will provide information to the Community Advisory Committee (CAC) on Universal Design for Learning (UDL) practices. Additionally, the volunteer Special Education Parent Ambassadors will continue to welcome new families and inform about programs and services.	$0.00	No
3.4	Parent Engagement	Create activities, spaces and opportunities to connect with parents as partners in their children's education. These opportunities include information through Poway Unified News Minute, Twitter, Instagram and Facebook. The increased use of YouTube Live Streaming enhances engagement with parents and families, providing greater access to information at times most flexible for them. Includes staffing in communication.	$106,918.00	No
3.5	Community Partnerships	Caring Connections staff continue to develop relationships with community organizations such as mental health providers, social service agencies, before/after school care, and summer programs, creating a network of referrals for families needing additional social-emotional support.	$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
$15,077,921	$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
3.753%	0.000%	$0.00	3.753%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Intervention Counselors Secondary **Need:** Counseling support at the middle and high schools will provide additional focus on students requiring intervention. Counselors will serve as points of contact for students who are chronically absent, struggling academically, or who are experiencing behavioral challenges. Supplemental counseling services will be	Intervention counselors serve as site points of contact for our Foster Youth, English Learners, and Students Experiencing Homelessness. In addition, intervention counselors are critical in the follow up with students who are chronically absent, struggling academically, or who are exhibiting behavioral challenges. This action is designed to address the identified needs by providing intervention counseling support at the middle and high schools, providing additional assistance to students in need of intervention, and providing a	Action 1.1 will be monitored by the following metrics: chronic absenteeism, suspension rates, graduation, and CCI at the high schools.

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
	provided for students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and other student groups identified as priorities within the LCAP. Goal 1; Action 1 2025 Update: Starting the 2025-26 school year, intervention counselors will be provided to middle schools. **Scope:** LEA-wide	point of contact for specific student groups. These counselors play a crucial role as primary contacts for foster youth, English Learners, students with disabilities, and students experiencing homelessness as well as other students within the school. High schools will receive a .5 FTE counselor and middle schools a 1.5 FTE counselor. 2025 Update: Starting the 2025-26 school year, intervention counselors will be provided to middle schools.	
1.2	**Action:** Mending Matters Social Worker Secondary **Need:** Foster youth, English learners, students with disabilities, African American, Filipino, Asian, White, students identified as having more than one race, and those experiencing homelessness face higher rates of chronic absenteeism, suspension, and challenges in graduating. Among the student groups in PUSD, those experiencing homelessness and students with disabilities exhibit the lowest performance levels in terms of graduation rate on the 2023 Dashboard. Additionally, African American and foster youth students show lower performance in suspension rates. These groups also demonstrate lower performance rates on the CCI as documented on the CA Dashboard.	Providing Mending Matters Case Managers at the secondary schools addresses the identified needs by increasing mental health services to both students identified as priorities in the LCAP and all students in general. The additional support aims to address issues such as academic struggles, socio-emotional challenges, and behavioral concerns that may hinder student success including but not limited to attendance, meeting graduation requirements, and suspension. Providing support at a school-wide level ensures that no student falls through the cracks and that all individuals have equal access to resources and assistance tailored to their specific needs.	The metrics used to measure the effectiveness of Action 1.2 will include chronic absenteeism, attendance, suspension, graduation, and other academic performance indicators among unduplicated student groups. Socio-emotional well-being metrics will include surveys, interviews, or other qualitative measures.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Caring Connections Counseling **Need:** Within PUSD, there are high rates of chronic absenteeism for Foster youth, English learners, students with disabilities, African American, Filipino, Asian, White, students identified as having more than one race, and those experiencing homelessness. **Scope:** LEA-wide	Acknowledging the crucial role in addressing social, emotional, and behavioral obstacles impacting students' academic and home life achievements, the Bilingual Caring Connections Counselor serves as a dependable ally for English Learner students. Moreover, the counselor actively reaches out to families facing homelessness and students in foster care. Referrals to the Caring Connections Center (CCC) come from various channels including school counselors, teachers, administrators, and self-referrals from students spanning grades TK-12. The Bilingual Caring Connections Counselor delivers assistance to both parents and students through either in-person or Zoom Family Conferences. These sessions entail crafting action plans with parents and students to bolster their success, alongside providing access to pertinent community resources and therapist referrals. Additionally, the CCC counselor extends support to students in foster care and those experiencing homelessness. Leveraging the Family Learning Center situated within the Caring Connections hub, the counselor can effectively cater to English learners and newly arrived students. It is anticipated that families will have access to mental health support and be connected with external agencies as deemed necessary. Goal 1, Action 3	Action 1.3 will be monitored by the following metrics: chronic absenteeism, suspension data, and local metrics for targeted student groups.
1.4	**Action:** Multi-Tiered Systems of Supports (MTSS) Teams: **Need:**	Each school will establish MTSS Teams comprising of administrators, teachers, counselors, special education staff, and other relevant educational partners. These teams will be responsible for developing, implementing, and	Regular evaluations will be conducted to assess the effectiveness of MTSS implementation in improving student

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
	There are multiple schools with student groups in the Red and Orange tier related to Chronic Absenteeism, Suspension, and other local data areas of need. Of the 26 elementary schools, 17 have student groups identified in the Red tier for either chronic absenteeism (17) and/or suspensions (3). Of the 6 middle schools, 5 have student groups identified in the Red tier for chronic absenteeism. These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, White, and those experiencing homelessness. 2026 Update: Of the 26 elementary schools, 10 have 1 or more student groups with a Red Dashboard performance level for either chronic absenteeism and 3 for suspensions. These student groups include; -students with disabilities (2), -socioeconomically disadvantaged students (6), -English learners (2), as well as students who are -Filipino (1), -White (1), and -Hispanic/Latino (2). Of the 6 middle schools, 4 have 1 or more student groups with a Red Dashboard performance level for chronic absenteeism. These student groups include; -students with disabilities (3), -socioeconomically disadvantaged students (3),	monitoring the MTSS framework to support all students' needs. MTSS Teams will receive ongoing training and professional development to enhance their understanding of MTSS principles, data analysis, evidence-based interventions, and collaboration strategies. Training sessions will be provided by district-level MTSS experts, external consultants, and professional learning communities. MTSS Teams will utilize a data-driven approach to identify students' academic, behavioral, and social-emotional needs, monitor their progress, and make informed decisions about appropriate interventions and supports at each tier of the MTSS framework. MTSS Teams will develop and implement tiered interventions and supports tailored to meet the diverse needs of students. These interventions may include differentiated instruction, small-group interventions, individualized support plans, and referrals to specialized services. A full time Tech Trainer will be available to support the MTSS teams. MTSS Teams will foster a culture of collaboration and communication among school staff, parents, and community partners to ensure a coordinated approach to supporting student success. Regular meetings, data sharing, and progress monitoring will facilitate effective collaboration and alignment of efforts. MTSS Teams will engage in a collaborative model for decision making. The model PUSD uses is an inquiry model which includes steps that identify a problem, collect data to understand it, identify ways to respond, identify appropriate practices, try them, and progress monitor for success. Feedback from educational	outcomes and closing achievement gaps. Evaluation findings will inform adjustments to the MTSS framework and support continuous improvement efforts. Action 1.4 will be monitored by the following metrics: chronic absenteeism, suspension rates, and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, African American, Hispanic, and those experiencing homelessness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-English learners (3), -Long-term English learners (2), -Homeless (1), as well as students who are -Black or African American (1), -Hispanic/Latino (2). **Scope:** LEA-wide	partners, analysis of outcomes data, and benchmark assessments will inform adjustments and refinements to the MTSS framework. PUSD will work on building out its Tier 1 structures initially followed by the adjustment of additional tiers as needed.	
1.5	**Action:** Inclusive Practices and MTSS Support K-12 **Need:** Foster youth, English learners, students with disabilities, African American, Hispanic, and those experiencing homelessness face higher rates of chronic absenteeism, suspension, and challenges in graduating. Among the student groups in PUSD, those experiencing homelessness and students with disabilities exhibit the lowest performance levels in terms of graduation rate on the 2023 Dashboard. Additionally, African American and foster youth students have the highest rate of suspension district wide. 2026 Update: As a district, no student groups at our comprehensive high schools have a Red Dashboard performance level for Graduation Rate. Students experiencing homelessness and long-term English learners were assigned a Red Dashboard performance level for Chronic Absenteeism. Abraxas Continuation High School continues to qualify for the state's Comprehensive	TOSAs and COSAs will provide professional development related to Universal Design for Learning and Multi-Tiered Systems of Supports in order to ensure rigorous academic instruction and social experiences in the least restrictive environment for students in LCAP identified priority groups. It is being provided LEA wide due to the need for comprehensive professional learning and system wide support.	Action 1.6 will be monitored by the following metrics: chronic absenteeism, suspension rates, and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, African American, Hispanic, and those experiencing homelessness.

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
	Support and Improvement (CSI) program due to low graduation rates. **Scope:** LEA-wide		
1.6	**Action:** Increased Counseling Support Elementary **Need:** Of the 26 elementary schools, 17 have student groups identified in the Red tier for either chronic absenteeism (17) and/or suspensions (3). These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness. 2026 Update Of the 26 elementary schools, 10 have 1 or more student groups with a Red Dashboard performance level for either chronic absenteeism and 3 for suspensions. These student groups include; -students with disabilities (2), -socioeconomically disadvantaged students (6), -English learners (2), as well as students who are -Filipino (1), -White (1), and -Hispanic/Latino (2). Of the 6 middle schools, 4 have 1 or more student groups with a Red Dashboard performance level for chronic absenteeism.	Elementary Counseling positions are essential in supporting English learners, Foster Youth, socioeconomically disadvantaged, and students experiencing homelessness. Having counselors available five days a week at the elementary schools provides consistency and equal access to services. In order to reduce chronic absenteeism, counselors will check in regularly with students who are absent, create contact logs, and conduct home visits when appropriate.	Action 1.6 will be monitored by the following metrics: chronic absenteeism, suspension rates, and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These student groups include; -students with disabilities (3), -socioeconomically disadvantaged students (3), -English learners (3), -Long-term English learners (2), -Homeless (1), as well as students who are -Black or African American (1), -Hispanic/Latino (2). **Scope:** LEA-wide		
1.7	**Action:** Chronic Absenteeism Action Plan **Need:** Of the 26 elementary schools, 17 have student groups identified in the Red tier for chronic absenteeism. Of the 6 middle schools, 5 have student groups identified in the Red tier for chronic absenteeism. These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness. 2026 Update: Of the 26 elementary schools, 10 have 1 or more student groups with a Red Dashboard performance level for either chronic absenteeism. These student groups include; -students with disabilities (3), -socioeconomically disadvantaged students (4),	The plan will involve enhancing the process of identifying and supporting chronically absent students. This may include implementing early warning systems to identify students at risk of chronic absenteeism, providing targeted interventions and supports to address underlying barriers to attendance, and fostering collaboration between school staff, students, families, and community partners to create a supportive environment conducive to regular attendance. By providing the action on a district basis, the initiative acknowledges the pervasive nature of chronic absenteeism and the need for a coordinated, system-wide response. By implementing the action universally it ensures all students have access to the support and resources needed to overcome barriers to attendance and ultimately improve their academic success and well-being.	Action 1.8 will be monitored by the following metrics: chronic absenteeism, suspension and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.

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	-English learners (2), as well as students who are -Filipino (1), -White (1), and -Hispanic/Latino (2). Of the 6 middle schools, 4 have 1 or more student groups with a Red Dashboard performance level for chronic absenteeism. These student groups include; -students with disabilities (3), -socioeconomically disadvantaged students (3), -English learners (2), -Long-term English learners (2), -Homeless (1), as well as students who are -Black or African American (1), -Hispanic/Latino (2). **Scope:** LEA-wide		
1.8	**Action:** Campus Supervisors Middle School **Need:** All 6 middle schools have student groups identified in the Red tier. 4 have student groups identified in the Red tier for chronic absenteeism and 3 for suspension. These student groups include students with disabilities, socioeconomically disadvantaged, Hispanic, white and those experiencing homelessness.	Campus Supervisors increase safety on school campuses and maintain a watchful eye for students who are struggling, not feeling connected, and/or would benefit from mentoring. As adults supervising outside the classroom, Campus Supervisors will be able to note needs of students who are socioeconomically disadvantaged, students with disabilities, and students experiencing homelessness and communicate those needs to staff to meet those needs. In addition, having a trusted adult who is able to connect with students and mentor them will increase a sense of belonging as well as reduce	Action 1.9 will be monitored by the following metrics: chronic absenteeism, suspension and local data for targeted student groups including but not limited to students with disabilities, socioeconomically disadvantaged, Hispanic, and those experiencing homelessness.

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
	2026 Update: Of the 6 middle schools, 4 have 1 or more student groups with a Red Dashboard performance level for chronic absenteeism. No middle schools had student groups with a Red performance level for suspension rate. These student groups include; -students with disabilities (3), -socioeconomically disadvantaged students (3), -English learners (2), -Long-term English learners (2), -Homeless (1), as well as students who are -Black or African American (1), -Hispanic/Latino (2). **Scope:** LEA-wide	behavioral issues and potential incidents that result in suspension.	
1.10	**Action:** STEAM Participation **Need:** Although there were no student groups identified in the Red tier in the CCI (College and Career Indicator) on the CA Dashboard, students with disabilities, students experiencing homelessness, English learners, and African American students were in the Orange tier. Socioeconomically disadvantaged students were identified in the Yellow tier. 2026 Update: There continued to be no schools or student groups within our comprehensive high schools who have a Red	PUSD, in partnership with local colleges, businesses, and industries, will continue providing opportunities for participation of students in Career Technical Education pathways in STEAM and the integration into the middle and high school curriculum. This includes the support of Robotics through FIRST Robotics and Project Lead the Way programs, adding coding classes, and increasing exposure to Career Technical Education and STEAM at the middle schools.	Action 1.10 will be monitored by the following metrics: College and Career Indicator and graduation for targeted student groups including but not limited to English learners, students with disabilities, socioeconomically disadvantaged, African American, and students experiencing homelessness.

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
	performance level for the College and Career Indicator (CCI) or graduation rate on the CA Dashboard. **Scope:** LEA-wide		
2.1	**Action:** Intervention Support Secondary **Need:** As a district, PUSD has two student groups in the Red tier for graduation, those being Students with Disabilities and students experiencing homelessness. Abraxas has two areas where All students are in the Red which are CCI and graduation. Abraxas also has White, Hispanic and Students with Disabilities in the Red tier for Graduation. Two high schools have students with disabilities in the Red tier for ELA and Mathematics. Poway also has English Learners in the Red tier for ELA. Three of the six middle schools have students in the Red tier for Math and/or ELA for students with disabilities. One middle school has African American in the Red tier for Mathematics. 2024 Update: PUSD has no student groups in the Red or Orange tier for graduation. Abraxas continues to have two areas where all students are in the Red which are College/Career and Graduation rate. Abraxas also has Hispanic and students identified as socioeconomically disadvantaged in the Red tier for Graduation rate. Mt. Carmel HS and	Implementing intervention support classes at the middle and high schools help address the need for additional academic assistance for students who require extra support to meet grade-level standards. This need is prevalent across PUSD, as there are students at various grade levels who struggle with mastering academic skills. By providing intervention support classes on a schoolwide basis, this action addresses the diverse academic needs of students while promoting equity, early intervention, comprehensive support, and data-driven decision making. The need for Mathematical intervention at secondary specifically addresses one of the primary reasons for students being credit deficient, transferring to Abraxas and not graduating with the cohort. Update: A total of $1,230,873 in LREBG funds ($1,000,000 for grades 4–5 and $230,873 for middle school) will be allocated to support staffing costs necessary to implement this action.	Action 2.1 will be monitored by the following metrics: College and Career Indicator, graduation rates, CAASPP, and CCI for targeted student groups including but not limited to English learners, students with disabilities, socioeconomically disadvantaged, African American, and students experiencing homelessness.

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	Poway HS have student groups in the Red tier for ELA and Mathematics; those being students with disabilities and students identified as socioeconomically disadvantaged. Four of the six middle schools have student groups in the Red tier for Math and/or ELA; those being students with disabilities, students identified as socioeconomically disadvantaged, students experiencing homelessness, and Long Term English Learners (LTEL). One middle school has students identified as African American in the Red tier for Mathematics. 2026 Update: PUSD has no student groups with a Red or Orange performance level for graduation rate on the CA School Dashboard. Abraxas continues to have two Dashboard Indicators in the Red performance level; Graduation Rate and College and Career Indicator overall as well as for the following student groups: . -Socioeconomically Disadvantaged, for Graduation Rate and CCI -Hispanic or Latino, for Graduation Rate **Scope:** Schoolwide		
2.2	**Action:** Co-Teaching and Inclusive Practices Support Secondary **Need:**	The action of implementing co-teaching support in the Least Restrictive Environment (LRE) addresses several critical needs for students with disabilities. Co-teaching promotes inclusive education practices by fostering an environment	Action 2.2 will be monitored by the following metrics: Percentage of students with disabilities who are included in

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	As a district, students with disabilities are in the Red tier for Graduation and Low for the CCI. Two high schools have students with disabilities in the Red tier for ELA and Mathematics. Three of the six middle schools have students in the Red tier for Math and/or ELA for students with disabilities. 2024 Update: Students with disabilities have increased to the Yellow tier for both Graduation and College/Career Indicators. Students with disabilities remained in the Red tier for ELA and Mathematics at two high schools. Three of the six middle schools continue to have students in the Red tier for Math and ELA for students with disabilities. 2026 Update: Students with disabilities showed the following performance levels on the PUSD 2025 Dashboard; Gradation Rate: Green (+1) CCI: Yellow (=) ELA: Orange (=) Math: Orange (=) **Scope:** Schoolwide	where students with disabilities can learn alongside their peers without disabilities in the general education classroom. Co-teaching allows students with disabilities to access the core curriculum within the general education classroom, ensuring they have the same opportunities to learn and engage with grade-level content as their peers. This addresses the need for equitable access to educational resources and experiences. By providing targeted support and accommodations within the regular classroom setting, co-teaching addresses the need for personalized and responsive instruction for students with disabilities. Implementing co-teaching on a school wide basis encourages collaboration between general education and special education teachers. This collaborative approach promotes professional growth, shared expertise, and the exchange of best practices, ultimately enhancing the quality of instruction and support provided to all students. Update: A total of $587,408 in LREBG funds will be used to support staffing and professional development associated with the implementation and sustainability of co-teaching at secondary sites.	general education classrooms with co-teaching support compared to the total number of students with disabilities, student engagement levels in co-taught classrooms through surveys, and other local data. Track academic progress over time including graduation rates, CCI, and CAASPP.
2.3	**Action:** Elementary Intervention Support and Planning **Need:** As a district, there are no student groups in the Red tier for ELA or Mathematics as reported on the CA Dashboard. There are however	Many elementary students require additional academic support to achieve grade-level proficiency in core subjects such as reading, math, and writing. As a result, there is a need for greater collaboration among elementary school teachers to effectively address the diverse learning needs of students and share resources and best practices.	Action 2.3 will be monitored by the following metrics: CAASPP for student groups including but not limited to English learners, students with disabilities,

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	student groups in the Orange tier (African American, students experiencing homelessness, and students with disabilities) and the Yellow tier (socioeconomically disadvantaged) for ELA. The same is true for Mathematics. Students groups in the Orange tier for Mathematics include African American and students with disabilities. Student groups in the Yellow tier include Hispanic, students experiencing homelessness, and socioeconomically disadvantaged. 2024 Update: Long Term English Learners were in the Red tier for ELA as reported on the CA Dashboard. Student groups in the Orange tier include African American, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. For Mathematics, there were no student groups in the Red tier, however students groups in the Orange tier include African American, Hispanic, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. 2026 Update: On the 2025 CA School Dashboard, -students with disabilities had an Orange performance level for ELA and math. -homeless students had an Orange performance level for ELA, and Red for math -long-term English learners had a Red performance level for ELA and math	Currently, there is limited time allocated for teachers to come together and strategize on how to best support students who require additional academic assistance. By providing dedicated collaboration time for elementary school teachers, they are able to address identified needs and ensure that all students receive the support they need to succeed academically. During collaboration time, teachers will review student data including assessments, progress reports, and formative assessments, plan Interventions for students identified as needing extra support, coordinate the use of instructional materials, and monitor student progress during intervention periods. By providing this dedicated collaboration time for elementary school teachers, the action aims to enhance the effectiveness of intervention efforts and improve student outcomes. Collaboration among teachers fosters a collaborative culture focused on meeting the diverse academic needs of all students and promotes a shared responsibility for student success. A Mandarin Teacher on Special Assignment (TOSA) will be provided for Adobe Bluffs elementary school to support this effort. Update: A total of $1,205,135 in LREBG funds are being allocated to this action. 70% will be allocated to teacher salary and fringe benefits, and 30% will be allocated to iReady licenses.	socioeconomically disadvantaged, African American, Hispanic, Foster youth and students experiencing homelessness. Local metrics will also be used for grades K-5.

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	-all other student groups were in the Yellow, Green, and Blue performance levels **Scope:** LEA-wide		
2.4	**Action:** Equity and Inclusion Plan **Need:** A Racial Equity and Inclusion plan was created based on the feedback from students, parents and other members of the PUSD community. Part of the plan was to address specific areas of concern related to racism, disproportionality, and students' sense of belonging and connection at their schools. In addition, students with disabilities and students experiencing homelessness were in the Red tier and African American, English learners, Hispanic, and students identified as socioeconomically disadvantaged in the Orange tier for graduation as reported on the CA Dashboard. 2024 Update: No student groups were in the Red or Orange tiers for Graduation rate. Students with disabilities, students experiencing homeless, and English Learners were in the Yellow tier. African American, Hispanic, and students identified as socioeconomically disadvantaged moved up to the Green tier for Graduation rate as reported on the CA Dashboard. 2026 Update:	The Racial Equity and Inclusion plan, created by students, staff, and community partners, was board-approved as a multi-year initiative to ensure that PUSD continues to fulfill its commitment to “to empower student success by ensuring safe, inclusive, innovative, and equitable learning environments for every person, regardless of the color of their skin or ethnicity” and requires continual reflection and action. Implement restorative system practices at every site. Actions include, but are not limited to providing anti-bias training for every certificated member in PUSD, accompanied by self-assessment markers demonstrating growth. Offering anti-bias training for groups of classified members, with self-assessment markers indicating growth. Enhancing data collection on discriminatory incidents as shown by Synergy. Each of the four action areas addresses the complexity of the problem and has the potential to impact every student, staff member, and community member in PUSD. 1. Fostering Relational Trust through engagement with BIPOC families, courageous conversations, feedback culture initiatives, and network support for student culture/identity clubs. 2. Professional Learning for Staff, including mirror work, anti-bias training, and protocols and practices for disrupting microaggressions.	Metrics for action 2.4 will include: Panorama survey data for disaggregated, historically underserved groups, California Healthy Kids Survey for disaggregated, historically underserved groups, suspension rates with a focus on African-American students, and any additional metrics embedded in the racial equity and inclusion plan, which is a work in progress.

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	On the 2025 CA School Dashboard, no student groups received a Red performance level for Graduation rate or College and Career Preparedness. Long-Term English Learners received an Orange performance level for Graduation rate, representing a decline from the previous year. UC/CSU a-g completion rates continue to increase districtwide however, several student groups show the declining pattern. -English learners, decreased 12% -Socioeconomically Disadvantaged, decreased by 12% -African American/Black, decreased by 3% Notable improvements: -homeless youth, increased by 9% -students with disabilities, increased by 9% -Hispanic/Latino, increased by 3% **Scope:** LEA-wide	3. Educational Improvements by increasing the use of responsive curricula and promoting student agency regarding belonging. 4. Systems Improvements, marked by quantifiable results in diverse staff hiring and retention, building restorative systems, ensuring data transparency, and conducting culturally responsive organizational assessments and actions.	
2.5	**Action:** Professional Learning Leaders Elementary **Need:** As a district, there are no student groups in the Red tier for ELA or Mathematics as reported on the CA Dashboard. There are however student groups in the Orange tier (African American, students experiencing homelessness, and students with disabilities) and the Yellow tier (socioeconomically disadvantaged) for ELA. The same is true for	This action is designed to address the identified needs by equipping PLLs with the tools and resources necessary to support students across various domains. By advocating for the use of the RTI Console, integrating technology and thinking routines, and providing professional learning opportunities to educators, PLLs aim to address the academic and socio-emotional needs of English learners, socioeconomically disadvantaged, foster youth, and students experiencing homelessness. Implementing these initiatives on a school-wide basis ensures that all	Action 2.5 will be monitored by the following metrics: CAASPP Scores monitoring changes in CAASPP scores for student groups, including English learners, students with disabilities, socioeconomically disadvantaged students, African American students, Hispanic students, foster

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	Mathematics. Students groups in the Orange tier for Mathematics include African American and students with disabilities. Student groups in the Yellow tier include Hispanic, students experiencing homelessness, and socioeconomically disadvantaged. 2024-Update: Long-Term English Learners were in the Red tier for ELA as reported on the CA Dashboard. Several student groups remain in the Orange tier including African American, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. For Mathematics no student groups were in the Red tier, and those in the Orange tier include African American, Hispanic, students with disabilities, students experiencing homelessness, students identified as socioeconomically disadvantaged, and Long-Term English Learners (LTEL). 2026 Update: On the 2025 CA School Dashboard, -students with disabilities had an Orange performance level for ELA and math. -homeless students had an Orange performance level for ELA, and Red for math -long-term English learners had a Red performance level for ELA and math -all other student groups were in the Yellow, Green, and Blue performance levels **Scope:** Schoolwide	students, particularly those from historically underserved backgrounds, have access to the support they need to thrive academically and emotionally. By embedding PLLs within each site and assigning them specific roles related to student interventions, technology integration, and teacher professional growth, schools can provide targeted and comprehensive support to meet the diverse needs of their student population. This approach acknowledges the systemic nature of the challenges faced by unduplicated students and underscores the commitment to fostering an inclusive and supportive learning environment for all.	youth, and students experiencing homelessness. Local indicators to assess progress related to student performance, such as attendance rates, graduation rates, and college/career readiness, tracking participation rates and feedback from teacher professional development sessions led by PLLs, and survey data to measure outcomes and school climate.

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2.8	**Action:** Advancement Via Individual Determination AVID **Need:** As a district, students experiencing homelessness are in the Red tier for graduation. Although not in the Red tier, many student groups are in the Orange tier for graduation as reported on the CA Dashboard including African American, Hispanic, English Learners, and those identified as socioeconomically disadvantaged. Similar trends exist on the College and Career Indicator (CCI) with no student groups in the Very Low performance level, and African American, English Learners, students experiencing homelessness and Students with Disabilities in the Low performance level. Local measures, such as UC/CSU a-g completion, indicate 21% of English learners, 59% of African American, 61% of Hispanic, 45% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities completed a-g coursework in 2023 compared to a district wide 71% completion rate. 2024 Update: No student groups were in the Red tier for Graduation rate. Foster Youth was the only student group in the Orange tier. African American, Hispanic, English Learners, and students identified as socioeconomically disadvantaged moved into the Yellow tier for Graduation rate. Similarly, no student groups were in the Red tier for the College/Career Indicator (CCI), and English Learners,	AVID Tutors are trained to provide academic support to students, particularly those from underrepresented backgrounds or facing challenges in their education. These tutors offer personalized assistance, helping students navigate difficult subjects, develop study skills, and build confidence in their academic abilities. When a school becomes a member of the AVID program, it gains access to a wealth of resources, including curriculum materials, training modules, and ongoing support from the AVID organization. This membership allows schools to implement proven strategies for academic success, such as inquiry-based learning, collaborative study groups, and college readiness workshops. Providing professional development opportunities for both AVID and non-AVID teachers ensures all educators are equipped with the knowledge and skills necessary to support student success. AVID training sessions introduce teachers to research-based instructional strategies, such as Cornell note-taking, Socratic seminars, and writing-to-learn activities, which have been shown to improve student engagement and academic performance. By addressing the needs of diverse learners and promoting academic excellence for all, AVID plays a crucial role in narrowing the achievement gap and promoting educational equity. This action is primarily focused on middle and high schools, all of which have AVID programs.	Action 2.8 will be monitored by the following metrics: Graduation rates and CCI performance levels will be used as well as local indicators to assess progress related to participation in and successful completion of UC/CSU a-g courses, and survey data.

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	students experiencing homelessness, and Long-Term English Learners were in the Orange tier. Local measures, such as UC/CSU a-g completion, indicate 18% of English learners, 61% of African American, 59% of Hispanic, 35% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities completed a-g coursework in 2024 compared to a district wide 75% completion rate. 2026 Update: On the 2025 CA School Dashboard, no student groups received a Red performance level for Graduation rate or College and Career Preparedness. Long-Term English Learners received an Orange performance level for Graduation rate, representing a decline from the previous year. UC/CSU a-g completion rates continue to increase districtwide however, several student groups show the declining pattern. -English learners, decreased 12% -Socioeconomically Disadvantaged, decreased by 12% -African American/Black, decreased by 3% Notable improvements: -homeless youth, increased by 9% -students with disabilities, increased by 9% -Hispanic/Latino, increased by 3% **Scope:** Schoolwide		

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2.10	**Action:** English Language Development **Need:** Students identified as English Learners maintained at 55.4% making progress towards English Language proficiency. The percentage of students who progressed at least one ELPI level increased from 43.6% in 2022 to 51.6% in 2023. There was a decrease of students by 2.2% compared to the previous year of students who decreased at least one ELPI level and an even larger decrease in the percentage of students who maintained ELPI at level 4. On the Summative Alternative ELPAC assessment, 27.1% progressed. English learners continue to perform at a disproportionate rate as the overall percentages in multiple measures reported in the LCAP. Highland Ranch, Stone Ranch, and Valley Elementary schools were in the Red tier for English Learner Progress. 2024 Update: Students identified as English Learners increased 2.5% at 57.9% making progress towards English Language proficiency. The percentage of students who progressed at least one ELPI level increased from 43.6% in 2022 to 54.5% in 2024. There was a decrease of students by 4.7% compared to the 2022 school year of students who decreased at least one ELPI level and an even larger decrease (8.5%) in the percentage of students who maintained ELPI at level 4. On the Summative Alternative ELPAC assessment, 36.1% progressed which in a 9%	By integrating the California ELD standards into classroom instruction, educators can provide targeted language development support for English learner students. These standards outline the language skills and proficiency levels that students should attain at each grade level, guiding teachers in effectively scaffolding instruction to support language acquisition. Providing instructional assistants and staff development for teachers and assistants ensures that educators have the necessary resources and training to effectively implement ELD standards-based instruction. The integration of formative assessments allows educators to continuously monitor the progress of English learner students and tailor instruction to meet their individual needs. By regularly assessing student understanding and language proficiency, teachers can identify areas of strength and areas needing improvement, adjusting instruction accordingly to support English learner students' progress. Providing this support district wide and for specific schools in the Red tier ensures consistency and equity in serving English learner students across the district. It ensures that educators have access to the necessary resources, training, and support to effectively implement ELD standards-based instruction and provide targeted support for English learner students. Additionally, by implementing these practices district-wide, PUSD can create a cohesive approach to supporting English learner students' language development and academic success, ultimately improving outcomes for this student population across the district and the identified elementary schools above.	Action 2.11 will be monitored by the following metrics: Summative ELPAC Scores, progression through ELPI levels, CAASPP Scores monitoring changes in CAASPP scores for English learners, and local indicators to assess progress related to student performance and language acquisition.

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	increase from the previous year. English learners continue to perform at a disproportionate rate as the overall percentages in multiple measures reported in the LCAP. Only one elementary school (Willow Grove) was in the Red tier for English Learner Progress. Long-Term English Learners (LTELs) were added this past year to the CA Dashboard. Meadowbrook, Oak Valley, and Twin Peaks Middle Schools all have LTELs in the Red tier for ELA and/or Mathematics. 2026 Update: The percentage of EL students in 2025 who progressed on the Summative ELPAC district decreased from 57.9% to 53.4%. 8 schools had an ELPI performance level in the Low to Very Low range and 12 schools showed a decline in the percentage of students who progressed an ELPI level from 2024 to 2025 **Scope:** Schoolwide		
2.11	**Action:** Family Learning Center **Need:** Each year there are a number of families who move into the district and require additional support and services. Many of the families lack resources and access to essential services in order to support their students.	Establishing a Family Learning Center to provide support to students and parents new to the US, whose primary language is other than English, addresses several identified needs. New students and parents who are adjusting to life in the US may face language barriers that impact their academic success. By offering tutoring and resources in their primary language, the Family Learning Center can provide targeted academic support to help these students overcome language	Action 2.12 will be monitored by the following metrics: Parent surveys from those who utilize the Family Learning Center, and the level of parental engagement by tracking attendance at Family Learning Center events, workshops, and meetings.

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	Scope: LEA-wide	challenges and succeed in school. Many immigrant families may lack access to technology or may not be familiar with how to use it effectively. Providing technology support and internet access at the Family Learning Center ensures that students and parents have the tools they need to engage in remote learning, access educational resources, and communicate with teachers and school staff. The Family Learning Center will serve as a hub for cultural and community connection, providing a welcoming environment where families can access resources, connect with other families facing similar challenges, and build a sense of belonging in their new community. By providing support services tailored to parents, such as language resources and tutoring, the Family Learning Center empowers parents to take an active role in supporting their children's academic journey. This can strengthen the parent-school partnership and contribute to improved student outcomes. Providing the Family Learning Center on a district-wide basis ensures that all students and families across the district have access to these essential support services, regardless of their school or neighborhood. Additionally, by centralizing these services in a district-wide Family Learning Center, the district can streamline resources, leverage economies of scale, and provide consistent support to all immigrant families across the district.	
2.12	**Action:** Bilingual Parent Liaisons **Need:** As a district, 8.4% of the student population is designated as English Learners. At some of	Spanish-speaking Bilingual Parent Liaisons bridge communication gaps between school staff and Spanish-speaking parents. They facilitate effective communication by translating important documents, interpreting during meetings and events, and conveying information in a culturally	Action 2.13 will be monitored by the following metrics: Parent surveys from those who utilize the Bilingual Parent Liaisons, measuring the level of

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	the schools, the vast majority of English learners come from Spanish Speaking homes. Poway High School for example has 30.7% of their student population who identifies as Hispanic. The schools that feed into Poway High include Twin Peaks and Meadowbrook Middle School, Midland, Pomerado, and Valley Elementary schools; all who have higher numbers of Spanish speaking families. 2024 Update: 7.7% of the student population is designated as English Learners. Poway High School has 31.4% of the student population identifies as Hispanic. **Scope:** Schoolwide	sensitive manner. Bilingual Parent Liaisons effectively communicate with Spanish-speaking parents, schools can encourage greater parental involvement. Liaisons help parents understand school policies, programs, and resources, thereby empowering them to actively participate in their children's education through volunteering, attending workshops, and engaging with teachers. Those fluent in Spanish possess cultural knowledge and understanding that can enhance interactions with Spanish-speaking families. They assist school staff navigate cultural nuances, traditions, and values, fostering a more inclusive and welcoming environment for all families. The Bilingual Parent Liaison provides valuable support to Spanish-speaking families in navigating the educational system and advocating for their children's academic success. They offer guidance on accessing academic support services, understanding grading and assessment practices, and promoting positive learning habits at home. They also strengthen ties between the school and the broader community. Providing Spanish-speaking Bilingual Parent Liaisons on a school-wide basis ensures that all Spanish-speaking families within the school community have access to language support and resources. Additionally, having Bilingual Parent Liaisons available to all families promotes consistency in communication and support services, regardless of the grade level or specific needs of individual students.	parental engagement by tracking attendance at school events and meetings, and other local district metrics.
2.13	**Action:** Expanded Learning Structures **Need:**	This action addresses the needs of unduplicated pupils by expanding access to alternative learning opportunities that provide flexible, personalized pathways to graduation and college/career	Action 2.13 will be monitored by the following metrics: Graduation rates, the percentage of students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In relation to the 2024 California Dashboard, no student groups were in the Red tier for Graduation rate. Foster Youth was the only student group in the Orange tier. African American, Hispanic, English Learners, and students identified as socioeconomically disadvantaged moved into the Yellow tier from the previous year. No student groups were in the Red tier for the College/Career Indicator (CCI), however, English Learners, students experiencing homelessness, and Long-Term English Learners were in the Orange tier with students identified as Socioeconomically Disadvantaged, and Students with Disabilities in the Yellow tier. Local measures, such as UC/CSU a-g completion, indicate 18% of English learners, 61% of African American, 59% of Hispanic, 35% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities completed a-g coursework in 2024 compared to a district wide 75% completion rate. 2026 Update: On the 2025 CA School Dashboard, no student groups received a Red performance level for Graduation rate or College and Career Preparedness. Long-Term English Learners received an Orange performance level for Graduation rate, representing a decline from the previous year. UC/CSU a-g completion rates continue to increase districtwide however, several student groups show the declining pattern. -English learners, decreased 12%	readiness. To address the disparities, the district is offering a range of programs including Poway Virtual Courses (9–12), early college credit through dual and concurrent enrollment, Credit by Exam, and Poway to Palomar Middle College High School. Additional offerings such as New Directions independent study, Poway Home Education Program (PHEP), summer school, and after school credit recovery provide further opportunities for students to recover credits, accelerate learning, or pursue individualized learning models. Providing these options on an LEA-wide basis ensures that all students, especially unduplicated pupils with diverse learning needs and life circumstances, have equitable access to alternative pathways that support both graduation and postsecondary success.	meeting UC/CSU a–g requirements, and the percentage of graduating seniors identified as “Prepared” for College and Career.

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
	-Socioeconomically Disadvantaged, decreased by 12% -African American/Black, decreased by 3% Notable improvements: -homeless youth, increased by 9% -students with disabilities, increased by 9% -Hispanic/Latino, increased by 3% **Scope:** LEA-wide		
2.15	**Action:** Least Restrictive Environment **Need:** In relation to the 2024 California Dashboard, Long-Term English Learners were in the Red tier for ELA. Several student groups remain in the Orange tier including African American, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. For Mathematics no student groups were in the Red tier, and those in the Orange tier include African American, Hispanic, students with disabilities, students experiencing homelessness, students identified as socioeconomically disadvantaged, and Long-Term English Learners (LTEL). 2026 Update: On the 2025 CA School Dashboard, -students with disabilities had an Orange performance level for ELA and math.	This action supports the academic and social-emotional needs of unduplicated pupils by ensuring greater access to inclusive general education settings for students with mild to moderate disabilities through professional development and training for Instructional Assistants. The shift to Least Restrictive Environment (LRE) placements is reinforced through professional learning designed to enhance equitable access to core instruction for all student groups. Instructional Assistants, who work closely with teaching staff to support students with disabilities are essential to the success of this inclusive model. Classified staff on Special Assignment (COSAs) provide specialized training and ongoing professional development for classified staff members, equipping them with the skills needed to effectively support inclusive practices and address the diverse needs of learners in general education settings. The 2025 California Dashboard data highlights persistent performance gaps for students with disabilities, Long-Term English Learners, and students experiencing homelessness. These outcomes	Action 2.15 will be monitored by the following metrics: CAASPP Scores monitoring changes in CAASPP scores for student groups, including English learners, students with disabilities, socioeconomically disadvantaged students, African American students, Hispanic students, foster youth, and students experiencing homelessness. Local indicators to assess progress related to student performance, such as attendance rates, graduation rates, and college/career readiness, tracking participation rates and feedback from

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-homeless students had an Orange performance level for ELA, and Red for math -long-term English learners had a Red performance level for ELA and math -all other student groups were in the Yellow, Green, and Blue performance levels **Scope:** LEA-wide	underscore the need for sustained professional development and training for Instructional Assistants and support staff to build the capacity of educators and support staff to proactively plan for learner variability, reduce barriers to instruction, and improve outcomes for students. Implementing this action on an LEA-wide basis ensures consistency in inclusive practices across all schools and maximizes the impact of systemic improvement efforts.	professional development sessions.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** Families Experiencing Homeless Support **Need:** The graduation rate for students experiencing homelessness in PUSD was 64.3% as reported on the California Dashboard compared to 93% for all students placing them in the Red tier for the district. In addition, Abraxas High School is in the Red tier for suspensions, and Valley Elementary and Twin Peaks Middle School are in the Red tier for chronic absenteeism. Twin Peaks is also in the Red tier for suspensions.	The Youth In Transition program is designed to address the identified needs of students and families in preschool through Grade 12 who are experiencing homelessness. By offering a comprehensive range of support services, including assistance with school-related issues, referrals to community agencies, and providing additional resources as necessary, the program aims to mitigate the challenges faced by homeless students and families. Implementing the program on a school-wide basis ensures that all students and families within the school community who are experiencing homelessness have equitable access to the support they require. Homelessness can have profound and wide-ranging effects on a student's academic performance, socio-emotional	Action 1.11 will be monitored by the following metrics: chronic absenteeism, suspension, graduation, and local data for students experiencing homelessness.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2026 Update: The graduation rate for students experiencing homelessness increased to 74.4%, a 10.1 increase from baseline. While this shows significant improvement, our homeless youth continue to show a lower graduation rate when compare to all students (95.6%). On the 2025 Dashboard, PUSD has a Red performance level for Chronic Absenteeism for homeless youth as a result of an increase in the percentage of homeless youth who were chronically absent in the 24-25 school year (42.9%, +9.8% compared to the previous year) Graduation rates and college and career readiness measures show significant improvement in outcomes for our homeless youth with a 10% increase in graduation rate and a 9% increase in college and career readiness. Abraxas Continuation High School continues to qualify for the state's Comprehensive Support and Improvement (CSI) program due to low graduation rates. **Scope:** Limited to Unduplicated Student Group(s)	well-being, and overall stability. Therefore, providing support on a school-wide basis acknowledges the systemic nature of homelessness and the need for a coordinated response that encompasses the entire school community.	
2.6	**Action:** Support for Long-Term English Learners **Need:** LTEL students have been identified as English Learners for 6 or more years in U.S. schools. Due to their extended time in the English	All LTEL students are enrolled in a Designated ELD elective class that runs concurrently with their ELA/English class. The Designed ELD course for LTELs has a specialized core curriculum that accelerates academic reading and writing.	Action 2.6 will be monitored through the following metrics: ELPI scores for LTELs to monitor progress based on the Summative ELPAC, OPTEL, and local

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learner program, it is imperative to consider what factors are contributing to their progression towards reclassification. English Language Progress Indicators (ELPI) are used to show how students are progressing each year. Currently 7% of LTEL students are at Level 1, 10% are at 2 Low, 18% are at 2 High, 31% are at 3 Low, 24% are at 3 High, and 10% are at a 4. 2024 Update: Currently LTELs are in the Blue Performance Tier on the Dashboard for English Learner Progress, however they are in the Red Performance Tier for English Language Arts. 2026 Update: LTELs had an Orange performance level for English Learner Progress, Red for ELA and math, Red for Chronic Absenteeism, and Orange for Graduation rate showing continued lower performance and progress across multiple student success measures **Scope:** Limited to Unduplicated Student Group(s)	Additionally, district wide professional development for teachers focuses on best practices for long term English learners. Individual sites have EL Coordinators who receive continuous professional development around LTELs. Part of the site EL Coordinators work involves facilitating short trainings with their staff that focus on effective strategies for reaching and teaching this specific student population. District wide professional development also happens through EL Champions. The EL Champions Program leverages effective professional learning practices that are grounded in research, delivering a rich professional learning experience that includes the following five features: Professional Collaboration: work together to improve every day with other teachers who are dedicated to enhancing their teaching practices in similar ways Observation: observe learning in other classrooms and receive timely feedback based on your teaching goals Efficacy studies: reflect on reasons why skills and teaching pedagogy are effective Time and focus: increase duration of learning new skills in relevant subject matter along with planning time Student work studies: reflect on student work in order to identify growth opportunities for students and teaching practices	indicators to assess progress related to student performance and language acquisition. 2024 Update: In addition to English Learner Progress, LTEL performance on English Language Arts will be monitored through the California Dashboard.
2.7	**Action:** Site Intervention Support for English Learners	Supplemental interventions such as tutoring, intervention software, and additional teacher hours are specifically designed to meet the unique needs	Action 2.7 will be monitored by the following metrics: ELPAC test

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English learners face challenges in acquiring English language proficiency and achieving academic success due to language barriers, cultural differences, and varying levels of educational background. These students may require additional support and resources to accelerate their language development and academic progress, ensuring equitable access to educational opportunities. The percentage of EL students in 2023 who progressed on the Summative Alternative ELPAC district wide was 58.3%. The percentage of EL students in 2023 who did not progress on the summative alternate ELPAC was 27.1%. 14.6% maintained. 2023 Correction: The percentage of EL students in 2023 who progressed on the Summative Alternative ELPAC district wide was 27.1%. The percentage of EL students in 2023 who did not progress on the summative alternate ELPAC was 58.3%. 14.6% maintained. 2024 Update: The percentage of EL students in 2024 who progressed on the Summative Alternative ELPAC district increased to 36.1%. The percentage of EL students in 2024 who did not progress on the summative alternate ELPAC decreased to 55.6%, and 8.3% maintained. 2026 update: The percentage of EL students in 2025 who progressed on the Summative	of English Learners (ELs), providing support in language acquisition, literacy development, and content-area instruction to help ELs build foundational skills and succeed academically. Differentiated Instruction will offer opportunities for tailored instruction aligned with individual ELs' language proficiency levels and learning needs, including one-on-one tutoring, small group instruction, and technology-based interventions. Teacher capacity building will enable educators to dedicate more time to meeting ELs' needs through individualized instruction, language assessments, collaboration on instructional strategies, and progress monitoring. Overall, providing supplemental interventions for English learners ensures equitable access to targeted support services, promotes consistency and coherence in service delivery, maximizes scalability and impact, and fosters professional collaboration to address the diverse needs of ELs effectively. Indirect costs and administrative support for the district’s LCAP will also be part of this action and service.	scores and feedback provided by students and families of English learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELPAC district decreased from 57.9% to 53.4%. **Scope:** Limited to Unduplicated Student Group(s)		
2.9	**Action:** Advancement Via Individual Determination AVID Excel Middle School **Need:** Although not in the Red tier, English learners are in the Low tier (Orange) as reported on the CCI and Orange tier for graduation as reported on the CA Dashboard. In addition, local measures, such as UC/CSU a-g completion, indicate 21% of English learners completed a-g coursework in 2023 compared to a district wide 71% completion rate and 55% of English learners took three years of math in high school compared to 88% overall. 2024 Update: English learners remain in the Orange tier as reported on the College/Career Indicator and moved up to the Yellow tier for graduation rate as reported on the CA Dashboard. In addition, local measures, such as UC/CSU a-g completion, indicate 18% of English learners completed a-g coursework in 2024 compared to a district wide 75% completion rate and 57% of English learners took three years of math in high school compared to 85% overall. 2026 Update:	AVID Excel will provide specialized support for English learners, focusing on language development alongside content knowledge. This can include designated ELD instruction, language-rich curriculum materials, and targeted interventions for language acquisition. AVID Excel can embed a strong college and career readiness component into its program, providing English learners with exposure to various post-secondary pathways, and career exploration opportunities helping to motivate students and provide a clear trajectory for their academic and professional futures. AVID Excel teachers can regularly analyze data on student performance and progress to identify areas of need and inform instructional planning and interventions. By closely monitoring student outcomes, educators can adjust strategies and interventions to ensure they are effectively meeting the needs of English learners.	Action 2.9 will be monitored by the following metrics: Growth in CAASPP Scores, ELPI and iReady results. Local indicators to assess progress related to student performance include attendance rates and survey data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	On the 2025 CA School Dashboard, no student groups received a Red performance level for Graduation rate or College and Career Preparedness. Long-Term English Learners received an Orange performance level for Graduation rate, representing a decline from the previous year. UC/CSU a-g completion rates continue to increase districtwide however, several student groups show the declining pattern. -English learners, decreased 12% -Socioeconomically Disadvantaged, decreased by 12% -African American/Black, decreased by 3% Notable improvements: -homeless youth, increased by 9% -students with disabilities, increased by 9% -Hispanic/Latino, increased by 3% **Scope:** Limited to Unduplicated Student Group(s)		

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

Not Applicable.

Additional Concentration Grant Funding

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

Not applicable to Poway Unified School District.

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

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	401,713,339	15,077,921	3.753%	0.000%	3.753%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$25,186,596.00	$6,436,465.00	$0.00	$582,120.00	$32,205,181.00	$28,884,982.00	$3,320,199.00

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	Intervention Counselors Secondary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle and High School (Starting the 2025-26 school year, intervention counselors will only be provided to middle schools)		$4,098,563.00	$0.00	$4,098,563.00				$4,098,563.00	
1	1.2	Mending Matters Social Worker Secondary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School		$0.00	$1,195,000.00	$1,195,000.00				$1,195,000.00	
1	1.3	Caring Connections Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$219,099.00	$0.00	$219,099.00				$219,099.00	
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$905,055.00	$161,352.00	$712,206.00	$161,352.00		$192,849.00	$1,066,407.00	
1	1.5	Inclusive Practices and MTSS Support K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$292,933.00	$0.00	$292,933.00				$292,933.00	
1	1.6	Increased Counseling Support Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools		$4,937,282.00	$0.00	$4,937,282.00				$4,937,282.00	
1	1.7	Chronic Absenteeism Action Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$238,099.00	$20,000.00	$258,099.00				$258,099.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.8	Campus Supervisors Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Design 39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks Middle Schools		$2,616,145.00	$0.00	$2,574,261.00	$41,884.00			$2,616,145.00	
1	1.9	Families Experiencing Homeless Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$288,262.00	$0.00	$288,262.00				$288,262.00	
1	1.10	STEAM Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-12		$2,706,355.00	$600,048.00	$1,611,372.00	$1,523,770.00		$171,261.00	$3,306,403.00	
2	2.1	Intervention Support Secondary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley MS, Bernardo Heights MS, Mesa Verde MS, Meadowbrook MS, Twin Peak MS, Black Mt. MS, Poway HS, Rancho Bernardo HS, Mt. Carmel HS, Westview HS, Del Norte HS		$2,275,441.00	$0.00	$717,455.00	$1,557,986.00			$2,275,441.00	
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle and High School		$1,730,901.00	$0.00	$1,276,989.00	$453,912.00			$1,730,901.00	

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	2.3	Elementary Intervention Support and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools		$955,554.00	$643,500.00	$832,753.00	$766,301.00			$1,599,054.00	
2	2.4	Equity and Inclusion Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,000.00	$0.00	$6,000.00				$6,000.00	
2	2.5	Professional Learning Leaders Elementary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary Schools		$294,438.00	$17,182.00	$311,620.00				$311,620.00	
2	2.6	Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary Schools Grades 6-12		$475,116.00	$0.00	$376,916.00			$98,200.00	$475,116.00	
2	2.7	Site Intervention Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$140,400.00	$46,800.00	$187,200.00				$187,200.00	
2	2.8	Advancement Via Individual Determination AVID	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12		$396,460.00	$70,916.00	$426,874.00			$40,502.00	$467,376.00	
2	2.9	Advancement Via Individual Determination AVID Excel Middle School	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Meadowbrook, Black Mt. and Twin Peaks Middle Schools		$99,115.00	$17,729.00	$106,718.00			$10,126.00	$116,844.00	
2	2.10	English Language Development	English Learners	Yes	Schoolwide	English Learners	All Schools		$1,311,367.00	$0.00	$1,311,367.00				$1,311,367.00	
2	2.11	Family Learning Center	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Caring Connections Center		$101,249.00	$0.00	$32,067.00			$69,182.00	$101,249.00	
2	2.12	Bilingual Parent Liaisons	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Midland ES, Pomerado ES, Valley ES,		$156,444.00	$0.00	$156,444.00				$156,444.00	

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
							Meadowbrook MS, Twin Peaks MS, Poway High, Family Learning Center, and Caring Connections Center									
2	2.13	Expanded Learning Structures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary		$1,629,831.00	$0.00	$1,222,341.00	$407,490.00			$1,629,831.00	
2	2.14	Career Technical Education Pathways	All	No			All Schools		$2,637,470.00	$497,672.00	$1,611,372.00	$1,523,770.00			$3,135,142.00	
2	2.15	Least Restrictive Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$266,485.00	$0.00	$266,485.00				$266,485.00	
3	3.1	Two-Way Communication	All	No					$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.2	College Partnerships	All	No					$0.00	$0.00	$0.00				$0.00	
3	3.3	Parent Education	All	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Parent Engagement	All	No			All Schools		$106,918.00	$0.00	$106,918.00				$106,918.00	
3	3.5	Community Partnerships	All	No			All Schools		$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
401,713,339	15,077,921	3.753%	0.000%	3.753%	$23,418,306.00	0.000%	5.830 %	**Total:**	$23,418,306.00
								LEA-wide Total:	$18,258,461.00
								Limited Total:	$959,096.00
								Schoolwide Total:	$4,200,749.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention Counselors Secondary	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle and High School (Starting the 2025-26 school year, intervention counselors will only be provided to middle schools)	$4,098,563.00	
1	1.2	Mending Matters Social Worker Secondary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	$1,195,000.00	
1	1.3	Caring Connections Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$219,099.00	
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$712,206.00	
1	1.5	Inclusive Practices and MTSS Support K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$292,933.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Increased Counseling Support Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools	$4,937,282.00	
1	1.7	Chronic Absenteeism Action Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$258,099.00	
1	1.8	Campus Supervisors Middle School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Design 39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks Middle Schools	$2,574,261.00	
1	1.9	Families Experiencing Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$288,262.00	
1	1.10	STEAM Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,611,372.00	
2	2.1	Intervention Support Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley MS, Bernardo Heights MS, Mesa Verde MS, Meadowbrook MS, Twin Peak MS, Black Mt. MS, Poway HS, Rancho Bernardo HS, Mt. Carmel HS, Westview HS, Del Norte HS	$717,455.00	
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle and High School	$1,276,989.00	
2	2.3	Elementary Intervention Support and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools	$832,753.00	

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	2.4	Equity and Inclusion Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.5	Professional Learning Leaders Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary Schools	$311,620.00	
2	2.6	Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary Schools Grades 6-12	$376,916.00	
2	2.7	Site Intervention Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$187,200.00	
2	2.8	Advancement Via Individual Determination AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12	$426,874.00	
2	2.9	Advancement Via Individual Determination AVID Excel Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Meadowbrook, Black Mt. and Twin Peaks Middle Schools	$106,718.00	
2	2.10	English Language Development	Yes	Schoolwide	English Learners	All Schools	$1,311,367.00	
2	2.11	Family Learning Center	Yes	LEA-wide	English Learners Low Income	Specific Schools: Caring Connections Center	$32,067.00	
2	2.12	Bilingual Parent Liaisons	Yes	Schoolwide	English Learners	Specific Schools: Midland ES, Pomerado ES, Valley ES, Meadowbrook MS, Twin Peaks MS, Poway High, Family Learning Center, and Caring Connections Center	$156,444.00	
2	2.13	Expanded Learning Structures	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	$1,222,341.00	

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	2.15	Least Restrictive Environment	Yes	LEA-wide	English Learners Foster Youth Low Income		$266,485.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$32,798,817.00	$31,986,094.00

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**	Intervention Counselors Secondary	Yes	$3,435,255.00	3,514,388
1	**1.2**	Mending Matters Social Worker Secondary	Yes	$1,128,000.00	1,128,000
1	**1.3**	Caring Connections Counseling	Yes	$337,205.00	183,833
1	**1.4**	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	$960,846.00	1,058,490
1	**1.5**	Inclusive Practices and MTSS Support K-12	Yes	$170,278.00	160,452
1	**1.6**	Increased Counseling Support Elementary	Yes	$5,828,115.00	5,614,349
1	**1.7**	Chronic Absenteeism Action Plan	Yes	$320,275.00	278,780
1	**1.8**	Campus Supervisors Middle School	Yes	$2,500,100.00	2,387,955
1	**1.9**	Families Experiencing Homeless Support	Yes	$298,644.00	299,462
1	**1.10**	STEAM Participation	Yes	$3,216,896.00	3,093,414
2	**2.1**	Intervention Support Secondary	Yes	$2,624,188.00	2,660,202

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	Co-Teaching and Inclusive Practices Support Secondary	Yes	$1,388,998.00	1,838,593
2	2.3	Elementary Intervention Support and Planning	Yes	$2,008,817.00	1,938,210
2	2.4	Equity and Inclusion Plan	Yes	$6,000.00	5,445
2	2.5	Professional Learning Leaders Elementary	Yes	$306,631.00	303,534
2	2.6	Support for Long-Term English Learners	Yes	$492,636.00	383,098
2	2.7	Site Intervention Support for English Learners	Yes	$186,080.00	186,080
2	2.8	Advancement Via Individual Determination AVID	Yes	$470,175.00	493,134
2	2.9	Advancement Via Individual Determination AVID Excel Middle School	Yes	$117,543.00	123,283
2	2.10	English Language Development	Yes	$935,989.00	917,439
2	2.11	Family Learning Center	Yes	$274,436.00	261,477
2	2.12	Bilingual Parent Liaisons	Yes	$195,707.00	181,209
2	2.13	Expanded Learning Structures	Yes	$2,267,259.00	1,792,506
2	2.14	Career Technical Education Pathways	No	$3,042,004.00	2,926,043

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	2.15	Least Restrictive Environment	Yes	$170,278.00	160,452
3	3.1	Two-Way Communication	No	$0.00	0
3	3.2	College Partnerships	No	$0.00	0
3	3.3	Parent Education	No	$0.00	0
3	3.4	Parent Engagement	No	$115,962.00	96,266
3	3.5	Community Partnerships	No	$500.00	0
6	6.1			$0.00	
6	6.2			$0.00	
6	6.3			$0.00	
6	6.4			$0.00	
6	6.5			$0.00	
6	6.6			$0.00	
6	6.7			$0.00	
6	6.8			$0.00	
6	6.9			$0.00	
6	6.10			$0.00	
6	6.11			$0.00	
6	6.12			$0.00	
6	6.13			$0.00	
6	6.14			$0.00	
6	6.15			$0.00	
6	6.16			$0.00	
6	6.17			$0.00	
6	6.18			$0.00	
6	6.19			$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)
6	6.20			$0.00	
6	6.21			$0.00	
6	6.22			$0.00	
6	6.23			$0.00	
6	6.24			$0.00	
6	6.25			$0.00	
6	6.26			$0.00	
6	6.27			$0.00	
6	6.28			$0.00	
6	6.29			$0.00	
6	6.30			$0.00	
6	6.31			$0.00	
6	6.32			$0.00	
6	6.33			$0.00	
6	6.34			$0.00	
6	6.35			$0.00	
6	6.36			$0.00	
6	6.37			$0.00	
6	6.38			$0.00	
6	6.39			$0.00	
6	6.40			$0.00	
6	6.41			$0.00	
6	6.42			$0.00	
6	6.43			$0.00	
6	6.44			$0.00	
6	6.45			$0.00	
6	6.46			$0.00	
6	6.47			$0.00	
6	6.48			$0.00	
6	6.49			$0.00	
6	6.50			$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)
14,908,877	$23,241,741.00	$22,654,889.00	$586,852.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention Counselors Secondary	Yes	$3,435,255.00	3,514,388		
1	1.2	Mending Matters Social Worker Secondary	Yes	$1,128,000.00	1,128,000		
1	1.3	Caring Connections Counseling	Yes	$337,205.00	183,833		
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	$595,688.00	427,816		
1	1.5	Inclusive Practices and MTSS Support K-12	Yes	$170,278.00	74,791		
1	1.6	Increased Counseling Support Elementary	Yes	$5,828,115.00	5,614,349		
1	1.7	Chronic Absenteeism Action Plan	Yes	$320,275.00	278,780		
1	1.8	Campus Supervisors Middle School	Yes	$2,467,102.00	2,363,290		
1	1.9	Families Experiencing Homeless Support	Yes	$298,644.00	299,462		
1	1.10	STEAM Participation	Yes	$1,716,915.00	1,618,091		
2	2.1	Intervention Support Secondary	Yes	$799,565.00	858,468		
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	Yes	$801,590.00	1,689,116		
2	2.3	Elementary Intervention Support and Planning	Yes	$803,682.00	822,171		

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	2.4	Equity and Inclusion Plan	Yes	$6,000.00	5,445		
2	2.5	Professional Learning Leaders Elementary	Yes	$306,631.00	209,869		
2	2.6	Support for Long-Term English Learners	Yes	$409,719.00	240,476		
2	2.7	Site Intervention Support for English Learners	Yes	$186,080.00	186,080		
2	2.8	Advancement Via Individual Determination AVID	Yes	$421,157.00	432,445		
2	2.9	Advancement Via Individual Determination AVID Excel Middle School	Yes	$105,289.00	108,111		
2	2.10	English Language Development	Yes	$726,356.00	917,439		
2	2.11	Family Learning Center	Yes	$184,436.00	50,124		
2	2.12	Bilingual Parent Liaisons	Yes	$195,707.00	181,209		
2	2.13	Expanded Learning Structures	Yes	$1,827,774.00	1,365,475		
2	2.15	Least Restrictive Environment	Yes	$170,278.00	85,661		

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)
386,880,536	14,908,877	0	3.854%	$22,654,889.00	0.000%	5.856%	$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).

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