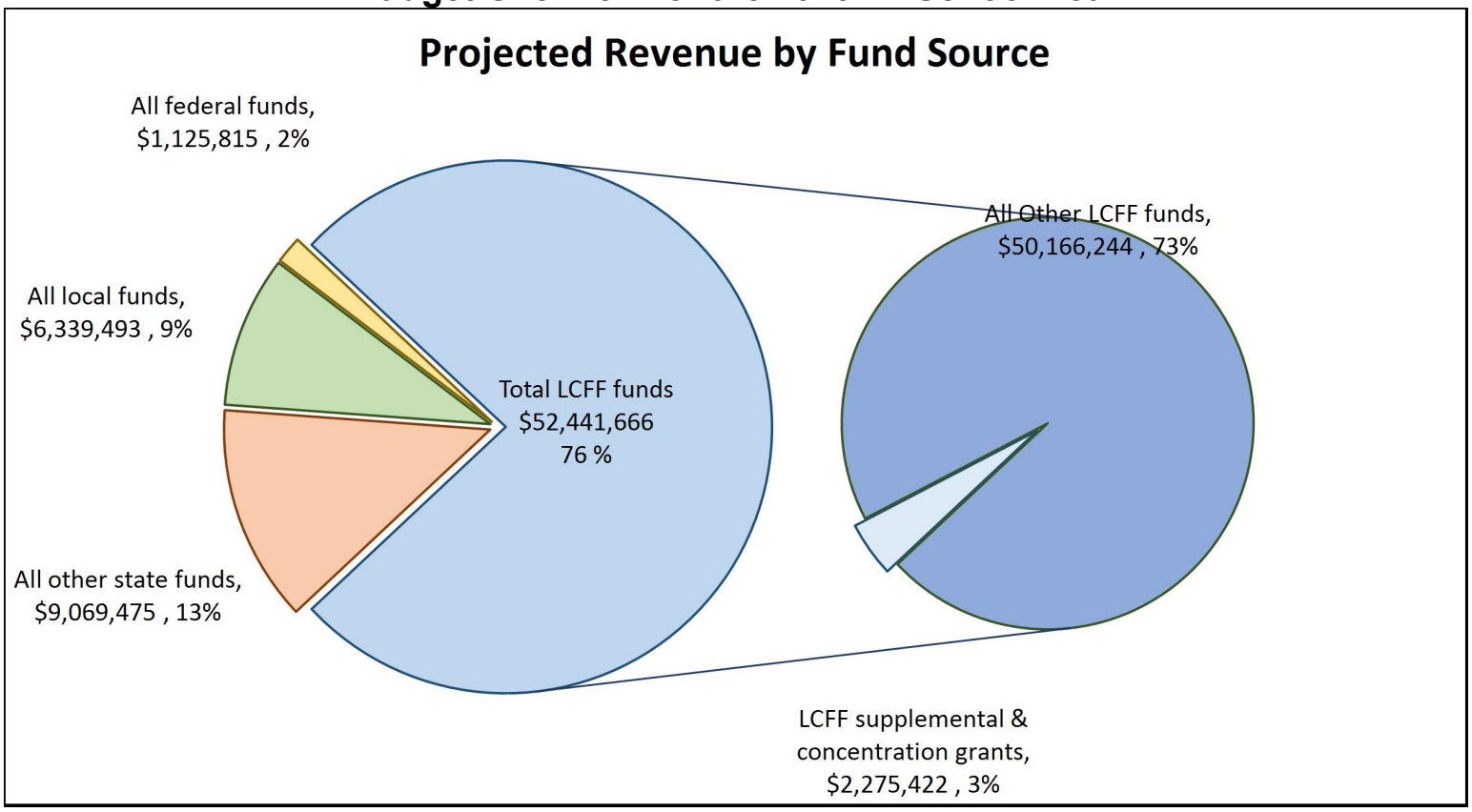
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placer Union High School District
CDS Code: 31 66894
School Year: 2026-27
LEA contact information:
Tom O'Malley
Superintendent
tomalley@puhsd.k12.ca.us
(530) 886-4405

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

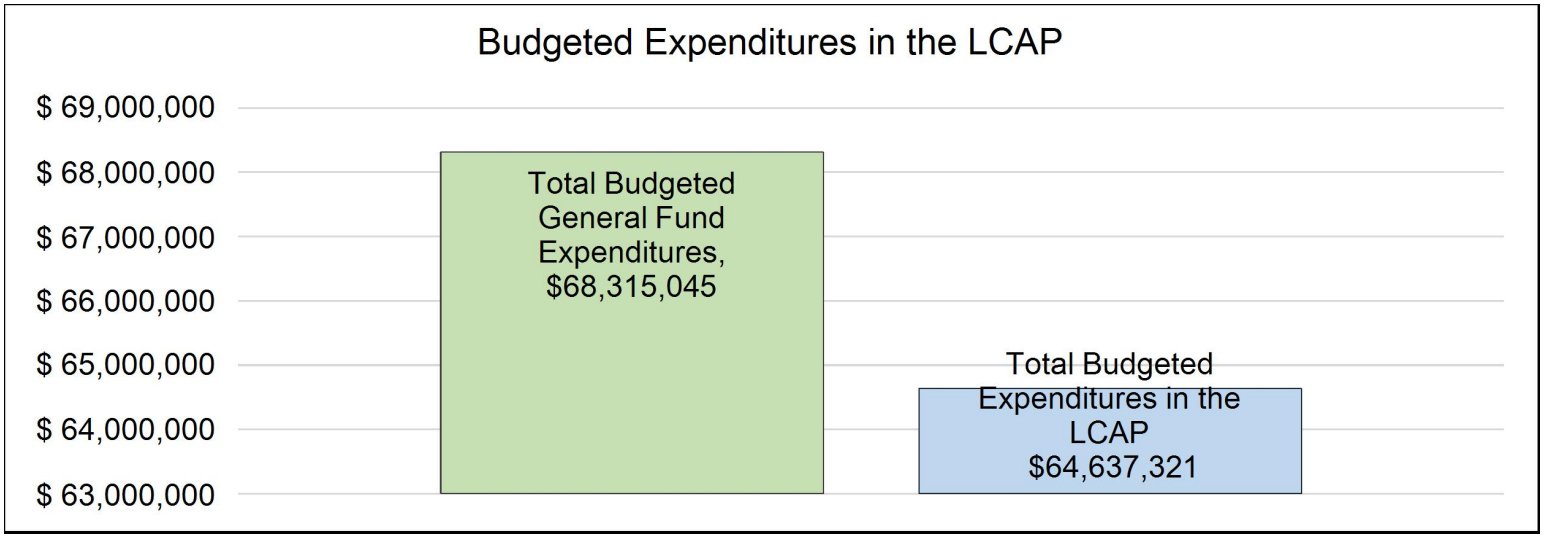



This chart shows the total general purpose revenue Placer Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placer Union High School District is $68,976,449, of which $52,441,666 is Local Control Funding Formula (LCFF), $9,069,475 is other state funds, $6,339,493 is local funds, and $1,125,815 is federal funds. Of the $52,441,666 in LCFF Funds, $2,275,422 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 Placer Union High 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: Placer Union High School District plans to spend $68,315,045 for the 2026-27 school year. Of that amount, $64,637,321 is tied to actions/services in the LCAP and $3,677,724 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

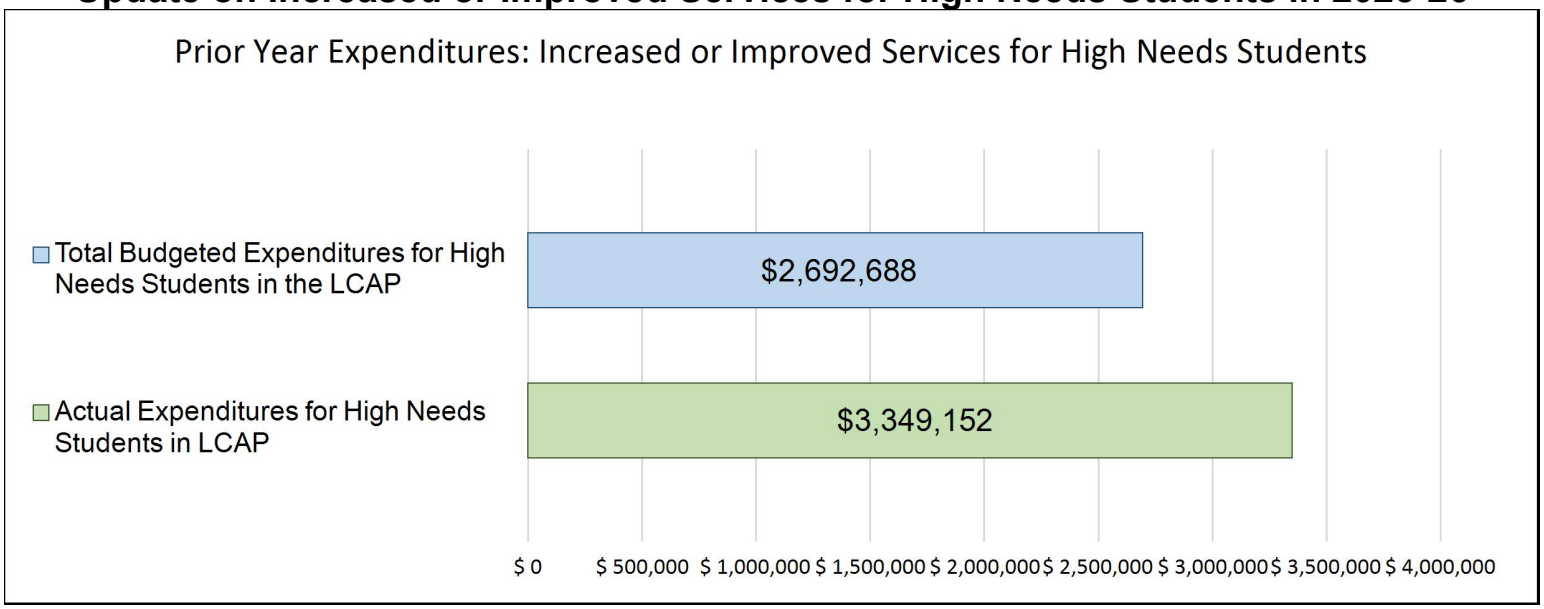
The General Fund incudes $3,677,724 in general instructional costs to educate all students including providing healthy, nutritious meals, supporting classroom instruction and technology by maintaining safe, clean learning environments and providing funding dedicated to maintaining the District.

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

In 2026-27, Placer Union High School District is projecting it will receive $2,275,422 based on the enrollment of Foster Youth, English learner, and low-income students. Placer Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Placer Union High School District plans to spend $2,829,345 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 Placer Union High 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 Placer Union High 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, Placer Union High School District's LCAP budgeted $2,692,688 for planned actions to increase or improve services for high needs students. Placer Union High School District actually spent $3,349,152 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 |
|---|---|---|
| Placer Union High School District | Tom O'Malley<br>Superintendent | tomalley@puhsd.k12.ca.us<br>(530) 886-4405 |

# 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.

BACKGROUND

Placer Union High School District (PUHSD), located east of Sacramento in the northern Sierra Nevada Foothills, is home to a unique set of high school communities that serve 3822 students. The district's geographic footprint extends across approximately 1,000 square miles and includes the towns of Loomis, Auburn, Foresthill, Colfax, Alta, Dutch Flat, Meadow Vista, Newcastle, and Penryn. PUHSD employs 363.5 FTE staff members and operates four comprehensive high schools, Colfax (611 students), Del Oro (1634 students), Foresthill (190 students), and Placer (1265 students). It also is home to Confluence (103 students), Placer School for Adults (1250 students and 493 inmate students), Maidu Virtual Charter Academy (114 students), and Transition to Adult Living (TAL) with 24 students. The district is socioeconomically (SED) diverse, with 23.5% of students receiving free or reduced lunch. It serves approximately 128 English Learners (ELs), 198 Reclassified Fluent English Proficient (RFEP) students, and 452 students with disabilities (SWD). 2.7% percent of its students experience homelessness, and .2% are foster youth. In terms of race and ethnicity, student demographics consist of 0.6% African American, .9% American Indian, 1.5% Asian, 18.6% Hispanic, 6.5% of two or more races, and 68.3% white.

While PUHSD schools are distinctly different, each site is centered on fostering relationships through innovative teaching, engaging student centered learning, and community involvement. It strives to promote student learning by teaching excellence in safe, supportive, and rigorous school environments where students gain academic and interpersonal skills. PUHSD students engage in problem-solving, critical thinking, and collaboration. Classrooms are equipped with current instructional technology resources, and all students have access to Chromebooks, a district practice since 2013. PUHSD prepares students for college, career, and life readiness through rigorous course offerings, including

Dual Enrollment, Career Technical Education (CTE), Advanced Placement (AP), and International Baccalaureate (IB) options. PUHSD believes that all children can learn at high levels and is committed to providing targeted and relevant learning opportunities for all students.

COMMUNITY CHALLENGES

The main challenges this year are declining enrollment, and projected budget limitations. We continue to feel the lasting effects from the pandemic on families, academic learning, and behavior. Our district has a larger number of students coming in with special needs, such as 504s and IEPs.

PURPOSE AND VISION

PUHSD's vision is to preserve its core values, promote student achievement by meeting the needs of all learners, and prepare them to be successful in college, their careers, and life. Through community forums with its students, parents, staff, community members, and districtwide meetings, Placer Union High School District continues to implement its Local Control Accountability Plan (LCAP) and assess its progress in its three identified goals and actions. Within PUHSD's LCAP, readers will learn the details of the actions and purposes associated with its goals, including programs that serve all students, as well as aligned systems of support designed to target low-income, English learners, and/or foster youth student populations. Placer Union High School District's three goals and summary of actions emphasize its core mission to provide high-quality educational access for all learners:

- All students high school, college, career, and life ready
- Increase student achievement through high quality instructional practices
- Provide a safe, healthy, and engaging learning environment for all

# Reflections: Annual Performance

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

SUCCESSES

Based on a review of student performance data on the state and local indicators included in the California School Dashboard (Dashboard), local self-assessments, and educational partners' input, PUHSD identified its most significant gains in the below-mentioned LCAP goals and actions. Furthermore, in collaboration with its educational partners, the district devised plans to ensure continued progress in these areas for all students, including low-income, English learners, and/or foster youth students. For each goal and action, targeted learning plans will continue to be strategically developed to recruit, encourage, monitor, and support all students' participation in PUHSD's programs.

GOAL 1: INCREASE NUMBER OF STUDENTS HIGH SCHOOL, COLLEGE, AND CAREER READY

COLLEGE CAREER INDICATOR (CCI)
PUHSD is proud of the percent of students who are prepared for college and career according to this indicator. By all standards every student group is showing success from the opportunities afforded them within their schools. The efforts to accurately place students through master scheduling, increasing Dual Enrollment, IB, AP, and CTE courses, while focusing on student subgroups are paying off with high percentages of all students being CCI prepared. 78.9% of all students are prepared which is a 5.3% increase from the previous year and

27.9% higher than the state average. All our subgroups show an average of 27.2% above the state average. Particularly Homeless students are showing 71.7% preparedness which is 45.2% above the state average and Long Term English Learner (LTEL) students are showing 60% preparedness which is 35.1% above the state average. However, Confluence Continuation High CCI preparedness fell within the red (very low) area for more than one subgroup:
Confluence Continuation High: All Students.
PUHSD seeks to increase CCI preparedness, for the above student groups, through action 1.1 College Career Indicator (CCI) Prepared Level Completion. The effectiveness of this action will be measured by metric 1.1.6 CCI %.

DUAL ENROLLMENT, ADVANCED PLACEMENT (AP), INTERNATIONAL BACCALAUREATE (IB)
PUHSD prides itself on providing numerous opportunities for students to earn college credits during high school by offering Dual Enrollment, AP, and IB courses. PUHSD has partnered with Sierra College since 2016 and has expanded offerings through Butte College and Sacramento State University. This year our Dual Enrollment offerings include 147 sections that serve approximately 1747 students, including 48 English Learners and 316 socioeconomically disadvantaged (SED) students. Through these courses, students earn high school graduation credits and community college credits (transferable to most four-year colleges) during their time with PUHSD. In addition to Dual Enrollment, PUHSD also offers a range of Advanced Placement (AP) and International Baccalaureate (IB) courses. In 2025-26, 871 students were enrolled in at least one AP or IB course, including 122 SED and 32 Students with Disabilities (SWD).

Increased enrollment in Dual Enrollment, AP, and IB courses has been one of PUHSD's greatest gains towards increasing the number of students high school, college, and career-ready. Since 2017, enrollment in these classes has increased from 1418 students to 2,618students. SED student participation equally increased from 173 in 2017 to 438 students in 2025-2026. Access to these rigorous courses remains an ongoing priority of the district and is supported through a combination of Tier 1 strategies such as a daily intervention block, support classes, tutoring, and student-centered learning plans to support all students, including low-income, English learners, and/or foster youth student groups, in Dual Enrollment, AP, and IB courses. High expectations for student learning are further supported through positive staff, student, and peer relationships, and school support systems with additional 1:1 counselor-to-student meetings.

CAREER TECHNICAL EDUCATION (CTE)
Career Tech Education (CTE) courses and capstones are another area of growth for PUHSD in its goal for all students to be college, career, and life ready. PUHSD currently offers 25 distinct CTE pathways. Across its campuses, enrollment reached 3017 (unduplicated) students, with 701 SED students participating. PUHSD currently has 41 teachers with CTE credentials and over 2,474 students completing Precision Exams with 970 earning industry certification, and 51.3% or 499 graduates (2025) completing at least one CTE pathway. We celebrate the continued success of our Strong Workforce Grant (SWP) funds at Placer High School which continue to increase access for EL student participation. Placer High's two bilingual aides who are fluent in Spanish and English support the video production and agricultural CTE classes.

A THROUGH G
A through G completion is important to PUHSD to ensure that students who want to go to college, whether right after high school or sometime later in life, have that option. Through our policy work regarding graduation requirements and specific outreach, our A-G completion rate continues to be higher than the state average with the 2024-2025 percentage growing to 14.3% above the state average. Particular subgroups, Homeless students were 28.4% higher than the state average for their subgroup and Hispanic students were 17.6% higher than the state average for their subgroup.

GRADUATION RATE
PUHSD's graduation rate has increased to 96.1% in 2024-2025; which also grew to 4.6% higher than the state average and 1.6% higher than the county average. With specific successes being that the graduation rates have increased for our Homeless and students with Two or More Races with both increasing 8% over the previous year.

CAASPP SBAC MATHEMATICS and ELA
While PUHSD has declined slightly in mathematics scores, English Learner (EL) students increased by 39 points and Long Term English Learner (LTEL) students increased 77.4 points. In ELA all students maintained status while Long Term English Learner (LTEL) students increased 43.7 points and Homeless students increased 29.4 points. The district strives to continue to increase all students' standards-aligned literacy (ELA) and numeracy (math) skills to promote college, career, and life readiness.

PUHSD scored red (lowest) area for academic achievement in mathematics for particular subgroups:
PUHSD: Students with Disabilities (SWD)
Placer High School: Students with Disabilities (SWD), Hispanic, Socioeconomically Disadvantaged (SED)
PUHSD and Placer High School seek to increase student achievement in mathematics, for the above student groups, through action 1.1 College Career Indicator (CCI) Prepared Level Completion. The effectiveness of this action will be measured by metric 1.1.4 CAASPP/SBAC (Smarter Balanced Exam) Math Scores.

PUHSD scored red (lowest) area for academic achievement in ELA for particular subgroups:
PUHSD: Students with Disabilities (SWD)
Placer High School: Students with Disabilities (SWD)
PUHSD and Placer High School seek to increase student achievement in ELA, for the above student groups, through action 1.1 College Career Indicator (CCI) Prepared Level Completion. The effectiveness of this action will be measured by metric 1.1.3 CAASPP/SBAC (Smarter Balanced Exam) ELA Scores.

CAST/SCIENCE
PUHSD showed positive results for all students by achieving 59.7 science points, which is 7.1 points above the state average.

Long Term English Learners (LTEL)
LTELs experienced growth in nearly every tracked metric. LTEL students improved in ELA by 77.4 points, while Math outcomes increased by 43.7 points, and showed a 3.2 point increase in science. In 2025 10% of LTELs made progress toward English language proficiency through the ELPAC leading to an increase in LTEL reclassifications. Graduation rates increased by .6% and suspension decreased by 3.17% for LTELs. 60% of LTEL graduates were considered prepared for college and career by the CCI indicator, which is a significant 24% increase over the previous year.

GOAL 2: INCREASE STUDENT ACHIEVEMENT THROUGH COMPETENCY-BASED EDUCATION PRACTICES

PROFESSIONAL LEARNING OPPORTUNITIES

PUHSD prioritized professional learning opportunities for its staff in high quality instructional practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Numerous additional professional learning opportunities were provided to teachers during PLCs and staff meetings.
Continued professional development in high quality instructional practices for all certificated staff has been woven into the full offerings of professional learning.

Professional learning included weekly Professional Learning Communities (PLCs), staff meetings, and two district-wide in-service days. New teacher support was provided through four days of training on district core practices, high quality instruction, Quality Schools tenets, and participation in Learning Walks. Finally, teacher evaluations utilized the E3 framework for professional learning in effective instruction strategies, mentor coaching, and evidence-based reflections for continuous improvement.

ACCESS TO APPROPRIATE TECHNOLOGY TO SUPPORT DIGITAL EDUCATION
As a 1:1 web district, 100% of its students had access to Chromebooks, and all possessed a strong foundational knowledge in digital literacy. Google Classroom or Canvas are the expected LMS use for student access, and 100% of PUHSD's staff have accounts with both Classroom and Canvas. Finally, to ensure access for all students, the district continues to distribute hotspots to students in need of internet connectivity to allow for access to learning at home.

INSTRUCTIONAL PRACTICES, INTERVENTIONS, AND SUPPORT
PUHSD's master schedules offer a range of courses available for supporting students of all language, learning, interest, and reading ability levels (e.g., Spanish for Spanish speakers, Advanced Academic Language/AAL for LTELs, clustered mainstream courses, Academic Literacy/Read 180, VAPA courses, and more). While not all students in these courses are identified as low-income, English learners, or foster youth, PUHSD is committed to the financial, programming, and interpersonal support needed to maintain these specialized classes. Continued data analysis and monitoring of these programs and student performance are embedded to inform practices to ensure student success.

Math Adoption
Mathematics recently completed a new adoption and implementation of Reveal mathematics and ALEKS supplemental. ALEKS adaptive mathematics learning program is being used in all levels of mathematics courses and support services to support all learners through the creation of custom classes which are employed within weekly interventions, study skills, summer courses, and available for off block students to maintain and build skills for the next level.

Testing Screener
Currently, all Freshman students are screened for Math and Reading data at the beginning and end of freshman year. These tests serve as one indicator if students need intensive intervention support or additional support in core classes for either math or reading. The ALEKS Initial Knowledge Check test is also used to ensure students are not placed in a math class below their capabilities. iReady is given to all English 9 students to gauge reading comprehension and identify a Lexile level. Foundation schools in our district use STAR Reading and Math, WMPS, and iReady to monitor student progress in reading and math. This information is collected and used as one indicator of the students' performance level and is considered in master schedule placement.

Read 180

Read 180 is the district's reading intervention program. It is an intensive course meant to raise student reading levels to the appropriate grade level. At least one section of Read 180 is at each comprehensive school site, with two sections at Del Oro and Placer High Schools. Four sections of the curriculum were also taught in two special day classes at Placer and Del Oro High Schools. The end-of-term percentage exceeding the average growth rate at all school sites was 32.4%, showing a 0.77-year average growth rate.

GOAL 3: PROVIDE A SAFE, HEALTHY, AND ENGAGED LEARNING ENVIRONMENT FOR ALL

As demonstrated through data, PUHSD's Goal 3's actions and services proved effective in supporting our students' overall health and well-being as shown in CHKS data on Social and Emotional Health:

School Connectedness*
Grade 9: 67 % (+/-0)
Grade 11: 64 % (+5)

Social and emotional distress**
Grade 9: 24 % (+/-0)
Grade 11: 24 % (+5)

Experienced chronic sadness/ hopelessness***
Grade 9: 27 % (+5)
Grade 11: 27 % (+/-0)

Considered suicide***
Grade 9: 12 % (+/-0)
Grade 11: 9 % (-1)

Optimism**
Grade 9: 54 % (+1)
Grade 11: 50 % (+5)

Life satisfaction****
Grade 9: 70 % (+1)
Grade 11: 68 % (+4)

*Average percent "Agree" or "Strongly agree"

**Average percent "Pretty much true" or "Very much true"

***Past 12 months

****Average percent “Satisfied” or “very satisfied”

Mental Health Specialists (MHSs) as leads, along with Counselors, Psychologists, Interns and partnerships with community agencies and organizations (such as PCOE, Sierra Native Alliance, Sutter Health, Lighthouse Counseling, Auburn Davis Center for DBT), use a MultI-Tiered Systems of Support (MTSS) framework to support the mental and behavioral health of students. District-wide student supports (as well as staff and peer education) include: Suicide assessments/prevention, Student support services, Multi-disciplinary team meetings, Support of LGBTQ students, Bullying prevention, Grief support, Adult and student well being, Interpersonal and professional skills, Psychological educational groups, Advisory/intervention, Hygiene, school supplies, PE clothes, and transportation support for McKinney-Vento, FY, and others as needed, Individual counseling, Group counseling, Point Break/Breaking Through the Walls, COST (discussions re: emotional wellness), Summer Bridge connections, Freshman Seminar, Family support and parent education, Peer Mentoring, Frosh Orientation, Wings, Nest, Link, Vault, and Recovery and addiction support.

SUSPENSION RATES
In PUHSD, suspension rates highlight both successes and challenges in maintaining a safe, healthy, and engaged learning environment on campus. The overall suspension rate decreased by .4% to stand at 4.7% there were several subgroups that decreased. Students with Disabilities (SWD) decreased by 4.3% and Foster Youth declined by 4.2%. Confluence Continuation High did show suspension rates fall into the red (lowest) area for Socioeconomically Disadvantaged (SED) students which indicate areas of concern that require attention. Confluence Continuation High seeks to decrease suspension rates, for SED students, through action 3.1 Support school culture and 3.2 Supportive school culture for low-income, English learners, and/or foster youth students. The effectiveness of this action will be measured by metric 3.2.1 Suspension % Student Groups.

2023 California Dashboard
Note: This section will remain static for the 2024-27 LCAP cycle.
The state indicators for which performance for any student group was in the VERY Low (Red) performance level at the District or school level include Suspensions, Graduation Rate, Academic (ELA and math), and College/Career Indicator.
On the Suspension rate state indicator, Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities, were Very Low (Red) at the District level. Hispanic, Socioeconomically Disadvantaged, White, and All students were Very Low (Red) at Confluence Continuation High. Students with Disabilities were Very Low (Red) at Placer High School. White, Socioeconomically Disadvantaged, and Students with Disabilities were Very Low (Red) at Colfax High School (Addressed in Actions 3.1 and 3.2)
On the Graduation rate state indicator, Socioeconomically Disadvantaged, White, and All students were Very Low (Red) at Confluence Continuation High. Students with Disabilities were Very Low (Red) at Placer High School. (Addressed in Actions 2.1)
On the College/Career state indicator, Socioeconomically Disadvantaged, Hispanic, White, and All students were Very Low (Red) at Confluence Continuation High. (Addressed in Actions 1.1)
On the mathematics state indicator, Students with Disabilities were Very Low (Red) at the District level. Socioeconomically Disadvantaged students were Very Low (Red) at Placer High School. (Addressed in Actions 2.4)

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
How additional allocations were spent is documented within the 2026 LCAP Mid-Year Report for the 2025-2026 LCAP, as follows:

Goal 1 - Action 1.4 Four year career readiness plan: Additional LREBG funds awarded to PUHSD were allocated to this action in the form of a Districtwide Senior Vocational Specialist serving all students, but particularly Els, Homeless, and SED. This allocation within this goal matches the completed LREBG funds needs assessment.
Goal 3 - Action 3.1 Support School Culture: Additional LREBG funds awarded to PUHSD were allocated to this action in the form of a .5 guidance counselor serving Placer and Confluence; particularly Els, Homeless, and SED students. This allocation within this goal matches the completed LREBG funds needs assessment.

# Reflections: Technical Assistance

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

n/a

# 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.

n/a

### *Support for Identified Schools*

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

n/a

### *Monitoring and Evaluating Effectiveness*

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

n/a

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents/Guardians | Four Community Forums (parents, foster representatives, students, community, staff)<br>• Placer High School, Auburn February 24, 2025 (Confluence High School included)<br>• Del Oro High School, Loomis January 12, 2026 (Confluence High School West Campus included)<br>• Foresthill High School, Foresthill February 3, 2026<br>• Colfax High School, Colfax February 12, 2025<br><br>District/English Learner Advisory Committee (D/ELAC)<br>• DELAC (EL Parent Advisory Meetings) December 9, 2025 and May 20, 2026<br><br>District Parent Advisory DPAC<br>• Wednesday, May 20, 2026<br><br>Site Council Meetings: Quarterly Site Council/Parent Advisory Meetings at all sites.<br><br>2024/2025 LCAP Educational Partners Survey sent to parents/guardians, and community members: April 7, 2026<br><br>PUHSD Board Trustees Meetings/Public Hearings: Tuesday, June 2, 2026 |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | PUHSD Board Trustees Approves and Adopts LCAP: Tuesday, June 16, 2025<br><br>LCAP Posted on Website: June 2026<br><br>The superintendent of the LEA responds, in writing, to any comments submitted by the parent advisory committee and the English learner parent advisory committee. |
| Teachers & Staff | 2025/2026 LCAP Educational Partners Survey sent to teachers and staff (includes members from ATP/CSEA): April 7, 2026<br><br>Superintendent Hangouts: April 8, 2026 Placer HS, April 9, 2026 Colfax HS, April 29, 2026 Foresthill HS, April 30, 2026 Del Oro HS. Full day open door opportunities for staff to meet and talk directly with the superintendent.<br><br>Teachers were further surveyed to identify future professional development opportunities and requests for the 2026-2027 school year.<br>• Friday, March 18, 2026 |
| Students | 2024/2025 LCAP Educational Partners Survey sent to students: April 7, 2026<br><br>PUHSD Student Voice Meetings: August 24, 2025, December 10, 2025, and February 11, 2026. Conducted on all school sites.<br><br>PUHSD Student Engagement: March 4, 2026 Colfax HS, March 11, 2026 Foresthill HS, March 25, 2026 Placer HS, April 15, 2026 Del Oro HS.<br><br>California Healthy Kids Survey. Completed November & December 2025. |
| Placer County SELPA | Placer County SELPA LCAP Consultation: Date April 29, 2026 |
| PUHSD Certificated & Classified Staff | 2025/2026 LCAP Educational Partners Survey sent to staff: April 7, 2026 |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 2025/2026 LCAP Educational Partners Survey sent to parents/guardians, staff, and community members: April 7, 2026 |
| District Administration and Leadership | Strategic Planning/LCAP Meeting (district staff)<br>Cabinet meetings twice a month<br>Ed Services/Administrative Services weekly<br>Principal's PLC twice a month |

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

Through a series of surveys, meetings, and committees, Placer Union High School District (PUHSD) carefully considered educational partner input in the development of the LCAP. Educational partners, including students, families, staff, and community members, were represented in the feedback-gathering process. The following summarizes key survey results and describes how this input influenced the district's goals and actions.

The annual LCAP Educational Partners Survey provided both quantitative and qualitative data regarding stakeholder perceptions of district programs and priorities. Overall, responses reflected a positive perception of PUHSD schools, with "Agree" and "Strongly Agree" responses predominating across survey items.

Survey results identified several highly valued areas (mean above 4.0), including:
Preparing students for college and career
Student athletics and clubs
Transportation and access to school
Defining effective grading practices
Additional areas such as safe and caring environments, academic engagement, and student supports were also rated highly.

Lower rated, though still positive areas (mean above 3.5) included:
Preparation for state standardized testing (CAASPP/ELPAC)
Summer Academy and similar remediation supports

Neutral responses were present in areas related to understanding grading practices, meeting individual learning needs, and communication of student progress. Open-ended responses supported these findings, with stakeholders expressing a desire for increased academic rigor, clearer and more consistent instructional practices, improved communication, and continued access to student engagement opportunities.

In response to the needs that educational partners identified related to the goal of all students high school, college, career, and life ready, educational partner feedback demonstrated a strong and consistent value placed on preparing students for post-secondary success, with college and career readiness receiving mean ratings above 4.0. Open-ended responses from students and parents further emphasized the importance of increased academic rigor and expanded access to advanced coursework.

In response, PUHSD maintained and refined actions aligned to this feedback:
Action 1 (CCI Prepared Level Completion):
Continued emphasis on increasing College and Career Indicator readiness through expanded AP, Dual Enrollment, IB, and CTE offerings reflects stakeholder support for rigorous academic pathways and real-world readiness.
Action 2 (Access to a Rigorous Course of Study):
Enrollment of all 9th and 10th grade students into a-g courses and expanded scheduling opportunities directly respond to feedback requesting greater access to challenging coursework.
Action 3 (Increase English Language Acquisition):
Continued expansion of English language acquisition strategies align with the need to support all student groups in accessing rigorous academic opportunities.
Action 4 (Life Skills and Career Readiness):
Maintenance of senior projects, career planning, and internship opportunities reflects stakeholder interest in preparing students for life beyond high school, particularly through applied and practical learning experiences.

In response to the needs that educational partners identified related to increasing student achievement through high quality instructional practices, Placer Unified High School District (PUHSD) and respondent survey results showed that defining effective grading practices was a highly valued area (mean above 4.0), while responses related to understanding grading, meeting individual learning needs, and communication of student progress included higher levels of neutral responses. Open-ended feedback reinforced the need for greater clarity, consistency, and effectiveness in instructional practices, as well as concerns about instructional time and structure.

In response, PUHSD aligned actions to strengthen High Quality Instructional Practices:
Action 1 (Professional Development):
Continued professional development focused on grading, assessments, and instructional practices addresses the need for improved clarity and consistency identified in survey responses.
Action 2 (Professional Learning Communities):
Weekly PLC collaboration supports alignment of instructional practices and improves consistency in how ELOs and student learning progressions are implemented.
Action 3 (Instructional Practices and Implementation):
The use of standards-based curriculum, ELOs, and assessment systems responds directly to feedback regarding the need for clearer expectations and improved communication of student progress.
Action 4 (Intervention and Support):
Refinement of intervention structures aligns with staff and parent feedback regarding the effective use of instructional time and the need to better support student learning needs.
Action 5 (Technology and Digital Access):
Continued access to Chromebooks and digital tools reflects stakeholder feedback acknowledging both the value of technology and the need for thoughtful implementation.
Action 6 (LTEL Support):
Targeted support for Long Term English Learners aligns with survey responses indicating the importance of meeting diverse student learning needs.

In response to the needs that educational partners identified related to providing a safe, healthy, and engaging learning environment for all, Placer Unified High School District (PUHSD) shares a very high value with respondents which indicated that school climate, extracurricular opportunities, and student engagement were highly valued, with athletics and clubs receiving mean ratings above 4.0. Overall perceptions of school environments were positive, though some neutral responses and open-ended feedback highlighted the importance of maintaining student engagement, motivation, and a supportive climate.

In response, PUHSD aligned actions to sustain and strengthen these areas:
Action 1 (Support School Culture):
Continued focus on positive school culture and alternative disciplinary practices reflects stakeholder feedback emphasizing safe and supportive environments.
Action 2 (Support for Student Groups):
Targeted supports for low-income, English learners, and foster youth ensure that all students experience a safe and inclusive school environment.
Action 3 (Communication and Engagement):
Strengthening communication systems responds to survey feedback indicating variability in how effectively information is shared with educational partners.
Action 4 (Co-curricular and Extracurricular Opportunities):
Continued investment in athletics, clubs, and activities aligns directly with highly valued survey areas (means above 4.0).
Action 5 (High Quality Learning Environments):
Maintaining safe and modern facilities supports both student engagement and effective instruction.

PUHSD’s adopted LCAP reflects strong alignment with educational partner feedback. The district continues to build on highly valued areas, including college and career readiness, student engagement opportunities, and supportive school environments, while addressing areas identified for growth, such as instructional clarity, communication of student progress, and consistency in High Quality Instructional Practices. The district remains committed to using educational partner input to guide continuous improvement and support positive student outcomes.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All Students high school, college, career, and life ready | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

HIGH SCHOOL, COLLEGE, CAREER, AND LIFE READINESS

PUHSD'S goal for all students to be high school, college, career, and life ready was developed by reviewing student performance data on the California School Dashboard (Dashboard), local self-assessments, and educational partner input. Analysis of student performance on the College/Career Readiness Indicator (CCI) showed that 78.9% of PUHSD students met the prepared level in 2025. Setting this goal has yielded positive results by closing the gap for all student subgroups with data. Despite growth in CCI, a-g, and Graduation Rate there has been a decline overall in student achievement on CAASPP Mathematics and English Language Arts, with nearly all subgroups declining slightly in Mathematics and Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students declining in English Language Arts.

As measures of the CCI, the district's goal targets increased student achievement on CAASPP Mathematics and English Language Arts exams, a-g completion, and student enrollment in Dual Credit, CTE, AP/IB courses with an emphasis on EL participation. Input received from PUHSD's educational partners through the LCAP development process indicated a desire to improve college and career readiness through the state measures and continue to provide multiple opportunities for Dual Enrollment and Career Technical Courses. PUHSD's goal for all students to be high school, college, career, and life ready will be supported and measured through the actions and metrics identified below.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | 1.1.1<br>Student participation in Dual Enrollment, AP, and IB course offerings.<br><br>Source: Aeries | 2023-2024<br>DE:<br>All students: 34.4%<br>N=1324<br><br>SED: 29.3% | 2024-2025<br>DE:<br>ALL Students: 45.6%<br>N=1684 | 2025-2026<br>DE:<br>All students: 44.8%<br>N=1747 | 2026-2027<br>DE:<br>All students: 40%<br>Increase: 5.6%<br><br>SED: 36% | 2025-2026<br>DE:<br>ALL Students Increased 10.4%<br><br>SED |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | N=281<br><br>EL: 27.5%<br>N=39<br><br>SWD: 16.3%<br>N=75 SWD<br><br>Hispanic: 34.8%<br>N=236<br><br>White: 33.8%<br>N=900<br><br>Two or More Races: 36.2%<br>N=85<br><br>Homeless: 29.4%<br>N=25<br><br>AP/IB:<br>All students: 21%<br>N=807<br><br>SED: 13.2%<br>N=126<br><br>EL: 1.4%<br>N=2<br><br>SWD: 2.4%<br>N=11<br><br>Hispanic: 15%<br>N=102 | SED: 36.8%<br>N= 337<br><br>EL: 32.5%<br>N=39<br><br>SWD: 18.5%<br>N=78<br><br>Hispanic: 43.6%<br>N=309<br><br>White: 43.6%<br>N=1146<br><br>Two or More Races: 42.8%<br>N=107<br><br>Homeless: 34.9%<br>N=37<br><br>AP/IB:<br>ALL Students: 20.9%<br>N=774<br><br>SED: 11.9%<br>N=109<br><br>EL: 2.5%<br>N=3<br><br>SWD: 1.9%<br>N=8<br><br>Hispanic: 13.8% | SED: 34.3%<br>N= 316<br><br>EL: 40.3%<br>N=48<br><br>SWD: 16.9%<br>N=83<br><br>Hispanic: 41.4%<br>N=293<br><br>White: 44.7%<br>N=1248<br><br>Two or More Races: 43.9%<br>N=105<br><br>Homeless: 31.8%<br>N=35<br><br>AP/IB:<br>All students: 22.4%<br>N=871<br><br>SED: 13.2%<br>N= 122<br><br>EL: 4.2%<br>N= 5<br><br>SWD: 6.5%<br>N= 32<br><br>Hispanic: 3.5% | Increase 6.7%<br><br>EL: 34%<br>Increase 6.5%<br><br>SWD: 23%<br>Increase 6.7%<br><br>Hispanic: 41%<br>Increase 6.2%<br><br>White: 39%<br>Increase 5.2%<br><br>Two or More Races: 42%<br>Increase 5.8%<br><br>Homeless: 36%<br>Increase 6.6%<br><br>AP/IB:<br>ALL students: 25%<br>Increase: 4%<br><br>SED: 18%<br>Increase 4.8%<br><br>EL: 8%<br>Increase 6.6%<br><br>SWD: 9%<br>Increase 6.6%<br><br>Hispanic: 21%<br>Increase 6% | Increased 5%<br><br>EL<br>Increased 12.8%<br><br>SWD<br>Increased .6%<br><br>Hispanic<br>Increased 6.6%<br><br>White<br>Increased 10.9%<br><br>Two or More Races<br>Increased 7.7%<br><br>Homeless<br>Increased 2.4%<br><br>AP/IB:<br>ALL Students<br>Increased 1.4%<br><br>SED<br>Maintained 0%<br><br>EL<br>Increased 2.8%<br><br>SWD<br>Increased 4.1%<br><br>Hispanic<br>Decreased 11.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White: 21.9%<br>N=583<br><br>Two or More Races: 11.5%<br>N=27<br><br>Homeless: 5.9%<br>N=5 | N=98<br><br>White: 21%<br>N=553<br><br>Two or More Races: 25.2%<br>N=63<br><br>Homeless: 11.3%<br>N=12 | N= 25<br><br>White: 25.7%<br>N= 702<br><br>Two or More Races: 46.4%<br>N= 111<br><br>Homeless: 14.5%<br>N= 16 | White: 26%<br>Increase 4.1%<br><br>Two or More Races: 19%<br>Increase 7.5%<br><br>Homeless: 12%<br>Increase 6.1% | White<br>Increased 3.8%<br><br>Two or More Races<br>Increased 34.9%<br><br>Homeless<br>Increased 8.6% |
| 1.2 | 1.1.2<br>CTE Pathways Course Offerings and student completers.<br><br>Source: Aeries | 2023-2024<br>30 CTE pathways total<br><br>2022-2023<br>% of graduates as completers in one CTE pathway:<br>All students: 37.2%<br>N=362<br><br>SED: 15.3%<br>N=65<br><br>EL: 14.6%<br>N=6<br><br>SWD: 22.2%<br>N=22<br><br>Hispanic: 32.6%<br>N=59<br><br>White: 39.8%<br>N=278 | 2024-2025<br>33 CTE pathways total<br><br>2023-2024<br>% of graduates as completers in one CTE pathway:<br>ALL Students: 48.1%<br>N=463<br><br>SED: 21.4%<br>N=91<br><br>EL: 19%<br>N=8<br><br>SWD: 1.7%<br>N=2<br><br>Hispanic: 12.8%<br>N=18<br><br>White: 57.6%<br>N=409 | 2026-2027<br>25 CTE pathways total<br><br>2025-2026<br>% of graduates as completers in one CTE pathway:<br>All students: 51.3%<br>N=499<br><br>SED: 27.4%<br>N=127<br><br>EL: 12.5%<br>N=6<br><br>SWD: 0.9%<br>N=1<br><br>Hispanic: 47.3%<br>N=95<br><br>White: 50.7%<br>N=309 | 2026-2027<br>32 CTE pathways total<br><br>2025-2026<br>% of graduates as completers in one CTE pathway:<br>45%<br>Increase: 7.8%<br><br>SED students: 25%<br>Increase: 9.7%<br><br>EL: 26%<br>Increase: 11.4%<br><br>SWD: 32%<br>Increase: 9.8%<br><br>Hispanic: 42%<br>Increase: 9.4%<br><br>White: 48%<br>Increase: 8.2% | 2026-2027<br>Decreased 5 pathways<br><br>2025-2026<br>ALL Students<br>Increased 14.1%<br><br>SED<br>Increased 12.1%<br><br>EL<br>Decreased 2.1%<br><br>SWD<br>Decreased 21.3%<br><br>Hispanic<br>Increased 14.7%<br><br>White<br>Increased 10.9%<br><br>Two or More Races<br>Increased 42.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Two or More Races:<br>22.5%<br>N=9<br><br>Homeless: 5.5%<br>N=4 | Two or More Races: 0%<br>N=0<br><br>Homeless: 12.8%<br>N=14 | Two or More Races: 64.9%<br>N=50<br><br>Homeless: 9.1%<br>N=9 | Two or More Races: 33%<br>Increase: 10.5%<br><br>Homeless: 17%<br>Increase: 11.5% | Homeless<br>Increased 3.6% |
| 1.3 | 1.1.3<br>CAASPP/SBAC (Smarter Balanced Exam) ELA Scores<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>ALL Students<br>Status is Blue<br>61.6 Points Above Standard<br>Increased 20.5 Points<br>N= 889<br><br>SED<br>Status is Yellow<br>.1 Points Above Standard<br>Maintained -.5 Points<br>N= 244<br><br>EL<br>Status is Orange<br>68.6 Points Below Standard<br>Increased 59.9 Points<br>N= 40<br><br>SWD<br>Status is Orange<br>78.5 Points Below Standard<br>Increased 7.5 Points<br>N=107<br><br>Hispanic | 2024<br>ALL Students<br>Status is Green<br>54.1 Points Above Standard<br>Declined 7.5 Points<br>N= 910<br><br>SED<br>Status is Green<br>18 Points Above Standard<br>Increased 17.8 Points<br>N= 251<br><br>EL<br>Status is Red<br>77.5 Points Below Standard<br>Declined 9 Points<br>N= 38<br><br>SWD<br>Status is Orange<br>70.2 Points Below Standard<br>Increased 8.4 Points | 2025<br>ALL Students<br>Status is Green<br>43.6 Points Above Standard<br>Declined 10.6 Points<br>N= 844<br><br>SED<br>Status is Yellow<br>5.3 Points Above Standard<br>Declined 12.7 Points<br>N= 206<br><br>EL<br>Status is Yellow<br>38.6 Points Below Standard<br>Increased 39 Points<br>N= 37<br><br>SWD<br>Status is Red<br>88.4 Points Below Standard | 2026<br>ALL Students<br>Status Blue<br>75 Points Above Standard<br>Increase 13.4 Points<br><br>SED<br>Status Green<br>9.1 Points Above Standard<br>Increase 9 Points<br><br>EL<br>Status Yellow<br>45 Points Below Standard<br>Increase 23.6 Points<br><br>SWD<br>Status Yellow<br>45 Points Below Standard<br>Increase 33.5 Points<br><br>Hispanic<br>Status Blue | 2025<br>ALL Students<br>Declined 18 Points<br><br>SED<br>Increased 5.2 Points<br><br>EL<br>Increased 30 Points<br><br>SWD<br>Declined 9.9 Points<br><br>Hispanic<br>Declined 3.4 Points<br><br>White<br>Declined 15.8 Points<br><br>Two or More Races<br>Declined 17 Points<br><br>Homeless |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Status is Green<br>12.8 Points Above Standard<br>Increased 30.8 Points<br>N= 128<br><br>White<br>Status is Green<br>67.9 Points Above Standard<br>Increased 14.9 Points<br>N=664<br><br>Two or More Races<br>Status is Blue<br>60.7 Points Above Standard<br>Increased 26.1 Points<br>N=54<br><br>Homeless<br>Status is No Performance Color<br>21.5 Points Above Standard<br>Increased 140.3 Points<br>N=70<br><br>LTEL<br>25% Met or Exceeded Standard | N= 97<br><br>Hispanic<br>Status is Blue<br>33.6 Points Above Standard<br>Increased 20.9 Points<br>N= 182<br><br>White<br>Status is Green<br>59.3 Points Above Standard<br>Declined 8.6 Points<br>N= 567<br><br>Two or More Races<br>Status is Green<br>61.2 Points Above Standard<br>Maintained 0.5 Points<br>N= 73<br><br>Homeless<br>Status is Yellow<br>21.7 Points Above Standard<br>Maintained 0.2 Points<br>N= 21<br><br>LTEL<br>Status is Red | Declined18.2 Points<br>N= 99<br><br>Hispanic<br>Status is Yellow<br>9.4 Points Above Standard<br>Declined 24.4 Points<br>N= 143<br><br>White<br>Status is Green<br>52.1 Points Above Standard<br>Declined 7.2 Points<br>N= 604<br><br>Two or More Races<br>Status is Green<br>43.7 Points Above Standard<br>Declined 17.5 Points<br>N= 46<br><br>Homeless<br>Status is Yellow<br>11.3 Points Above Standard<br>Declined 10.4 Points<br>N= 24 | 57.8 Points Above Standard<br>Increase 45 Points<br><br>White<br>Status Blue<br>75 Points Above Standard<br>Increase 7.1 Points<br><br>Two or More Races<br>Status Blue<br>75 Points Above Standard<br>Increase 14.3 Points<br><br>Homeless<br>Status Blue<br>66.5 Points Above Standard<br>Increase 45 Points<br><br>LTEL<br>31% Met or Exceeded<br>Increase 6% | Declined 10.2 Points<br><br>LTEL<br>Increased 77.4 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 127.8 Points Below Standard<br>Declined 51.8 Points<br>N= 16 | LTEL<br>Status is Orange<br>50.4 Points Below Standard<br>Increased 77.4 Points<br>N= 20 | | |
| 1.4 | 1.1.4<br>CAASPP/SBAC (Smarter Balanced Exam) Math Scores<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>ALL Students<br>Status is Green<br>22.7 Points Below Standard<br>Increased 4.9 Points<br>N=894<br><br>SED<br>Status is Orange<br>92.1 Points Below Standard<br>Declined 23.8 Points<br>N=244<br><br>EL<br>Status is Orange<br>160.9 Points Below Standard<br>Increased 19.2 Points<br>N=40<br><br>SWD<br>Status is Red<br>151.8 Points Below Standard<br>Declined 7 Points<br>N=107<br><br>Hispanic | 2024<br>ALL Students<br>Status is Yellow<br>32.6 Points Below Standard<br>Declined 9.9 Points<br>N= 920<br><br>SED<br>Status is Orange<br>89.6 Points Below Standard<br>Maintained 2.5 Points<br>N= 253<br><br>EL<br>Status is Orange<br>156.4 Points Below Standard<br>Increased 4.6 Points<br>N= 43<br><br>SWD<br>Status is Red<br>158.2 Points Below Standard | 2025<br>ALL Students<br>Status is Yellow<br>32.2 Points Below Standard<br>Maintained 0.4 Points<br>N= 839<br><br>SED<br>Status is Orange<br>104.3 Points Below Standard<br>Declined 14.7 Points<br>N= 207<br><br>EL<br>Status is Orange<br>146.7 Points Below Standard<br>Increased 9.7 Points<br>N= 38<br><br>SWD<br>Status is Red<br>168.2 Points Below Standard<br>Declined 10 Points | 2026<br>ALL Students<br>Status Blue<br>22.3 Points Above Standard<br>Increase 45 Points<br><br>SED<br>Status Yellow<br>83.1 Points Below Standard<br>Increase 9 Points<br><br>EL<br>Status Yellow<br>115 Points Below Standard<br>Increase 45.9 Points<br><br>SWD<br>Status Orange<br>142.8 Points Below Standard<br>Increase 9 Points<br><br>Hispanic<br>Status Green<br>60 Points Below Standard | 2025<br>ALL Students<br>Declined 9.5 Points<br><br>SED<br>Declined 12.2 Points<br><br>EL<br>Increased 14.2 Points<br><br>SWD<br>Declined 16.4 Points<br><br>Hispanic<br>Declined 21.4 Points<br><br>White<br>Declined 3.7 Points<br><br>Two or More Races<br>Increased 18.5 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Status is Yellow<br>78.7 Points Below Standard<br>Increased 10.3 Points<br>N=128<br><br>White<br>Status is Green<br>12.6 Points Below Standard<br>Increased 3.6 Points<br>N=667<br><br>Two or More Races<br>Status is Yellow<br>35.4 Points Below Standard<br>Declined 11.1 Points<br>N=53<br><br>Homeless<br>Status is No Performance Color<br>66.6 Points Below Standard<br>Increased 88.7 Points<br>N=70<br><br>LTEL<br>6.25% Met Standard | Declined 6.4 Points<br>N= 97<br><br>Hispanic<br>Status is Yellow<br>61.2 Points Below Standard<br>Increased 17.5 Points<br>N= 187<br><br>White<br>Status is Yellow<br>22.7 Points Below Standard<br>Declined 10.1 Points<br>N= 568<br><br>Two or More Races<br>Status is Green<br>27.1 Points Below Standard<br>Increased 8.3 Points<br>N= 73<br><br>Homeless<br>Status is Orange<br>93.2 Points Below Standard<br>Declined 26.6 Points<br>N= 22 | N= 99<br><br>Hispanic<br>Status is Orange<br>100.1 Points Below Standard<br>Declined 38.8 Points<br>N= 141<br><br>White<br>Status is Green<br>16.3 Points Below Standard<br>Increased 6.4 Points<br>N= 599<br><br>Two or More Races<br>Status is Green<br>16.9 Points Below Standard<br>Increased 10.1 Points<br>N= 47<br><br>Homeless<br>Status is Yellow<br>63.8 Points Below Standard<br>Increased 29.4 Points<br>N= 24<br><br>LTEL<br>Status is Orange | Increase 18.7 Points<br><br>White<br>Status Blue<br>25 Points Above Standard<br>Increase 37.6 Points<br><br>Two or More Races<br>Status Blue<br>9.6 Points Above Standard<br>Increase 45 Points<br><br>Homeless<br>Status Green<br>57.6 Points Below Standard<br>Increase 9 Points<br><br>LTEL<br>15% Met or Exceeded Standards<br>Increase 8.75% | Homeless<br>Increased 2.8 Points<br><br>LTEL<br>Increased 156.3 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | LTEL<br>Status is Red<br>222.3 Points Below Standard<br>Declined 40.9 Points<br>N= 16 | 178.6 Points Below Standard<br>Increased 43.7 Points<br>N= 20 | | |
| 1.5 | 1.1.5<br>CAST Science Scores<br><br>Source: DataQuest and CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2022-2023<br>ALL Students<br>46% Met or Exceed Standard<br><br>SED<br>25% Met or Exceed Standard<br><br>EL<br>3% Met or Exceed Standard<br><br>SWD<br>11% Met or Exceed Standard<br><br>Hispanic<br>33% Met or Exceed Standard<br><br>White<br>48% Met or Exceed Standard<br><br>Two or More Races<br>46% Met or Exceeded Standard<br><br>Homeless | 2023-2024<br>ALL Students<br>47% Met or Exceed Standard<br><br>SED<br>33% Met or Exceed Standard<br><br>EL<br>3% Met or Exceed Standard<br><br>SWD<br>14% Met or Exceed Standard<br><br>Hispanic<br>35% Met or Exceed Standard<br><br>White<br>51% Met or Exceed Standard<br><br>Two or More Races<br>48% Met or Exceed Standard | 2025<br>ALL Students<br>44.5% Met or Exceed Standard<br><br>SED<br>28.6% Met or Exceed Standard<br><br>EL<br>0% Met or Exceed Standard<br><br>SWD<br>9.9% Met or Exceed Standard<br><br>Hispanic<br>26.8% Met or Exceed Standard<br><br>White<br>48.3% Met or Exceed Standard<br><br>Two or More Races<br>45.3% Met or Exceed Standard | 2025-2026<br>ALL Students<br>55% Met or Exceed Standard<br>Increase 9%<br><br>SED<br>35% Met or Exceed Standard<br>Increase 10%<br><br>EL<br>13% Met or Exceed Standard<br>Increase 10%<br><br>SWD<br>21% Met or Exceed Standard<br>Increase 10%<br><br>Hispanic<br>43% Met or Exceed Standard<br>Increase 10%<br><br>White<br>52% Met or Exceed Standard<br>Increase 4% | 2025<br>ALL Students<br>Declined 1.5%<br><br>SED<br>Increased 3.6%<br><br>EL<br>Declined 3%<br><br>SWD<br>Declined 1.1%<br><br>Hispanic<br>Declined 6.2%<br><br>White<br>Maintained .3%<br><br>Two or More Races<br>Maintained -.7%<br><br>Homeless<br>Increased 26.1%<br><br>LTEL<br>Maintained 0%<br><br>2025 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 13% Met or Exceed Standard<br><br>LTEL<br>0% Met or Exceed Standard | Homeless<br>22% Met or Exceed Standard<br><br>LTEL<br>No Data >11 Students<br><br>2024<br>ALL Students<br>Status is No Performance Color<br>3.9 Points Below Standard<br>Increased 0.4 Points<br>N= 928<br><br>SED<br>Status is No Performance Color<br>11.3 Points Below Standard<br>Increased 3.2 Points<br>N= 257<br><br>EL<br>Status is No Performance Color<br>24 Points Below Standard<br>Decreased 1.3 Points<br>N= 43<br><br>SWD | Homeless<br>39.1% Met or Exceed Standard<br><br>LTEL<br>0% Met or Exceed Standard<br><br>2025<br>ALL Students<br>Status is Green<br>59.7 Points<br>Maintained -1.5 Points<br>N= 867<br><br>SED<br>Status is Yellow<br>51.5 Points<br>Declined 2.2 Points<br>N= 209<br><br>EL<br>Status is Orange<br>42.2 Points<br>Maintained 1.2 Points<br>N= 42<br><br>SWD<br>Status is Orange<br>39.8 Points<br>Declined 2.9 Points<br>N= 98 | Two or More Races 52% Met or Exceeded Standard Increase 6%<br><br>Homeless<br>19% Met or Exceeded Standard Increase 6%<br><br>LTEL<br>10% Met or Exceed Standard Increase 10% | ALL Students<br>Maintained -1.5 Points<br><br>SED<br>Declined 2.2 Points<br><br>EL<br>Maintained 1.2 Points<br><br>SWD<br>Declined 2.9 Points<br><br>Hispanic<br>Declined 5 Points<br><br>White<br>Maintained -0.8 Points<br><br>Two or More Races<br>Maintained -0.9 Points<br><br>Homeless<br>Maintained 1.4 Points<br><br>LTEL<br>Increased 3.2 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Status is No Performance Color<br>22.3 Points Below Standard<br>Increased 4.2 Points<br>N= 96<br><br>Hispanic<br>Status is No Performance Color<br>9.1 Points Below Standard<br>Increased 3.2 Points<br>N= 197<br><br>White<br>Status is No Performance Color<br>2.3 Points Below Standard<br>Increased 0.3 Points<br>N= 569<br><br>Two or More Races<br>Status is No Performance Color<br>2.1 Points Below Standard<br>Increased 1.3 Points<br>N= 71<br><br>Homeless | Hispanic<br>Status is Yellow<br>51 Points<br>Declined 5 Points<br>N= 148<br><br>White<br>Status is Green<br>61.9 Points<br>Maintained -0.8 Points<br>N= 616<br><br>Two or More Races<br>Status is Green<br>62 Points<br>Maintained -0.9 Points<br>N= 52<br><br>Homeless<br>Status is Yellow<br>53.2 Points<br>Maintained 1.4 Points<br>N= 25<br><br>LTEL<br>Status is Yellow<br>38.1 Points<br>Increased 3.2 Points<br>N= 22 | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Status is No Performance Color<br>10.7 Points Below Standard<br>Decreased 1.3 Points<br>N= 21<br><br>LTEL<br>Status is No Performance Color<br>27.6 Points Below Standard<br>Decreased 2.9 Points<br>N= 14 | | | |
| 1.6 | 1.1.6<br>CCI %<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>ALL Students<br>Status is Green/High<br>66% Prepared<br>N= 966<br><br>SED<br>Status is Yellow/Medium<br>52.5% Prepared<br>N=419<br><br>EL:<br>Status is Orange/Low<br>30% Prepared<br>N=40<br><br>SWD:<br>Status is Orange/Low<br>20.4% Prepared<br>N=98 | 2024<br>ALL Students<br>Status is Blue<br>73.2% Prepared<br>Increased 7.2%<br>N= 957<br><br>SED<br>Status is Green<br>59.2% Prepared<br>Increased 6.7%<br>N= 419<br><br>EL:<br>Status is Yellow<br>33.3% Prepared<br>Increased 3.3%<br>N= 42<br><br>SWD:<br>Status is Yellow | 2025<br>ALL Students<br>Status is Blue<br>78.9% Prepared<br>Increased 5.3%<br>N= 966<br><br>SED<br>Status is Blue<br>69.8% Prepared<br>Increased 10.4%<br>N= 457<br><br>EL<br>Status is Green<br>42.2% Prepared<br>Increased 8.9%<br>N= 45<br><br>SWD<br>Status is Green | 2026<br>ALL Students<br>Status Blue<br>80% Prepared<br>Increase 14%<br><br>SED<br>Status Blue<br>70% Prepared<br>Increase 17.5%<br><br>EL<br>Status Green<br>36% Prepared<br>Increase 6%<br><br>SWD<br>Status Green<br>35% Prepared<br>Increase 14.6% | 2025<br>ALL Students<br>Increased 12.9%<br><br>SED<br>Increased 17.3%<br><br>EL:<br>Increased 12.2%<br><br>SWD:<br>Increased 18%<br><br>Hispanic:<br>Increased 20.2%<br><br>White<br>Increased 9.6%<br><br>Two or More Races |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic:<br>Status is Yellow/Medium<br>52.2% Prepared<br>N=180<br><br>White<br>Status is Blue/ VeryHigh<br>70% Prepared<br>N=694<br><br>Two or More Races<br>Status is Blue/Very High<br>70% Prepared<br>N=40<br><br>Homeless<br>Status is Green/High<br>45% Prepared<br>N=71 | 33.6% Prepared<br>Increased 13.2%<br>N= 119<br><br>Hispanic:<br>Status is Green<br>62.1% Prepared<br>Increased 9.9%<br>N= 140<br><br>White<br>Status is Blue<br>75.9% Prepared<br>Increased 6.5%<br>N= 706<br><br>Two or More Races<br>Status is Blue<br>72.2% Prepared<br>Increased 2.2%<br>N= 54<br><br>Homeless<br>Status is Green<br>60.6% Prepared<br>Increased 15.5%<br>N= 109 | 38.4% Prepared<br>Increased 4.8%<br>N= 112<br><br>Hispanic<br>Status is Blue<br>72.4% Prepared<br>Increased 10.3%<br>N= 196<br><br>White<br>Status is Blue<br>79.6% Prepared<br>Increased 3.4%<br>N= 608<br><br>Two or More Races<br>Status is Blue<br>83.1% Prepared<br>Increased10.9%<br>N= 77<br><br>Homeless<br>Status is Blue<br>71.7% Prepared<br>Increased 11.2%<br>N= 99<br><br>LTEL<br>Status is Green<br>60% Prepared<br>Increased 24%<br>N= 25 | Hispanic<br>Status Green<br>70% Prepared<br>Increase 17.8%<br><br>White<br>Status Blue<br>80% Prepared<br>Increase 10%<br><br>Two or More Races<br>Status Blue<br>80% Prepared<br>Increase 10%<br><br>Homeless<br>Status Blue<br>70% Prepared<br>Increase 25% | Increased 13.1%<br><br>Homeless<br>Increased 26.7%<br><br>LTEL<br>Increased 24% |
| 1.7 | 1.1.7<br>FAFSA Completions and Workshops | 2023 | 2024<br>All sites offering workshops for | 2025<br>All sites offering workshops for | 2026<br>All sites offering workshops for | 2025<br>Declined 5.5% of graduates |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: U.S. Department of Education: FAFSA Completion Data | All sites offering workshops for students and parents<br><br>Total FAFSA completion numbers: 676<br>69.5% of graduates<br>N=972 | students and parents<br><br>Total FAFSA completion numbers: December = 606<br>62.9% of graduates<br>N= 963 | students and parents<br><br>Total FAFSA completion numbers: November 2025 = 615<br>64% of graduates<br>N= 966 | students and parents<br><br>Total FAFSA completion numbers: 776<br>80% of graduates | |
| 1.8 | 1.2.1<br>Graduation Rates %<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>ALL Students<br>Status is Green<br>93.8% Graduated<br>Maintained -0.6%<br>N= 972<br><br>SED<br>Status is Green<br>91.1% Graduated<br>Increased 2%<br>N=425<br><br>EL<br>Status is No Performance Color<br>75.6% Graduated<br>Maintained 0.6%<br>N=41<br><br>SWD<br>Status is Orange<br>80.8% Graduated<br>Declined 1.4%<br>N=99<br><br>Hispanic | 2024<br>ALL Students<br>Status is Blue<br>95.2% Graduated<br>Increased 1.4%<br>N= 963<br><br>SED<br>Status is Green<br>91.5% Graduated<br>Maintained 0.5%<br>N= 425<br><br>EL<br>Status is Green<br>81% Graduated<br>Increased 5.3%<br>N= 42<br><br>SWD<br>Status is Green<br>83.5% Graduated<br>Increased 2.7%<br>N= 121<br><br>Hispanic<br>Status is Orange | 2025<br>ALL Students<br>Status is Blue<br>96.1% Graduated<br>Maintained 0.9%<br>N= 973<br><br>SED<br>Status is Green<br>94.6% Graduated<br>Increased 3.1%<br>N= 463<br><br>EL<br>Status is Orange<br>79.2% Graduated<br>Declined 1.8%<br>N= 48<br><br>SWD<br>Status is Yellow<br>83.6% Graduated<br>Maintained 0.1%<br>N= 116<br><br>Hispanic<br>Status is Green | 2026<br>ALL Students<br>Status Blue<br>95% Graduated<br>Increase 1.2%<br><br>SED<br>Status Blue<br>95% Graduated<br>Increase 3.9%<br><br>EL<br>Status Green<br>80% Graduated<br>Increase 4.4%<br><br>SWD<br>Status Green<br>83.8% Graduated<br>Increase 3%<br><br>Hispanic<br>Status Blue<br>95% Graduated<br>Increase 3.8%<br><br>White | 2025<br>ALL Students<br>Increased 2.3%<br><br>SED<br>Increased 3.5%<br><br>EL<br>Increased 3.6%<br><br>SWD<br>Increased 2.8%<br><br>Hispanic<br>Increased 2.8%<br><br>White<br>Increased 1.5%<br><br>Two or More Races<br>Increased 3.7%<br><br>Homeless<br>Increased 5.2%<br><br>LTEL |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Status is Green<br>91.2% Graduated<br>Maintained -0.6%<br>N=181<br><br>White<br>Status is Green<br>94.7% Graduated<br>Maintained 0%<br>N=698<br><br>Two or More Races<br>Status is Blue<br>95% Graduated<br>Declined 1.2%<br>N=40<br><br>Homeless<br>Status is Green<br>91.8% Graduated<br>Increased 9.4%<br>N=73 | 90.1% Graduated<br>Declined 1.1%<br>N= 141<br><br>White<br>Status is Blue<br>97.2% Graduated<br>Increased 2.5%<br>N= 710<br><br>Two or More Races<br>Status is Yellow<br>90.7% Graduated<br>Declined 4.3%<br>N= 54<br><br>Homeless<br>Status is Orange<br>89% Graduated<br>Declined 2.8%<br>N= 109 | 94% Graduated<br>Increased 4%<br>N= 201<br><br>White<br>Status is Blue<br>96.2% Graduated<br>Declined 1%<br>N= 610<br><br>Two or More Races<br>Status is Blue<br>98.7% Graduated<br>Increased 8%<br>N= 77<br><br>Homeless<br>Status is Blue<br>97% Graduated<br>Increased 8%<br>N= 99<br><br>LTEL<br>Status is Green<br>92.6% Graduated<br>Maintained 0.6%<br>N= 27 | Status Blue<br>96% Graduated<br>Increase 1.3%<br><br>Two or More Races<br>Status Blue<br>96% Graduated<br>Increase 1%<br><br>Homeless<br>Status Blue<br>95% Graduated<br>Increased 3.2% | Maintained 0.6% |
| 1.9 | 1.2.2<br>a-g %<br><br>Source: DataQuest | 2022-2023<br>ALL: 57.6%<br><br>SED: 44.6%<br><br>EL: 20.6%<br><br>SWD: 12.5% | 2023-2024<br>ALL: 64.4%<br><br>SED: 49.1%<br><br>EL: 21.2%<br><br>SWD: 20% | 2024-2025<br>ALL: 68.2%<br><br>SED: 57.9%<br><br>EL: 31.4%<br><br>SWD: 22.6% | 2025-2026<br>ALL: 65%<br>7.4% increase<br><br>SED: 50%<br>8.7% increase<br><br>EL: 28%<br>8% increase | 2024-2025<br>ALL: Increased 10.6%<br><br>SED: Increased 13.3%<br><br>EL: Increased 10.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: 40.5%<br><br>White: 60.3%<br><br>Two or More Races: 71.1%<br><br>Homeless: 32.3% | Hispanic: 51.2%<br><br>White: 66.6%<br><br>Two or More Races: 67.3%<br><br>Homeless: 41.8% | Hispanic: 64.7%<br><br>White: 69.1%<br><br>Two or More Races: 65.8%<br><br>Homeless: 58.3% | SWD: 22%<br>10.8% increase<br><br>Hispanic: 48%<br>7.5% increase<br><br>White: 67%<br>6.7% increase<br><br>Two or More Races: 75%<br>3.9% increase<br><br>Homeless: 36%<br>5.1% increase | SWD: Increased 10.1%<br><br>Hispanic: Increased 24.2%<br><br>White: Increased 8.8%<br><br>Two or More Races: Decreased 5.3%<br><br>Homeless: Increased 26% |
| 1.10 | 1.3.1<br>EL Enrollment in AP/IB/CTE/ DE Courses<br><br>Source: Aeries and CA Dashboard | 2023-2024<br>Percent of all EL population enrolled in at least one DE course: 27.5%<br><br>Percent of all EL population enrolled in at least one AP/IB course:1.4%<br><br>2022-2023<br>% of EL graduates as completers in one CTE pathway: 17.1%<br>N=7 | 2024-2025<br>Percent of all EL population enrolled in at least one DE course: 32.5%<br><br>Percent of all EL population enrolled in at least one AP/IB course:2.5%<br><br>2023-2024<br>% of EL graduates as completers in one CTE pathway: 19%<br>N=8 | 2025-2026<br>Percent of all EL population enrolled in at least one DE course: 48%<br><br>Percent of all EL population enrolled in at least one AP/IB course: 5%<br><br>2024-2025<br>% of EL graduates as completers in one CTE pathway: 12.5%<br>N= 6 completions | 2026-2027<br>Percent of all EL population enrolled in at least one DE course: 35%<br><br>Percent of all EL population enrolled in at least one AP/IB course: 5%<br><br>2022-2023<br>% of EL graduates as completers in one CTE pathway: 25% | 2025-2026<br>EL DE Increased 20.5%<br><br>EL AP/IB Increased 3.6%<br><br>EL CTE Pathway Declined 4.6% |
| 1.11 | 1.3.2<br>ELPI | 2023<br>Status is Green | 2024<br>Status is Orange<br>40.4% making progress toward | 2025<br>Status is Yellow<br>43% making progress toward | 2026<br>Status Green<br>52.6% making progress toward | 2025<br>All ELL Declined 3.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 46.6% making progress toward English language proficiency<br>Increased 6.8%<br>N= 103 | English language proficiency<br>Declined 6.2%<br>N= 99 | English language proficiency<br>Increased 2.6%<br>N= 100<br><br>LTEL<br>50.9% making progress<br>Increased 10%<br>N= 57 | English language proficiency<br>Increase 6% | LTEL<br>Increased 10% |

# 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.

Successful Implementation:

Action 1.1 - College Career Indicator (CCI) Prepared Level Completion & Action 1.2 - Access to a rigorous course of study for all students

- PUHSD is successfully scheduling students into a-g courses, CTE pathways, dual enrollment courses, and AP/IB courses. Thoughtfully creating master schedules and providing interventions and direct support has given all students the best opportunities for completion of these courses and graduate.

Action 1.3 - Increase EL English language acquisition

- As a result of recent Federal Program Monitoring and the addition of Long Term English Learner (LTEL) students as a student subgroup, several changes were put in place to support English language acquisition. Amongst the changes was a new leveled curriculum that gives students access to appropriate rigor to advance their English proficiency. This focus on LTELs has produced achievement increases in nearly all metrics where this subgroup is tracked.

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.

1.2 Decrease in CTE Pathways due to declining enrollment 1.4 Declining enrollment did not allow specific sections to be filled for life skills and internship programs.

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

Based on a comprehensive review of the metric data, PUHSD has made notable progress toward Goal #1, All students high school, college, career, and life ready, but equity gaps and inconsistent subgroup performance high areas that require strategic intervention, indicating that actions have been partially effective.

Implementing Actions 1.1 – 1.4 effectively supported Goal #1 with overall successes.

1. Academic & College Readiness
- Dual Enrollment (DE): Participation rose 10.4% from the baseline, surpassing the target by 4.8%. Particularly strong gains were made by English Learners (+12.8%) and Two or More Races (+7.7%) from their baseline participation.
- AP/IB Participation: While All Student increased participation 2.4% since the baseline, Two or More Races students excelled by increasing 34.9%, homeless students increasing 8.6%, and Students with Disabilities increasing 4.1% from the baseline.
- Graduation Rate: Rose from to 96.1% for all students, an increase of 2.3% from the baseline. SED, Hispanic, Two or More Races, and Homeless students showed especially positive growth.
- College Preparedness Rate: Increased to 68.2%, j3.2% above the 65% target. Nearly all subgroups increased.

2. Career Readiness
- CTE Completion: Jumped 14.1% to 51.3% of graduates completing one pathway since the baseline, a strong upward trend.
- College Career Indicator: Jumped from 66% to 78.9% of All Students prepared, showing a remarkable increase since the baseline. Every student groups tracked showed increases with SED, Hispanic, Two or More Races, Homeless, and LTEL showing double digit increases.

3. Long Term English Learner
- LTELs showed impressive overall increases. Achievement in CAASPP English Language Arts increased 77.4 points, Mathematics increased 43.7 points, and CAST increased 3.2 points. College and Career preparedness increased by 24%, English Language Proficiency increased by 10%, while graduation rate increased by .6%.

While there are many successes, PUHSD’s data identifies areas of concern in using actions 1.1 - 1.4 to meet Goal #1.

1. Mathematics and ELA Achievement
- All Students decline in Mathematics performance and remain well below the target goal. Multiple student groups remain substantially below target. Student performance in ELA shows a similar trend and remains 31.4 points from the target. Several student groups (Hispanic, SWD, Homeless) remain below target levels.

2. English Learner Outcomes

- ELPI remains 9.6% below the target. CTE completion for EL students declined to 12.5%, which is 12.5% below the target.

3. FAFSA Completion
- Rates have declined from 69.5% to 64% since the baseline. This remains 16% below the target goal.

PUHSD is moving in the right direction, especially with gains in graduation rates, CTE participation, and college course access. Many students are increasingly college, career, and life ready, and several subgroups are exceeding 2026 targets.

However, the goal of “all students being college, career, and life ready” has not yet been met. Key equity gaps particularly for EL’s, SWDs, and SED students, persist across multiple indicators. Progress is strong but uneven, and targeted interventions are needed to ensure success for all students.

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

Action 4.1 was amended and corresponding metric data for Life Skills Course Offerings, previously metric 1.12, was removed following changes to graduation requirements that no longer mandated completion of a Life Skills course. As course availability is now determined at the discretion of individual sites, this part of action 1.4 and metric 1.12 no longer provides a consistent or meaningful measure of progress toward the goal.

**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** | College Career Indicator (CCI) Prepared Level Completion | Raise the number of students achieving CCI readiness through (a) strategic CCI academic planning and diagnostic master scheduling, (b) increased Dual Enrollment, IB, AP, and CTE course offerings, (c) embedded literacy and numeracy skills across disciplines and SBAC preparation, and (d) concentrated support for low-income, English learners, and/or foster youth students in enrolling in Dual Enrollment courses, college and career guidance, and FAFSA completion. | $11,782,107.00 | |
| **1.2** | Access to a rigorous course of study for all students | Enroll all 9th and 10th grade students into a-g, standards based courses and provide increased scheduling opportunities for students to take support classes. | $10,515,336.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.3** | Increase EL English language acquisition | Increase English language acquisition courses and access to rigorous courses. | $367,379.00 | Yes |
| **1.4** | Four year career readiness plan | All sites organize and conduct a culminating College, Career, and Life Readiness project during the students' senior year. Provide additional career planning and internship opportunities for low-income, English learners, and/or foster youth students. | $441,698.00 | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Increase student achievement through high quality instructional practices | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

INCREASE STUDENT ACHIEVEMENT

PUHSD'S goal to increase student achievement through high quality instructional practices was formulated from educational partner input and a review of student performance data on local assessments and state indicators. Analysis of past and present student performance revealed an increase in D and F rates and a need for strategic and targeted academic remediation. The district has created new ELOs and plans have been developed to track and remediate incomplete marks during the school year and in summer sessions. The district's goal to increase student achievement through high quality instructional practices is backed by actions that allow for personalized learning plans and academic interventions. Input received from PUHSD's educational partners through the LCAP development process indicated a desire to improve student achievement and was coupled with clearly identifying grading practices, continued professional development for teachers, and opportunities for academic improvement through daily interventions and remediation opportunities. PUHSD's goal to increase student achievement through high quality instructional practices will be supported and measured through the actions and metrics identified below.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | 2.1.1<br>CAASPP/SBAC (Smarter Balanced Exam) ELA Scores<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs & DataQuest | 2023<br>ALL Students<br>Status is Blue<br>61.6 Points Above Standard<br>Increased 20.5 Points<br>N= 889<br><br>SED<br>Status is Yellow | 2024<br>ALL Students<br>Status is Green<br>54.1 Points Above Standard<br>Declined 7.5 Points<br>N= 910<br><br>SED | 2025<br>ALL Students<br>Status is Green<br>43.6 Points Above Standard<br>Declined 10.6 Points<br>N= 844<br><br>SED | 2026<br>ALL Students<br>Status Blue<br>75 Points Above Standard<br>Increase 13.4 Points<br><br>SED<br>Status Green | 2025<br>ALL Students<br>Declined 18 Points<br><br>SED<br>Increased 5.2 Points<br><br>EL |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | .1 Points Above Standard<br>Maintained -.05 Points<br>N= 244<br><br>EL<br>Status is Orange<br>68.6 Points Below Standard<br>Increased 59.9 Points<br>N= 40<br><br>SWD<br>Status is Orange<br>78.5 Points Below Standard<br>Increased 7.5 Points<br>N=107<br><br>Hispanic<br>Status is Green<br>12.8 Points Above Standard<br>Increased 30.8 Points<br>N= 128<br><br>White<br>Status is Green<br>67.9 Points Above Standard<br>Increased 14.9 Points<br>N=664<br><br>Two or More Races<br>Status is Blue<br>60.7 Points Above Standard | Status is Green<br>18 Points Above Standard<br>Increased 17.8 Points<br>N= 251<br><br>EL<br>Status is Red<br>77.5 Points Below Standard<br>Declined 9 Points<br>N= 38<br><br>SWD<br>Status is Orange<br>70.2 Points Below Standard<br>Increased 8.4 Points<br>N= 97<br><br>Hispanic<br>Status is Blue<br>33.6 Points Above Standard<br>Increased 20.9 Points<br>N= 182<br><br>White<br>Status is Green<br>59.3 Points Above Standard<br>Declined 8.6 Points<br>N= 567 | Status is Yellow<br>5.3 Points Above Standard<br>Declined 12.7 Points<br>N= 206<br><br>EL<br>Status is Yellow<br>38.6 Points Below Standard<br>Increased 39 Points<br>N= 37<br><br>SWD<br>Status is Red<br>88.4 Points Below Standard<br>Declined18.2 Points<br>N= 99<br><br>Hispanic<br>Status is Yellow<br>9.4 Points Above Standard<br>Declined 24.4 Points<br>N= 143<br><br>White<br>Status is Green<br>52.1 Points Above Standard<br>Declined 7.2 Points | 9.1 Points Above Standard<br>Increase 9 Points<br><br>EL<br>Status Yellow<br>45 Points Below Standard<br>Increase 23.6 Points<br><br>SWD<br>Status Yellow<br>45 Points Below Standard<br>Increase 33.5 Points<br><br>Hispanic<br>Status Blue<br>57.8 Points Above Standard<br>Increase 45 Points<br><br>White<br>Status Blue<br>75 Points Above Standard<br>Increase 7.1 Points<br><br>Two or More Races<br>Status Blue<br>75 Points Above Standard | Increased 30 Points<br><br>SWD<br>Declined 9.9 Points<br><br>Hispanic<br>Declined 3.4 Points<br><br>White<br>Declined 15.8 Points<br><br>Two or More Races<br>Declined 17 Points<br><br>Homeless<br>Declined 10.2 Points<br><br>LTEL<br>Increased 77.4 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Increased 26.1 Points<br>N=54<br><br>Homeless<br>Status is No Performance Color<br>21.5 Points Above Standard<br>Increased 140.3 Points<br>N=70<br><br>LTEL<br>25% Met or Exceeded Standard | Two or More Races<br>Status is Green<br>61.2 Points Above Standard<br>Maintained 0.5 Points<br>N= 73<br><br>Homeless<br>Status is Yellow<br>21.7 Points Above Standard<br>Maintained 0.2 Points<br>N= 21<br><br>LTEL<br>Status is Red<br>127.8 Points Below Standard<br>Declined 51.8 Points<br>N= 16 | N= 604<br><br>Two or More Races<br>Status is Green<br>43.7 Points Above Standard<br>Declined 17.5 Points<br>N= 46<br><br>Homeless<br>Status is Yellow<br>11.3 Points Above Standard<br>Declined 10.4 Points<br>N= 24<br><br>LTEL<br>Status is Orange<br>50.4 Points Below Standard<br>Increased 77.4 Points<br>N= 20 | Increase 14.3 Points<br><br>Homeless<br>Status Blue<br>66.5 Points Above Standard<br>Increase 45 Points<br><br>LTEL<br>31% Met or Exceeded<br>Increase 6% | |
| 2.2 | 2.1.2<br>CAASPP/SBAC (Smarter Balanced Exam) Math Scores<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>ALL Students<br>Status is Green<br>22.7 Points Below Standard<br>Increased 4.9 Points<br>N=894<br><br>SED<br>Status is Orange | 2024<br>ALL Students<br>Status is Yellow<br>32.6 Points Below Standard<br>Declined 9.9 Points<br>N= 920<br><br>SED<br>Status is Orange | 2025<br>ALL Students<br>Status is Yellow<br>32.2 Points Below Standard<br>Maintained 0.4 Points<br>N= 839<br><br>SED<br>Status is Orange | 2026<br>ALL Students<br>Status Blue<br>22.3 Points Above Standard<br>Increase 45 Points<br><br>SED<br>Status Yellow<br>83.1 Points Below Standard | 2025<br>ALL Students<br>Declined 9.5 Points<br><br>SED<br>Declined 12.2 Points<br><br>EL |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 92.1 Points Below Standard<br>Declined 23.8 Points<br>N=244<br><br>EL<br>Status is Orange<br>160.9 Points Below Standard<br>Increased 19.2 Points<br>N=40<br><br>SWD<br>Status is Red<br>151.8 Points Below Standard<br>Declined 7 Points<br>N=107<br><br>Hispanic<br>Status is Yellow<br>78.7 Points Below Standard<br>Increased 10.3 Points<br>N=128<br><br>White<br>Status is Green<br>12.6 Points Below Standard<br>Increased 3.6 Points<br>N=667<br><br>Two or More Races<br>Status is Yellow<br>35.4 Points Below Standard | 89.6 Points Below Standard<br>Maintained 2.5 Points<br>N= 253<br><br>EL<br>Status is Orange<br>156.4 Points Below Standard<br>Increased 4.6 Points<br>N= 43<br><br>SWD<br>Status is Red<br>158.2 Points Below Standard<br>Declined 6.4 Points<br>N= 97<br><br>Hispanic<br>Status is Yellow<br>61.2 Points Below Standard<br>Increased 17.5 Points<br>N= 187<br><br>White<br>Status is Yellow<br>22.7 Points Below Standard<br>Declined 10.1 Points<br>N= 568 | 104.3 Points Below Standard<br>Declined 14.7 Points<br>N= 207<br><br>EL<br>Status is Orange<br>146.7 Points Below Standard<br>Increased 9.7 Points<br>N= 38<br><br>SWD<br>Status is Red<br>168.2 Points Below Standard<br>Declined 10 Points<br>N= 99<br><br>Hispanic<br>Status is Orange<br>100.1 Points Below Standard<br>Declined 38.8 Points<br>N= 141<br><br>White<br>Status is Green<br>16.3 Points Below Standard<br>Increased 6.4 Points<br>N= 599 | Increase 9 Points<br><br>EL<br>Status Yellow<br>115 Points Below Standard<br>Increase 45.9 Points<br><br>SWD<br>Status Orange<br>142.8 Points Below Standard<br>Increase 9 Points<br><br>Hispanic<br>Status Green<br>60 Points Below Standard<br>Increase 18.7 Points<br><br>White<br>Status Blue<br>25 Points Above Standard<br>Increase 37.6 Points<br><br>Two or More Races<br>Status Blue<br>9.6 Points Above Standard<br>Increase 45 Points<br><br>Homeless | Increased 14.2 Points<br><br>SWD<br>Declined 16.4 Points<br><br>Hispanic<br>Declined 21.4 Points<br><br>White<br>Declined 3.7 Points<br><br>Two or More Races<br>Increased 18.5 Points<br><br>Homeless<br>Increased 2.8 Points<br><br>LTEL<br>Increased 156.3 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Declined 11.1 Points<br>N=53<br><br>Homeless<br>Status is No Performance Color<br>66.6 Points Below Standard<br>Increased 88.7 Points<br>N=70<br><br>LTEL<br>6.25% Met Standard | Two or More Races<br>Status is Green<br>27.1 Points Below Standard<br>Increased 8.3 Points<br>N= 73<br><br>Homeless<br>Status is Orange<br>93.2 Points Below Standard<br>Declined 26.6 Points<br>N= 22<br><br>LTEL<br>Status is Red<br>222.3 Points Below Standard<br>Declined 40.9 Points<br>N= 16 | Two or More Races<br>Status is Green<br>16.9 Points Below Standard<br>Increased 10.1 Points<br>N= 47<br><br>Homeless<br>Status is Yellow<br>63.8 Points Below Standard<br>Increased 29.4 Points<br>N= 24<br><br>LTEL<br>Status is Orange<br>178.6 Points Below Standard<br>Increased 43.7 Points<br>N= 20 | Status Green<br>57.6 Points Below Standard<br>Increase 9 Points<br><br>LTEL<br>15% Met or Exceeded Standards<br>Increase 8.75% | |
| 2.3 | 2.1.3<br>CAST Science Scores<br><br>Source: DataQuest | 2022-2023<br>ALL Students<br>46% Met or Exceed Standard<br><br>SED<br>25% Met or Exceed Standard<br><br>EL<br>3% Met or Exceed Standard | 2023-2024<br>ALL Students<br>47% Met or Exceed Standard<br><br>SED<br>33% Met or Exceed Standard<br><br>EL<br>3% Met or Exceed Standard | 2025<br>ALL Students<br>44.5% Met or Exceed Standard<br><br>SED<br>28.6% Met or Exceed Standard<br><br>EL<br>0% Met or Exceed Standard | 2025-2026<br>ALL Students<br>55% Met or Exceed Standard<br>Increase 9%<br><br>SED<br>35% Met or Exceed Standard<br>Increase 10%<br><br>EL | 2025<br>ALL Students<br>Declined 1.5%<br><br>SED<br>Increased 3.6%<br><br>EL<br>Declined 3%<br><br>SWD<br>Declined 1.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD<br>11% Met or Exceed Standard<br><br>Hispanic<br>33% Met or Exceed Standard<br><br>White<br>48% Met or Exceed Standard<br><br>Two or More Races<br>46% Met or Exceeded Standard<br><br>Homeless<br>13% Met or Exceed Standard<br><br>LTEL<br>0% Met or Exceed Standard | SWD<br>14% Met or Exceed Standard<br><br>Hispanic<br>35% Met or Exceed Standard<br><br>White<br>51% Met or Exceed Standard<br><br>Two or More Races<br>48% Met or Exceed Standard<br><br>Homeless<br>22% Met or Exceed Standard<br><br>LTEL<br>No Data >11 Students<br><br>2024<br>ALL Students<br>Status is No Performance Color<br>3.9 Points Below Standard<br>Increased 0.4 Points<br>N= 928<br><br>SED | SWD<br>9.9% Met or Exceed Standard<br><br>Hispanic<br>26.8% Met or Exceed Standard<br><br>White<br>48.3% Met or Exceed Standard<br><br>Two or More Races<br>45.3% Met or Exceed Standard<br><br>Homeless<br>39.1% Met or Exceed Standard<br><br>LTEL<br>0% Met or Exceed Standard<br><br>2025<br>ALL Students<br>Status is Green<br>59.7 Points<br>Maintained -1.5 Points<br>N= 867<br><br>SED<br>Status is Yellow<br>51.5 Points | 13% Met or Exceed Standard<br>Increase 10%<br><br>SWD<br>21% Met or Exceed Standard<br>Increase 10%<br><br>Hispanic<br>43% Met or Exceed Standard<br>Increase 10%<br><br>White<br>52% Met or Exceed Standard<br>Increase 4%<br><br>Two or More Races 52% Met or Exceeded Standard<br>Increase 6%<br><br>Homeless<br>19% Met or Exceeded Standard<br>Increase 6%<br><br>LTEL<br>10% Met or Exceed Standard<br>Increase 10% | Hispanic<br>Declined 6.2%<br><br>White<br>Maintained .3%<br><br>Two or More Races<br>Maintained -.7%<br><br>Homeless<br>Increased 26.1%<br><br>LTEL<br>Maintained 0%<br><br>2025<br>ALL Students<br>Maintained -1.5 Points<br><br>SED<br>Declined 2.2 Points<br><br>EL<br>Maintained 1.2 Points<br><br>SWD<br>Declined 2.9 Points<br><br>Hispanic<br>Declined 5 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Status is No Performance Color<br>11.3 Points Below Standard<br>Increased 3.2 Points<br>N= 257<br><br>EL<br>Status is No Performance Color<br>24 Points Below Standard<br>Decreased 1.3 Points<br>N= 43<br><br>SWD<br>Status is No Performance Color<br>22.3 Points Below Standard<br>Increased 4.2 Points<br>N= 96<br><br>Hispanic<br>Status is No Performance Color<br>9.1 Points Below Standard<br>Increased 3.2 Points<br>N= 197<br><br>White<br>Status is No | Declined 2.2 Points<br>N= 209<br><br>EL<br>Status is Orange<br>42.2 Points<br>Maintained 1.2 Points<br>N= 42<br><br>SWD<br>Status is Orange<br>39.8 Points<br>Declined 2.9 Points<br>N= 98<br><br>Hispanic<br>Status is Yellow<br>51 Points<br>Declined 5 Points<br>N= 148<br><br>White<br>Status is Green<br>61.9 Points<br>Maintained -0.8 Points<br>N= 616<br><br>Two or More Races<br>Status is Green<br>62 Points<br>Maintained -0.9 Points | | White<br>Maintained -0.8 Points<br><br>Two or More Races<br>Maintained -0.9 Points<br><br>Homeless<br>Maintained 1.4 Points<br><br>LTEL<br>Increased 3.2 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Performance Color<br>2.3 Points Below Standard<br>Increased 0.3 Points<br>N= 569<br><br>Two or More Races<br>Status is No Performance Color<br>2.1 Points Below Standard<br>Increased 1.3 Points<br>N= 71<br><br>Homeless<br>Status is No Performance Color<br>10.7 Points Below Standard<br>Decreased 1.3 Points<br>N= 21<br><br>LTEL<br>Status is No Performance Color<br>27.6 Points Below Standard<br>Decreased 2.9 Points<br>N= 14 | N= 52<br><br>Homeless<br>Status is Yellow<br>53.2 Points<br>Maintained 1.4 Points<br>N= 25<br><br>LTEL<br>Status is Yellow<br>38.1 Points<br>Increased 3.2 Points<br>N= 22 | | |
| 2.4 | 2.1.4<br>CCI % | 2023<br>ALL Students<br>Status is Green/High | 2024<br>ALL Students<br>Status is Blue | 2025<br>ALL Students<br>Status is Blue | 2026<br>ALL Students<br>Status Blue | 2025<br>ALL Students<br>Increased 12.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 66% Prepared<br>N= 966<br><br>SED<br>Status is Yellow/Medium<br>52.5% Prepared<br>N=419<br><br>EL:<br>Status is Orange/Low<br>30% Prepared<br>N=40<br><br>SWD:<br>Status is Orange/Low<br>20.4% Prepared<br>N=98<br><br>Hispanic:<br>Status is Yellow/Medium<br>52.2% Prepared<br>N=180<br><br>White<br>Status is Blue/ VeryHigh<br>70% Prepared<br>N=694<br><br>Two or More Races<br>Status is Blue/Very High 70% Prepared<br>N=40<br><br>Homeless | 73.2% Prepared<br>Increased 7.2%<br>N= 957<br><br>SED<br>Status is Green<br>59.2% Prepared<br>Increased 6.7%<br>N= 419<br><br>EL:<br>Status is Yellow<br>33.3% Prepared<br>Increased 3.3%<br>N= 42<br><br>SWD:<br>Status is Yellow<br>33.6% Prepared<br>Increased 13.2%<br>N= 119<br><br>Hispanic:<br>Status is Green<br>62.1% Prepared<br>Increased 9.9%<br>N= 140<br><br>White<br>Status is Blue<br>75.9% Prepared<br>Increased 6.5%<br>N= 706<br><br>Two or More Races<br>Status is Blue | 78.9% Prepared<br>Increased 5.3%<br>N= 966<br><br>SED<br>Status is Blue<br>69.8% Prepared<br>Increased 10.4%<br>N= 457<br><br>EL<br>Status is Green<br>42.2% Prepared<br>Increased 8.9%<br>N= 45<br><br>SWD<br>Status is Green<br>38.4% Prepared<br>Increased 4.8%<br>N= 112<br><br>Hispanic<br>Status is Blue<br>72.4% Prepared<br>Increased 10.3%<br>N= 196<br><br>White<br>Status is Blue<br>79.6% Prepared<br>Increased 3.4%<br>N= 608<br><br>Two or More Races<br>Status is Blue | 80% Prepared<br>Increase 14%<br><br>SED<br>Status Blue<br>70% Prepared<br>Increase 17.5%<br><br>EL<br>Status Green<br>36% Prepared<br>Increase 6%<br><br>SWD<br>Status Green<br>35% Prepared<br>Increase 14.6%<br><br>Hispanic<br>Status Green<br>70% Prepared<br>Increase 17.8%<br><br>White<br>Status Blue<br>80% Prepared<br>Increase 10%<br><br>Two or More Races<br>Status Blue<br>80% Prepared<br>Increase 10%<br><br>Homeless<br>Status Blue<br>70% Prepared | SED<br>Increased 17.3%<br><br>EL:<br>Increased 12.2%<br><br>SWD:<br>Increased 18%<br><br>Hispanic:<br>Increased 20.2%<br><br>White<br>Increased 9.6%<br><br>Two or More Races<br>Increased 13.1%<br><br>Homeless<br>Increased 26.7%<br><br>LTEL<br>Increased 24% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Status is Green/High<br>45% Prepared<br>N=71 | 72.2% Prepared<br>Increased 2.2%<br>N= 54<br><br>Homeless<br>Status is Green<br>60.6% Prepared<br>Increased 15.5%<br>N= 109 | 83.1% Prepared<br>Increased10.9%<br>N= 77<br><br>Homeless<br>Status is Blue<br>71.7% Prepared<br>Increased 11.2%<br>N= 99<br><br>LTEL<br>Status is Green<br>60% Prepared<br>Increased 24%<br>N= 25 | Increase 25% | |
| 2.5 | 2.2<br>Grade Marks<br><br>Source: Aeries | 2022-2023<br>% of Grade Marks<br><br>I/D%: 3.8%<br>N= 1301<br><br>F%: 5.2%<br>N= 1763 | 2023-2024<br>% of Grade Marks<br><br>I/D%: 3.51%<br>N= 1145<br><br>F%: 5.29%<br>N= 1725 | 2024-2025<br>% of Grade Marks<br><br>I/D%: 5.68%<br>N= 1698<br><br>F%: 5.01%<br>N= 1498 | 2025-2026<br>% of Grade Marks:<br><br>I%: 2.8%<br>Decrease 1%<br><br>F%:4.2%<br>Decrease 1% | 2024-2025<br><br>I/D%<br>Increased 1.9%<br><br>F%<br>Maintained -.2% |
| 2.6 | 2.3.1<br>ELPI<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>Status is Green<br>46.6% making progress toward English language proficiency<br>Increased 6.8%<br>N= 103 | 2024<br>Status is Orange<br>40.4% making progress toward English language proficiency<br>Declined 6.2%<br>N= 99 | 2025<br>Status is Yellow<br>43% making progress toward English language proficiency<br>Increased 2.6%<br>N= 100<br><br>LTEL<br>50.9% making progress<br>Increased 10%<br>N= 57 | 2026<br>Status Green<br>52.6% making progress toward English language proficiency<br>Increase 6% | 2025<br>All ELL<br>Declined 3.6%<br><br>LTEL<br>Increased 10% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.7 | 2.3.2<br>Graduation Rates %<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>ALL Students<br>Status is Green<br>93.8% Graduated<br>Maintained -0.6%<br>N= 972<br><br>SED<br>Status is Green<br>91.1% Graduated<br>Increased 2%<br>N=425<br><br>EL<br>Status is No Performance Color<br>75.6% Graduated<br>Maintained 0.6%<br>N=41<br><br>SWD<br>Status is Orange<br>80.8% Graduated<br>Declined 1.4%<br>N=99<br><br>Hispanic<br>Status is Green<br>91.2% Graduated<br>Maintained -0.6%<br>N=181<br><br>White<br>Status is Green<br>94.7% Graduated<br>Maintained 0%<br>N=698 | 2024<br>ALL Students<br>Status is Blue<br>95.2% Graduated<br>Increased 1.4%<br>N= 963<br><br>SED<br>Status is Green<br>91.5% Graduated<br>Maintained 0.5%<br>N= 425<br><br>EL<br>Status is Green<br>81% Graduated<br>Increased 5.3%<br>N= 42<br><br>SWD<br>Status is Green<br>83.5% Graduated<br>Increased 2.7%<br>N= 121<br><br>Hispanic<br>Status is Orange<br>90.1% Graduated<br>Declined 1.1%<br>N= 141<br><br>White<br>Status is Blue<br>97.2% Graduated<br>Increased 2.5%<br>N= 710 | 2025<br>ALL Students<br>Status is Blue<br>96.1% Graduated<br>Maintained 0.9%<br>N= 973<br><br>SED<br>Status is Green<br>94.6% Graduated<br>Increased 3.1%<br>N= 463<br><br>EL<br>Status is Orange<br>79.2% Graduated<br>Declined 1.8%<br>N= 48<br><br>SWD<br>Status is Yellow<br>83.6% Graduated<br>Maintained 0.1%<br>N= 116<br><br>Hispanic<br>Status is Green<br>94% Graduated<br>Increased 4%<br>N= 201<br><br>White<br>Status is Blue<br>96.2% Graduated<br>Declined 1%<br>N= 610 | 2026<br>ALL Students<br>Status Blue<br>95% Graduated<br>Increase 1.2%<br><br>SED<br>Status Blue<br>95% Graduated<br>Increase 3.9%<br><br>EL<br>Status Green<br>80% Graduated<br>Increase 4.4%<br><br>SWD<br>Status Green<br>83.8% Graduated<br>Increase 3%<br><br>Hispanic<br>Status Blue<br>95% Graduated<br>Increase 3.8%<br><br>White<br>Status Blue<br>96% Graduated<br>Increase 1.3%<br><br>Two or More Races<br>Status Blue<br>96% Graduated<br>Increase 1% | 2025<br>ALL Students<br>Increased 2.3%<br><br>SED<br>Increased 3.5%<br><br>EL<br>Increased 3.6%<br><br>SWD<br>Increased 2.8%<br><br>Hispanic<br>Increased 2.8%<br><br>White<br>Increased 1.5%<br><br>Two or More Races<br>Increased 3.7%<br><br>Homeless<br>Increased 5.2%<br><br>LTEL<br>Maintained 0.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Two or More Races<br>Status is Blue<br>95% Graduated<br>Declined 1.2%<br>N=40<br><br>Homeless<br>Status is Green<br>91.8% Graduated<br>Increased 9.4%<br>N=73 | Two or More Races<br>Status is Yellow<br>90.7% Graduated<br>Declined 4.3%<br>N= 54<br><br>Homeless<br>Status is Orange<br>89% Graduated<br>Declined 2.8%<br>N= 109 | Two or More Races<br>Status is Blue<br>98.7% Graduated<br>Increased 8%<br>N= 77<br><br>Homeless<br>Status is Blue<br>97% Graduated<br>Increased 8%<br>N= 99<br><br>LTEL<br>Status is Green<br>92.6% Graduated<br>Maintained 0.6%<br>N= 27 | Homeless<br>Status Blue<br>95% Graduated<br>Increased 3.2% | |
| 2.8 | 2.4.1<br>Interventions and Support | 2023-2024<br>Student Tutors:<br>Colfax 5<br>Foresthill 5<br>Del Oro 48<br>Placer 6 | 2024-2025<br>Student Tutors:<br>Colfax 0<br>Foresthill 0<br>Del Oro 32<br>Placer 6 | 2025-2026<br>Student Tutors:<br>Colfax 4<br>Foresthill 1<br>Del Oro 48<br>Placer 6 | 2026-2027<br>Overall: maintain or increase.<br><br>Student Tutors:<br>Colfax: 10<br>Foresthill: 5<br>Del Oro: 48<br>Placer: 20 | 2025-2026<br>Colfax Decreased 1<br>Foresthill Decreased 4<br>Del Oro Maintained 0<br>Placer Maintained 0 |
| 2.9 | 2.4.2<br>Incompletes (I) remediated | 2022-2023<br>Incompletes (I) remediated:<br>50.6% remediation<br>N=237 | 2023-2024<br>Incompletes (I) remediated:<br>55% remediation<br>N= 725 | 2024-2025<br>Incompletes (I) remediated:<br>64.66% remediation<br>N=375 | 2025-2026<br>Incompletes (I) remediated:<br>80% remediation | 2024-2025<br>Increased 14.1% |
| 2.10 | 2.5.1<br>Access to appropriate technology and | Chromebook distribution: 100% of students | Chromebook distribution: 100% of students | Chromebook distribution: 100% of students | Chromebook distribution: maintain 100% of students | Chromebook distribution Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | equipment to support digital education (1:Web) | Home internet access: 8 district distributed hotspots - 100% connectivity for students | Home internet access: 13 district distributed hotspots - 100% connectivity for students | Home internet access: 3 district distributed hotspots - 100% connectivity for students | Home internet access: 100% connectivity for students | Home internet access 5 less hotspots required |
| 2.11 | 2.6.1<br>LTEL Reclassification<br><br>Source: Aeries | 2023-2024<br>LTEL reclassification rate: 18.8%<br>N=9 | 2024-2025<br>LTEL reclassification rate: 8.82%<br>N=6 | 2025-2026<br>LTEL reclassification rate: 21.54%<br>N=14 | 2026-2027<br>LTEL reclassification rate: 25%<br>6.2% increase | 2025-2026<br>Increased 2.7% |
| 2.12 | 2.6.2<br>LTEL %<br><br>Source: DataQuest | 2023-2024<br>Percent of ELLs identified as LTELs: 30.47%<br>N=39 | 2024-2025<br>Percent of ELLs identified as LTELs: 55.74%<br>N=68 | 2025-2026<br>Percent of ELLs identified as LTELs: 48.57%<br>N=51 | 2026-2027<br>Percent of ELLs identified as LTELs: 25%<br>Reduce by 5.47% | 2025-2026<br>Increased 18.1% |

# 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.

Successful Implementation:

Action 2.1 - Professional Development

- PUHSD utilized the planned professional development days to deliver content and skills focused on high quality instructional strategies. All staff participated in two full day in-service trainings that addressed key topics around instructional practices and social emotional learning strategies. New educators were supported in culture building, curriculum development, and instructional planning through four full days.

Action 2.4 - Intervention and Support

- PUHSD successfully implemented action 2.4 by delivering targeted interventions during the daily intervention block, ensuring that students received additional instruction, practice, or enrichment aligned with course competencies. Teachers effectively used technology to assign students to appropriate intervention groups, addressing learning loss and providing both remediation and extension opportunities.

Action 2.5 - Access to appropriate technology and equipment to support digital education (1:Web)

- PUHSD's Information & Technology department and school sites continue to provide 100% of students with appropriate technology to meet their academic access needs. A new process of approving and consolidating educational apps has been positive and has given more clarity to the requirements, but also the usage of apps across the district.

Action 2.6 - Long Term English Language Learner (LTEL) Support

- Leveled ELD curriculum resources are specifically designed to support secondary language acquisition for Long Term English Learners (LTELs). These resources were strategically implemented within designated ELD courses to provide targeted, differentiated instruction that meets students at their individual language proficiency levels. In the first year of use, while developing lessons and calibrating all the resources, this focused approach hopes to strengthen the district's capacity to support LTELs in developing English skills, promoting greater engagement and progress within the ELD program.

Implementation Challenges:
Action 2.3 - Instructional Practices and Implementation and Action 2.4 - Intervention and Support

- PUHSD experienced challenges in fully implementing Actions 2.3 (Instructional Practices and Implementation) and 2.4 (Intervention and Support) due to the ongoing grading policy revision process. The transition away from Competency-Based Education required significant updates to grading practices, and the continued refinement of these policies created uncertainty and inconsistency in implementation. As a result, staff efforts were often divided between adapting to evolving expectations and effectively carrying out these actions.

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.

2.1 Reduction in conferences/travel. 2.2 Reduction due to ongoing grading policy revision process 2.4 Increased intervention supports for special education and for Confluence using CSI funds.

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

Based on analysis of metrics 2.1.1 – 2.6.2, the implementation of actions 2.1 – 2.6 demonstrated measurable progress in student achievement and support systems, indicating that the district is making progress toward the goal. However, outcomes remain inconsistent across measures, particularly in course performance, remediation, and English learner outcomes, indicating that actions have been partially effective.

Implementing Actions 2.1 – 2.6 effectively supported Goal #2, leading to improvements in several key areas:

Graduation and Completion Outcomes
-Graduation rates increased from 93.8% (2023) to 96.1% (2025), exceeding the target of 95%.
-Multiple student groups showed improvement over time, including SED, Hispanic, Two or More Races, and Homeless students.

Course Completion

-Incompletes remediated increased from 50.6% to 64.66%, representing a 14.06 percentage point increase from baseline.

Student Persistence and Engagement
-Dropout rates declined from 3.2% to 2.1%, a 1.1 percentage point reduction, with the number of dropouts decreasing from 31 to 20 students.
-Attendance improved, with average attendance increasing to 94.43% and chronic absenteeism decreasing from 18% to 12.92%.

Access to Learning Supports
-Technology access remained at 100% Chromebook distribution and 100% connectivity, with students lacking home internet decreasing from 8 to 3 students.

While progress is evident, the data identify areas where Actions 2.1 – 2.6 were less effective or require further refinement:

Course Performance (Grades)
-Incomplete/D (I/D) rates increased from 3.8% to 5.68%, moving 2.8 percentage points above the target.
-F rates decreased slightly to 5.01%, but remain .81 percentage points above the target.

Remediation Outcomes
-Although remediation improved to 64.66%, it remains 15.34 percentage points below the target of 80%.
-The rate of improvement from Year 1 to Year 2 (+9.66 points) is not sufficient to meet the target within the current trajectory.

PUHSD has made meaningful progress toward Goal #2, particularly in graduation rates, A–G completion, CTE completion, attendance, and access to technology, indicating that the foundation for high quality instructional practices is strong.

However, the data also show that student achievement outcomes are uneven, with course performance, remediation rates, and CAASPP achievement showing gaps. These results indicate that while instructional practices and supports are improving overall outcomes, they are not yet consistently producing the desired level of achievement across all measures.

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.

The broad goal was revised from a previous focus on Competency-Based Education (CBE) to an emphasis on high-quality instructional practices in response to implementation challenges and stakeholder feedback from the prior year. This shift, guided by Board direction, reflects a commitment to providing greater clarity, consistency, and flexibility for sites while continuing to support effective teaching and improved student outcomes across the district. The description of action 2.1, the title and description of action 2.2, the description of action 2.3, and the description of action 2.4 reflect the revision described.

**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** | Professional Development | Continue providing teachers with professional development in high quality instructional practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Conduct two full day in-services for all staff and facilitate New Teacher Academy. Offer optional curriculum camp for curriculum development, training, and instructional planning. Hold Certificated Administration Networking Meetings and Classified Managers Meetings regularly throughout the year to build capacity of current leaders to support students within our system. | $649,906.00 | |
| **2.2** | High Quality Instruction Professional Learning Communities (PLCs) | Conduct weekly PLC meetings focused on teaching and learning to increase student achievement. Train cohorts of teachers to implement skills and knowledge gained through professional development to create individualized student learning plans. | $1,223,291.00 | |
| **2.3** | Instructional Practices and Implementation | Teachers will use high quality instructional practices to utilize standards-based curriculum, ELOs, assessments, and appropriate technologies (i.e. LMS, gradebooks) to monitor student learning progressions and implement personalized learning plans to meet students' unique needs. Participate in E3 teacher evaluations and develop professional growth plans focused on student learning outcomes. | $684,029.00 | |
| **2.4** | Intervention and Support | Conduct targeted interventions during the daily intervention block to support students needing additional instruction, practice, or enrichments. Teachers utilize technologies needed to assign students to intervention blocks to address learning loss, extend learning time, and provide remediation or extension opportunities focused on course ELOs. Offer additional opportunities for low-income, English learners, and/or foster youth students to enroll in interventions and supports during the school day to promote CCI readiness. | $7,352,500.00 | Yes |
| **2.5** | Access to appropriate | Provide students with access to appropriate technology, including 1:Web Chromebooks, digital resources, and, when needed, home internet | $1,543,165.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | technology and equipment to support digital education (1:Web) | connectivity to support learning. Create and maintain a system of approval, cataloging, and usage support of all supported apps. | | |
| **2.6** | Long Term English Language Learner (LTEL) Support | Provide targeted support for LTEL's within designated ELD courses through leveled curriculum resources to support secondary language acquisition. | $0.00 | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Provide a safe, healthy, and engaging learning environment for all | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SAFE, HEALTHY, AND ENGAGING LEARNING ENVIRONMENTS FOR ALL

PUHSD'S goal to provide a safe, healthy, and engaging learning environment for all was created in response to educational partner feedback and the district's commitment to fostering positive school culture, opportunities for student enrichment, and maintaining safe and vibrant facilities. The input received from PUHSD's educational partners through the LCAP development process also indicated a desire for students to engage in sports, clubs, and school events, offering nutritious meal options, while having access to enhanced mental health support and social emotional learning opportunities. PUHSD's goal to provide a safe, healthy, and engaging learning environment for all will be supported and measured through the actions and metrics identified below.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | 3.1.1<br>Suspension % Ethnic Groups<br><br>Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | 2023<br>All Students<br>Status is Orange<br>5.8% Suspended at least one day<br>Increased 0.7<br>N=4,038<br><br>American Indian or Alaska Native | 2024<br>All Students<br>Status is Green<br>5.1% Suspended at least one day<br>Declined 0.8%<br>N= 3,996<br><br>American Indian or Alaska Native | 2025<br>All Students<br>Status is Yellow<br>4.7% Suspended at least one day<br>Maintained-0.4%<br>N= 184<br><br>American Indian or Alaska Native | 2026<br>All students<br>Status Green<br>4.3% Suspension at least one day<br>Decrease 1.5%<br><br>American Indian or Alaska Native<br>Status Green | 2025<br>All Students<br>Declined 1.1%<br><br>American Indian or Alaska Native<br>Declined .2%<br><br>Asian<br>Maintained .1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Status is Yellow<br>6.1% Suspended at least one day<br>Decreased 2.8%<br>N=33<br><br>Asian<br>Status is Green<br>3.4% Suspended at least one day<br>Maintained 0.2%<br>N=59<br><br>Filipino<br>Status is No Performance Color<br>0.0% Suspended at least one day<br>Decreased 9.1%<br>N=23<br><br>Hispanic<br>Status is Orange<br>7.8% Suspended at least one day<br>Increased 2.3%<br>N=714<br><br>African American<br>Status is No Performance Color<br>17.9% Suspended at least one day<br>Increased 5.4%<br>N=28<br><br>White | Status is Red<br>18.2% Suspended at least one day<br>Increased 12.1%<br>N=33<br><br>Asian<br>Status is Green<br>1.7% Suspended at least one day<br>Declined 1.7%<br>N= 58<br><br>Filipino<br>Status is No Performance Color<br>0.0% Suspended at least one day<br>Maintained 0%<br>N= 25<br><br>Hispanic<br>Status is Green<br>5.7% Suspended at least one day<br>Declined 2.1%<br>N= 718<br><br>African American<br>Status is No Performance Color<br>8.3% Suspended at least one day<br>Declined 9.5%<br>N= 24<br><br>White | Status is Green<br>5.9% Suspended at least one day<br>Declined 12.3%<br>N= 2<br><br>Asian<br>Status is Yellow<br>3.3% Suspended at least one day<br>Increased 1.6%<br>N= 2<br><br>Filipino<br>Status is No Performance Color<br>0% Suspended at least one day<br>Declined 0%<br>N= 0<br><br>Hispanic<br>Status is Green<br>3.9% Suspended at least one day<br>Declined 1.8%<br>N= 29<br><br>African American<br>Status is No Performance Color<br>21.7% Suspended at least one day<br>Increased 13.4%<br>N= 5<br><br>White | 4.66% Suspension at least one day<br>Decrease 1.5%<br><br>Asian<br>Status Blue<br>1.5% Suspension at least one day<br>Decrease 1.9%<br><br>Filipino<br>Status Blue<br>0.0% Suspension at least one day<br>Decrease 0.0%<br><br>Hispanic<br>Status Green<br>6% Suspension at least one day<br>Decrease 1.8%<br><br>Black/African American<br>Status Orange<br>9% Suspension at least one day<br>Decrease 8.9%<br><br>White<br>Status Green<br>3.9% Suspension at least one day<br>Decrease 1.5% decrease | Filipino<br>Maintained 0%<br><br>Hispanic<br>Declined 3.9%<br><br>African American<br>Increased 3.8%<br><br>White<br>Declined 0.6%<br><br>Two or More Races<br>Declined 1.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Status is Orange<br>5.4% Suspended at least one day<br>Increased 0.8%<br>N=2,801<br><br>Two or More Races<br>Status is Green<br>5.7% Suspended at least one day<br>Decreased 2.9%<br>N=370 | Status is Green<br>4.7% Suspended at least one day<br>Declined 0.6%<br>N= 2,749<br><br>Two or More Races<br>Status is Orange<br>6.1% Suspended at least one day<br>Maintained 0.4%<br>N= 380 | Status is Yellow<br>4.8% Suspended at least one day<br>Maintained 0.1%<br>N= 129<br><br>Two or More Races<br>Status is Green<br>4.1% Suspended at least one day<br>Declined 1.9%<br>N= 15 | Two to More Races<br>Status Green<br>4.2% Suspension at least one day<br>Decrease 1.5% | |
| 3.2 | 3.1.2<br>Expulsion %<br><br>Source: DataQuest | 2022-23<br>0.6% ALL students<br>(24 Expulsions)<br>N=4,040<br><br>1% SED<br>(12 Expulsions)<br><br>3.3% EL<br>(5 Expulsions)<br><br>2% SWD<br>(10 Expulsions)<br><br>1.3% Hispanic<br>(9 Expulsions)<br><br>0.4% White<br>(11 Expulsions)<br><br>0.8% Two or More Races<br>(2 Expulsions) | 2023-24<br>0.3% ALL students<br>(14 Expulsions)<br>N= 4,009<br><br>0.8% SED<br>(9 Expulsions)<br><br>0% EL<br>(0 Expulsions)<br><br>1.1% SWD<br>(6 Expulsions)<br><br>0.3% Hispanic<br>(2 Expulsions)<br><br>0.4% White<br>(11 Expulsions)<br><br>0.0% Two or More Races<br>(0 Expulsions) | 2024-2025<br>0.2% ALL students<br>(9 Expulsions)<br>N= 3,896<br><br>0.5% SED<br>(6 Expulsions)<br><br>0% EL<br>(0 Expulsions)<br><br>0% SWD<br>(0 Expulsions)<br><br>0.1% Hispanic<br>(1 Expulsions)<br><br>0.2% White<br>(6 Expulsions)<br><br>0.4% Two or More Races<br>(1 Expulsions) | 2025-2026<br>Reduce expulsions to 0.3% ALL students<br><br>Reduce expulsions to .5% SED<br><br>Reduce expulsions to 1% EL<br><br>Reduce expulsions to 1% SWD<br><br>Reduce expulsions to .5% Hispanic<br><br>Reduce expulsions to .2% White<br><br>Reduce expulsions to .5% Two or More Races | 2024-25<br>ALL students<br>Decreased 0.4%<br><br>SED<br>Maintained .5%<br><br>EL<br>Decreased 3.3%<br><br>SWD<br>Decreased 2%<br><br>Hispanic<br>Decreased 1.2%<br><br>White<br>Maintained -.2%<br><br>Two or More Races<br>Maintained -.4%<br><br>Homeless |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 0.7% Homeless<br>(2 Expulsions) | 0.0% Homeless<br>(0 Expulsions) | 0% Homeless<br>(0 Expulsions) | Reduce expulsions to .3% Homeless | Maintained -0.7% |
| 3.3 | 3.1.3<br>Attendance<br><br>Source: 5Lab Attendance Summary | 2022-2023<br>Average Attendance Rate: 93%<br>N=3,783<br><br>% of students chronically absent: 18%<br>N=709 | 2023-2024<br>Average Attendance Rate: 94%<br>N=4,155<br><br>% of students chronically absent: 15%<br>N=596 | 2024-2025<br>Average Attendance Rate: 94.43 %<br>N=3,738<br><br>% of students chronically absent: 12.9%<br>N=483 | 2026-2027<br>Average Attendance Rate: 96%<br><br>% of students chronically absent: 10% | 2024-2025<br>Average Attendance Rate: Increased 1.4%<br><br>% of students chronically absent: Decreased 5.1% |
| 3.4 | 3.1.4<br>California Healthy Kids Survey (CHKS)<br><br>Source: California Healthy Kids Survey | 2023-2024<br>School Connectedness<br>Grade 9: 64%<br>Grade 11: 59%<br><br>Social and emotional distress<br>Grade 9: 25% (-2)<br>Grade 11:30% (-4)<br><br>Experienced chronic sadness/ hopelessness<br>Grade 9: 26% (-3)<br>Grade 11:30% (-8)<br><br>Considered suicide<br>Grade 9: 12% (-1)<br>Grade 11:13% (-7)<br><br>Optimism<br>Grade 9: 49% (0)<br>Grade 11:43% (0)<br><br>Life satisfaction | 2024-2025<br>School Connectedness<br>Grade 9: 67%<br>Grade 11: 59%<br><br>Social and emotional distress<br>Grade 9: 24% (-1)<br>Grade 11: 26% (-4)<br><br>Experienced chronic sadness/ hopelessness<br>Grade 9: 22% (-4)<br>Grade 11: 27% (-3)<br><br>Considered suicide<br>Grade 9: 12% (-0)<br>Grade 11: 10% (-3) | 2025-2026<br><br>School Connectedness*<br>Grade 9: 67 % (+/-0)<br>Grade 11: 64 % (+5)<br><br>Social and emotional distress**<br>Grade 9: 24 % (+/-0)<br>Grade 11: 24 % (-2)<br><br>Experienced chronic sadness/ hopelessness***<br>Grade 9: 27 % (+5)<br>Grade 11: 27 % (+/-0) | 2026-2027<br>Increase percent of respondents to positive factors of health impacts by 10% for 9th and 11th grades.<br><br>School Connectedness<br>Grade 9: 74%<br>Grade 11: 69%<br><br>Optimism<br>Grade 9: 59%<br>Grade 11:53%<br><br>Life satisfaction<br>Grade 9: 78%<br>Grade 11:75%<br><br>Reduce percent of respondents to negative factors of | 2025-2026<br>School Connectedness<br>Grade 9: Increased 3%<br>Grade 11: Increased 5%<br><br>Social and emotional distress<br>Grade 9: Decreased 1%<br>Grade 11: Decreased 6%<br><br>Experienced chronic sadness/ hopelessness<br>Grade 9: Increased 1%<br>Grade 11: Decreased 3%<br><br>Considered suicide |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 9: 68% (+2)<br>Grade 11:65% (+3)<br><br>Average percent "Agree" or "Strongly agree"<br><br>Average percent "Pretty much true" or "Very much true"<br><br>Past 12 months<br><br>Average percent "Satisfied" or "very satisfied" | Optimism<br>Grade 9: 53% (+4)<br>Grade 11: 45% (+2)<br><br>Life satisfaction<br>Grade 9: 69% (+1)<br>Grade 11: 64% (-1)<br><br>Average percent "Agree" or "Strongly agree"<br><br>Average percent "Pretty much true" or "Very much true"<br><br>Past 12 months<br><br>Average percent "Satisfied" or "very satisfied" | Considered suicide***<br>Grade 9: 12 % (+/-0)<br>Grade 11: 9 % (-1)<br><br>Optimism**<br>Grade 9: 54 % (+1)<br>Grade 11: 50 % (+5)<br><br>Life satisfaction****<br>Grade 9: 70 % (+1)<br>Grade 11: 68 % (+4)<br><br>*Average percent "Agree" or "Strongly agree"<br><br>**Average percent "Pretty much true" or "Very much true"<br><br>***Past 12 months<br><br>****Average percent "Satisfied" or "very satisfied" | health impacts by 5% for 9th and 11th grades.<br><br>Social and emotional distress<br>Grade 9: 20%<br>Grade 11: 25%<br><br>Experienced chronic sadness/ hopelessness<br>Grade 9: 21%<br>Grade 11: 25%<br><br>Considered suicide<br>Grade 9: 7%<br>Grade 11: 8% | Grade 9: Maintained 0%<br>Grade 11: Decreased 4%<br><br>Optimism<br>Grade 9: Increased 5%<br>Grade 11: Increased 7%<br><br>Life satisfaction<br>Grade 9: Increased 2%<br>Grade 11: Increased 3% |
| 3.5 | 3.1.5 Anti-Bullying/Respect Committee | Committee Meetings: 9/15/2023, 10/4/2023, 12/7/2023, 1/25/2024, and 2/22/2024 | Committee Meetings: 08/30/2024, | Committee Meetings: 7/30/25. 8/4/25, 8/29/25, 9/22/25, | 2026-2027 Increase percent of respondents to positive factors of | Committee Meetings: Increased 1 meetings |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: California Healthy Kids Survey | 2023-2024<br>School perceived as very safe or safe<br>Grade 9: 68% (+1)<br>Grade 11: 62% (-4)<br><br>Experienced any harassment or bullying*<br>Grade 9: 25% (+2)<br>Grade 11:30% (0)<br><br>In school only<br><br>*Past 12 months | 09/19/2024,10/03/2024, 10/11/2024, 10/30/2024, 11/22/2024, 01/30/2025, 03/14/2025, and 05/22/25<br><br>2024-2025<br>School perceived as very safe or safe<br>Grade 9: 67% (-1)<br>Grade 11: 66% (+4)<br><br>Experienced any harassment or bullying*<br>Grade 9: 28% (+3)<br>Grade 11: 25% (-5)<br><br>In school only<br><br>*Past 12 months | 12/8/25, and 1/23/26.<br><br>2025-2026<br>School perceived as very safe or safe<br>Grade 9: 71% (+4)<br>Grade 11: 73% (+7)<br><br>Experienced any harassment or bullying*<br>Grade 9: 33% (+5)<br>Grade 11: 27% (+2)<br><br>In school only<br><br>*Past 12 months | health impacts by 5% for 9th and 11th grades.<br><br>School perceived as very safe or safe<br>Grade 9: 73%<br>Grade 11: 67%<br><br>Reduce percent of respondents to negative factors of health impacts by 3% for 9th and 11th grades.<br><br>Experienced any harassment or bullying*<br>Grade 9: 22%<br>Grade 11: 27% | 2025-2026<br>School perceived as very safe or safe<br>Grade 9: Increased 3%<br>Grade 11: Increased 11%<br><br>Experienced any harassment or bullying*<br>Grade 9: Increased 8%<br>Grade 11: Decreased 3% |
| 3.6 | 3.1.6<br>Dropout Rate<br><br>Source: DataQuest | 2022-2023<br>% of four-year cohort identified as dropout:<br>3.2%<br>N=31 | 2023-2024<br>% of four-year cohort identified as dropout:<br>2.1%<br>N= 20 | 2024-2025<br>% of four-year cohort identified as dropout:<br>2.1%<br>N= 20 | % of four-year cohort identified as dropout:<br>1.5%<br>Decrease 1.7% | 2024-2025<br>Decreased 1.1% |
| 3.7 | 3.2.1<br>Suspension % Student Groups | 2023<br>All Students:<br>Status is Orange<br>5.8% Suspended at least one day | 2024<br>All Students:<br>Status is Green<br>5.1% Suspended at least one day | 2025<br>All Students<br>Status is Yellow<br>4.7% Suspended at least one day | 2026<br>All students<br>Status Green<br>4.3% suspension at least one day | 2025<br>All Students:<br>Declined 1.1%<br><br>SED |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: CA Dashboard & California School Dashboard Target-setting Tool for LCAPs and SPSAs | Increase 0.7%<br>N=4,038<br><br>SED<br>Status is Red<br>10% Suspended at least one day<br>Increase 2.2%<br>N=1,189<br><br>EL<br>Status is Orange<br>9.4% Suspended at least one day<br>Decrease 2.1%<br>N=149<br><br>SWD<br>Status is Red<br>12% Suspended at least one day<br>Increase 3.2%<br>N=483<br><br>Foster Youth<br>Status is Red<br>21.1% Suspended at least one day<br>Increase 4.4%<br>N=19<br><br>Homeless Youth<br>Status is Yellow<br>8.4% Suspended at least one day<br>Decrease 6.1%<br>N=296 | Declined 0.8%<br>N= 3,996<br><br>SED<br>Status is Red<br>9.6% Suspended at least one day<br>Maintained -0.4%<br>N= 1,104<br><br>EL<br>Status is Yellow<br>6.3% Suspended at least one day<br>Declined 3.1%<br>N= 158<br><br>SWD<br>Status is Orange<br>11.4% Suspended at least one day<br>Declined 0.6%<br>N= 518<br><br>Foster Youth<br>Status is Orange<br>12.5% Suspended at least one day<br>Declined 8.6%<br>N= 16<br><br>Homeless Youth<br>Status is Yellow<br>7.1% Suspended at least one day<br>Declined 1.4%<br>N= 127 | Maintained -0.4%<br>N= 184<br><br>SED<br>Status is Yellow<br>7.9% Suspended at least one day<br>Declined 1.7%<br>N= 82<br><br>EL<br>Status is Orange<br>6.6% Suspended at least one day<br>Maintained 0.3%<br>N= 9<br><br>SWD<br>Status is Yellow<br>7.1% Suspended at least one day<br>Declined 4.3%<br>N= 34<br><br>Foster Youth<br>Status is No Performance Color<br>8.3% Suspended at least one day<br>Declined 4.2%<br>N= 1<br><br>Homeless Youth<br>Status is Orange<br>7.8% Suspended at least one day<br>Increased 0.7% | 1.5% decrease<br><br>SED<br>Status Green<br>6% suspension at least one day<br>Decrease 4%<br><br>EL<br>Status Green<br>6% suspension at least one day<br>Decrease 3.4%<br><br>SWD<br>Status Orange<br>10.5% suspension at least one day<br>Decrease 1.5%<br><br>Foster Youth<br>Status Orange<br>19.6% suspension at least one day<br>Decrease 1.5%<br><br>Homeless Youth<br>Status Green<br>6% suspension at least one day<br>Decrease 2.4% | Declined 2.1%<br><br>EL<br>Declined 2.8%<br><br>SWD<br>Declined 4.9%<br><br>Foster Youth<br>Declined 12.8%<br><br>Homeless Youth<br>Maintained -.6%<br><br>LTEL<br>Declined 3.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | LTEL<br>Status is Yellow<br>8.3% Suspended at least one day<br>Declined 2.1%<br>N= 96 | N= 10<br><br>LTEL<br>Status is Green<br>5.2% Suspended at least one day<br>Declined 3.1%<br>N= 4 | | |
| 3.8 | 3.3.1 Contactable%<br><br>Source: Parentsquare | 2023-2024<br>98% of all student families are contactable<br><br>Colfax HS<br>99% of student families are contactable<br><br>Confluence HS<br>97.3% of student families are contactable<br><br>Del Oro HS<br>99% of student families are contactable<br><br>Foresthill<br>79% of student families are contactable<br><br>MCVA<br>96% of student families are contactable<br><br>Placer<br>99% of student families are contactable<br><br>TAL | 2024-2025<br>99% of all student families are contactable<br><br>Colfax HS<br>99% of student families are contactable<br><br>Confluence HS<br>99% of student families are contactable<br><br>Confluence West HS<br>100% of student families are contactable<br><br>Del Oro HS<br>100% of student families are contactable<br><br>Foresthill | 2025-2026<br>99% of all student families are contactable<br><br>Colfax HS<br>99% of student families are contactable<br><br>Confluence HS<br>97% of student families are contactable<br><br>Del Oro HS<br>100% of student families are contactable<br><br>Foresthill<br>99% of student families are contactable<br><br>MCVA<br>93% of student families are contactable | 2026-2027<br>100% of all student families are contactable | 2025-2026<br>ALL Students<br>Increased 1%<br><br>Colfax HS<br>Maintained 0%<br><br>Confluence HS<br>Maintained -.3%<br><br>Del Oro HS<br>Increased 1%<br><br>Foresthill<br>Increased 20%<br><br>MCVA<br>Increased 3%<br><br>Placer<br>Maintained 0%<br><br>TAL<br>Increased 5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 95% of student families are contactable | 98% of student families are contactable<br><br>MCVA<br>98% of student families are contactable<br><br>Placer<br>98% of student families are contactable<br><br>TAL<br>100% of student families are contactable | <br>Placer<br>99% of student families are contactable<br><br>TAL<br>100% of student families are contactable | | |
| 3.9 | 3.5.1<br>Facility Inspection Tool (FIT) Rating and Facility Walks | 2023-2024<br>All Schools Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary" | 2024-2025<br>All Schools Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary" | 2025-2026<br>All Schools Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary" | Maintain All Schools Williams Compliant Facility Inspection Tool (FIT) Overall Rating of "Good to Exemplary" | 2025-2026<br>Maintain |
| 3.10 | 3.5.2<br>Williams Compliance | 2023-2024<br>100% | 2024-2025<br>100% | 2025-2026<br>100% | 2026-2027<br>Maintain 100% compliance | 2025-2026<br>Maintain |
| 3.11 | 3.5.3<br>Teacher Placement<br><br>Source: | 2022-2023<br>% of teachers without credentials and misassignments:<br>0% | 2023-2024<br>% of teachers without credentials and misassignments:<br>0% | 2025-2026<br>% of teachers without credentials and misassignments:<br>0% | Maintain 0% teachers without credentials and misassignments. | 2025-2026<br>Maintain |

# 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.

Successful Implementation:

Action 3.1 - Support school culture and Action 3.2 Supportive school culture for low-income, English learners, and/or foster youth students

- Our school sites successfully implemented Actions 3.1 and 3.2 by promoting a supportive school culture aligned with the Quality Schools tenets. To create a physically, socially, and emotionally healthy environment for all students, the district provided resources to boost student engagement and implemented alternative practices to suspension. These efforts included expanding access to mental health services through site-based Wellness Centers, developing advisory class content, and emphasizing Character Pillars.

Action 3.3 - Communicate, engage, and collaborate with all educational partners

- PUHSD successfully achieved Action 3.3 by implementing a variety of effective communication and engagement strategies to connect with all educational partners, including students, families, community members, and staff. The district utilized the ParentSquare app and particular sites used Translate Live technology to ensure accessible, multilingual communication. Engagement was further strengthened through platforms such as The Point podcast, regular district and site newsletters, and events like Back-to-School nights. Collaborative efforts included active participation in School Site Councils and the District English Learner Advisory Committee (DELAC), fostering ongoing dialogue and partnership with families and the broader community.

Action 3.4 - Co-curricular and extracurricular opportunities

- School sites across PUHSD offer a wide range of co-curricular and extracurricular opportunities that support student engagement across the arts, athletics, and various clubs. School sites prioritize student choice, ensuring that students have access to many activities that match their interest and passions. These offerings created meaningful connections within the school community, fostered personal growth, and promoted a well-rounded educational experience for all students.

Action 3.5 - High quality learning environments

- PUHSD fosters strong collaboration between Maintenance, Information & Technology, and Business departments and school site administrators and teachers. This coordinated effort ensured that learning environments remained safe, modern, and conducive to effective teaching and student learning. Regular updates to facilities, classroom technologies, and infrastructure supported a high-quality educational experience and reflected the district's commitment to maintaining contemporary spaces that meet the evolving needs of students and staff.

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.

N/A

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

Based on analysis of metrics 3.1.1 – 3.5.3, the implementation of actions 3.1 – 3.5 has demonstrated overall positive progress toward the goal of providing a safe, healthy, and engaging learning environment. The data show improvements in discipline, attendance, and school climate measures, as well as continued success in maintaining high quality facilities and communication systems. However, persistent subgroup disparities and areas of student experience below target indicate that actions have been partially effective and require continued refinement.

Implementing Actions 3.1 – 3.5 effectively supported Goal #3, leading to measurable improvements in several areas:

Behavior & Discipline
-Suspension rates declined from 5.8% (2023) to 4.7% (2025), showing consistent improvement over time.
-Expulsion rates decreased from 0.6% to 0.2%, meeting the Year 3 target.
-Multiple student groups showed reductions in suspension rates, including SED, EL, SWD, Foster Youth, and LTEL students.

Engagement & Attendance
-Average attendance increased from 93% to 94.43%.
-Chronic absenteeism declined from 18% to 12.92%, a 5.08 percentage point reduction.
-Dropout rates decreased from 3.2% to 2.1%, representing a 1.1 percentage point reduction, with the number of dropouts decreasing from 31 to 20 students.

Social-Emotional Wellness
-School connectedness increased to 67% for Grade 9 and 64% for Grade 11.
-Optimism increased to 54% for Grade 9 and 50% for Grade 11.
-Life satisfaction increased to 70% for Grade 9 and 68% for Grade 11.
-Consideration of suicide decreased for Grade 11 students from 13% to 9%.

School Climate & Safety
-Perception of school safety increased to 71% for Grade 9 and 73% for Grade 11.
-Grade 11 harassment/bullying reports decreased from 30% to 27%.

Family Engagement & Infrastructure
-Family contactability remained high at 99%, with multiple sites maintaining 99–100%.
-Facilities maintained “Good to Exemplary” FIT ratings across all schools.
-Williams compliance remained at 100%.
-Teacher misassignments remained at 0%, meeting the Year 3 target.

While progress is evident, the data identify areas where Actions 3.1 – 3.5 were less effective or require continued attention:

Disproportionality in Suspensions

-African American students increased to 21.7% suspended (N=5), 12.7 percentage points above target.
-Foster Youth remain 11.3 percentage points above target despite improvement.
-Homeless students increased to 7.8%, indicating a Year 2 increase.

Attendance and Absenteeism
-Attendance (94.43%) remains 1.57 percentage points below the 96% target.
-Chronic absenteeism (12.92%) remains 2.92 percentage points above the 10% target.
-Progress has occurred but targets have not yet been met.

Social-Emotional Wellness
-School connectedness, optimism, and life satisfaction remain below targets for both Grade 9 and Grade 11.
-Grade 9 chronic sadness/hopelessness increased to 27%, remaining above target.
-Several wellness indicators show improvement but continue to fall short of Year 3 goals.

School Safety & Bullying
-Grade 9 harassment/bullying increased to 33%, 10 percentage points above target.
-Grade 9 perception of safety remains 2 percentage points below target.
-These indicators show declining or insufficient progress for Grade 9 students.

PUHSD has made meaningful progress toward providing a safe, healthy, and engaging learning environment, particularly in reducing suspension and expulsion rates, improving attendance, decreasing dropout rates, and maintaining high levels of facility quality and compliance. However, the data indicate that outcomes are not yet equitable across all student groups, with suspension disparities and unmet targets in student wellness and school climate indicators, particularly for Grade 9 students and specific student groups. While the foundation for a safe and supportive environment is strong, continued targeted efforts are needed to ensure that all students experience consistent improvements across discipline, engagement, and well-being measures.

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.

No changes were made.

**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** | Support school culture | Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for all students that is | $10,071,528.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | physically, socially, and emotionally healthy by supporting sites with student engagement and alternative practices to suspension. | | |
| **3.2** | Supportive school culture for low-income, English learners, and/or foster youth students | The district will maintain a supportive school culture and climate for low-income, English learners, and/or foster youth students that are physically, socially, and emotionally healthy. Students will be supported through the use of administrative support, mental health/psychologist staffing, instructional supplies, and collaboration with community counseling. | $873,782.00 | Yes |
| **3.3** | Communicate, engage, and collaborate with all educational partners | Communicate, engage, and collaborate with all educational partners (students, families, community members, and staff), including low income, English learners, and/or foster youth students and their families. | $815,711.00 | |
| **3.4** | Co-curricular and extracurricular opportunities | Provide opportunities for co-curricular and extracurricular student engagement in the arts, athletics, and clubs. | $2,194,694.00 | |
| **3.5** | High quality learning environments | Maintain and create safe, high quality contemporary learning environments that promote effective instruction and student learning. | $16,122,195.00 | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

An 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.

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

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

**A 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 |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2025-26]

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

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

An 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.

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

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

**A 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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $2,275,422 | $ |

**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 |
|---|---|---|---|
| 4.780% | 0.000% | $0.00 | 4.780% |

**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 |
|---|---|---|---|
| **2.4** | **Action:**<br>Intervention and Support<br><br>**Need:**<br>Action:<br>Intervention and Support<br><br>Need:<br>Additional academic interventions and supports for ELL's, foster youth, and SED students. While our CCI preparedness percent | Conduct targeted interventions during the daily intervention block to support students needing additional instruction, practice, or enrichments. Teachers utilize FlexiSCHED to assign students to intervention blocks to address learning loss, extend learning time, and provide remediation or extension opportunities focused on course ELOs. Offer additional opportunities for low-income, English learners, and/or foster youth students to enroll in intervention and support classes during the school day to promote CCI readiness. | We will monitor progress by tracking several key college and career indicator (CCI) metrics including the college and career indicator on the California Dashboard and the A-G% of cohort graduates. |

| 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 |
|---|---|---|---|
| | is very high for all student and all subgroups are well above the state average there are several groups that are closing the gap yet still not at the level of their peers. EL students are 36.7% less prepared than all students. Educational partner feedback shows that students being prepared for college and career is important, particularly our English language learners.<br><br>Student Tutors:<br>Colfax 4<br>Foresthill 1<br>Del Oro 48<br>Placer 6<br><br>CCI Indicator:<br>All students: 78.9% prepared (+7.2%)<br>Status Blue<br><br>EL: 42.2% prepared (+8.9%)<br>Status Green<br><br>SED: 69.8% prepared (+10.4%)<br>Status Blue<br><br>Foster Youth: >11 Students No Data<br><br>a-g%:<br>All students: 68.2%<br><br>SED: 57.9%<br><br>EL: 31.4%<br><br>Foster Youth: >11 Students No Data | Additional academic interventions and support are critical for PUHSD's English learners, foster youth, and low- income students. These efforts focus on closing the achievement gap and remediating learning lag due to compounding factors. Beyond the daily targeted intervention block, these students also benefit from continued tutoring services and digital learning supports.<br>Furthermore, based on recent data, Multi-Tiered System of Support (MTSS) provides intensive support courses to assist students near or below benchmark, with immediate feedback (DuFour, Marzano, Mattos, Reeves). Here, students are universally assessed and placed in appropriate support classes, despite their "status" (although many do qualify as SED, EL/RFEP, or Foster/Homeless). Credit Recovery and Tier 1 and 2 interventions continue to be part of the MTSS process and allow for student remediation (Tier II) via Canvas online program and Edmentum both in the summer and in the afternoons/evenings during the school year.<br>Finally, students receive increased support through site intervention courses offered during the school day, including Math Intervention, ALEKS, Read 180, Academic Literacy, co- taught math and English classes, and AVID. | We will also monitor the increase and use of student tutors during the daily intervention block.<br><br>We will continue to seek feedback from students, parents, and staff about the supports and services related to this action. |

| 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:<br>LEA-wide<br><br>**Scope:**<br>LEA-wide | | |
| **3.2** | **Action:**<br>Supportive school culture for low-income, English learners, and/or foster youth students<br><br>**Need:**<br>Action:<br>Supportive school culture for low-income, English learners, and/or foster youth students<br><br>Need:<br>Provide supportive school culture for SED, ELL's, foster youth, and homeless youth students to reduce suspension rates.<br><br>2025<br>All Students:<br>Status is Green<br>5.1% Suspended at least one day<br>(-0.8%)<br>N=3,996<br><br>SED<br>Status is Red<br>9.6% Suspended at least one day<br>(-0.4%)<br>N=1,104<br><br>EL: | Supportive school culture for low-income, English learners, and/or foster youth students - Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for low-income, English learners, and/or foster youth students that are physically, socially, and emotionally healthy.<br><br>Research demonstrates that student relationships with other adults can make a positive difference in how education is experienced (Glasser's Quality Schools/Deming). The district will continue to invest in our counseling services and Mental Health Support Specialists to ensure the mental health of all of our students, again with additional outreach, communication, and support for those who are most vulnerable.<br><br>Professional development and implementation of Tier 1 behavioral interventions also fall under this goal. PUHSD seeks to reduce the number of suspensions and expulsions for all students, but special focus will be on low-income, English learners, and/or foster youth students by renewed efforts of: reinforcing school-wide positive expectations and behaviors, reinforcing classroom expectations aligned with school-wide | We will measure the effectiveness of our actions by tracking the suspension rate data.<br><br>We will continue to seek feedback from students, parents, and staff about the supports and services related to this action. |

| 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 |
|---|---|---|---|
| | Status is Yellow<br>6.3% Suspended at least one day<br>(-3.1%)<br>N=158<br><br>Foster Youth:<br>Status is Orange<br>12.5% Suspended at least one day<br>(-8.6%)<br>N=16<br><br>Scope:<br>LEA-wide<br><br>**Scope:**<br>LEA-wide | expectations, encouraging expected behavior through various campus activities (advisory periods, character education), discouraging problem behavior, increasing procedures for school-family partnership.<br><br>PUHSD's partnership with PCOE Foster Youth Services and McKinney Vento Homeless Education Teams offers additional support and agency referrals to students in those categories. These teams expand their service offerings to other students and families. | |

## *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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Increase EL English language acquisition<br><br>**Need:**<br>ELPI:<br>State of CA: 46.4% making progress toward English language proficiency.<br>Maintained .7% | PUHSD offers additional supplemental programs that serve targeted students in need, the majority of whom are English Learners (EL), Reclassified English Learners (RFEP). PUHSD will continue to closely monitor low-income, English learners, and/or foster youth students and utilize supplemental funds to ensure students' needs are met through its LCAP goals and actions. Examples of programs/positions that will be supported | We will measure the effectiveness of our academic achievement actions by tracking the percentage of students making progress toward English proficiency as well as monitoring the percentage of students |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | PUHSD:<br>Status is Orange<br>43% making progress toward English language proficiency<br>Increased 2.6%<br>N= 100<br><br>Percent of all EL population enrolled in at least one DE course: 40.3%<br><br>Percent of all EL population enrolled in at least one AP/IB course: 4.2%<br><br>Scope:<br>Limited to Unduplicated Student Group(s)<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | through supplemental funds include: a-g Spanish for Spanish Speakers course and teacher, EL lead counselor, bi-lingual aides, interpreter, and curriculum and instruction coordinator. These positions and staff will be supporting the ELD program as well as EL student support and guidance toward enrollment in DE, AP/IB and CTE courses, and making progress toward English language proficiency. | enrolled in DE, AP/IB, CTE courses.<br><br>We will continue to seek feedback from students, parents, and staff about the supports and services related to this action. |

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

## Additional Concentration Grant Funding

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

| 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 | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 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 | 47,602,808 | 2,275,422 | 4.780% | 0.000% | 4.780% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $54,402,915.00 | $7,555,912.00 | $2,273,472.00 | $405,022.00 | $64,637,321.00 | $49,789,810.00 | $14,847,511.00 |

| 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 | College Career Indicator (CCI) Prepared Level Completion | | | | | | | $10,202,379.00 | $1,579,728.00 | $9,417,389.00 | $2,024,653.00 | $291,000.00 | $49,065.00 | $11,782,107.00 | |
| 1 | 1.2 | Access to a rigorous course of study for all students | | | | | | | $9,997,819.00 | $517,517.00 | $10,163,872.00 | $337,147.00 | $0.00 | $14,317.00 | $10,515,336.00 | |
| 1 | 1.3 | Increase EL English language acquisition | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $364,979.00 | $2,400.00 | $303,615.00 | $0.00 | $0.00 | $63,764.00 | $367,379.00 | |
| 1 | 1.4 | Four year career readiness plan | | | | | | | $411,148.00 | $30,550.00 | $313,415.00 | $98,035.00 | $10,000.00 | $20,248.00 | $441,698.00 | |
| 2 | 2.1 | Professional Development | | | | | | | $504,550.00 | $145,356.00 | $402,123.00 | $138,510.00 | $4,500.00 | $104,773.00 | $649,906.00 | |
| 2 | 2.2 | High Quality Instruction Professional Learning Communities (PLCs) | | | | | | | $1,204,671.00 | $18,620.00 | $1,061,277.00 | $162,014.00 | $0.00 | $0.00 | $1,223,291.00 | |
| 2 | 2.3 | Instructional Practices and Implementation | | | | | | | $625,971.00 | $58,058.00 | $645,110.00 | $38,919.00 | $0.00 | $0.00 | $684,029.00 | |
| 2 | 2.4 | Intervention and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $5,421,577.00 | $1,930,923.00 | $1,651,948.00 | $3,980,765.00 | $1,603,213.00 | $116,574.00 | $7,352,500.00 | |
| 2 | 2.5 | Access to appropriate technology and equipment to support digital education (1:Web) | | | | | | | $701,739.00 | $841,426.00 | $1,068,165.00 | $475,000.00 | $0.00 | $0.00 | $1,543,165.00 | |
| 2 | 2.6 | Long Term English Language Learner (LTEL) Support | | | | | | | $0.00 | $0.00 | | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.1 | Support school culture | | | | | | | $6,470,795.00 | $3,600,733.00 | $9,604,688.00 | $300,869.00 | $130,090.00 | $35,881.00 | $10,071,528.00 | |
| 3 | 3.2 | Supportive school culture for low-income, English learners, and/or foster youth students | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $867,732.00 | $6,050.00 | $873,782.00 | $0.00 | $0.00 | $0.00 | $873,782.00 | |
| 3 | 3.3 | Communicate, engage, and collaborate with all educational partners | | | | | | | $493,351.00 | $322,360.00 | $586,642.00 | $0.00 | $228,669.00 | $400.00 | $815,711.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Co-curricular and extracurricular opportunities | | | | | | | $2,027,424.00 | $167,270.00 | $2,188,694.00 | $0.00 | $6,000.00 | $0.00 | $2,194,694.00 | |
| 3 | 3.5 | High quality learning environments | | | | | | | $10,495,675.00 | $5,626,520.00 | $16,122,195.00 | $0.00 | $0.00 | $0.00 | $16,122,195.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 47,602,808 | 2,275,422 | 4.780% | 0.000% | 4.780% | $2,829,345.00 | 0.000% | 5.944 % | **Total:** | $2,829,345.00 |
| | | | | | | | | **LEA-wide Total:** | $2,525,730.00 |
| | | | | | | | | **Limited Total:** | $303,615.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.3** | Increase EL English language acquisition | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $303,615.00 | |
| **2** | **2.4** | Intervention and Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,651,948.00 | |
| **3** | **3.2** | Supportive school culture for low-income, English learners, and/or foster youth students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $873,782.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $59,379,775.00 | $55,946,652.00 |

| 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** | College Career Indicator (CCI) Prepared Level Completion | | $10,251,531.00 | $8,396,984 |
| **1** | **1.2** | Access to a rigorous course of study for all students | | $15,206,102.00 | $9,215,920 |
| **1** | **1.3** | Increase EL English language acquisition | Yes | $531,891.00 | $466,063 |
| **1** | **1.4** | Four year career readiness plan | | $970,475.00 | $819,544 |
| **2** | **2.1** | Professional Development | | $767,366.00 | $615,406 |
| **2** | **2.2** | High-Quality Instruction Learning Communities (PLCs) | | $1,286,590.00 | $1,026,697 |
| **2** | **2.3** | Instructional Practices and Implementation | | $668,196.00 | $699,039 |
| **2** | **2.4** | Intervention and Support | Yes | $4,884,741.00 | $7,458,581 |
| **2** | **2.5** | Access to appropriate technology and equipment to support digital education (1:Web) | | $1,730,471.00 | $1,449,191 |
| **2** | **2.6** | Long Term English Language Learner (LTEL) Support | | $0.00 | $0.00 |
| **3** | **3.1** | Support school culture | | $7,645,295.00 | $8,744,176 |
| **3** | **3.2** | Supportive school culture for low-income, English learners, and/or foster youth students | Yes | $838,168.00 | $848,502 |
| **3** | **3.3** | Communicate, engage, and collaborate with all educational partners | | $759,158.00 | $831,670 |
| **3** | **3.4** | Co-curricular and extracurricular opportunities | | $2,258,622.00 | $2,230,711 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **3** | **3.5** | High quality learning environments | | $11,581,169.00 | $13,144,168 |

# 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) |
|---|---|---|---|---|---|---|
| $2,223,760 | $2,692,688.00 | $3,349,152.00 | ($656,464.00) | 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 | 1.3 | Increase EL English language acquisition | Yes | $413,540.00 | $466,063 | | |
| 2 | 2.4 | Intervention and Support | Yes | $1,440,980.00 | $2,034,587 | | |
| 3 | 3.2 | Supportive school culture for low-income, English learners, and/or foster youth students | Yes | $838,168.00 | $848,502 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 45,874,476 | $2,223,760 | 0 | 4.847% | $3,349,152.00 | 0.000% | 7.301% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024